

ANNUAL REPORT

OF THE

INSPECTOR

OF THE

Public Schools

OF THE

CITY OF TORONTO,

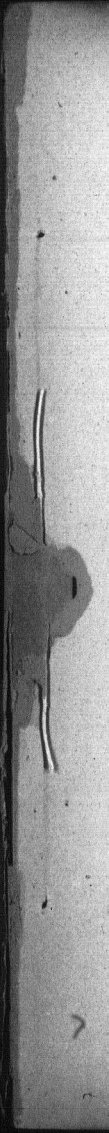
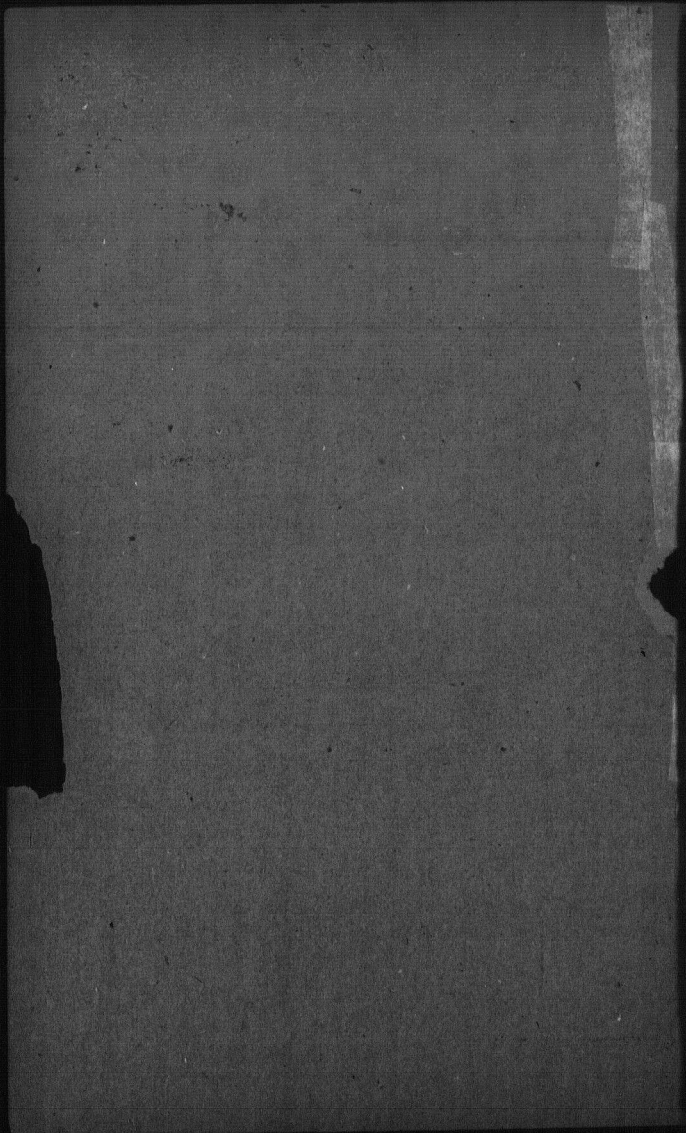
FOR THE

YEAR ENDING DECEMBER 31st, 1882.

TORONTO:

RODDY & NURSE, PRINTERS, 52 ADELAIDE STREET EAST.

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Public School Board.

1882.

Ward of St. Lawrence.

	Term Expires
JAMES BURNS,	Dec. 1882
WILLIAM LAMB,	Dec. 1883

Ward of St. David.

EDWARD GALLEY,	Dec. 1882
E. P. RODEN,	Dec. 1883

Ward of St. Thomas.

J. A. MILLS,	Dec. 1882
R. B. HAMILTON,	Dec. 1883

Ward of St. James.

JAMES BAIN,	Dec. 1882
WALTER S. LEE,	Dec. 1883

Ward of St. John.

F. SOMERS,	Dec. 1882
GEORGE BOXALL,	Dec. 1883

Ward of St. Andrew.

GEORGE WRIGHT, M.A., M.B.,	Dec. 1882
MARCELLUS CROMBIE,	Dec. 1883

Ward of St. George.

GEORGE McMURRICH,	Dec. 1882
CHARLES BROWN,	Dec. 1883

Ward of St. Patrick.

W. MARA,	Dec. 1882
W. W. OGDEN, M.B.,	Dec. 1883

Ward of St. Stephen.

FOLLIS JOHNSTON,	Dec. 1882
FREDERICK DONOVAN,	Dec. 1883

Organization of the Board.

Chairman.

EDWARD GALLEY, Esq.

Standing Committees.

I.—On Finance, Assessment and Salaries.

MESSRS. MARA, (*Chairman*), BURNS, CROMBIE, AND LAMB.

II.—On School Management.

MR. McMURRICH (*Chairman*), DR. OGDEN AND MESSRS. BAIN, LEE, AND
RODEN.

III.—On Sites and Buildings.

MESSRS. MILLS, (*Chairman*), BROWN, DONOVAN, SOMERS,
AND DR. WRIGHT.

IV.—On Printing and Supplies.

MESSRS. JOHNSTON, (*Chairman*), BOXALL, AND HAMILTON.

V.—On Night Schools.

MESSRS. SOMERS, (*Chairman*), BAIN, BROWN, JOHNSTON, MILLS,
AND DR. WRIGHT.

Officers of the Board.

SCHOOL INSPECTOR,	. . . .	JAMES L. HUGHES.
SECRETARY,	. . . .	W. C. WILKINSON.
SOLICITOR,	. . . .	W. B. McMURRICH, M. A.
TRUANT OFFICER,	JOHN T. THOMPSON.
AUDITOR,	R. C. FITZGERALD.

Inspector's Annual Report.

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INSPECTOR'S ANNUAL REPORT.

To the Board of Public School Trustees of the City of Toronto:

GENTLEMEN,

In accordance with a Resolution of your honorable Board, I respectfully submit the twenty-third Annual Report of the Schools under your charge.

Appended to the Report will be found Statistical Tables which give in detail all important particulars relating to teachers, pupils, attendance, absenteeism, tardiness, studies pursued, cost of maintenance, &c.

ATTENDANCE.

The total number of pupils registered during the year was 18,681.

The average daily attendance was 8,845. Last year it was 8,409.

	662 pupils attend school less than 20 days.			
1465	"	"	"	between 20 and 50 days.
2938	"	"	"	" 50 " 100 "
2308	"	"	"	" 100 " 150 "
6258	"	"	"	" 150 " 200 "

The number who attended school for over 100 days is 8,566, or 68 per cent. of the total registered number.

The most correct idea of the relation of the Average to the Registered Attendance is obtained by comparing the average of Monthly Averages with the average of Monthly Registered Numbers.

The average of Monthly Registered Numbers was 9,874. This shows an increase compared with last year of 553. (See Table A.)

The average of Monthly Average Numbers was 8,802. This shows an increase of 393 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 89.2 per cent. of the average of Monthly Registered Numbers.

The best average for any month in the year was 91 the average for December.

The largest number was registered in October, and the smallest number in July. The attendance in July was 1,038 less than in any other month, and 1,523 less than the average. This clearly shows that a large number of parents fully realize, the disadvantages of having their children in close school-rooms during the hot weather.

The comparatively large number who attend school for less than 100 days can be easily accounted for, when it is remembered that most of the scholars who leave school do so at the close of the first term. The report would appear more favorable if the year closed in July instead of December.

The following statement shows the Average Registered Number in each School during the year :—

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SCHOOLS.	Average Registered No.	No. of Teachers.	Average per Teacher.
Dufferin	600	12	50
Wellesley	835	16	52
Ryerson	552	12	46
Phoebe Street	664	12	56
John Street.....	548	10	55
Park "	481	8	60
Winchester "	577	8	72
Victoria "	474	8	59
Niagara "	502	9	56
Louisa "	432	8	54
Parliament "	403	6	67
George "	355	6	59
Church "	457	9	51
Elizabeth "	381	6	64
Brant "	382	6	64
Bathurst "	474	8	59
Hope "	412	6	69
Palace "	175	4	44
York "	172	4	43
Borden "	281	4	70
Givins "	355	8	44
Leslieville "	93	2	47
Boys' Home	78	1	78
Girls' "	45	1	45
Orphans' Home	90	1	90
Centre Street	67	1	67

LATENESS.

The improvement in the punctuality of the pupils has continued during 1882. Both parents and pupils in nearly every part of the city seem to be fully alive to the importance of acquiring the habit of promptness. The total number of cases of lateness in the whole year amounts to about one-half the registered number of pupils.

The following table shows the number of cases during the past eight years.

Date.	Average Attendance.	Cases of Lateness.
1874.....	4,814	69,456
1875.....	6,386	65,364
1876.....	5,976	31,486
1877.....	6,860	15,272
1878.....	7,467	7,474
1879.....	8,144	6,615
1880.....	8,215	5,967
1881.....	8,409	5,980
1882.....	8,845	6,735

(See Table D.)

CERTIFICATES OF HONOR.

Certificates of Honor are awarded at the Christmas Vacation to such pupils only as have not been once absent or late, and whose conduct has been uniformly good, unless the absence or lateness shall have been occasioned by sickness of not more than three weeks' continuance, to be certified in writing by the pupils' parents or guardians.

These Certificates are of two grades, and named respectively First Honor Certificates and Second Honor Certificates.

The First Honor Certificates are awarded to such pupils as have fulfilled the above condition for two consecutive sessions.

The Second Honor Certificates are awarded to such pupils as have conformed to the said rules for one session during the year.

The following statement shows the number of Certificates given in the various schools at the close of 1882.

SCHOOLS.	First Honor.	Second Honor.	Total.
Dufferin.....	154	152	306
Wellesley.....	217	293	510
Ryerson.....	115	131	246
Phœbe Street.....	115	172	287
John ".....	98	141	239
Victoria ".....	74	116	190
Winchester ".....	70	125	195
Niagara ".....	44	87	131
Park ".....	62	104	166
George ".....	32	91	123
Louisa ".....	35	81	116
Bathurst ".....	56	134	190
Palace ".....	12	23	35
Parliament ".....	60	101	161
Church ".....	71	174	245
Elizabeth ".....	46	84	130
York ".....	10	18	28
Givins ".....	47	89	136
Borden ".....	37	68	105
Leslieville ".....	11	26	37
Hope ".....	58	91	149
Brant ".....	24	103	127
Total.....	1,448	2,404	3,852

It would, in my opinion, be advisable to vary the form and style of the certificates occasionally, as the same pupil often receives several of them during his course in school.

TEACHERS.

There were 176 Teachers in the employ of the Board at the close of the year, exclusive of the Special Teachers in Music and Drawing.

There are 24 Male and 152 Female Teachers employed.

They hold Certificates as follows :

First Class Provincial.....	51
First Class County Board.....	17
Second Class Provincial.....	108

Miss Phœbe Johnston, of Elizabeth Street School, succeeded in obtaining a Professional First Class Certificate, Grade C., at the Examinations held last July.

SCHOOL ACCOMMODATION.

During the year 1882, the following additions were made to the Schools: Givins and Wellesley Schools were each enlarged by the addition of four rooms; three rooms were added to Church Street School, and two rooms to Bathurst Street School.

NIGHT SCHOOLS.

The total number registered during the term in each School was as follows :—

SCHOOLS.	Males.	Females.	Total.
Parliament Street	149	55	204
Elizabeth Street	111	52	163
Niagara Street.....	141	45	186
Bathurst Street	111	46	157
Winchester Street	53	29	82
Louisa Street	70	..	70
Total	635	227	862

The average attendance for the entire term was :—

SCHOOLS.	Males.	Females.	Total.
Parliament Street	52	28	80
Elizabeth Street	41	18	59
Niagara Street.....	43	20	63
Bathurst Street	37	20	57
Winchester Street	16	13	29
Louisa Street	22	..	21
Total	211	99	310

The attendance till Christmas was very good indeed, being 327 males and 129 females ; total, 456.

The average attendance for March alone was as follows :

SCHOOLS.	Males.	Females.	Total.
Parliament Street	36	22	58
Elizabeth Street	29	15	44
Niagara Street.....	22	15	37
Bathurst Street	19	18	37
Winchester Street	8	9	17
Louisa Street	8	..	8
Total.....	122	79	201

I respectfully make the following suggestions regarding the Night Schools in the future :

1. The attendance was small after the Christmas holidays, and I would recommend that in future the Assistant Masters be engaged only during November and December, unless the attendance during January and February should be larger and more regular than in the past.

2. There can be no doubt that several of the Teachers engaged in the Night Schools during the past term have been exceedingly

good Teachers, possessed of high natural and large acquired ability, but I am so strongly impressed with the conviction that improvements could be made in some instances, as to feel it my duty to recommend that some of the Teachers in the Day-Schools be employed also in the Night Schools in future. The Board might still retain the services of those who have given satisfaction in the Night Schools during the past. The success or failure of the Night Schools depends almost entirely on the Teachers, and those teachers who are accustomed to the management of city pupils are more likely to succeed in our Night Schools than those who are without such experience. The regular teachers are more certain to be mentally in the condition favorable to teaching, than those who are chiefly occupied in some other pursuit, and are less likely to leave the service of the Board during the term.

8. Experience convinces me more thoroughly that the recommendation which I made last year, regarding the propriety of requiring a deposit from all students on entering the Night Schools, should be adopted by the Board. The sum of one dollar need not deter any student, who is in earnest, from attending School, when he knows that the money will be returned to him at the end of each month, if his conduct and attendance have been satisfactory, to be re-deposited in case he intends to continue at the School. I believe that this is the best possible remedy for the worst evil everywhere met with in conducting Night Schools, viz.: irregularity of attendance. It would prevent any but earnest students from entering the Schools, and would perhaps save the necessity for supplying Assistant Masters in some cases, and it would prevent disorderly conduct on the part of those who now only attend for fun, but who by their misconduct prevent the teachers from giving proper attention to those who desire to learn.

THE KINDERGARTEN.

For some years considerable attention has been devoted the Kindergarten in Toronto. So far as was possible, the principles of the Kindergarten have been incorporated with the teaching in the primary classes, and intelligent people of all classes have become much interested in the subject. The necessity of introducing the Kindergarten as the true foundation for a system of Public School education, was also brought to the attention of the Hon. Minister of Education by a resolution passed unanimously by the Provincial teachers' Association, which urged him to have a Kindergarten appointed to conduct a class for the benefit of the students attending the Normal School.

With a view to the accomplishment of this desirable object, the Minister of Education requested the Public School Inspector of Toronto to visit the City of St. Louis, for the purpose of reporting on the practical working of the Kindergarten in connection with the Public Schools of that city. The Public School Board of Toronto appointed one of its members, Mr. E. P. Roden, to accompany the representative of the Education Department. The following report was presented on the return of the deputation :

TORONTO, May 3rd, 1881.

To the Public School Board of the City of Toronto :

GENTLEMEN :

We have the honor to report that in accordance with a resolution of the Board we visited St. Louis for the purpose of making an examination into the practical working of the Public Kindergartens of that city. After a most careful investigation we beg leave to submit the following Report, including :

- (1.) A brief statement of the aims of the Kindergarten.

(2.) The introduction and progress of the Kindergarten in St. Louis.

(3.) Suggestions regarding its introduction in connection with the Toronto Schools.

1.—OBJECTS OF THE KINDERGARTEN.

The objects of the Kindergarten may best be briefly stated in the words of its illustrious founder, Froebel. "To take the oversight of children before they are ready for School life; to exert an influence over their whole being in correspondence with its nature; to strengthen their bodily powers; to exercise their senses; to employ the awakening mind; to make them thoroughly acquainted with the world of nature and of man; to guide their heart and soul in a right direction, and to lead them to the Origin of all life, and union with Him."

We have become so accustomed to regard the function of the School as limited to the cultivation of the intellect alone, that it is difficult to form a just estimate of the real value of a system which trains and develops the entire being, morally, mentally, physically and socially. It will be quite impossible to give an explanation in detail of the methods employed in the Kindergarten to accomplish the work outlined by Froebel. It took him thirty years of constant study to complete his system, and it requires at least a two year's course to become a proficient Kindergartener. It may be of service to state also, that the Kindergarten is not a School in the ordinary acceptance of that word. It is not a place to teach reading, writing, etc., but consists chiefly of practice with Gifts, balls of different colors, cubes, spheres, cylinders, squares, triangles, etc.; Occupations, drawing, paper mats, cutting and pasting paper patterns, paper folding, inter-lacing, stick work, slat work, peas work, moulding with clay, perforating paper, worsted work, drawing, etc., Games, Plays

and Exercise Songs. By means of these elements Froebel arranged a system which reaches effectively every part of the nature of the child, and promotes its vigorous and healthful growth.

MORAL TRAINING.

If Froebel had designed to accomplish nothing more by the Kindergarten than the development of the moral and religious instincts of childhood, his work would ultimately become an essential part of all national systems of education. There is no other part of his system that to the thoughtful mind so clearly reveals the comprehensiveness and philosophic basis of his methods, and the wonderful adaption to the nature of the child and the laws of its growth. Every one of his remarkable songs, every one of his stories, every one of his games and every one of his occupations gives incidentally a practical direction to the moral natures of the children. There is in the Kindergarten no sermonizing to the children who are not listening, no theorizing about abstractions which they cannot understand, no weak sentimentality, but a genuine acting out of the best tendencies of human nature. The child is made to occupy in a way that is real to him every relationship to nature, the family, society, his country and his Creator. He practises in his games and plays those virtues which form the only sure foundations for the family and the State. He acts submissively to his parents, lovingly towards his brothers and sisters, honorably to his neighbors, kindly to the poor, and tenderly to the aged. He learns to be grateful for benefits, to respect honest workers, to know that work is an advantage to the individual and the community, to acknowledge that labour should be justly rewarded, to destroy nothing, to waste nothing, to submit to constituted municipal and national authorities, to give hearty approval to good actions, and to look with just indignation on mean and ungenerous conduct, to restrain his evil tendencies, to be unselfish, to control his tastes

even when they are pure and good as he cannot get everything he desires, and to recognize God through his works as the Creator, and as the central power of the universe, the source of knowledge, of love and of blessing. It is quite impossible to realize without a close and extended examination of a genuine Kindergarten, how the child can be placed in such a variety of circumstances as to make it necessary for him to develop incidentally without a consciousness of the process, all the better parts of his nature, and to practise the correct moral code for the home, society and the State.

That Froebel was able after even thirty years incessant study to found a system which accomplishes this, proves conclusively that he is entitled to an honored place among educational reformers.

PHYSICAL CULTURE.

The physical benefits conferred by the Kindergarten are second in importance only to those resulting from its moral and religious training. The good effects of this department of Kindergarten work are so quickly apparent and so easily recognized that there is in some places a popular delusion that the Kindergarten consists only of a series of games and plays. This is a grave error; but although the games, plays and songs do not constitute the entire work of a Kindergarten, they form a most important part of it, inasmuch as while accomplishing many other excellent results, they also produce most desirable effects on the physical systems of the children. The chief of these effects are:

1. By a large amount of marching in time with music they learn to walk properly, a most important accomplishment.
2. As the plays are so judiciously arranged as to call into natural action every part of the muscular system, the result could only be what it uniformly is, harmonious development

and consequently perfect freedom and gracefulness of action. There is no probability that a child in the Kindergarten will grow up with good arms and legs, and weak loins and contracted chest.

3. The dramatic gesture practised as a visible interpretation of the thought and sentiment of the songs, while they are being sung, leads to a surprising degree of expressiveness and appropriateness in the movement of the hands, the head, the eyes and indeed the entire body while speaking. This is of more importance than at first sight it may appear to be. The skilled elocutionist may thrill his hearers by his tones alone. Vast audiences are frequently moved to tears by the touching gestures of a deaf mute in reciting the Lord's Prayer. Most people are more deeply affected in a Kindergarten by the gestures than by the singing. Dramatic interpretation is to many more touching than vocal interpretation. Either voice or action alone possesses wondrous power of expression, but it is only when they are appropriately united, that thought is presented in all its clearness and feeling communicated with resistless power. It is no light matter then for girls and boys to have their bodies trained to act in harmony with their vocal organs in expressing their thoughts and sentiments.

4. The general health of children is improved and the vigorous growth of their systems promoted. One of the chief defects of the Public School System is that both positively and negatively it interferes with the proper natural growth of the child's body. If adequate attention were paid to the development of the body in school, there would be no complaints about over-study. Body and brain should grow together, do grow together until the child goes to School. The Kindergarten is unquestionably the best means of remedying this grave defect in the School. The distinctive features of Kindergarten exercise,

as well as of every other part of the system, is that the benefit comes incidentally. The children are not conscious that they are performing calisthenic exercises for the benefit of their health; they are playing for pleasure. Exercise taken merely to improve the health does not bring such advantages as exercise taken for amusement, or in working under healthful circumstances; so in the Kindergarten there are no calisthenics as mere exercises, but the children have to perform the best exercises of the Grecian, Swedish and German systems of calisthenics in playing their games and when singing their songs. While taking his exercise the boy is not a boy moving his legs and arms to develop his muscles, but a hopping bird, a jumping frog, a flying butterfly, a carpenter, or other tradesman at work, a farmer mowing, or threshing with a flail, or sowing grain, a windmill in motion, a ticking clock, etc., etc., always practising the best exercises but never being drilled.

Even the extension motions and balance steps of the British army are practised in their essential parts in the Kindergarten, not in the unattractive way in which they are presented to the shuffling recruits whom they transform, as if by magic, into erect and graceful men, but as necessary motions in performing certain plays.

MENTAL TRAINING.

Those who can only gauge a child's mental growth by his advancement in reading will have difficulty in appreciating the mental advantages which a child enjoys in a Kindergarten. Thoughtful people are rapidly learning, however, that reading as a school study has very little to do with mental growth, in fact as usually taught, its tendency is to produce mental confusion and dullness. Reading is not taught in the Kindergarten.

There are some who put on their investigating spectacles and

scrutinize the Kindergarten system to find its mental results, as though they expected them all to be immediately apparent, and then, because they cannot find mind nuggets in the only form which they are capable of appreciating, they say they do not exist, and that the Kindergarten does not promote mental development. They forget that real growth in nature is slow, and that the preliminary processes of growth may go on for long periods without producing marked effects. If the mental training of the Kindergarten produced only immediate results, and if the benefits were discernible to every observer, it would not contain sufficient philosophical truth to make it live.

The object of the Kindergarten is to expand the mind rather than to make it a storehouse of facts. It aims to set the mind in action in the exercise of every function of which it is capable. The School only attempts to train the mind to remember and reason, often only to remember. The Kindergarten calls into play all the powers of the mind, and teaches the child to observe critically to note results, to compare, to conclude for itself. It develops the imagination, and gradually the will, not accidentally but incidentally, as an essential part of Froebel's comprehensive scheme. Memory is developed by exercise, not by word repetition; the child learns and remembers what a cube is in the same way as it learns and remembers what a spoon is, by using it. But while the primary object of the Kindergarten mental training is not to give information, the child really acquires a vast deal of useful knowledge, especially such as will be of value to him in prosecuting the studies of arithmetic, mensuration, geometry and architectural and industrial drawing. Nor does he need to wait until he begins the systematic study of these subjects before making a practical use of the knowledge he gains. Two of the fundamental rules in acquiring knowledge by Froebel's system are: (1) Children learn by doing; (2) Know-

ledge should be applied as soon as learned. So the extensive knowledge of form which the child receives by using his gifts is applied at once in the various occupations, and through them to an extended examination of all the objects of nature and art with which he daily comes in contact.

The child also receives a practical insight into the relationship of parts to wholes, and is taught the harmony of form and color that must be found in corresponding parts of symmetrical objects and designs. This leads to the display of originality by the individual children, which cannot fail to produce great and lasting benefit both mentally and morally. It is a grand step in the growth of a human mind, when it is convinced that it possesses original power, and need not be a mere imitator.

INDUSTRIAL TRAINING.

There is another kind of physical training in addition to that which trains the physique. It is not alone important to a man's well-being that he should be strong, active and graceful; his hands, the part of his physical system which he chiefly uses in earning his livelihood, should be trained while he is very young, before his muscles have become fixed and his fingers stiff. There is scarcely any limit to the development of finger flexibility and manual dexterity if it is begun in time and continued systematically. It is a common saying that "a boy's fingers are all thumbs." There is no reason why this should be the case. A girl's fingers are expert in proportion to the amount of appropriate exercise they get. The boy does not usually play on the piano, or do the various kinds of needle-work done by his sister, consequently his fingers become thumbs through lack of practice. The boys have thus been allowed to grow up and enter on the work of life without having any attention paid to the development of hand-skill, except what they receive when writing and drawing.

This necessarily prevents their ever reaching their highest possibilities in skilled labor of any kind whatever. The individual and national loss thus sustained are too vast to be estimated. The early recognition of this lack in Germany, Switzerland and France, led to the establishment in these countries of technical Schools for the special training of the hand in connection with various industrial pursuits. The result of this was that in a few years England found her manufacturing supremacy passing away, and was compelled to follow the example of her continental rivals. Thoughtful men have for years been studying this problem, and endeavouring to find a remedy for this acknowledged defect in our Public Schools. This study has led to the proposal to have work-shop Schools founded as a part of the Public School System. There has, as yet, however, been no satisfactory plan proposed for the accomplishment of this object. A more simple and practicable proposition is to have the boys in the junior classes do the same needle-work as the girls in School. This has been tried in Boston, and the new educational Code recently passed by the British Parliament makes it compulsory in the primary departments of the Public Schools. So far as I can learn Toronto was two years ahead of any other place in this matter.

Froebel made ample provision for the training of the hand in his system. One of the specific objects in his "finger songs," and in every one of the gifts and occupations is the development of dexterous finger power.

SOCIAL TRAINING.

Closely allied with moral training is the attention constantly paid to the practice of the courtesies of good society. The home in most cases can not afford the child the opportunity of associating with a sufficient number of children of his own age to

permit the expansion of his social nature. The child needs suitable society and unless he gets it, important elements of his character make but a feeble growth. The child is to be pitied, however rich may be his parents, whose only associates are adults. It is possible for a child to obtain society on the street, but the risk is too great there. Even at School the social intercourse among the pupils is necessarily confined chiefly to the recesses, and then in most cases, is allowed to go on without the presence of the teacher. Froebel saw the evil effect of this and made ample provision for the drawing out of the social instincts of childhood, as well as for practising the recognized rules of politeness at the table, in the drawing room, on the street, wherever man meets his fellow-men.

GENERAL ADVANTAGES.

In addition to what has already been said, it will be sufficient to call attention to the important fact that in his gifts and occupations, Froebel has so completely covered the circle of human activities that every child has an opportunity afforded him in the Kindergarten to show what his special tendency or talent is. The importance of this will be seen at once when it is remembered that most boys leave School without having discovered or shown special fitness or inclination for any particular pursuit, and that too often the selection of a sphere of labor is left to chance, or decided by circumstances quite outside of the individual who is to fill it.

The general scope of the Kindergarten may be indicated in a single sentence. Recognizing the fact that children grow more rapidly morally, mentally, and physically during the first four years of their lives than they ever do afterwards, Froebel tried to found a system which, while it sustained the interested attention of children, would continue in a systematic manner, but

without formalism, the same methods of learning and development to which they were accustomed at home.

II. THE INTRODUCTION AND PROGRESS OF THE KINDERGARTEN IN ST. LOUIS.

In 1872, Dr. Harris, then Superintendent of Public Schools in St. Louis, who has long been recognized as one of the most philosophical of living American educators, said in his annual report, "A genuine Kindergarten, as an experiment, would furnish additional hints to our teachers and suggestions to the Board, enough to doubly repay the cost of its support."

In 1873, Miss Susan E. Blow, the accomplished daughter of the late Senator Blow, who had spent two years in training with Mrs. Kraus Boelte, of New York, offered to undertake gratuitously the instruction of one teacher appointed by the Board, and to supervise and manage a Kindergarten, provided the Board would furnish the rooms and a salaried teacher.

On the 26th of August, 1873, the Teachers' Committee of the Public School Board recommended that one of the school-rooms be set apart for one year "for the purpose of ascertaining by a faithful experiment what valuable features the Kindergarten may have, that can be utilized in our primary schools." The results of that faithful experiment have been greater than even the strongest advocates of the Kindergarten expected. The one Kindergarten has by a natural and gradual process of growth, extended its influence and diffused its light until at the present time there are no less than 237 ladies engaged in the Public Kindergartens of St. Louis. Even this number does not fairly indicate the popularity of the system, as the demand for more Kindergartens can not be met owing to the unavoidable scarcity of competent Kindergartens.

The following table shows the development of the Kindergartens in St. Louis, from 1873.

Year.	Kindergartens.	Teachers.
1874.....	1	4
1875.....	4	17
1876.....	12	50
1877.....	30	182
1878.....	40	189
1879.....	58	196

There are at present over 60 Kindergartens, with 297 ladies in charge of nearly 5,000 children.

Each Kindergarten continues in session during one-half of each day, and in some of the Kindergartens there is an afternoon as well as a forenoon class.

Each Kindergarten has a director and a number of assistants, varying in proportion to the number of pupils. Some Directors teach all day and some only for half of each day.

The salary of an all-day Director is \$600.00 per annum; of a half-day Director, \$350. The assistants are classified into paid assistants, 1st and 2nd class, and volunteer assistants. The 1st class assistants receive \$150 a year, and 2nd class assistants \$100. Volunteer assistants work in order to have the advantage of learning the system.

In many cases the pupils who attend the Kindergarten in the forenoon attend the Public School in the afternoon, and vice versa.

The cost of all the materials used by the pupils is less than 50 cents per quarter for each pupil.

A Director with five assistants can fairly take charge of 100 children.

The pupils remain in the Kindergarten for two years, or till they are seven years old.

III. SUGGESTIONS REGARDING THE INTRODUCTION OF THE KINDERGARTEN IN TORONTO.

Your Committee, after mature deliberation, strongly recommend the introduction of the Kindergarten in connection with the Public School system of Toronto. They do this for the following reasons :

1. They are fully convinced that the Kindergarten is the most philosophical system of child education, and that it should therefore be the foundation of all Public School education.

2. They have no doubt that the influence of the Kindergarten would be most beneficial upon all the teachers in our Schools, as it is based on sound pedagogical principles, and could not fail to be a source of light and inspiration to all who had an opportunity of becoming acquainted practically with its methods and spirit.

3. They believe that it would prove an invaluable aid in the thorough training of the young ladies who attend the City Model School.

4. The circumstances in Toronto are more favourable to the successful introduction of the Kindergarten, and especially of its organic connection with the primary classes in the Public Schools, than in St. Louis. There is a painful tendency on the part of many of the primary teachers in St. Louis, to show jealousy of, rather than sympathy with, the Kindergartners. This would not be the case in Toronto, as the primary teachers have long shown

a commendable desire to introduce into their classes the true spirit of the Kindergarten, and as many of its methods as was possible for them under their circumstances.

It will be absolutely necessary, however, to proceed carefully and slowly in introducing the Kindergarten.

It is impossible to obtain many ladies who are competent to exhibit the practical work of a Kindergarten, and also explain to others the underlying philosophy upon which it rests, and the inter-dependence of the various departments on each other. To be satisfied with anything less than the genuine Kindergarten in spirit as well as outward form would be misleading, and might delay true progress in our primary departments for at least one school generation.

After thoughtfully looking at the various possible methods of introduction, your Committee recommend :

1. That as a preliminary step, Miss Susan E. Blow be invited to visit Toronto, accompanied by Mrs. Clara Beeson Hubbard, Director of the Ead's Kindergarten. Your Committee have reason to believe that these ladies would be willing to visit Toronto, if by doing so they could in any way advance the Kindergarten cause. That their visit would have such an effect is beyond a doubt. Miss Blow could explain in a few addresses the principles and methods of the Kindergarten, as probably no other English speaking woman could; as in addition to her training in New York, and her eleven years' experience in St. Louis, she has studied the system in Germany with the Baroness Marenholtz Bulow, the most distinguished of Froebel's associate workers. Mrs. Hubbard trains all the St. Louis Kindergarten teachers in the department of physical exercise. She is the author of the best collection of Kindergarten songs published, and is gifted with rare intuitions regarding gesture and calis-

thenics. She could, in a couple of weeks, present the physical and musical sides of the Kindergarten to our primary teachers, so thoroughly as to revolutionize the work at present done in our Schools in these departments.

2. That as soon as possible one first-class all-day Kindergartner be secured, capable of training those in Toronto who might wish to become Kindergartners. She might conduct one Kindergarten in the eastern part of the city in the morning, and another in the western part in the afternoon. The growth of the work would then be gradual, and would extend under the supervision of the Board. No experiment would be tried on a large scale, so that any possible failure would not materially effect the success of our general system. The apparent delay which this course would cause at the beginning would be more than atoned for in the more satisfactory advancement which must necessarily follow. Your Committee regard it as essential that we should train our own Directors.

In closing their Report your Committee desire to express their deep sense of gratitude to Miss Blow and her associate supervisors of Kindergartens, Miss Dozier and Miss Fisher, for their unremitting attention and for the ready and clear explanations concerning the various departments of their work ; as well as their appreciation of the kindness of Mrs. Hubbard, Miss Hart and Miss McCullough, the directors of the Kindergartens in which most time was spent. It is also a pleasure to report that Superintendent Long, Assistant Superintendent Foster, and the Secretary, spared no pains to add to the interest of the visit of your Committee.

Respectfully submitted,

JAMES L. HUGHES.

E. P. RODEN.

In accordance with the recommendations contained in this report the Public School Board in conjunction with the Education department extended an invitation to Miss Blow and Mrs. Hubbard to pay a visit to Toronto. The invitation was cheerfully accepted, and the results of the visit of these ladies were highly satisfactory. An intense interest was shown by the public in Miss Blow's instructive lectures, and the practical instruction given by Mrs. Hubbard during her stay of two weeks was of great value to the teachers of the primary classes in the Public Schools, and to the students of the Normal School. While Miss Blow was in the city, the Minister of Education and the Public School Board agreed to work together in regard to the introduction of the Kindergarten in Toronto. They at once secured the services of Miss Ada Marean, a well-trained and experienced Kindergartner, a graduate of the training Institution of Mrs. Kraus Belte of New York, and sent her to St. Louis to take a further course with Miss Blow and her able assistants. It is the intention to open one genuine Kindergarten class in connection with Toronto Public Schools in September, 1883, and to gradually change the lowest primary grades throughout the city into Kindergartens, under the supervision of Miss Marean.

PHYSICAL EXERCISES.

The past year has been one of decided progress in this important department of School work. Not only in the subject of Drill, but in the more essential part of calisthenic exercises; there has been a marked improvement shown by the teachers in the interest they take in this part of their School duty. This is due largely to clearer convictions regarding the necessity for training the physical system, as a means of giving the rising generation better developed bodies, and for counteracting the injurious effects of long continuance at study. There is no

doubt, however, that the Public Competition in Drill and Calisthenic Exercises aided largely in increasing the interest in physical culture. The visit of Mrs. Hubbard and the exceedingly instructive lessons given by her in the songs and exercises of the Kindergarten also did much to awaken a spirit of enthusiasm in regard to the thorough training of the bodies of children. The object aimed at throughout the year has been to make the physical exercises in time with music an essential aid in discipline, and an agency in relieving the weariness of school routine and promoting the health of the scholars. Some teachers formerly objected that calisthenics took time that should be devoted to the more important subjects of Arithmetic, Grammar, &c., but there are few of the teachers in our Schools who do not now realize that working the brain constantly is the worst way to accomplish its largest possible amount of work. Pupils who work mentally fifty minutes per hour, and take proper physical exercise for the other ten minutes, will make much better progress, and enjoy much better health, than those who are kept plodding at their lessons hour after hour.

At the annual review and drill competition, before the mid-summer holidays, the judges were Lt.-Col. Grassett, Major Gray and Major Foster. Over one thousand boys took part in the review. They came from the following schools: Ryerson, Dufferin, Wellesley, Phœbe, John, Park, Winchester, Victoria, Niagara, Louisa and George Street. Under the command of Captain Thompson, and led by their own officers, the boys performed a series of evolutions in a very excellent manner. The competition for the "Beaty Banner" was confined to the highest divisions in Wellesley, Ryerson and Dufferin Schools. After a thorough test, the judges awarded the banner to the Wellesley School for the second time. Every boy in the winning company was presented with a silver badge, to com-

memorate the success of his company, by Walter S. Lee, Esq., and John Hallam, Esq.

The competition for the marble clock, presented by Robert Hay, M.P., for the class showing the greatest proficiency in calisthenic exercises, was a most interesting event. The movements were executed with precision and gracefulness, and the prizes were awarded as follows: (1) Senior Fourth Book Class, Girls, Dufferin School; (2) Junior Fourth Book Class, Girls, Phœbe Street School; and (3) Junior Second Book, Girls, Phœbe St. School. The judges in this competition were Sergeant Dearnally, Instructor in the Normal and Model Schools, and Adjutant Manly.

CITY MODEL SCHOOL.

The opening of a Model School for the preliminary training of those who are to be teachers in our Public Schools was a most important step. The young ladies who graduate from our Public Schools and who intend to become teachers, are now enabled to do so without leaving home; and the teachers who enter the service of the Board in future will, in most cases, be able to enter upon their duties thoroughly acquainted with the methods of teaching and management practised in our schools.

The young ladies who graduated from the City Model School at the close of its first year were: Miss Henrietta Berney, Miss J. Bradshaw, Miss Agnes Copland, Miss Martha Fortune, Miss Maggie Kettles, Miss Lulu Palmer, Miss Mamie Sturrock, and Miss Maggie D. Young.

With the exception of Miss Copland, these young ladies have all obtained professional second-class certificates, and I have the fullest confidence in strongly recommending the Board to engage them as teachers in our junior classes in preference to even first-class teachers who have not been trained in the city.

TORONTO TEACHERS' ASSOCIATION.

The Association met as required by law, on the 24th and 25th of February, and 27 and 28th of October, in Wellesley School.

PROGRAMME.

FRIDAY, FEBRUARY 24TH.

- 9—9.5. Calling Roll of Teachers.
 9.5—10.30. Discussion on Reading as contained in Park's Manual of Method.
 10.30—10.45. Reading, by Miss J. ANDERSON; and Recess.
 10.45—12. The Moral Power and Duty of Teachers—Mr. R. LEWIS.
 2—2.45. Lesson in Hygiene to a class—Mr. W. CASSIDY.
 2.45—3. Reading by Miss B. M. WALLACE; and Recess.
 3—3.45. Lesson in History to a Class—Mr. S. McALLISTER.
 3.45—4. Song taught to Convention—Mrs. G. RICHES.
 4—5. Competitive Examinations and Prize Giving—Mr. JOHN CAMPBELL.

SATURDAY, FEBRUARY 25TH.

- 9—9.5. Calling Roll of Teachers.
 9.5—10.15. Election of Officers.
 10.15—10.45. Class in Phonic Method of Teaching Reading—Miss M. WILSON.
 10.45—11. Recess.
 11—12. Discussion on Spelling, as contained in Park's Manual of Method.
 12. General Business.

A Conversazione was held in the Norman School Building on the Evening of Friday the 24th.

FRIDAY, OCTOBER 27TH.

- 9—9.5. Calling Roll of Teachers.
- 9.5—10.30. Discussion of Park's Manual of Method.
Spelling.—Mr. J. L. CLARK.
- 10.40—11.10. Object Lesson.—Miss AGNES McINTYRE.
- 11.10—12. Testing Preparation of Lesson, and examining
Class Work.—Mr. S. McALLISTER.
- 2—2.45. General Business.
- 2.50—3. Reading Miss L. S. TAYLOR.
- 3—4. Spelling Reform.—Mr. W. HOUSTON, M.A.
- 4—4.30. Calisthenics.—Miss I. V. STRAUBEL.
- 4.30—5. Reports of Committees, and New Business.

SATURDAY, OCTOBER 28TH.

- 9—9.5. Calling Roll of Teachers.
- 9.5—9.35. Short Hand in Public Schools.—Mr. R. LEWIS.
- 9.35—9.45. Reading.—Miss C. G. LEWIS.
- 9.50—10.45. Language Lesson, Second Book Class, Mr. G. K.
POWELL.
- 11—12. New Provincial Programme.—Mr. R. W. DOAN.
12. Question Drawer—The Association—(Questions
to be sent to the Secretary on or before first
day of meeting.)

COMBINED EXAMINATION.

The following tables give the standing of the various divisions at the Combined Examinations.

FIRST DIVISION.

Twelve Pupils from each Division.

SCHOOLS AND DIVISIONS.	Mathematics.	Grammar, Com- position, and Hygiene.	History and Geography.	Reading, Spell- ing, and De- rivation.	Writing, Draw- ing, Music, & Bookkeeping.	TOTAL.
Marks possible.....	4140	2160	2400	1920	2010	12690
1. Dufferin, Girls.....	2979	1690	1788	1561	1303	9321
2. Wellesley, ".....	2978	1753	1864	1514	1193	9802
3. Ryerson, ".....	2676	1587	1909	1480	1199	8851
4. Wellesley, Boys.....	2692	1522	1535	1320	1170	8239
5. Dufferin, ".....	2249	1591	1487	1407	1092	7826
6. Ryerson, ".....	2465	1440	1656	1194	924	7679

Dufferin, Girls advanced from No. 3, in 1881, to No. 1, in 1882.

Wellesley, Boys " " 5, " " 4, "

Dufferin, " " " 6, " " 5, "

SECOND DIVISION.

Ten Pupils from each Division.

SCHOOLS AND DIVISIONS.	Mathematics.	Grammar, Com- position, and Hygiene.	History and Geography.	Reading, Spell- ing, and De- rivation.	Writing, Draw- ing, Music, & Bookkeeping.	TOTAL.
Marks possible.....	3200	1800	2000	1600	1670	10270
1. Wellesley, Girls.....	1308	1485	1159	1307	929	6188
3. Dufferin, ".....	1039	1369	1152	1233	805	5598
3. Ryerson, ".....	756	1325	1015	1254	795	5145
4. Dufferin, Boys.....	564	1156	687	1204	633	4244
5. Wellesley, ".....	580	1006	711	1039	733	4069
6. Ryerson, ".....	681	823	784	1147	677	4062

Wellesley, Girls advanced from No. 2, in 1881, to No. 1, in 1882.

Wellesley, Boys " " 6, " " 5, "

NUMBER OF PUPILS STUDYING THE VARIOUS SUBJECTS DURING THE YEAR:

First Reader	6,690
Second Reader.....	8,698
Third "	8,664
Fourth "	1,895
Fifth "	913
Spelling	15,400
Writing.....	14,872
Arithmetic	16,267
Geography	15,001
Drawing	15,096
Vocal Music.....	16,241
Object Lessons	11,470
Grammar and Composition	12,012
Canadian History	2,781
English "	1,754
General "	1,886
Hygiene	6,993
Algebra	1,421
Natural Philosophy.....	891
Domestic Economy.....	4,587
Book-Keeping	1,242
Drill and Calisthenics.....	14,828

The amount received during the year from the Government Grant was \$8,855. The whole amount set apart for Toronto was \$10,708.50. The Separate schools received \$1,801.50. The sum of \$10,708.50 is proportioned to Toronto, on the basis of its population, when compared with the other municipalities of the Province at the time of our last census. The sum is then divided between the Public and Separate schools, according to their average attendance. The amount received per pupil was over

one dollar. The sum changes every year, and becomes less (per pupil) as the average attendance increases.

PROGRESS OF THE PUBLIC SCHOOLS.

Table E gives a comparative statement of various items relating to the Schools since 1844. It will be seen by reference to it, that the increase in the attendance at our schools has been very rapid.

In 1862	the average registered No. was	2,825,	the daily attendance,	2,183
" 1872	" " " "	5,100,	" "	4,070
" 1882	" " " "	9,874,	" "	8,802

The Average Attendance has thus been more than doubled during the past ten years.

Respectfully submitted,

JAMES HUGHES,

Public School Inspector.

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Statistical and Reference Tables.

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TABLE A.
Showing the Registered Number of Pupils in each School for each Month.

SCHOOLS	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	AVERAGE
Dufferin	670	672	642	628	577	535	460	628	616	601	565	600
Wellesley	972	941	893	812	788	761	706	891	903	889	856	835
Ryerson	625	611	587	560	530	501	454	573	563	550	518	552
Phoebe Street	665	651	658	653	675	682	698	707	692	679	632	664
John Street	570	573	573	560	555	536	467	566	586	540	509	548
Park	467	470	473	476	474	470	407	516	513	506	490	481
Winchester Street	600	606	582	567	577	569	511	597	589	580	560	577
Victoria	494	499	482	484	477	448	395	492	497	499	442	474
Niagara	468	460	549	501	504	479	412	526	520	557	540	502
Louisa	479	475	403	460	437	399	398	448	448	431	411	432
Parliament	368	367	38	404	413	397	355	453	434	370	355	355
George	362	367	371	350	360	352	370	407	384	370	355	355
Church	425	420	325	351	376	363	286	412	412	397	360	381
Elizabeth	402	402	395	395	383	351	347	405	393	384	365	382
Brant	385	380	396	433	444	444	397	576	573	547	505	474
Bathurst	442	426	425	438	444	407	359	442	433	412	388	412
Hope	425	417	412	404	430	400	359	442	433	412	388	412
Palace	157	163	161	176	176	160	159	175	194	210	184	175
York	178	179	176	168	178	170	156	173	181	185	162	172
Borden	288	292	291	283	289	276	258	285	286	277	264	281
Givins'	325	325	316	322	324	320	311	415	403	410	393	355
Leslieville	84	90	95	95	95	95	90	62	109	106	98	93
Boys' Home	89	88	75	76	76	76	46	65	71	71	78	78
Girls' Home	47	49	31	48	48	46	46	46	46	44	45	45
Orphans' Home	88	87	90	89	89	88	89	89	86	91	92	90
Centre Street	70	61	67	66	80	70	61	70	62	66	61	67
Total	10066	10021	9882	9656	9797	9389	8351	10541	10564	10888	9774	9885

TABLE B.
Showing the Average Attendance at each School for each Month.

SCHOOLS.	SCHOOLS.											
	JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	
Dufferin.....	612	600	572	543	506	479	498	542	562	548	510	
Wellesley.....	816	792	754	741	722	707	680	823	849	826	808	
Ryerson.....	578	548	513	487	466	450	417	500	515	495	488.5	
Phoebe Street.....	609	581	570	592	604	613	561	647	642	603	585	
John Street.....	515	512	509	503	499	465	412	521	534	488	471	
Park.....	434	414	403	410	412	419	398	455	464	450	447.2	
Winchester Street.....	540	545	489	498	498	498	459	512	525	517	496.4	
Niagara.....	429	435	417	421	412	390	357	417	449	420	392	
Niagara.....	398	403	393	396	392	390	365	467	476	459	439	
Louisville.....	388	388	388	388	388	388	388	388	388	388	388	
Parliament.....	333	351	336	349	337	337	319	403	393	367	370.5	
George.....	318	327	307	280	284	299	270	312	333	313	290	
Church.....	383	373	375	350	395	377	327	460	497	482	447	
Elizabeth.....	360	363	346	340	324	319	265	354	366	346	319	
Brant.....	348	346	321	332	329	310	307	368	356	335	330.5	
Bathurst.....	400	390	382	400	388	374	350	411	395	382	359	
Hope.....	137	136	127	150	148	145	140	149	177	178	167	
Palace.....	142	138	139	134	146	145	143	145	146	146	146	
York.....	387	387	387	387	387	387	387	387	387	387	387	
Borden.....	981	976	963	966	979	984	976	989	984	966	930	
Levinville.....	76	68	62	78	72	63	56	89	93	90	78	
Boys' Home.....	86	77	73	67	64	71	66	68	78	67	65	
Girls' Home.....	47	45	39	48	41	41	39	45	45	45	49	
Orphan's Home.....	87	81	86	87	85	88	87	86	83	86	90	
Centre Street.....	51	47	47	50	53	52	52	47	47	46	50	
Total.....	9062	8946	8544	8626	8546	8404	7745	9299	9611	9231	8801	

TABLE D.
Showing the Number of Cases of Lateness during the Year.

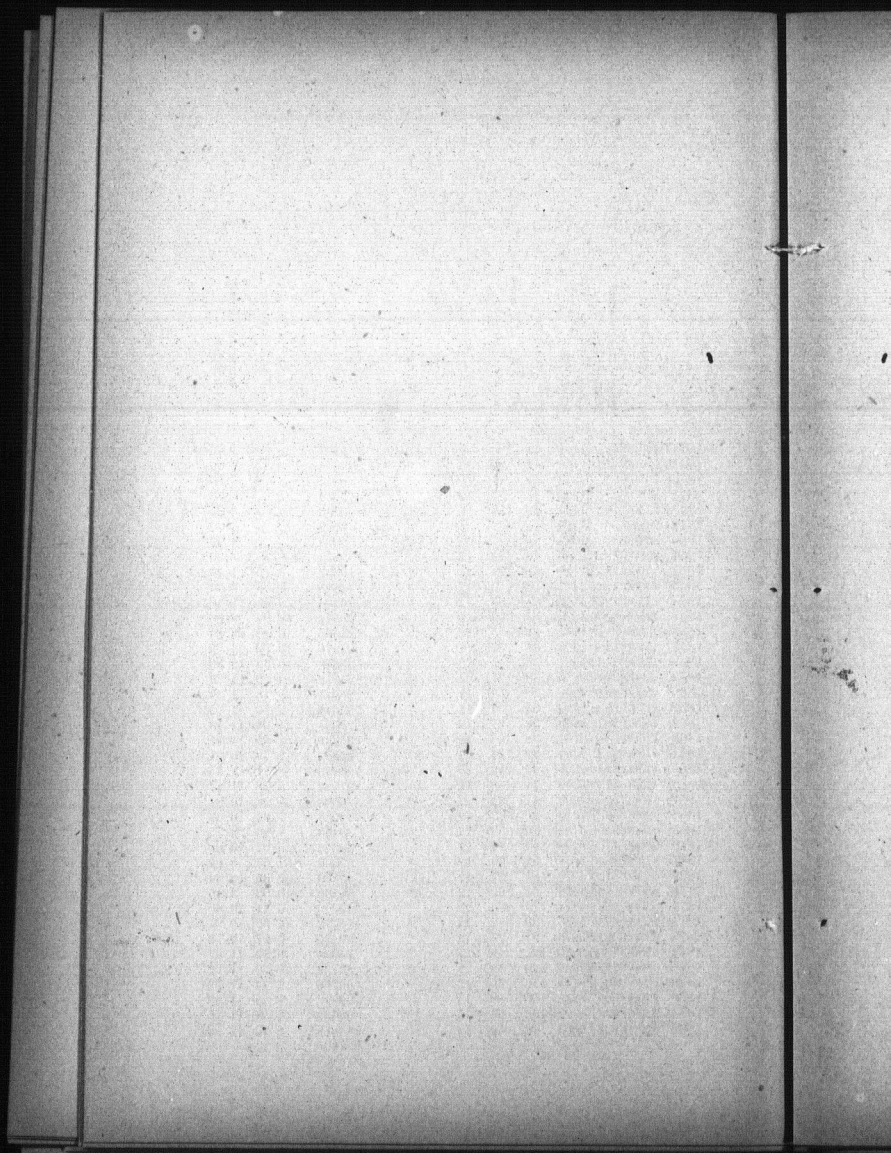
SCHOOLS.	Average Registered Numbers.	SCHOOLS.											
		JAN.	FEB.	MAR.	APRIL.	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	
Dufferin	600	11	10	21	14	18	5	1	17	13	14	19	
Wellesley	885	26	16	17	10	12	12	1	10	24	44	42	
Ryerson	552	30	19	13	18	10	12	15	17	17	37	25	
Phoebe Street	664	17	26	34	13	20	19	4	29	21	43	44	
John Street	548	26	20	12	9	9	12	4	21	11	12	9	
Park	481	24	16	26	14	17	30	1	17	29	46	63	
Winchester Street	577	37	20	41	24	41	26	6	26	25	60	35	
Victoria "	474	49	35	51	36	76	65	8	62	40	47	29	
Niagara "	502	65	24	59	29	68	44	3	88	72	83	82	
Louisa "	432	74	56	58	54	93	60	12	86	39	54	35	
Parliament "	403	13	23	20	3	14	20	1	26	28	38	25	
George "	355	40	30	37	10	39	29	7	39	27	27	34	
Church "	457	56	27	38	17	29	22	4	14	11	18	21	
Elizabeth "	381	47	39	74	15	38	39	1	41	50	69	48	
Brant "	382	51	40	53	45	52	39	2	30	30	48	26	
Bathurst "	474	41	49	53	30	30	43	2	35	34	91	68	
Hope "	412	34	4	7	1	6	26	1	23	22	27	21	
Palace "	175	15	1	12	7	10	14	1	16	13	16	13	
York "	172	31	46	31	13	27	24	7	46	80	54	21	
Borden "	281	37	48	27	53	45	38	5	31	25	47	41	
Givins "	355	38	39	42	29	30	30	1	32	48	41	41	
Leslieville	33	7	6	0	0	0	0	0	0	0	0	0	
Boys' Home	45	7	0	0	0	0	0	0	0	0	0	0	
Girls' Home	46	0	0	0	0	0	0	0	0	0	0	0	
Orphans' Home	97	0	0	0	0	0	0	0	0	0	0	0	
Centre Street	67	74	73	139	109	156	117	21	120	132	125	120	
Total	9885	840	678	875	457	851	756	115	839	647	1038	855	
Omitting Centre Street	766	605	736	348	635	639	34	719	515	913	785	785	

Omitting Centre Street
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TABLE E.

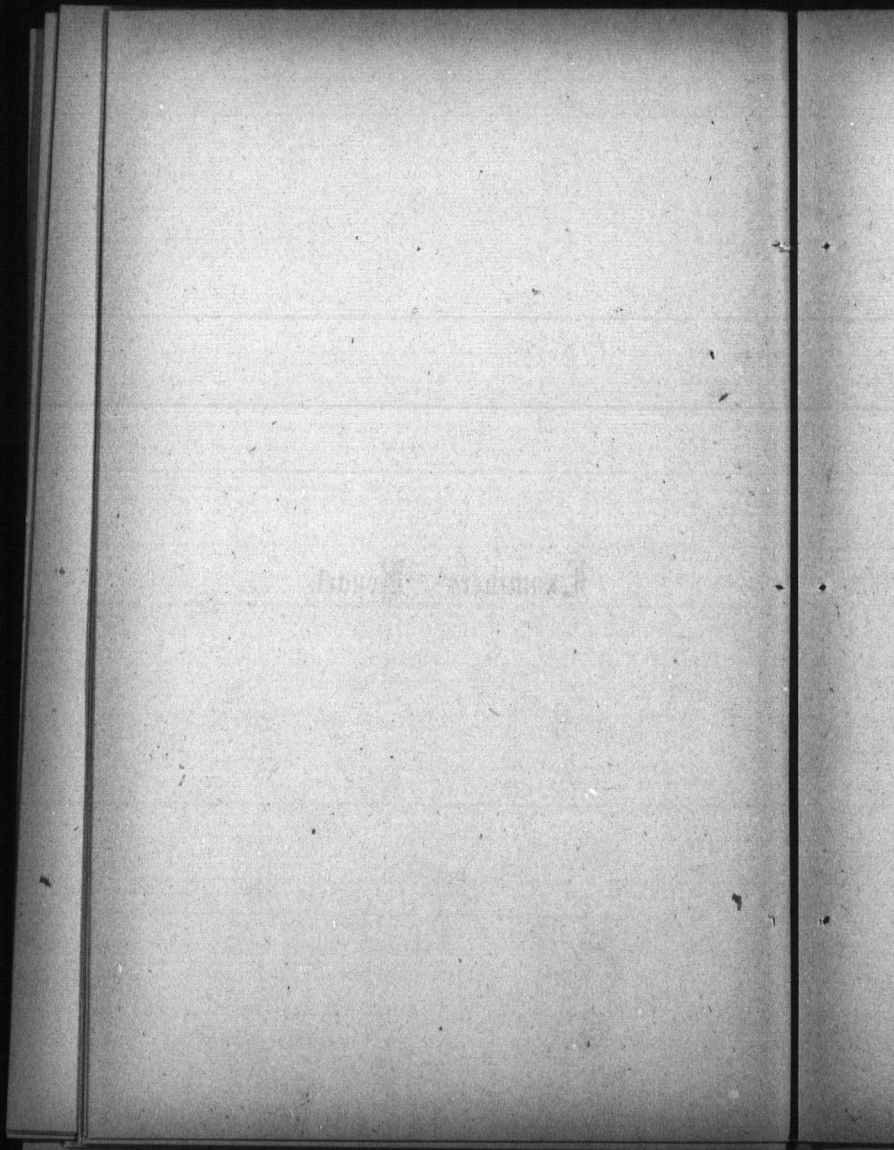
Comparative Statement of the City Schools, under Specific Headings, from 1844 to 1882, both inclusive.

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	No. of Teachers.	Average No. of Pupils to each Teacher.	Total Cost of Maintaining the Schools.	Cost per child per an. on basis of Registered attendance.	Cost per child per an. on basis of Daily Attendance.
1844	18500	1194	12	100	4 1/2	months, \$ 5508	.....	\$ 5 00
1845	19706	1108	12	92	12	"	7684	7 00
1846	20565	1212	15	81	12	"	8044	6 60
1847	21734	1255	13	97	12	"	7484	6 00
1848	23503	1431	13	110	6	"	3668	5 20
1849	24226	1325	13	102	6	"	3668	5 08
1850	25766	1259	15	91	12	"	3668	6 30
1851	30762	1848	16	85	12	"	7992	5 80
1852	35000	1872	16	84	12	"	10232	5 40
1853	40000	1886	20	70	12	"	12860	7 00
1854	41500	1971	21	69	12	"	16704	8 50
1855	42500	2066	31	60	12	"	20872	10 00
1856	43250	2318	32	55	12	"	22568	10 00
1857	45000	2480	36	52	12	"	24216	10 00
1858	47500	2522	36	55	12	"	26386	9 69
1859	45000	2742	38	56	12	"	25212	9 20
1860	45000	2846	38	59	12	"	26044	9 15
1861	44743	2800	38	57	12	"	25640	9 16
1862	45000	2825	38	57	12	"	25054	8 94
1863	47500	3000	38	60	12	"	25636	8 54
1864	47500	3121	39	61	12	"	26184	8 39
1865	47500	3248	40	56	12	"	26448	8 11
1866	47500	3139	41	58	12	"	27548	8 52
1867	47000	3364	41	64	12	"	26900	7 90
1868	50000	3657	45	62	12	"	29044	7 94
1869	55000	3906	46	68	12	"	30460	7 80
1870	56000	4106	50	64	12	"	33348	8 02
1871	57500	4646	52	70	12	"	35000	7 53
1872	58000	5100	61	67	12	"	42500	8 33
1873	60000	5536	65	69	12	"	55500	10 02
1874	62000	5924	75	85	12	"	52000	6 31
1875	64000	6447	90	72	12	"	58772	6 08
1876	65000	6912	94	73	12	"	60456	6 17
1877	67000	7606	128	59	12	"	76006	6 90
1878	68000	7276	140	59	12	"	83792	7 29
1879	70000	8910	148	60	12	"	89713	7 44
1880	73000	8987	150	60	12	"	92842	7 45
1881	92000	9321	162	58	12	"	98632	7 91
1882	93000	9874	176	56	12	"	110872	8 13



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Examiners' Report.



REPORT

OF THE

Examiners in Regard to the Combined Examinations.

The Examiners have the honor to report that in the discharge of the duty entrusted to them by the Public School Board of Toronto, they examined, on the 22nd and 23rd June, the selected pupils sent up to them from those Public Schools in the city in which the more advanced pupils are taught. The Examination was conducted, with the exception of that for the Hallam medals, in the Dufferin and Ryerson Schools, and, as in former years, was throughout a written one. The number of pupils examined was 247; they belonged to the four highest divisions. It will be stated hereafter, how many of these pupils belonged to each division. As in former years, valuable assistance was rendered by the Inspector in making arrangements for the Examination, and by the Teachers of the Schools in which the examinations were conducted, in the distribution of papers and in the superintendence of the scholars while engaged in writing.

The Examiners beg to submit the following results as elicited by a careful comparison of the papers handed in to them:—

I. FOURTH DIVISION.

The pupils of this Division, the lowest of those taking part in the Combined Examinations, numbered 65. They were taken from the Fourth Divisions of the following schools: the Dufferin, the Ryerson, the Wellesley, and Victoria Street; ten from each school—five boys and five girls; Phoebe Street, Winchester

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Street, and Niagara Street, the Park, and John Street; five pupils from each school. These were examined in the following subjects: Reading, Spelling and Derivation, Writing, Arithmetic, History, Geography, Hygiene, Drawing, and Music. Embracing all the subjects of examination, the Girls' department in Wellesley School stands first, the Boys' department in the same school stands second, while the third and fourth places are taken by the Girls' department in Victoria Street School, and by the pupils from Phoebe Street School. The first and second places were taken by the same school last year; the third and fourth were then taken by the Dufferin School. The aggregate marks reached in this Division are higher than those attained last year.

The highest prizes in this, as in other Divisions, are given for General Proficiency; the holders of these are very properly excluded from the prizes for excellence in the separate branches of study included in the examination. The Examiners recommend the General Proficiency prizes to be awarded to the following:

1. Ethel Tennant, Wellesley School.
2. Edith Young, " "
3. Ella Jackes, " "
4. Sophia Cooper, Victoria Street School.

Taking the subjects of examination separately or in the groups into which they naturally fall, the Examiners find that in this division the highest marks in Arithmetic were gained by the Girls' department of Wellesley School, the Boys' department of the same school, and by the pupils of the Phoebe Street School; and in the order named, they find that in Grammar and Hygiene (which is grouped with Grammar in the allocation of prizes), the first and second places were taken by the Girls' department and by the Boys' department of the Wellesley School; the third and fourth by the Girls' department in the Victoria

Street and the Ryerson Schools. In History and Geography the same departments of the Wellesley School take the first and second places, while the pupils from Winchester Street and Phœbe Street Schools take the third and fourth. In Reading, Spelling and Derivation, the highest excellence is displayed by the Boys' department of the Dufferin School, while the Girls' department of the same school comes second. In Writing, Drawing and Music, the Girls' departments in the Wellesley, Winchester Street, and Ryerson Schools take the highest places, and in the order named.

As a whole the pupils in this division displayed what for their years must be regarded as very creditable attainments in the subjects of examination. The greatest diversity of attainment was exhibited in Arithmetic, History, and Geography.

In addition to the prizes for proficiency in all the branches, the Examiners recommend the following to be given in the branches named :

I. ARITHMETIC.

- | | | | |
|----|---|---------------------------------------|-----|
| 1. | { | Alexander Cochrane, Wellesley School. | |
| | | Lottie Clink, | " " |
| | | Mina Hamilton, Phœbe Street | " " |
| 3. | { | Ida Benson, Niagara | " " |
| | | Jemima Dawson, Phœbe | " " |

II. GRAMMAR AND HYGIENE.

1. Minnie Kincade, Victoria Street School.
2. Ernest Rugg, Wellesley " "
3. Hugh B. Sutherland, Wellesley " "
4. Lottie Clink, " "

III. HISTORY AND GEOGRAPHY.

1. Ernest Rugg, Wellesley School.
2. Frederick Leyden, " "
3. Hugh B. Sutherland, " "
4. Lottie Clink, " "

IV. READING, SPELLING, &c.

1. Hugh B. Sutherland, Wellesley School.
2. William Boustead, Dufferin "
3. Charles W. Patterson, " "
4. { Minnie Playter, " "
 { George Locke, Ryerson "

V. WRITING, DRAWING, AND MUSIC.

1. Lottie Clink, Wellesley School.
2. Bertrand Bradley, Victoria St. "
3. Minnie Kincade, " " "
4. Maggie Holmes, Winchester " "

II. THIRD DIVISION.

Fifty pupils appeared for examination in this division; thirty from the Girls' department in the corresponding division of the Dufferin, the Ryerson, and the John St. Schools, and twenty from the Boys' department in the Dufferin and the Ryerson Schools. They were examined in the same subjects as the Fourth Division, with Algebra and Book-keeping added. The first place was taken last year in this division by the Boys' department of the Dufferin School; this year it is taken by the Girls' department of the John Street School, followed by the same department of the Dufferin and the Ryerson Schools in the order named. The aggregate marks reached in this division this year was considerably lower than those reached last year; this may be due possibly to the greater difficulty of some of the papers. Coming to the separate branches in Mathematics, in Grammar and Hygiene, in History and Geography, the first place was taken by the Girls' department of the John Street School, the second place by the same department of the Dufferin School. In Reading, Spelling and Derivation, and in Writing, Bookkeeping,

Music and Drawing, the first place was taken by the Girls' department in the Dufferin School, the second by the pupils from John Street. An approach to uniformity of excellence in this division was exhibited in the answers given in Grammar, History and Geography; the diversity of attainment was very marked in Arithmetic, Algebra, and Spelling and Derivation. The Examiners recommend the following prizes to be given in this division :

I. GENERAL PROFICIENCY.

1. Libbie Westman, John Street School.
2. Lulu Martin, Dufferin “
3. Fanny Sparling, John Street “
4. Mary Ristow, “ “

II. MATHEMATICS.

1. Ellen Hogg, John Street School.
2. Ada Johnston, “ “
3. Mabel Copping, “ “
4. Rebecca Morrison, Dufferin “

III. GRAMMAR AND COMPOSITION.

1. Arthur Tarriff, Dufferin School.
2. Mable Copping, John Street “
3. Katie Berkinshaw, Dufferin “
4. Howard Elliot, “ “

IV. HISTORY AND GEOGRAPHY.

1. Rebecca Morrison, Dufferin School.
2. Ellen Hogg, John Street “
3. Annie Hestor, “ “
4. Sarah Hunter, “ “

V. READING, SPELLING, ETC.

- | | | |
|----|---------------------|------------------|
| 1. | May Magson, | Dufferin School. |
| 2. | { Katie Berkinshaw, | " " |
| | { Violet Brodie, | " " |
| 3. | Minnie Ward, | " " |

VI. WRITING, BOOKKEEPING, MUSIC AND DRAWING.

1. Sarah Hunter, John Street School.
2. Rebecca Morrison, Dufferin "
3. Ella Anderson, Ryerson "
4. Mable Copping, John Street "

III. SECOND DIVISION.

Sixty pupils appeared for examination in this division; twenty from the corresponding division in each of the following Schools: The Dufferin, the Wellesley and the Ryerson, of whom ten were boys and ten girls. In addition to the branches already mentioned in which the pupils of the Third Division were examined, those in this division were subjected to an examination also in Euclid and in Natural Philosophy. Considering the ages of the pupils and extent of the programme, the result of the examination in this division may be regarded as on the whole satisfactory. The highest pupil gains 66 per cent. of the maximum number of marks; twenty-seven range from 50 per cent. upwards; a few fall below 40 per cent., some even below 30 per cent., showing a greater degree of inequality in attainment on the part of selected pupils in the same division than can be regarded as entirely satisfactory. Taking all the subjects into account, the first place is taken by the Girls' department of the Wellesley School, the second by the same department in the Dufferin School, and the third by the same department in the Ryerson School. In each of the separate subjects, or groups of

subjects, the Girls' department of the Wellesley School stands first, and, with the exception of reading and spelling, where the Girl's department of the Ryerson School stands second, the second place is held throughout by the same department in the Dufferin School.

The Examiners recommend that the following prizes be given :

I. GENERAL PROFICIENCY,

1. Nellie Chandler, Dufferin School.
2. Maggie Cowan, Wellesley “
3. Abbie Eccleston, “ “
4. Annie E. Henry, “ “

II. MATHEMATICS.

1. Alfred Thorne, Ryerson School.
2. Ella Sheppard, Dufferin “
3. Janet Douglas, “ “
4. Mina Matheson, Wellesley “

III. GRAMMAR, ETC.

1. Edith Littleford, Dufferin School.
2. Louisa Devlyn, Wellesley “
3. Charles Jeffreys, Dufferin “
4. Agnes Byrne, “ “

IV. READING AND SPELLING.

1. Louisa Devlyn, Wellesley School.
2. Wellington Ashbridge, Dufferin “
3. Margaret Hall, Ryerson “
4. James Breckenridge, “ “

V. WRITING, BOOKKEEPING, MUSIC, ETC.

1. Frederick Thorpe, Ryerson School.
2. Ella Adams, Wellesley “
3. Mina Matheson, “ “
4. Kate Brennan, Ryerson “

VI. HISTORY AND GEOGRAPHY.

1. Alfred Mickle, Wellesley School.
2. Margaret Hall, Ryerson “
3. Charles Jeffrys, Dufferin “
4. Agnes Byrne, “ “

IV. FIRST DIVISION.

In this, the highest Division, seventy-two pupils appeared for examination, twelve from each department of the corresponding Divisions in Dufferin, Wellesley and Ryerson Schools. The branches in which the pupils were examined were the same as in the Second Division, though in most cases the ground covered was larger, and the questions more difficult. Nothing like the same degree of disparity in attainment was exhibited by the pupils in this division as in the lower ones. The highest aggregate marks are gained by the Girls' department in the Wellesley School. The same department in Dufferin School makes a close second. The other schools follow in the order named: The Girls' department in Ryerson, the Boys' department in Wellesley, the Boys' department in Dufferin, and the Boys' department in Ryerson. Coming to the separate branches of study, the first place was taken in Mathematics by the Girls' department in the Dufferin and Wellesley Schools; in Grammar by the Girls' department of the Wellesley School; in History and Geography by the Girls' department of the Ryerson School; in Reading and Spelling, and in Writing, Bookkeeping, Music, and Drawing, by the Girls' department of the Dufferin School,

The Medals given by John McDonald, Esq., to the two highest pupils in this division have been honorably won by Alice Baxter, of the Wellesley School, and Minnie Green, of the Dufferin School. These scholars came within 13 marks of each other in an aggregate of nearly 900.

In awarding Scholarships, the Examiners have been guided by what they understand to be the desire and resolution of the Board of the Collegiate Institute, which grants them, viz., that at least six of the twelve should be awarded to boys. Hitherto there has been no difficulty experienced in carrying out this resolution, as the twelve highest places have generally been pretty equally divided between boys and girls. This year, however, disregarding sex, ten of the twelve Scholarships would have gone to the girls. On these circumstances, and having regard to the desire of the Board of Trustees, the Examiners recommend six Scholarships to be awarded to boys in this division, and General Proficiency Prizes to be given to the four girls who would otherwise have taken scholarships.

With this necessary explanation, the Examiners recommend Scholarships and Prizes to be given as follows :

I. SCHOLARSHIPS.

- | | | |
|-----|---------------------------|---------|
| 1. | Alice Baxter, Wellesley | School. |
| 2. | Minnie Green, Dufferin | " |
| 3. | Lizzie Riddel, Ryerson | " |
| 4. | Minnie Parks, Wellesley | " |
| 5. | Alice Smith, Ryerson | " |
| 6. | Margaret Gowans, Dufferin | " |
| 7. | Alexander Hunter, | " " |
| 8. | Albert Harboard, | " " |
| 9. | Joseph Leavy, Wellesley | " |
| 10. | David Sturrock, | " " |
| 11. | William Philips, | " " |
| 12. | Herbert Adams, | " " |

EXAMINERS' REPORT.

II. GENERAL PROFICIENCY PRIZES.

1. Christina Singley, Ryerson School.
2. Rebecca Hunter, Wellesley "
3. Bella Sutherland, " "
4. Fannie Hamilton, Dufferin "

III. MATHEMATICS.

1. Mina Bee, Dufferin School.
2. A. D. Kitchener, Ryerson "
3. Alice Johnson, Wellesley "
4. Benjamin H. Hills, Ryerson "

IV. GRAMMAR, COMPOSITION, ETC.

1. Walter Rutherford, Dufferin School.
2. Lillie Brown, Ryerson "
3. { Bella Laidlaw,, Dufferin "
- { Jennie Pursey, Wellesley "
- { Edwin Henry, Dufferin "

HISTORY AND GEOGRAPHY,

1. Bertha Christie, Wellesley School.
2. { Ida Gilchrist, Ryerson "
- { Annie Henry, " "
4. Lillie Brown, " "

VI. READING AND SPELLING.

1. Amy Bain, Dufferin School.
2. Mina Bee, " "
3. Bella Fraser, " "
4. Alice Harding, " "

VII. WRITING, BOOKKEEPING, &c.

1. Mina Bee, Dufferin School.
2. Lillie Brown, Ryerson "
3. Frank Wells, Dufferin "
4. Maggie Thompson, Ryerson "

Fifty-five took part in the examination on Canadian History and Geography, for the highest excellence in which the Hallam medals are awarded. The Competition was very close, several of the papers being nearly perfect. After much careful comparison of the answers, the Examiners report Fannie Hamilton, of the Dufferin School, and Annie Henry, of the Ryerson School, as the successful competitors.

They beg to report also that Alex. Hunter, of the Dufferin School, is entitled to receive the prize given by the Rev. Septimus Jones, for excellence in Reading.

In conclusion, the examiners beg respectfully to call the attention of the Board to a fact, observed by them before, but never in so marked a manner as in the examinations of this year, viz.: the great inequality in age and in the length of attendance in the Public Schools, of those pupils who are brought into competition with one another. This applies particularly to the boys in the divisions examined, who are made to compete with girls in very many cases their seniors, both in years and in school attendance. The cause is obvious. The boys as a class are taken from school at a much earlier age than the girls. The size of the division has to be maintained, and accordingly the boys have to be promoted from one division to another somewhat more rapidly than either their age or attainments would warrant. The result is that at the combined examinations many of the boys are subjected to a competition conspicuously unequal and to that extent unfair. This fact must in justice be borne in mind in taking account of the results reported by the Examiners. The Board will, no doubt, endeavor to find some means of rectifying, or, at least, mitigating the inequality.

JOHN M. KING, *Chairman of Board of Examiners.*

(Signed)

ISAAC TOVELL,

A. McMURCHY,

J. ANDERSON.

PRIZE LIST—DRAWING.

- Júnior 10th.— Gotleib Von Almer.
Senior 10th.— John Fowler.
9th.—2. Arthur Knowles.
“ 1. Maud Squirrell.
8th.—2. Thomas Cairns.
“ 1. Lillie Wilson.
7th.—2. George Fletcher.
“ 1. George Woods.
6th.—2. Thomas Macdonald.
“ 1. Colin Burgess.
5th.—2. Hamilton Bruce.
“ 1. William Fruer.
4th.—2. Alfred Bond.
“ 1. Ernest Rugg.
3rd.—2. David McGee.
“ 1. Bessie Bestwetherick.
2nd.—2. Edmund Roberts.
“ 1. Janet Douglas.
1st.—2. Jessie Pringle.
“ 1. Nellie Armstrong.

Examination Papers.

Examination Papers

EXAMINATION PAPERS.

COMBINED EXAMINATION.

DICTATION AND DERIVATION.

FIRST DIVISION.

1. Write from Dictation the passage in the Fifth Reader, page 308, beginning "There are" and ending "in after ages."
2. Derive the following words, giving the meaning of the roots and where they occur, of the prefixes and affixes.

Pensive	Granulate
Annual	Frenzy
Disturb	Panacea
Project	Biology
Agnosticism	Real
Ultramontane	Moral

3. Give English words derived from Humus, Nihil and Tego.
-

DICTATION AND DERIVATION.

SECOND DIVISION.

1. Write from Dictation the passage in the Fifth Reader, page 121, beginning "Dew" and ending "hoar-frost."

2. Derive the following words, giving the meaning of the roots and where they occur, of the prefixes and affixes :

Insinuate	Infant
Tractile	Project
Canticle	Monad
Modest	Pyrometer
Religion	Tripod

3. Give English words derived from Ignis and Nascor.

DICTATION AND DERIVATION.

1. Write a passage to be dictated in the class-room.
2. Derive the following words, and give the meaning, the roots, and when possible, of the prefixes and affixes.

Progress.
 Prohibition.
 Expel.
 Inhuman.
 Pervert.
 Rural.
 Ritualism.
 Promote.
 Subtract.
 Divided.

ARITHMETIC.

FIRST DIVISION.—(THE WORK IS REQUIRED.)

1. If 10 oz., 13 dwts., 16 grs. of gold, worth £8 5s. per oz., be mixed with 1 oz., 2 dwts., 8 grs. of silver, worth 5s. per oz., how much worthless alloy must be added to reduce the value of the compound metal to £2 16s. 8d. per oz. ?

- roots
2. Assuming that a gallon of water contains 277 cubic inches, and that a cubic foot of water weighs 1,000 oz. Show that the popular rule, "a pint of water weighs 20 oz.," is nearly correct.
 3. If a school-room is 25 feet long and 20 feet wide, how many children will it accommodate, allowing for each 8 superficial feet at the least? And if the room is 10 feet, 8 inches high, what cubical space is there for each child?
 4. A metre is defined to be the $\frac{1}{10,000,000}$ of one-fourth of the circumference of the earth, and is 39.37079 inches. Find the circumference of the earth in miles.
 5. A and B could finish a piece of work in fifteen days; after working together 6 days, A alone finished the remainder in 30 days; in what time could either alone do it all?
 6. A and B row a race; A rows 35 strokes a minute, and moves his boat 18 feet at each stroke; B rows 33 strokes a minute, and moves his boat 20 feet at each stroke; where will A be when B has rowed a mile?
 7. A note for \$975.00, and bearing interest at 5 per cent. per annum, becomes due in four months. How much Dominion Stock at 108 $\frac{3}{4}$ must be sold to pay the note *now*, $\frac{1}{2}$ per cent. commission being charged, and money being worth 6 $\frac{1}{2}$ per cent.
 8. State the rule for extracting the Square Root of a Vulgar Fraction, and find the Square Root of $\frac{3757}{65533}$

ARITHMETIC.

SECOND DIVISION.—(THE WORK IS REQUIRED.)

- roots,
1. If I buy equal numbers of pins at 3 cents and at 5 cents per 1,000, and mix them together, at what price must I sell an ounce of pins thus mixed so as to gain 25% profit on my outlay, supposing either 2,000 of the first kind or 1,250 of the second kind weigh an ounce?
- vz., be
s. per
ce the

2. Two cogged wheels worked together, there being 82 cogs on the one and 36 on the other; the larger wheel works 64 revolutions in a second. How often will the same cogs be in contact in the same position?
3. A certain ball rises $\frac{4}{7}$ of the distance it falls from; on the third rebound it rose $5\frac{1}{7}$ inches. Find the first height it falls from.
4. A note for \$975.00, and bearing interest at 5 per cent. per annum, becomes due in four months. How much Dominion Stock at 108 $\frac{1}{2}$ must be sold to pay the note *now*, $\frac{1}{4}$ per cent. commission being charged, and money being worth 6 $\frac{1}{2}$ per cent.
5. A cubic foot of water weighs 62 $\frac{1}{2}$ lbs.; a room 18 ft. 9 in. by 18 ft. 4 in. is flooded to a depth of 2 in. What is the weight of water in the room?
6. A and B could finish a piece of work in 15 days; after working together 6 days, A alone finished the remainder in 30 days; in what time could either alone do it all?
7. State the rule for extracting the Square Root of a Vulgar Fraction, and find the Square Root of $\frac{3757}{65335}$.

GEOGRAPHY.

FIRST DIVISION.

1. Name the countries of Europe, and their capitals.
2. What are the general physical features of Asia?
3. Name the islands of Africa which belong to the British Empire.
4. The islands of Formosa, Ceylon, Cuba and Anticosti are to be found, where?

5. What are the chief productions of Italy, India, and Russia ?
6. Draw an outline map of that part of Ontario which lies west of the Counties of Peel and Simcoe, locating the counties, county-towns and cities.
7. Define Equator, Degrees of Latitude and Longitude, Ecliptic, Isothermal lines.
8. Account for the variation of the seasons ; also for an eclipse of the moon.

GEOGRAPHY.

SECOND DIVISION.

1. Describe the general physical features of Asia.
2. Name the capital, principal rivers, and chief productions of India.
3. Give the boundaries, capital, and form of government of Egypt.
4. Give a general outline map of Ireland, showing the provinces, and the position of the principal cities.
5. What are trade winds ? How many zones are there ? Name them and give their position.
6. In which zone is Canada, Mexico, Scotland, Ceylon ?
7. Give the chief productions of Canada, Southern States, Italy, and Russia.

GEOGRAPHY.

THIRD DIVISION.

1. Describe a voyage from London, England, to Calcutta.
2. What is Egypt chiefly noted for ? Name its capital. What is the religion of its inhabitants ?

3. What is said of the soil, climate, and productions of China proper?
4. What countries of Africa border on the Mediterranean Sea?
5. Into what seas do the Nile, the Thames, the Danube, and the Seine empty?
6. Give a general outline of Ireland, showing the position of the provinces, and the position of its principal cities.

GEOGRAPHY.

FOURTH DIVISION.

1. Name the cities of Ontario.
2. Describe a voyage from Prince Arthur's Landing to Montreal.
3. Name six of the most important countries of Europe. Give their capitals.
4. Give the boundaries of England.
5. What is the capital of England, and what are some of its public buildings?
6. What counties of England border on the English Channel?
7. Give a general outline map of Ireland, showing the position of the provinces, and the positions of Dublin, Belfast, Galway, and Cork.

MUSIC.

FIRST AND SECOND DIVISIONS.

1. Explain the terms Interval, Slur, Triple Time.
2. What is the key-note (major) when the signature contains, first, one sharp; second, one flat; third, three sharps?
3. How do you find the key-note of a piece of music?

- (a) Give the signature indicating the time in which the above is written.
- (b) How many complete bars or measures does it contain ?
- (c) Name the first six notes, first by letters, and second by syllables.
- (d) What is the intervals between the first and second notes, and between the fourth and tenth ?
- (e) What is the effect of the dots at the end of the staff ?

MATHEMATICS.

FIRST AND SECOND DIVISIONS.

FIRST DIVISION will take 1, 2, 3, 5.

SECOND DIVISION will take 1, 2, 3, 4.

1. Define an angle, a right angle, a semi-circle and an isosceles triangle.
2. The angles at the base of an isosceles triangle are equal to each other ; and if the equal sides be produced, the angles on the other side of the base are also equal.
3. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
4. Straight lines which are parallel to the same straight line are parallel to each other.
5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

NATURAL PHILOSOPHY.

FIRST AND SECOND DIVISIONS.

SECOND DIVISION will take questions 1 to 7 inclusive.

FIRST DIVISION will take the whole paper.

1. Define Inertia, Cohesion, Capillary Attraction. Give examples of each.
2. What is Centrifugal, and what Centripetal Force.
3. What is meant by Specific Gravity? What by Centre of Gravity.
4. Define Density, Volume, Tension.
5. What is the length of the smallest syphon that can empty a vessel three feet deep?
6. How is the pressure of the atmosphere ascertained on any given surface?
7. Explain the principle of the Common or Suction Pump.
8. Name the six simple machines, or mechanical powers.
9. Name some instruments which are but modifications of the Wedge.
10. A lever is 12 feet long; the fulcrum is two feet from the the weight; how much power is needed to lift 48 lbs.

GRAMMAR.

FIRST DIVISION.

1. Give the plurals of fly, radius, Mussulman, wolf, governor-general; the possessive plural of woman, lad, who, lady; comparative and superlative of pretty, virtuous, old; the past tense, present and past participle of raise, set, lay, lie, will (auxiliary), will (principal verb).

2. Define passive voice, apposition, sentence, infinitive mood.
3. What adjectives cannot be compared ?
4. In the following extract, parse the words printed in italics :

" Heaven *from* all creatures hides the book of *fate*,
 All *but* the page *prescribed* their present *state* ;
 From brutes *what* men, from men *what* angels know,
 Or who could suffer being here below ?
 The *lamb* thy riot *dooms* to bleed *to-day* ;
 Had he thy *reason*, would he skip and play ?
Pleased to the last, he crops the flowery food,
 And licks the hand just raised to *shed* his blood."

5. Analyze the last four lines in the above.
6. Correct any errors that occur in the following sentences :
 - (a) Give me the secrets of his pagan hell,
Where ghost with ghost in sad communion dwell.
 - (b) They who I represent in parliament I shall endeavor to
serve to the best of my ability.
 - (c) Every one of us talks worse English every day of our lives.
 - (d) Before the expiration of the lease thirty days' notice are
required.

COMPOSITION.

7. Write on one of the following subjects :

The pleasures of school life.

A brief narrative of the way in which you spent last
Queen's birthday.

Youth is the spring-time of life.

A description of Toronto Horticultural Grounds.

GRAMMAR.

SECOND DIVISION.

1. Give the plurals of half, father-in-law, vortex, journey, fly; comparative and superlative of humane, far, kindly; past participle of lose; sit, give, do; the masculine form of heroine, sultana, countess, executrix.
2. Define case, person, gender, voice.
3. Vary the structure of the following sentences, by changing the active voice into the passive, and the passive into the active. Whatever is offensive in our manner is corrected by gentleness. Every summer we may observe the mischievous effects of the rapacity of birds in the vegetable kingdom.
4. Parse the words in italics in the following sentence:—*Scott*, the famous *author*, *who* was an early *riser*, usually worked four *hours* in his study, *before* breakfast.
5. Analyze the following:—

Led by his God, on Pisgah's height,
The pilgrim prophet stood,
When first fair Canaan blessed his sight,
And Jordan's crystal flood.

Behind him lay the desert ground
His weary feet had trod;
While Israel's host had camped around,
Still guarded by their God.

6. Correct anything faulty in the following sentences:
 - (a) Mind who you are speaking to.
 - (b) Neither of these boys do their work well, or are regular in their attendance.
 - (c) The 's cannot be a contraction of *his* for it is put to female nouns.—*Johnson*,

7. Combine the following simple sentences so as to produce a continuous narrative, forming compound or complex sentences if necessary :—The polar bear is of a white colour. It is found in the Arctic regions. It leads an almost entirely aquatic life in those regions. Its body is long. Its head is flat. Its mouth is peculiarly small. The paws are very large. They are covered on the under side with coarse hair. From the coarse hair it derives security in walking over the slippery ice. The fur is long. The fur is woolly. It is of fine texture. It is of considerable value.

GRAMMAR.

THIRD AND FOURTH DIVISIONS.

1. What benefits do you expect to derive from the study of grammar?
2. Give the rules for forming the plurals of nouns, with exceptions.
3. Give the possessive plurals of woman, who, lady; the comparative and superlative of pretty, virtuous, old; present participle past tense and past participle of am, set, give, can.
4. Define voice, case, person.
5. Parse the words in italics in the following stanzas :—

*There is not in this wide world a valley so sweet,
As the vale in whose bosom the wild waters meet ;
Oh ! the last rays of feeling and hope must depart,
Ere the bloom of that valley shall fade from my heart.*

*Yet it was not that Nature had shed o'er the scene
Her purest of crystal and brightest of green ;
'Twas not her soft magic of streamlet or hill,
Oh ! no ; it was something more exquisite still.*

6. Analyze the first of the above stanzas.
 7. Change the following into simple prose, introducing new words whenever necessary :—

In Bruges town is many a street,
 Whence busy life hath fled ;
 Where, without hurry, noiseless feet
 The grass-grown pavement tread.

There heard we, halting in the shade,
 Flung from a convent tower,
 A harp that tuneful prelude made,
 To a voice of thrilling power.

ALGEBRA.

FIRST AND SECOND DIVISIONS.

1. Add together $5ax - 8by + 4cz$, $-8ax + 4by - 2cz$, $-ax + 8by - cz$, $9ax - 10by + 11cz$, and from the sum take $-ax - by - cz$.
2. Express without brackets $(x + y)(x + 2y)(x - y)(x - 2y)$.
3. Divide $1 + y^3 + z^3 - 3y$ by $1 + y + z$.
4. Find the Highest Common Divisor of $a^3 - a^2 - 8a + 12$ and $a^3 + 4a^2 - 3a - 18$.
5. Solve the equations :

$$(1) \frac{x-1}{7} - 7 = \frac{x-28}{5} - \frac{4+x}{4},$$

$$(2) \frac{x}{b} = \frac{1}{2}(a^2 - b^2) + \frac{x}{a}.$$

$$(3) 5x + 11y = 146.$$

$$\frac{x}{5} + \frac{y}{11} = 2.$$

6. A boy is told to think of a number ; to subtract 1 from it, and multiply the result by any number n ; then to subtract 1, and finally to add the original number. Show that the number he originally thought of is one more than the one $(n + 1)$ th part of the final result.

ALGEBRA.

THIRD DIVISION.

1. Add together $5ax - 3by + 4cz$, $-3ax + 4by - 2cz$, $-ax + 8by - cz$, $9ax - 10by + 11cz$, and from the sum take $-ax - by - cz$.
2. Find the value of $1 - [1 - \{1 - (1 - 1) \}]$
3. Multiply $a^3 + 2a^2b + 4ab^2 + 8b^3$ by $a - 2b$.
And express without brackets $(x + y)(x + 2y)(x - y)(x - 2y)$.
4. Divide $1 + yz + z^3 - 3yz$ by $1 + y + z$.
5. Solve the equation $4x - 3(4 - 5x) = 7 - 3(17 - x)$.

HYGIENE.

FIRST DIVISION.

1. Mention five general hygienic rules which must be observed in order that the body may be strong and healthy, and able to withstand disease.
2. (a) Where is the organ of voice situated ?
(b) Tell what you know about its structure.
(c) How is speech produced ?

3. Which is better—nine hours' sleep taken from 11 o'clock p.m. to 8 o'clock a.m., or nine hours's sleep from 9 o'clock p.m. to 6 o'clock a.m.?

Give full reasons.

4. (a) Describe the nervous system
(b) What would you do for a person who has fainted?

HYGIENE.

SECOND DIVISION.

1. Mention five general hygienic rules which must be observed in order that the body may be strong and healthy, and able to withstand disease.
2. Describe the process of the circulation of the blood fully.
3. (a) Define hygiene.
(b) What are the most common impurities in the air which we breathe?
4. (a) Give directions for taking care of the eyes.
(b) Describe the process of hearing as fully as you can.

HYGIENE.

FOURTH DIVISION.

1. Mention five general hygienic rules which must be observed in order that the body may be strong, and healthy, and able to withstand disease.
2. Write a note on the skin, telling what you know about its structure, uses, etc.

3. (a) Where is the heart ?
- (b) What keeps up the warmth of the body ?
- (c) Name the circulatory organs directly connected with the heart ?
- (d) How does the wearing of tight clothing injure the health ?
- (e) Why should food be eaten slowly ?

HYSTORY.

FIRST DIVISION.

1. Give the main features in the character of James I. of England.
2. What was the Petition of Rights ? To whom was it presented, and with what results ?
3. What influence had the action of the Scottish people in the reign of Charles I. in promoting the liberties of England ?
4. Give the names and dates of the first and of the last battles of the civil war in the reign of Charles I.
5. Give a brief account of the battle of Dunbar.
6. Who was the chief minister of Charles II. in the early part of his reign, and what was the occasion of his resignation of office ?
7. What was the purport of the Act of Settlement, and in whose reign was it passed ?
8. When and by whom was Quebec founded ?
9. Give some account of the explorations under Frontenac.

10. What were the provisions of "the Constitutional Act of 1791?"

HISTORY.

SECOND DIVISION.

1. Give a brief account of the causes which led to the Reformation under Luther. Give the name of the Sovereign by whom he was befriended, of the Diet at which he was condemned, and of the Confession in which his doctrines were embodied.
2. Sketch the course of Henry of Navarre.
3. When and by whom was the Edict of Nantes revoked, and what were the consequences?
4. How did Peter the Great increase the power of Russia?
5. Give the names of the two men under whom the more important conquests in India were made in the latter part of the 18th century.
6. Give the date of the Declaration of Independence by the American Colonies of Britain and its ground.
7. What was the effect of the battle of Leipsic?
8. By what steps did Louis Napoleon become Emperor of France?

HISTORY.

THIRD DIVISION.

1. Name the more important branches of the Semitic Race.
2. Indicate the connection between the physical features of Greece and its early advances in civilization.

3. Give brief accounts of the battles of Marathon, Thermopylai and Salamis.
4. Define Monarchy, Aristocracy, Democracy, and Tyranny as forms of Government, give the name of a famous tyrant in Athens in the 6th century, B. C.
5. Give a brief account of the Second Punic War.
6. What importance attaches to the battle of Pharsalos, and what to that of Philippi?
7. Mention any particulars connected with the reign of Theodosius the Great.

HISTORY.

FOURTH DIVISION.

1. Give the names of the principal races which go to form the English people.
2. State the main provisions of the Great Charter, and where and in whose reign was it drawn up.
3. Give the principal events in the reign of Edward I.
4. Mention the names of the chief ministers of Henry VIII. and of Charles I.
5. Give brief accounts of the battles of Hastings, Agincourt, Marston Moor, and Plassey.
6. State leading particulars regarding Thomas Beckett, John Wicliff, Sir Walter Raleigh, and Sir Ralph Abercrombie.

BOOK-KEEPING.

FIRST DIVISION.

1. What is the use of the Journal ?
2. Give a rule for Journalizing.
3. Journalize the following transactions:—Sold to Thomas Jones goods amounting to \$800, and received in payment \$100 cash, a note at two months for \$100, and the balance in goods. Thomas Jones pays \$50 on his note when due, and gives me another note for the balance.
4. What entries do you make on the credit side of stock account, the debtor side of merchandise, credit side of cash, debtor side of profit and loss ?
5. How do you close merchandise, profit and loss, stock ?
6. What is the final test of correctness of the Ledger ?

BOOK-KEEPING (SINGLE ENTRY.)

SECOND DIVISION.

1. What books are usually employed in single entry ?
2. When do you make an entry on the debtor side and when on the credit side of a customer's account ?
3. Thomas Simpson in commencing business has \$1,000 in cash ; James Thompson owes him \$250 ; he owes Richard Watson \$100, and his stock of goods is worth \$1,200. In what accounts and on which side would you enter the above ?
4. How would you enter the following transactions in the day-book :—John Johnson purchases goods on credit, amount-

ing to \$100; James Smith receives \$80 in cash; you purchase from Samuel Jones 250 lbs. of tea at 10 cents per pound, and pay him \$12 on account.

5. How would you find your net capital and net gain?

DRAWING.

FIRST DIVISION.

1. Draw an original design in a square.
2. Draw a perspective diagram, showing the picture plane, field of vision, horizontal line, distance points, picture points, picture line, line of direction, and station point.
3. How do lines drawn at right angles to the picture lane appear to vanish? Do lines drawn at angles of 45° to the picture plane vanish in the same point as lines at right angles to the picture plane?

DRAWING.

SECOND DIVISION.

1. Draw an original design.
2. Draw an industrial design from memory.
3. Draw a horizontal line two inches long for the base of a pentagon; construct it. Retain all construction lines.

DRAWING.

THIRD DIVISION.

1. What is the name of a plane figure having five equal sides and angles?

2. Draw an original design in a circle.
3. Draw two concentric squares, the first on its diagonals, three inches their length.

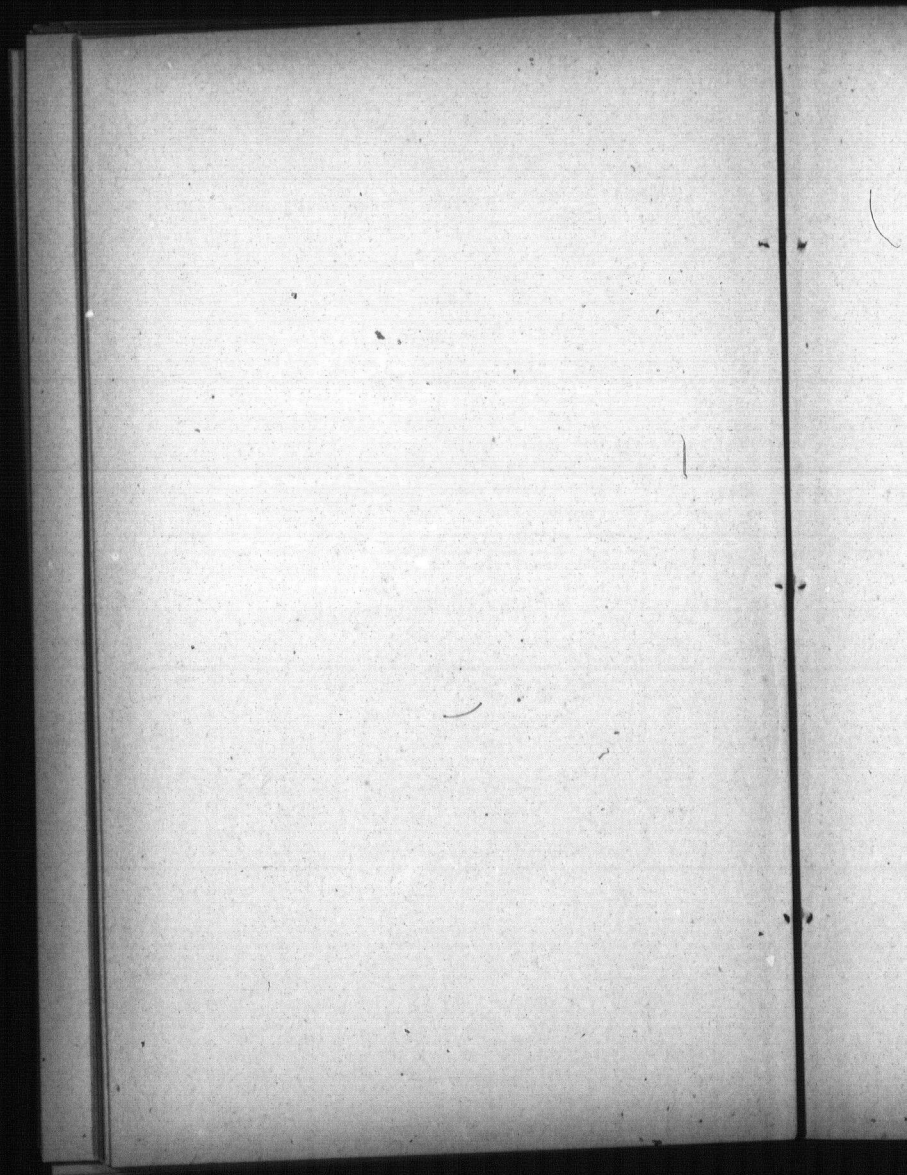
DRAWING.

FOURTH DIVISION.

1. Draw from memory an industrial design, and state what *industrial* means?
2. Draw an original design?
3. On a horizontal line, three inches long, as a base construct an equilateral triangle. Name that part of the triangle opposite the centre of base.

56

2



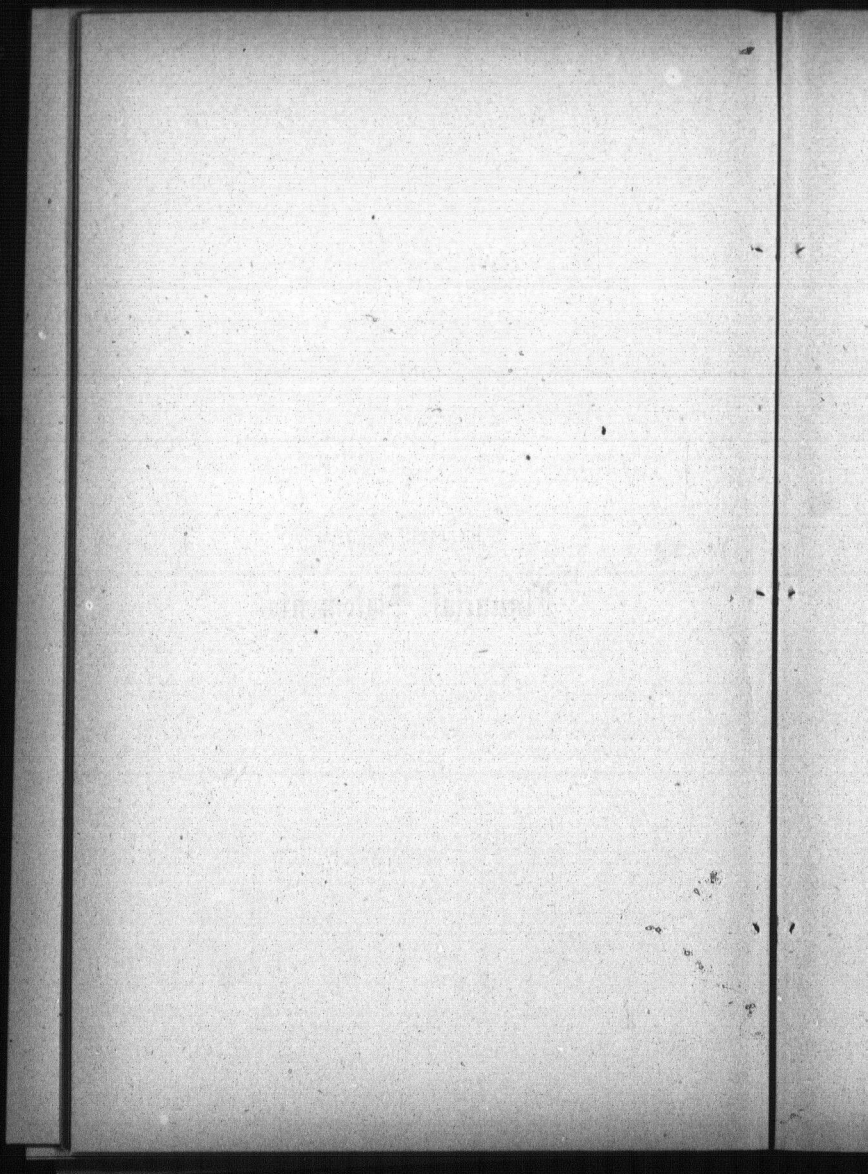
SECRETARY'S

Financial Statements.

THE UNIVERSITY OF CHICAGO
LIBRARY

SECRETARY'S

Financial Statements.



FINANCIAL STATEMENTS.

*Annual General Statement of Receipts and Expenditures for
Public School Purposes, City of Toronto, for the year end-
ing December 31st, 1882.*

RECEIPTS FOR 1882.

Balance from 1881	\$ 1,501 78
Cash on hand	27 41
Legislative Appropriation for 1882	8,902 00
Municipal Assessm't for General School Purposes	104,404 00
" " " Building Purposes	29,998 13
Fees for non-resident pupils	197 00
Cash advanced by Secretary	98 09
Total	<u>\$145,128 41</u>

EXPENDITURE FOR 1882.

1. New School Building, Sites, Furniture, &c., as per statement in detail. (See Appendix A.)	\$ 29,268 01
2. Repairs, alterations and improvements at the several Schools, as per statement in detail. (See Appendix B)	5,370 37
3. Salaries of Officers, Teachers and Caretakers, as per statement in detail. (See Appendix C)	92,052 47
4. Fuel for Schools, Board Room and Offices: Wm. McGill & Co., Wood and Coal, per contract	\$6,292 20
Sundry persons, cutting wood, etc.	890 96
	7,183 16
5. Premiums of Insurance on Buildings, Furni- ture, etc.:	
Northern Insurance Co.	\$ 115 00
North British Insurance Co.	80 00
British American Insurance Co.	36 00
Citizen's Insurance Co	33 20
Imperial Insurance Co	11 50
	275 70
<i>Carried forward</i>	<u>\$184,149 71</u>

<i>Brought forward</i>		\$184,149 71
6. New School Furniture :		
R. Hay & Co	\$1,523 57	
Wheeler & Bain	308 96	
		1,832 53
7. Expenditure on Night Schools, as per statement in detail. (See Appendix D)		1,683 40
8. Printing, Stationery, School Supplies, Prize Books, Apparatus, etc., as per statement in detail. (See Appendix E)		2,387 12
9. Water Rates for all the Schools		1,910 28
10. Black-leading Stoves, Varnishing Pipes, Replacing old Stoves, Zinc, etc., in all the Schools :		
F. W. Unitt	\$ 50 10	
J. B. Barron	281 00	
		331 10
11. Miscellaneous Expenditure, as per statement in detail. (See Appendix F)		
		1,364 66
Total Expenditure		\$148,658 80
Balance to 1883 :		
Building Account	\$724 61	
School "	745 00	
		1,469 61
Total		\$145,128 41

Certified,

W. C. WILKINSON,

Secretary.

Audited and Approved,

R. C. FITZGERALD,

Auditor.

APPENDIX A.

Statement in detail of Expenditure on account of new School Buildings, Sites, &c., from 31st December, 1881, to 31st December, 1882, given as one sum in Item No. 1, General Statement :

BRANT STREET SCHOOL.

D. Williams, Bal. of Contract for Masonry Work	\$ 562 00
W. G. Boon, " " Carpenters' "	1,044 45
A. H. Rundle, " " Plasterers' "	810 00
<i>Carried forward</i>	\$1,916 45

FINANCIAL STATEMENTS.

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<i>Brought forward</i>	\$1,916 45	
G. S. Faircloth & Son, Balance of Contract for Painters' Work	201 50	
R. Rennie & Son, Balance of Contract for Slaters' Work	50 00	
J. S. Champ & Co., Felt Roofing Work	35 00	
Wheeler & Bain, Galvanized Iron Work	54 00	
Fiddes & Hogarth, Plumbers	72 93	
Gordon & Helliwell, Architects' Commission	435 00	
		2,764 88

WELLESLEY SCHOOL ENLARGEMENT.

C. C. Witchell, Masonry Work	\$2,405 49	
W. G. Boon, Carpenters' Work	2,944 88	
T. Beaver, Plasterers' Work	445 00	
A. M. Browne, Painters' Work	217 49	
R. Rennie, Slaters' Work	205 00	
G. Ringham, Galvanized Iron Work	166 60	
Muckle Bros., "	14 88	
E. J. Lennox, Architect's Commission	319 30	
		6,718 64

CHURCH ST. SCHOOL ENLARGEMENT.

Crang & Harris, Masonry work	\$ 474 00	
Wilson & Howard, carpenters' work	2,070 00	
T. Beaver, Plasterers' work	297 00	
A. M. Browne, Painters' work	173 00	
G. Ringham, Galvanized Iron work	132 50	
Stewart & Robinson, Felt Roofing work	145 00	
Duthie & Son, Slaters' work	190 00	
D. Roberts, Architect's commission	173 00	
		3,654 50

GIVINS ST. SCHOOL ENLARGEMENT.

C. C. Witchell, Masonry work	\$2,964 95	
A. Weller, carpenters' work	3,263 63	
Hynes Bros., Plasterers' work	306 00	
A. M. Browne, Painters' work	195 42	
Douglas Bros., Galvanized Iron work	211 17	
J. S. Champ & Co., Felt Roofing	120 00	
W. Strickland, Architect's commission	357 00	
		7,418 17

BATHURST ST. SCHOOL ENLARGEMENT.

M. Tipling, Masonry work	\$970 00	
T. Robinson, carpenters' work	743 00	
<i>Carried forward</i>	\$1,713 00	\$20,556 19

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FINANCIAL STATEMENTS.

Brought forward	\$1,713 00	\$20,556 19
Hynes Bros., Plasterers' Work	214 00	
Faircloth Bros., Painters' Work	150 00	
Douglas Bros., Galvanized Iron Work	66 00	
Paull & Son, Architects' Commission	108 82	
		2,251 82
R. T. Coady, School Site, Ward of St. Thomas		6,460 00
Total of Item No. 1		\$29,268 01

APPENDIX B.

Statement in Detail of Expenditure for Repairs, Alterations, and Improvements at the several Schools during 1892, given in one sum in Item No. 2, in General Statement.

GIVINS' STREET SCHOOL.

A. M. Browne, Painting and Glazing	\$28 92	
V. J. Wallis, Plumbers' work	10 07	
F. Thorpe, carpenters' work	1 50	
Mrs. Wren, Scrubbing New Rooms	3 00	
		\$ 43 49

NIAGARA STREET SCHOOL.

T. Pells, Carpenters' work	\$71 36	
A. M. Browne, Whitewashing, Re-glazing, etc.	84 70	
V. J. Wallis, Plumbers' work	4 80	
T. M. Bryer, Repairs	2 10	
		162 96

HOPE STREET SCHOOL.

J. R. Timson, Planking Yard, etc.	\$177 57	
A. Weller, Carpenters' Work	33 05	
W. G. Boon, "	24 66	
V. J. Wallis, Plumbers' Work	7 98	
A. M. Browne, Re-glazing	3 00	
Unwin, Brown & Sankey, Surveying Lot.	6 00	
		252 26
Carried forward		468 71

FINANCIAL STATEMENTS.

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Brought forward \$2,955 82

WELLESLEY SCHOOL.

Hodge & Williams, Felt Roofing	\$30 00	
A. M. Browne, Re-glazing, etc.	22 10	
A. H. McKay, Repairing Lightning Rods	18 40	
A. H. Rundle, Plasterers' work	5 00	
B. Brick, Bricklayers' work	4 76	
J. Stephens, Flowers and Shrubs	7 00	
Mrs. Gray, Scrubbing New Rooms	18 00	
		100 26

CHURCH STREET SCHOOL.

Wilson & Howard, Constructing Basement, Plank- ing, etc	\$675 61	
Ardagh & Leonard, Block Pavement	79 05	
A. M. Browne, Whitewashing, Re-glazing, etc.	72 82	
Crang & Harris, Bricklayers' Work	20 26	
A. H. McKay, Repairing Lightning Rods	15 50	
T. M. Bryer, Repairs	3 50	
Bennett & Wright, Plumbers' Work	2 58	
W. J. Gibson, " "	0 90	
T. Pells, Repairs	3 86	
Labourers' Work and Scrubbing	14 50	
		888 58

VICTORIA STREET SCHOOL.

J. Langston, Carpenters' Work	\$66 77	
D. Williams, Bricklayers' Work	25 18	
T. Beaver, Plasterers' Work	9 15	
W. J. Gibson, Plumbers' Work	7 72	
A. M. Browne, Re-glazing	4 20	
Wilson & Howard, Repairs	4 50	
T. M. Bryer, " "	2 10	
		119 62

GEORGE STREET SCHOOL.

T. M. Bryer, Carpenters' Work	\$56 28	
Allison & Haskett, Painting and Whitewashing	142 05	
A. M. Browne, Re-glazing	6 90	
T. Pells, Carpenters' Work	4 64	
Wilson & Howard, Carpenters' Work	4 50	
W. Hill, Flowers	2 00	
		216 37

Carried forward 4,280 65

Brought forward \$4,280 65

WINCHESTER STREET SCHOOL.

T. M. Bryer, Carpenters' Work	\$42 08	
W. Williamson, Carpenters' Work	7 05	
A. H. Partridge, Re-glazing	13 40	
W. J. Gibson, Plumbers' Work	13 25	
A. H. McKay, Repairing Lightning Rods	7 20	
Wilson & Howard, Repairs	5 90	
T. Pells, "	3 80	
F. Burrowes, Re-glazing	2 90	
		95 53

DUFFERIN SCHOOL.

Fairecloth Bros., Whitewashing, Re-glazing, etc	\$222 75	
T. M. Bryer, Carpenters' Work	38 63	
A. H. McKay, Repairing Lightning Rods	26 20	
A. H. Partridge, Re-glazing	9 75	
W. J. Gibson, Plumbers' Work	0 83	
		298 16

PARK SCHOOL.

Wilson & Howard, Carpenters' Work	\$42 76	
T. M. Bryer, " "	20 84	
W. Williamson, " "	7 75	
T. Beaver, Plasterers' Work	13 25	
W. J. Gibson, Plumbers' Work	4 43	
J. H. & G. Guest, " "	0 70	
A. M. Browne, Re-glazing	1 20	
A. H. Partridge, " "	0 50	
W. Hill, Flowers	4 05	
J. Trowbridge, Cutting Grass	4 50	
J. Cairns, " "	1 00	
		100 96

PARLIAMENT STREET SCHOOL.

Wilson & Howard, Carpenters' Work	\$173 77	
J. H. & G. Guest, Plumbers' " "	8 13	
Bennett & Wright, " "	3 05	
A. H. Partridge, Re-glazing	8 70	
T. Pells, Repairs	2 81	
T. M. Bryer, Repairs	1 80	
J. Trowbridge, Sodding	2 25	
		200 01

Carried forward \$4,975 88

FINANCIAL STATEMENTS.

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Brought forward \$4,975 33

PALACE STREET SCHOOL.

Wilson & Howard, Carpenters' work	\$75 80	
W. Williamson, " "	10 35	
T. Pells, " "	11 27	
T. M. Bryer, " "	6 65	
A. H. Partridge, Whitewashing, Painting, etc.	42 75	
Bennett & Wright, Plumbers' Work	6 65	
W. J. Gibson, " "	1 35	
T. Beaver, Plasterers' Work	4 40	
		\$159 22

LESLIEVILLE SCHOOL.

W. B. Poulton, Re-glazing	\$2 25	
		\$2 25

MISCELLANEOUS.

T. Beaver, on Account of Blackboards	\$150 00	
W. R. Dossor, Sweeping Chimneys at all of the Schools	25 20	
H. M. Armstrong, Re-glazing at Sundry Schools	13 35	
Expenses of Annual Inspection of School Property	24 25	
T. Pells, Hanging Lamps etc., at Sundry Schools	3 04	
T. Pells, Repairs at St. Mark's Church	6 30	
A. M. Browne, Re-glazing at St. Mark's Church	4 68	
" " Painting Notice Board	1 55	
D. Roberts, Locks and Keys for sundry Schools	5 20	
		\$233 57
Total of Item No. 2		\$5,570 37

APPENDIX C.

*Statement in detail of Salaries of Officers, Teachers, Caretakers,
 &c., paid during 1882, as given in one sum in Item No. 3,
 General Statement.*

OFFICERS, ETC.

Examiners' (Combined Examination)	\$160 00
" (Model School)	30 00
Fitzgerald, R. C., Auditor	40 00
Hughes, James L., Inspector	2,300 00
Thompson, J. T., Truant Officer	800 00
Wilkinson, W. C., Secretary	1,500 00
Woodland, C. R., Messenger, etc.	625 00
Twenty-two Caretakers	4,785 59
	<u>\$9,890 59</u>

TEACHERS.

Agnew, Mrs. J. N.	\$407 80
Allan, Miss K. M.	400 00
Anderson, Mr. James	850 00
Anderson, Miss J.	362 50
Anderson, Miss L.	350 85
Armstrong, Miss A. L.	458 81
Armour, Mrs. A. F.	382 55
Arthurs, Mrs. J. S.	500 00
August, Miss M.	52 50
Balmer, Mrs. J. S.	413 85
Baxter, Miss L.	352 17
Beattie, Miss A. V.	351 61
Black, Miss A.	360 00
Black, Miss P.	358 29
Boddy, Mr. James	850 00
Bolton, Miss E.	351 81
Brechou, Mrs. K.	406 79
Briant, Miss L. E.	107 41
Brown, Miss B.	361 97
Brown, Miss J. F.	349 33
Brown, Miss S. G.	114 75
Browne, Mr. Henry	850 00
Bulk, Miss M.	550 00
Bell, Mrs. J. E.	345 35
Cameron, Miss A. J.	458 89
Campbell, Mr. Jno.	1,000 00

Carried forward \$11,291 2½

FINANCIAL STATEMENTS.

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<i>Brought forward</i>	\$11,291 23
Campbell, Miss J.....	458 35
Campbell, Miss B.....	273 40
Carey, Mrs. A.....	449 14
Carlyle, Miss T.....	417 00
Carlyle, Miss J.....	363 50
Cassidy, Mr. William.....	875 00
Cathcart, Miss C.....	353 29
Chadwick, Miss E. M.....	380 58
Chambers, Miss A. C.....	425 00
Cheney, Miss E.....	349 40
Church, Miss E. J.....	422 61
Church, Miss R.....	116 68
Churchill, Miss C. M.....	700 00
Clarke, Mr. L. J.....	1,000 00
Clarke, Miss E.....	52 49
Clarkson, Miss H.....	360 00
Coad, Mrs. L.....	353 30
Cornor, Miss L.....	408 32
Coyne, Miss M.....	475 00
Coyne, Mr. Samuel.....	850 00
Crane, Mr. George.....	875 00
Cruise, Miss J. H.....	473 22
Daw, Miss E.....	349 35
Dickenson, Miss L.....	360 62
Doan, Mr. R. W.....	950 00
Dunn, Miss O.....	550 00
Emery, Miss M.....	350 00
Featherstonhaugh, Miss M.....	340 78
Fell, Miss A.....	350 00
Fitzgerald, Mrs. M.....	398 76
Foulds, Miss L.....	379 19
Fraser, Miss M.....	429 11
Freeman, Miss A.....	408 69
Gellatley, Miss L.....	397 79
Gill, Mr. M.....	950 00
Glassford, Miss M. E.....	87 52
Gray, Miss A. A.....	404 16
Gray, Miss A. S.....	375 00
Gray, Miss C. M.....	450 00
Gray, Miss E. R.....	400 00
Green, Mrs. E. A.....	450 00
Greer, Mrs. J.....	360 00
<i>Carried forward</i>	\$30,448 48

<i>Brought forward</i>	\$30,448 48
Gunn, Miss J	408 86
Gunn, Miss M	450 00
Gunn, Miss B	525 00
Hagarty, Miss S	383 35
Hamilton, Miss S	525 00
Hamilton, S. M	483 34
Harney, Miss E. N.	351 61
Hardy, Miss K. A	345 09
Hardy, Miss E. J	233 32
Hendry, Mr. A.	950 00
How, Miss H	500 00
Hunter, Miss M. F	425 00
Jackson, Miss C	400 00
Johnston, Miss P. J.	346 86
Johnston, Miss H	115 36
Kennedy, Miss Elizabeth	500 00
Kennedy, Miss Emma	448 27
Keown, Miss M. J	550 00
Kessack, Miss E	388 35
Killoch, Miss A.	494 27
Laidlaw, Miss H. B.	349 35
Lanskail, Miss H. J.	347 37
Langlois, Miss G	116 68
Langton, Miss E	358 64
Leadley, Mrs. L	450 00
Lewis, Mr. R	1,100 00
Lewis, Miss	50 00
Lilly, Mrs. E	425 00
Louden, Miss S.	116 66
Lumsden, Miss L	425 00
McAllister, Mr. Samuel.	1,100 00
McBrian, Mrs. J. A.	423 41
McCally, Miss M. J.	375 00
McCausland, Mr. R.	875 00
McCreight, Miss E	350 00
McCreight, Miss S	500 00
McDonald Mrs. M. A	433 30
McDonald, Mr. A. F	1,100 00
McGregor, Mrs. M. K	116 68
McIntyre, Miss A	375 00
McKenzie, Miss S	425 00
McKee, Miss A	353 29
<i>Carried forward</i>	\$49,432 04

FINANCIAL STATEMENTS.

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<i>Brought forward</i>	\$49,432 04
McKee, Miss F.	353 29
McKim, Miss I. F.	80 10
McCuaig, Mrs M.	398 49
Mark, Miss J.	360 00
Martin, Mr. R. T.	875 00
Martin, Miss A. S.	353 29
Martin, Miss F.	375 00
Mearns, Miss B.	449 14
Meldrum, Mr. P. G.	862 47
Milne, Miss M.	375 00
Milne, Miss J.	350 00
Monohan, Mrs. G.	353 30
Morrison, Mr. A.	950 00
Mullen, Miss M.	365 00
Muir, Mrs. J.	116 68
Niven, Miss J.	316 88
Nudel, Miss I.	363 58
Parker, Mr. Thomas	875 00
Pyne, Miss L.	381 86
Perrin, Mr. A. P.	400 00
Phillips, Mr. John	750 00
Phillips, Miss I.	316 88
Powell, Mr. G. K.	875 00
Pyne, Mr. A. R.	912 50
Riches, Mrs. G. S.	585 58
Ritchie, Miss M.	357 52
Robinson, Miss A.	116 68
Rogers, Miss J.	496 23
Round, Miss G.	500 00
Rowland, Mrs. K.	399 20
Sams, Miss E. Y.	377 77
Sanders, Miss M.	116 68
Scarlett, Miss K.	500 00
Scobie, Miss S. E. A.	360 00
Sefton, Mr. H. F.	400 00
Sefton, Miss A. M.	400 00
Sefton, Miss M. E.	400 00
Sheppard, Miss M.	116 68
Semple, Miss J.	352 20
Shier, Miss M. B.	116 68
Sims, Miss A.	425 00
Sims, Miss B.	878 57
<i>Carried forward</i>	\$67,584 29

<i>Brought forward</i>	967,584 29
Sims, Miss F	369 81
Slater, Miss L	372 15
Smith, Miss M. B	425 00
Smyth, Miss J	500 00
Smyth, Miss M.	353 29
Somerville, Miss B	78 77
Spence, Mr. F. S	712 45
Spence, Miss M. F	371 44
Spence, Miss Maggie	383 35
Spotton, Mr. William	750 00
Spotton, Miss C. E	525 00
Stevenson, Mrs. K	474 11
Steward, Mrs. M	399 25
Straubel, Miss I. V	360 00
Sturrock, Miss E. C.	375 00
Taylor, Miss S. L	396 98
Thompson, Miss R	500 00
Thompson, Miss F	383 35
Thorold, Mrs. A	350 00
Tomlinson, Miss S	350 00
Wallace, Miss M. J	116 68
Wallace, Miss B. M.	238 64
Warburton, Mrs. G. C	351 13
Waterson, Miss A. T	362 50
Watson, Miss C. J	404 04
Watson, Mr. Joseph	775 08
Westman, Miss M. A	425 00
White, Miss M. J	102 13
Williams, Miss E. A	499 06
Williams, Miss M. L	382 64
Wilson, Miss M.	348 08
Woods, Miss M.	450 00
Worth, Miss M.	525 00
Occasional Teachers	1,167 41
	<hr/> 82,161 88
Total of Item No. 3	92,052 47

APPENDIX D.

Statement in Detail of Expenditure on Night Schools paid during 1882, as given in one sum in Item No. 7 in General Statement.

Salaries of Teachers	\$1,806 00
Salaries of Caretakers	247 50
Gas Account	54 62
James Campbell & Son, Prizes	50 39
N. L. Piper & Son, Coal Oil, Chimneys, &c.	20 89
H. Jackman & Co.	4 00
Total of Item No. 7	\$1,688 40

APPENDIX E.

Statement in Detail for Printing, Advertising, Stationery, School Supplies, Prize Books, Apparatus, &c., as given in one sum in Item No. 8, in General Statement.

G. C. Patterson & Co., Printing Inspector's Annual Report	\$62 25
" " " Semi-Monthly Minutes	163 80
" " " Examination Papers, Circulars Posters, Notices, and General Printing	148 50
Rolph Smith & Co., Certificates of Honor	147 00
Globe Printing Co., Advertising	55 29
Mail, "	55 58
Telegram, "	29 50
World, "	15 25
Evening News, "	3 25
James Campbell & Son, Prize Books	343 56
R. Hay & Co., Seats, Pointers, Ink-wells, and Repairs to School Furniture	44 28
Canada Publishing Co., Stationery & Supplies	512 49
E. B. Shuttleworth, Ink for all the Schools	137 09
<i>Carried forward</i>	1,717 79

<i>Brought forward</i>	\$1,717 79
J. Fraser, Frosting school windows	147 85
C. A. Campbell & Co., school blinds	191 15
J. Young, Bibles	20 40
P. Paterson & Son, Supplies	37 12
H. Graham & Co., Linoleum	47 85
J. Sloan, Repairing school furniture, &c	74 15
C. Bovaird, "	19 50
W. Henley, Press for Elizabeth St. School	10 00
N. L. Piper & Son, Drinking Cups	9 90
H. A. Nelson & Sons, Pails	12 93
C. Ward, Cleaning and Repairing Clocks, &c	36 90
C. R. Woodland, Refilling Printographs	21 50
Brown Bros., Stationery	11 45
R. Robinson, Oxalic Acid, Copperas, &c	6 00
Lyman Bros., Oxalic Acid	4 00
W. Briscoe, Fokers	3 50
E. Beckett, Iron Brackets	3 50
J. Foster, Repairing Electric Pen	2 00
J. W. Holding, Binding	4 70
T. McFullen, Supplies	1 50
Sundry Small Payments	3 93
Total of Item No. 8	\$2,387 12

Bell
R. M
R. I

S. M
E. A
Wit
F. V
T. F
Cab

Exp
Cons
Cart
Cab
Cab

J. C.
Dom
Masc

Insp
Secr
J. T.

APPENDIX F.

Statement in Detail of Miscellaneous Expenditure as given in one sum in Item No. 11, in Annual General Statement.

Trustees Election, Returning Officers, Fees, Rent of Polling Booths, &c	\$245 75
Entrance Examinations, Collegiate Institute	120 00
W. B. McMurrich, Solicitors' Fees	211 76
Expenses of Annual Review	85 00
Expenses of Deputation to St. Louis	100 00
Expenses of Visit of Mrs. Hubbard, of St. Louis, to Explain Kindergarten System of Education	100 00
<i>Carried forward</i>	862 51

FINANCIAL STATEMENTS.

	<i>Brought forward</i>	\$862 51
3	Bell Telephone Co	46 88
5	R. M. Williams, Engrossing resolution to Retiring Chairman.	25 00
5	R. M. Williams, Engrossing Resolution of Condolence with	
0	Mrs. Ryerson	25 00
2	S. Marshall, Rent of Brock St. Hall	40 00
5	E. A. Smith, Supplies for City Model School	20 35
5	Withrow & Hillock " " " "	3 50
0	Interest Paid Contractors on Brant School	43 35
0	F. W. Unitt, Repairs to Wooden Guns	10 74
3	T. Pells, Boxes for "Ryerson Memorial Fund,"	9 00
0	Cab Hire, &c., for Distribution of Jessie Ketchum Prizes, '81	18 65
0	" " " " '82	19 20
15	Expenses of Committee Measuring and Inspecting Wood	11 60
0	Consumers' Gas Company	88 13
10	Cartage and Expressage	16 00
10	Cab Hire for Funeral of the Late Dr. Ryerson	12 00
10	Cab Hire for Committees at various times, Visiting and In-	
10	specting Schools	59 75
70	J. C. Graham, Ice for Board Room and Offices	6 00
50	Dominion Register, \$3.00. Dr. Ryerson's Publication, 4.00	7 00
33	Mason, Risch & Co., Piano, \$4.00. Might & Taylor, Direc-	
12	tory, 2.50	6 50
	Inspector's P. O. Box, \$4.00. Secretary's P. O. Box 4.00	8 00
	Secretary's Postage, Telegrams, &c	17 50
	J. T. Thompson, Car Tickets \$5.00. Jackman, Bill Posting 3.00	8 00
	Total of Item No. 11	\$1,364 66

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75
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76
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SECRETARY'S VALUATION OF SCHOOL
PROPERTY.

*Secretary's Statement of the Estimated Value of the School
Premises, Sites, Buildings, Furniture, &c., belonging to
the Public School Board of the City of Toronto, at the
31st December, 1882.*

SCHOOLS.	SITES.	BUILDINGS.	TOTAL.
Park.....	\$2,500	\$ 9,000	\$11,500
Parliament Street.....	4,500	10,500	15,000
Winchester ".....	4,500	13,000	17,500
Dufferin.....	8,000	21,000	29,000
George Street.....	3,500	10,500	14,000
Palace Street.....	1,500	6,000	7,500
Leslieville.....	500	3,500	4,000
Victoria Street.....	5,000	11,000	16,000
Church ".....	4,000	14,000	18,000
John ".....	4,000	15,000	19,000
York ".....	5,500	14,500	20,000
Niagara ".....	4,000	13,000	17,000
Louisa ".....	3,500	12,500	16,000
Elizabeth ".....	2,500	6,000	8,500
Wellesley ".....	5,000	33,000	38,000
Phœbe ".....	4,000	16,000	20,000
Borden ".....	1,000	5,500	6,500
Ryerson.....	7,000	23,000	30,000
Bathurst Street.....	2,000	12,500	14,500
Givens' ".....	1,500	14,000	15,500
Hope ".....	2,500	7,500	10,000
Brant ".....	3,000	8,500	11,500
Lake View Avenue.....	3,000	.....	3,000
Rose View Avenue.....	6,500	.....	6,500
	\$39,000	\$279,500	\$368,500
Furniture, School Apparatus, &c., say.....			23,000

Total Estimated Value of School Property.....\$391,500

Certified,

W. C. WILKINSON,

Secretary.