



ANNUAL REPORT

OF THE

INSPECTOR

OF THE

Public Schools

OF THE

CITY OF TORONTO,

FOR THE

YEAR ENDING DECEMBER 31st, 1881.

TORONTO:

PATTERSON & Co's STEAM PRINT, 4 ADELAIDE ST. WEST,
1882.





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Public Schools

San Francisco, Calif.

January 27, 1911

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Public School Board.

1881.

Ward of St. Lawrence.

	Term Expires
THOMAS DAVISON,	Dec. 1881
JAMES BURNS,	Dec. 1882

Ward of St. David.

E. P. RODEN,	Dec. 1881
EDWARD GALLEY,	Dec. 1882

Ward of St. Thomas.

HENRY SWAN,	Dec. 1881
J. A. MILLS,	Dec. 1882

Ward of St. James.

WALTER S. LEE,	Dec. 1881
JAMES BAIN,	Dec. 1882

Ward of St. John.

JOHN KENT,	Dec. 1881
F. SOMERS,	Dec. 1882

Ward of St. Andrew.

W. H. KNOWLTON,	Dec. 1881
GEORGE WRIGHT, M.A., M.B.	Dec. 1882

Ward of St. George.

JOHN MAUGHAN,	Dec. 1881
GEORGE McMURRICH,	Dec. 1882

Ward of St. Patrick.

W. W. OGDEN, M.B.	Dec. 1881
W. MARA,	Dec. 1882

Ward of St. Stephen.

WILLIAM BELL,	Dec. 1881
FOLLIS JOHNSTON,	Dec. 1882

Organization of the Board.

Chairman.

JAMES BAIN, Esq.

Standing Committees.

I.—On Finance, Assessment and Salaries.

MESSE. KENT, (*Chairman*), DAVISON, McMURRICH, AND KNOWLTON.

II.—On School Management.

MR. LEE, (*Chairman*), DR. OGDEN AND MESSE. RODEN, BURNS AND SWAN.

III.—On Sites and Buildings.

MESSE. MILLS, (*Chairman*), BELL, GALLEY, MARA, AND DR. WRIGHT.

IV.—On Printing and Supplies.

MESSE. JOHNSTON, (*Chairman*), SOMERS, AND MAUGHAN.

V.—On Night Schools.

MESSE. DAVISON, (*Chairman*), SWAN, JOHNSTON, RODEN, MAUGHAN AND SOMERS.

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. FITZERALD.

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-second 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 12,462.

The average daily attendance was 8,409. Last year it was 8,215.

509 pupils attend school less than 20 days.					
743	"	"	"	between 20 and	50 days.
2759	"	"	"	"	50 " 100 "
2140	"	"	"	"	100 " 150 "
5123	"	"	"	"	150 " 200 "
1109	"	"	"	"	200 " 203 "

The number who attended school for over 100 days is 8,372, 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 9,321. This shows an increase compared with last year of 334. (See Table A.)

The average of Monthly Average Numbers was 8,409. This shows an increase of 301 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 90.2 per cent. of the average of Monthly Registered Numbers.

The best average for any month in the year was 94.9 the average for December.

The largest number was registered in October, and the smallest number in July. The attendance in July was 771 less than in any other month, and 1,291 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.

It is gratifying to note that there are now very few parents who refuse to concede the principle, that reasonable regularity is an essential condition in establishing the right of a child to attend school. The regulation based on this principle is one of the most essential in connection with a Public School system.

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

SCHOOLS.	Average Registered No.	No. of Teachers.	Average per Teacher
Dufferin	583	12	49
Wellesley	835	13	65
Ryerson	584	12	49
Phoebe Street	882	13	68
John Street.....	603	10	61
Park "	440	8	55
Winchester "	576	8	72
Victoria "	503	8	63
Niagara "	503	8	63
Louisa "	487	8	61
Parliament "	369	6	62
George "	356	6	59
Church "	428	6	71
Elizabeth "	389	6	65
Bathurst "	435	6	73
Hope "	422	6	70
Palace "	170	4	43
York "	183	4	46
Borden "	274	4	69
Givins "	288	4	71
Leslieville "	78	2	39
Boys' Home.....	101	1	101
Girls' "	52	1	52
Orphans' Home.....	90	1	90
Centre Street.....	52	1	52

LATENESS.

The improvement in the punctuality of the pupils has continued during 1881. 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. By reference to Table D it will be seen that the lateness is confined largely to a few Schools.

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

(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 1881 :

SCHOOLS.	First Honor	Second Honor.	Total.
Dufferin.....	151	171	322
Wellealey.....	257	294	551
Ryerson.....	129	199	328
Phœbe Street.....	115	228	343
John ".....	149	149	298
Victoria ".....	67	84	151
Winchester ".....	103	132	235
Niagara ".....	70	101	171
Park ".....	68	96	164
George ".....	39	65	104
Louisa ".....	44	93	137
Bathurst ".....	42	123	165
Palace ".....	11	27	38
Parliament ".....	54	95	149
Church ".....	55	123	178
Elizabeth ".....	37	54	91
York ".....	3	18	21
Givins ".....	36	78	114
Borden ".....	36	80	116
Leslieville.....	16	17	33
Hope.....	15	81	96
Total.....	1,497	2,308	3,805

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 157 Teachers in the employ of the Board at the close of the year, exclusive of the Special Teachers in Music and Drawing, and 4 assistant Teachers.

There are 25 Male, and 132 Female Teachers employed.

They hold Certificates as follows :

First Class Provincial.....	48
First Class County Board.....	17
Second Class Provincial.....	92

Miss Annie A. Gray, of Palace Street School, succeeded in obtaining a Professional First Class Certificate, Grade C., at the Examinations held last July.

SCHOOL ACCOMMODATION.

During the year 1881 Hope Street and Brant Street Schools were completed. Each of them contains six rooms. It was expected that Hope Street School would relieve the overcrowded state of Bathurst Street, Givins Street, and Niagara Street Schools. This result did not follow its opening, however. The population of the western portion of the city has increased so rapidly that although over four hundred pupils are in attendance at Hope Street School, intended for only three hundred, the attendance at the other schools named was not lessened.

In addition to the two new schools already named, the Borden and Elizabeth St. Schools were enlarged, two new rooms being opened in each.

It is to be hoped that during the present year, the power of the City Council to refuse to grant the money required by the Public School Board may be taken away by Parliament.

During the coming year it will be absolutely necessary (1) to enlarge Givins Street School; (2) to relieve Wellesley, Church Street, and Winchester Street Schools by a School in the northern part of the city; and (3) to provide accommodation in some way

for the children in the Senior Third Book Classes who reside in the north-western part of the City. Several new classes have been opened in the Junior Third Book in that district since any additional room was opened for Senior Third Book pupils.

APPARATUS.

The apparatus most needed now consists of Charts for Vocal Culture, and some Geographical Apparatus for the primary classes.

CLASSIFICATION.

The Pupils of the Schools are classified into ten grades. This makes the progressive steps in the advancement of a child comparatively easy. The most encouraging fact in this connection is that the number of pupils above the Second Book continues to increase. It is to be regretted that in the highest Divisions of boys the numbers are small. This part is easily accounted for by the fact that the wholesale trade of Toronto has increased so rapidly that boys are always in demand. It is a pity that they are not allowed to continue longer at school, as girls are. Owing to the small number of boys in the Senior Fifth Book Classes in Dufferin, Wellesley, and Ryerson Schools, it was found necessary to combine the two Fifth Book Classes in the Boys' Department of these schools, after the summer vacation.

I would recommend for the serious consideration of the Board, the propriety of teaching the sexes together in the higher as well as the lower divisions.

OVER-WORK IN SCHOOL.

Considerable attention has been paid to this subject in this city during the past year. In view of this fact, and in order that the position taken by the Public School Board with reference to the

question may be properly understood, I submit the following statement of the system carried out for a length of time in Toronto Public Schools, to prevent evil effects from study.

1. The time table does not allow the study of the same subject for too long a time without change. Those subjects which require little mental effort are so distributed as to relieve the brain from long continued strain.

2. Physical exercises are practised several times each day for a brief period, especially in the Junior Classes. The pupils are also allowed a recess of fifteen minutes each forenoon and afternoon. Where sufficient attention is paid in school to the development and exercise of the physical constitution, there is very little danger of injury to either mind or body from over-study.

3. Teachers are required to keep a record of the work assigned by them for home preparation. This is a most important check to prevent the giving of lessons for home study which would interfere with the necessary rest and recreation of the pupils. It also serves to protect the teacher from unfounded charges by parents.

4. The lessons assigned for home work are suitable for the average of the classes or a little lower. As stated in the Monthly Reports to parents they are intended to be so short as not to interfere with the health or comfort of the pupils.

5. However easy these lessons may be for the great majority of the pupils, there will often be some, who, for constitutional or other reasons, will find them so difficult as to affect their health injuriously. Such pupils are always excused from doing their home work in part or altogether on application to the teacher or the inspector.

SHORTER SCHOOL HOURS.

When the Board decided to shorten the hours of daily attendance for pupils in the Primary Classes, it did wisely, and its action was heartily endorsed by all intelligent parents. I am glad to report that there is no falling off in the progress made in the Junior Classes as a result of the shortening of the hours. I am decidedly of the opinion that any class of young children will make more rapid progress in a given time, if they only study four hours per day, than if they were required to study six hours per day. The difference as regards their health will be even greater than in their advancement. I would strongly recommend that the hours of study in School be reduced even in the Senior Classes. If the Schools were closed at half-past three instead of four it would be a decided advantage. It would afford the pupils a longer time for out door exercise than they have at present ; it would reduce the hours of confinement in an atmosphere that even with the most perfect system of ventilation, must be to a certain extent impure ; it would shorten the period of continuous mental strain, and it would afford opportunity for many pupils to take lessons in music and other subjects without interfering with their own progress in school, or with the proper grading of the classes to which they belong. There is a very large class of parents in this city who desire to avail themselves of sending their children to the Public Schools, but who, in addition, wish to give their sons and daughters the opportunity of studying certain branches which are not taught in these Schools. They cannot do both at the present without risking the health of their children.

There need really be little loss of time in closing the schools at half-past three. If they continue to open in the afternoon at half-past one as at present, it would be unnecessary to have an out-door recess during the two hours session which would follow.

Thus there would only be a diminution of about fifteen minutes per day in the time at present spent in teaching.

PRIZE GIVING.

Prizes were given as usual at the close of the first session in July. In the highest four divisions they were given as the result of the combined examination. (See report of the combined examination). In the classes below the fourth book, the prizes were given on the joint basis of sessional records, and examination results. The Board presented prizes in books to the value of \$300.07.

In addition to the above, twelve scholarships were presented by the Board of Trustees of the Collegiate Institute, and two medals, one gold, and one silver, by Mr. John McDonald. These medals and scholarships were given for general proficiency. A medal was given by the Inspector for the best original design, and Mr. John Hallam presented a gold and a silver medal to the pupils who obtained the highest marks in Canadian History and Geography. Rev. Septimus Jones presented a handsome prize for the most intelligent reading of selections not previously seen by the pupils.

SCHOOL FOR VAGRANT CHILDREN.

For some years I have recommended the Board to establish a school which would occupy an intermediate position between the ordinary Public School and an Industrial or Reformatory School. Action in regard to this important matter has been taken during the past year. The Board received through the benevolence and liberality of Mr. W. H. Howland and his associate workers in Grace Church Mission, an offer of a school room with fuel and caretaking provided, on condition that they would appoint a teacher, for the purpose of educating those children chiefly in

St. John's Ward, who had been suspended from school for grossly bad behaviour, or whose parents owing to drunkenness take little interest in their welfare and are unable to provide them with sufficiently decent clothing to fit them for attendance at an ordinary school.

The Board appointed Miss H. How teacher of the school, which was opened in September, on Centre Street. The school has been more successful than even its promoters at first expected it would be. The total number registered during 1881 was 77, and the average attendance was 34. Several of the pupils were homeless vagrants, and some of them had frequently been arrested for theft and other crimes. The change in the conduct and manners of the roughest boys under the kind treatment of Miss How, has been very marked. Notwithstanding the fact, that they were totally unaccustomed to restraint, or to any exercise of authority, they have been gradually reduced to a voluntary submission to rule, and are now controlled with little difficulty. Whipping has only been resorted to in a very few cases. As an incidental evidence of the influence of the school upon even the worst boys, it is worthy of note that one of the most notorious offenders of the district, a boy well known to the police authorities, who ran away in order to avoid punishment, came back next day and solicited the privilege of being re-admitted, expressing his willingness to be whipped. A great change indeed must have been wrought to make the ungoverned "arab" desirous to receive a whipping in order to be allowed to attend school. Another boy who had also been several times in gaol, behaved so well that he was deemed worthy to receive one of the "Jesse Ketchum" prizes, and when asked whether he would prefer a Bible or some other book, he promptly replied, "I would rather have the Bible."

Several of the boys, who, before the opening of the Centre Street School, were always on the streets, growing up in idleness,

ignorance, and wickedness, have since become so earnest in their desire to secure an education, that they attend the Night School as well as the Day School.

Satisfactory as are the results, however, they have to be attributed chiefly to local causes. The ladies and gentlemen connected with the Grace Church Mission have done much to induce the children to go to the School, and the patience, the kindness and intelligence of Miss How have contributed largely to make the undertaking a success. It is not what the School has done or can do that affords ground for congratulation, but what it will probably lead to. It has served to direct public attention to a class hitherto neglected; it has proved beyond a doubt, that kindness is the correct method of dealing with such pupils after they are brought into school. What is now needed is a slight amendment in the law to enable the School Board to exercise compulsion in bringing such children into school, and securing their regular attendance. It may be argued that we have already a compulsory School Law. True, but that law merely provides that children from 7 to 12 years of age shall have the right to attend School in defiance of their parents. It prevents parents sending their children to work too soon, but is powerless in clearing the streets of vagrant children, as its penalties are directed only against the parents themselves. It is perfectly clear that with drunken, debased parents such a law could not be enforced. We must have power to deal with the pupils themselves, and in most cases they have no inclination naturally to go to school. It is true the Industrial School Law gives such power to deal with those children who are not employed. We are not likely to have an Industrial School in Toronto for some time however, and even if one were in existence, it would be found that most of those for whom it was intended would evade its provisions by claiming to be employed as news-boys or as boot-blacks.

I strongly recommend the Board to urge upon the Government the propriety of licensing all boot-blacks and newsboys, one condition of their receiving a licence being that they attend a School provided for the purpose for two hours each day. Such a system is carried out with most satisfactory results in Boston, and the machinery necessary for the enforcement of its provisions is simple and complete.

PROGRESS IN STUDIES.

I have to report an increasing desire on the part of the great majority of our teachers to acquaint themselves with the best methods of teaching the various subjects included in our programme. This desire has shown itself in a greater interest in reading professional books and periodicals, and in the enthusiasm with which improved methods of teaching are practised, when their superiority has been made manifest.

While satisfactory advancement has been made in all departments of study and in all the grades, there are a few subjects in which the progress has been so marked as to justify special reference to them. Among these are Drawing, Music, in the Junior Classes, Primary Reading and Drill and Calisthenics.

DRAWING.

The progress in this subject continues to be most encouraging. Two great obstacles to uniform progress in teaching drawing have been the foundationless theories that (1) Artists only could teach drawing, and (2) That only specially gifted pupils could learn to draw. These obstructive theories have been almost completely turned out of our schools. There are few on our teaching staff who do not believe that the *teacher* is more essential than the *artist* in teaching drawing; as to be able to teach well is of more importance than to have a mere technical knowledge of any sub-

ject, in explaining its principles to others. So all are now able to testify that in no subject on our programme is the progress more uniformly good than drawing. All do not draw equally well, neither do they write equally well, or learn Arithmetic, Grammar, or Reading with the same facility. No one urges that Reading should be abandoned in our schools because in an entire school there may be only one pupil who will ever attain to eminence as a public reader; neither should drawing be set aside because only a few can ever become noted artists. Some subjects are taught because they develop the minds of the pupils and some because of their practical utility to the pupils after they leave school. There is perhaps no subject that combines both these excellences to a higher degree than Drawing. In Toronto our object is to make it serve as an educative rather than a utilitarian subject. The primary aim in teaching it is mental growth, the secondary aim is to develop the hand skill on the part of the pupils. It must not be thought, however, that the acquirement of skill in execution is any the less thorough, or of slower growth because it comes incidentally. The contrary is the fact. If the mind is properly educated with regard to drawing, all that remains to be done is to train the hand to execute with rapidity and accuracy the wishes of the mind. The training of the hands depends entirely on practice guided by a few rules. To say that the explanation of these rules for the direction of the hand constitutes the teaching of drawing, is utterly misleading. Drawing is a science more than an art, and in teaching it the teacher should explain principles, rather than aim to secure mere skill in controlling the muscles of the right arm. Give the pupils clear ideas and a liking for the subject, and there need be no fear concerning beauty of execution. That will come in due time by practice, and progress towards perfection in this, as in all other studies, should be a gradual growth.

In the primary classes the principles of design are first taught

with actual things, leaves, colored cardboard, etc., forming the elements to be moulded into patterns. Then the pupils apply these principles to the various geometrical figures, beginning with the square. They do not learn the definitions of the geometrical figures. They learn to recognize a spoon, a chair, a table, a chandelier, and to know their uses without learning a definition of either of them. They do the same with the various regular forms used as the basis of design. They are gradually carried step by step through Harmony about a centre, Radiation from a point, Harmony on opposite sides of a line, Repetition, etc., advancing regularly from straight to curved lines, and receiving from time to time new elements of design, historical or botanical. This course occupies their attention during their first four years at school, and is succeeded by lessons in Perspective and Object Drawing, including Shading.

Fifteen minutes of each day are devoted to drawing in the junior classes, and two lessons per week of half an hour in length are given in the higher classes. The lessons in the Fourth and Fifth Book classes are taught by Miss Gunn, the special teacher of Drawing. She also prepares the work for the Second and Third Book classes, and it is printed on the printogram and distributed to the teachers of those classes. Miss Gunn afterwards visits the junior classes to inspect the work done and to make suggestions regarding the best methods for teaching the subject.

In several of the junior classes the plan of telling stories in pictures occasionally, as practised in Cleveland under the direction of Professor Aborn, has been introduced with gratifying results.

A successful exhibition of the drawing done in the different schools was held in the Board Room in July. The work attracted much attention, and was of a very excellent character. The

Inspector's Medal for the best original design was won by William Robins of the Wellesley School.

I would recommend that the Board annually give at least one prize for each grade to be competed for at an exhibition similar to that held last summer, providing that no drawing shall be exhibited which was not done in school and during school hours.

MUSIC.

A great improvement has been made in most of the junior classes during the year in the systematic teaching of music. It has been found that after a proper course of training in singing the scale in the key of D, pupils even in the first book classes can :

1. Sing easy pieces at sight.
2. Sing music readily as it is written on the blackboard ; and
3. Write various notes when sung or played in their hearing.

I strongly recommend, as I have done on previous occasions, that as soon as possible the responsibility for the teaching of music be thrown upon the regular teachers in the higher as well as the lower classes. I have no doubt whatever as to the result. If we had one superintendent of music whose chief duty was to train the teachers in music, and how to teach it, and who visited the schools regularly to test the work done in this subject, there is no reason why the musical training given in our schools should not be much more practical and thorough than it now is.

I recommend the Board to take steps to have a piano in each of the larger schools. Arrangements might be made to have good instruments placed in cheap cases, and the cost thereby might be greatly reduced.

I would also suggest the propriety of allowing a competent pro

fessional musician to organize classes for the study of various instruments of music in the larger schools after school hours. The instructor could afford to teach such a class for a nominal sum paid by each pupil who wished to take such a course, and the benefit resulting from such a training to the pupils themselves and to the public at large would well repay the cost.

Mr. F. H. Torrington, the conductor of the Philharmonic Society, has already signified his willingness to teach such classes in connection with the Public Schools, if the Board should approve of the plan suggested. I would further recommend that an annual musical festival be held under the auspices of the Board for the purpose of showing the proficiency of the pupils in this important branch.

PRIMARY READING.

There is no other subject in which such a marked improvement has been made during the past year as in primary reading. Most of the teachers in the junior divisions voluntarily attended the lessons on "How to teach Reading to beginners," given to the students attending the City Model School. Those who did so were convinced that the Phonic method of teaching the recognition of words was the most reasonable and most easily taught. The results of the change made have been eminently satisfactory. There is no class in which the method has been fairly tested in which the pupils have not made as much progress in four months as was formerly made in a year. Nor is this even its chief recommendation. The best result that follows the style of teaching that must necessarily be practised in teaching by the Phonic Method is the awakening and growth of the intelligence of the children, and the accompanying independence from the teacher in making advancement in reading as well as other subjects in the future.

PHYSICAL EXERCISES.

Under this head are included Military Drill and Calisthenics, both of which departments are successfully practised in our Schools.

The drill taught at the present time includes all the parts of squad drill as defined by the British Army Field Exercise book, and prescribed by the Education Department for Ontario. During the year Captain Thompson, drill instructor and absentee officer has regularly drilled the boys in our schools, in the Third, Fourth and Fifth Book classes. The great success which has attended his teaching was clearly shown by the remarkable precision and accuracy displayed by the pupils at the drill competition in July, for the Banner presented by Mr. James Beatty, Esq., L. L. D. ; M. P. for West Toronto ; and also at the Industrial Exhibition, where the pupils of Dufferin, Wellesley and Ryerson Schools, competed at drill for a Silver Bugle.

The judges in the first competition were, Lt. Col. R. B. Denison, D. A. G. ; Lt. Col. Grasset, 10th Royal Grenadiers ; and Major Gray, R. A., and the Beatty Banner was awarded to the Wellesley School. Adjutant Manley, 10th Royal Grenadiers, officiated as judge in the second competition and the Exhibition Bugle was won by the Dufferin School.

I would recommend that there should be annually not only a drill competition among the higher classes in our schools, but a general review of all the pupils in the various schools who are drilled by Capt. Thompson.

Important as is military drill in contributing to the health of the pupils, in giving them an erect and graceful carriage, in developing prompt obedience to command, and in giving tone and spirit to the boys, it is of secondary importance when compared with an efficient system of school-room calisthenics. The education of

mind and body should be carried on at the same time. Where the bodies of the pupils are allowed to work alternately with the minds, there is exceedingly little danger of injury from over study, in or out of school. It is not work nor worry that exhausts children but weariness. It is the monotony of long continued study, not intensity of attention, which weakens the nervous systems of the young in school, and leaves them unable to resist disease when it attacks them. Of course children are also injured in school by breathing impure air, even in the best ventilated schools. Let the school hours be shortened a little to allow the children more time in the open air, and let the study hours be enlivened by recreation and alternated by calisthenic exercises, and there will be little complaint concerning the exhaustive effects of mental labor.

In the finest model school in Europe, that of Brussels, fifteen minutes of every hour are devoted to calisthenic exercises. These exercises are not necessarily for the exclusive development of the body, as many of them are performed in time with music, the words set to which convey information or moral lessons.

LITERARY EXTRACTS.

The systematic memorizing of choice extracts from the best writers of the English language, by all the pupils of the corresponding grades throughout the city, has been successfully introduced during the past year. Instead of having a few comic or sentimental pieces recited by the more talented members of the class, every pupil in a class is taught the same selections. The exercise is conducted by the teacher, each line being taught from the blackboard. The advantages of this system, first brought to perfection by Mr. Peaslee, the energetic and public spirited Superintendent of schools in Cincinnati, are numerous and important.

1. The minds of the pupils are enriched by the choicest gems of the English language.

2. The language of the pupils is greatly improved (*a*) by the addition of a large number of words, (*b*) by learning to use words according to the arrangement of the best authors.

3. As these extracts are taught line by line from the blackboard, they afford the teacher the best possible means for explaining and illustrating the principles and practice of emphasis, inflection and pausing. No other school exercise so directly affects the speaking and reading of the pupils.

4. The learning and recitation of these extracts will give the teachers excellent opportunities for impressing noble sentiments, and high moral principles in the minds of their pupils.

EXAMINATIONS.

Three *written* Examinations were held during the year; the Combined Examination and two Promotion Examinations. The Examiners for the Combined Examination were Rev. I. Tovell, A. McMurchy, Esq., M.A.; Rev. John M. King, M.A., and William Anderson, Esq. The list of Scholarships and Prizes awarded will be found in the Report of the Examiners. The comparative standing of the different schools in the various departments of study, will be found below by comparing the marks obtained at the Combined Examination.

COMBINED EXAMINATION.

I have deemed it advisable to make the following explanation in reference to the mode of conducting the Combined Examination. Examiners are appointed who prepare their papers independently, and send them to the School Board Printer themselves.

No school officer or teacher has anything to do with the papers until they are submitted to the candidates.

This is the only *competitive* examination held by the Board.

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, Composition, and Hygiene.	History and Geography.	Reading, Spelling and Dictation.	Writing, Drawing Music, and Book-keeping.	TOTAL.
Marks possible.....	4140	2160	2400	1920	2010	12630
Ryerson, Girls	2642	1882	1854	1562	1380	9320
Wellesley, "	2684	1861	1730	1594	1424	9293
Dufferin, "	2123	2035	1780	1624	1411	8973
Ryerson, Boys.....	2376	1959	1703	1426	1383	8867
Wellesley, "	2479	1703	1615	1423	1314	8534
Dufferin, "	2046	1660	1277	1392	1247	7617

Ryerson, Girls advanced from No. 5 in 1880 to No. 1, in 1881.

Dufferin, " " " 4 " " 3, "

SECOND DIVISION.

Ten Pupils from each Division.

SCHOOLS AND DIVISIONS.	Mathematics.	Grammar, Composition and Hygiene.	History and Geography.	Reading, Spelling and Derivation.	Writing, Drawing, Music and Book-keeping.	TOTAL.
Marks possible.....	3200	1800	2000	1600	1670	10270
Dufferin girls.....	1592	1192	1413	1239	1000	6430
Wellesley ".....	1401	1437	1252	1231	956	6277
Ryerson ".....	1196	1214	1203	1390	945	5947
Dufferin boys.....	956	1248	1096	1256	952	5508
Ryerson ".....	1181	1264	953	1016	904	5318
Wellesley ".....	1225	1133	1080	817	820	5075

Dufferin girls advanced from No. 2 in 1880 to No. 1 in 1881.

" boys " " " 5 " " 5 "

Ryerson girls " " " 4 " " 4 "

THIRD DIVISION.

Ten Pupils from each Division.

SCHOOLS AND DIVISIONS.	Arithmetic, Mensuration & Algebra.	Grammar, Composition and Hygiene.	History and Geography.	Reading, Spelling and Derivation.	Writing, Drawing, Music and Book-keeping.	TOTAL.
Marks possible.....	2000	1550	2000	1600	1420	8570
Dufferin boys.....	1204	1230	1619	1401	905	6359
John Street girls.....	1031	1181	1524	1374	874	5984
Dufferin girls.....	1155	1027	1436	1362	815	5805
Ryerson boys.....	855	1189	1347	1214	721	5326
" girls.....	924	1098	1286	1192	783	5283

John Street girls advanced from No. 4 in 1880 to No. 2 in 1881.

FOURTH DIVISION.

Five Pupils from each Division.

SCHOOLS AND DIVISIONS.	Arithmetic.	Grammar, Composition and Hygiene.	History and Geography.	Reading, Spelling and Derivation.	Writing, Drawing and Music.	TOTAL.
Marks possible	750	775	1000	800	570	3895
Wellesley girls	471	563	743	573	321	2671
" boys	458	567	688	543	310	2566
Dufferin girls	462	524	557	589	301	2433
" boys	411	453	624	576	295	2290
Victoria Street boys	378	476	618	485	290	2237
John Street boys	352	523	425	582	353	2235
Niagara Street	403	422	661	418	293	2197
Ryerson girls	342	523	546	485	280	2186
" boys	370	420	634	503	256	2183
Winchester Street	331	426	625	448	338	2168
Victoria Street girls	382	436	519	522	272	2121
Phœbe Street	230	486	449	518	265	1948
Park	256	257	399	365	243	1520

Wellesley boys advanced from No. 4 in 1880 to No. 2 in 1881.

Dufferin girls	"	"	"	10	"	"	3	"
Victoria St. boys	"	"	"	7	"	"	5	"
John	"	"	"	11	"	"	6	"
Niagara Street	"	"	"	12	"	"	7	"

NUMBER OF PUPILS STUDYING THE VARIOUS SUBJECTS DURING THE YEAR:

First Reader	4,946
Second Reader	2,938
Third "	2,776
Fourth "	1,419
Fifth "	826
Spelling	12,743

Writing	12,743
Arithmetic	12,743
Geography	12,743
Drawing	12,743
Vocal Music	12,743
Object Lessons	10,107
Grammar and Composition	9,312
Canadian History	1,590
English "	1,451
General "	668
Hygiene	10,321
Algebra	1,152
Natural Philosophy.....	1,209
Domestic Economy	5,015
Book-Keeping	1,115
Drill and Calisthenics.....	12,151

NIGHT SCHOOLS.

These Schools were fairly attended during the year. In nearly every case the pupils seemed anxious to learn and were orderly and attentive. The attendance was as follows :

	REGISTERED		AVERAGE	
	Male.	Female.	Male.	Female.
Parliament Street	187	76	65	33
Elizabeth "	209	71	52	22
Niagara "	131	40	19	15
Bathurst "	181	56	25	29
Winchester "	103	55	25	22
Louisa "	56	—	17	—
	—	—	—	—
Total.....	867	298	203	121

GOVERNMENT GRANT.

The amount received during the year from the Government Grant was \$8,855. The whole amount set apart for Toronto was \$10,555. The Separate Schools received \$1,700. The sum of \$10,555 is apportioned 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 1861	the average registered No.	was	2,800,	the daily attendance,	2,180
" 1871	"	"	4,646,	"	3,638
" 1881	"	"	9,321,	"	8,409

The Registered and Average Attendance have thus been more than doubled during the past ten years.

Respectfully submitted,

JAMES HUGHES,

Public School Inspector.

Toronto, February 10, 1882.

1914

The first of the year was a very successful one for the company. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

The second quarter was also a very successful one. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

The third quarter was a very successful one. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

The fourth quarter was a very successful one. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

The year has been a very successful one for the company. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

FAMILY HISTORY

The first of the year was a very successful one for the company. The sales were up and the profits were down. This was due to the fact that the prices of the raw materials had risen very much.

Thomas Edward Smith

Statistical & Reference Tables.

Statistical & Historical

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.	Total.
Dufferin.....	603	603	593	557	512	494	468	658	658	649	617	6412
Wellesley.....	867	849	829	845	822	793	743	895	872	854	811	9180
Ryerson.....	620	610	594	580	547	507	436	687	684	664	607	6956
Phoenix Street.....	938	916	938	940	953	853	856	844	852	852	787	8959
John.....	640	631	638	618	599	578	510	625	623	613	579	6878
Park.....	594	584	593	594	577	565	509	606	592	572	544	6331
Vinchester.....	542	534	537	532	521	496	457	500	494	471	447	5531
Victoria.....	547	533	529	517	508	483	466	500	514	483	464	5352
Nagers.....	539	539	536	541	534	490	409	437	451	446	439	5448
Parliament.....	380	377	376	383	383	371	346	351	362	387	348	4064
Church.....	451	427	445	448	435	415	357	427	436	435	428	4704
George.....	365	363	372	361	365	359	312	353	355	364	345	3914
Bathurst.....	474	452	448	451	447	433	409	432	416	412	411	4785
Palace.....	189	176	182	183	181	163	154	175	171	168	144	1868
Elizabeth.....	285	284	281	282	283	269	240	390	398	390	379	3481
York.....	166	168	177	174	190	189	163	161	178	178	165	1909
Givins.....	281	275	285	289	283	281	255	308	305	309	298	3166
Borden.....	178	170	164	164	166	161	162	272	274	273	263	2856
Leslieville.....	172	68	100	133	129	126	115	420	405	400	383	3856
Markham and Hope Street.....	184	163	169	167	164	160	162	101	95	95	89	1106
Boys' Home.....	164	168	166	165	164	160	162	150	150	153	153	1672
Girls' Home.....	54	56	66	50	52	48	46	50	50	50	50	562
Orphans' Home.....	95	98	94	96	93	88	87	85	89	82	80	985
Centre Street.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	209
Total.....	9561	9379	9403	9359	9166	8801	8030	9874	9907	9770	9274	102524

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	561	557	539	504	459	452	443	582	596	586	584	
Wellesley	805	775	766	765	765	742	706	835	830	788	766	
Ryerson	803	884	839	846	833	801	787	731	612	617	592	
F. Horne Street,	594	577	579	565	541	532	480	566	576	527	530	
John	400	386	356	321	396	390	350	465	431	423	404	
Park	478	475	465	442	435	426	416	432	432	436	436	
W. Beckett	490	480	439	456	445	440	407	442	430	422	416	
Victoria	486	486	469	468	445	431	448	432	440	434	416	
Niagara	474	462	469	464	446	417	365	373	395	398	390	
Parliament	395	381	408	402	390	337	334	318	332	348	331	
George	330	319	328	317	313	313	294	288	303	317	303	
Church	438	414	413	417	415	399	391	395	377	369	371	
Bathurst	166	160	159	146	160	148	145	144	146	139	118	
Palace	259	254	255	250	246	248	240	246	233	238	243	
Elizabeth	146	146	154	153	168	163	154	130	157	155	147	
York	263	251	253	261	260	252	231	232	232	238	259	
Givins	163	168	160	147	157	156	162	240	255	233	249	
Borden	122	109	113	122	108	106	174	71	70	78	85	
Westville	191	191	183	192	188	180	190	308	345	376	352	
Bay's Home	60	102	102	101	98	93	88	80	86	86	80	
Girls' Home	43	55	53	50	45	46	46	49	50	52	50	
Orphans' Home	93	94	93	94	92	87	87	83	86	80	79	
Centre Street .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	8663	8468	8449	8350	8219	7961	7510	8748	8943	8668	8448	

TABLE C.
Showing the number of days lost through absence during the year.

SCHOOLS.	Average Registered Pupils.											
	JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	
Dufferin	729	916	1161	965	1017	943	1149	1144	1307	1114	1307	752
Wellesley	835	1368	1296	1284	1133	1294	1191	844	1454	886	886	886
Ryerson	807	1118	1274	1010	1227	1253	233	1218	1427	871	1427	871
Phoebe Street	882	1175	1638	2035	1688	2007	1507	1239	1592	1197	1592	1197
John Park	738	1014	1222	1036	953	1133	128	823	862	1354	846	846
Winchester Street	714	916	1280	1122	1093	1240	111	1006	870	1443	813	813
Victoria	595	887	1122	1057	1282	1420	111	1049	1011	1737	1082	1082
Ningara	779	1047	1425	1265	1418	1313	228	899	897	1189	606	606
Louisa	695	902	1099	859	1113	1124	49	907	925	1186	717	717
Parliament	894	1161	1339	1262	1544	1498	306	692	297	918	654	654
Church	456	747	763	684	824	854	69	577	560	889	495	495
George	567	568	790	698	802	789	86	574	568	892	587	587
Beaurest	326	303	329	393	395	389	86	764	724	892	587	587
Belance	435	276	783	813	792	606	97	463	748	1140	691	691
Elizabeth	310	416	642	417	461	500	45	571	461	652	335	335
York	314	330	553	547	672	436	0	709	907	1236	673	673
Givins	114	395	450	377	522	588	45	393	445	522	328	328
Boylan	268	511	567	511	522	588	40	412	809	962	480	480
Boylan	293	275	341	341	214	212	30	477	385	658	392	392
Leithville	168	140	166	132	184	179	41	219	199	176	182	182
Markham and Hope Street	235	144	258	328	292	227	30	876	861	955	487	487
Boys' Home	101	141	65	36	121	97	14	87	99	110	72	72
Girls'	183	10	26	4	8	27	0	25	35	14	3	3
Orphan's	14	18	29	14	31	12	12	16	27	30	17	17
Centre Street	52						212	328	295			
Total	12375	16565	19571	17077	18963	19793	1918	16728	16988	22872	13574	13574

TABLE D.
Showing the number of cases of lateness during the year.

SCHOOLS.	Average Registered Numbers	AVERAGE NUMBER OF CASES OF LATENESS DURING THE YEAR											
		JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	
Dufferin	583	28	27	11	11	15	4	10	6	17	13		
Wellenoy	535	23	19	10	8	5	9	8	5	9	14		
Wyeron	584	30	27	35	26	17	16	6	18	15	23		
Laube Street	882	94	36	34	24	24	24	11	33	42	15		
John	603	21	13	14	15	5	9	3	21	19	18		
Park	444	38	23	35	15	11	15	0	19	21	44		
Wentchester Street	576	35	28	32	23	27	22	0	26	33	26		
Victoria	503	41	35	32	23	27	30	5	42	40	57		
Niagara	487	103	47	66	37	33	30	0	16	38	63		
Laurel	489	47	148	72	51	10	6	9	38	35	73		
Parliament	369	91	16	11	11	15	25	1	28	27	16		
Church	428	47	13	10	11	15	8	0	17	39	26		
George	356	17	46	19	24	28	47	0	17	39	33		
Bathurst	435	12	8	1	2	4	15	4	26	21	59		
Palace	110	12	16	12	8	11	10	0	6	11	3		
Elizabeth	317	117	106	79	19	30	28	0	68	73	38		
York	174	38	30	37	14	23	14	3	24	34	15		
Givins	288	35	22	22	13	13	14	3	20	11	42		
Borden	205	31	58	35	33	17	14	0	53	55	18		
Leslieville	78	2	4	2	1	1	0	4	6	13	0		
Markham and Hope Street	235	5	5	8	6	10	10	0	27	51	43		
Boys' Home	101	2	0	0	0	0	0	0	4	0	0		
Girls' Home	52	0	0	0	16	4	0	0	5	0	2		
Orphans	89	0	0	0	0	0	0	0	0	0	0		
Centre Street	52	0	0	0	0	0	0	0	62	0	0		
Total	939	787	603	411	410	413	33	450	657	889	446		

TABLE E.

Comparative Statement of the City Schools, under specific headings,
from 1884 to 1887, both inclusive.

Year.	City Population.	Average Registered At- tendance.	Average Daily Attend- ance	No. of Teachers.	Average No. of Pupils to each Teacher.	Total Cost of Maintaining the Schools.		Cost per child per ann. on basis of Registered Attendance.	Cost per child per ann. on basis of Daily At- tendance.
						months,	\$		
1844	18500	1194	12	100	4½	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	23508	1431	13	110	6	"	3668	.....	5 20
1849	24226	1325	13	102	6	"	3668	.....	5 08
1850	23766	1259	15	91	12	"	7392	.....	6 30
1851	30782	1843	1266	16	85	12	9624	\$5 80	7 20
1852	35000	1872	1346	16	84	12	10292	5 40	7 40
1853	40000	1886	1402	20	70	12	12860	7 00	9 00
1854	41500	1971	1459	21	69	12	16704	8 50	11 00
1855	42500	2066	1570	31	59	12	20872	10 00	13 00
1856	43250	2318	1747	32	55	12	22568	10 00	12 30
1857	45000	2480	1863	36	52	12	24216	10 00	13 00
1858	47100	2522	1987	36	55	12	26386	9 69	12 80
1859	45000	2742	2150	38	56	12	25212	9 20	11 73
1860	45000	2846	2260	38	59	12	26044	9 15	11 52
1861	44743	2800	2180	38	57	12	25640	9 16	11 75
1862	45000	2825	2183	38	57	12	25054	8 94	11 48
1863	47500	3000	2187	38	60	12	25636	8 54	11 21
1864	47500	3121	2400	39	61	12	26184	8 39	10 91
1865	47500	3248	2251	40	56	12	26448	8 11	11 75
1866	47500	3139	2399	41	58	12	27548	8 52	11 17
1867	47000	3364	2609	41	64	12	26900	7 90	10 31
1868	50000	3657	2810	45	62	12	29044	7 94	10 33
1869	55000	3906	3132	46	68	12	30460	7 80	9 73
1870	56000	4106	3288	50	64	12	33348	8 02	10 42
1871	57600	4646	3638	52	70	12	35000	7 53	9 62
1872	58000	5100	4070	61	67	12	42500	8 33	10 44
1873	60000	5536	4453	65	69	12	55500	10 02	12 46
1874	62000	5924	4814	75	85	12	52000	8 33	10 30
1875	64000	6447	5386	90	72	12	58772	6 08	10 91
1876	65000	6912	5976	94	73	12	60456	6 17	10 13
1877	67000	7066	6360	125	59	12	70000	6 90	11 07
1878	68000	7276	7467	140	39	12	82792	7 29	11 22
1879	70000	8010	8144	148	60	12	89713	7 44	11 02
1880	73000	8987	8215	150	60	12	92842	7 45	11 30
1881	92000	9321	8409	162	58	12	98632	7 91	11 75

TABLE F.

List of Teachers, arranged with a view to secure Equitable Promotion, and showing the Divisions taught by the several Teachers; their Certificates; Places of Training; and the dates at which they entered the service of the Board.

NAMES.		CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD.
PRINCIPALS.				
Anderson, James.....		Provincial 2nd B.	Edinburgh, Scotland.	January, 1858
Campbell, John.....		County Bd. 1st A.	Prov. Normal School.	November, 1858
Cassidy, Wm.....		Provincial 1st B.	Prov. Normal School.	October, 1879
Churchill, Miss C. M.....		Provincial 1st B.	Prov. Normal School.	1858
Clark, Levi.....		Provincial 1st C.	.....	November, 1874
Coyne, Samuel.....		County Bd. 1st A.	Dublin.	April, 1872
Crane, George.....		Provincial 2nd B.	Prov. Normal School.	January, 1877
Doan, Robert W.....		Provincial 1st B.	Prov. Normal School.	April, 1872
Gill, Martin.....		County Bd. 1st A.	Dublin Ch. Ed. Society.	November, 1859
Hendry, Andrew.....		Provincial 1st C.	Prov. Normal School.	September, 1874
Lewis, Richard.....		County Bd. 1st A.	Liverpool, England.	1867
Martin, E. S.....		Provincial 2nd B.	Prov. Normal School.	January, 1877
McAlister, Samuel.....		Provincial 1st A.	Prov. Normal School.	November, 1859
McCasland, Robert.....		County Bd. 1st A.	.....	January, 1874
McDonald, Adam F.....		County Bd. 1st A.	.....	March, 1876
Morrison, Adam.....		Provincial 2nd A.	Prov. Normal School.	January, 1876
Parker, Thomas.....		Provincial 2nd A.	Prov. Normal School.	September, 1881
Phillips, John.....		County Bd. 1st C.	.....	June, 1868
Powell, George K.....		Provincial 1st A.	Prov. Normal School.	January, 1877
Pyne, Albert R.....		Provincial 1st B.	Prov. Normal School.	August, 1875
Spence, Francis S.....		Provincial 1st B.	Prov. Normal School.	September, 1874
Spotton, Wm.....		County Bd. 1st C.	.....	January, 1877
Watson, Joseph.....		Provincial 2nd B.	.....	January, 1882
ASSISTANT MASTERS.				
Boddy, James.....		Provincial 2nd B.	Prov. Normal School.	September, 1881
Brown, Henry.....		County Bd. 1st A.	.....	March, 1874
McLennan, Peter G.....		Provincial 1st B.	Prov. Normal School.	September, 1874

TABLE F. (Continued.)
FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Term).
Miss Margaret Buik	Senior 5th Bk.	Provincial 1st A.	Prov. Normal School.	May, 1865
" " Olivia Dunn	" "	Provincial 1st A.	" "	January, 1864
" " M. J. Keown	" "	County Bd. 1st A.	" "	April, 1852
" " Susan Hamilton	Junior 5th Bk.	County Bd. 1st C.	" "	April, 1858
" " Charlotte Spotton	" "	Provincial 1st B.	" "	April, 1866
" " Mary A. Worth	" "	Provincial 1st A.	" "	September, 1870
" " Agnes Killock	Senior 4th Bk.	Provincial 1st C.	" "	April, 1872
" " Elizabeth Kennedy	" "	Provincial 2nd.	" "	November, 1855
" " Sarah McCreight	" "	Provincial 1st A.	" "	April, 1872
" " Jessie Rogers	" "	Provincial 1st B.	" "	October, 1865
" " Rebecca Thompson	" "	Provincial 2nd A.	" "	October, 1869
" " E. A. Williams	" "	Provincial 1st B.	" "	October, 1870

TABLE F. (Continued.)

FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss Annie I. Cameron.....	Junior 4th Bk.	Provincial 1st A.	Prov. Normal School.	August, 1875
" Margaret Coyne.....	" "	Provincial 1st C.	" "	February, 1871
" J. A. Cruise.....	" "	Provincial 1st C.	" "	September, 1870
" S. M. Hamilton.....	" "	Provincial 1st C.	" "	September, 1868
" Georgina Round.....	" "	County Bd. 1st A.	London Training School.	January, 1856
Mrs. Kate Stevenson.....	" "	Provincial 1st C.	Prov. Normal School.	September, 1869
Miss Annie L. Armstrong.....	Senior 3rd Bk.	Provincial 2nd A.	" "	July, 1861
" Jessie Campbell.....	" "	County Ed. 1st C.	" "	October, 1870
Mrs. Annie Caray.....	" "	Provincial 2nd A.	" "	September, 1874
" Mary Gunn.....	" "	Provincial 1st B.	" "	September, 1874
" Carrie Gray.....	" "	Provincial 1st C.	" "	January, 1874
" E. A. Greene.....	" "	Provincial 1st C.	" "	March, 1874
Miss Elsie Johnston.....	" "	Provincial 1st B.	" "	December, 1872
Mrs. Emma Kennedy.....	" "	Provincial 1st C.	" "	April, 1872
Mrs. Lily Easton.....	" "	Provincial 1st B.	" "	March, 1863
Miss Kate A. Scarlett.....	" "	Provincial 2nd B.	" "	June, 1863
" Jane Smyth.....	" "	County Bd. 1st A.	" "	March, 1874
" Maria Woods.....	" "	Provincial 1st C.	" "	January, 1873
Miss Isabella Mearns.....	" "	Provincial 1st B.	" "	September, 1875

Mrs. J. N. Agnew	Junior 3rd Bk.	Provincial 1st A.	Prov. Normal School.	October, 1875
" J. S. Archers	"	Provincial 1st B.	"	February, 1876
Miss Thomasine Cady	"	Provincial 2nd B.	"	August, 1875
" E. J. Church	"	Provincial 2nd B.	"	August, 1875
" Annie Chambers	"	Provincial 2nd B.	"	May, 1872
Mrs. M. A. Hogerwald	"	Provincial 2nd A.	"	August, 1873
Miss M. Fraser	"	Provincial 1st C.	"	September, 1874
" Maggie Gunn	"	Provincial 1st C.	"	September, 1874
" Hattie How	"	Provincial 2nd B.	"	February, 1874
" Margaret Hunter	"	Provincial 2nd B.	"	April, 1873
Mrs. Emma Lilly	"	Provincial 2nd B.	"	September, 1875
Miss Louise Lumsden	"	Provincial 2nd B.	"	August, 1875
Mrs. J. A. McBrien	"	Provincial 2nd B.	"	September, 1874
" M. A. McDonald	"	County Bd. 1st C.	"	September, 1875
Miss Susan McKenzie	"	Provincial 2nd B.	"	August, 1875
Mrs. Georgina Riches	"	Provincial 2nd A.	"	April, 1872
" Kate Rowland	"	Provincial 2nd A.	"	September, 1875
Miss Amelia Sims	"	Provincial 2nd A.	"	February, 1870
" Miss Minnie Smith	"	Provincial 2nd A.	"	September, 1873
" Mary A. Westman	"	Provincial 2nd A.	"	September, 1875
"	"	"	"	August, 1875
Miss Kate M. Allen	Senior 2nd Bk.	Provincial 2nd B.	"	October, 1877
Mrs. A. T. Arnot	"	Provincial 2nd A.	"	January, 1876
" J. S. Balm	"	Provincial 1st.	"	April, 1877
" Catharine Beckett	"	Provincial 1st B.	"	January, 1878
Miss L. Corner	"	Provincial 1st B.	"	January, 1878
Miss Alice Freeman	"	Provincial 2nd B.	"	October, 1875
" L. Gallatly	"	Provincial 2nd B.	"	January, 1877
" E. R. Gray	"	Provincial 2nd B.	"	January, 1877
" Annie A. Gray	"	Provincial 1st C.	"	January, 1877
" Jennie Gunn	"	Provincial 1st.	"	October, 1876

TAB. E. F. (Continued).
FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISIONS.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss Charlotte Jackson	Senior 2nd Bk.	Provincial 2nd B.	Prov. Normal School.	October, 1876
Mrs. McCaug	" "	Provincial 2nd A.	" "	January, 1877
" Martha Sefton	" "	Provincial 2nd B.	" "	January, 1876
Miss A. M. Sefton	" "	Provincial 2nd B.	" "	January, 1877
Mrs. Steward	" "	Provincial 2nd A.	" "	February, 1877
Miss L. S. Taylor	" "	Provincial 2nd B.	" "	January, 1877
" Carrie J. Watson	" "	Provincial 2nd B.	" "	October, 1875
Eliza M. Chadwick	Junior 2nd Bk.	Provincial 2nd B.	" "	January, 1877
" F. A. Cheney	" "	Provincial 1st C.	" "	September, 1878
" Elizabeth Foulds	" "	Provincial 2nd B.	" "	September, 1877
" Annie S. Gray	" "	Provincial 2nd A.	" "	February, 1878
" Sarah Hagarly	" "	Provincial 2nd B.	" "	February, 1877
" L. Jessak	" "	Provincial 2nd B.	" "	January, 1877
" E. M. Smith	" "	Provincial 2nd B.	" "	January, 1877
" M. J. McCully	" "	Provincial 1st C.	" "	September, 1877
" Agnes McIntyre	" "	Provincial 2nd B.	" "	September, 1878
" M. Milne	" "	Provincial 2nd B.	" "	September, 1877
" L. Payne	" "	Provincial 2nd A.	" "	October, 1877
" E. Y. Sarna	" "	Provincial 2nd B.	" "	January, 1877
" M. E. Spence	" "	Provincial 2nd A.	" "	January, 1877
" B. Sims	" "	Provincial 2nd B.	" "	September, 1877
		Provincial 1st C.	Bristol, Eng.	April, 1879

" F. Sims	"	Provincial 2nd B.	"	Prov. Normal School.	November, 1877
" Lois Slater	"	County Bd. 1st C.	"	"	February, 1877
" May F. Spence	"	Provincial 2nd A.	"	"	October, 1877
" E. C. Sturrock	"	Provincial 2nd B.	"	"	October, 1877
" Florence Thompson	"	Provincial 2nd B.	"	"	January, 1877
" M. L. Williams	"	Provincial 1st.	"	"	January, 1877
Miss J. Anderson	Senior 1st Bk.	Provincial 2nd A.	"	"	January, 1879
Miss L. Anderson	"	Provincial 2nd B.	"	"	April, 1879
Miss Balla Brown	"	Provincial 2nd B.	"	"	April, 1878
Mrs J. E. Ball	"	Provincial 2nd B.	"	"	September, 1878
Miss A. Black	"	Provincial 1st C.	"	"	April, 1879
" I. Campbell	"	Provincial 2nd B.	"	"	September, 1878
" J. Carlyle	"	Provincial 2nd B.	"	"	September, 1878
" H. Clarkson	"	County Bd. 1st B.	"	"	September, 1879
" L. Dickinson	"	Provincial 2nd B.	"	"	September, 1878
Mrs. Greer	"	Provincial 1st B.	"	"	December, 1879
Mrs. E. Langton	"	Provincial 2nd B.	"	"	July, 1879
" Jessie Mark	"	Provincial 2nd B.	"	"	September, 1879
" M. Mullin	"	Provincial 2nd A.	"	"	September, 1878
" I. Nudel	"	Provincial 2nd A.	"	"	September, 1878
" M. Ritchie	"	Provincial 2nd A.	"	"	September, 1878
" S. E. A. Scobie	"	Provincial 2nd B.	"	"	September, 1878
" I. V. Straubel	"	Provincial 2nd B.	"	"	January, 1879
" A. T. Watson	"	Provincial 2nd A.	"	"	July, 1879
"	"	Provincial 2nd B.	"	"	November, 1878
" Louise Baxter	Junior 1st Bk.	Provincial 2nd A.	"	"	September, 1879
" P. Black	"	Provincial 2nd B.	"	"	October, 1879
" E. Bolton	"	Provincial 2nd B.	"	"	May, 1881
" Miss A. V. Beattie	"	Provincial 2nd B.	"	"	September, 1879
" J. F. Brown	"	Provincial 2nd B.	"	"	September, 1879

TABLE F. (Continued.)
FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD.	
				(Last Year.)	(First Year.)
Miss Carrie Cathcart.....	Junior 1st Bk.	Provincial 2nd B.	Prov. Normal School.	December, 1880	1881
Mrs. L. Coad.....	"	Provincial 2nd B.	"	September, 1881	1880
Miss Ellen Daw.....	"	Provincial 2nd A.	"	September, 1881	1881
" Amy Fell.....	"	Provincial 2nd A.	"	October, 1881	1881
" Mand Featherstonhaugh.....	"	Provincial 2nd B.	"	September, 1881	1881
" Kate A. Hardy.....	"	Provincial 2nd B.	"	January, 1882	1882
" J. Elizabeth Hardy.....	"	Provincial 2nd A.	"	May, 1882	1882
" E. N. Harney.....	"	Provincial 1st B.	"	September, 1881	1881
" H. B. Laidlaw.....	"	Provincial 2nd A.	"	September, 1881	1881
" Helen J. Lanackall.....	"	Provincial 2nd B.	"	September, 1881	1879
" A. S. Martin.....	"	Provincial 2nd A.	"	December, 1881	1881
" Jennie Milne.....	"	Provincial 2nd A.	"	January, 1882	1882
Mrs. Grace S. Monahan.....	"	Provincial 1st A.	"	October, 1879	1879
Miss A. McKee.....	"	Provincial 2nd B.	"	October, 1879	1879
" F. McKee.....	"	Provincial 2nd B.	"	January, 1882	1882
" Lizzie McCraight.....	"	Provincial 2nd B.	"	January, 1882	1882
" Jessie Niven.....	"	Provincial 2nd B.	"	February, 1882	1882
" Ida Phillips.....	"	Provincial 2nd B.	"	February, 1882	1882
" Jessie Sample.....	"	Provincial 2nd B.	"	September, 1881	1881
" M. Smyth.....	"	Provincial 2nd B.	"	September, 1881	1881
Mrs. A. Thorold.....	"	Provincial 1st B.	"	September, 1882	1882
Miss S. Tomlinson.....	"	Provincial 2nd B.	"	January, 1879	1879
" B. M. Wallace.....	"	Provincial 2nd A.	"	January, 1882	1882
" M. H. Wilson.....	"	Provincial 2nd B.	"	September, 1881	1881
Mrs. G. C. Warburton.....	"	Provincial 1st C.	"	September, 1881	1881

Examiners' Report.

Examiners Report

REPORT
OF THE
Examiners in regard to the Combined Examinations
OF THE
PUBLIC SCHOOLS OF TORONTO.

The Examiners have the honor to report that, in the discharge of the duty with which they were entrusted, they examined on the 22nd and 23rd of June, the selected pupils sent up to them from the several Public Schools in the City, in which the advanced pupils are taught. The Examination was conducted in the Dufferin and Ryerson Schools, and, as in former years, was throughout a written one. The pupils undergoing examination were taken from the four highest divisions, and numbered in all 248, being 16 more than took part in the corresponding examination last year.

The Examiners beg to submit the following results as brought out by careful comparison of the papers handed in to them. :—

I. FOURTH DIVISION.

The pupils of this Division undergoing examination numbered 67. They were taken from the Fourth Division of the following schools. The Dufferin, the Ryerson, the Wellesley, Victoria Street, ten from each—five boys and five girls; Phoebe Street, the Park, John Street, five from each; Winchester Street and Niagara Street, six from each. They were examined in Arithmetic,

Grammar and Composition, Hygiene, History and Geography, Reading, Spelling and Derivation, Writing and Music. Taking a general view of the results brought out by the examination of the pupils in this Division the first place is won by the Girls' department of Wellesley, the second by the Boys' department in the same school, and the third by the Girls' department in the Dufferin School. In this, as in the other divisions, the highest prizes are given for General Proficiency, and the holders of these are not permitted to take prizes also 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 pupils.

1. Benjamin Morton Jones, Wellesley School.
2. Nina Matheson, " "
3. Rachel Law, Dufferin "
4. Ella Adams, Wellesley "
5. Annie McHaffy, " "

Taking the subjects either separately or in natural groups, the Examiners find that in this division the greatest excellence was exhibited in Arithmetic by the Girls' department of Wellesley, the second place being taken by the Boys' department of the same school, and the third by the Girls' department of the Dufferin School. In Grammar and Hygiene the highest place was taken by the Boys' department of the Wellesley School, the second by the Girls' department of the same school, and third by the Girls' department of the Dufferin and Ryerson Schools. In History and Geography the Girls' department of Wellesley School stands first, the Boys' department of the same school second, and the Boys' department of the Ryerson School third. The first place for Reading, Spelling and Derivation was given to the Girls' department of the Dufferin School, the second, to the pupils of the John Street School, and the third to the Girls' department of the

Wellesley School. In the last group, embracing Writing and Music, John Street School stands first, and the Wellesley School second.

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

I. ARITHMETIC.

1. Jennie Mathers, Dufferin. 2. Annie McDonald, Niagara Street. 3. Maggie Kerr, Wellesley. 4. J. Chandler, Dufferin, and Andrew Jaffray, Wellesley.

II. GRAMMAR, COMPOSITION AND HYGIENE.

1. Emma Brownridge, Phoebe Street. 2. Maggie Kerr, Wellesley. 3. Kate Berkinshaw, Dufferin. 4. George E. Roden, Victoria.

III. HISTORY AND GEOGRAPHY.

1. Alfred Nickle, Wellesley. 2. Robert Munro, Ryerson. 3. Agnes Byrne, Winchester. 4. Bella McDiarmid, Wellesley.

IV. READING AND SPELLING.

1. Latimer Robinson, John Street. 2. Maud Rogers, Phoebe Street. 3. Johnston Foy, John Street. 4. Minnie Davidson, Dufferin.

V. WRITING AND MUSIC.

1. Agnes Byrne, Winchester Street. 2. Alfred Bell, John Street. 2. Bella Gardner, Ryerson.

II. THIRD DIVISION.

Fifty pupils appeared for examination in this division, ten boys and ten girls from the Dufferin School, and the same number

from the Ryerson, and ten girls from the John Street School. They were examined in the same subjects as the pupils of the Lower or Fourth Division, with the addition of Algebra and Book Keeping. This year, as last year, the Boys' department of the Dufferin School takes the first place, being much in advance of the others. The second and third places are taken by the Girls' department of the John Street School, and the same department of the Dufferin School. Coming to the separate branches or groups of subjects, the first place in each of them is taken by the Boys' department of the Dufferin School. In Mathematics, the second place is taken by the Girls' department of the same school, and the third by the Girls' department of the John Street School. In Grammar, Composition, and Hygiene the second place is taken by the Boys' department of the Ryerson School, while each of the remaining subjects or groups, History, Geography, Reading, Spelling and Derivation, Writing and Music, the second place was taken by the Girls' department of the John Street School, and the third by the Girls' department of the Dufferin School. The Examiners recommend prizes to be given in this division as follows :—

I. GENERAL PROFICIENCY.

1. R. Weston, Dufferin.
2. Sarah Robertson, Dufferin.
3. Louisa Devlyn, John Street.
4. Alex. J. Hunter, Dufferin.
5. A. Goldsmith, Dufferin.

II. MATHEMATICS.

1. Minnie Brimston, John Street.
2. F. Coleman, Dufferin.
3. Nellie Flint, Dufferin.
4. Edith Littleford, Dufferin.

III. GRAMMAR, COMPOSITION AND HYGIENE.

1. George Taylor, Ryerson.
2. Vivian Morgan, Edith Curzon and Lucy Palmer, equal, Ryerson.

IV. HISTORY AND GEOGRAPHY.

1. Kate Harris, John Street.
2. Mary Chandler, Dufferin.
3. W. Rutherford, Dufferin.
4. Annie Linkie, John Street.

V. READING, SPELLING AND DERIVATION.

1. Mary Chandler, Dufferin.
2. Annie Linkie, John Street.
3. Polly Booth, Dufferin.
4. A. Ashbridge, Dufferin School.

VI. WRITING AND MUSIC.

1. Minnie Brimston, John Street.
2. Nellie Scarlett, John Street.
3. W. Rutherford, Dufferin.

III SECOND DIVISION.

Sixty pupils took part in the examination in this Division, ten boys and ten girls from each of the following schools: the Dufferin, the Ryerson, and the Wellesley. They were examined in Euclid, and in Natural Philosophy in addition to the subjects embraced in the examination of the Third Division. Of the three schools the aggregate marks of the Dufferin are the highest, and while the aggregate marks of the Boy's department of the Dufferin are higher than those of the same department of the other two schools, they are lower than those of the Girls' department, not only of the Dufferin but of the Wellesley and Ryerson. Coming to the separate branches of study, the highest place in Mathematics is taken by the Girls' department of the Dufferin, the same department of Wellesley and Ryerson following in the order mentioned. The highest place in Grammar, Composition and Hygiene was taken by the Girls' department of Wellesley, the second and third by the Boys' department of the Ryerson and Dufferin Schools. In Reading, Spelling and Derivation the Girls' department of the Ryerson School stands first, the Boy's depart-

ment of the Dufferin coming second. In History and Geography, and in Writing and Music the highest degree of excellence was exhibited by the Girls' department of the Dufferin School, the same department of the Wellesley and of the Ryerson Schools following in the order named.

The Examiners recommend the following prizes to be given in this division:—

I. GENERAL PROFICIENCY.

1. Margaret Gowans, Dufferin.
2. Fanny Hamilton, Dufferin.
3. Isabella Fraser, Dufferin.
4. Arabella Flaws, Wellesley.
5. George Jamieson, Ryerson.

II. MATHEMATICS.

1. Lottie Wiggins, Dufferin.
2. Lena Brown, Ryerson, and Charles Smith, Wellesley, equal.
4. Kate Spence, Wellesley, and Libbie Williams, Dufferin, equal.

III. GRAMMAR, COMPOSITION AND HYGIENE.

1. Gussie Houston, Wellesley.
2. Samuel Muirhead, Ryerson.
3. Kate Spence, Wellesley.
4. Frank Wells, Dufferin.

IV. HISTORY AND GEOGRAPHY.

1. Minnie Jackes, Wellesley.
2. Stella Phillips, Dufferin.
3. Alfred Tucker, Wellesley.
4. John Brady, Dufferin.

V. READING, SPELLING AND DERIVATION.

1. Elizabeth Gundy and Constance Breckon, Ryerson, equal.
3. Jessie McGregor, Ryerson.
4. Margaret Purvis, Ryerson.

VI. WRITING, BOOK-KEEPING AND MUSIC.

1. Frank Wells, Dufferin.
2. Lottie Wiggins, Dufferin.
8. Fanny Neeley, Dufferin.

IV. FIRST DIVISION.

The number of pupils who were entered for examination in this the highest division was 72, 12 boys and 12 girls from each of the Schools in which First Division pupils are taught viz., the Dufferin, Ryerson and Wellesly, one boy was absent from the Dufferin list so that the number actually taking part in the examination was 71. They were examined in all subjects, drawing excepted (fifteen) taught in the Public Schools of the City, and the results were such as reflect very high honour, both on the teachers and the scholars. Last year the girls department of the Wellesley School stood highest in this division this year, the place of honour is taken by the same department of the Ryerson School in which while no pupil is exceptionally high and only two gain Scholarships, the average reached is very high indeed. The Girls' department of Wellesley School follows Ryerson very closely and at a greater distance the same department of the Dufferin. The Boys' department of the Ryerson School is highest of that side of the division but it is below the Girls' department of each of the School engaged in the competition. The percentage obtained by the best Schools and by the best pupils in each School does not differ much from that of the previous year. After making allowance for the absence of any marks for drawing the maximum reached is somewhat higher than on any former occasion. The first place in the separate branches is divided among all these Schools, though in each subject it is taken by the Girls' department. In Mathematics and in Writing, Book keeping and Music the greatest excellence is exhibited by the Girls' department of the Wellesley Schools; in Grammar, Composition and Hygiene and in Reading, Spelling and Derivation, the Girls' department of the Dufferin School comes to the front, while in History and Geography the same department of the Ryerson School is easily first.

The Gold Medal awarded to Amanda Hicks of the Wellesley

School, and the Silver Medal to Mary Baillie of the Ryerson School. There were only fifteen marks between these two pupils out of an aggregate of 913.

The Scholarship for General Proficiency and the Prizes for excellence in special subjects are recommended by the examiners as follows :—

SCHOLARSHIPS.

1. Amanda Hicks, Gold Medal, Wellesley School. 2. Mary Baillie, Silver Medal, Ryerson School. 3. Joseph A. Skirrow, Wellesley School. 4. Frederick Ralston, Ryerson School. 5. Letitia Armstrong, Ryerson School. 6. Robert Potts, Ryerson School. 7. James Maybee and Maggie Hay, Dufferin School equal. 9. Bruce Bailey, Dufferin School. 10. Helen Corbett, Wellesley School. 11. George Anderson, Ryerson School. 12. Frederick Shea, Dufferin School.

I. MATHEMATICS.

1. Minnie Parks, Wellesley School. 2. Lizzie Riddel, Ryerson School. 3. Joseph Leary, Wellesley School. 4. David Gray, Wellesley School.

II. GRAMMAR, COMPOSITION AND HYGIENE.

1. Emily Sheppard, Dufferin School. 2. Edith Dawkins, Wellesley School. 3. Bella Mills and Minnie Bee, Dufferin School equal.

III. HISTORY AND GEOGRAPHY.

1. Maud Cruise, Ryerson School. 2. Ella Hamill, Ryerson School. 3. Wm. Robins, Wellesley School. 4. Annie Charlton and May Baxter, Wellesley School, equal.

IV. READING, SPELLING AND DERIVATION.

1. Amy Bain, Dufferin School.
2. Minnie Parks and John Spence, Wellesley School, equal.
4. Bella Mills and Albert Herbert, equal, Dufferin School.

V. WRITING, BOOK-KEEPING AND MUSIC.

1. Albert Herbert, Dufferin School.
2. Abiel Bowers, Wellesley School.
3. Alice M. Johnston, Wellesley School.
4. Edith Dawkins, Wellesley School.

A Special Examination was held in Canadian History and Geography, with a view of awarding medals for excellence in these branches. The competition was very close, and on careful examination of the answers it was found that Harvey Miller, Dufferin School, stood first, taking 195 marks out of a possible 200, and Hattie Holmes, Wellesley School, stood second, taking 186 marks. A Special Examination was also held to decide who should receive the prize so kindly offered by Rev. Septimus Jones for excellence in Reading. Over twenty entered into the competition; the examiners awarded the prize to Mary Baillie, of the Ryerson School. They make honourable mention at the same time of Ellen Corbett, William Sills and Harvey Miller, any one of whom might well have carried off the prize. They desire to make similar mention of Benjamin Morton Jones, whose reading, though a pupil of the fourth division, was singularly accurate and spirited.

In concluding this report, the Examiners have pleasure in reporting their testimony as to the growing efficiency of the Public Schools of this City, and of the system of instruction conducted in them. The papers which they have been permitted to read give evidence of much patient work on the part of the teachers and

pupils. In conducting this examination, much valuable assistance was given to the Examiners by the Inspector, and by those Teachers who were appointed to distribute papers and superintend the pupils while writing their answers.

JOHN M. KING,

Chairman, Board of Examiners.

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Examination Papers.

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Examination Papers

COMBINED EXAMINATION.

ARITHMETIC.

FIRST DIVISION.—[THE WORK IS REQUIRED.]

1. Reduce 100 half guineas to four-penny-pieces; 4 tons, 3 cwt., 2 qrs., 1 lb. to drams (cwt. = 112 lbs.); $697\frac{1}{2}$ acres to square yards.

2. A person bought 1,008 articles for \$3,072; before they were all disposed of, 48 were lost; at what rate must he sell each of the remainder, that on the whole he may gain \$240.

3. Required the G.C.M. of 6,327 and 23,997; also the L.C.M. of 9, 16, 42, 63, 21, 14, 72.

4. (1) Show how to compare fractions, giving the reason for each part of the operation.

(2) Find the value of $\frac{1}{3} + \frac{3}{4} + \frac{5}{8} + 3\frac{5}{8} + \frac{3}{8}$.

5. Find value of $1\frac{2}{3}$ of $\frac{.8\frac{1}{2}}{.1}$ of $\frac{.825}{416}$ of 100 tons, (cwt. = 100 lbs.)

6. A merchant sells an article for \$5.00, and losses ten per cent. What will the percentage of gain or loss be if he sell it for \$7.00.

7. The breadth of a room is half as much again as it height; its length is twice its height; it costs \$25.20 to paint its walls at $2\frac{1}{2}$ cents per square foot; what are its dimensions?

8. Three men can do as much work as 5 boys; the wages of 3

boys are equal to those of two men. A work on which 40 boys and 15 men are employed takes 8 weeks and costs \$1,680; how long would it take if 20 boys and 20 men were employed, and how much would it cost?

9. If the price of the Dominion 6% stock be 106, a person can obtain an annual income of \$5.00 more than he can if the price be 107. How much has he to invest?

[Same paper for Second Division, except that No. 8 is omitted.]

THIRD DIVISION.—[THE WORK IS REQUIRED.]

1. Add together fifty millions, ten thousand and two; fifty thousand and five; two hundred millions and eighty; one billion, one hundred millions, and sixty-nine; fifty-four millions, fifty thousand and fifty; ten billions, eight hundred and sixty-five thousand and sixty.

2. Find the sum, difference, and product of, 2,060, 897, and 4,000,908.

3. Reduce 100 half guineas to four-penny-pieces; 4 tons, 3 cwt., 2 qrs., 1 lb., to drams (cwt.=112 lbs.); $697\frac{1}{2}$ acres to square yards.

4. A person bought 1,008 articles for \$3,072; before they were all disposed of 48 were lost; at what rate must he sell each of the remainder, that on the whole he may gain \$240?

5. Required the G.C.M. of 6,327 and 23,997; also the L.C.M. of 9, 16, 42, 68, 21, 14, 72.

6. (1) Show how to compare fractions, giving the reasons for each part of the operation.

(2) Find the value of $\frac{11}{17} + \frac{2}{11} + \frac{286}{357} + 3\frac{5}{13} + \frac{24}{39}$.

7. The breadth of a room is half as much again as its height ; its length is twice its height ; it costs \$25.20 to paint its walls at $2\frac{1}{2}$ cents per square foot ; what are its dimensions ?

FOURTH DIVISION.—[THE WORK IS REQUIRED.]

1. Add together fifty millions, ten thousand and two ; fifty thousand and five ; two hundred millions and eighty ; one billion, one hundred millions, and sixty-nine ; fifty-four millions, fifty thousand and fifty ; ten billions, eight hundred and sixty-five thousand and sixty.

2. Find the sum, difference, and product of 2,060,897 and 4,000,908.

3. Reduce 100 half guineas to four-penny-pieces ; 3 tons 3 cwt., 2 qrs., 1 lb. to drams (cwt. = 112 lbs.) ; 697 $\frac{1}{2}$ acres to square yards.

4. A person bought 1,008 articles for \$3,672 ; before they were all disposed of 48 were lost ; at what rate must he sell each of the remainder, that on the whole he may gain \$240 ?

5. Required the G.C.M. of 6,327 and 23,997 ; also the L.C.M. of 9, 16, 42, 63, 21, 13, 72.

6. Find the value of $\frac{11}{17} + \frac{21}{81} + \frac{226}{357} + \frac{5}{313} + \frac{21}{38}$

ALGEBRA.

FIRST AND SECOND DIVISION.

FIRST DIVISION will take Nos. 1, 3, 4, 6, 7, 8.

SECOND DIVISION will take Nos. 1, 2, 3, 4, 5, 6.

1. Simplify $15x - \{4 - [3 - 4x - (3x - 7)]\}$.

2. Multiply $x^2 + 2ax + 3a^2$ by $x^2 - 2ax + az$.

3. From $\frac{1+x}{1x+x^2}$ take $\frac{1+x}{1-x+x^2}$.

4. Divide $3x^2 + 4abx^2 - 6a^2b^2x - 4a^2b^2$ by $2ab + x$.

5. $\frac{1}{2}x + \frac{1}{3}x = x - 7$. Find the value of x .

6. A can correct 70 pages for the press in $1\frac{1}{2}$ hour, B can correct 150 pages in $2\frac{1}{4}$ hours; how long will they be in correcting 425 pages jointly?

7. $\frac{(2x+3)x}{2x+1} + \frac{1}{3x} = x + 1$. Find x .

8. $x^2 - 12x = -35$. Find x .

THIRD DIVISION.

1. Find the value of $2\sqrt{d-b} + 3\sqrt{3d+2c-1} + 4\sqrt{a+b+2c+d}$ when $a=0$ $b=2$ $c=4$ $d=6$.

2. Find the product of $a-b$ by $a+b$.

3. Find the difference between $x-3y+4z$ and $x+2y-6z$.

4. Divide $x^4 + y^4 - 2z^4 + 2x^2y^2 - 2z^2 - 1$ by $x^2 - y^2 - z^2 - 1$.

5. Find the value of x in the equation, $4x \times 9 = 8x - 3$.

EUCLID.

FIRST AND SECOND DIVISIONS.

1. Define a right angle, parallel straight lines, diameter of a circle.

2. If there be two triangles which have two sides of the one equal to two sides of the other, each to each, and have their bases equal, the angle contained by the two sides of the one shall be equal to the angle contained by the two sides equal to them of the other.

3. Make a parallelogram equal to a given triangle and having one of its angles equal to a rectilineal angle.

4. If a straight line be divided into two equal parts and also into two unequal parts; the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line.

ENGLISH GRAMMAR AND COMPOSITION.

FIRST AND SECOND DIVISIONS.

1. Define case, indicative mood, sentence.
2. Give the singular of indices, banditti, genera; the plural of church, stomach, penny; the possessive-plural of cousin, country, child; the past tense and past principle of do, send, flee; comparative and superlative of tidy, evil, nigh.
3. What is voice? How is the passive voice formed?
4. Change the construction in regard to voice in the following sentences:

The youth read the book and then returned it to the library.

The work was done by the contractor within the specified time.
5. *Not a drum* was heard, not a *funeral note*,
As *his corse* to the ramparts we hurried;

Not a soldier discharged his farewell *shot*
O'er the *grave* where our *hero* we buried.

"Tis distance lends enchantment to the view,
And *robes* the mountain in its azure hue.

Parse the words in italics in the above passages and analyze the first stanza.

6. Correct anything faulty in the following sentences, giving your reasons for the changes you make :

Who should I meet the other day but my old school-mate.

If I had not broke your stick you would never have ran home nor began to tell those kind of stories which nobody but foolish men believe.

7. Write a short composition on one of the following subjects :
Honesty is the best policy.

The power of a Habit.

A visit to the Island South of Toronto Bay.

THIRD AND FOURTH DIVISIONS.

1. Define case, orthography, transitive verb, person.
2. Give the plural of attorney, shelf, duty ; the singular of clothes, brethren, data ; the past tense and past participle of slay, ride, fly ; comparative and superlative of heavy, old, many.
3. What is voice ; How is the passive voice formed ;
4. Change the construction, in regard to voice, in the following sentences :

James wrote the letter and carried it to the post-office.

That work was done by Thomas and his brother.

5. *Towards the West lies the fertile shore that stretches along the Adriatic where ripen the rich fruits of the South.*

Analyze the above passage, and parse the words in *Italics*.

6. It was me who steered the boat, but him and his brother that rowed.

A systematic and methodical arrangement of particulars facilitate the completion of the entire work.

As neither John nor Thomas are going, let you and I go.

7. Write a short composition on one of the following subjects :

A House on fire.

A ramble in the country.

A visit to the Island south of Toronto Bay.

The FOURTH DIVISION will omit number 6.

GEOGRAPHY.

FIRST AND SECOND DIVISIONS.

FIRST DIVISION will take Nos. 1, 2, 3, 4, 7, 8, 10, 11.

SECOND DIVISION will take Nos. 5, 6, 8, 9, 10, 11, 12, 13.

1. Give the name of the mountain ranges on the north and south of the lower St. Lawrence. State the difference of their

geological character, and give the meaning of Azoic as applied to rocks.

2. At what angle is the axis of the earth to the plane of its orbit? To what motion of the earth are day and night due, and to what motion are summer and winter due?

3. Which planets are smaller and which larger than the earth?

4. Name the four great regions into which the North American Continent is divided.

5. In what lake does the Ottawa rise? What are its tributaries from the South?

6. Name the Counties of Ontario which border on Lake Erie.

7. Give the course of the Mississippi; its chief tributaries, and the four largest cities on its banks.

8. Give the boundaries of Yorkshire, the names of its five largest cities and towns, and mention the industries for which each is distinguished.

9. Give the situation of Madagascar, Anticosti, Malta, the Falkland Isles, Tasmania.

10. In what countries and on what waters are the following places situated:—Glasgow, Hull, Coblenz, Delhi, Monte Video, Londonderry, Vienna, Lyons, Mecca, Hong Kong?

11. What are the principal exports from Italy, and what are those from Australia?

12. What is Ecliptic?

13. Within what zones are the following countries situated:—Borneo, New Zealand, Great Britain, Greenland?

THIRD AND FOURTH DIVISIONS.

THIRD DIVISION will take Nos. 1, 2, 3, 4, 5, 6, 7, 8.

FOURTH DIVISION will take Nos. 6, 7, 8, 9, 10, 11.

1. Mention the names and general direction of the two principal mountain chains in Asia.

2. Describe the course of the Indus, and give the situation of Calcutta, Cabul, and Canton.

What is the principal river in Southern Africa, and in what direction does it flow?

4. Name the States in Northern Africa, called the Barbary States.

5. Name the main divisions of Australia, and give the capital of each.

6. Give the names of the Provinces into which Ireland is divided, and the name of the largest city in each.

7. What large rivers flow into the Caspian Sea, the Black Sea, and the Bay of Biscay?

8. Give the situation of the following places:—Three Rivers, Fredericton, Halifax, Rio Janeiro, New Orleans, Berne, Prague, Milan, Aberdeen, Cambridge, Bristol.

9. Name the Eastern or New England States, and give the capital of each.

10. Name the principal Islands off the East Coast of North America.

11. What are parallels of latitude and longitude? Give, as

nearly as you can recollect, the latitude of New York, Montreal, London and St. Petersburg.

HISTORY.

FIRST DIVISION.

1. Name some principal event in the reign of William the Conqueror, John, Edward II., Henry V., Henry VIII., Mary Elizabeth.
 2. Give the names, in order, of the Stuart Kings, and the date of the Stuart Period.
 3. From A. D. 1629 to 1640, Charles I. held no Parliament. Why?
 4. State the principal cause that led to the Civil War of 1642.
 5. What battle closed the Civil War, and what followed?
 6. What events of English History mark the period of the Commonwealth?
 7. What is the nature of the Test Act, and the Habeas Corpus Act?
 8. How long did the French govern Canada?
- What do you know of General Brock? Lord Monck?

SECOND DIVISION.

1. What principal events are the following names connected with:—William Tyndall, John Wyckliffe, and Martin Luther?
2. Who founded the order of the Jesuits?

3. For what were the Waldensians noted? also the Huguenots?
4. When did Spain lose the Straits of Gibraltar?
5. In the reign of Elizabeth, Queen of England, what event transpired affecting the power of Spain?
6. Give a brief account of the life of Napoleon Bonaparte.

THIRD DIVISION.

1. Name the first principal nation that occupied a place in Europe. What nation succeeded and surpassed it in greatness?
2. In the wars between Greece and Persia what three principal battles were fought? Name the Grecian commander in these battles.
3. What caused the Peloponesian war? How long did it last?
4. Tell what you know of Alexander the Great.
5. Who were called Patricians and who Plebians of the Roman Empire?
6. How long did the first Punic War last? Who was Hannibal?
7. Give a general statement of the extent of the Roman Empire at the birth of Christ.
8. Three great changes marked the reign of Constantine; name them.

DICTATION AND DERIVATION.

SECOND DIVISION.

1. Write a passage to be dictated in the class-room.

2. Derive the following words, giving the meaning of the roots, and when possible, of the prefixes and affixes :—

Commerce,	Cavity,
Malicious,	Debtor,
Edifice,	Paternal,
Domestic,	Fluent,
Agriculture,	Manual.

3. Give English words derived from Facio, Fortis, Animus.

THIRD AND FOURTH DIVISIONS.

1. Write a passage to be dictated in the class-room.

2. Derive the following words, and give the meaning of the roots, and, when possible, of the prefixes and affixes :—

Equinox,	Suburban,
Transport,	Locality,
Consequence,	Dominion,
Admirable,	Instruction,
Uncivil,	Education.

BOOK - KEEPING.

FIRST DIVISION.

1. What is the use of a Daybook ; Journal ; Ledger ?
2. What is the difference between Single and Double Entry in Book-keeping ?
3. What is meant by Posting ?
4. What are Bills Receivable ; Bills Payable ; Bank Cheques ; Invoices.

5. Journalize the following :—Bo't Goods from Mr. A., \$5,000 ; paid him in cash, \$200 ; gave my note for the balance, at three months.

6. Of what use is a Trial Balance ?

7. What three accounts are closed last in Double Entry, and in what order ?

THIRD AND SECOND DIVISION.

THIRD DIVISION will take Questions 1, 2, 3, 4.

SECOND DIVISION will take Questions 4, 5, 6, 9, 7, 8.

1. What is the object of Book-keeping ?

2. What is a Receipt ? a Note ?

3. Put the following items into the form of an account :—June 1st, Received Cash, \$100.00 ; 2nd, Received Cash, \$25.00, 3rd, Paid Cash, \$50.00 ; 4th, Received Cash, \$10.00 ; 5th, Lost Cash, \$8.00.

5. Put the following items into the form of an account, and show how much James Smith owes you :—Borrowed from James Smith, \$200.00 ; 2. Sold him 30 yards of fine Cloth, @ \$4.00 per yard ; 4. Sold him 80 yards Cotton @ 15 cents per yard ; 4. Sold him 100 Fine Silk Hats, @ \$5.00 each ; Received from him Cash, \$50.00.

5. What is the use of a Day Book and Ledger ?

6. What is meant by Posting ?

7. Write out a Receipt for \$260.00, paid this day in Toronto, by James Jones to John Smith.

8. Write out a Note for \$100.00, payable in 10 months, @ 8 per cent. per annum, to Dr. A. from Mr. B.

NATURAL PHILOSOPHY.

FIRST AND SECOND DIVISIONS.

1. Define any three of the properties of matter, one of which must be an essential property of matter.
2. Explain clearly what is meant by the (1) centre of gravity of a body, and by specific gravity.

(2) A cylindrical pillar of white marble, 12 feet long, diameter 16 inches, sp. gr. 2.84. Find the weight of it in pounds.
3. Required the force to put the pillar in question 2 into a waggon, the bottom of which is 4 ft. 6 in. above the ground, on a plank 10 ft. long (assuming that there is no friction.)
4. Classify levers, giving an example of each class.

HYGIENE.

FIRST AND SECOND DIVISIONS.

1. What are muscles? How many distinct muscles are there in the human body?
2. Name three principal uses of the bones; how many bones are found in the adult human being?
3. What useful purposes are served in the spinal column not being straight, nor all in one piece?

4. Tell where the Cranial Nerves are to be found, also the Spinal Nerves ; how many pairs of each are there ?
5. Through what vessels does the blood flow ? Name the two great arteries ; tell the difference between arterial and venous blood.
6. Why should our dwellings receive much fresh air and sunlight ?
7. Name as many as you can of the most common causes for producing ill-health?

MUSIC.

FIRST AND SECOND DIVISIONS.

1. Distinguish between Melody and Harmony.
2. How many notes (or sounds) in the ordinary or Diatonic scale ? Where do the semitones occur ?
3. What is the object of Sharps and Flats ?
4. What is a Chromatic scale ?
5. Write down the different characters called notes, and compare them in regard to their duration.
6. What is the signature when the key note is 1st D, 2nd A ?
7. What is the key note when there are 1st two flats in the signature, and two sharps ?
8. Draw a staff ; on it place the treble clef, and one sharp in the signature. Write the key note (a semibreve) on the staff, also two minims, each of which shall form a common chord with the

EXAMINATION PAPERS.

key note. Draw a bar after the first and third note. Next place a crotchet on the second space and a minim on the second space above the staff. Fill out this last measure with a rest, and draw another bar. Place a dotted minim on the first space and a note on the first ledger line below to fill out the measure. Close with the proper kind of bar and some mark to show that the strain is to be repeated. Attach to each note the letter and syllable by which it is known.

In the music you have just written what is the interval between the first and third notes and that between the fourth and fifth?

THIRD AND FOURTH DIVISIONS.

1. Define Bar, Slur, Ledger Line.
2. What is the use of Sharps and Flats?
3. How many notes in a Diatonic scale? Where do the semitones occur?
4. Name the notes, first by letters, second by syllables.
5. What is the key note when there is neither sharp nor flat in the signature? When there are two sharps? When there is one flat?
6. When the key note is G, what is the signature?
7. If there are two minims or their equivalent in a measure, what mark should be put at the beginning of the staff to indicate the time?
9. Name the notes which, when sounded together, produce full chords.

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Financial Statements.

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Financial Statements.

Annual General Statement of Receipts and Expenditure for Public School Purposes, City of Toronto, for the year ending December 31st, 1881.

INCOME FOR 1881.

Balance from 1880	\$18,506 94	
Cash on hand	2 26	
Legislative Appropriation for 1881	8,855 00	
Municipal Assessment for General School Purposes	88,375 00	
" " Building Purposes	11,500 00	
Fees for non-resident pupils	237 60	
Total		\$127,476 80

EXPENDITURE FOR 1881.

1. New School Buildings, Sites, Furniture, &c., as per statement in detail. (See Appendix A)	\$26,984 12	
2 Repairs, alterations and improvements at the several schools, as per statement in detail. (See Appendix B)	3,313 66	
3. Salaries of Officers, Teachers and Caretakers, as per statement in detail. (See Appendix C)	80,649 23	
4. Fuel for Schools, Board Room and Offices :		
Wm. McGill & Co., Wood and		
Coal, per Contract	\$5,073 73	
Sundry persons, cutting wood		
Cartage, &c.	838 56	
		6,512 29
5. Premiums of Insurance on Buildings, Furniture, etc.:		
Citizens Insurance Co.	372 98	
Queen City Insurance Co.	10 00	
		382 98
6. Expenditure on Night Schools as per statement in detail. See Appendix D)	1,833 38	
Carried Forward		\$119,675 66

FINANCIAL STATEMENTS.

<i>Brought Forward</i>		\$119,675 66
7. Printing, Stationery, School Supplies, Prize Books, Apparatus, &c., as per statement in detail. (See Appendix E).....		2,468 18
8. Water Rates for all the Schools		1,771 08
6. Black-leading Stoves, Varnishing Pipes, Replacing old Stoves, Zinc, etc., in all the Schools :		
F. W. Unitt.....	\$305 52	
E. & C. Gurney & Co.....	163 60	
		479 12
10. Miscellaneous Expenditure, as per statement in detail. (See Appendix F).....		1,553 57
11. Cash on hand		27 41
		<hr/>
Total Expenditure.....		\$125,975 02
Balance to 1882		1,501 78
		<hr/>
Total		\$127,476 80

Certified,

W. C. WILKINSON.

Audited and Approved,

Secretary.

R. C. FITZGERALD,

Toronto, January, 1882.

Auditor.

APPENDIX A.

Statement in detail of Expenditure on account of New School Buildings, Sites, &c., from 31st December, 1880, to 31st December, 1881, given as one sum in Item No. I, General Statement.

BRANT STREET SCHOOL.

W. P. Howland, School Site.....	\$3,000 00
D. Williams, on account of Masonry Work	2,850 00
W. G. Boon, " " Carpenters' Work	3,000 00
A. H. Rundle " " Plasterers' "	150 00
G. S. Fairecloth & Son, on account of Painters' and Glaziers' Work.....	100 00
R. Rennie, on account of Slaters' Work.....	140 00
	<hr/>
<i>Carried forward</i>	\$9,240 00

FINANCIAL STATEMENTS.

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<i>Brought forward</i>	\$9,240 00	
J. S. Champ & Co., on account of Felt and Gravel Roofing Work	75 00	
Wheeler & Bain, on account of Galvanized Iron Work	50 00	
		<u>\$9,365 00</u>

HOPE STREET SCHOOL.

F. Donovan, Balance of Contract.....	6,354 55	
Stewart & Denisen, Architects' Commission.....	353 45	
		<u>6,708 00</u>

ELIZABETH STREET SCHOOL ENLARGEMENT.

W. J. Hill, Masonry Work	1,995 00	
A. E. Balfour, Carpenters' Work.....	1,975 00	
A. H. Rundle, Plasters' "	230 00	
G. Pearcy, Painters and Glaziers Work.....	171 00	
R. Rennie, Slaters' Work	118 00	
R. L. Cowan, Felt and Gravel Roofing Work	135 00	
Douglas Bros., Galvanized Iron Work:	132 00	
W. J. Gibson, Plumbers' Work	30 00	
W. W. Blair, Architects' Commission.....	257 55	
		<u>5,043 55</u>

BORDEN STREET SCHOOL ENLARGEMENT.

C. Dawson, Masonry Work	1,804 57	
J. Howard, Carpenters' Work	1,088 00	
M. J. Hynes & Bro., Plasterers' Work	284 00	
G. S. Faircloth & Son, Painters' and Glaziers' Work	105 00	
J. S. Champ & Co., Felt and Gravel Roofing Work	32 00	
J. Clewes, Plumbers' Work	73 00	
Paull & Son, Architects' Commission	181 00	
		<u>3,567 57</u>

MISCELLANEOUS.

R. Hay & Co., Furniture for New Schools.....	1,567 39	
E. & C. Gurney & Co., Balance of Account for Furnaces	677 34	
Langley, Langley & Burke, Balance on Architects' Commission on Dufferin and Winchester Streets Schools	55 27	
		<u>2,300 00</u>
Total of item No. 1.....		<u>\$26,984 12</u>

APPENDIX B.

Statement in Detail of Expenditure for Repairs, Alterations, and Improvements, at the Several Schools during 1881, given in one sum in Item No. 2, in General Statement.

GIVINS STREET SCHOOL.

V. J. Wallis, Plumbers' work	\$11 66	
Pells & Dodds, Repairs	08	
H. Johnston, Re-glazing	8 25	
		<hr/> \$20 59

NIAGARA STREET SCHOOL.

L. Richey, Carpenters' Work	\$35 71	
J. Little, Plasters' Work	25 60	
Gas Company, Laying Gas Pipes	10 95	
W. Berry, Removing Night Soil	46 56	
W. Wilson, Whitewashing	10 00	
V. J. Wallis, Plumbers' Work	5 92	
H. Johnston, Re-glazing	7 70	
A. M. Brown, "	3 10	
H. M. Armstrong "	1 15	
		<hr/> 146 69

HOPE STREET SCHOOL.

E. Axworthy, Grading Yards	\$50 00	
J. Howard, Carpenters' Work	37 10	
H. Slight, Shade Trees and Boxes	56 25	
A. M. Brown, Re-glazing	1 35	
Mrs. Curtis, Scrubbing School	2 00	
		<hr/> 146 70

BATHURST STREET SCHOOL.

J. Nelson, Carpenters' Work	47 45	
J. Little, Plasters' "	11 92	
V. J. Wallis, Plumbers' "	3 63	
W. Wilson, Whitewashing	3 00	
H. Johnston, Re-glazing	1 70	
J. Howard, Repairs	2 10	
		<hr/> 69 80
Carried forward		<hr/> \$383 78

FINANCIAL STATEMENTS.

5

Brought forward \$383 78

BORDEN STREET SCHOOL.

J. Howard, Carpenters' Work	\$220 55	
G. S. Faircloth & Son, Painters and Glaziers Work	40 00	
J. Seers, Kalsomining	10 00	
Wm. Goldsmith, Caretaker, (extra work)	9 75	
		280 30

PHEBE STREET SCHOOL.

J. Howard, Carpenters' Work	\$97 50	
T. M. Bryer, "	7 80	
J. Little, Plasters' Work	18 25	
V. J. Wallis, Plumbers' Work	17 10	
H. Johnston, Re-glazing, etc.	17 10	
A. M. Browne, "	4 75	
W. Wilson, Whitewashing Closets	2 50	
Pells & Dodds, Repairs	50	
		165 50

RYERSON SCHOOL.

L. Richey, Carpenters' Work	\$52 79	
Pells & Dodds "	1 38	
H. Johnston, Re-glazing,	13 90	
A. M. Browne, "	3 40	
H. Slight, Shade Trees ..	6 00	
W. McGowan, Sodding	5 80	
W. H. Smith, Flowers and Shrubs	5 00	
V. J. Wallis, Plumbers' Work	1 75	
		90 92

JOHN STREET SCHOOL.

J. Bulman, Carpenters' Work	\$209 80	
H. Whetter, Plasterers' "	54 00	
V. J. Wallis, Plumbers' "	8 58	
H. Johnston, Re-glazing, &c.	19 10	
H. M. Armstrong, "	1 45	
Pells & Dodds, Repairs	1 78	
J. Malloy, Sodding Boulevard	7 10	
F. W. Unitt, Hose	14 35	
		326 16

Carried forward \$1,245 76

Brought forward \$1,245 76

YORK STREET SCHOOL AND OFFICES.

Pells & Dodds, Carpenters' Work	\$32 46
N. L. Piper & Son, Tinsmiths' Work	49 60
J. C. Swait "	10 90
V. J. Wallis, Plumbers' Work	4 21
W. J. Gibson, "	1 40
T. M. Bryer, Carpenters' Work	4 35
H. M. Armstrong, Re-glazing	3 60
C. R. Woodland, Flowers and Shrubs	2 00

107 92

LOUISA STREET SCHOOL.

Pells and Dodds, Carpenters' Work	99 54
T. M. Bryer, "	5 95
W. Forbes, "	3 00
W. J. Gibson, Plumbers' Work	12 80
W. Berry, Removing Night Soil	31 50
R. Phillips, Whitewashing Closets	2 50

155 29

ELIZABETH STREET SCHOOL.

A. E. Balfour, Carpenters' Work	295 05
Pells & Dodds, "	11 68
J. Plenderleith, "	6 85
T. M. Bryer, "	3 55
A. H. Rundle, Plasterers' Work	20 25
G. Pearcy, Painters' and Glaziers' Work	15 95
Douglas Bros., Galvanized Iron Work	20 54
A. Morton, Plumbers' Work	6 60
W. J. Gibson, "	1 00
Gas Company, Laying Pipes	4 65
A. M. Browne, Re-glazing	1 95
A. Hunter, Caretaker, Extra Work	12 00

400 07

WELLESLEY SCHOOL.

J. Plenderleith, Carpenters' Work	70 40
Richards Bros, Tinsmiths' Work	18 45
J. Little, Plasterers' Work	23 60
V. J. Wallis, Plumbers' Work	8 35

Carried forward \$120 80 \$1,909 04

FINANCIAL STATEMENTS.

7

Brought forward	\$120 80	\$1,909 04
A. M. Browne, Re-glazing	8 10	
J. Malloy, Sodding Boulevard	22 70	
T. Gray, Flowers and Shrubs	7 00	
		158 60

CHURCH STREET SCHOOL.

T. M. Bryer, Carpenters' Work.....	91 66	
Richards Bros., Tinsmiths' Work.....	0 90	
J. H. Haskett, Re-glazing	2 55	
T. Gray, Pruning Trees	2 00	
J. Blevins, Cutting Grass	1 00	
		98 11

VICTORIA STREET SCHOOL.

T. M. Bryer, Carpenters' Work.....	15 30	
H. Whetter, Plasterers' Work	15 50	
J. Howard, Carpenters' Work.....	3 00	
W. J. Gibson, Plumbers' Work	5 33	
J. H. Haskett, Re-glazing.....	6 00	
H. M. Armstrong, Reglazing.....	1 45	
R. Phillips, Whitewashing Closets.....	2 50	
		49 08

GEORGE STREET SCHOOL.

T. M. Bryer, Carpenters' Work	7 50	
Fells & Dodds, " "	7 38	
T. Gordon, Plumbers' Work.....	13 45	
W. J. Gibson, " "	3 30	
J. Poucher, Plasterers' Work	4 70	
N. L. Piper & Son, Patent Ventilator and Tinsmith Work	71 35	
J. H. Haskett, Re-glazing.....	3 55	
R. Phillips, Whitewashing Closets.....	2 50	
		113 73

WINCHESTER STREET SCHOOL.

T. M. Bryer, Carpenters' Work	61 21	
J. Poucher, Plasterers' Work	9 46	
J. H. Haskett, Re-glazing, &c.....	14 95	
G. S. Faircloth & Son, Re-glazing, &c.....	2 25	
A. M. Brown " "	1 25	
		89 12

Carried forward		\$2,417 68
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Brought forward \$2,417 68

DUFFERIN SCHOOL.

J. Wilson, Carpenters' Work	36 29	
W. J. Gibson, Plumbers' Work	12 10	
J. Poncher, Plasterers' Work	5 45	
J. & N. Richards, Plumbers' Work	3 10	
J. H. Haskett, Re-glazing.....	18 60	
G. S. Faircloth & Son, Re-glazing	6 70	
W. Higgins, Sodding Boulevard	24 70	
W. Pape, Flowers and Shrubs.....	5 00	
		111 94

PARK SCHOOL.

J. Wilson, Carpenters' Work	149 51	
T. M. Bryer, " "	15 97	
Pells & Dodda, " "	3 72	
J. & N. Richards, Plumbers' Work	12 04	
W. J. Gibson, " "	4 45	
Moore & Hynes, Grading Play Grounds & Sodding	63 00	
H. Slight, Shade Trees	28 00	
F. W. Unitt, Hose	7 80	
J. Trowbridge, Cutting Grass	3 50	
R. Phillips, Whitewashing Closets	2 50	
		290 49

PARLIAMENT STREET SCHOOL.

J. Wilson, Carpenters' Work	299 00	
J. Howard, " "	2 25	
T. M. Bryer, " "	1 80	
A. H. Partridge, Painters' Work	43 00	
Pells & Dodda, Repairs	1 13	
W. J. Gibson, Plumbers' Work	4 45	
J. H. Haskett, Re-glazing.....	5 20	
R. Huggill, Sodding Boulevard	16 10	
R. Phillips, Whitewashing Closets.....	1 25	
		374 18

PALACE STREET SCHOOL.

H. Pett, Carpenters' Work	17 65	
T. M. Bryer " "	7 52	
J. H. Haskett, Re-glazing.....	3 25	
R. Phillips, Whitewashing Closets	2 50	
		30 92

Carried forward \$3,225 21

FINANCIAL STATEMENTS.

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Brought forward \$3 225 21

LESLIEVILLE SCHOOL.

H. Pett, Carpenters' Work,	13 70	
R. J. Bell, Cleaning Well	5 00	
W. Mason & Co, Repairs.....	4 75	
		23 45

MISCELLANEOUS.

Sweeping Chimnies at all the Schools.....	19 60	
J. Roberts, Repairing Locks, Keys, &c.....	8 50	
Expenses of Annual Inspection of School Property	16 00	
Wadsworth, Unwin & Co, Surveying School Site.	5 00	
J. Howard, Scrapers	3 75	
T. M. Bryer, Notice Boards for Schools.....	9 35	
G. S. Faircloth & Son, Lettering.....	1 00	
Sundries.....	1 80	
		65 00

Total of Item No. 2 \$3 313 66

APPENDIX C.

*Statement in Detail of Salaries of Officers, Teachers, Caretakers,
&c., paid during 1881, as given in one sum in Item No. 3,
in General Statement.*

James L. Hughes, Inspector	\$1 800 00	
W. C. Wilkinson, Secretary.....	1,400 00	
J. T. Thompson, Truant Officer.....	750 00	
B. T. Fitzgerald, Auditor.....	25 00	
C. R. Woodland, Messenger and Caretaker	600 00	
Four Examiners (Combined Examination).....	200 00	
Twenty-two Caretakers	4,077 50	
		8,952 50

Carried forward \$8,952 50

Brought Forward \$8,952 59

MALE TEACHERS.

HEAD MASTERS.

James Anderson	850 00	
John Campbell	1,000 00	
Wm. Cassidy	780 10	
Levi J. Clark	1,000 00	
George Crane	850 00	
Robert W. Doan	900 00	
Martin Gill	900 00	
Andrew Hendry	900 00	
Richard Lewis	1,079 14	
R. T. Martin	848 40	
Samuel McAllister	1,100 00	
Robert McCauland	850 00	
Adam F. McDonald	1,100 00	
Adam Morrison	900 00	
Geo. K. Powell	825 85	
Thos. Parker	241 48	
John Phillips	750 00	
Albert R. Pyne	900 00	
Francis S. Spence	900 00	
Wm. Spotton	750 00	
		\$17,424 97

ASSISTANT MASTERS.

James Boddy	277 12	
Henry Browne	850 00	
Samuel Coyne	850 00	
Peter G. Meldrum	746 96	
		2,724 08

MUSIC TEACHERS.

A. P. Perrin	350 00	
H. F. Sefton	350 00	
		700 00

FEMALE TEACHERS.

HEAD MISTRESS.

Miss C. M. Churchill	600 00	
		600 00

Carried Forward \$30,401 64

FINANCIAL STATEMENTS.

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Brought forward \$30,401 64

SENIOR FIFTH BOOK CLASS.

Miss M. Buik	\$525 00	
" O. Dunn	525 00	
" M. J. Keown	525 00	
		1,575 00

JUNIOR FIFTH BOOK CLASS.

Miss Susan Hamilton	500 95	
" C. Spotton	500 00	
" M. A. Worth	500 00	
		1,500 95

SENIOR FOURTH BOOK CLASS.

Miss S. J. Hamilton	152 96	
" A. Kelloch	475 00	
" Elizabeth Kennedy	475 00	
" S. McCreight	500 00	
" J. Rogers	500 00	
" R. Thompson	500 00	
" E. A. Williams	500 00	
		3,102 96

JUNIOR FOURTH BOOK CLASS.

Miss A. J. Cameron	441 13	
" M. Coyne	449 15	
" J. A. Cruise	449 15	
" S. M. Hamilton	450 00	
" G. Round	500 00	
Mrs. K. Stevenson	444 90	
		2,734 33

SENIOR THIRD BOOK CLASS.

Miss A. Armstrong	423 40	
" Jessie Campbell	425 00	
Mrs. A. Carey	425 00	
Miss H. Fraser	293 91	
" Carrie Gray	425 00	
Mrs. E. A. Green	425 00	
Miss M. Gunn	416 14	
" P. J. Johnston	425 00	
" Emma Kennedy	425 00	
Mrs. L. Leadley	406 81	

Carried forward \$4,090 26 \$39,314 88

FINANCIAL STATEMENTS.

<i>Brought forward</i>	\$4,000 26	\$30,314 88
Miss M. Newton	400 19	
" Kate A. Scarlett ..	471 42	
" Jane Smyth	484 87	
" G. Stokes	283 30	
" Maria Woods	425 00	
		6,155 04

JUNIOR THIRD BOOK CLASS.

Mrs. J. N. Agnew	377 42	
" J. S. Arthurs	475 00	
Miss T. Carlyle	383 36	
" A. Chambers	398 49	
" E. J. Church	382 65	
Mrs. M. A. Fitzgerald ..	397 70	
Miss M. Frazer	400 00	
" A. Friaby	266 64	
" H. How	421 84	
" M. J. Hunter	400 00	
Mrs. E. Lilly	389 39	
Miss L. Lumsden	381 28	
Mrs. J. A. McBrien	369 30	
" M. A. McDonald	400 00	
Miss S. McKenzie	400 00	
" I. Mearns	400 00	
Mrs. G. Riches	475 00	
" K. Rowland	424 20	
Miss A. Sims	398 49	
" H. Somerville	107 65	
" M. A. Westman	391 16	
		8,039 57

SENIOR SECOND BOOK CLASS.

Miss K. M. Allen	372 87	
Mrs. A. F. Armour	309 03	
" J. S. Balmer	375 00	
" C. Brechon	372 16	
Miss L. Corner	366 13	
" A. Freeman	372 86	
" L. Gellatley	356 98	
" A. A. Gray	375 00	
" E. R. Gray	357 64	
<i>Carried forward</i>	\$3,257 67	\$58,509 49

FINANCIAL STATEMENTS.

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Brought forward \$3,257 67 \$53,509 49

Miss J. Gunn	374 29	
" C. Jackson.....	375 00	
Mrs. M. McCuaig.....	356 20	
Miss M. Sefton	375 00	
" M. B. Smith	375 00	
Mrs. M. Steward.....	351 51	
Miss S. L. Taylor	358 30	
" E. C. Thompson.....	284 44	
" C. J. Watson	372 37	
		<u>80,479 78</u>

JUNIOR SECOND BOOK CLASS.

Miss F. A. Cheney.....	223 83	
" E. Foulds	332 11	
" G. Grant	344 66	
" S. Hagarty.....	354 58	
" L. Kesack.....	350 00	
" F. Martin.....	329 87	
" M. J. McCally	332 31	
" A. McIntyre	331 15	
" M. Milae.....	333 34	
" L. Payne.....	350 00	
" E. Y. Sams.....	348 68	
" A. M. Sefton.....	350 00	
" B. Sims.....	325 78	
" M. Spence	348 68	
" M. F. Spence.....	330 78	
" L. Sturrock.....	333 34	
" F. Thompson.....	332 11	
Mrs. S. E. Wallace.....	231 98	
Miss M. L. Williams	291 84	
		<u>6,175 04</u>

SENIOR FIRST BOOK CLASS.

Miss J. Anderson.....	325 00	
Mrs. J. E. Bell.....	324 39	
Miss A. Black.....	324 35	
" I. Brown.....	325 00	
" E. M. Chadwick	325 00	
		<u>\$1,623 74</u>
Carried forward		<u>\$66,164 31</u>

FINANCIAL STATEMENTS.

<i>Brought forward</i>	\$1,623 74	\$66,164 31
Miss J. Carlyle	325 00	
" H. Clarkson	325 00	
" L. Dickenson	323 77	
Mrs. J. Greer	325 00	
Miss A. S. Gray	325 00	
" M. Mullen	325 00	
" J. Nadel	323 78	
" M. Ritchie	296 10	
" S. E. A. Scobie	325 00	
" F. Sims	322 31	
" L. Slater	325 00	
" I. V. Straubel	323 77	
" B. M. Wallace	324 39	
		5,812 86

JUNIOR FIRST BOOK CLASS.

Miss L. Anderson	269 02	
" L. Baxter	239 18	
" A. V. Beattie	108 36	
" P. Black	325 00	
" E. Bolton	323 12	
" J. F. Brown	321 93	
" J. Campbell	320 08	
" C. Cathcart	325 00	
Mrs. J. W. Clarke	94 31	
" L. Coad	324 96	
Miss E. Cheney	93 57	
" E. Daw	108 34	
" M. Featherstonhaugh	108 34	
" A. Fell	81 25	
" E. N. Harney	108 33	
" E. Langton	324 39	
" M. Logan	323 77	
" H. J. Lanskill	108 32	
" H. B. Laidlaw	108 34	
" S. Loudon	216 66	
Mrs. S. L. Lowry	216 64	
Miss A. McKee	325 00	
" F. McKee	325 00	
" J. Mark	323 77	
" A. S. Martin	321 93	
<i>Carried forward</i>	\$5,744 61	\$71,977 17

FINANCIAL STATEMENTS.

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<i>Brought forward</i> ..?	\$5,744 61	\$71,977 17
Miss J. Semple	105 88	
" M. Smyth	310 24	
Mrs. A. Thorold	107 73	
" G. C. Warburton	198 34	
Miss A. T. Waterson	325 00	
" M. Wilson	97 26	
		6,799 06
Miss B. Gunn,—Drawing Teacher	500 00	
Occasional Teachers	1,373 00	
		1,873 00
Total of Item No. 3		\$80,649 23

APPENDIX D.

Statement in Detail of Expenditure on Night Schools paid during 1881, as given in one sum in Item No. 6 in General Statement.

Salaries of Teachers	\$1,438 00
Salaries of Caretakers	215 00
Gas Account	86 65
James Campbell & Son, Prizes	49 94
N. L. Piper & Son, Coal Oil, Chimnies, &c.	43 79
Total of Item No. 6	\$1,833 38

APPENDIX E.

Statement in Detail for Printing, Advertising, Stationery, School Supplies, Prize Books, Apparatus, &c., as given in one sum in Item No. 7, in General Statement.

G. C. Patterson & Co., Printing Inspector's Annual Report....	\$68 75	
" " " Semi-Monthly Minutes.....	97 05	
" " " Examination Papers, Circulars, Posters, Notices and General Printing.....	254 10	
Rolph, Smith & Co., Certificates of Honor, and Seal and Press..	131 00	
Globe Printing Co., Advertising	54 20	
Mail, "	55 00	
Telegram, "	29 00	
World, "	27 50	
Evening News, "	15 25	
James Campbell & Son, Prize Books	300 07	
R. Hay & Co., Seats, Tables, Pointers, Ink-wells, and Repairs to School Furniture.....	114 34	
Barber & Ellis, Stationery and School Supplies.....	27 15	
W. Gage & Co., " " "	24 79	
Brown Bros., " " "	15 45	
Canada Publishing Co., " " "	481 64	
G. Virtue, Four Sets of Globe Encyclopaedias.....	144 00	
E. B. Shuttleworth, Ink for the Schools.....	93 82	
W. A. Smith & Co., "	15 00	
J. McGregor, Presses for Sunday Schools	48 70	
R. Lewis & Son, Bells for two new Schools	175 00	
" " Hardware and Supplies	21 44	
P. Paterson & Son, " " "	34 65	
Kent Bros., Balance of Clock Contract	25 00	
C. Ward, Cleaning and Repairing Clocks	32 10	
J. Nelson, Wood-boxes	32 40	
Pells & Dodds, Screens for Exhibition of Drawings, &c.....	35 80	
J. Plenderleith, Repairing Desks and Seats	16 85	
A. E. Balfour, Removing Desks and Seats	12 25	
G. Weeks, Repairs to School Furniture.....	16 00	
J. Young, Bibles	8 40	
Toronto Window Roller Co., Blinds	18 00	
J. Sloan, Repairs to School Furniture.....	9 12	
H. Graham & Co., Matting.....	5 50	
Pim & Co., Refilling Printographs, \$5.25; A. H. Paull, do., \$2.00	7 25	
E. Y. Lemaitre, " \$4.50; C. R. Woodland, do., \$5.80	10 30	
Bertram & Co., Hat Hooks	3 23	
J. Davis, Electric Pen supplies	1 50	
Burns & Co., Ink Jars, \$2.40; Sundries, \$4.18.....	6 58	
Total of Item No. 7.....	\$2,468 18	

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APPENDIX F.

Statement in Detail of Miscellaneous Expenditure, as given in one sum in Item No. 10, in Annual General Statement.

Trustee Elections, Returning Officers, Fees, Rent of Polling Booths, &c.....	\$241 68
Entrance Examinations, Collegiate Institute.....	120 00
Kerr & Anderson, Rent of Mission Church, Markham Street, for School Purposes	100 00
A. W. Goldsmith, Rent of Church adjoining Elizabeth Street School, for School Purposes	96 00
A. Farley, Rent of Brock Street Temperance Hall for School Purposes	240 00
W. B. McMurrich, Solicitor's Fees.....	452 49
R. W. Doan, Bonus for Services as Principal of City Model School	100 00
Bonus to Caretaker George Street School	20 00
Gas Account, for Board Room and Office.....	15 70
H. Pellatt, for use of Pavillion, Horticultural Gardens, for Annual Meeting	14 50
Mason, Kisch & Co., Piano	4 00
Cab Hire for Funeral of the late Thomas Davison	8 00
J. G. Owens, Illuminated Address of Condolence.....	15 00
H. Jackman & Co., Bill Posting	8 00
S. Salmou, Making Notice Boards	4 00
Expenses of Committee, Measuring and Inspecting Wood.....	9 30
Cartage and Expressage.....	17 90
C. R. Woodland, Superintending Stove Cleaning, &c.....	10 00
Inspector's Postage, P. O. Box, &c.....	9 45
Secretary's " "	13 75
J. C. Graham, Ice for Board Room and Offices.....	3 75
Cab Hire for Committees, &c.....	23 25
Might & Taylor, Directory.....	2 50
Elliott & Co., Oxalic Acid.....	2 80
W. Briscoe, Wheelbarrow for York Street School.....	6 00
P. Paterson & Son " " Givins "	5 50
Wheeler & Rain, Lawn Mower.....	5 00
E. Bethune, Gazetteer.....	3 00
R. Simpson, Dusters, &c.	2 00
Total of Item No. 10.....	\$1,553 57

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, 1881.*

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 ".....	1,500	6,000	7,500
Leslieville.....	500	3,500	4,000
Victoria Street.....	5,000	11,000	16,000
Church ".....	4,000	10,500	14,500
John ".....	4,000	15,000	19,000
York ".....	5,500	14,500	20,000
Niagara ".....	4,000	13,000	17,000
Louise ".....	3,500	12,500	16,000
Elizabeth ".....	2,500	6,000	8,500
Wellesley ".....	5,000	27,000	32,000
Phoebe ".....	4,000	16,000	20,000
Borden ".....	1,000	5,500	6,500
Ryerson.....	7,000	23,000	30,000
Bathurst Street.....	2,000	10,500	12,500
Givens ".....	1,500	8,000	9,500
Hope ".....	2,500	7,500	10,000
Brant ".....	3,000	8,500	11,500
Lake View Avenue.....	3,000	.....	3,000
	\$82,500	\$262,000	\$344,500
Furniture, School Apparatus, &c., say.....			22,000

Total Estimated Value of School Property..... \$366,500.

Certified,

W. C. WILKINSON,

Secretary.