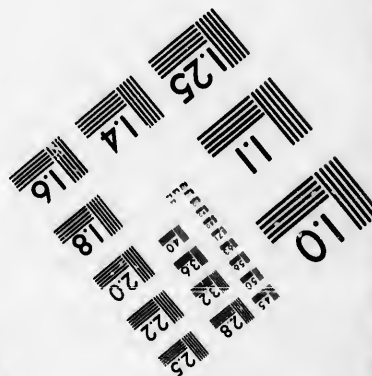
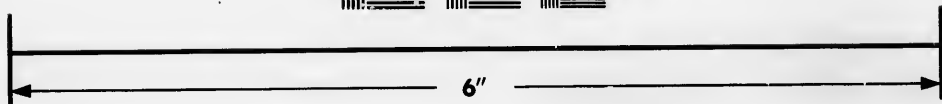
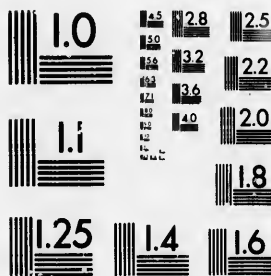


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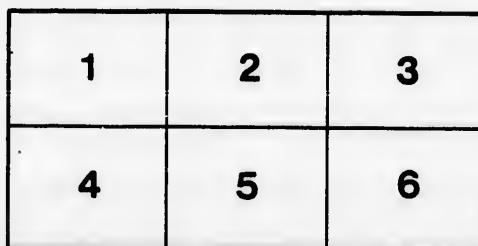
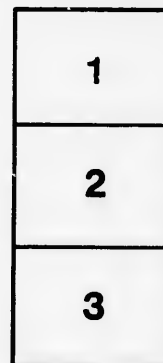
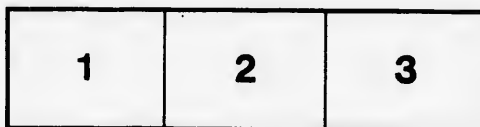
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6

REPORT

OF THE

Protestant Board of School Commissioners

FOR THE

CITY OF MONTREAL.

1847 TO 1871.

MONTREAL:

"GAZETTE" PRINTING HOUSE.

1873.

1872 To 1889 - 1891 & 1893





REPORT

OF THE

Protestant Board of School Commissioners

FOR THE

CITY OF MONTREAL.

1847 TO 1871.

MONTREAL:

"GAZETTE" PRINTING HOUSE.

1872.

NOTE.

In this their first published Report, the Commissioners deem it well to present a summary of the proceedings and expenditures of the Board from the time of its original appointment in 1846. *Details* of expenditure are given from 1868, because this is the date at which the present Board entered upon that extension of their School system which has resulted from the late augmentation of revenue.

CORRESPONDENCE.

The publication of this Report originated in the following correspondence :

PROTESTANT BOARD OF SCHOOL COMMISSIONERS,
MONTREAL, 7th July, 1871.

To the Hon. P. J. O. CHAUVEAU, M.P.,
Minister of Public Instruction :

MY DEAR SIR,

There is a matter in regard to our School work here which I am desirous of bringing under your notice, and of getting your opinion and advice upon.

A growing feeling prevails amongst prominent rate-payers, indeed in the City generally, that the School Boards should publish annual Reports of their work, including an account of their outlay of public monies. I have it on good authority that agitation is threatened if the Boards refuse to make known the uses to which they put the money which the Public commit to their trust. To my thinking, the demand, or to put it in a milder form, the *wish*, is reasonable enough. Yet I would not care to press upon the Board over which I preside, a course which the Roman Catholic Board might deem an indirect reflection upon their silence, supposing them not willing to follow suit.

Have the goodness to inform me, as early as may be convenient, what your views are upon this matter, so that when the question comes up for discussion at the Protestant Board, as it certainly will, I may be in a position to speak with authority.

Judging by the results of the publication of such Reports in the Province of Ontario, as well as in the neighbouring States, advantage would accrue to the work of Education, by the two Boards giving to the public, in brief form, both what they do and what they expend.

I am, &c., &c.,

JOHN JENKINS,
Chairman.

REPLY.

MINISTRY OF PUBLIC INSTRUCTION,
QUEBEC, 21st July, 1871.

Rev. J. JENKINS,
Montreal :

SIR,

I am directed by the Honourable the Minister of Public Instruction to state, in answer to your letter of the 7th instant, to which an

absence of a few days prevented me from giving an earlier reply, that he sees no reason for the protestant school commissioners not to comply with the desire of the public, and deliver an account of the manner in which they have expended the Funds that were placed at their disposal. The law makes it obligatory for all the other municipalities, and a corporate body is everywhere bound to account to those whom they represent for the administration of their affairs.

I have the honour to be,

&c., &c.,

LOUIS GIARD,
Secretary.

REPORT.

PART I.

(From 1847 to 1867.)

The Protestant Board of School Commissioners for the City of Montreal, was appointed under an Act of the Provincial Parliament, 9 Vic. Cap. 27. (1846.) Appointment of Board.

The Government appointed as Commissioners the following six gentlemen :

Rev. CHARLES BANCROFT,	Mr. WILLIAM LUNN,
Rev. CALEB STRONG,	Mr. ANDREW WATSON,
Rev. J. M. CRAMP,	Mr. JOHN DOUGALL.

The first meeting of the Board was held on the 10th of December, 1846, when the Rev. C. Bancroft was appointed Chairman, and Mr. W. Lunn, Secretary-Treasurer. Mr. Lunn has held office from his original appointment to the present year (1871). Officers chosen.

The operations of the Board, it will be thus seen, have extended over a period of 25 years. Entering upon its work with limited resources, prosecuting it for 22 of these years with like narrow means, the results are, of necessity, inadequate to the wants of that portion of the population in whose interest the Protestant Commissioners were originally appointed. Certainly the results do not accord with either the endeavours of the Board, or the demands of the Protestant community.

In 1847,

The Board took measures to secure the services of competent Teachers, directing the Secretary to correspond with Her Majesty's Inspector of Schools for Scotland. The whole sum received by the Board this year, was \$558.05. This was from the City Council. The legislation of the previous year, First School allowance received.

for school purposes in Montreal, contemplated a grant from the Provincial Government of a like sum, but the money was not forth-coming until the following year. The amount received from the City Council was invested at interest, the Board having no use to which to apply it.

In 1848,

Dr. Falloon,
chairman,
Dr. McGill his
successor.

The Rev. Dr. Falloon was appointed Chairman, in the room of Mr. Bancroft, who had removed from Montreal, and held office from February to October. The Rev. Dr. McGill succeeded Dr. Falloon. During this year the Board made grants, amounting in all to \$340, to four private schools, having first carefully inquired into the character of their Teachers, and the kind of instruction communicated.* For the greater part of the year it was found impossible to secure the attendance of a quorum of members.

In 1849,

The only work undertaken was the visitation and examination of the schools receiving aid from the Board. This seems to have been done often and faithfully.

Three Board meetings were held in December of this year, at which there were conversations by the members present, leading to resolves of activity in the future. Accordingly,

In 1850,

Ann Street
School
established.

The Board gave signs of life. A school was established in Ann street, Griffintown. Mr. Allen was appointed Master at a salary of 300 dollars a year. The school fees, "not to exceed in any case five cents a week," he was allowed to hold as his perquisite. Gratuitous instruction was required to be given to the children of poor parents, nominees of the Board, without restriction as to number. The building in Ann street was rented from the Baptist Denomination at \$100 a year. In 1853 the Board purchased the property.

In April of this year a house in Papineau Square, Quebec Suburbs, was leased at \$100 a year, and in May a School was

* Not one efficient teacher was at this time procurable in Lower Canada.

opened under the superintendence of Mr. Arnold, to whose ^{Mr. Arnold.} eminent capacity and earnestness as a Teacher of youth, Montreal owes a debt of gratitude. His salary was fixed at \$300, the fees being his special perquisite. A mistress was also appointed an Assistant at a salary of \$120. This school filled up rapidly. At the close of the year the following return of the number of children in attendance, was made to the superintendent of Education:—Griffin Town school 103, ^{Number of} Quebec Suburbs School 141, Total 244. ^{Scholars.}

In 1851,

The Commissioners resolved to pay, in rotation, a weekly ^{Visitation and} visit to the two schools under the Board. They also resolved ^{Examination of} to employ a music master for an hour and a half every Saturday to instruct the children in singing. Public examinations of the ^{Instruction in} schools were also held, and, judging by the newspapers, were ^{Music.} satisfactory to both the Commissioners and the Public.

A memorial to the Legislature was this year sent by the ^{Memorial in} Board, praying for the establishment of a Normal and Model ^{regard to the} School under a Board of Education, similar to that in operation ^{establishment} in Toronto; also for the appointment of Inspectors for all ^{of Normal} schools in Eastern Canada. Attempts were made to secure ^{School, &c.} a suitable house in Griffin Town in which to conduct a Girls' School, but were unsuccessful.

In 1852,

The Board purchased the school property in Ann street, Griffin ^{Ann Street} Town, rented from the Baptist Denomination, paying for it ^{property} £325= \$1300. ^{purchased.}

The great fire on July 8th, destroyed the Quebec Suburbs school house (rented) and the desks, seats and other school furniture. The Relief Committee of the City made good the loss. The Board at once made arrangements for carrying on the School in a building in Colborne Avenue, the only suitable place procurable.

In 1853,

Sundry resolutions were introduced and inquiries made

Need of a
School-house
in the Quebec
Suburbs.

respecting the possible acquisition, by the Board, of a suitable piece of ground on which to erect a School House for the Quebec Suburbs. The Commissioners were driven to consider this matter by the fact that the Government Inspector of Schools had reported the house in Colborne Avenue damp and otherwise unfit for occupation.

The Board transacted but little business this year for the reason that a quorum of members seldom appeared at its meetings.

In 1854,

The Venerable Archdeacon Gilson, was appointed a Commissioner by the City Council.

School Houses
not to be used
for denomina-
tional purposes.

The Board passed a resolution, which has been in force to the present time (1871) adverse to the granting the use of its School Houses for denominational Sunday Schools.

The Schools were frequently visited and examined by the Commissioners, both as individuals and collectively. The results were satisfactory.

In 1855,

Mr. Robertson was appointed Master of the Ann street School, in the room of Mr. Allan, resigned. The records still show irregularity of attendance at the meetings of the Commissioners, but the Schools seem to have been sustained in ordinary efficiency.

In 1856,

Dr. McGill's
death.
Archdeacon
Gilson,
chairman.

The death of the Rev. Dr. Robert McGill rendered vacant the Chairmanship of the Board, an office which he had faithfully discharged for nearly eight years. Archdeacon Gilson was appointed Chairman in his stead. Aid was sought from the Legislature, without avail, to enable the Board to erect a School house in Quebec Suburbs.

In 1857,

The Board continued its efforts to secure a School-House in Quebec Suburbs, and was still unsuccessful. The success of Mr. Arnold, in the rented School-house of these suburbs,

seems to have been more than ordinarily satisfactory. It was found necessary, in consequence of the insufficient means ^{School-fees doubled.} at the disposal of the Board, to raise the school fees from five to ten cents a week.

In 1858,

A site in Quebec Suburbs was at length selected and purchased, but the title to the property was found to be imperfect. A second site was secured, with like results; so ^{Ineffectual attempts to secure a school site in Quebec Suburbs.} that this important work had to be postponed for another year. Public examinations of the Schcols were held in the months of August, September and December.

In 1859,

The Board acquired, by purchase, their Panet street ^{Panet Street site acquired.} (Quebec Suburbs) property, and agreed to build on it the long-needed and desired School-house; they were not, however, in a position as to funds to act upon their resolve until

1860.

This year the Board proceeded with the building, having accepted contracts amounting to 3,610 dollars. A Petition was forwarded to the Legislature asking for a grant in aid; the prayer was disregarded, or at least refused. A loan of 2,000 dollars towards the needed expenditure, at 8 per cent per annum, was obtained, on mortgage of the property, from "the Trust and Loan Fund." The total expenditure on the ^{Panet Street School House built—Its cost.} Panet street School amounted to \$4,833.50, including \$600 for the lot. The building was completed by the end of the year.

The Schools were stately examined this year by the Board, and by other friends of Education. The Quebec Suburbs School (Mr. Arnold's) was reported upon most favourably.

In 1861,

Archdeacon Gilson, who had served the Board faithfully and with great efficiency as its Chairman since 1856, having left the city, the Rev. William Snodgrass was appointed in his ^{Rev. W. Snodgrass, chairman}

stead. The census of this year reported 5,000 Protestant children in Montreal, from five years of age to fifteen. The census returns resulted in an augmentation of the government grant from \$1,128 to \$1,380.

In 1862,

Appeal to the Legislature for a distribution of the School-tax based on religious persuasion of tax payers.

A formal application was made to the Legislature for an increased School allowance, and a request appended that the division of the tax be based, as in Upper Canada, on the religious persuasion of the tax-payers, rather than on the relative numbers of the Protestant and Roman Catholic populations. The application was refused. The examination of the Schools this year shewed progress, and was satisfactory.

In 1863,

The Board strove with both the Government and the City Council for a larger grant, but with no greater success than that which had attended their former efforts in a like direction. The two schools seem to have been successfully conducted. That in Ann street was so prosperous as to demand an enlargement of the school house, a course which was determined on before the close of the year.

In 1864,

Griffin Town School House enlarged.

The proposed wing was added to the Ann street school, at a cost of \$1,400. Again the Board besieged the City Council for pecuniary help, chiefly in view of this large outlay; again they pleaded in vain the cause of popular education in Montreal.

Proposals in regard to B. and C. School.

In this year also, negotiations with the Board were commenced by the corporation of the British and Canadian School, looking to the transfer of this Institution to the care of the Board.

In 1865,

Another unsuccessful attempt was made to induce the Legislature to augment the Educational grant for Montreal. The school in Panet street seriously declined in both numbers

and efficiency, through the removal of Mr. Arnold to the British and Canadian School. That in Griffintown was, on the whole, prosperous. Dr. Snodgrass and Mr. Kemp, who had long and faithfully served on the Board, having left the city, Dr. Jenkins and Prof. MacVicar were appointed by the Government to fill the vacancies thus created.

Dr. Snodgrass and Mr. Kemp succeeded on the Board by Dr. Jenkins and Prof. MacVicar

In 1866,

Efforts were made to secure the services of a master for Panet street school in the place of Mr. Arnold, removed to Coté street.

The transfer to the Board of the British and Canadian School was completed in November of this year, under special Legislative authorization.

British and Canadian School transferred to the Board.

Examinations of the schools now under the care of the Board, viz., the Ann street school in Griffin-town, the Panet street school in the Quebec suburbs, and the British and Canadian school in Coté street, were publicly conducted by the Commissioners with satisfactory results.

Examinations.

In 1867,

The Board discharged a portion of their indebtedness to the Trust and Loan Fund, to the extent of 500 dollars, increased the salaries of the Masters of Ann street and Panet street schools, to 400 dollars (with all school fees), and authorized the appointment to each of these schools of a female teacher possessing a model school diploma, at a salary of 200 dollars. A teacher of Music was also engaged at 80 dollars a year for the Panet street school.

Augmentation of the Salaries of Teachers and of their number.

The school allowances for Montreal for the year, were as follow :

School allowances.

TO THE PROTESTANT BOARD.

Government allowance	- - *	\$ 838.40
City Council grant	- - -	1921.50
Total	- - -	<u>2759.90</u>

*Including \$143.00 from Superior Education Fund.

TO THE ROMAN CATHOLIC BOARD.

Government allowance* - -	1862.38
City Council grant - - -	5183.50
Total - - -	<u>7045.88</u>

Number of
Scholars.

The number of children in the schools at the close of this year was :

In the Ann street school - -	173
In the Panet street school - -	80
In the Coté street school - -	487
Total - - - -	<u>740</u>

The number of teachers employed was :

In the Ann street school - -	3
In the Panet street school - -	2
In the Coté street school - -	10
Total - - - -	<u>15</u>

Services to the
cause of educa-
tion of Mr. W.
Lunn.

From this summary it will be seen that for twenty years—*i.e.* from 1847 to 1867—the Protestant Board, despite the narrow means placed at its disposal, struggled earnestly, though in vain, to overtake the work entrusted to their care. They commenced operations without a school house, without a competent available teacher, and, for the most part, without sympathy from the public. The *personnel* of the Board underwent frequent changes; and with one or two exceptions, its members were closely occupied with the duties of their own calling, professional or commercial. The work was largely thrown upon the Secretary-Treasurer, Mr. William Lunn, who, while his brother Commissioners were either too listless or too much engaged in transacting their own business, to attend the meetings of the Board punctually and regularly, was always at his post. Watchful, earnest, and incessant in labours from 1846 till now, he has laid the Protestant community of Montreal under a debt which they can never repay. The successive Chairmen of the Board, up to 1867, deserve to be mentioned with honour

* Not including allowance from Superior Education Fund.

for the services which they rendered the city in the cause of education. Their names will be found in the foregoing summary. Other citizens also, who served as Commissioners during these years, did their work well, and are worthy of being gratefully remembered for their generous and self-denying attention to Civic Educational interests. From 1846 to 1861 the annual receipts of the Board, from both the Government and the City Council, scarcely averaged 1,200 dollars! From 1861 to 1867, its average income was 1,810 dollars. Not a large resource out of which to found and prosecute an Educational System sufficient in character and extent to meet the school wants of the Protestant population of Montreal!

Average
income of the
Board from 1846
to 1861.

With 1868 a brighter day dawned on Montreal in regard to its Educational interests. The work of the Board from that time to the present is given in detail in the second part of this Report. A tabular statement of the receipts and expenditures of the Board from its original appointment to the end of 1867 is furnished on the next page.

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SUMMARY OF RECEIPTS AND EXPENDITURE OF THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS
FROM 1847 TO 31ST DECEMBER, 1867.

Year.	Received from City Corporation.	Government Grant.	Received from Superior Education Fund.	Receipts from other sources.	Interest on Deposits in Bank.	Total Receipts.	Year.	Expenditure in Building.	Expenditure in Managing Schools.	Total Expenditure.
1847	\$558 05					\$558 05	1847	\$.....	\$.....	\$.....
1848	837 07	538 03		27 60		1395 10	1848	345 70	345 70	345 70
1849						27 60	1849	12 17	12 17	22 17
1850	558 05	837 05				1395 10	1850	918 35	918 35	918 35
1851	1116 07	1116 06				2232 13	1851	1005 77	1005 77	1005 77
1852	481 05	481 07		158 41 (a)	175 45	1295 98	1852	1109 45	1109 45	1109 45
1853	522 85	522 87				1045 72	1853	1184 12	1184 12	2484 12
1854	564 67	564 67			64 67	1194 01	1854	1107 38	1107 38	1107 38
1855	564 67	564 67			28 75	1158 00	1855	1164 82	1164 82	1247 55
1856	564 67	564 66			43 83	1173 16	1856	1247 55	1247 55	1144 43
1857	564 67	564 67			53 00	1182 34	1857	1127 42	1127 42	1127 42
1858	564 67	564 66			62 62	1191 95	1858	600 00	1187 38	1787 33
1859	564 67	564 67			60 84	1190 18	1859	3887 63	1275 92	5163 55
1860	564 68	564 67		2000 00 (b)	18 93	3148 28	1860	39 60	1411 12	1450 72
1861	564 68	564 68		6 35		1215 71	1861	82 17	1206 59	1206 59
1862	690 40	690 40				1459 50	1862	32 17	1387 23	1419 40
1863	690 40	690 40		10 00		1465 68	1863	730 30	1365 21	2093 51
1864	1390 80	690 40				2145 20	1864	617 96	1999 90 (c)	2617 86
1865	1390 80	690 40		593 57 (c)		2737 97	1865	216 56	1847 03	2063 59
1866	1390 80	690 40				2219 20	1866	1008 70 (f)	2778 64	3787 34
1867	1651 15	1314 40		5 70	6 14	4194 89	1867	Dec. 31, 1867—	Balance on hand.	356 74
				1069 50 (d)		\$33,625 84				\$33,625 84

(a) From Fire Relief Committee.
 (b) Loan on Mortgage (Planet Street).
 (c) Proceeds of a note for \$600 discounted.
 (d) Public subscriptions.
 (e) Includes Pro. note for \$600 paid.
 (f) Includes \$600 paid of item (b).

WM. LUNY,
Sec.-Treasurer.

PART II.

(From 1868 to 1870.)

The Board of Commissioners in the beginning of 1868 were:

Revd. Dr. JENKINS, *Chairman*,
 Revd. CANON BANCROFT,
 Revd. PROFESSOR MACVICAR,
 Hon. JAMES FERRIER,
 Mr. WILLIAM LUNN, *Sec.-Treasurer*,
 Mr. HECTOR MUNRO,

who had held office by appointment or re-appointment of the Government from 1865.

The Act of 1868-9 gives *the City Council* the right to nominate and appoint *three* of the six Commissioners, the other three being nominees of the Lieut.-Governor in Council. In 1869, when the appointments under the Amended Act were made, the City Council elected the Hon. James Ferrier, Mr. William Lunn, and Mr. Alderman Thompson; the government appointed, as its representatives on the Board, the Revd. Drs. Jenkins, Bancroft and MacVicar. No changes in the *personnel* of the Board have been made since 1869.

From 1864 to 1868 no formal appointment of chairman in succession to Principal Snodgrass had been made. In February of the latter year, the Rev. Dr. Jenkins was elected to the office, and has held it from that time.

On July 1st, 1867, Canada entered upon its present phase of political existence. In the Imperial Act confederating these Colonies, entitled "the British N. America Act," the following clauses appear (sec. 93. 2. 3.).

W.M. LUNN.
Sec.-Treasurer.

(d) Public subscriptions.
 (e) Includes Pro. note for \$600 paid.
 (f) Includes \$500 paid of item (b).

(g) From Fire Relief Committee.
 (h) Loan on Mortgage (Parson Street).
 (c) Proceeds of a note for \$800 discounted.

Appointment of
 Commissioners
 under new Act.

Dr. Jenkins,
 chairman,

Privileges
conferred
under
Confederation.

“ All the Powers, Privileges, and Duties, at the Union by Law conferred and imposed in Upper Canada on the separate Schools and School Trustees of the Queen’s Roman Catholic Subjects, shall be, and the same are hereby extended to the Dissident Schools, of the Queen’s Protestant and Roman Catholic subjects in Quebec.”

“ When in any Province a system of Separate or Dissident schools exists by Law at the Union, or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor General in Council from any Act or Decision 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.”

Injustice to
Protestants.
Efforts to
remove it.

This Board had long felt the injustice to the Protestants in Montreal of the mode of the appropriation of grants for Public Schools which prevailed; and often, previously to 1868, but without effect, sought an appropriation, at least as to that portion of their income derived from city taxation, based upon the value of the property held by Protestants and Roman Catholics respectively. The Board, judging that the Act of Confederation conferred upon the Protestants of Montreal a claim to all monies for School purposes derived by taxation from Protestant rate-payers, resolved to press their view upon the Provincial Government and Legislature at and during the first Legislative Session of the Province. This view, it is just to state, was maintained also by the Roman Catholic Board of Montreal, the members of which joined with the Protestant Board in urging its adoption upon the Government. Deputations from both the Boards proceeded to Quebec for the purpose of securing what was not only desirable but righteous. The Government saw fit to reject, for the time, their united request; but pledged itself to an additional grant for the year 1868, to be divided as formerly on the basis of population; and to the introduction of a measure at the next Legislative Session, in accordance with the provisions or guarantees of “ the British North America Act.”

The augmented appropriation for school purposes in 1868 Income of the two Boards.
 gave

TO THE PROTESTANT BOARD,

From City Taxation - - -	\$8284.80
“ the Government - - -	690.40
	<hr/>
	\$8975.20

TO THE ROMAN CATHOLIC BOARD,

From City Taxation - - -	\$22,348.56
“ the Government - - -	1,862.38
	<hr/>
	\$24,210.94

Three things were determined on by the Protestant Board Resolve of the Protestant Board in view of increased income for 1868.
 in view of this augmentation of its resources :

1st. The payment, as far as possible, of the remaining claims on the properties of the Board. Under this resolution a mortgage of \$2,000 on the British and Canadian School was discharged, and \$1,000 due to the Trust and Loan Fund on the Panet Street and Ann Street Schools.

2nd. The putting into complete order the existing School Houses.

3rd. The erection of a School House in the St. Joseph suburbs, capable of receiving from five to six hundred scholars. A petition for this object, numerously signed, had been previously presented to the Board. The lots on which the “Royal Arthur School” has been since built were accordingly purchased from Messrs. Workman and Delisle. In the meanwhile the Board, convinced of the importance of at once commencing operations in this populous suburb, rented for temporary occupation the basement of the church at the corner of Seigneurs and St. Joseph streets in which a Day School had been already established, independently of the Board.

By desire of the Commissioners, Mr. Hector Munro Plans and Tenders for Royal Arthur School.
 prepared a set of plans for the new building. Tenders were called for, and those deemed trustworthy as well as moderate, accepted. On the 11th day of February, 1870,

Prince Arthur
opens the
School.

H. R. H. Prince Arthur opened the school in the presence of a large assemblage, among whom were the leading friends of Education in the Province, including the Hon. Mr. Chauveau, Minister of Public Instruction. Constructed to accommodate 600 children, the Royal Arthur School was filled to its utmost capacity within six months, proving that the locality in which it stands was wisely chosen. The cost of the site and building, the number of teachers employed, the number of children under instruction during 1870 and 1871, and the cost of maintenance, will be found below under their respective heads.

New basis of
taxation sought
and obtained.

It is stated on page 16, that the Government of the Province pledged itself to introduce into the Provincial Parliament during the Legislative Session 1868-69, a bill providing for a division of the City School-Tax amongst the Protestant and Roman Catholic Boards, based upon the amount of the assessed property held in the city by Protestants and Roman Catholics respectively.

Income of the
two Boards in
1869.

It is not needful to detail the difficulties which lay in the way of the fulfilment of this pledge. Let it suffice to state that after some hesitation and delay, these difficulties were overcome. The Minister of Public Instruction introduced and carried through the Legislature the promised Bill. This new basis of taxation gave for the year 1869 to

The Protestant Board	- -	\$16643.66
The R. Catholic Board	- -	15163.14

To these sums should be added the amounts received from the Provincial Common School Fund, and from the Superior Education Fund, viz. :

THE PROTESTANT BOARD,		
Provincial Education Fund	-	\$2726.84
Superior Education Fund,	-	45.05
		-----\$2771.89
THE ROMAN CATHOLIC BOARD,		
Provincial Education Fund,	- -	7519.92
Superior Education Fund,	- - -	2784.00
		----- \$10,303.92

Thus, the total income for 1869 of the

PROTESTANT BOARD was - - - \$19,415.55
 ROMAN CATHOLIC BOARD was, - \$25,467.06

This augmentation of revenue led the Protestant Board to resolve, in addition to the erection of the Royal Arthur School, upon Resolve of Protestant Board in view of its income for 1869.

- 1st. The enlargement of the Panet Street School.
- 2nd. The erection of a Primary School in Salaberry Street, adjacent and in relation to the Panet Street School.
- 3rd. The enlargement of the Coté Street School.

This long-needed enlargement of the older School Houses, and the no less needed erection of a new Primary School as an adjunct to the Panet Street School were completed during the year 1870. They created accommodation for five hundred additional scholars.

The income of the Protestant Board in 1870 was from the "School Tax," \$15,517.65; from the Education Fund, \$27,26.84; from the Superior Education Fund, \$45.05. Total—\$18,289.54. The R. C. Board received from the School Tax \$15,222.63; from the Education Fund, \$7519.92; from the Superior Education Fund, \$2,714. Total—\$25,456.55. Income of the two Boards. in 1870.

In the beginning of the year 1869 the Board introduced into the Protestant Public Schools of the city an advanced *curriculum* of study. Heretofore the instruction given had been limited to the commonest English subjects. It was felt that French (instruction in which had been only partially given) ought to be generally learned in the schools, and that Geometry, Algebra and the rudiments of Latin should now be added to the subjects previously taught. Reference to the "Limit Tables" below, will show the time given by the scholars to these higher subjects of study.* The results of the change thus introduced have on the whole realized both the aim and wish of the Commissioners. They indeed anticipate from it great benefit to the Protestant children An advanced curriculum introduced into the Schools.

* Physics, Zoology, Human Physiology, Morals and Drawing are also included in the Tables.

Advantages
held out to boys
of talent in
Public Schools.

of Montreal. Amongst the pupils are found many of more than average ability, some whose talents qualify them for future distinction. To such the opportunity is now offered of winning that success in life which these talents, strengthened and guided by thorough education, can scarcely fail to secure. This will be more clearly seen by referring to the statement that follows, respecting the High School of Montreal.

A new School
for Griffin
Town.

The Board has long felt the need of erecting in Griffin Town a new School House, in place of the old building in Anne Street, which is so limited, and so inconveniently constructed, as to have failed to meet the wants of this important district of the city. In 1870 the Commissioners secured a lot of land in the same street, but in a preferable situation; and latterly another lot, adjoining. The whole site measures 135 feet by 90. On these lots the new Griffin Town School House is now being built. It is constructed to accommodate from five to six hundred scholars, and its completion may be looked for in February, 1872. The plans have been prepared under the direction of the Board, who have been materially aided in this matter by Professor Robins. In the meantime the old school house is filled to its utmost capacity, and a large number of applications for admission have had to be refused. Mr. Rowell, the newly appointed Head Master, will be aided by an efficient staff of teachers, and the Board cannot doubt that in a very short time the wants of this growing and densely populated district will be felt to have been met by this very important extension of their work. It may be added, that no portion of the city of Montreal has stood or stands in greater need of increased school accommodation than Griffin Town. The new school will also, it may be hoped, meet to a small, though far from sufficient extent, the wants of the community at Point St. Charles, being near enough to allow the older children of school-age in that district to attend it without inconvenience. The distance from the school to the railroad crossing at Point St. Charles cannot exceed three-quarters of a mile. From the

canal bridge, at Wellington street, the distance is scarcely one-third of a mile.

The Legislature at its session, 1870-71, authorized an increase of the "School Tax" in Montreal, fixing the rate at one-tenth of a cent in the dollar on the assessed value of all rateable property. The rate thus levied gave the Protestant Board, for the year 1871, \$22,816.95, an increase of \$7,299.30 over the School Tax for 1870. To the Roman Catholic Board it gave, for 1871, \$21,880.40, an increase of \$6,657.77 over the previous year. The City Treasurer requests that this statement for 1871 be accepted as a proximate statement, the figures needing verification. In case of inaccuracy the needed corrections will be made in the School Tax tables.

The table on the following page (22) sets forth the attendance at the Commissioners' Public Schools from 1868 to 1871. It shows that the increase in the number of scholars in 1869 over the previous year was 332, and of the number of teachers 12; that the increase in 1870 over 1869 was, of scholars in attendance, 438, of teachers employed, 10; that the increase in 1871 over 1870 was, of scholars in attendance 136, with a decrease of 2 in the number of teachers employed; making the total increase from 1868 to 1871 inclusive—scholars, 906, teachers, 20.

The "Limit Tables" which follow, (pp. 23-28,) and to which reference has been made in the preceding pages, set forth the system of Instruction which has been adopted by the Commissioners in the Common Schools under their charge. They are fully explained in the subjoined * Report of the Inspector, to which the special attention is called of all those who feel an interest in the work of Education in Montreal.

* See Appendix. 23-

Increase of
"School Tax,"
and proceeds
for 1871.

Tabular State-
ment setting
forth the pro-
gress of the
Schools under
the Board from
1868 to 1870.

"Limit Tables"
showing the
uniform system
adopted for
Schools.

TABULAR STATEMENT OF THE NUMBER OF SCHOLARS AND TEACHERS IN THE SCHOOLS*
FROM 1868 TO 1871.

SCHOOL.	1868.				1869.				1870.				1871.			
	Boys.	Girls.	Total Scholars.	No. of Teachers.	Boys.	Girls.	Total Scholars.	No. of Teachers.	Boys.	Girls.	Total Scholars.	No. of Teachers.	Boys.	Girls.	Total Scholars.	No. of Teachers.
Ann Street.....	65	75	140	3	102	92	194	6	99	108	207	4	90	112	202	4
Panet Street.....	62	32	94	3	136	153	289	7	168	187	355	10	210	197	397	9
Coté Street.....	225	113	338	8	241	173	414	12	227	203	430	9	220	215	435	10
St. Joseph Street.....	120	70	190	3	112	85	197	4	.....	.....	.....	.....	.....	.....	.....	.....
Royal Arthur.....	.....	.....	.....	.....	.....	.....	.....	.....	308	240	548	16	311	241	552	13
St. Lawrence.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	44	82	1
TOTAL.....	472	200	762	17	591	503	1094	29	802	738	1532	39	869	799	1668	37

* Exclusive of the High School, the returns of which will be found below.

LIMIT TABLE—PRIMARY SCHOOLS—1ST YEAR,
Including Subjects taught, Text-Books used, Proficiency to be attained, Number of Lessons given on each Subject per Week, and Time per Week assigned to these Lessons.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. of Les.	Hours.	Mins.
* Reading	Canadian Series, 1st Book, Parts I. and II., and Constable's Primer, and 1st and 2nd Book	The Text-Books to be read with ease.	15	5	..
* Writing .....	.....	Print and Script on Slates.	5	1	40
* Spelling	Reading Books.	Ability to write dictation from, and spell any words in, the Reading-Books, at least 50 per cent. to be correct.	4	1	20
Grammar	None	Correction of colloquial errors	1	..	20
Composition	None	Substitution of words, &c.	1	1	40
French	None	Names of things and Phrases.	5	1	40
		Total Time devoted to Language.	10	10	20
* Arithmetic	Table-card and slate.	Reading and Writing Numbers up to 1000 in English and French; Multiplication Table; Mental Arithmetic.	10	3	20
		Total Time devoted to Mathematics.	3	3	20
Geography	None	Acquaintance with Maps of School Grounds, City and River.	4	1	20
Object Lessons	None	Form and Colour, with applications to familiar things.	4	1	20
		Total Time devoted to Natural Science.	4	2	40
Scripture Lessons.	None	Scripture History to death of Joseph.	3	1	..
		Total Time devoted to Morals	1	1	..
Singing	None	Simple Airs.	4	1	20
- Drawing	None	Objects with rectilinear outlines.	4	1	20
		Total Time devoted to Aesthetics.	4	2	40

The Total of Time for a week, including ten minutes for opening School, ten minutes recess in the middle of the forenoon, and ten minutes for closing School each day, is 22½ hours.

* The same subjects are considered of primary importance in respect to advancement into the next higher class.

LIMIT TABLE—PRIMARY SCHOOLS—2ND YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. of Less.	Hours.	Mths.
* Reading	Canadian Series 2nd Book, and Constable's 3rd Book	Text-Books to be read with ease and with correct grouping of words.	14	4	40
* Writing	Payson, Dutton & Scribner's International System, Nos. 1 and 2, with Blank Copy Books for French	To attain at least Standard 1.	5	1	40
* Spelling	Reading Books.	Ability to write dictation or spell orally from reading books, with at least 60 per cent. of words correct	4	1	20
Grammar	None	Oral lessons on colloquial errors.	2	20	20
Composition	None	Substitutions, Filling Ellipses, Paragraphs	1	1	40
French	Duval's Juvenile French Course.	Finish the Text-Book with oral and written exercises on it.	5	1	40
* Arithmetic	Elementary Arithmetic for Canadian Schools.	Total Time devoted to Language.	10	20	20
Geography	None	Simple Rules, with Tables of Avoirdupoise Weight, Long Measure and Measure of Capacity, in both English and French	10	3	20
Object Lessons.	None	Total Time devoted to Mathematics.	3	3	20
Scripture Lessons.	None	A acquaintance with Map of Canada	4	1	20
		Size, Weight and Motion, as applied to familiar things	4	1	20
		Total Time devoted to Science.	8	2	40
		Scripture History to Death of Solomon	3	1	00
		Total Time devoted to Morals.	1	1	00
Singing.	None	Rounds and Simple Airs.	4	1	20
Drawing.	None	Simple Objects with curved outlines.	4	1	20
		Total Time devoted to Aesthetics	8	2	40

The Total of Time per week as in the preceding year.

* These subjects are considered of primary importance in reference to promotion.

The Total of Time per week as in the preceding Year.
 * These subjects are considered of primary importance in reference to promotion.

LIMIT TABLE—INTERMEDIATE SCHOOLS—1ST YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. Les.	Hours	Mins.
* Reading	Canadian Series 3rd Book, and Constable's 4th Book	Text-Books to be read with ease and expression	10	3	20
* Writing	Payson, Duntton & Scribner's International System, Nos. 3 and 4, with Blank Copy for French	To attain at least Standard 2	5	2	30
* Spelling	Spelling-Book Superseded	Write dictation from text-books in reading, or up to page 100 in Spelling-Book, with at least 70 per cent. of words correct	5	1	40
Grammar	In preparation	Oral lessons on structure of sentences	3	1	..
Composition	None	Paraphrases and stories to include words	2	1	..
French	Dominion Phrase Book	Finish Text-Book	4	1	20
		French Dictation	2	..	40
		French Conversation	2	..	40
		Total Time devoted to Language	12	10	..
* Arithmetic	Elementary Arithmetic for Canadian Schools	Rest of Tables of Weights and Measures, Reduction, Compound Rules in English and French	10	3	20
		Total Time devoted to Mathematics	3	3	20
Geography	None	Acquaintance with Map of Western Hemisphere	4	1	20
Object Lessons	None	Plants and Animals	4	1	20
		Total Time devoted to Science	2	2	40
Scripture Lessons	None	Scripture History to coming of Christ	3	1	..
		Total Time devoted to Morals	1	1	..
Singing	Collins' Prog. Drawing Books, No. 3	Rounds, and Songs in two parts	4	1	20
Drawing		Shading of Flat Surfaces, and Outlines from Models	4	2	..
		Total Time devoted to Esthetic	3	3	20

The Total Time, including ten minutes for opening, a recess of ten minutes in the middle of each forenoon, and ten minutes for closing each day, is 25 hours per week.
 * These subjects are considered of primary importance in reference to promotion.

LIMIT TABLE—INTERMEDIATE SCHOOLS—2ND YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. Les.	Hours.	Mins.
* Reading	Canadian Series 4th Book and Constable's Series 5th Book.....	Text-Books to be read with ease and expression.....	10	3	20
* Writing.....	Payson, Durton and Scribner's International System, Nos. 5 and 10, with Blank Copy for French.....	To attain Standard 4, at least, in copying from printing.....	5	2	30
* Spelling	Spelling Book Superseded.....	Write Dictation from Reading Book and from Spelling Book, except words and phrases from foreign languages, with 80 per cent. of words right.....	5	1	40
Grammar	Davies' Grammar for Junior Classes.....	Finish Text Book.....	3	1	
Composition	None.....	Stories including words, stories from recollection, and poetry reduced to prose.....	2	1	
French Reading	Perrin's Fables Amusantes.....	Translation and Re-translation.....	2	1	
Grammar	Duval.....	.....	3	1	
Conversation.....	None.....	.....	2		40
* Arithmetic.....	Elementary Arithmetic for Can. Schools.	Total Time devoted to Language.....	10	12	10
Geometry.....	None.....	Fractions and Practice in English and French.....	3	3	20
Object Lessons.....	None.....	Time devoted to Mathematics.....	4	1	20
Scripture Lessons.....	None.....	Acquaintance with Map of Eastern Hemisphere.....	4	1	20
Singing.....	None.....	Manufactured Articles.....	4	2	40
Drawing	Collins' Progressive Drawing Books, Nos. 4 and 5.....	Time devoted to Science.....	3	1	.....
		Scripture History concluded.....	1	1	.....
		Total Time devoted to Morals.....	4	1	20
		Songs in 2 and 3 parts.....	4	2	.....
		Shading of Convex and Concave Surfaces, Flowers and Fruits.....	4	2	.....
		Total Time devoted to Aesthetics.....	3	3	20

Total time as in preceding year.
 * These subjects are of primary importance with reference to promotion.

LIMIT TABLE—SENIOR SCHOOLS—1ST YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. Les.	Hours	Mins.
* Reading.....	Canadian Series 5th Book, and Constable's 6th.....	Read with ease and expression.....	5	2	30
* Writing.....	Payson, Dutton & Scribner's International System, Nos. 7 and 11, Blank Books, for French and Com'l Forms. Spelling-Book, Canadian Series.....	To attain Standard 5 at least, with bills, receipts, orders and notes of hand..... Dictation from Readers and Spelling Book to page 115, with at least 90 per cent. of words right.....	5	2	30
* Spelling.....	Davies' Analytical & Practical Grammar In preparation.....	Descriptions of Actions and Things.....	4	1	20
Grammar.....	Bryce's 1st Latin Book.....	To end of regular verbs.....	2	1	..
Latin.....	Noel et Chapsal.....	Translation and Re-translation.....	5	3	..
French Grammar.....	De Fivas Elementary French Reader.....	Total time devoted to Languages.....	2	1	40
Reading.....	Elementary Arithmetic for Can. Schools.....	Proportion, Per Centage and applications.....	4	2	..
* Mathematics.....	Hensman's Algebra.....	Simple Equations of one unknown quantity.....	2	1	30
	Euclid.....	1st Book.....	2	1	30
		Total Time devoted to Mathematics.....	2	5	..
Geography.....	Campbell's.....	Canadian.....	2	..	40
History.....	Mechanics & Botany in preparation.....	Lessons on Morals and Opening Exercises.....	2	..	40
Morals.....	In preparation.....	Total Time devoted to Science.....	3	1	..
		Total Time devoted to Morals.....	3	1	..
Singing.....	Three Part Songs, Canadian Series.....	Notation.....	2	1	..
Drawing.....	Collins' Prog. Drawing Books, 6, 11, 12.....	Landscapc and Marine.....	2	1	..
		Total Time devoted to Aesthetics.....	2	2	..

Total Weekly Time, including ten minutes recess, and ten minutes closing each day, is 25 hours 50 minutes.

* These subjects are of primary importance in respect to promotion.

Total time as in preceding year.
* These subjects are of primary importance with reference to promotion.

A chief difficulty with which the Board, from its first establishment to within a comparatively brief period, has had to contend, is that of providing thoroughly trained and qualified teachers for the existing schools. Now that the staff of teachers, not including the High School with its Preparatory department, and exclusive of occasional teachers, numbers 37, the difficulty is not wholly overcome. On the other hand, it is due to the officers of the McGill Normal School to state that but for the supply of teaching power which they have been the means of giving to the country, it would have been impossible for the Commissioners to carry on their work even to the extent which it has reached. That Institution is doing a work for this Province in the matter of Education the value of which it would not be easy to overrate. In the selection of Teachers for the various Schools, the Board has always given the preference to Graduates of the Normal School. Appointments have been made in favour of teachers not having Normal School diplomas, but they have been few in number, and have been made in view of special gifts evidenced after a long testing time of work. In a few instances teachers not trained in the Normal Institution, yet long employed under the Board, have been retained in its service; but even these have in every case given proof of sufficient qualifications.

Difficulties in the way of securing qualified Teachers.

Eminent services rendered by the McGill Normal School.

Selection of Teachers.

The following is a list of the Teachers who have been in the employ of the Board from 1868 to 1871, with a record of their several diplomas. Those who have left the employ of the Board are marked with an asterisk (*). Diplomas, other than Normal School diplomas, are represented in *italics*.

List of Teachers employed.

HEAD MASTERS.

NAMES.	DIPLOMAS.
H. ARNOLD.....	<i>Model School.</i>
A. C. WILLIAMSON.....	<i>Model School.</i>
* E. McMANUS.....	Model School.
S. P. ROWELL.....	Academy.

Collins' Prog. Drawing Bks., Nos. 7, 8, 9, Men and Animals, and from Models 1
 Total Time devoted to Esthetics 2
 Drawing 1
 Total Weekly Time as in preceding page.

HEAD MASTERS.—Continued.

List of
Teachers
continued.

NAME.	DIPLOMAS.
• W. R. BALL.....	Model School.
• E. G. REXFORD.....	Model School.
• R. LAING, B.A.....	Academy (a)
F. W. KELLEY, B.A.....	Academy (b)
W. J. DEY, B.A.....	Academy (c)
JAMES CAMERON, B.A.....	Academy (d)

HEAD MISTRESSES.

MISS S. CAIRNS.....	Academy (e)
• MISS M. M. BOTHWELL.....	Academy.
MISS J. HART.....	Academy.

SECOND MASTERS.

J. KEMP.....	
O. E. BARWICK.....	Model School.

FEMALE ASSISTANT TEACHERS.

MISS A. CAIRNS.....	Academy (e)
" L. BARLOW.....	Academy.
" J. SWALLOW.....	Academy.
• " L. L. HOYT.....	Model School (e)
" L. LAWLESS.....	Model School (e)
• " J. E. SMITH.....	Model School (e)
" M. J. CAMERON.....	Model School.
" J. CRICHTON.....	Model School.
" S. E. FAULKNER.....	Model School.
" J. FRASER.....	Model School.
" N. GREEN.....	Model School.
" E. HENRY.....	Model School.
" S. C. LAMPARD.....	Model School.
• " A. O'GRADY.....	Model School.
• " R. PATERSON.....	Model School.
" E. REXFORD.....	Model School.
" M. RYAN.....	Model School.

(a) Prince of Wales Medallist McGill University and McGill Normal School.

(b) Shakespeare Medallist McGill University.

(c) Logan Medallist McGill University.

(d) Anne Molson Medallist McGill University.

(e) Prince of Wales Medallists McGill Normal School.

FEMALE ASSISTANT TEACHERS—Continued.

NAME	DIPLOMAS.
• MRS. C. SEYBOLD.....	Model School.
MISS M. SMART.....	Model School.
“ H. E. SMITH.....	Model School.
“ E. STRICFLAND.....	Model School.
“ M. S. WARREN.....	Model School.
“ H. WATSON.....	Model School.
“ C. WHINFIELD.....	Model School.
“ M. WILSON.....	Model School.
“ C. YOUNG.....	Model School.
“ J. P. CAMPBELL.....	<i>Elementary.</i>
“ E. CARMICHAEL.....	<i>Elementary.</i>
“ E. GAW.....	<i>Elementary.</i>
“ E. HARGRAVE.....	<i>Elementary.</i>
“ E. HILL.....	<i>Elementary.</i>
“ A. ROBERTSON.....	<i>Elementary.</i>
“ A. TAYLOR.....	<i>Elementary.</i>
“ K. WILLIAMSON.....	<i>Elementary.</i>
• “ E. ARNOLD.....	
• MRS. ELLIOTT.....	
MISS REED.....	
• MRS. WILLIAMSON.....	
• MISS J. WILLIAMSON.....	

List of Teachers continued.

From the foregoing list it will be seen that many of the teachers who have been appointed by the Board have greatly distinguished themselves by their scholastic attainments, some in the University, others in the McGill Normal School. By comparing the list with the Normal School and University Reports it will be seen, indeed, that a considerable proportion of the teachers now under appointment have graduated, in one or more of these Institutions, with honours.

The Board some few years ago, felt it needful, in the interests of their work, to re-adjust and make permanent the salaries of the teachers in its employ. Previously to 1868 their emoluments were grossly inadequate, and even precarious. In this year it was resolved to adopt a more liberal scale of salaries. At present they range as follows:

Salaries of Teachers.

Head Master	-	-	\$900 per annum;
Head Mistress	-	-	400 “
Second Master	-	-	600 “

Female Assistant	-	300 per annum.
2nd Female Assistant	-	240 “

These salaries will not be deemed immoderate considering the increased cost of living, the qualifications needed for the efficient discharge of the duties of a teacher, and the actual work demanded from every one whom the Commissioners appoint to this most honourable service. The Board takes the opportunity of recording, in this connexion, its entire satisfaction with the staff of teachers now under engagement. They have, moreover, had pleasure in noting that in almost every instance, experience in teaching has told favourably upon the efficiency and success of the teacher.

Inspection of
Schools.

In the early history of the Board, as has been seen, the inspection of the Schools under its care was undertaken by the Commissioners themselves. As the work grew in extent both as to the number of the schools, and especially as to the number of the pupils, the Commissioners became aware that their own inspection would be inadequate, that it would fail to secure that uniformity and efficiency of operation which the work imperatively demanded. Valuable to the Education Office and to the scattered Schools in rural districts as may be the services of the Government Inspectors, the Commissioners felt that for both themselves and their schools, there were needed the services of an officer amenable to their direction and authority, qualified by experience to undertake a constant supervision of the Common Schools, and by suggestion and counsel, to aid the Board in making such arrangements and introducing such plans as from time to time might lead to a uniform and adequate system of instruction. This position they offered to Mr. S. P. Robins, M.A., who had been an efficient officer in the McGill Normal School from its foundation, and whose experience during twenty years in the supervision of large schools in this Province and Ontario, warranted the expectation that his services would prove a most valuable aid to the Commissioners. How far this ex-

pectation has been fulfilled may be partly gathered from the Report of his first year's work as furnished in the Appendix.

Mr. Robins' chief work under the Board, as Head Master of the Preparatory (High) School, has been so arranged, through the appointment of an additional assistant, as to enable him, without detriment to this Institution, to fulfil his duties as Inspector of Common Schools.

The Board call attention to their Accounts for the years 1868, 1869, 1870 and 1871. The Statements of Account are presented in the sequel and consist of

1. ABSTRACT of the Board's CASH TRANSACTIONS from 1st January, 1868, to 31st December, 1871, showing Receipts and Disbursements—I. on SCHOOL MAINTENANCE Account, and II. on LAND AND BUILDINGS Account.

2. DETAILED ABSTRACT of DISBURSEMENTS applicable to Branch I.

3. DETAILED ABSTRACT of DISBURSEMENTS applicable to Branch II.

Persons who are not familiar with the principles on which accounts are kept and adjusted need perhaps an explanation, in regard to the statements set forth in a subsequent part of the Report, as to the respective amounts of school-tax receivable from the City Corporation during the years 1868, 1869, 1870 and 1871.

With this view, the following summary is subjoined :

1868 School-tax receivable	\$ 8,284 80
1869 " "	16,643 66
1870 " "	15,517 65
1871 " "	22,816 95

Showing as the aggregate amount receivable
for the above mentioned four years . . . 63,263 06

But from this sum deduct for 1869, overstated
and afterwards adjusted 564 19

Net amount \$ 62,698 87

The Board's Accounts exhibit the following sums as received from the City Treasurer for School Tax:

Year 1868	\$5,103 15	
But of this amount there was applicable to the year 1867, which must therefore be deducted	960 75	\$ 4,142 40
Year 1869		14,142 40
Year 1870		18,823 30
Year 1871, For Maintenance	15,621 72	
" Sinking Fund	3,702 50	19,324 22
		<u>56,435 32</u>

Add

School Tax for the year 1871 not paid over to the Board at 31st December, 1871, and then in the hands of the City Corporation*		6,262 55
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Total accruing to the Protestant Board, as above		<u>\$62,698 87</u>
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* In order to obviate the inconvenience arising from closing the Board's Accounts at 31st December, and then having to include in the subsequent year's Receipts, School Tax not applicable to such year, it has been resolved to close the Accounts for the future at the commencement of the Mid-summer School Vacation in July.

The Board long ago felt that it would be its duty, so soon as a sufficient augmentation to its funds should be secured, to complete the public educational system of the city by founding two High Schools, one for boys, and another for girls,—institutions into which might be introduced from the common schools such pupils as were fitted to go on to the higher branches of education. A Boys' High School under the Commissioners' supervision, had been often suggested to them as desirable if not absolutely necessary for the efficient prosecution of their work.

While discussing the possibility of thus extending their work, especially as to "ways and means," the Commissioners were approached by "the Royal Institution for the advancement of Learning," with a proposal for the transfer of the High School of Montreal to the care of the Board. After long and patient deliberation, it was resolved, in the interests of general education in Montreal, to accept the charge, and on the 1st Sept., 1870, the High School was incorporated into the Commissioners' system. The Board purchased from the Royal Institution the valuable property known as Burnside Hall, including the caretaker's house and play-ground, for 24,000 dollars, and built on a portion of the latter, at a cost of about 6000 dollars, the new Preparatory School. Appended to this Report will be found a complete statement of the work and expenditure on this Institution for the year ending Aug. 31, 1871. The "Limit Tables" set forth the subjects taught in the several classes, the time devoted to each subject and the text books used in the school.

The Commissioners, once a year, draft into the High School from the higher classes of the common schools, the most advanced of the boys, and permit them to complete their education free of charge. The admission to the school on these "Commissioners' Scholarships" is by competition. Six boys have enjoyed this privilege during the year. A second competitive examination for this honour will shortly be held, which is likely to result in the transfer of at least eight additional scholars from the public schools to the High

High Schools
needed for both
Girls and Boys.

Transfer of the
High School of
Montreal to the
Board.

Boys drafted
into the High
School from
Common
Schools.

Free Education
in the Univer-
sity for Common
School Boys.

School. The Board are proposing to make such arrangements with the authorities of McGill College, as that these scholars, if their parents so desire, shall, in due time, go up to the University, also free of charge. Thus in the city of Montreal there is no Protestant boy of ability, no matter how humble in life, or however straitened in their circumstances his parents may be, who may not obtain free, and yet with honour to himself, an education equal in all respects, because gained at the same institutions, to that which is given to the sons of the wealthy. The Commissioners feel that this arrangement ought to be accepted by the community as a great boon.

Reduction of
Fees in the
High School.

In view of the fact that the parents of the boys attending the High School do not belong, for the most part, to the wealthiest classes of the community, the Board resolved to reduce the fees from 52 to 42 dollars a year. The Commissioners felt, moreover, that that portion of the Protestant community which pays the largest amount of school-tax ought not to be taxed over again by the imposition of an exorbitant fee for the education of their sons, at least in an Institution controlled by the Board.

Institution of
a Preparatory
High School.

When the High School was transferred to the Commissioners there were, in its preparatory class, only 20 boys. It was felt that upon such a foundation it would be impossible to build up a really prosperous school. After considerable thought and investigation, the Board decided upon the establishment of a Preparatory High School in which younger boys might be trained, without contact with the older pupils. It was also determined that the teachers in this preparatory establishment should be ladies, the whole being under the management of a Head Master. The Board was fortunate enough to secure for this post Professor Robins, M. A., a gentleman who had gained for himself as a teacher, in the McGill Normal School, a high reputation in the art of teaching, and in that special knowledge and aptitude which are the chief sources of success in its practice. The ladies who were appointed to aid him in this important work all

distinguished themselves as students in the Normal School. It will be seen by referring to the limit tables that the course ^{Length of Preparatory Course.} in the preparatory school embraces four years, including the Infant department, into which boys are received at the age of six years. A study of the system as set forth in the tables will be sufficient to convince any intelligent person—a person that is of ordinary intelligence in regard to the training and education of children—that it is based on sound principles, and that it gives promise of success. The plan adopted has been submitted to leading educationists in Great Britain and Ontario; these, without exception, have expressed the highest satisfaction with it, and most of them who have influence and authority in directing educational matters, have signified their resolve to follow the example of the Board in this part of the Montreal High School System. The preparatory school opened with 160 scholars; and though, as was to be looked for, many difficulties arose in the carrying out of this new scheme, and as might also have been looked for, complete success was not achieved during the first year, the Commissioners are confident that it only needs a fair, patient trial to secure for it the confidence and suffrages of those parents in the interests of whose young sons it was inaugurated.

The High School was placed under a new *regime*. Following the course adopted in the High Schools of Edinburgh ^{High School placed under a new regime.} and Glasgow, it was divided into two departments,—one Classical, the other Commercial. This arrangement was effected to meet a wish and a want supposed to exist in Montreal, that had indeed found occasional expression in the Mercantile portion of this community. Each of these departments is presided over by a Head Master, who is responsible to the Board for its efficient working, and the due maintenance of discipline. H. A. Howe, Esq., LL.D., is the Classical Head Master, and David Roger, Esq., M.A., the Commercial Head Master. These gentlemen have proved themselves accomplished and efficient teachers in the higher branches of scholastic training. For more than twenty

years they have been doing work in the interests of the higher-class youth of Montreal, which is little appreciated by the community ; the more that the difficulties which lie in the way of its successful prosecution are not understood.

The Commissioners do not claim for the High School of Montreal all that they would like to be able to claim for it. They took it under their care in September, 1870 ; their control of the Institution has, therefore, extended over only one scholastic year. They are aware that improvements are both possible and expedient, and their earnest attention and endeavours will be given to this object. But they yet maintain that, as was the case under its former management, the School is doing good educational work for Montreal in those higher branches of knowledge in which it aims at giving instruction ; and, moreover, that the pupils who leave the Sixth Form will compare favourably with those who take the full school course in any similar Institution in the Dominion.

The "Limit Tables" that follow set forth in an intelligible form the system of instruction adopted in each of the three Departments of the High School.

LIMIT TABLE—PREPARATORY HIGH SCHOOL—INFANT CLASS.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	[Per Week.] Nos.	Hours	Mins.
* Reading	Can. Series 1st Book, Parts 1 & 2, and Jonstable's Primer and 1st & 2nd Bk.	The Text-Books to be read with ease.....	15	5	40
* Writing	Print and Script on Slates	5	1	20
* Spelling	Ability to write Dictation from, and spell any words in, the Read- ing Book—at least 50 per cent. to be correct	4	1	20
Grammar.....	Correction of colloquial errors.....	1	1	20
Composition.....	Substitution of words, &c	1	1	40
French	Names of things and phrases.....	5	1	40
* Arithmetic	Table-Card	Total time devoted to Language	10	3	20
.....	Reading and Writing Numbers up to 1000 in English and French; Multiplication Table, Mental Arithmetic.....	10	3	20
.....	Total time devoted to Mathematics.....	3	3	20
.....	Aquaintance with Maps of School-grounds, City and River.....	4	1	20
.....	Form and Colour.....	4	1	20
.....	Total time devoted to Natural Science.....	2	2	40
.....	Scripture History to death of Joseph	3	1	.....
.....	Total time devoted to Morals.....	1	1	.....
.....	4	1	20
.....	4	1	20
.....	Total time devoted to Aesthetics.....	2	2	40

The total weekly time, including ten minutes for opening school, ten minutes recess in the middle of the forenoon, and ten minutes for closing school, each day, is 22½ hours.

*These subjects are considered of primary importance in respect to promotion.

LIMIT TABLE—PREPARATORY HIGH SCHOOL—1ST FORM.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	(Per Week.	No.	Hours.	Mins.
* Reading.....	Canadian Series 2nd Book, and Con- stable's 3rd Book.....	Text books to be read with ease and with correct grouping of words	15	5	..	
* Writing.....	Payson, Duntou and Scribner's Interna- tional System, Nos. 1 and 2, with Blank Books for French Copies.....	To attain at least Standard 1..... To write Dictation from Reading-books with at least 60 per cent. of words correct.....	5	1	40	
* Spelling.....	Reading Bks. and Spelling Bk. Supersd.....	Oral Lessons on colloquial errors.....	4	1	20	
Grammar.....	.....	Substitutions, Ellipses, Paraphrases.....	1	..	20	
Composition.....	.....	Finish the Text-book with oral and written exercises on it.....	5	1	40	
French.....	Duval's Juvenile French Course.....	Total time devoted to Language.....	..	10	40	
* Arithmetic.....	Elementary Arithmetic for Can. Schools	Simple Rules with Arduoise Weight, Long Measure and Measures of Capacity, in English and French.....	10	3	20	
Geography.....	.....	Total time devoted to Mathematics.....	3	3	20	
Object Lessons.....	.....	Acquaintance with Map of Canada.....	4	1	20	
.....	.....	Size, Weight, Motion, &c.....	4	1	20	
.....	.....	Total time devoted to Natural Science.....	..	2	40	
.....	.....	Scripture History to death of Solomon.....	3	1	..	
.....	.....	Total time devoted to Morals.....	..	1	..	
Singing.....	.....	Rounds and Simple Airs.....	3	1	20	
Drawing.....	.....	Simple Objects with curved outlines.....	4	1	20	
.....	.....	Total time devoted to Æsthetics.....	..	20		

The Total Time as in preceding year.

* These subjects are of primary importance in reference to promotion.

The Total Time as in preceding year.
 * These subjects are of primary importance in reference to promotion.

LIMIT TABLE—PREPARATORY HIGH SCHOOL—2ND FORM.

SUBJECTS.	TEXT BOOKS.	PROFICIENCY.	Per Week.	No. of Less.	Hours.	Mins.
* Reading	Canadian Series 3rd Book, and Constable's 4th Book	Text-Books to be read with ease and expression.....		15	5	..
* Writing	Payson, Dutton & Scribner's International System, Nos. 3 and 4, with Blank Books for French copies.....	To attain at least Standard 2..... Write Dictation from Text-Books in Reading, and from Spelling-Book to page 100, with at least 70 per cent. of words correct...		5	1	40
* Spelling	Spelling-Book Superseded.....	Lessons on structure of sentences		4	1	20
Grammar.....	In preparation	Paraphrases, and stories to include words.....		2	..	40
Composition	Dominion Phrase Book	Finish Text-Book.....		5	1	40
French	Elementary Arithmetic for Canadian Schools	Total Time devoted to Language.....		11	..	..
* Arithmetic.....	Tables of Weights and Measures, Reduction and Compound Rules, in English and French.....	Total Time devoted to Mathematics.....		10	3	20
Geography.....	Acquaintance with Map of Western Hemisphere.....	Total Time devoted to Mathematics.....		4	1	20
Object Lessons.....	Plants and Animals.....	Total Time devoted to Science.....		4	1	20
Scripture Lessons.....	Scripture History to Coming of Christ.....	Total Time devoted to Science.....		3	2	40
Singing.....	Total Time devoted to Morals	Total Time devoted to Morals		1	..	..
Drawing	Rounds, and Songs in two parts	Total Time devoted to Morals		3	1	..
	Collins' Prog. Drawing Books, No. 3 ..	Shading of Flat Surfaces, and Outlines from Models.....		3	1	..
	Total Time devoted to <i>Esthetics</i>	Total Time devoted to <i>Esthetics</i>		2	..	..

The Total Time as in preceding years.
 * These subjects are considered of primary importance in relation to promotion.

LIMIT TABLE—PREPARATORY HIGH SCHOOL—3RD FORM.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	(Per Week)	No. Les.	Hours	Mins.
* Reading	Canadian Series 4th Book and Andrew's Dramatic Reader.....	Text-Books to be read with ease and expression.....		10	3	20
* Writing	Payson, Dutton and Scribner's International System, Nos. 5 and 10, with Blank Book for French Copies.....	To attain Standard 4 at least in copying from print. Write Dictation from Reading and Spelling-Books, with 80 per cent. of words right.....		5	1	40
* Spelling	Spelling-Book Superseded.....	Finish Text-Book.....		4	1	20
Grammar.....	Davies' Grammar for Junior Classes.....	Stories, including words, stories from recollection, and poetry reduced to prose.....		3	1	..
Composition.....				2	..	40
French	Perrin's Fables Amusantes and Duval's French Grammar.....	To end of regular Verbs.....		5	1	40
* Latin	Bryce's 1st Book.....	Total Time devoted to Language.....		9	3	..
* Arithmetic.....	Elementary Arithmetic for Canadian Schools.....	Fractions and Practice, English and French.....		10	3	20
Geography.....		Total Time devoted to Mathematics.....		3	3	20
Object Lessons.....		Acquaintance with Maps of Eastern Hemisphere.....		3	1	..
Scripture Lessons.....		Manufactures.....		2	..	40
Singing.....		Total Time devoted to Science.....		3	1	..
Drawing.....		Scripture History concluded.....		1	1	..
		Total Time devoted to Moral.....		2	..	40
		Three-Part Songs.....		2	..	40
		Shading of Convex and Concave Surfaces, Flowers and Fruit.....		2	..	40
		Total Time devoted to Aesthetic.....		1	1	20

Total Time as in preceding years.

* These subjects are considered of primary importance in reference to promotion.

Total Time as in preceding years.

* These subjects are considered of primary importance in reference to promotion.

LIMIT TABLE—HIGH SCHOOL—COMMERCIAL DEPARTMENT—SECOND FORM—1ST YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	Per Week.	No. Less.	Hours.	Mins.
English	Andrew's Dramatic Reader.....	Reading, Spelling and Parsing.....	}	25	13	45
	Do.	Elocution with Recitations				
	Graham's English Word Book.....	Selected Parts.....				
	Bullion's School Grammar.....	As far as Syntax.....				
	Quackenboss' First Lessons in Composition..	First Forty Lessons.....				
French	Duval's Elementary French Grammar.....	Dictation				
Arithmetic.....	Sangster's Elementary Arithmetic.....	The greater part of the Grammar, with the Exercises....		5	2	30
Geography	Clyde's Elementary Geography	Vulgar Fractions.....		6	4	15
History	Milnes' History of Canada.....	Great Divisions generally.....		2	1	..
Scripture Geography	Chambers' Scripture Geography.....	The whole		2	1	..
Writing.....		Palcstine.....		1	..	30
		.....		4	2	..

LIMIT TABLE—HIGH SCHOOL—COMMERCIAL DEPARTMENT—THIRD FORM—2ND YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	Per Week.	No. Less.	Hours.	Mins.
English	Morell's English Grammar.....	The greater part of it, with Exercises in Parsing.....	}	12	10	..
	Thomson's Seasons	Reading and Analysis.....				
	Graham's English Word-Book.....	Selected Parts				
	Quackenboss' First Lessons in Composition..	Continuation of Simple Exercises.....				
	Andrew's Dramatic Reader	Elocution and Recitations.....				
	Student's Companion	Dictation.....				
French	DeFivas' Elementary French Reader	Grammar and Exercises to Exercise 52.....	}	7	3	30
	Parlez-vous.....	Reading and Translation				
	Saugster's Arithmetic.....	Colloquial Phrases.....				
Arithmetic.....	Clyde's Elementary Geography	Vulgar and Decimal Fractions	7	5	30	
Geography.....	Collier's History of Rome.....	Asia in detail.....	2	1	30	
History	Malear's New Testament History.....	The whole.....	2	1	30	
Scripture	The whole.....	1	1	..	
Writing.....	4	2	..	

LIMIT TABLE—HIGH SCHOOL—COMMERCIAL DEPARTMENT—FOURTH FORM—3RD YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	Per Week.	No. Lessons.	Hours.	Mins.
English	Morell's English Grammar.....	The whole, with Exercises in Parsing.....		5	4	15
	Thomson's Seasons	Reading and Analysis.....				
	Andrew's Dramatic Reader	Elocution and Recitations				
French	Student's French Companion	Dictation.....		8	4	..
	DeFives' Elementary French Reader	Grammar, and Exercises to Exercise 75				
Mathematics	Parlez-vous	Reading and Translation.....		11	6	45
	Sangster's Arithmetic.....	Colloquial Phrases.....				
	Mathematics	Proportion.....				
Geometry	Todhunter's Algebra for Beginners.....	Subtraction.....		2	1	..
	Todhunter's Euclid.....	Book I, Prop. 1-26				
History	Clyde's School Geography.....	Africa and America in detail		3	1	30
	Collier's History of Greece.....	The whole.....				
Scripture	Maclear's Old Testament History	Period of the Judges.....		1	..	30
Book-keeping	Fulton and Eastman.....	Single Entry.....				
Writing	Anderson's Mercantile Letter Writer	6th Series—Account Scales and Remittances		5	5	..
Phonography	Writing simple sentences from Dictation.....					

LIMIT TABLE—HIGH SCHOOL—COMMERCIAL DEPARTMENT—FIFTH FORM—4TH YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. Lessons.	Hours.	Mins.
English	Morell's English Grammar	The whole, with Exercises in Analysis and Composition.	3	2	30
	Shaw's English Literature	Half of the subject.			
	Andrew's Dramatic Reader	Elocution and Recitations.			
	Student's Companion	Grammar and Exercises to Exercise 30.			
French	DeFives' Classic French Reader	Reading and Translation.	5	5	..
	Dominion Phrase Book	The whole committed to memory.			
Mathematics	Sangster's Arithmetic	Percentages; Commission and Interest.	10	8	45
	Todhunter's Algebra for Beginners	To Fractions; with Simple Equations.			
	Tydhunter's Euclid	Books I, II, III.			
	Natural Philosophy	Statics and Dynamics of Solids and Liquids.	2	1	..
Geography	Clyde's School Geography	The whole subject.	1	1	..
	White's Outlines of Universal History	The whole.	1	1	..
Scripture	Horne's Compendium of the Bible	Part III.	1	1	..
	Fulton and Eastman	Double Entry			
Book-keeping	Anderson's Mercantile Letter Writer	18th Series—Orders, &c.	5	3	45
Writing		Writing well from Dictation	2	1	..
Phonography					

Writing.....	Anderson's Mercantile Letter Writer.....	18th Series—Orders, &c.....	5	3	45
Phonography.....	.....	Writing well from Dictation.....	2	1	..

LIMIT TABLE—HIGH SCHOOL—COMMERCIAL DEPARTMENT—SIXTH FORM—5TH YEAR.

SUBJECTS.	TEXT-BOOKS.	PL. DIFICENCY.	Per Week.	No. Less.	Hours.	Mins.
English	Morell's English Grammar.....	The whole, with Exercises in Analysis and Composition.		2	2	..
	Shaw's English Literature.....	The whole subject.....				
French	The Student's Companion.....	The whole, Grammar and Exercises.....		5	5	..
	DeFivas' Classic French Reader.....	Reading and Translation.....				
	Dominion Phrase Book.....	The whole committed to memory.....				
Mathematics	Sangster's Arithmetic.....	The whole subject.....				
	Todhunter's Algebra for Beginners.....	The whole.....				
	Todhunter's Euclid.....	Bks I, II, III, IV, V, VI, XI, XII, with selections from the Ex.		10	8	45
	Galbraith & Haughton's Plane Trigonometry.....	Solution of simple cases of Oblique Angled Triangles.....				
	Chambers' Mathematical Tables.....	Use of Logarithms, &c.....				
Natural Philosophy.....	Loomis' Natural Philosophy.....	Pneumatics, Acoustics, Heat, Optics.....		2	1	..
Geography.....	Clyde's School Geography.....	The whole subject, with use of Terrestrial Globe.....		1	1	..
History	White's Outlines of Universal History.....	The whole.....		1	1	..
Scripture.....	Horne's Compendium of the Bible.....	Part II.....		1	1	..
Book-keeping.....	Fulton and Eastman.....	Double Entry, with Banking operations and Commission.		6	4	15
	Anderson's Mercantile Letter Writer.....	To the end.....				
Writing.....	.....	Writing well from Dictation.....		2	1	..
Phonography .....	.....	.....		

LIMIT TABLE—HIGH SCHOOL—SECOND CLASSICAL FORM. FIRST YEAR.

SUBJECT.	TEXT BOOKS.	PROFICIENCY.	Per Week.	No. Less.	Hours.	Mins.
Latin	Bryce's First Latin Book	All the Grammar, with Extracts from Phœdrus and the Roman History		10	7	30
English	McCulloch's Series of Lessons	Reading, Spelling and Parsing		13	6	30
	Graham's English Word Book	Selected parts				
	Morell's Essentials of English Grammar	The whole				
	Andrews' Dramatic Reader	Elocution, with Recitations Dictation				
French	Duval's Elementary French Grammar	The greater part of the Grammar, with the Exercises		3	2	15
Arithmetic	Sangster's Elementary Arithmetic	As far as Fractions		5	3	45
Geography	Clyde's Elementary Geography	Europe in detail, especially the British Isles		2	1	15
History	Collier's British History	The whole		2	1	15
Scripture	Chambers' Scripture Geography	The Whole		1	0	30
Writing				4	2	0

Writing..... 4 2 0

LIMIT TABLE—HIGH SCHOOL—THIRD CLASSICAL FORM. SECOND YEAR.

SUBJECT.	TEXT BOOK.	PROFICIENCY.	Per Week.	No. Lessons.	HOURS.	MINS.
Latin	Bryce's Second Latin Book	Selections from Nepos, Caesar, and Ovid.	}	8	6	30
	Bryce's Imitative Exercises in Prose Composition	Exercises corresponding to the above.				
Greek	Bryce's First Greek Book	As far as the Verbs	}	2	1	0
English	Morell's English Grammar	The greater part of it, with Exercises in Parsing.				
	Thomson's Seasons	Reading and Analysis.	}	7	5	0
	Graham's English Word Book	Selected parts				
	Andrews' Dramatic Reader	Elocution and Recitations.	}	5	2	30
French	Students' Companion	Grammar, and Exercises as far as Exercise 52.				
	DeFivas' Elementary French Reader	Reading and Translation	}	4	4	0
Arithmetic	Sangster's Arithmetic	Vulgar and Decimal Fractions.				
Geography	Clyde's Elementary Geography	Asia in detail.	}	2	1	30
History	Collier's History of Rome	The whole				
Scripture	Maclear's New Testament History	The whole	}	1	1	0
Writing						
			}	4	2	0

LIMIT TABLE—HIGH SCHOOL—FOURTH CLASSICAL FORM. THIRD YEAR.

SUBJECTS.	TEXT BOOKS.	PROFICIENCY.	Per Week.	No. Less.	Hours.	Mints.
Latin	Bryce's Latin Grammar Anthon's Caesar's Commentaries Anthon's Virgil's Æneid Smith's Principia Latina, Part IV Bryce's First Greek Book	The Accidence and Ruddiman's Rules of Syntax The Invasion of Britain, in Books IV and V The First Book The first twenty Exercises Part I and some of the Extracts in Part II		7	6	0
Greek	Bryce's First Greek Book	Part I and some of the Extracts in Part II		3	1	30
English	Morell's English Grammar Thomson's Seasons Andrews' Dramatic Reader	The whole, with Exercises in Parsing Reading and Analysis Elocution and Recitations Dictation		5	4	15
French	Student's French Companion DeFivas' Elementary Reader	Grammar, and Exercises to the 75th Exercise Reading and Translation		5	2	30
Mathematics	Sangster's Arithmetic Todhunter's Algebra for Beginners Todhunter's Euclid	To end of Proportion To end of Subtraction Book I, Prop. 1—26		9	5	45
Geography	Clyde's School Geography	Africa and America in detail		2	1	0
History	Collier's History of Greece	The whole		3	1	30
Scripture	Macleary's Old Testament History	As far as the Period of the Judges		1	0	30
Writing				2	1	0
Phonography				2	1	0

LIMIT TABLE—HIGH SCHOOL—FIFTH CLASSICAL FORM. 4TH YEAR.

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	[Per Week.	No. Less.	Hours	Mints
Latin	Bryce's Latin Grammar. Smith's Principia Latina, Part IV. Anthon's Cicero's Orations. Anthon's Æneid of Virgil Smith's Dictionaries.	To the end of the Syntax. Fifty of the Exercises in Prose Composition. Three or four Orations. Two Books of the Æneid. Incidental Classical Geography and Antiquities. Rules of Versification applied.	7	5	15	
Greek	Bryce's Second Greek Book.	Extracts from Lucian, and from the Greek Testament. Synopsis of Syntax. Exercises in Prose Composition.	3	2	30	
English	Morell's English Grammar Shaw's English Literature. Andrew's Dramatic Reader.	The whole, with Exercises in Analysis and Composition Half of the subject. Elocution and Recitations.	3	2	30	
French	Student's Companion De Fivas' Classic French Reader. Domizion Phrase Book. Sangster's Arithmetic. Todhunter's Algebra for Beginners. Todhunter's Euclid.	Grammar and Exercises as far as the 80th. Reading and Translation. The whole committed to memory. As far as Interest As far as Fractions, with Equations of the simplest kind. Books, I, II, III.	2	2	..	
Mathematics	Loebs' Natural Philosophy Clyde's School Geography. White's Outlines of Universal History. Horne's Compendium of the Bible.	Statics and Dynamics of Solids and Liquids The whole subject The whole Part III.—Geography, Historical & Physical, of the Holy Land. Political, Sacred, and Domestic Antiquities of the Jews.	8	3	45	
Natural Philosophy			2	1	..	
Geography			1	1	..	
History			1	1	..	
Scripture Lessons			1	1	..	
Writing			2	1	..	
Phonography			2	1	..	

**LIMIT TABLE—HIGH SCHOOL—CLASSICAL DEPARTMENT—SIXTH CLASSICAL FORM.
5TH AND LAST YEAR.**

SUBJECTS.	TEXT-BOOKS.	PROFICIENCY.	No. Per Week	No. Less.	Hours.	Mints.
Latin	Bryce's Latin Grammar Smith's Principia Latina, Part IV Anthony's Cicero's Orations Anthony's Horace Smith's Dictionaries Bryce's Second Greek Book Liddell and Scott's School Lexicon	The whole. All the Exercises in Prose Composition. Three or four Orations. Two Books of the Odes and Selections from the Epistles. Incidental Classical Geography and Antiquities Rules of Versification applied. Extracts from Lucian, Anabasis of Xenophon, Greek Testament, Homer's Iliad. Synopsis of Syntax. Prose Composition. Alcestis of Euripides, or some other Greek play. The whole, with Exercises in Analysis and Composition.	6	6	4	45
Greek	Oxford Text of a Greek Play Morell's English Grammar Shaw's English Literature. The Student's Companion. De Fivas' Classic French Reader. Dominion Phrase Book Sangster's Arithmetic. Todhunter's Algebra for Beginners Todhunter's Euclid	The whole subject. The whole, Grammar and Exercises. Reading and Translating. The whole committed to memory. The whole subject. The whole. Books I, II, III, IV, VI, XI, XII, with Selections from the Exercises. To the solution of simple cases of oblique-angled triangles	5	5	3	..
English	Galbraith & Haughton's Plane Trigonometry Chambers' Mathematical Tables Loomis' Natural Philosophy Clyde's School Geography White's Outlines of Universal History Horne's Compendium of the Bible	Use of Logarithms, &c. Pneumatics, Acoustics, Heat, Optics. The whole subject, with Use of Terrestrial Globe. The whole. Part III.—Geography, Historical and Physical, of the Holy Land. Political, Sacred, and Domestic Antiquities of the Jews.	2	2	2	..
French	Writing Phonography		3	3	3	..
Mathematics			7	7	5	45

TEACHING STAFF OF THE HIGH SCHOOL.

HEAD MASTER, CLASSICAL DEPARTMENT,

HENRY ASPINWALL HOWE, M.A., LL.D., *Emeritus Professor of Mathematics in McGill University, and Fellow of the University.*

HEAD MASTER, COMMERCIAL DEPARTMENT,

DAVID RODGER, M.A., *formerly of the University of Glasgow.*

FIRST CLASSICAL ASSISTANT,

GEORGE MURRAY, B.A., (OXON.) *formerly Senior Classical Scholar of Kings, London; and late Lusby Scholar and Lucy Exhibitor of the University of Oxford.*

SECOND CLASSICAL ASSISTANT,

MR. G. E. JENKINS, *Late Queen's Scholar St. Peter's College, Westminster, (Westminster School.)*

FRENCH MASTER,

P. J. DAREY, M.A., B.C.L., *Professor of French Language and Literature in McGill College.*

MASTER OF WRITING AND BOOKKEEPING,

MR. W. L. WHYTE, *formerly of the University of Edinburgh.*

TEACHER OF ELOCUTION,

JOHN ANDREW, *Professor of Elocution, McGill Normal School.*

PREPARATORY SCHOOL.

HEAD MASTER,

SAMPSON P. ROBINS, M.A., *Associate Professor in the McGill Normal School, and Inspector of Common Schools. Prince of Wales Medallist; First Rank Honours in Mathematics in McGill University.*

FIRST ASSISTANT,

MISS A. CAIRNS, *Prince of Wales Medallist and Academy Diploma.*

SECOND ASSISTANT,

MISS LUCY LAWLESS, *Prince of Wales Medallist and Model School Diploma.*

TEACHER OF FRENCH,

MISS E. SICOTTE, *Elementary Diploma.*

INFANT DEPARTMENT,

MISS HANNAH BELL, *Model School Diploma.*

TEACHER OF READING,

JOHN ANDREW, *Professor of Elocution, McGill Normal School.*

Number of Boys under instruction in High School before and after its transfer.

The number of pupils in the High School during the year previous to that of its transfer to the Protestant School Commissioners (1869-70) was 186. This number includes the twenty pupils then in the Preparatory Class.

The number of Boys under instruction during the session 1870-71 was:

In the Classical Department	114
“ Commercial “	107
“ Preparatory “	145
“ Infant “	49
Total	415

City School Tax 1869, 1870, 1871.

The Commissioners deem it desirable to supply for the information of the public, the amounts realized by the City School Tax in 1869, 1870* and 1871. The Tables on pages 55 and 56 contain a statement, not only of the aggregate Tax, but also of the sums collected in the several Municipal Wards from both Protestants and Roman Catholics. These Tables present also an exhibit of the amount of rateable property held by Roman Catholics and Protestants, respectively, in each Ward.

* With reference to the Tables applicable to the year 1870, it has to be explained that the School Tax, as exhibited in detail on page 55, in Panels 1, 2, and 3, and amounting in the aggregate to \$33,741.08, had to be reduced to the amount authorized by law, being \$30,740.28. The adjustment was accordingly made, as shown in the Table subjoined.

	School Tax shown in Panels 1, 2 & 3, page 55.	Reduced School Tax as adjusted.	Apportionment of reduced Neutral Tax.	Total reduced School Tax. for 1870, as per Summary page 56.
	\$	\$	\$	\$
Catholics	14,958 00	13,627 00	1,594 93	15,222 63
Protestants	16,397 64	14,939 30	578 35	15,517 65
Neutrals	2,385 44	2,173 28
	\$33,741 08	\$30,740 28	\$2,173 28	\$30,740 28

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STATEMENT OF REAL ESTATE IN THE CITY OF MONTREAL ASSESSED FOR THE CITY SCHOOL TAX FOR THE YEAR 1869.

WARD.	TOTAL ASSESSED VALUE.	AGGRE-GATE SCHOOL TAX.	PANEL No. 1. CATHOLIC PROPERTIES		PANEL No. 2. PROTEST. PROPERTIES.		PANEL No. 3. NEUTRAL PROPERTIES		PANEL No. 4. EXEMPT PROPERTIES.	
			Value.	School Tax	Value.	School Tax	Value.	School Tax	Value.	School Tax
East.....	\$3,442,700	\$ 2754 16	\$1,712,700	\$ 1370 16	\$571,000	\$ 456 80	\$ 32,000	\$ 25 60	\$1,127,000	\$ 901 60
Centre.....	4,665,200	3732 16	1,766,800	1413 44	1,252,400	1001 92	305,000	244 60	1,341,000	1072 80
West.....	6,503,000	5202 40	1,615,800	1292 64	3,587,200	2869 76	552,000	441 60	748,000	598 40
St. Ann's.....	5,878,200	4702 56	1,717,100	1373 68	3,240,600	2592 48	611,600	489 28	306,900	247 12
St. Antoine.....	12,325,550	9860 44	2,930,300	2344 24	7,261,650	5809 32	259,400	207 52	1,874,200	1499 36
St. Lawrence.....	4,903,000	3926 40	1,795,700	1436 56	2,340,100	1872 08	.....	.....	772,200	617 76
St. Louis.....	3,914,700	3131 76	2,636,000	2108 80	858,200	686 56	400	0 32	420,100	336 08
St. James.....	3,452,250	2761 80	2,522,450	2017 96	458,200	366 56	9,500	7 60	462,100	369 68
St. Mary's.....	2,114,100	1621 98	917,400	733 92	738,600	590 88	66,400	53 12	391,700	313 36
Totals.....	47,203,700	37762 96	17,614,250	14091 40	20,307,950	16246 36	1,836,300	1469 04	7,445,200	5956 16

STATEMENT OF REAL ESTATE IN THE CITY OF MONTREAL ASSESSED FOR THE CITY SCHOOL TAX FOR THE YEAR 1870.

WARDS.	TOTAL ASSESSED VALUE.	AGGRE-GATE SCHOOL TAX.	PANEL No. 1. CATHOLIC PROPERTIES		PANEL No. 2. PROTEST. PROPERTIES.		PANEL No. 3. NEUTRAL PROPERTIES		PANEL No. 4. EXEMPT PROPERTIES.	
			Value.	School Tax	Value.	School Tax	Value.	School Tax	Value.	School Tax
East.....	\$3,404,100	\$2,723 28	\$1,671,700	\$1,337 36	\$568,400	\$454 72	\$37,000	\$29 60	\$1,127,000	\$901 60
Centre.....	4,936,100	3,948 88	1,827,200	1,541 76	1,245,100	996 08	621,810	497 44	1,142,090	913 60
West.....	6,405,000	5,124 00	1,554,300	1,243 44	3,144,100	2,515 28	958,600	766 88	748,000	598 40
St. Ann's.....	5,908,300	4,726 64	1,726,800	1,381 44	3,235,500	2,584 40	592,300	473 84	353,700	282 96
St. Antoine.....	14,367,900	11,494 32	3,667,300	2,933 84	7,838,300	6,294 64	564,800	451 84	2,267,500	1,814 60
St. Lawrence.....	5,165,400	4,132 32	1,838,000	1,470 40	2,374,200	1,899 36	84,900	67 92	868,300	694 64
St. Louis.....	4,041,400	3,233 12	2,708,000	2,166 72	890,900	712 72	13,000	10 40	429,100	343 28
St. James.....	3,706,000	2,964 80	2,591,500	2,073 20	453,200	361 96	21,600	17 44	636,500	503 20
St. Mary's.....	2,226,040	1,788 84	1,012,300	809 84	714,340	571 48	87,600	70 08	421,800	337 44
To its.....	50,170,240	40,136 20	18,697,500	14,958 00	20,485,840	16,397 64	2,981,800	2,385 44	7,993,900	6,385 12

STATEMENT OF REAL ESTATE IN THE CITY OF MONTREAL ASSESSED FOR THE CITY SCHOOL TAX FOR THE YEAR 1871.

WARD.	TOTAL ASSESSED VALUE.	PANEL No. 1. CATHOLIC PROPERTIES.		PANEL No. 2. PROTESTANT PROPERTIES.		PANEL No. 3. NEUTRAL PROPERTIES.		PANEL No. 4. EXEMPT PROPERTIES.	
		AGGREGATE SCHOOL TAX.	Value.	School Tax	Value.	School Tax	Value.	School Tax	Value.	School Tax
East.....	\$ 3,412,800	\$ 1,666,400	\$ 1,666 40	\$ 553 40	\$ 51 00	\$ 1,142,000	\$ 1,142 00		
Centre.....	4,959,800	1,959,300	1,959 30	1,244 80	602 00	1,113,600	1,153 60		
West.....	6,605,200	1,632,000	1,632 00	3,616 20	643 00	714,000	714 00		
St. Ann's.....	6,559,600	1,911,400	1,911 40	3,521 20	715 90	301,100	391 10		
St. Antoine.....	14,812,500	3,615,000	3,615 00	8,460 00	961 40	1,776,100	1,776 10		
St. Lawrence....	5,395,850	1,931,450	1,931 45	2,518 40	41 70	904,300	904 30		
St. Louis.....	4,343,500	2,935,200	2,935 20	912 30	17 10	478,900	478 90		
St. James.....	3,904,600	2,774,300	2,774 30	461 50	8 40	660,400	660 40		
St. Mary's.....	2,355,800	1,164,100	1,164 10	698 20	81 60	411,900	411 90		
	52,329,600	19,589,150	19,589 15	21,986 10	3,122 10	7,632,300	7,632 30		

CITY SCHOOL TAX, SUMMARY.

YEAR.	Roman Catholic School Tax.		Protestant School Tax.		Roman Catholic Proportion of Neutral Tax.		Protestant Proportion of Neutral Tax.		Total School Tax to R. C. Board.		Total School Tax to Two Boards.	
	\$		\$		\$		\$		\$		\$	
1869	14,091 40	16,246 36	1,071 74	397 30	15,163 14	16,643 66 ^(a)	15,517 65	31,806 80				
1870	14,958 00	16,397 64	1,594 93	578 35	15,222 63 ^(a)	15,517 65	30,740 28					
1871	19,589 15	21,986 10	2,291 25	830 85	21,880 40	22,316 95	44,697 35					

(a) The sum of \$246.83, overpaid to the Protestant Board in 1869, was deducted in 1870, and added to the sum paid to the R. C. Board.

SUMMARY OF THE COST OF SCHOOL PROPERTIES, FROM 1847 TO 1871.

	PANET STREET SCHOOL.	SALABERRY STREET.	COTE STREET.	ROYAL ARTHUR.	HIGH SCHOOL.	PREPARATORY	(b) ANN STREET, Old School House.	(c) ANN STREET, New School House.
Site.....	\$ 600 00	\$ 3,160 00	\$ 2,000 00(a)	\$ 3,775 00	\$ 8,800 00	\$ (c)	\$ 400 00	\$ 1,470 00
Original Building.....	3,927 23	4,369 00	6,040 00(a)	25,567 00	15,200 00	4,361 71	900 00	17,713 00(f)
Additions and Repairs ...	8,672 31	868 27	6,207 91	1,905 54	1,781 66	....	732 05	....
School Furniture.....	304 20	276 90	332 74	1,620 00	50 54(d)	794 08	10 85	....
Total.....	13,503 74	8,497 27	14,580 65	32,274 44	25,832 20	5,155 79	2,042 91	19,183 00

(a) These sums were laid out by the British and Canadian School Society before the School House fell into the hands of the Board.
 (b) The old Ann Street School House was sold by authority of the Lieutenant-Governor in Council for \$3,000, the purchaser to take possession so soon as the New School in Griffintown shall have been opened.

(c) The new School House in Anne Street is expected to be opened in March, 1872.

(d) The Furniture of the High School was left as a gift by the Royal Institution when the sale of Burnside Hall was made in 1870.

(e) Included in purchase money of High School lots.

(f) Under contract for this sum. About \$13,000 of the amount has been already paid. The Commissioners are in treaty for the vacant lot adjoining that on which the School House stands.

Summary of
outlay on
School Proper-
ties and School
Furniture.

The Table on the foregoing page sets forth the cost of School Properties, from the appointment of the Board in 1847, to the end of 1871.

Total cost of all School properties now held by the Board, including what it will take to complete the new Ann Street School \$121,070 00

Of this sum the British and Canadian School Society paid for their School House in Coté Street \$8,040 00

The Commissioners owe on the—

Royal Arthur site 2,755 00

Salaberry Street site 849 70

They also owe to the Royal Institution mortgage on Preparatory

High School 6,000 00

Deduct also—

Balance of contract of new School

in Ann Street 4,713 00

22,377 90

Making the sum actually expended by the

Board on Properties and School Furniture. \$98,692 10

Expended previously to 1868 \$7,025 00

Expended between 1868 and 1871, inclusive \$91,567 10

ISSUE OF BONDS FOR SITES AND BUILDINGS.

The Act 32 Victoria, cap. 16, section 35, authorized the "the School Commissioners of the cities of Quebec and Montreal, during the next twenty years from the date of the Act (1869), to lay aside annually a portion of their revenues, not exceeding one-fourth, for the purchase of lots, and for the construction of School Houses." And in the same section it is provided "that the said Boards of School Commissioners shall have the power, with the approval of the Lieutenant-Governor in Council, to raise loans for the said purposes, and to transfer as security for such loans a part of their annnal claims on the Corporation for the following years, subject to the above limitation ; and the said Boards may, with the approbation aforesaid, raise money in advance for the said purposes, by issuing debentures of not less than \$100 each, redeemable in not more than twenty years, and for an amount not exceeding in the whole, for any one of the said Bonds, the sum of \$100,000, and in such case the portion of their revenue set aside annually as aforesaid, or so much thereof as they may determine, shall be applied to the forming of a sinking fund for the redemption of such debentures."

Acts under
which the issue
of Bonds is
authorized.

The Act 33 Victoria, cap. 25, enacts as follows:

"1. Whenever the School Commissioners of either of the cities of Quebec or Montreal shall have determined to lay aside any portion of their revenues, for the purchase of land or the construction of one or more School Houses, and shall have obtained the approval of the Lieutenant-Governor in Council for the purpose, as provided in section 35 of the Statutes of the Province of Quebec, 32 Victorie, cap. 16, the said School Commissioners shall notify the City Treasurer thereof, and of the amount so determined to be set aside, and may thereupon issue their bonds for such loan, in such sums, payable at such times, and bearing such rate of interest as to them shall seem advisable, and to the extent that such loan is authorized."

"2. It shall be the duty of the City Treasurer, on the presentation to him of the said bonds, to acknowledge specification thereof, and he shall thereafter, from year to year, retain, on behalf of the Corporation sufficient of the revenues levied for School purposes which would become payable to such School Commissioners, to create a sinking fund

Legislative
authorization
for issuing
Bonds
continued.

for the redemption of the said bonds when they mature, out of which the holders shall be entitled to be paid by the Corporation."

"3. On the amounts so retained the City Treasurer shall allow the said School Commissioners interest at six per cent. per annum, which shall be capitalized annually, for the time the funds shall remain in the custody of the Corporation, and shall pay the revenues or amounts so retained, with the accrued interest thereon, in redemption of the bonds as they fall due, accounting to the School Commissioners for any remaining surplus, or requiring of them payment in case of deficiency."

"4. The signature of the City Treasurer, acknowledging signification of the bonds respectively, shall be evidence in favor of the holders thereof that such bonds have been duly authorized and will be provided for by such sinking fund."

The Act 34 Victoria, cap. 12, enacts :

"1. The twenty-third section of the Act of this Province, thirty-second Victoria, chapter sixteen, intituled : 'An Act to amend the law respecting Education in this Province,' is amended in so far only as regards the amount to be paid by the Corporation of the city of Montreal for the support of Schools in the said city; and hereafter the Corporation of the city of Montreal shall pay for the support of Schools in the said city, in lieu of a sum equal to three times the amount of the share of the Government grant to the said Schools of the said city, as provided in and by the said section, a sum equivalent to one-tenth of a cent in the dollar on the total value of the real estate taxable for the purposes of the said Schools in the said city."

"3. The said Roman Catholic and Protestant School Commissioners of the said city of Montreal, notwithstanding any provision to the contrary, contained in the thirty-fifth section of the Act thirty-second Victoria, chapter sixteen, may respectively set aside a portion of their revenues not exceeding eight thousand dollars per annum, (including therein any proportion which they may have already set aside for such object,) for the purpose of acquiring real estate and constructing School Houses in the said city; and all debentures which the said Commissioners may hereafter issue to borrow any sum of money for the purchase of real estate and the construction of School Houses in the said city may be made redeemable in the twenty years next after the date of their issue, and not afterwards; and the said thirty-fifth section of the said chapter sixteen of the said Statutes is hereby in consequence amended."

"4. It shall be lawful for the said Commissioners to declare in and by the said bonds or debentures which they shall hereafter issue, that the same are secured by privilege and hypothec on all the real estate then their property, and in the case in which such declaration shall have been made, the said bonds or debentures shall be secured both as respects principal and interest on all the real estate then the property of the said

Commissioners, without the formality of registration in the Registration Office, articles 2084 and 2130 of the Civil Code to the contrary notwithstanding."

Under these several Acts the Board issued—

In 1870, 55 bonds, \$1,000 each	\$55,000	Number and amount of Bonds issued.
In 1871, 15 " " "	15,000	

\$70,000

The interest and sinking fund required to meet the claims on these bonds, and which is to be deducted annually by the City Treasurer from the School Tax, is \$6273,40

The Act Vic. 34, cap. 12, quoted above, allows the Board to take from its revenues, for the foregoing purposes, \$8,000 per annum. This leaves \$1726,60 a year to be further expended on interest and sinking fund, equal to a new issue of say \$20,000, bonds, redeemable in 20 years from 1st January 1872. These remaining bonds are to be immediately issued to meet liabilities incurred in School Houses newly built, enlarged, or acquired.

The following statement respecting the provision made for the Sinking Fund, by the Corporation, is taken from the Books of the City Treasurer and duly authenticated by him: Provision for Sinking Fund.

The total issue of Protestant School Commissioners Bonds requiring Sinking Fund was to 1st January, 1871	\$55,000	
Sinking Fund on which, at that date retained	\$1629,10	
The total issue of Bonds to 1st January, 1872	\$70,000	
Sinking Fund retained at 2 1/2%	2073,40	
Which with 1 year's interest at 6 per cent on \$1629,10	97,74	
Makes the total Sinking Fund accumulations	<u>\$3800,24</u>	

represented by Bonds held by me specially endorsed as for "School Bonds Sinking Fund purchased and not negotiable."

(Signed) JAMES T. D. BLACK,
City Treasurer.

Investment of
Sinking Fund
by the
Corporation.

It may be well to add the following particulars of the City Corporation Bonds in which the Protestant School Board Sinking Fund of \$3800,24, and the Roman Catholic Board Sinking Fund of \$4229,06, (together \$8029,30) are jointly invested :

City of Montreal third Consolidation Coupon Bond	No. 520	\$1000
“ “ “ “	“ “ 521	1000
“ “ “ “	“ “ 774	1000
“ “ Water Works Bond	“ “ 65	1000
“ “ “ “	“ “ 125	2000
“ “ “ “	“ “ 126	2000
		<u>\$8000</u>

The following Certificate, upon the Book of record of said Bonds, in the City Auditor's office, was made at the close of the civic year 31st January, 1872

“The above Bonds amounting in all to eight thousand dollars have been submitted to us, and we hereby certify that they are duly endorsed as having been purchased for Sinking Fund and that all the Coupons of each are stamped as being the property of the city of Montreal acquired for that purpose.

(Signed) WILLIAM RODDEN,
FERDINAND DAVID,
CHARLES ALEXANDER,
*Sub-Committee of the
Finance Committee of City Council.*”

The Commissioners now submit their Accounts in detail for the four years commencing 1st January, 1868. The statement has been prepared with the assistance and under the inspection of two accomplished Accountants, Messrs. JAMES RIDDELL and PHILIP S. ROSS. These gentlemen, by appointment of the Commissioners, undertook and completed an audit of the Receipts and Expenditures of the Board for the years 1868, '69, '70 and '71. In their report the Auditors commend the accuracy with which the accounts have been kept, as well as the general method of keeping them. Anxious to adopt a system which shall secure intelligibleness as well as technical completeness, the Board invited suggestions from the Auditors with this view. The very few changes which they suggested have been readily adopted.

Appended to the General and Detailed Accounts will be found a statement of the Receipts and Expenditures of the Board for the High School during the session 1870-71, the only complete year in which it has been under the care of the School Commissioners. This is supplied simply as a matter of interest.

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ABSTRACT OF CASH TRANSACTIONS FROM 31st
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I.—MAINTENANCE ACCOUNT.				\$	
To Balance on hand at 31st December, 1867.....				356 74	
	1868.	1869.	1870.	1871.	
	\$	\$	\$	\$	
" Government Grant, Common School Fund.....	690 40	1708 62	2726 84	2726 84	7852 70
" Superior Education Grant....	146 00	770 00	45 05	1230 05	2191 10
" City Corporation, School Assessment.....	5103 15	14142 40	18826 30	15621 72	53693 17
NOTE.—The portion of the assessment applied towards the Sinking Fund for the redemption of the School Bonds is stated in Br. II. below.					
" Fees from various Schools. {	See note below *	1030 73	7251 72	13140 02	21422 47
					\$85,516 18

II.—LAND AND BUILDINGS ACCOUNT.					
	1869.	1870.	1871.	\$	
	\$	\$	\$		
To amount brought from Maintenance Account.....				16,138 43	
" Cash from Bonds sold.....	16,000 00	33,000 00	21,000 00	70,000 00	
" Mortgage Account.....		6,000 00		6,000 00	
" Molsons Bank.....			8,560 40	8,560 40	
" Assessment applied to Sinking Fund.....			3,702 50	3,702 50	
					\$ 104,401 33

* The Head Masters were allowed to retain the School fees for 1868, as had been done in previous years.

DECEMBER, 1867, TO 31ST DECEMBER, 1871.

Cr.

I.—MAINTENANCE ACCOUNT.

	Salaries.	Charges.	Fuel.	
	\$	\$	\$	\$
By Ann Street School.....	4888 78	266 40	692 31	5,847 49
" British and Canadian School.....	11999 21	657 72	749 67	13,406 60
" Panet Street	8346 54	726 86	1063 00	10,136 40
" Royal Arthur	7634 52	486 87	851 75	8,973 14
" High	10733 73	866 11	775 31	12,375 15
" Preparatory High	4076 01	549 45	305 15	4,930 61
" St. Joseph Street	1598 01	173 10	59 50	1,830 61
" St. Lawrence Main St.	166 64	7 60	46 52	220 76
" German	22 00	.....	.....	22 00
" General charges*				57,742 76
" Expended on Land and Buildings and carried to that branch of the Account				10,968 06
" Balance—Cash in hand and in the Bank, 31st December, 1871, carried down to the year 1872				68,710 82
				16,138 43
				666 93
				\$85,516 18

(* For particulars see Detailed Abstract—Maintenance of Public Schools.)

II.—LAND AND BUILDINGS ACCOUNT.

	Land.	Buildings.	Furniture.	
	\$	\$	\$	\$
By Anne Street School.....	1,470 00	12,697 81	250 85	14,418 66
" British and Canadian School.....	.....	5,411 77	332 74	5,744 51
" Panet Street .....	.....	8,668 56	304 20	8,972 76
" Royal Arthur	1,760 33	26,363 01	1,538 35	29,661 69
" Salaberry Street	2,695 71	5,337 27	276 90	8,309 88
" High .....	.....	.....	50 54	50 54
" Preparatory High .....	.....	4,361 71	800 08	5,161 79
" Burnside Hall, Dorchester St. &c.....	8,937 25	17,019 56	.....	26,956 81
" Trust and Loan Company for Panet Street Property.....				1,500 00
" Sinking Fund as per contra				3,702 50
" Profit and Loss—Discount on Bonds negotiated below par.....				922 19
				\$ 104,401 33

Montreal, 13th February, 1872. . Audited, found correct, and fully vouched.

JAMES RIDDELL, }
 PHILIP S. ROSS, } AUDITORS.

DETAILED ABSTRACT OF ANNUAL DISBURSEMENTS FOR THE

SCHOOLS.	YEAR 1868.				YEAR 1869.			
	Salaries.	Charges.	Fuel.	Total.	Salaries.	Charges.	Fuel.	Total.
	\$	\$	\$	\$	\$	\$	\$	\$
1. Ann Street	535 50	27 33	89 89	652 72	1257 78	49 03	19 20	1326 01
2. British & Canada	914 00	49 36	98 00	1061 36	3 55	32 127 82	14 00	3697 14
3. Panet Street.....	522 15	21 78	84 01	627 94	1711 10	175 21	1 00	1887 31
4. Royal Arthur.....	.....	.....	.....	.....	.....	.....	.....	.....
5. High School.....	.....	.....	.....	.....	.....	.....	.....	.....
6. Preparatory High School .....	.....	.....	.....	.....	.....	.....	.....	.....
7. St. Joseph Street..	36 29	.....	.....	36 29	1062 12	143 72	59 50	1265 34
8. St. Lawrence Main Street.....	.....	.....	.....	.....	.....	.....	.....	.....
9. German.....	.....	.....	.....	.....	.....	.....	.....	.....
	2007 9	18 47	271 90		7586 32	495 78	93 70	
GENERAL CHARGES.								
1. Law Expenses .....	.....	.....	.....	20 55	.....	.....	.....	42 00
2. Insurance against Fire.....	.....	.....	.....	19 25	.....	.....	.....	73 60
3. Local Rates on Board's Property .....	.....	.....	.....	84 15	.....	.....	.....	69 75
4. Secretary-Treasurer's Salary and Commission .....	.....	.....	.....	.....	.....	.....	.....	.....
5. Printing, Stationery, and Travelling Expenses .....	.....	.....	.....	185 91	.....	.....	.....	278 86
6. Clerks' Salary .....	.....	.....	.....	.....	.....	.....	.....	.....
7. Salary of School Inspector.....	.....	.....	.....	.....	.....	.....	.....	.....
8. Interest—On Coupons.....	.....	.....	.....	.....	.....	.....	.....	.....
" " Mortgages, &c., less contra Interest.....	.....	.....	.....	40 00	.....	.....	.....	20 07
	.....	.....	.....	2728 17	.....	.....	.....	8660 08

MAINTENANCE OF PUBLIC SCHOOLS, 1868 TO 1871 INCLUSIVE.

THE
Total.
\$
26 01
97 14
87 31
.....
.....
65 34
.....
.....
42 00
73 60
69 75
.....
78 86
.....
.....
20 07
.....
60 08

YEAR 1870.				YEAR 1871.				Aggregate Amount of all Expenses.	
Salaries.	Charges.	Fuel.	Total.	Salaries.	Charges.	Fuel.	Total.		
\$	\$	\$	\$	\$	\$	\$	\$	\$	
1. 1500 00	71 17	129 84	1701 01	1595 50	118 87	453 38	2167 75	5847 49	
2. 3760 00	231 48	364 83	4346 31	3769 89	259 06	272 84	4301 79	13406 60	
3. 2848 00	259 64	426 33	3533 97	3265 29	270 23	551 66	4087 18	10136 40	
4. 2969 47	262 05	538 42	3769 94	4665 05	224 82	313 33	5203 20	8973 14	
5. 2840 00	255 66	342 15	3437 81	7893 73	610 45	433 16	8937 34	12375 15	
6. 1053 34	210 01	153 92	1417 27	3022 67	339 44	151 23	3513 34	4930 61	
7. 453 75	29 58	.....	483 13	45 85	.....	.....	45 85	1830 61	
8. ....	.....	.....	.....	166 64	7 60	46 52	220 76	220 76	
9. ....	.....	.....	.....	22 00	.....	.....	22 00	22 00	
			15424 56				24446 62		
			1309 29				1830 47		
			1955 49				2222 12		
								57742 76	
1.			114 25					183 80	360 60
2.			144 53					273 05	510 43
3.			46 00					169 85	369 75
4.			717 06					1319 72	2501 55
5.			160 00					571 55	731 55
6. ....			.....					400 00	400 00
7.			1500 00					3480 00	4980 00
8.			591 12					462 99	1114 18
			21962 40				35360 17	68710 82	

DETAILED ABSTRACT OF DISBURSEMENTS FOR SCHOOL

SCHOOLS.	YEAR 1868.				YEAR 1869.			
	Land.	Buildings.	Furniture.	Total.	Land.	Buildings.	Furniture.	Total.
	\$	\$	\$	\$	\$	\$	\$	\$
Ann Street.....		161 88		161 88		33 40	6 85	40 25
British & Can...		1347 83		1347 83		1640 68	246 28	1886 96
Panet Street.....		231 66		231 66		4710 29	256 35	4966 64
Royal Arthur...					113 25	15127 97	565 10	15806 32
Salaberry Street					1508 65			1508 65
High School.....								
Prep'y High Do.								
Burnside Hall and Dorches'r and Univer'ty Streets								
		1741 37		1741 37	1621 90	21512 34	1074 58	24208 82

CHOOOL

BUILDINGS, FURNITURE, &c., 1868 TO 1871 INCLUSIVE.

Total.	YEAR 1870.				YEAR 1871.				Aggregate Amount for four years, 1868 to 1871.
	Land.	Buildings.	Furniture.	Total.	Land.	Buildings.	Furniture.	Total.	
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
40 25	362 00	401 92	240 00	1003 92	1108 00	12100 61	4 00	13212 61	14418 66
1886 96		1837 51	37 71	1875 22		585 75	48 75	634 50	5744 51
4966 64		3227 84	19 60	3247 44		498 77	28 25	527 02	8972 76
5806 32	339 75	9329 50	702 25	10371 50	1307 33	1905 54	271 00	3483 87	29661 69
1508 65	1074 94	4369 00	276 90	5720 84	112 12	968 27		1080 39	8309 88
			39 00	39 00			11 54	11 54	50 54
		4108 17	766 63	4874 80		253 54	33 45	288 99	5161 79
	8937 25	16114 66		25051 91		904 90		904 90	25056 81
24208 82	10713 94	39388 60	2082 09	52184 63	2527 45	17217 38	396 99	20141 82	98276 64
Add									
SUNDRY DISBURSEMENTS connected with LAND AND BUILDINGS: Trust and Loan Co.,—repaid Mortgage 1868 on Panet Street.....									1500 00
Profit and Loss—Loss on Bonds sold below par.....									922 19
Sinking Fund, 1870—\$1629.10; 1871—\$2073.40.....									3702 50
									\$10440. 33

The foregoing pages present a tolerably accurate view of the past work of the Protestant School Commissioners, as also of the present state of Protestant Education in Montreal. The increased provision which has been made for Common and Superior School Instruction during the past four years, will be, to some extent, gratifying to the Protestant community, as it is to the Board. But the Commissioners are strong in the conviction that even this enlarged provision is utterly inadequate to the wants of that portion of the population in whose interests they have been appointed; and, by so much, that it is also grossly unfair to those Wards or Districts of the city for which School accommodation has not yet been provided. Where the School-tax is general, justice demands that the School provision be adequate.

At the date of the present writing (March, 1872) the new School in Ann Street, capable of receiving about 700 scholars, is open, and is rapidly filling up. Every Protestant child of school age residing between the Canal and Dorchester Street, and between McGill and Mountain Streets, may now be said to be within half a mile of a thoroughly-equipped and efficient School; scarcely less accessible is it to the older school-going children of Point St. Charles. But there exists a crying need for two additional Schools of equal capacity, one for the St. Lawrence Ward, either in Ontario Street or Sherbrooke Street, the other for the St. Antoine Ward. To complete the Commissioners' Scheme there will also have to be erected three or four Primary Schools for the convenience of younger children, and to act as feeders to the larger Schools. Two of these are immediately needed, to meet the wants of the outlying populations at the Point St. Charles and the Mile End Districts. This enlargement of their work would involve an outlay for buildings and School furniture of at least \$60,000, and an additional annual expenditure of about \$15,000.

The Commissioners have from time to time urged upon the citizens of Montreal the importance, in the interests of Education, of establishing also a High School for Girls, in which parents might obtain for their daughters, at a moderate

Present number of Schools inadequate.

Desirableness of the location of the Ann St. School.

High School for Girls.

charge, a superior education. Such an Institution, were the requisite buildings provided, would, in the judgment of the Board, be, ere long, self-sustaining. At the same time it would afford an opportunity of promoting from the Common Schools to the privileges of a higher education, girls who might, by good conduct, by talent, and by proficiency in their Common School studies, prove worthy of such advancement. The buildings and site of an Institution of this character would cost about \$20,000.

Need of
increased Tax-
ation.

Such an enlargement of the Montreal Protestant School System would call for the imposition of a School-tax equal to one-fifth of a cent in the dollar on all rateable property, instead of the present rate of one-tenth of a cent. There would thus accrue to the Protestant Board an annual income of \$45,000. Nearly a like sum would fall to the Roman Catholic Board. So far as the Protestant Commissioners are concerned, not another dollar can be laid out on School extension unless the revenue at their disposal be increased. This will be seen by an examination of the preceding statements of the Revenue and Expenditure of the Board for the year 1871. Indeed, if the Ann Street School be filled to its capacity, it is certain that the income of the Board for the current year, 1872, will fall short of its expenditure. In connection with this plea for increased taxation the Commissioners would record their conviction that to secure for the City Schools the best available teaching talent, it will be necessary to offer, in most cases at least, larger remuneration. It will be impossible to retain the services of efficient female teachers at a salary of \$240; yet this is the sum of the remuneration to which the Board is limited in regard to a considerable proportion of the teachers now in its employ. The increased cost of living, and the increased demand which elsewhere exists for the services of able and well-trained teachers, call for a reconsideration of the whole question of Teachers' Salaries.

Present
revenue of
Board utterly
insufficient.

The revenue now at the disposal of the Board, compared with the sums expended for public School education in such cities as Toronto and Hamilton, must be deemed parsimonious;

compared with the demands of the Protestant population of Montreal it will be deemed paltry. The revenue which the Commissioners ask for, compared with the need of a large, prosperous, and rapidly increasing city, must be deemed moderate ; compared with the amount of School-tax levied on the citizens of Boston and Philadelphia, it might be called insignificant. The Commissioners appeal to all classes of their fellow-citizens, and among them and chiefly, to the City Corporation on whom the responsibility largely rests, and urge the immediate inauguration of an adequate educational policy for Montreal. This wealthy and populous city will deserve to be a reproach and a by-word in the land, if through the selfish views of tax-payers, it be allowed to fall behind its sister cities of Ontario, Nova Scotia and New Brunswick, in the provision which it creates for the education of the young. Not upon the Board but upon the Citizens will rest the disgrace of perpetuating the short-sighted policy under which the Commissioners are now vainly striving to meet the educational wants of the Protestant population. Parks may be laid out in the environs of the city, contributing to its beauty and to the health and recreation of its inhabitants ; lines of Railway may be projected and constructed so as to augment its commercial prosperity ; but there rests upon Montreal a higher duty than the provision, worthy though it be, of either Park or Railroad, that namely of a scheme of Common and Superior Schools equal to the wants of the whole population. For the inauguration of such a scheme the Protestant School Commissioners again and earnestly plead in the name of true Progress and Civilization, and not less in the hallowed name of Religion.

Appeal to the
 citizens for an
 adequate
 revenue.

A P P E N D I X .

REPORT OF THE INSPECTOR, MONTREAL.

REV. J. JENKINS, D.D., *Chairman of the Board of Protestant School Commissioners,*
MONTREAL.

REV. SIR,

In submitting this, my first annual report as Inspector of the Model Schools, it will be proper for me to advert to the position of these schools when I entered upon the duties assigned me, to detail the steps taken to present to the Commissioners an accurate account of their proficiency, to recapitulate the results obtained, to mention the chief things that have been already done to ameliorate their condition, and to glance at some points connected with the completion of a scheme for Protestant Education, that must soon be carefully considered. The review of the past and present condition of the schools, which all this necessitates, will show that strenuous efforts are being made to remedy great deficiencies, but will also show that much more must yet be done before our hopes respecting education in this city can be fulfilled.

No one interested in education here can feel otherwise than ashamed and grieved at the position which we have for so many years occupied, especially when we contrast the meanness and insufficiency of our educational appliances, with the ample systems of public instruction so liberally maintained in many sister cities of this continent; and even now, when under the auspices of the reconstituted Board of School Commissioners, a fairer prospect rises, such are the disadvantages under which we labour that nothing but united, earnest, and patient continuance in endeavour can crown with success your attempt to provide a thoroughly efficient, practical education for every Protestant child in this city.

The schools that came under the control of your board had been established under various influences, and being no part of a general scheme had no mutual relations. They differed from each other in organization, in discipline, in the subjects taught, in the modes of teaching adopted, and in the text-books used. Nor was there more of permanence than of uniformity in the systems of the schools. The change of a head-master not infrequently resulted in extensive changes in the most important arrangements of the school. To the caprice of the head-master for the time being, were left the studies to be pursued, the period at which they were introduced into the school curriculum, the time devoted to them, and the text-books to be employed. From this state of affairs, arising naturally—almost necessarily—from the pre-existing conditions, but quite incompatible with unity of action in schools, it resulted that no one, however much interested and however able and diligent, could form a clear conception of the manner in which educational work was done in Montreal. So confusing was the variety of

II

plans adopted, that the Commissioners could not attain that intimate knowledge of the condition, progress, and requirements of their schools which they desired, to guide them in the right adjustment of the important interests entrusted to their management. Children removing from one part of the city to another were unnecessarily bewildered by change of schools, had to drop some studies, review others needlessly, commence others at a disadvantage, and accustom themselves to a new discipline, new methods of instruction, and new text-books.

Your board, strongly impressed with the importance of amending this state of affairs, but aware of the difficulty of doing so immediately, directed me, while recommending such minor changes as might conduce to the efficiency of the schools as then constituted, continually to bear in mind the necessity of endeavouring to frame a comprehensive scheme of organization, to which they should be brought ultimately to conform. In furtherance of this design my first duty was to make myself acquainted with the existing condition of the schools, and by consultation and advice to prepare the minds of the teachers for coming changes. In the course of my visits for these and other purposes, and more especially during the progress of the customary oral examinations at Christmas, it became apparent that a more searching and elaborate enquiry into the character of the instruction given, than could be made during cursory visits, or at public gatherings, was necessary; and it was determined by the board to hold written examinations, by which the schools could be compared with each other and their future progress could be accurately estimated.

GENERAL EXAMINATIONS.

Accordingly in the beginning of last April I had the honour to submit detailed proposals for conducting the examinations. These were with some modifications adopted, and during the last days of the month, examinations in Reading, Writing, Spelling and Arithmetic were held in all the Model Schools.

The time appointed proved somewhat unfortunate, as some of the elder pupils had left the Schools to take situations preparatory to the opening of navigation, a large number of pupils were being vaccinated, and the Panet Street School had not gathered in its whole number after the interruption to its work consequent on the appearance of scarlet fever in the Janitor's family.

READING.

The first examination was in Reading and was thus conducted. The head masters were instructed to choose out of each school the best ten readers, five boys and five girls, at each of the following ages last birth-day, six years, seven years, eight years, nine years, ten years, eleven years, twelve years, thirteen years, fourteen years and upwards. These children, ninety from each school, I heard read on successive forenoons assigning the same passages to be read in all the schools; from the 1st Book of the Canadian Series of Readers for children of six and seven years, from the 2nd Book for those of eight and nine, and from the 3rd Book for those of superior ages. Opposite each reader's name I carefully noted the number of mistakes and hesitations made by him, together with any remarks

III

thought desirable respecting pauses, emphasis and tone. These notes I submitted to the board *in extenso* at the time, and a summary of as much as can be tabulated is found in the accompanying

SCHEDULE No. 1

which fully and accurately represents the proficiency of the scholars in "mechanical reading," if by this we understand the correct pronounciation of words as they appear in succession in a book. It affords, however, no means of judging the intellectual character of the reading. Of this there was very little in the schools. As each child read a few sentences but once, and in most instances was embarrassed by want of acquaintance with the words, his pauses were frequently mere hesitations, and emphasis and tone were quite neglected. It would have been better to hear each child read a piece twice; the first time to estimate the mechanical, the second the intellectual, character of the reading. The results in the Schedule show that I chose too difficult a passage for children of six years in comparison with other ages, and too easy a one for those of nine and ten years.

In comparing the results from the different schools it is proper to observe that the books used in the examinations were the text-books of all the schools, except the British and Canadian, a disadvantage to the latter school more seriously felt in the lower classes. It will also be noticed that in obtaining results by the examination of an equal number of children from each school the larger schools have the advantage. It would be fairer to call for numbers at each age nearly proportionate to the number in attendance at each school. The Royal Arthur and British and Canadian Schools gave the best total results, the former being apparently a little ahead; but considering the disadvantages of the latter in the trial I account them very nearly equal. The reading in the Ann Street School was uniformly below the average, and was at all ages except the two lowest the worst. At the Panet Street School the reading of the older children was better than in any other school, as several from the boys' and girls' departments read tastefully, but I regret to say that that of the younger children was the worst I encountered.

The following points need the especial care of the teachers. Too generally the reading was indistinct; consonants were not clearly sounded, final syllables were slurred over. A bright, sharp enunciation is greatly to be desired. Much injury is done by putting children to read in books in which the subjects or the modes of expression are beyond their understanding. As helps to the acquisition of a freer, more natural, and less monotonous style than obtains at present, I would urge that every new lesson be first read with comments by the teacher to the class, and that occasional resort be had to simultaneous reading.

It is perhaps characteristic that with very few exceptions boys hesitated less but made more mistakes, than girls.

WRITTEN EXAMINATIONS.

The remaining examinations were entirely in writing. Papers prepared and printed by me were issued in sealed parcels to the schools, with instructions that they were to be opened and distributed at a set time to such children as were capable of doing any part of the work assigned. Each child was furnished with

pen, ink and blotting paper, and a single copy of the examination paper, and was permitted to use nothing else, and to hold no communication with others during the examination time. On each paper was written the name of the child, his age last birthday, and the name of the school. At the expiry of the allotted time the papers were collected, examined, and marked by the teacher, and returned to me for revision.

SPELLING.

The following dictation exercise was read in each school by a teacher who gave the punctuation, one half hour being allowed for it:—

Where, grief, work, should, wealth, meant, break, group, build, bunch, learn, shoe, knife, rogue, brought, wren, wharf, through, thigh, taught, busy, caution, laughing, middle, hearty, fever, lighted, lesson, soldiers, kneeling, buttons, ancient, something, neighbour, entrance, disagreeable, exhausted, acquainted, dependently, answering, exception, resolution, original, misfortune, rational, knowledge, necessary, strawberries, tenacious, irresistible.

“When the Duke of Wellington was fighting in Spain, there were two horses which had always drawn the same gun, and had been side by side in many battles. At last one was killed, and the other, on having his food brought to him as usual, refused to eat, but turned his head round to look after his old friend, and neighed many times as if to call him. There were other horses near him but he would not notice them; and he soon afterwards died, not having once tasted food since his former companion was killed.”

This exercise, though not more than could be written in the time by some children was too much for others. It was understood, however, that a child might skip any part of it that he chose, and that in estimating the results, all the words correctly written were to be counted. From the results obtained, the test proved to be a fair one, easy enough to afford all who could write an opportunity of writing a considerable part of it, yet difficult enough to afford means of discriminating between very good and merely ordinarily good spellers. When the papers, after being read, were returned to me, it proved that while those from the British and Canadian school, nearly all those from the Panet Street School, and some of those from the Royal Arthur School had been carefully read and correctly marked, too many from the latter school had been carelessly revised, and those from the Ann Street School had been dishonestly tampered with.

The papers submitted prove that in some of the schools the dictation is not examined by the teachers with sufficient care. Many children omit parts of letters, writing for example “hin” for “him,” making *b* like *l*, confounding *a* and *o*, *u* and *n*, and *i* and *e*. It appears to me that all such errors should have been marked in the papers returned to me. The British and Canadian School deserves compliment in this connection; where a word was not distinctly written it was marked wrong, and the consequence of such evidently habitual care is that the dictation exercises are in general beautifully legible. In future examinations each exercise should be read and initialed by two persons who should be responsible for the correctness of the returns, as a large amount of my time was consumed in correcting gross and careless blunders.

SCHEDULE No. 2

contains a statement of the whole results, showing for each school the number of the several ages and of each sex who wrote "dictation," and the whole number and the average number of words which were correctly written out of the 147 words in the exercise.

SCHEDULE No. 3

gives the average results of the preceding Schedule reduced to per-centages. From this schedule (omitting the age of six years which is evidently exceptional) it appears that of the children attending your model schools those of seven years of age who can write dictation are able to spell correctly 57 per cent. of words in common use, that during the next year they learn 2 per cent. more, and in successive years 1 per cent., 4 per cent., 9 per cent., 6 per cent., 2 per cent., and 4 per cent., leaving school still unable to spell 15 per cent. of common English words. I hope to see this result amended in the future. The noticeable irregularity in the rate of improvement at the different ages is partly due to accidental circumstances, but partly to the fact that in the schools in general children begin to write dictation at about the age of nine or ten years, when a sudden improvement in their spelling is effected.

The two schedules given do not of themselves afford sufficient information for comparing the schools with each other, as it is evident that if the schools were equally good, those in which the masters had been most chary of affording pupils an opportunity of writing would show the best averages. Correctly to exhibit the relative standing of the schools the quotients obtained by dividing the whole number of words correctly written at each age by the whole number of that age attending the school should be given. The school records as at present kept do not give the necessary divisors for this calculation, and I would recommend that as a preliminary to future examinations an annual census of each school, by ages, should be taken and recorded. Dividing the whole number of words correctly written in each school by the whole number of pupils in attendance and reducing to a per-centage, we get the following series of numbers which represent the number of words out of 100 which the average child of each school can write correctly. In the Royal Arthur School 37, in the Ann Street School 22, in the British and Canadian School 48, in the Panet Street School 43, and in all the schools together 39. This places the British and Canadian School first, and the Panet Street School second, both being above average; to this conclusion the results in the schedules give assent. The Royal Arthur and the Ann Street School follow, both being below average. It must be said, however, that the results in Schedules 2 and 3 place the Ann Street School above the Royal Arthur, and that the very low rank taken by the Ann Street School is at least partly due to the exceptionally large number of children absent during the examinations.

WRITING.

To examine the writing, every child able to do so was made to copy from print the following paragraph "Charles Lamb was an amiable, gentle boy, very sensible, and keenly observant, indulged by his school-fellows on account of his infirmity of speech."

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From the specimens of writing so obtained, nine were selected which appeared to me to constitute a series rising by an even gradation. These were numbered from 1 to 9 as they rose above each other, and with them as standards I compared all the writing of the schools, each specimen being marked with the number of the standard that seemed to be just above it. Had there been any writing better than No. 9 it would have been marked 10. From these results

SCHEDULE No. 4

was compiled, which gives the number of specimens furnished at every age and by each sex, in each of the schools, the total number of marks obtained, and the average standing in each case, the higher marks indicating greater proficiency. As in the similar Schedule in dictation, the averages of Schedule No. 4 do not determine the relative excellence of the schools, because some of the schools set only their more advanced pupils to the trial. Less than one-third of those in attendance at the Ann Street School wrote, and rather less than one-half of those at the Royal Arthur; while at the Panet Street School very nearly two-thirds, and at the British and Canadian almost three-fourths furnished exercises. Numbers calculated, as in reference to the Dictation, show that, compared with the standards adopted, the writing of the average child in the British and Canadian School, is indicated by 3.6, in the Panet Street School by 2.4, in the Royal Arthur by 2.2, in the Ann Street School by 1.4, and in the average of all the schools by 2.5. With this result, agrees the standing of the schools as determined by the writing of the oldest pupils; that of boys and girls of fourteen years and upwards in the British and Canadian School being denoted by 7, in the Panet Street School by 6.8, in the Royal Arthur by 6.1, and in the Ann Street School by 5.3.

I must strongly urge the desirability of discountenancing that illegible and scratchy style of penmanship, commonly denominated angular hand.

ARITHMETIC.

The following four sets of questions in Arithmetic were printed on the papers on which they were to be answered :

1ST PAPER.

- 1st. Write in words 3,040,006.
- 2nd. Write in figures two hundred and one millions, three thousand and thirty-three.
- 3rd. Add 348, 4057, 63, 3194, 287, 619.
- 4th. From 3678217 take 2196843.
- 5th. Multiply 137285 by 8.
- 6th. Multiply 7864 by 79.
- 7th. Divide 6843279 by 7.
- 8th. Divide 36785436 by 249.

2ND PAPER.

- 9th. Reduce £28 17s. 6½d. to farthings.
- 10th. In 7394653 seconds how many weeks?
- 11th. Add 3 tons, 2 cwt., 3 qrs., 17 lbs.; 5 tons, 17 cwt., 1 qr., 12 lbs.; 16 tons, 2 cwt., 1 qr., 8 lbs.; 5 tons, 7 cwt., 3 qrs., 8 lbs., and 11 tons, 12 cwt., 2 qrs., 23 lbs.

VII

- 12th. From 15 bush., 2 pecks, 1 gal., 2 qts. take 7 bush., 3 pecks, and 3 qts.
 13th. How much wood would be required to give to each of seven persons 7 cords and 5 cord feet of wood?
 14th. Divide 14 miles, 3 fur., 7 per., 2 yds. into 24 equal distances.
 15th. How many posts 3 yards apart would be required to fence a field 48 rods long and 39 rods wide.

3RD PAPER.

- 16th. Reduce $\frac{3641}{15862}$ to its lowest terms.
 17th. What fraction of a bushel is 3 pints?
 18th. Add $2\frac{1}{2}$, $3\frac{1}{4}$, $5\frac{5}{8}$, and $3\frac{1}{12}$ together.
 19th. From $\frac{33}{47}$ take $\frac{33}{235}$.
 20th. What is the product of $\frac{3}{4}$, $\frac{4}{5}$, $\frac{5}{6}$ and $\frac{7}{12}$?
 21st. How many pieces of cloth $3\frac{1}{2}$ yards long can be cut from a web $95\frac{3}{8}$ yards long, and what will be the length of the remnant?
 22nd. Multiply .34 by i.23.
 23rd. Divide .3734695 by .0087.

4TH PAPER.

- 24th. If 32 men dig a trench in 18 days, in what time will 16 men dig it?
 25th. If 13 lbs. of tea cost £2 3s. 6d. what will 3 cwt. 2 qrs. and 18 lbs. cost?
 26th. If a cellar 15 feet long, 14 feet wide, and 7 feet deep, be excavated in 3 days by 5 men, working 10 hours per day, in how many days will 17 men, working 9 hours per day, excavate a cellar 30 feet long, 15 feet wide and 8 feet deep?
 27th. What is the simple interest on \$327, at 6 per cent., for 16 years 8 months?
 28th. In what time will \$1487 amount to \$1635.70 at 12 per cent.?
 29th. What is the compound interest of \$369 at 3 per cent. for 4 years?
 30th. Which is preferable, a clear gain of 10 per cent. per annum for 3 years, or 20 per cent. gain the first year, and 5 per cent. gain the second and third years? Assign a reason for your answer?

The questions were wholly practical, because my previous observations indicated that the schools, as a whole, were not ripe for the consideration of theoretical questions.

Paper No. 1 was given to every child who could use pen and paper, one half hour being allowed for answering it, the other papers being successively given to all who were capable of answering any questions contained in them. When the papers were returned and examined it was evident that the 30th question was above the capacity of any pupil in the schools; it also appeared that question 22, had been so misprinted as to be unintelligible; these two questions, therefore were dropped from the returns. The perusal of the answers from the Ann Street School showed such evidences of collusion and neglect of the instructions furnished to the masters, as compelled me to set the whole aside as worthless. I can, therefore, give no report on the Arithmetic of this School.

VIII

SCHEDULE No. 5

Exhibits the number of children in three of the schools of the several ages, and of each sex, who attempted any questions on each of the papers, the total number of questions correctly solved, and the average per child. It appears from the total results, that in the Montreal Model Schools a very few children of six and of seven years of age are able to solve a few questions in the simple rules correctly, but that the pupils do not fairly commence Arithmetic before the age of eight, when they are capable of solving 38 per cent. of simple questions in notation, numeration, and the four elementary rules. In succeeding years they gain in accuracy 7 per cent., 9 per cent., 9 per cent., 8 per cent., 6 per cent., until, in the last stages of their school course, adding to their correctness another 6 per cent., they still make 17 per cent. of mistakes in the simple rules of Arithmetic. About one half of the children of eleven years of age are capable of attempting questions in the compound rules, and succeed in solving 32 per cent. of them; that is to say, the average pupil of between eleven and twelve years of age can solve correctly rather less than 17 per cent. of such questions. In subsequent years, a larger number making the attempt, the latter percentage is improved annually by 6 per cent., 11 per cent. and 4 per cent., bringing pupils of 14 years old and upward able to solve correctly 43 per cent. of such questions as are given in Paper 2. Pupils are over 12 years of age before one half of them attempt the solution of questions in fractions. At 12, those who attempt succeed in obtaining correct answers to 43 examples out of 100, or each pupil of twelve years of age can, on the average, obtain 15 per cent. of correct answers. In the next years they gain 11 per cent. and 5 per cent., so that pupils of fourteen years old and upward can solve 43 per cent. of such questions as are contained in Paper 3. Children are upwards of 13 years old before one half of them attempt such questions in proportion and percentage as were assigned. Those who try at that age solve less than one-third, giving an average of 15 questions in 100 solved by the average boy or girl of 13 years of age. In the last stage of their school career they are able to solve 21 per cent. of such examples.

A comparison of the results brings out strikingly the very decided superiority of the Royal Arthur School in arithmetical attainment, a superiority in both extent of knowledge and accuracy of work. The number of examples of the same degree of difficulty as are given in the examination papers that can be solved by the average boy in the Royal Arthur School is 19 per cent. in the British and Canadian School 15 per cent., and in the Fanet Street School 11 per cent.; in the average of all the schools it is 14 per cent.

The average pupil who leaves school at any age over 14, having acquired his knowledge in the model schools of this city, is in the following position. In reading a passage of 100 words he will mispronounce four and stumble over two or three, in writing such a passage from memory or from dictation he will misspell 15 words and write not quite so well as the writer of standard seven. If one hundred questions in arithmetic be given, ranging over the simple and compound rules, fractions vulgar and decimal, proportion and interest he will solve 47 of them. He is not quite accurate in solving questions in the simple rules as the chances are that one example out of six will be wrong.

IX

The results exhibited bring out plainly the need of a comprehensive and abiding system for the organization and government of the different schools. Faithful work has been done by many of your teachers, but because they were ignorant of what was required of them by their employers, because they had no fixed aim, because their views respecting the relative importance of the different branches of study were diverse, because they felt discouraged through feeling that their work was not well understood, much less has been accomplished than could have been effected by the same teachers under a well-considered and comprehensive scheme of work.

LIMIT TABLES.

To the task of preparing such a scheme, in consultation with yourself and the Rev. Dr. MacVicar, I now at the instigation of the Board of Commissioners addressed myself. This matter involved the consideration of a large number of subsidiary topics. The following subjects came directly under review: the time that pupils in this city are able to remain in school, the extent of attainment that may be hoped for before pupils leave, the order in which different branches of study should be introduced, the time to be devoted to each, and the organization of the Schools which with proper regard to economy should secure the best results. From a careful review of all the circumstances I was led to the conclusion that the existing Schools cannot economically provide for a longer course of study than can be completed by a diligent child in six years, a course begun at from six to eight years, and completed at from twelve to fourteen. Pupils older than fourteen are indeed in attendance at the schools, but they are few in number, and certainly not more advanced than they should have been at fourteen. How best to meet the case of pupils who may hereafter complete the school course and desire further opportunities of study is a consideration that may be for the present postponed. In adjusting a course of study for pupils up to the age referred to, certain subjects of primary importance claim chief attention. These are the correct use of language in its spoken and written forms, English first of all but French as far as possible, and the right keeping of accounts; that is to say Reading, Writing, Spelling, Grammar in its practical aspects, and Arithmetic including the rudiments of Book-keeping. Is it too much to hope that boys and girls of fourteen years of age will be able to read with fluency and expressiveness any English passage, the subject of which they comprehend—to write a legible correctly spelt and intelligibly worded narrative of familiar events—to reckon simple accounts mentally, and with the aid of a slate to make all such calculations as arise in ordinary life, and to understand clearly and draw up neatly a business statement? It is however very desirable that more than this should be done. Scarcely second in importance to the subjects already enumerated are Object Lessons, including the rudiments of natural science, Geography, History, and the elements of Algebra and Geometry; not merely for the useful knowledge which they impart, but especially for the development of the intellectual faculties which they effect. Moreover, morals should be cultivated not only by example and right discipline, but by precept also, through instruction in Scripture, in the elements of Morality, and in so much of the principles of the Canadian Constitution

and Law, as shall cause intelligent children to comprehend their relations to the State, and to act the part of good citizens. Singing also and Drawing, in accordance with the views of eminent educators, should be introduced into all Schools, that the æsthetic as well as the intellectual and moral nature may be cultivated.

As the best arrangement for securing the end proposed, six courses of study have been prepared corresponding to the six successive years for which the Model Schools are intended henceforth to provide. These courses of study are detailed in the Limit Tables. To correspond to this programme of study, it is proposed to divide the pupils in each school into six divisions, which shall successively pass through the six grades denominated, as in the limit tables, Primary Schools 1st and 2nd years, Intermediate Schools 1st and 2nd years, and Senior Schools 1st and 2nd years. In explanation of the limit tables it is unnecessary to say more than that the whole course is imperative on all pupils while remaining in school, with the single exception of Latin. These limit tables have been drawn up with much care, have secured the general approval of the teachers as a mark to be aimed at immediately, and to be attained ultimately, and have already had considerable influence in stimulating some of them to hearty and healthful endeavour. It will not be possible for some time to work the schools in complete accordance with the scheme. No school furnishes a class of children fully qualified to enter upon the work of the Senior 2nd year; nor are the lower grades up to their respective standards. Again the teachers, excellent as many of them are, are not all prepared for the work assigned them. Too few are able so to manage object teaching as to secure the active co-operation of a class in discovering truth by observation, experiment, and reasoning. It is much easier to impart knowledge than to teach a child how to use his powers in acquiring it for himself. The amount and quality of French teaching required, will tax to the utmost the resources of each school. Will not the Normal School, which has furnished us with so many excellent teachers, so modify its course of instruction as to aid us in securing good object teaching and universal instruction in French in our schools? The schools have suffered materially in the past from the vexatious and embarrassing readjustments of the classification which have so frequently recurred. By appointing a time every year for moving up children from one grade to the next higher on passing a satisfactory examination, a fixity of arrangement will be secured helpful to both teachers and scholars. In some respects the close of the schools for the summer holidays would be the most suitable time for the annual promotions; but in view of the large number of older pupils drafted off annually in the latter part of April to enter upon business life, it would almost appear better to make the promotions at this period.

IRREGULARITY OF ATTENDANCE.

I regret to say that the attendance on school is very irregular. Unless measures can be adopted to enforce greater punctuality, the teachers of your schools can scarcely be expected to bring scholars up to the standards of attainment set before them. I hope at the proper time to submit to the Board a few suggestions respecting the best modes of dealing with this difficulty.

XI

SCHOOL ARCHITECTURE.

The question of school accommodation is one to which I have given much consideration during the past year. Changes in the buildings of the Ann Street and Royal Arthur Schools have been accomplished in accordance with my suggestions greatly to the advantage of the work. The new school now being erected on Ann Street will prove, I hope, the most commodious and economical school yet erected for the Commissioners.

GIRLS' HIGH SCHOOL.

The Model Schools however perfectly organized cannot fully meet the needs of the community. A higher education must be provided. For this somewhat different arrangements from those adopted in the Model Schools are necessary. Pupils who have completed the course of instruction provided in them can reach, from all parts of the city, a school established in some central locality. Provision already exists which may be perhaps rendered more readily available for the advanced education of boys, but there is now a considerable number of girls in the higher classes of the schools for whose subsequent education absolutely no provision is made. A girls' High School is one of the most pressing educational wants of the city.

KINDER GARTEN.

The large number of very small children that seek admission into the schools demonstrates the need of establishments in which children who have not yet attained the legal school age can be cared for, provided with healthy and instructive amusement and be trained into habits of cleanliness, order, cheerful obedience, and mutual forbearance, love and helpfulness.

TEACHERS' MEETINGS.

For purposes of mutual consultation it would be of great advantage to establish a regular meeting of all the teachers of the Commissioners' Schools, at which, under the Presidency of one of the Commissioners, views respecting the management of the schools should be exchanged, the results of general examinations discussed, the decisions of the Commissioners explained, and general unity of action secured.

CONCLUSION.

In conclusion permit me to thank the Masters of the several Schools for their kindly co-operation in the delicate and sometimes trying labours in which I have been engaged. It were scarcely to be wondered at if in the accomplishment of the duties referred to, I had had frequently to encounter, if not the open

XII

hostility, the passive resistance of many affected by these changes; one exception only being made, I have from all the teachers received cheerful aid. Permit me further to thank you, Sir, the Chairman, Mr. Lunn the Secretary, and all the other members of the Board for your and their unvarying kindness and courteous consideration, especially for the careful attention which they have given to the various schemes I have had the honour to propose for the advancement of education in Montreal, even when they have been compelled to set them aside for the time.

I have the honour to be,

Rev. Sir,

Your obedient servant,

S. P. ROBINS, M.A.

SCHEDULE No. 1.—RESULTS OF EXAMINATIONS IN READING.

AGE.	ROYAL ARTHUR.						ANN STREET.						BRITISH and CANADIAN.						PANET STREET.						AVERAGES.																	
	Boys.			Girls.			Total.			Boys.			Girls.			Total.			Boys.			Girls.			Total.			Boys.			Girls.			Total.								
	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.	Mistakes.	Hesitations.	Total.												
6.....	18	18	36	14	13	27	31	31	62	45	20	65	37	37	74	51	82	133	30	17	47	16	30	46	47	93	41	26	67	47	30	77	26	30	56	24	27	51				
7.....	10	5	15	14	6	20	17	17	34	20	18	38	27	27	54	35	47	82	10	10	20	5	11	16	17	21	19	17	36	28	27	55	14	13	27	16	17	33	16	17	33	
8.....	14	11	25	11	7	18	29	14	43	14	17	31	20	20	40	46	34	80	14	9	23	13	11	24	27	20	6	4	10	9	16	13	15	9	12	12	28	12	12	24	28	21
9.....	5	2	7	12	7	19	4	4	8	4	15	11	19	11	19	30	15	7	22	7	4	11	7	12	14	16	8	13	3	6	11	19	6	5	9	9	9	15	9	15	14	
10.....	10	2	12	0	6	10	8	13	21	13	8	21	8	29	21	21	42	7	7	14	3	8	11	10	16	16	11	4	3	4	14	8	10	6	3	6	3	6	13	13	13	
11.....	8	4	12	6	6	14	10	16	26	8	11	19	15	27	23	14	7	31	14	7	9	9	8	23	15	10	10	6	9	16	19	12	7	8	9	8	9	26	16	16		
12.....	8	1	9	8	5	16	6	40	15	15	7	55	7	22	10	8	18	15	11	7	12	9	23	16	17	7	7	10	17	7	10	12	7	7	10	7	10	7	28	14	14	
13.....	12	7	19	7	5	19	12	30	10	36	13	66	23	23	3	11	6	15	9	26	23	21	11	5	34	26	17	12	15	9	32	21	15	9	32	21	15	9	32	21	32	21
14 & up'ds	6	5	12	6	18	11	32	10	64	20	19	2	17	5	36	7	21	16	21	10	42	26	19	8	20	7	40	16	8	26	19	8	20	7	40	16	8	20	7	40	16	
Total.	91	55	84	61	175	116	212	139	384	237	116	76	84	107	200	183	135	133	141	109	276	242	136	97	117	103	256	202	117	103	256	202	117	103	256	202	117	103	256	202		

SCHEDULE No. 2.—RESULTS OF EXAMINATIONS IN DICTATION.

AGE	SEX	ROYAL ARTHUR.					ANN STREET.					BRITISH AND CANADIAN.					PANET STREET.					TOTALS.			
		No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.	No. of children exam'd	No. words right.	Average words right.
6	Boys...	1	117	117	117	117	117	117	117	117	117	117	117	117	117	117	117	117	117	117
	Total Girls	1
7	Boys...	9	612	691	...	...	1	135	262	131	...	4	391	818	98	91	...	14	21	...	1138	1771	81	84
	Total Girls	1	79	...	...	...	1	127	...	...	5	427	...	...	85	91	...	7	...	...	633	...	91	...
8	Boys...	9	520	917	...	...	2	125	408	82	...	15	1405	2383	94	96	...	28	48	...	2051	4184	79	87
	Total Girls	4	397	...	...	...	2	232	...	...	10	988	...	...	89	96	...	22	...	...	2133	...	97	...
9	Boys...	41	3008	4920	...	...	12	1135	3032	98	...	21	2156	3260	103	105	...	85	143	...	7252	12694	85	89
	Total Girls	24	1912	...	...	...	19	1837	...	...	10	1104	...	...	110	110	...	53	58	...	5442	...	94	...
10	Boys...	41	3222	5661	...	...	28	2094	4881	96	...	17	1735	4167	110	110	...	93	171	...	8276	16195	89	92
	Total Girls	26	2438	...	...	...	23	2187	...	...	10	2432	...	...	116	110	...	78	...	...	7919	...	102	...
11	Boys...	27	2473	4878	...	...	31	3335	6461	117	...	20	2225	3639	111	109	...	86	153	...	9333	16561	105	108
	Total Girls	22	2069	...	...	...	22	2666	...	...	14	1474	...	...	105	105	...	67	...	...	7522	...	112	...
12	Boys...	26	2069	6120	...	...	24	2869	5717	122	...	12	1491	2851	124	119	...	63	134	...	7402	15489	117	115
	Total Girls	28	3220	...	...	...	26	3026	...	...	12	1360	...	...	124	119	...	71	...	...	8087	...	114	...
13	Boys...	24	2777	6383	...	...	17	2100	3768	118	...	9	1041	2307	115	115	...	52	109	...	6148	9352	118	119
	Total Girls	20	3006	...	...	...	15	1618	...	...	9	1266	...	...	116	115	...	57	...	...	6809	...	119	...
14	Boys...	9	1154	2975	...	...	17	2211	4913	130	...	9	1181	1725	131	133	...	36	79	...	4672	9900	130	125
	Total Girls	15	1821	...	...	...	22	2702	...	...	4	544	...	...	136	136	...	43	...	...	5228	...	122	...
Totals.....		186	16676	32554	...	...	131	14804	28559	111	...	109	11850	21220	109	109	...	456	859	...	46090	89863	101	105
		149	15878	...	...	...	133	14755	...	...	85	9370	...	...	110	110	...	403	43773	...	43773	...	109	...

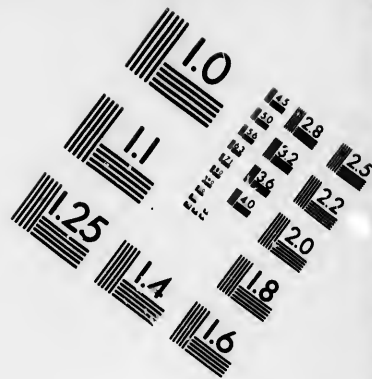
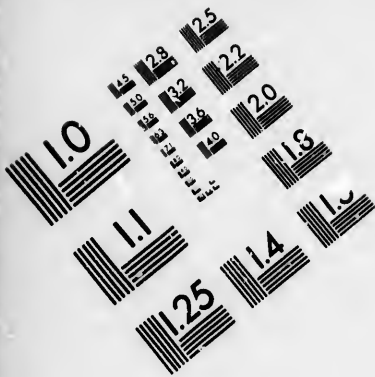
SCHEDULE No. 3.—PERCENTAGE OF WORDS CORRECTLY WRITTEN IN DICTATION.

Ages.	ROYAL ARTHUR.			ANN STREET.			BRITISH & CANADIAN			PANET STREET.			AVERAGES.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.

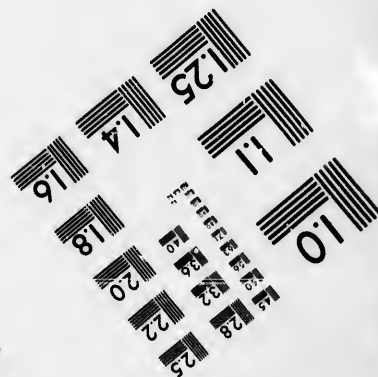
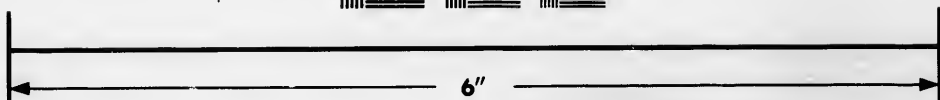
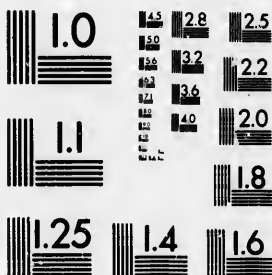
6.....				79		79							79		79
7.....	46	54	47				92	86	89	67	58	62	55	61	57
8.....	40	67	48		63	63	43	64	56	64	67	65	54	66	59
9.....	50	54	52		72	63	64	68	67	70	75	71	58	64	60
10.....	54	64	57		73	67	65	64	65	69	79	75	60	69	64
11.....	62	74	68		75	69	79	81	79	75	71	74	71	76	73
12.....	76	78	77		65	67	83	79	81	84	77	81	79	77	79
13.....	79	84	82		84	84	84	75	80	78	79	78	80	81	81
14 up'd..	87	82	84		55	65	88	84	86	89	93	90	88	83	85
Total...	61	73	66	62	71	67	77	75	76	74	75	74	69	74	71

SCHEDULE N. 4. PROPERTIES OF THE ALPHABET.





**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

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SCHEDULE No. 5.
RESULTS OF EXAMINATIONS IN ARITHMETIC.
ROYAL ARTHUR.

AGES.	SEX.	1ST PAPER.			2ND PAPER.			3RD PAPER.			4TH PAPER.		
		No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.
6	Boys...	1	4	4	...	...	...	...	...	...	...	...	...
	Girls...	...	...	...	...	...	...	...	...	...	...	...	...
	Total..	1	4	4	...	...	...	...	...	...	...	...	...
7	Boys...	5	15	3	...	...	...	...	...	...	...	...	...
	Girls...	2	4	2	...	...	...	...	...	...	...	...	...
	Total..	7	19	2.7	...	...	...	...	...	...	...	...	...
8	Boys...	15	49	3.3	1	2	2	...	...	...	...	...	...
	Girls...	10	28	2.8	...	...	...	...	...	...	...	...	...
	Total..	25	77	3.1	1	2	2	...	...	...	...	...	...
9	Boys...	42	172	4.1	10	21	2.1	2	5	2.5	2	3	1.5
	Girls...	22	78	3.5	2	6	3	2	3	1.5	...	...	...
	Total..	64	250	3.9	12	27	2.3	4	8	2	2	3	1.5
10	Boys...	35	173	5	19	32	1.7	2	4	2	2	2	1
	Girls...	30	157	5.2	12	33	2.7	8	21	2.6	...	...	...
	Total..	65	330	5.1	31	65	2.1	10	25	2.5	2	2	1
11	Boys...	33	174	5.3	19	60	3.2	2	5	2.5	1	1	1
	Girls...	20	120	6	15	50	3.3	14	54	3.9	4	11	2.8
	Total..	53	294	5.5	34	110	3.2	16	59	3.7	5	12	2.4
12	Boys...	28	197	7	22	85	3.9	11	44	4	10	21	2.1
	Girls...	29	181	6.2	19	62	3.3	21	71	3.4	6	14	2.3
	Total..	57	378	6.6	41	147	3.6	32	115	3.6	16	35	2.2
13	Boys...	25	160	6.4	20	92	4.6	15	59	3.9	11	32	2.9
	Girls...	29	212	7.3	29	117	4	24	103	4.3	14	39	2.8
	Total..	54	372	6.9	49	209	4.3	39	162	4.2	25	71	2.8
14 and upw'd.	Boys...	10	75	7.5	11	58	5.3	7	31	4.4	6	21	3.5
	Girls...	13	97	7.5	13	68	5.2	13	65	5	11	29	2.6
	Total..	23	172	7.5	24	126	5.2	20	96	4.8	17	50	2.9
Total..	Boys...	193	1019	5.3	102	350	3.4	39	148	3.8	32	80	2.5
	Girls...	155	877	5.7	90	336	3.7	82	317	3.9	35	93	2.7
	Total..	348	1896	5.4	192	686	3.6	121	465	3.8	67	173	2.6

SCHEDULE No. 5—(Conti. red.)

RESULTS OF EXAMINATIONS IN ARITHMETIC.
BRITISH AND CANADIAN.

AGES.	SEX.	1ST PAPER.			2ND PAPER.			3RD PAPER.			4TH PAPER.		
		No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.
6	Boys...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Girls...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Boys..	3	13	4.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Girls..	2	6	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	5	19	3.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Boys...	5	4	.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Girls...	10	21	2.1	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	15	25	1.7	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Boys...	16	51	3.2	3	1	.3	.....	.....	.....	.....	.....	.....
	Girls...	22	80	3.6	2	1	.5	.....	.....	.....	2	.....	.....
	Total..	38	131	3.4	5	2	.4	.....	.....	.....	2	.....	.....
10	Boys...	38	130	3.4	8	6	.7	2	3	1.5	4	1	.2
	Girls...	24	96	4	2	2	1	1	2	2	2	2	1
	Total..	62	226	3.6	10	8	.8	3	5	1.7	6	3	.5
11	Boys...	33	168	5.1	14	17	1.2	5	15	3	9	14	1.6
	Girls...	26	138	5.3	16	17	1.7	2	2	1	4	2	.5
	Total..	59	306	5.2	24	34	1.4	7	17	2.4	13	16	1.2
12	Boys...	24	130	5.4	19	32	1.7	7	12	1.7	13	17	1.3
	Girls...	25	131	5.2	12	12	1	3	3	1	9	61	.7
	Total..	49	261	5.3	31	44	1.4	10	15	1.5	22	23	1
13	Boys...	18	112	6.2	14	36	2.6	8	16	2	11	16	1.5
	Girls..	10	49	4.9	10	15	1.5	.....	.....	.....	5	2	.4
	Total..	28	161	5.7	24	51	2.1	8	16	2	16	18	1.1
14 and upw'd.	Boys...	17	115	6.8	15	35	2.3	10	26	2.6	10	18	1.8
	Girls...	23	144	6.3	20	34	1.7	10	19	1.9	10	15	1.5
	Total..	40	259	6.5	35	69	2	20	45	2.2	20	33	1.6
Total..	Boys...	154	723	4.7	73	127	1.7	32	72	2.2	47	66	1.4
	Girls...	142	665	4.7	56	81	1.4	16	26	1.6	32	27	.8
	Total..	296	1388	4.7	129	208	1.6	48	98	2	79	93	1.2

SCHEDULE No. 5—(Continued.)

RESULTS OF EXAMINATIONS IN ARITHMETIC.
PANET STREET.

AGES.	SEX.	1ST PAPER.			2ND PAPER.			3RD PAPER.			4TH PAPER.		
		No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.	No. Examined.	No. answers right.	Average No. right.
6	Boys...	3	9	3	...	...	...	...	...	...	...	...	...
	Girls...	3	7	2·3	...	...	...	...	...	...	...	...	...
	Total..	6	16	2·7	...	...	...	...	...	...	...	...	...
7	Boys...	5	16	3·2	...	...	...	...	...	...	...	...	...
	Girls...	1	2	2	...	...	...	...	...	...	...	...	...
	Total..	6	18	3	...	...	...	...	...	...	...	...	...
8	Boys...	18	64	3·6	2	4	2	...	...	...	...	...	...
	Girls...	14	52	3·7	...	...	...	...	...	...	...	...	...
	Total..	32	116	3·6	2	4	2	...	...	...	...	...	...
9	Boys...	21	67	3·2	5	4	·8	...	...	...	...	...	...
	Girls...	15	51	3·4	2	0	·0	...	...	...	...	...	...
	Total..	36	118	3·3	7	4	·6	...	...	...	...	...	...
10	Boys...	16	51	3·2	4	11	2·7	...	...	...	...	...	...
	Girls...	21	97	4·6	1	7	7	2	2	1	2	2	1
	Total..	37	148	4	5	18	3·6	2	2	1	2	2	1
11	Boys...	21	82	3·9	10	18	1·8	2	1	·5	...	...	...
	Girls...	16	65	4·1	9	11	1·2	2	9	4·5	2	0	0
	Total..	37	147	4	19	29	1·5	4	10	2·5	2	0	0
12	Boys...	12	50	4·2	7	10	1·4	4	9	2·2	1	1	1
	Girls...	11	43	3·9	8	8	1	2	0	0	2	2	1
	Total..	23	93	4	15	18	1·2	6	9	1·5	3	3	1
13	Boys...	10	52	5·2	8	11	1·4	2	5	2·5	2	3	1·5
	Girls...	11	52	4·7	6	13	2·2	5	8	1·6	6	1	·2
	Total..	21	104	5	14	24	1·7	7	13	1·9	8	4	·5
14 and upw'd.	Boys...	9	55	6·1	7	27	3·9	6	17	2·8	6	9	1·5
	Girls...	5	23	4·6	3	12	4	3	7	2·3	3	4	1·3
	Total..	14	78	5·6	10	39	3·9	9	24	2·7	9	13	1·4
Total..	Boys...	115	446	3·9	43	85	2	14	32	2·3	9	13	1·4
	Girls...	97	392	4	29	51	1·8	14	26	1·9	15	9	·6
	Total..	212	838	4	72	136	1·9	28	58	2·1	24	22	·9

SCHEDULE No. 5—(Concluded.)
RESULTS OF EXAMINATIONS IN ARITHMETIC.
TOTAL OF THREE SCHOOLS:
ROYAL ARTHUR, BRITISH AND CANADIAN, PANET STREET.

AGES.	SEX.	1ST PAPER.			2ND PAPER.			3RD PAPER.			4TH PAPER.		
		No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.	No. examined.	No. answers right.	Average No. right.
6	Boys...	4	13	3.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Girls...	3	7	2.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	7	20	2.9	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Boys...	13	44	3.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Girls...	5	12	2.4	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	18	56	3.1	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Boys...	38	117	3.1	3	6	2	.....	.....	.....	.....	.....	.....
	Girls...	34	101	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total..	72	218	3	3	6	2	.....	.....	.....	.....	.....	.....
9	Boys...	79	290	3.7	18	26	1.4	2	5	2.5	2	3	1.5
	Girls...	59	209	3.5	6	7	1.2	2	3	1.5	2	0	0
	Total..	138	499	3.6	24	33	1.4	4	8	2	4	3	.8
10	Boys...	89	354	4	31	49	1.6	4	7	1.8	6	3	.5
	Girls...	75	350	4.7	15	42	2.8	11	25	2.3	4	4	1
	Total..	164	704	4.3	46	91	2	15	32	2.1	10	7	.7
11	Boys...	87	424	4.9	43	95	2.2	9	21	2.3	10	15	1.5
	Girls...	62	323	5.2	34	78	2.3	18	65	3.6	10	13	1.3
	Total..	149	747	5	77	173	2.2	27	86	3.2	20	28	1.4
12	Boys...	64	377	5.9	48	127	2.6	22	65	3	24	39	1.6
	Girls...	65	355	5.5	39	82	2.1	26	74	2.8	17	22	1.3
	Total..	129	732	5.7	87	209	2.4	48	139	2.9	41	61	1.5
13	Boys...	53	324	6.1	42	139	3.3	25	80	3.2	24	51	2.1
	Girls...	50	313	6.2	45	145	3.2	29	111	3.8	25	42	1.7
	Total..	103	637	6.2	87	284	3.3	54	191	3.5	49	93	1.9
14 and upw'd.	Boys...	36	245	6.8	33	120	3.6	23	74	3.2	22	48	2.2
	Girls...	41	264	6.4	36	114	3.2	26	91	3.5	24	48	2
	Total..	77	509	6.6	69	234	3.4	49	165	3.4	46	96	2.1
Total..	Boys...	462	2188	4.7	218	562	2.6	85	252	3	88	159	1.8
	Girls...	394	1934	4.9	175	468	2.7	112	369	3.3	82	129	1.5
	Total..	856	4122	4.8	393	1030	2.6	197	621	3.2	170	288	1.7

REPORT OF ATTENDANCE AND STUDIES PURSUED IN MODEL SCHOOLS, FEBRUARY, 1872.

	ATTENDANCE.										STUDIES.																			
	Boys.					Girls.					Total Boys and Girls.	Average Attendance.	Free Scholars.	Roman Catholics.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Algebra.	Geometry.	Music.	French.	Natural Philosophy.	English Literature.	Drawing.	Sewing.	Phonography.	Latin.
	Primary Schools.	Intermediate Schools.	Senior Schools.	Total.	Primary Schools.	Intermediate Schools.	Senior Schools.	Total.																						
Panet and De Salaberry ..	9	103	70	11	184	71	62	16	149	333	275	12	13	333	333	333	159	316	67	27	27	174	333	38	37	312	78	0	7	
British and Canadian	11	63	67	95	225	64	70	83	217	442	388	17	12	442	442	442	442	442	49	49	49	442	442	49	..	442	..	23	19	
Ann Street	4	35	49	16	100	26	47	32	105	205	190	5	3	205	144	205	144	205	205	24	24	205	205	48	..	205	..	16	..	
Royal Arthur	13	141	97	28	266	87	73	16	176	442	363	5	52	442	442	442	442	442	442	14	44	442	442	..	..	442	..	44	20
Lawrence Street	1	28	18	46	35	8	..	46	46	46	21	21	21	46	21
Total	38	370	283	150	803	266	252	147	665	1468	1251	47	80	1468	1407	1463	1308	1426	784	144	144	1309	1443	135	37	1401	78	82	46	

