## ANNUAL REPORT

 OF THE
## INSPECTOR

of THE<br>OF THE<br>\section*{CITY OF TORONTY,}<br>YEAR ENDING DECEMBER 31. $1 \times 77$

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T. HILL \& SON, CAXTON PRESS, COR. KINQ AND JAKVIS STS,
1878. .

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CHairman. W. W. OGDEN, Esq., M.D.
standiug Committers.
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Megsrs. DAVISON, LEE and McMURrich.
II.-On School Management.

Dr. WRIGHT, Dr. DeGRASSI, and Messrs. Gampbell, GALLEY AND WINCHESTER.
III. - on sites and Buildings. Messrs. BURNS, KENT, RODEN and SLOAN.

## IV.-On Supplies.

Messrs. JOHNSTON, LEE and BAIN.
-V.-On Industrial Schools.
Messrs. PEARSON, MARA and MILLS.

## (0fticers of the ghard.

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Secretary, . . W. C. WILKINSON, Esq.
Solicttor, . - . W. B. McMURRICH, Ese., M. A.
Truant Officer, - JOhN T. THompson, Esq.
Auditor, . . . WILLIAM ANDERSON, Esq.
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## Thsurctor's Anual Requrt.

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

Gentlemen,
In accordance with a resolution of your honourable
Board, I respectfully submit the Nineteenth 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 11,010.

The average daily attendance was 6,860 . Last year it was 5,976 .
596 pupils attended school less than 20 days.
$\left.\begin{array}{rrrrrr}1171 & " & " & \text { between } 20 \text { and } 50 \text { days. } \\ 2487 & " & " & " & 50 & " 100\end{array}\right]$

The number who attended school for over 100 days is 6756 . This number would have been larger but for the fact that three schools; Markham Street, the Boys' Home and the Girls' Home, were only opened four months before the close of the year.

To show that the Attendance has been much improved during the year, it is only necessary to state that the Average Daily Attendance increased from 5,976 in 1876, to 6,860 in 1877.

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 7606. This shows an increase compared with last year of 694. (See Table A.)
The average of Monthly Average Numbers was 6,822. This shows an increase of 903 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 89.7 per cent. of the average of Monthly Registered Numbers. It was 86.3 last year, 83.4 in 1875 , and 80.8 in 1874.

The best average for any month of the year was $93 \cdot 8$, the average for December.
The worst average was $86 \cdot 3$, the average for January.

## ABSENTEEISM.

Steady and decided progress continues to be made in checking this greatest of evils in our schools. The number of days lost by absence in 1877 was 52,889 less than in 1876 , and 85,879 less than in 1875. These numbers do not, however, show the actual improvement made, as the number of pupils in attendance in 1877 was much larger than in 1876 or 1875 , and consequently the number of absentees shonld be proportionately greater. The most correct idea of the improvement made can be obtained by comparing
the number of days lost each year by each pupil, taking the average attendance as the basis of calculation. The numbers of days thus lost were as follows :-

|  | 57 days. |
| :---: | :---: |
| 1876 | 31 days. |
| 1877. | 17 days. |

It will thus be seen that in one year the number of days lost by each pupil in actual attendance has been reduced nearly onehalf. Nothwithstanding this encouraging change, however, irregularity of attendance is still one of the greatest obstacles in the way of the general advancement of the pupils of our schools, and it will require persistent and united effort on the part of all parties concerned to reduce it to reusonable limits. (See Table C.)

## LATENESS.

The improvement in the punctuality was even greater than in the regularity of attendance. Although the daily attendance was largely in excess of the previous year, the lateness was reduced more than 50 per cent. There were 31,476 cases of lateness in 1876, and only 15,272 in 1877. This is less than one-fifth of 'what it was in 1874. (See Table D.)

## CERTIFICATES OF HONOR.

The improvement made in Regularity, Punctuality, and Good Conduct, was shown clearly by the largely increased number of Certificates of Honor received by the pupils. The number granted in 1876 was 2,265 ; this was increased in 1877 to 4,186 .

The Board has decided that these Certificates shall be given only once a year instead of at the close of each Session. This will render them much more valuable than they have been heretofore.

## TEACHERS.

There were 128 teachers in the employ of the Board at the close of the year, exclusive of special teachers in Music and Drawing. There are 22 male and 106 female teachers employed. They hold certificates as follows :
First Class Provincial ..... 47
First Class County Board ..... 18
Second Class Provincial ..... 63

## SCHOOL ACCOMMODATION.

Thirty-four teachers wore added to the Staff during the year. This reduces the number in charge of each teacher nearly to the legal limit, except in the lowest four grades. In most of these, and especially in the 10 th Divisions, the numbers are still far greater than they should be. Temporary accommodation for the pupils of the lowest grades has been provided in certain parts of the City by the renting of halls. This is not a satisfactory method of settling the difficulty however. The halls are not well seated, or lighted or ventilated on proper principles ; and the rent paid, would pay the interest on a capital account which would provide more and better accommodation. It is not necessary to erect large schools to meet the present requirements. Several Primary Schools are urgently needed, however. Owing to the rapidly increasing number of advanced pupils in our schools, Wellesley School should as soon as possible be set apart exelusively for the higher grades, as the Dufferin and Ryerson Schools have been. If the Winchester and Niagara Street Schools were doubled in size, they would provide accommodation for the 4th, 5th and 6th Divisions, as well as the large number of junior pupils applying for admission to them.

## FURNITURE AND APPARATUS.

The furniture for all classes except the lowest is quite satisfactory. For the 10 th Divisions I would strongly recommend

Cornell Settees (St. Louis Primary), manufactured by R. Hay \& Co. They are quite as good for pupils who do not write in copy books as desks, and cost only about one-half as much.

Every school in the city requires some apparatus. The articles most urgently needed are globes, calculators, and map-stands.

## THE NEW SYSTEM OF GRADING.

The system of classifying the pupils, introduced at the commencement of the year, on the opening of the three new Advanced Schools, has been productive of most excellent results in every way. The attendance is more regular; the difficulties connected with discipline have decreased; the progress made by the pupils has been 'greater, and the labour of the teachers much less than under the old system. Perhaps the most encouraging results which have followed the adoption of the new system, are the increased average age of the pupils in the senior grades, and the very large increase in the number attending the advanced classes. There were 1921 pupils in the 4th and 5th Book Classes in 1877, and only 1397 in 1876. The older pupils find it to their advantage to remain longer in our schools than formerly, because the teachers of the higher divisions are allowed to devote their whole time to the subjects which should be taught to pupils of the higher grades. This is a very desirable change. The citizens of Toronto have a right to expect our Public Schools to afford opportunities to their children for acquiring a first-class English education. It should not be necessary for a parent to be compelled to pay taxes for the support of Public Schools, and, at the same time, pay fees for the education of his children in the very branches of instruction which the Public Schools are expected to teach. I regard the position taken by the Toronto Public School Board as the right one, viz, : To keep the Public and High Schools separate and distinct from each other, and to provide for the thorough teaching of the higher classes in the Public Schools. Mistakes are frequently made in
comparing the High School system of Toronto with that of other cities, where there are no Public School classes above those reading in the Fourth Book ; and some conclude that, because there are not so many candidates for admission to the Collegiate Institute in Toronto as in some other places, the general standard of public education is not so high in Toronto as in those cities where more. are crowded into the High Schools. This is an error. The fact is that if all the pupils in Toronto Public Schools who could pass the Entrance Examination to the High School were to be regarded as High School Pupils, Toronto would have nearly as many High School Pupils as all the other cities of Ontario taken together.

I confidently expect, that with the present system of grading, our Public School Scholarship Pupils will soon be able to pass the Intermediate Examination on entering the Collegiate Institute.

## TEACHERS' ASSOCIATION.

The Minister of Education, in accordance with powers given him by the School Act of 1877, issued the following Regulations for the organization of a Teachers' Association in each Inspectoral District in the Province :

## Regulations respecting Teachers' Associations.

Approved by His Honour the Lieutenant Governor in Council, 22nd June, $187 \%$.
The following Regulations shall apply to, and govern Teachers' Associations :

1. In each County or Inspectoral Division a Teachers' Association shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the school room.
2. Officers.-The officers of the Association shall be a President, Vice-President, and Secretary-Treasurer. There shall also be a

Management Committee of five. The officers of the Association and the Management Committee shall be elected annually.
3. Meetings.-The Association shall meet once during each half year, and shall continue in session two days, which shall be deemed as visiting days. The time and place of the first meeting shall be fixed by the Inspector. Subsequent meetings shall be held on such days and at such places as the Association may determine.
4. Sessions.-The Sessions on the first day shall be from 9 a.m. to 12 m ., and from 2 p.m. to 5 p.m. On the second day from 9 a.m. to 12 m ., and from $2 \mathrm{p} . \mathrm{m}$. to 4 p.m.
5. Programme.-The subjects for discussion and order of business shall be determined by the Management Committee and officers of the Association ; and all Teachers in the County or Inspectoral Division shall be notified of the subjects at least one month before each meeting. The work of the Association shall be as practical as possible ; and at every meeting, illustrative teaching of classes should form a prominent part of the proceedings. All questions and discussions foreign to the Teachers' work should be avoided. The programme for the first meeting of the Association shall be drawn up by the Inspector, and by such Teachers as he may call to his assistance, of which notice shall be given as above.
6. It is recommended that a public lecture be delivered, either by the Inspector or some other suitable person, on the evening of first day's meeting.
7. In case one or more persons should be appointed by the Department, for the purposes of more fully enabling the Associations to accomplish the purposes for which they are established, such persons shall report upon the efficiency of each Association, with the view of its being entitled to receive from the Department and County Corporations, the appropriations authorized by the Legislature, and, in the meantime, such report shall be made by the Inspector.
8. In case the Inspector, from time to time, reports to the Department the continued efficiency of the Association, the Association will then, and not otherwise, be entitled to receive the said Legislative and County appropriations.
(Signed)

> ADAM CROOKS,
> Minister of Education.

Education Department, Ontario, Toronto, 11th June, 1877.

In accordance with these Regulations, an Association composed of the Teachers of Toronto and vicinity was organized, and its first meeting was held by the kind permission of the Minister of Education in the Public Hall of the Normal School, on Friday and Saturday, the 14th and 15th of December.

The following is the programme of work done at this meeting :

## FRIDAY, DECEMBER 14.

9-10. Business Meeting-Adoption of a Constitation, \&c.
10-12. How to teach Arithmetic till the end of DivisionMr. Levi Clark.
2-3.30. How to teach Geography to Senior Classes-Miss M. J. Keown.

How to teach Geography to Junior Classes-Miss B. Sims.
$3.30-5$. How to teach Writing-Mr. A. F. McDonald.
SATURDAY, DEOEMBER 15.
9-10.30. How to teach Reading to classes below the 4th Book - Mr. Richard Lewis.
10.30-12. Difficulties in connection with School Discipline-MR. S. McAllister.

2-4. Best method of Parsing and Analyzing-I. J. BirceARD.

The President's Inaugural Address was delivered on Friday evening, at 8 o'lock. Subject: "The Educational Outlook."

George Wright, Esq., M.A., M.D., Chairman of the Cammittee on School Management, delivered an address before the Association on Saturday evening, at 8 o'clock.

The exercises throughout were of the most practical character ; the teachers, both male and female, took an active part in the discussions, and many very valuable suggestions were given. These meetings cannot fail to be of great benefit to the teachers. Several other meetings of the teachers, called by myself to consider various matters relating to the general management of the schools, were held during the year.

The Officers of the Association for the year 1878, are:
President, Mr. James Hughes; Vice-President, Mr. R. W. Doan; Secretary-Treasurer, Mr. R. McCausland; Committee of Management, Miss Buik, Miss Fraser, Mr. McAllister, Mr. McDonald, and Mr. A. Hendry.

## PROFESSIONAL AND REFERENCE LIBRARY.

The School Board and the Teachers of the Public Schools of the City are to be congratulated on the fact, that a Professional and Reference Library has been established by the Board. Although it is small, it is select, and, it is to be hoped, that it is but the beginning of what muy yet grow to much larger proportions. It is impossible to calculate the benefit to be derived from the reading of good works on Education by teachers. The teacher who is too young, or too old, or too indifferent, to be interested in studying standard educational literature, and keeping himself thoroughly acquainted with the most advanced ideas in connection with his profession, is not worthy of the honourable and responsible position he occupies.

## WRITING.

This subject is one of the greatest importance to the majority of the pupils attending our schools. I found, on my appointment, no less than thirteen varieties of writing books, some with head lines and some without, in use in our schools. Nine distinct kinds were found in one room. There was no attempt to teach writing to the whole class, in most cases ; each pupil was a class by himself. I immediately called a meeting of the Head Masters, and submitted to them all the systems of writing available in Toronto. The result was that nine books of the Paysonn, Dunton and Scribner Series were selected, and approved by the Committee on School Management. The wholesale publishers in Toronto imported their Copy-books from Glasgow, and for a time they were satisfactory, so far as quality of paper and engraving were concerned. They soon began to deteriorate, however, and for the last year have not been at all creditable to their publishers, or satisfactory to our teachers. I hope, therefore, that the Board will consider the adoption of a series of Copy-books of a better character than those now in use in our schools.

I am glad to be able to report that much progress has been made in the method of teaching writing during the past year. The subject has been twice discussed by experts before the teachers, and a uniform method adopted, so that when a pupil is promoted from one school to another, he is not compelled to alter his method of sitting, holding the pen, \&e. Every pupil in a class is also required to write the same copy on four, or at least three days of each week.

The teacher is therefore able, in a very short time, to explain to the whole class the chief points to be attended to in the lesson for the day. The explanation is thus given to all in the same time that would be required for each one, if all wrote separate copies; thus a great saving is effected in time, and a great deal more teaching given to each individual, than could possibly be done otherwise.

There is one apparent objection to the method, which at first
sight, and to those who have not thought carefully on the subject, seems to have some force. As every pupil is not present every diay, it follows, that, when the absent pupils return, they will have to leave unwritten, the copies written by the class, while they were absent. It would not do for them to write these at home, hecause they would almost inyariably write in a hasty and careless manner, which would produce bad effects. Here, therefore, comes the difficulty.

When the class has reached the last copy in the book, and is ready for new books, there may be a dozen or more pupils who have some pages unfinished, and their parents raise an outcry against getting new books. They do this under the impression that the old books are no longer of any use. I fear that, in some cases, even the teachers have helped to convey this impression. This is entirelv wrong, however. Every pupil should have two writing books at the same time, the regular class book, and a book for writing in every fourth or fifth day, while those who have back copies unwritten in the regular class book are completing them. This extra book may be either the unfinished old book or a blank book in which the pupil may write something written on the blackboard by the teacher. In this way every pupil will be able to utilize the unfinished pages of his old book, except those who are absent about one-half or more of the school time; and it would be a serious mistake to injure those who are regular, for the sake of those who are irregular. I am quite convinced that it is only necessary for parents to understand the method, in order to secure their full approval and co-operation in teaching writing as we do other subjects, by the class, instead of the individual method.

## INDUSTRIAL TRAINING FOR GIRLS.

In my report for 1874, I called attention to the fact, that the time set apart for "needle work" in our female departments was, in my opinion, spent very unprofitably; no system seemed to be adopted
at all. There was no class teaching; Tatting, Crochet-work, Beadwork, Wool-work, Knitting, Sewing, Straw-work, \&c., \&c., by the pupils of the same division, at the same time, and the teacher, in many cases, took no part in explaining how to do any of the work whatever. I regret to say that, in the multitude of other matters with which the Board has had to deal, this has been overlooked. I therefore again call attention to it, hoping that the work may be made more systematic and practical than heretofore. There is no reason why every pupil in a class should not be engaged in doing exactly similar work, at the same time.

Neither is there any reason why a teacher should not explain to every girl in her class how to sew, or hem, or tuck, or knit, or darn, or do any similar work, at the same time ; just as she shows how to work a problem or to parse a word "at the same time. The work to be done can be arranged to suit the capabilities of the children in the different divisions, just as is done with other subjects. There is an official programme, laid down by the Education Department for the Schools of Ontario, in needlework. It is exactly similar to the programme of the Public Schools in London, England. It is as follows :

First Class. Threading Needles. Hemming; for instance, Strips of Calico, or a Plain Pocket Handkerchief. Knitting-a Plain Strip.
'Second Class.' Hemming, Seaming or Sewing, Felling, Fixing a Hem-e. g. Child's Pinafore. Knitting-a Ribbed Muffatte.

Third Class. Hemming, Seaming, Felling, Stitching, Sewing on Strings-e. g. a Pillow Case. Knitting-a Child's Plain Sock.

Fourth Class. Button-holing, Sewing on Buttons, Stroking, Setting in Gathers, Marking-e. g. a Plain Day or Night Shirt. Plain Darning, Knitting-a Ribbed Stocking.

Fifth Class. Subject continued.
Sixth Class. Subject continued. Cutting and Fitting Plain Garments.

It will be seen at a glance, that this is a practical programme, and one which the regular teachers could carry out properly in all the lower classes. In the higher divisions it would be better to have cutting out and fitting taught by a qualified dressmaker. The expense would be small, and the benefit to all classes of the community incalculable.' I do not believe that any other subject taught to girls can be productive of so much good to so great a number as needle-work and fitting garments, if it is thoroughly taught.

In England, before any grant is made to an Elementary School, "the Educational Department must be satisfied that the girls are taught plain needle-work and cutting out, as a part of the ordinary course of instruction." No fancy work is allowed in these schools, simply knitting, sewing, mending, darning, cutting out and fitting. This remark applies to Ontario also.
In some parts of England, the School Board purchase cloth at wholesale prices, and supply it to parents at the same rate. If a girl in the lower classes needs an apron, her parents send an order accompanied by the necessary money to her teacher. The teacher purchases the cloth from the head mistress who has charge of it; the little girl is measured and fitted by some of the pupils in the higher divisions under the supervision of the needle-work teacher, and then she hems and sews her own apron under the guidance of her own teacher. In other places, wholesale clothing houses make arrangements with the schools to have certain kinds of garments made by the school girls.

## DRILL.

During the past year this subject has been introduced more systematically in the higher classes of boys. Captain Thompson, Truant Officer, gives valuable assistance in drilling those classes of senior boys, which are taught by female teachers. The programme followed is that prescribed for the Province by the Education De-
partment. I hope the pupils may soon be sufficiently drilled to justify the Board in holding an Annual Review, as is done in London, by Sir Charles Read.

## EXAMINATIONS.

Three written Examinations were held during the year ; the Combined Examination and two Promotion Examinations. The Examiners for the Combined Examination were Rev. J. M. King, M.A., Rev. I. Tovell, A. McMurchy, Esq., M.A., and John Patterson, Esq., M.A. The lists 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 Examinations.

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

FIRST DIVISIONS.
Twelve Pupils from each Division.

| Schools and Divisions. | \% |  |  |  |  | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Marks possible. | 3300 | 1800 | 2400 | 1920 | 1320 | 10,740 |
| Dufferin, Boys. | 2307 | 1506 | 1878 | 1403 | 965 | 8,016 |
| Wellesley, Girls | 2276 | 1487 | 1689 | 1448 | 810 | 7,695 |
| Ryerson, | 2008 | 1279 | 1967 | 1532 | 761 | 7,453 |
| Dufferin, | 1936 | 1418 | 1730 | 1421 | 904 | 7,403 |
| Ryerson, Boys | 2025 | 1294 | 1786 | 1328 | 789 | 7,222 |
| Wellesley, " | 1986 | 1303 | 1466 | 1243 | 696 | 6,694 |

## SECOND DIVISIONS．

Ten Pupils from each Division．

| Schools and | Divisions． |  | 为号 | 号宮 |  | 㤟 | Total． |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Marks possible |  | 2250 | 1500 | 2000 | 1600 | 600 | 7，950 |
| Wellesley，Girls |  | 1278 | 1020 | 1466 | 945 | 479 | 5，188 |
| Dufferin，＂ |  | 1196 |  | 1135 | 991 | 435 | 4.710 |
| Ryerson， |  | 1194 |  | 1016 | 931 | 468 | 4，294 |
| ＂Boys， |  | 917 |  | 1176 | 745 | 444 | 3，844 |
| Dufferin＂ |  | 641 | 438 | 878 | 809 | 471 | 3，237 |
| Wellesley， |  | 621 |  | 1086 | 687 | 429 | 3，057 |

THIRD DIVISIONS．
Ten Pupils from each Division．

| Schools and Divisions． |  |  |  |  | 䨖 | otal． |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Marks possible | 1500 | 1250 | 1500 | 1350 | 600 | 6，200 |
| Ryerson，Girls | 1006 | 1080 | 1185 | 1196 | 438 | 4，885 |
| Dufferin，Boys | 1005 | 968 |  | 1021 | 264 | 4，110 |
| Ryerson， | 619 | 750 | 1067 | 1064 | 319 | 3，829 |
| Dufferin，Girls． | 745 | 752 | 688 | 974 | 120 | 3，279 |

## FOURTH DIVISIONS．

Five Pupils from each Division．

Schools and Divisions．

|  | $\frac{5}{5}$ | $\frac{1}{8}$ |  |  | $\frac{\text { 费 }}{5}$ | ， |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Marks possib | 750 | 625 | 750 | 675 | 300 | 3，100 |
| Wellesley，Girls | 588 | 490 | 652 | 441 | 213 | 2，384 |
| John Street，＂ | 519 | 468 | 560 | 523 | 191 | 2，261 |
| Ryerson， | 552 | 401 | 537 | 468 | 189 | 2，147 |
| ＂Boys | 491 | 392 | 502 | 458 | 196 | 2，039 |
| Dufferin， | 475 | 475 | 510 | 368 | 165 | 2，013 |
| Wellesley＂ | 537 | 378 | 370 | 455 | 191 | 1，831 |
| Dufferin，Girls | 434 | 372 | 321 | 512 | 167 | 1，806 |
| Victoria Street，Boys | 443 | 272 | 369 | 437 | 222 | 1，743 |
| John | 449 | 266 | 322 | 414 | 168 | 1，619 |
| Victoria＂Girls | 469 | 224 | 285 | 381 | 185 | 1，545 |

There were, as usual, two Public Examinations during the year.

## HIGH AND PUBLIC SCHOOL EXAMINATIONS.

As I find some confusion of ideas existing in reference to the various High and Public School Examinations, I take the liberty of explaining the functions of those with which we in Toronto are concerned.

1. The Combined Examination is simply a local Examination. It has been conducted for many years by the Toronto School Board in order to test the comparative progress made by pupils of the same grades in the different schools of the City. It is now con fined to the highest four divisions. The Examiners are appointed annually by the Board, and are selected from gentlemen not connected with Toronto Public Schools.
2. The High School Entrance Examination is a Provincial Examination for the admission of pupils to the High Schools and Collegiate Institutes. The Papers are prepared by the Central Committee, and examined by a Local Board at each school, consisting of the Chairman of the High School Board, the Chairman of the Public School Board, the High School Master, and the Public School Inspector. The expenses are paid in Cities by the Public School Board. I am of opinion that in justice to the Public School Board they should be paid by the High School Board. They are held twice a year.
3. The Intermediate Examination is also a Provincial Examination. It is intended as the basis for dividing tho High Schools into Upper and Lower Schools. The Papers are prepared by the Central Committee, and read by them and Sub-Examiners, who act under their supervision. The Inspectors are the presiding Examiners at the Intermediate Examinations. They are held twice a year. Passing the Intermediate Examination is regarded by the Education Department as equivalant to taking a Second-class NonProfessional Certificate, Grade B.

## SCHOLARSHIP PUPILS AT THE COLLEGIATE $\cdot$ <br> INSTITUTE.

Twelve pupils from the Public Schools receive Scholarships Annually, entitling them to free tuition at the Collegiate Institute for two years. I regret that all these pupils do not remain two years at the Institute. It is pleasing, however, to find that those who are in attendance from year to year, continue to take a high position in the prize lists. The following "Scholarship" pupils passed the Intermediate Examination during the year 1877 :
Rebecoa Churdi.
Jenie Milie.
Mageie Sheppard.

James Dovglas.
William Milligan.
Fred. Passmore.

## J. J. Thompson.

## STANDING AT MIDSUMMER EXAMINATION.

J. J. Thompson.-III Form-1st in Mathematics, 1st in French, 3rd in English, and Hon. Mention in Classics and Book-keeping.

Wm. Milligan.-III Form-1st in English, and Hon. Mention in Classics and French.

Edward Hagarty.-IV Form-Hon. Mention in Mathematics and Classics.
A. Webb.-IV Form-Hon. Mention in English and French.

Fred. Passmore.-III Form-Hon. Mention in French and German.
H. Williams.-III Form-Hon. Mention in English.

Robert Donald.-IV Form-Hon. Mention in Mathematics.
James Dovglas.-III Form-Hon. Mention in English.
Eliza C. Sturrock.-Senior Form-Form Prize in English, 1st in English, 1st in Mathematics, 1st in (French, German and Latin), 1st in (Latin and French), 1st in Book-keeping, and Hon. Mention in Drawing and Chemistry.

Amy Fell-Senior Form-Form Prize in Mathematics, 2nd
in Mathematics, and Hon. Mention in English, French, Drawing, Book-keeping and Chemistry.
Jennie Milne. - Senior Form-Hon. Mention in English, Mathematios, French, Drawing, Book-keeping and Chemistry.

Rebecca Church.-Senior Form-2nd in English, 2nd in (Latin and French), and Hon. Mention in Mathematics.

Jennie Nasmith. - Senior Form-Hon. Mention in English and French.

Sarah Lnudon.-Senior Form-Hon. Mention in English and Chemistry.

Eliza Balmer.-Hon. Mention in Drawing.
Jessie Semple.-Hon. Mention in Drawing.

STANDING AT CHRISTMAS EXAMINATIONS.
Fred. Passmore.-IV Form-1st English, 1st Classics, 2nd Mathematics, 3rd in French, 3rd in German, and 6th in Chemistry.

Edward Hagarty.-IV Form-1st Mathematics, 1st French, 3rd English, and 3rd Classics.
James Douglas.-IV Form-1st Book-keeping, 3rd Classics, und 7th in Chemistry.

Wm. Milligan.-IV Form-2nd English.
Robert Donald.-IV Form-3rd Mathematics.
W. Smith.-III Form, Div. B.-1st Classics, 1st German, and 7th in English.

James Acton.-III Form, Div. B-8th English, and 5th Classics.
A. Dewdney.-III Form, Div. B-3rd Classics.

John L. Potts.-III Form, Div. B-4th Classics.
Rebecca Church.-Senior Form-1st French, 1st Latin, 3rd ${ }^{\text {² }}$ English, 4th Chemistry, and 4th Book-keeping.

Amy Fell.-Senior Form-2nd French, 3rd Chemistry, 4th English, 5th Mathematics, 5th Book-keeping, and 7th Drawing.

# Jennie Nasmith.-Senior Form-8th English and 6th Drawing. <br> Sarah Loudon.-Senior Form-5th English, and 5th Chemistry. <br> Magaie Sheppard.-Senior Form-4th Mathematics, and 5th French 

Eliza Balmer.-Form B-2nd French, and 2nd Latin.

## JESSE KETCHUM PRIZES.

The bequest of the late Jesse Ketchum, Esq., was distributed in prizes to the pupils of the various schools on the 25th and 26th of June, by J. G. Hodgins, Esq., L.L.D., and John Gillespie, Esq., assisted by Rev. Septimus Jones and Rev. A. H. Baldwin.

These prizes were given to the pupils in each class, who had the best record during the whele session for Regularity, Punctuality, Good Conduct, and Diligence in the preparation of Lessons. Onchalf the amount distributed was expended in Bibles, and the other in works carefully selected from the books published by the Religious Tract Society.

## GOVERNMENT GRANT.

The amount received during the year from the Government Grant was $\$ 6,631$. The whole amount set apart for Toronto was $\$ 8,274$. The Separate Schools received $\$ 1,643$. The sum of $\$ 8,274$ is apportioned to Toronto, on the basis of its population, when compared with the other municipalities of the province at the time of the last census. This sum is then divided between the Public and Separate Schools, according to their average attendance. The amount received per pupil, was a little over \$1.13. This sum changes every year, and becomes less (per pupil) as the average attendance increases. The sum, $\$ 8,274$ remains fixed for five years, until the next census, unless the Provincial Grant is increased.

## PROGRESS OF THE PUBLIC SCHOOLS.

Table H 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 1857 the Average Registered No. was 2480, the Daily Attendance, 1883
" 1867 " $\quad$ " " $\quad$ " 1877 3364, $\quad$ " $\quad$ " 2609
" 1877 . " " ." 7606, " . 6860
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 6, 1878.

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

|  |  | SCHOOLS. | $J_{\text {AN. }}$ | Fkb. | Mar. | APRIL | May. | June. | July. | SEpt. | Ocr. | Nov. | Dec. | Average of Monthly Registered Numbers. Numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dufferin |  |  | 687 | 706 | 688 | 696 | 663 | 613 | 558 | 677 | 661 | 639 |  | 654 |
| Wellesley |  |  | 765 | 764 | 744 | 756 | 734 | 707 | 648 | 744 | 729 | 716 | 686 574 58 | 727 614 |
| Ryerson |  |  | 679 | 665 | 651 | 635 | 605 | 563 | 523 | 636 | 622 | 604 | 574 | 61 |
| Park ... |  |  | 333 | 351 | 350 | 376 | 394 | 385 | 353 | 388 | 405 | 397 | 383 | 374 |
| George S | Street |  | 344 | 347 | 339 | 356 | 367 | 362 | 312 | 362 | 373 | 372 | 342 | 352 |
| Vietoria | 6 |  | 431 | 447 | 437 | 471 | 448 | 424 | 395 | 487 | 484 | 470 | 450 | 449 |
| Louisa | " |  | 454 | 450 | 444 | 475 | 479 | 465 | 402 | 484 | 518 | 497 | 446 | 462 |
| John | * |  | 440 | 434 | 435 | 460 | 459 | 460 | 638 | - 716 | 727 | 706 | 682 | 665 |
| Phoebe | " |  | 588 | 597 | 594 | 694 | 694 | 675 | 194 | 224 | 240 | 226 | 216 | 214 |
| Palace | * |  | 211 | 212 | 204 | 273 | 302 | 303 | 281 | 337 | 322 | 321 | 308 | 294 |
| Parliament | " |  | 311 | 317 | 311 | 354 | 366 | 360 | 329 | 374 | 356 | 346 | 334 | 342 |
| Winchester | " |  | 177 | 317 172 | 168 | 200 | 212 | 209 | 190 | 232 | 263 | 258 | 250 | 212 |
| Church | " |  | 240 | 231 | ${ }_{2} 237$ | 253 | 273 | 261 | 242 | 264 | 299 | 306 | 306 | 265 |
| York | " |  | 215 | 226 | 221 | 243 | 238 | 225 | 191 | 256 | 267 | 246 | 230 | 233 |
| Bathurst | " |  | 331 | 336 | 337 | 357 | 367 | 352 | 339 | 331 | 323 | 319 | 307 389 | 336 |
| Niagara | \% |  | 314 | 320 | 315 | 339 | 376 | 353 | 345 | 376 | 412 | 400 | 389 | 358 269 |
| Givins | . |  | 216 | 236 | 239 | 271 | 279 | 279 | 254 | 161 | 322 | 162 | 153 | 152 |
| Borden | * |  | 138 80 | 138 64 | 136 59 | 143 78 |  |  | 158 | -83 | 157 | 162 70 | -67 | 72 |
| Leslieville |  |  |  |  |  |  |  |  |  | 111 | 103 | 100 | 94 | 102 |
| Markham |  |  |  |  |  |  |  |  |  | 99 | 93 | 89 | 86 | 92 |
| Boys' Home Girls' Home |  |  |  |  |  |  |  |  |  | 80 | 82 | 80 | 81 | 81 |
| Girls Home |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Total |  | 7211 | 7280 | 7169 | 7637 | 7705 | 7444 | 6852 | 8209 | 8329 | 8113 | 7713 | 760 |

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

| Schools. |  | Jan. | Fgr. | Mar. | April | May. | June. | July. | Skpt. | Ocr. | Nov. | Dec. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dufferin... |  | $\begin{aligned} & 628 \\ & 692 \\ & 629 \end{aligned}$ | $\begin{aligned} & 646 \\ & 685 \end{aligned}$ | 621 | 616 | 594 | 563 | 512 | 622 | 600 | 573 | ${ }_{6}^{576}$ |
|  |  |  |  | 587 | -673 | 556 | 620 | 592 | ${ }_{5}^{676}$ | ${ }_{55}^{65}$ |  |
| Ryerson |  |  |  | 593 | 576 | 547 | 513 | 485 | 580 | 578 | 557 | 539 |
|  |  | 289310 | 296 | 298 | 318 | 329 | 338 | 331 | 344 | 359 | 353 | 351 |
| ${ }_{\text {George }}$ Victoria Stree |  |  | 308 | 289 | 306 | 304 | 317 | 296 | 332 | 334 | 335 | 323 |
|  |  | ${ }_{369}^{310}$ | 380 | 375 | 400 | 401 | 390 | 358 | 426 | 431 | 418 | 419 |
| Louisa |  | 388 | 396 | 379 | 402 | 414 | 410 | 379 | 434 | 433 | 410 | 411 |
|  |  | 376 | 390 | 376 | 404 | 411 | 413 | 402 | 440 | 458 | 450 | 440 |
| ${ }_{\text {John }}$ |  | 176 | 535 | 522 | 604 | 617 | 613 | 601 | 643 | 646 | 641 | 648 |
|  |  |  | 184 | 169 | 169 | 177 | 189 | 181 | 197 | 206 | 201 | 195 |
| ${ }_{\text {Palace }}$ |  | ${ }_{266}^{212}$ | 223 | 211 | 235 | 261 | ${ }^{270}$ | 260 | 309 | 303 | 295 |  |
| Winchester |  |  | 274 | 251 | 305 | 320 | 317 | 263 | 336 | 317 | 312 | 312 |
| Church |  | 155 | 132 | 149 | 181 | 194 | 190 | 185 | 215 | 234 | 236 |  |
| Elizabeth | York |  | 201 | 214 | ${ }_{231} 23$ | 246 | 245 | 238 | 254 | 285 | 295 | 291 |
|  |  | 187 | 201 | 196 | 208 | 207 | 198 | 181 | 217 | 233 | 220 | 216 |
| Bathurst |  | 298 | 294 | 299 | 316 | 325 | 322 | 319 | 305 | 300 | 298 |  |
| NiagaraGivins | " | 182 | 291 | 284 | 299 | 332 | 328 | 326 | 360 | 377 | 365 | 366 |
|  | " |  | 206 | 208 | 227 | 239 | 259 | 240 | 264 | 264 | 250 | 235 |
| Borden | " | 11854 | 12344 | 11736 | $\begin{array}{r} 128 \\ 60 \end{array}$ | $\begin{array}{r} 138 \\ 64 \end{array}$ | $\begin{array}{r} 139 \\ 56 \end{array}$ | $\begin{array}{r} 137 \\ 52 \end{array}$ | 148 | 141 | 145 | 147 |
| Leslieville |  |  |  |  |  |  |  |  |  |  |  |  |
| Markham |  | 54 |  |  |  |  |  |  | 96 | 82 | 86 | 83 |
| Boys' Home Girls' Home |  |  |  |  |  |  |  |  | $\begin{aligned} & 88 \\ & 78 \end{aligned}$ |  | $\begin{aligned} & 86 \\ & 78 \end{aligned}$ | 68 80 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |


| SCHOOLS. | Average of Monthly Registered Numbers. | JAN. 18 Days. | Frb. 20 Days. | Mar. <br> 21 Days. | April 20 Days. | May. <br> 21 Days. | June. 21 Days. | July. 4 Days. | SEpt. <br> 20 Days. | $\begin{gathered} \text { Ocr. } \\ 23 \\ \hline \end{gathered}$ | Nov. 21 Days. | Dec. <br> 14 Days. | Total. 203 Days. | $\begin{gathered} \text { Average } \\ \text { pupil. } \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dufferin | 654 | 601 | 920 | 1076 | 1195 | 1142 | 921 | 6 | 831 | 1193 | 1124 |  | 9691 |  | Days |
| Wellesley | 727 | 854 | 1339 | 1205 | 924 | 1073 | 1003 | 124 | 721 | 1166 | 1194 | 554 | 10157 |  |  |
| Ryerson | 614 | 680 | 916 | 1303 | 1065 | 1069 | 1080 | 187 | 764 | 940 | 894 | 509 | 9407 | 15 | * |
| Park. | 374 | 507 | 758 | 1052 | 919 | 942 | 855 | 88 | 608 | 910 | 865 | 451 | 7955 | 21 | \% |
| George Street | 352 | 450 | 461 | 954 | 688 | 783 | 947 | 68 | 492 | 718 | 716 | 265 | 6542 | 19 | 4 |
| Vietoria | 449 | 731 | 1025 | 1044 | 884 | 911 | 756 | 148 | 735 | 1155 | 765 | 479 | 8633 | 19 | " |
| Louisa | 462 | 775 | 1071 | 1311 | 1131 | 1282 | 1249 | 146 | 683 | 1059 | 1537 | 546 | 10790 | 23 | * |
| John | 464 | 630 | 714 | 1071 | 1024 | 802 | 756 | 128 | 536 | 1008 | 869 | 391 | 7999 | 17 | " |
| Phoebe | 665 | 903 | 1044 | 1280 | 1432 | 1526 | 1450 | 185 | 1118 | 1646 | 1401 | 578 | 12563 | 19 | " |
| Palace | 214 | 296 | 375 | 428 | 486 | 442 | 418 | 63 | 281 | 533 | 561 | 322 | 4205 | 20 | * |
| Parliament | 294 | 558 | 646 | 848 | 448 | 540 | 599 | 91 | 561 | 573 | 555 | 320 | 5739 | 19 | " |
| Winchester * | 342 | 605 | 775 | 819 | 705 | 853 | 855 | 162 | 566 | 684 | 590 | 299 | 6913 | 20 | * |
| Church " | 212 | 384 | 770 | 371 | 335 | 348 | 428 | 29 | 190 | 454 | 414 | 208 | 3931 | 19 | * |
| Elizabeth | 265 | 399 | 584 | 504 | 391 | 479 | 405 | 26 | 137 | 297 | 311 | 192 | 3725 | 14 | 4 |
| York | 233 | 280 | 480 | 523 | 558 | 537 | 459 | 56 | 452 | 654 | 508 | 283 | 4790 | 21 | " |
| Bathurst | 336 | 511 | 614 | 758 | 505 | 651 | 600 | 57 | 253 | 492 | 447 | 257 | 5145 | 15 | " |
| Niagara | 358 | 373 | 468 | 489 | 399 | 546 | 415 | 84 | 310 | 442 | 626 | 336 | 4488 | 13 | " |
| Givins | 269 | 288 | 284 | 513 | 457 | 554 | 464 | 78 | 381 | 810 | 730 | 262 | 4821 | 18 | " |
| Borden | 152 | 193 | 299 | 409 | 307 | 344 | 348 | 64 | 265 | 384 | 447 | 74 | 3134 | 21 | " |
| Leslieville | 72 | 549 | 296 | 319 | 138 | 307 | 219 | 28 | 96 | 115 | 101 | 74 | 2272 | 31 | " |
| Markham | 102 |  |  |  |  |  |  |  | 156 | 251 | 253 | 103 | 763 | 7 |  |
| Boys' Home | 92 |  |  |  |  |  |  |  | 28 | 14 | 52 | 102 | 196 95 | 2 | " |
| Girls' 's | 81 |  |  |  |  |  |  |  | 19 | 27 | 35 | 14 | 95 |  |  |
| Total.... | 7606 | 10567 | 13839 | 16277 | 13991 | 15131 | 14257 | 2008 | 10183 | 15525 | 14995 | 7111 | 133884 |  |  |

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

TABLE E.
TABLE F.

| SCHOOLS. | Average Registered Attendance. |  |  | Less than 20 Days. | $\begin{aligned} & \text { Between } \\ & 20 \text { and } 50 \\ & \text { Days. } \end{aligned}$ | $\begin{aligned} & \text { Betwcen } \\ & 50 \text { and } 100 \\ & \text { Days. } \end{aligned}$ | $\begin{aligned} & \text { Between } \\ & 100 \text { and } 150 \\ & \text { Days. } \end{aligned}$ | $\begin{gathered} \text { Between } \\ 150 \text { and } 200 \\ \text { Days. } \end{gathered}$ | More than 200 Days. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dufferin | 654 | 12 | 55 | 42 | 97 | 167 | 165 | 344 | 120 |
| Wellesley | 727 | 12 | 61 | 38 | 74 | 225 | 195 | 353 | 132 |
| Ryerson. | 614 | 12 | 51 | 22 | 51 | 148 | 137 | 331 | 169 |
| Park.... | 374 | 7 | 53 | 34 | 72 | 110 | 93 | 200 | 26 |
| George Street. | 352 | 6 | 59 | 29 | 62 | 113 | 95 | 174 | 41 |
| Vietoria " | 449 | 8 | 56 | 33 | 76 | 164 | 111 | 249 | 25 |
| Louisa | 462 | 7 | 66 | 34 | 74 | 143 | 120 | 217 | 56 |
| John | 464 | 8 | 58 | 36 | 76 | 145 | 114 | 248 | 57 |
| Phœebe | 665 | 11 | 60 | 46 | 107 | 181 | 177 | 369 | 55 |
| Palace | 214 | 4 | 53 | 33 | 39 | 63 | 58 | 113 | 14 |
| Parliament | 294 | 4 | 73 | 25 | 30 39 | 85 | 79 108 | 154 | $\stackrel{25}{35}$ |
| Winchester | 342 | 5 | 68 | 22 | 39 | $\stackrel{¢ 9}{ }$ | 108 | 148 97 | 35 |
| Church | ${ }_{2} 212$ | 4 | 53 | 14 | 41 | 74 | 62 | 97 136 | 24 |
| Elizabeth | 265 | 4 | 66 | 22 | ${ }_{46}^{37}$ | 97 92 | 66 56 | 136 109 | 22 30 |
| York "* | 233 336 | 4 | 58 84 | 36 13 | 46 43 | 92 74 | 56 72 | 109 178 | 30 49 |
| Bathurst "\% | 336 358 | 4. | 84 | 13 29 | 43 58 | 74 145 | 72 133 | 178 | 49 |
| Niagara ". | 358 269 | 4 | 67 | 27. | -. 58 | +86 | -53 | 137 | 35 |
| Borden | 152 | 2 | 76 | 6 | - 24 | 39 | 39 | 69 | 24 |
| Leslieville | 72 | 2 | 36 | 13 | 23 | 18 | 31 | 27 | 3 |
| Markham " | 102 | 1 | 102 | 29 | 28 | 59 | 15 | 12 | 2 |
| Boys' Home. | 92 | 1 | 92 | 11 | 12 | 82 | ... | $\cdots$ | $\ldots$ |
| Girls' " | 81 | 1 | 81 | 2 | 4 | 78 | ... |  | ... |
| Total.. | 7606 | 128 | 59 | 596 | 1171 | 2487 | 1979 | 3787 | 990 |

TABLE G.
Showing the numbers engaged in each Department of Study during the year.

| Ropueyt -8!!o pux IIIの |  |
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TABLE H.
Comparative Statement of the City Schools, under specific headings, from 1844 to 1877, both inclusive.

| 岸 |  |  |  | No. of Teachers. |  |  | otal C <br> aintain <br> Scho | ost of <br> ing the <br> ols. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1844 | 18500 |  | 1194 | 12 | 100 |  | onth | 5508 |  |  |
| 1845 | 19706 |  | 1108 | 12 | 92 | 12 | " | 7684 |  | 700 |
| 1846 | 20565 |  | 1212 | 15 | 81 | 12 | " | 8044 |  | 660 |
| 1847 | 21734 |  | 1265 | 13 | 97 | 12 | " | 7484 |  | 600 |
| 1848 | 23503 |  | 1431 | 13 | 110 | 6 | " | 3668 |  | 520 |
| 1849 | 24226 |  | 1325 | 13 | 102 | 6 | " | 3668 |  | 508 |
| 1850 | 25766 |  | 1259 | 15 | 91 | 12 | ${ }^{\prime \prime}$ | 7992 |  | 630 |
| 1851 | 30762 | 1843 | 1366 | 16 | 85 | 12 | ' | 9624 | \$5 80 | 720 |
| 1852 | 35000 | 1872 | 1346 | 16 | 84 | 12 | ${ }^{\prime \prime}$ | 10232 | 540 | 740 |
| 1853 | 40000 | 1886 | 1402 | 20 | 70 | 12 | ${ }^{\prime}$ | 12860 | 700 | 900 |
| 1854 | 41500 | 1971 | 1459 | 21 | 69 | 12 | " | 16704 | 850 | 1140 |
| 1855 | 42500 | 3066 | 1570 | 31 | 50 | 12 | " | 20872 | 1000 | 1300 |
| 1856 | 43250 | 2318 | 1747 | 32 | 55 | 12 | " | 22568 | 1000 | 1280 |
| 1857 | 45000 | 2480 | 1863 | 36 | 52 | 12 | " | 24216 | 1000 | 1300 |
| 1858 | 47500 | 2522 | 1987 | 36 | 55 | 12 | * | 26396 | 969 | 1280 |
| 1859 | 45000 | 2742 | 2150 | 38 | 56 | 12 | " | 25212 | 920 | 1173 |
| 1860 | 45000 | 2846 | 2260 | 38 | 59 | 12 | 4 | 26044 | 915 | 1152 |
| 1861 | 44743 | 2800 | 2180 | 38 | 57 | 12 | " | 25640 | 916 | 1175 |
| 1862 | 45000 | 2825 | 2183 | 38 | 57 | 12 | " | 25054 | 894 | 1148 |
| 1863 | 47500 | 3000 | 2287 | 38 | 60 | 12 | " | 25636 | 854 | 1121 |
| 1864 | 47500 | 3121 | 2400 | 39 | 61 | 12 | " | 26184 | 839 | 1091 |
| 1865 | 47500 | 3248 | 2251 | 40 | 56 | 12 | " | 26448 | 811 | 1175 |
| 1866 | 47500 | 3139 | 2399 | 41 | 58 | 12 | " | 27548 | 852 | 1117 |
| 1867 | 47000 | 3364 | 2609 | 41 | 64 | 12 | 4 | 26900 | 799 | 1031 |
| 1868 | 50000 | 3657 | 2810 | 45 | 62 | 12 | " | 29044 | 794 | 1033 |
| 1869 | 55000 | 3906 | 3132 | 46 | 68 | 12 | " | 30460 | 780 | 973 |
| 1870 | 56000 | 4106 | 3288 | 50 | 63 | 12 | " | 33348 | 802 | 1002 |
| 1871 | 57500 | 4646 | 3638 | 52 | 70 | 12 | " | 35000 | 753 | 962 |
| 1872 | 58000 | 5100 | 4070 | 61 | 67 | 12 | " | 42500 | 833 | 1044 |
| 1873 | 60000 | 5536 | 4453 | 65 | 69 | 12 | " | 55500 | 1002 | 1246 |
| 1874 | 62000 | 5924 | 4814 | 75 | 84 | 12 | " | 52000 | 631 | 1080 |
| 1875 | 64000 | 6447 | 5386 | 90 | 72 | 12 | 4 | 58772 | 608 | 1091 |
| 1876 | 65000 | 6912 | 5976 | 94 | 73 | 12 | " | 60456 | 617 | 1013 |
| 1877 | 67000 | 7606 | 6860 | 128 | 59 | 12 | " | 76006 | 690 | 1107 |

## TABLE I

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


| Namis. | Division. | Certipicates. | Whrre Trained. |  |  | Enterkd Serviceof Board.(Last time.) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Miss Margaret Buik " Olivia Dunn " M. J. Keown | First. ". . | Provincial lst A Provincial lst A. County Bd. 1st A | $\begin{gathered} \text { Prov. } \mathrm{I} \\ \text { ". } \end{gathered}$ | Normal 4 a | $\begin{gathered} \text { School } \\ \text { ". } \end{gathered}$ | May, January, Apri, | 1885 1864 1852 |
| 4 Susan Hamilton <br> " Charlotte Spotten <br> ". Mary A. Worth | Second. | Connty Bd . 1st C. Provincial 1st B Provincial lst A. | " | ". | ." | April, April, Spptember, | 1858 1866 1870 |
| " Charlotte Fraser <br> " Elizabeth Kennedy <br> " Sarah McCreight <br> ". Margaret Sutherland <br> "Rebeces Thompson <br> " E. A. Williams. | Third. "̈. "̈. ". c. | Provincial 1st C. <br> Provincial 2nd. <br> Provincial Ist A <br> Provincial lst A. <br> Provincial 2nd A. <br> Provincial lst $B$. | "̈ "̈ "̈ a | ". ". ". ". | ". ä ". .. | October, November, April Oetober, October, October, | 1871 1855 1872 1870 1859 1870 |

TABLE I. (Contimued.)
FEMALE ASSISTANT TEACHERS.

| Nambs. | Division. | Certificates. | Where Trained. | Exterkd Service Last time.) (Last time.) |
| :---: | :---: | :---: | :---: | :---: |
| Miss Margaret Coyne | Fourth. | Provincial 1st C . | Prov. Normal School. | February, 1871 |
| " S. M. Hamilton. |  | Provincial lst C. | "، " | January, 1878 |
| ". Agnes Kelloch | ، | Provincial lst C . | "، " | $\begin{array}{ll}\text { August, } \\ \text { April } & 1875 \\ & 1872\end{array}$ |
| Jessie Rogers... | " | Provincial 1st B. | " " | January, 1865 |
| " Georgina Round | " | County Bd. 1st A. | London Training School. | - 1856 |
| Annie Armstrong | Fifth. | Provincial 2ad A. | Prov. Normal School. | July, 1861 |
| Annie I. Cameron |  | Proyincial 1st A. |  |  |
| Mrs. Ansmie Carey .. | " | Provincial 2nd A. | " " " | September, 1870 |
| Miss Jane A. Cruise | " | Provincial lst C. | " " " | September, 1870 |
| " Helen Fraser | " | County Bd. 1st B. |  | January, 1872 |
| " Emma Gray | " | Provincial 1st B. | " ${ }^{\text {a }}$ " ${ }^{\text {a }}$ | Apri, $\quad 1872$ |
| Mrs. E. A. Green | " | Provincial 1st C . | "̈ ${ }^{\text {a }}$ | March, $\quad 1874$ |
| Miss Emma Kennedy. | " | Provincial 1st C . | " ${ }^{\text {a }}$ | April, $\quad 1872$ |
| ". Kate Lemon Kate A. Scarlett |  | Provincial 1st B , | "، ${ }^{\text {a }}$ | $\begin{array}{ll}\text { March, } & 1872 \\ \text { June, } & 1863\end{array}$ |
| Miss Jane Smyth |  | County Bd. 1st A. | " ${ }^{\text {a }}$ | March, 1874 |
| Mrs. Kate Stevenson. | " | Provincial lst C . | "، ${ }_{\text {" }}$ | September, 1869 |
| Miss Maria Woods.. | " | Provincial lst C. |  | January, 1873 |


TABLF I. (Continued.)
FHMALE ASSISTANT TEACHERS.





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Miss Kate M. Allan
A. F. Armour........

TABLE I. (Continued.)
FEMAATHE ASEISTAANT THACHERES.


## REPORT <br> OF THE

famines in regard to the $\left\{\right.$,ombined $f^{5}$ faminationts.

The Examiners have the honour to report that, in the discharge of the duty entrusted to them, they examined on the 28th and 29th 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 numbben of pupils appearing was 222 ; they came in proportions, to be afterwards stated, from the four highest divisions. The Examiners submit the following results, as brought out by a careful comparison of the papers handed in to them.

## I. FOURTH DIVISION.

The pupils of this Division numbered 50. They were taken from the Fourth Divisions of the following Schools: the Dufferin, the Ryerson, the Wellesley, Victoria Street and John Street, ten from each, five boys and five girls. They were examined in Reading, Spelling, Writing, Arithmetic, History, Geography and Grammar. Taking a general view of the Schools in this division, the Girls' department in the Wellesley stands first; the same department in John Street follows at no great distance. Of Boys' departments, the Dufferin and Ryerson Schools stand highest, and are nearly equal. The highest prizes in this, as in the other divisions, are given for General Proficiency ; the holders of these are
very properly 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 :

1. Jane Caswell, John Street,
2. Ida Walker, Wellesley.
3. Amelia Butler,
4. Emily Maybee, Ryerson.

Taking the subjects separately, or in natural groups, the Examiners find that, in this division, the greatest excellence in Arithmetic was exhibited by the Girls' department in the Wellesley and Ryerson Schools, and by the Boys' department in Wollesley School in the order named. They find that the highest marks in Grammar were gained by the Girls' department in Wellesley School, by the Boys' department in the Dufferin, and by the Girls' department in John Street. In History and Geography the Girls' department in Wellesley School stands first, and the same department in John Street stands second. In these branches, the standard of attainment varies much, the highest school being fifty per cent, in advance of the lowest. In Reading and Spelling the first place is taken by the Girls' deparment in the Dufferin School, and the second by the same department in John Street. In Writing the greatest excellence was shewn by the Boys' department in Victoria Street, and by the Girls department in Wellesley School.

As a whole, the pupils in this division have displayed very crditable attainments in Arithmetic, Grammar and Spelling The Reading was not as satisfactory as the Spelling, and several schools shewed imperfect acquaintance with the History prescribed.

In addition to the Prizes for proficiency in all the branches, the Examiners recommend the following to be given in the branches named :-
I. ARITHMETIC.

1. L. A. C. McConnel, John Street. 2. Erank Consaul, Wellesley. 3. Wilson Howard, Wellesley. 4. Fanny Dennis, Wellesley, and Robert Irwin, Dufferin.
if. grammar.
2. Bruce Bailey, Dufferin. 2. Mary Bailey, John Street. 3. Ada Ramsay, John Street. 4. John M. Mitchell, Victoria Street. III. history and geography.
3. Fanny Dennis, Wellesley. 2. Clara Hatchborn, Wellesley. 3. Robert Irwin, Dufferin. 4. Maggie McCallum, Wellesley.

## iv, READING AND spelling.

1. Annie Wilde, Dufferin. 2. Ada Ramsay, John Street. 3. Fanny Duffy, John Street. 4. Howard Wilson, Wellesley, and Mary Bailey, John Street.
v. WRITING.
2. George Young, Ryerson. 2. John M. Mitchell, Victoria Street.

## II. THIRD DIVISION

Twenty pupils appeared for Examination in this division, from the Girls' department in the corresponding division of the Dufferin and Ryerson Schools, and from the Boys' department in the same Schools, being forty in all. They were examined in the same subjects as the Fourth Division. On the whole subjects, the best examination was passed by the Girls' department of the Ryerson School, and the next best by the Boys' department of the Dufferin School.

Coming to the separate branches: in Arithmetic the highest place is taken by the Girls' department in the Ryerson School, and by the Boys' department in the Dufferin ; the two being nearly as possible equal. In Grammar, the highest place is taken by the
same departments, with the Ryerson School considerably in advance. In History and Geography the Ryerson School, in both departments, stands first. In Reading, Spelling and Writing the same school still takes the first place.

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

## 1. GENERAL PROFICIENCY.

1. John Warwick, Dufferin. 2. Lilly Brown, Ryerson. 3. Esther Robinson, Ryerson. 4. Fredericea McQueen, Ryerson.
II. ARITHMETIC.
2. James Watt, Dufferin.
3. Arthur Green, Dufferin. Jessie Ashbridge, Dufferin. 4. Edith Dunn, Ryerson, and Albert Hibbit, Dufferin.
III. GRAMMAR.
4. Albert Hibbet, Dufferin. 2. Laura Sanderson, Ryerson. 3. Rachel Lowry, Ryerson. 4. Edith Dunn, Ryerson.
IV. HISTORY AND GEOGRAPHY.
5. Sarah Briggs, Ryerson. 2. William A. Hunter, Ryerson. 3. William McFarlane, Ryerson. 4. Rachel Lowry, Ryerson.
V. Reading and spelling.
6. Sarah Briggs, Ryerson. 2. Edith Dunn, Ryerson. 3. William McFarlane, Ryerson. 4. Jessie Hutchison, Ryerson.
vi. WRITING.
7. Maggie Tripp, Ryerson. 2. Sarah Briggs, Ryerson, 3. Frederick Ross, Ryerson.

## III, SECOND DIVISION.

In this division sixty pupils appeared for Examination, being ten from each department in the corresponding divisions in the Dufferin, Ryerson and Wellesley Schools. In addition to the
branches in which the pupils of the Third and Fourth Divisions have been said to be examined, those in this division were examined in Algebra und Derivations. Very satisfactory acquaintance with the subjects as a whole, was shewn by the pupils of this division, but more especially by those in the Girls' departments. The explanation is, probably, the greater age of the Girls, and the consequently longer period which they have been under training; the fact of superior attainments on the part of the Girls, comes out unmistakably in this division.

In the Examination, as a whole, the Girls' department of the Wellesley School stands first ; the same department in the Dufferin School, second. Prizes for General Proficiency are awarded as follows :

1. Lizzie Robins, Wellesley.
2. Minnie Sale, Dufferin.
3. Maggie Johnston, Wellesley.
4. Jane Acton,

Turning to the separate branches, the best Examination was passed in Arithmetic and Algebra, by the Girls' department in Wellesley; in Grammar, History, Geography and Writing by the same department, in the same school; and in Reading, Spelligg and Derivation by the Girls' department in the Dufferin School.

In addition to those for General Proficiency, the Examiners recommend the following Prizes to be given in the separate subjects :

## MATHEMATICS.

1. Dollie Faircloth, Dufferin. 2. Haldane McLean, Wellesley. 3. Nellie Phillips, Dufferin. 4. Louisa Thomas, Wellesley.

GRAMMAR.

1. Alice McIntyre, Dufferin. 2. Nellie Phillips, Dufferin. 3. Lillie Slaen, Wellesley. 4. Lizzie Phillips, Dufferin.

## HISTORY AND GEOGRAPHY

## 1. Sydney Brown, Ryerson. 2. Marvin Briggs, Wellesley. 3.

 Hattie Elliot, Ryerson. 4. Isabella Brydon and Hattie Holnes, Wellesley.READING, SPELLING AND DERIVATION.

1. Louisa Thomas, Wellesley. 2. Nellie Wooley, Ryerson. 3. Annie Burfoot, Dufferin. 4. Haldane MoLean, Wellesley.
writing.
2. George Culp, Dufferin.
3. William Orr, Dufferin. 3. Lizzie Pitman, Wellesley,

## IV. FIRST DIVISION.

In the first or highest division, seventy-two pupils appeared for Examination. Twelve from each department of the corresponding divisions in Dufferin, Wellesley and Ryerson Schools. The branches in which the pupils were examined, were the same as in the former division, with the addition of Geometry, Composition and Book-keeping. The different schools approached uniformity of excellence more nearly than in the lower divisions. Taking the aggregate Marks in all the branches, the highest place is taken by the Boys' department in the Dufferin School ; the other schools came in the following order, the Girls' department in Wellesley, the Girls' department in the Ryerson, the same department in the Dufferin, the Boys' department in the Ryerson, and the same department in Wellesley. Of the subjects in connection with which the most creditable attainments were exhibited, Arithmetic, Grammar and History may be mentioned. The Papers returned in Geometry and Algebra were of very unequal merit. Several perfect Papers were given in, in each of these subjects, while a few were markedly defective.

In determining the Prizes, Algebra, Geometry and Arithmetic
were grouped together. In these subjects, the first place was taken by the Boys' department in the Dufferin School, and the second, hy the Girls' department in Wellesley. In Grammar, the first and second places were taken by the same. In History and Geography, the first place was taken by the Girls' department in the Ryerson School, and the second, by the Boys' department in the Dufferin. In Reading, Spelling and Definitions, the Girls' department of the Ryerson School comes first, the same department of the Dufferin School second. In Writing and Book-keeping, the Boys' department in the Dufferin School, and the Girls' department in the Ryerson are first, and are nearly equal.

The Medals to be given to the first boy and the first girl in the Public Schools have been honourably won by Jessie Agnew of the Dufferin School, and by James Acton of the same school. These, the two successful competitors for this honourable distinction, were very nearly equal, the girl being only five marks ahead of the boy in an aggregate of over 700. It is only proper to say that another girl from the same school gave in Papers of nearly equal value to the two who carry off the Medals for the year.

The Examiners recommend Scholarships for General Proficiency to be given as follows :

1. Jessie Agnew, Dufferin. 2. James Acton, Dufferin. 3. Sarah Tomlinson, Dufferin, 4. John Lye, Wellesley. 5. Anne Scott, Wellesley. 6. Ellen Duw, Wellesley. 7. John F. Potts, Ryerson. 8. Mamie Sturrock, Wellesley. 9. A. Dewdney, Dufferin. 10. William H. Smith, Dufferin. 11. George Sheppard, Ryerson. 12. Jessie Niven, Dufferin.

They recommend that Prizes be given for excellence in special subjects as follows :

## mathematics.

1. George Parks, Wellesley. 2. Marion Anderson, Wellesley. 3. Christina Niven, Dufferin. 4. Katie Peacock, Ryerson,
grammar and composition.
2. Hannah Warner, Wellesley. 2. Annie Pursey, Wellesley. 3. Arthur Lawson, Dufferin. 4. Eliza Wallace, Dufferin.

HISTORY AND GEOGRAPHY.

1. Mary J. Duffy, Ryerson. 2. May Jones, Ryerson. 3. Katie Keeler, Ryerson. 4. Thomas Elwood, Dufferin.

READING AND SPELLING.

1. Mary J. Duffy, Ryerson. 2. Annie Watson, Ryerson. 3. Harry Holgate, Ryerson. 4. Marion Anderson, Wellesley.

WRITING AND BOOK-KEEPING.

1. Maggie Young, Ryerson. 2. James Templeman, Dufferin. 3. Thomas Elwood, Dufferin.

In last year's Report, the Examiners felt it a pleasure to bear testimony to the excellent results of changes introduced some time previous by the School Board of the City, especially in the matter of grading the pupils more carefully than it had been found possible to do under the former system. The Examinations now completed, and the results of which they have had the honour to report, only confirm the opinion expressed a year ago. Both teachers and pupils have advantages now, of a very important kind, over those previously enjoyed. The results are, higher excellence and greater uniformity of attainment. So far as the Examiners are able to judge, the Public Schools of Toronto are in a high state of efficiency. The Papers which they have read, testify both to much earnest drill on the part of the teachers, and to a great diligence and industry on the part of the scholars. Every one at all acquainted with the history of these schools, will be ready to acknowledge that not a little of their progress in numbers and in efficiency is due to the
zeal and tact of the Inspector. The Examiners have received valuable assistance from him, as in former years.

JOHN M. KING, M.A.
A. McMurohy, M.A.
I. TOVELL. JOHN PATTERSON, M,A.
Toronto, July 9. 1877.

The following prizes were presented to the Junior Divisions of the various schools :-

## RYERSON SCHOOL.

Fifth Division. Boys-1. Thomas Lewell. 2. John Gettum. 3. Wm. McClughan.

Fifth Division, Girls- 1. Mary A. Gardner. 2. Mary Hodgins. 3. Maggie McGrath.

Sixth Division. Boys-1. John Jessiman. 2. Frederick Burton. 3. Percy Ince.

Sixth Division. Girls-1. Annie McCaffry. 2. Mary A. Hayes. 3. Susan McMullen.

WELLESLEY SOHOOL.
Fifth Division. Boys-1, G. A. Peacy. 2. James Rankin. 3. Arthur Dinnis.

Fifth Division. Girls-1. Isabella Fraser. 2. Mary Spurling. 3. Jennie Grenton.

Sixth Division. 1. Ashbury Smith. 2. Alexander Douglass. 3. James Johnson.

Seventh Division. 1. Robert Ramsay. 2. Alfred Tucker. 3. Ada Dawkins.

Eighth Division. 1. Victor Blackhall. 2. Martha Ellis. ; 3. George Scott Adamson.

Tenth Division. 1. John Stalker. 2. Albert Arnott. 3. Fanny Heron.

DUPFERIN SCHOOL.
Hffh Division. Boys-1. William Taylor. 2. George Wood.
3. Frank Hughes.

Fifth Division. Girls-1. Marion Best. 2 2. Annie Hastings.
3. Hannah Ryder.

Sixth Division. Boys-1. Alexander Hunter. 2. Albert Ebbles. 3. James Ardagh.

Sixth Division. Girls-1. Lottie C. Wiggins. 2. Jennie Woodland. 3. Elizabeth Hall.

PARK SCHOOL
Fifth Division. 1. Alice Grady. 2. Margaret Greer. 3. Louisa Moulder.
Sixth Division. 1. Maggie Barstow. 2. Clara Callow. 3 Alice Russell.
Seventh Division. 1. Susie Dee. 2. Ella Taylor. 3. Joseph Dobson.
Eighth Division. 1. Daniel Ferrier. 2. James Wilson. 3. Hattie Hawthorn.
Ninth Division. 1. Minnie Allen. 2. Jas. Priestly. 3. Annie Parsons.
Tenth Division. 1. Fred Matthews. 2. Alfred Fleming. 3. David Winslow.
Tenth Division, Junior. 1. James Armstrong. 2. Charles Pringle. .3. George Smart.

GEORGE STREET SCHOOL.
Fift Division. 1. Mary Whyte. 2. Charlotte Rogers. 3. Charles Lauder.

Suxth Division. 1. Kate Riddell. 2. Ella Rogers. 3. Zipporah Walters.
Seventh Division. 1. Donald Firstbrook. 2. George Grundle.
3. Lizzie Ashfield.

Eighth Division. 1. Mary I. Hart. 2. William Doughty. 3. Walter Greenfield.

Ninth Division. 1. Maggie Hull. '2. Eliza Leef. 3. Sarah McCloskey.

Tenth Division. 1. Rebeccá Peacock. 2. Elinor Jackson. 3. Maggie Morris.

VIOTORIA STREET SCHOOL.
Fifth Division. Boys-1. George Schube. 2. Harry Dower. 3. Wm. Payne.

Fith Division. Girls-1. 8. Brownlow. 2. A. Doughty. 3. A. Coleman.

Seventh Division. 1. Amy Purvis. 2. Addie Reed. 3. Donald Gibson.
Eighth Division. 1. Nina Hayden. 2. Effie McPherson. 3. Mabel Copping.

Ninth Division. 1. Charlotte Martin. 2. George Hammond. 3. Eppie Roden.

Tenth Division.

1. Lizrie Gibson. 2. John Brown. 3. Hannah Acton.

## LOUISA STREET SCHOOL.

Fifth Division. Boys-1. W. H. Argles. 2. Moses Haskins. 3. Malcolm McVeain.

Fifth Division. Girls-1. Eleanor Grant. 2. Lizzie Lennox. 3. Minnie Fair.

Sixth Division. 1. Joseph Gilmour. 2. Maggie Adams. 3. Maggie Irwin.
Seventh Division. 1. Mary Clow. 2. Louisa Derlin. 3. Betsey Clayton.
Eighth Division. 1. William West. 2. Louisa Budge. 3. Samuel Beckett.

Ninth Division. 1. Violet Spence. 2. Mary McEachren. 3. Charles Hall.

Tenth Division. 1. Willie Kennedy. 2. Josephine Holland. 3. Harold Andrews.

JOHN STREET SCHOOL.
Fifth Division. Boys-1. Charles Duncan. 2. Colin Ross. 3. John McBeath.

Fifth Division. Girls-1. Lelia Nichol. 2. Jewell Pearson. 3. Hattie Morell.

Seventh Division. 1. Martha Rankin. 2. William Banks. 3. Emily Brasier.

Eighth Division. 1. Jessie McConnell. 2. William Brown. 3. Annie Smith.

Ninth Division. 1. Fannie Morell. 2. Harry Lillie. 3. Emma Adams.

T'enth Division. 1. Kate Seymour. 2. Lelia Doudiet. 3. Harry Hassard.

PHEEBE STREET SCHOOL.
Fifth Divisinn. 1. E. McDowell. 2. J. Pearmon. 3. J. Hozack.

Sixth Division, Senior. 1. John McFarlane. 2. Robert Hills. 3. Agnes Spearman.

Sixth Division, Junior. 1. David Hilson. 2. Walter Crothers. 3. William Gibson.

Seventh Division. 1. Grace Varcoe. 2. Charles Hurling. 3. Annie Thompson.

Eighth Division, Senior. 1. Minnie Manning. 2. Fred. Farwell. 3. Annie Rosenbloom.

Eighth Division, Junior. 1. Albert Charlesworth. 2. John Manderson. 3. Daisy Dean.

Ninth Division, Senior. 1. Kate Lewis. 2. Charles Low. 3. Rachel Rosenbloóm.

Ninth Division, Junior. 1. Adam Smith. 2. George Mills. 3. Nellie Miller.

Tenth Division, Senior. 1. Annie Parker. 2 Isaac Rooke. 3. Florence White. 4. Wm. Williams.

Tenth Division, Junior. 1. John White. 2. Minnie Harrison. 3. James Sammons.

## PALACE STREET SCHOOL.

Fifth Division. 1. Thomas Robertson. 2. Luke Patterson. 3. Albert Woods.

Sixth Division, 1. William Armstrong. 2. Henry Solomon. 3. Maud Kiely.

Eighth Division. 1. Emma Martin. 2. Minnie Sharp. 3. Edward Kingston.

Tenth Division. 1. Nettie Feather. 2. Joseph Wasdale. 3. Frank Smith.

PARLIAMENT STREET SCHOOL:
Seventh Division. 1. Emma Bell. 2. Maggie Harwood. 3. Arank Wells.

Eighth Division. 1. Minnie Medcalf. 2. Susie Reid. 3. Heury Coppin.

Ninth Division. 1. Edward Davis. 2. Eliza R. Senior. 3. Charlotte Williams.

Tenth Division. 1. Letitia Alexander. 2. William Ogilvy. 3. Sarah Stevenson.

## WINCHESTER STREET SOHOOL

Seventh Division. 1. Lizzie Scoley. 2. Walter E. Lugsdin. 3. William C. Hill.
Eighth Division, 1. Mary Way. 2. Ellie Sheppard. 3. Florence Ginn.

Ninth Division. 1. David Benson. 2. Frank Pearson. 3. Lilian Bray.

Tenth Division. 1. Wm. H. Lugsdin. 2. Samuel F. Gilbert. 3. Wm. Young.

## OHURCH STREET SCHOOL.

Seventh Division. 1. Arthur Virtue. 2. Albert Nord. 3. . Harry Morse.
Eighth Division. 1. Arthur W. Bryan. 2. Arthur Anderson. 3. Charles Morrison.

Ninth Division. 1. George Gilbert. 2. Randolph Jacobs. 3. Edward Hachborn.

Tenth Division. 1. Wallace W. Millichamp. 2. May E. Love. 3. Jennie Gibson.

ELIZABETH STREET SCHOOL.
Seventh Division. 1. Annie Sinkie, 2. Eliza Stanley. 3. Minnie E. Miller.

Eighth Division. 1. Maggie Beaumont. 2. Janet Coburn. 3. Emily Burner.

Ninth Division. 1. John Lamb. 2. Lizzie Little. 3. William Saunders.

Tenth Division. 1. Minnie Harradan. 2. Agnes Wills. 3. Thomas Shields.

YORK STREET SCHOOL.
Seventh Division. 1. Jennie Lindsay. 2. Robert MeGinnis. 3. Frank Martin.

Ninth Division. 1. Georgina Robson. 2. Sarah Starr. 3. James Bell.

Tenth Division. 1. Simon Starr. 2. Walter Halliday. 3. Charles Rogers. 4. Lydia Crewdin.

## BATHURST STREET SCHOOL

Seventh Division. 1. Andrew Kitchener, 2. John Alexander. 3. Thomas Boyd.

Eighth Division. 1. George Meagher. 2. Annie Churchill 3. John Heath.

Ninth Division. 1. Geo. MeGill. 2. Annie Fulton. 3. Alex. Montgomery.

Tenth Division. 1. Walter E. Buddington, 2. Agnes Benson. 3. Nathaniel Taylor.

NIAGARA STREET SCHOOL.
Seventh Division. 1. Daniel MePhee. 2. Maggie Galvin. 3. Mary A. Willett.

Eighth Division. 1. Stella Marples. 2. Fred. Prince. 3. John Morrison.

Ninth Division. 1. Mary Broom. 2. Florence Clark. 3. Ellen Bedson.

Tenth Division. 1. Ida McDonald. 2. James Thompson. 3. Elizabeth Willett.

EXAMINERS' REPORT.
GIVINS STREET SCHOOL.
Fifth Division. 1. Alfred Dickenson. 2. Henrietta Mackenzie, 3. Lizzie Rose.

Suath Division. 1. Lizzie Barnett. 2. Wm. Hingston. 3. Eva Hingston.

Eighth Divisıon. 1. Charles Dollery. 2. James Donovan. 3. Maude Dunford.

Tenth Division. 1. Ann J. Robson. 2, Lilly Barton, 3. John Browning.
borden street school.

Fighth Division. 1. Wm. Bailey. 2. W. Raeside. 3, John Flux.<br>Ninth Division.<br>1. Eliza Aubin. 2. Walter Sanford. 3. Annie Gilkinson.

## Leslieville.

Fifth Division. 1. Agnes Cumming. 2. Stella Phillips.
Sixth Divixion.
3. Charlotte Nicholson.

Seventh Division. 4. Gustavus Hamilton.
Ninth Division. 5. Edward Blong.

## framination flapers.

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##  COMBINED EXAMINATION.

## FIRST AND SECOND DIVISIONS.

## ARITHMETIC AND MENSURATION.

The First Division will take the last eleven questions of this paper, and the Second Division the firat eleven questions.

1. Divide 540 tons, 10 ewt., 3 qrs., 15 lbs., by 375 .
2. How many seconds are there from 9 o'clock, A.M., on 13th Jantary, 1876, to 16 minutes past 10 o'clock, P.M., on 27 th June, 1877 ?
3. Reduce $3 \mathrm{~s}, 6 \mathrm{~d}$. to the decimal of $£ 7$ 10s.
4. Simplify $\frac{2}{3+\frac{1}{4+\frac{1}{5+\frac{1}{6}}}}$
5. Reduce 1 ton, to lbs., oz., do., Apothecaries' weight.
6. Simplify $\frac{\frac{1}{3}+\frac{1}{4}+\frac{1}{5}}{\frac{1}{3 \frac{1}{3}}+\frac{1}{4 \frac{1}{4}}+\frac{1}{5 \frac{1}{5}}}$
7. If 6 men will dig a trench 30 yds . long and 8 yds . broad in six days of 16 hours each, in how many days of 12 hours each will 8 men dig a trench 40 yds , long and ' 16 yds . broad I
8. Divide the difference of 100 and $\frac{1}{100}$ by the sum; and also the sum by the difference, and find the sum of the quotients.
9. What is the interest on $\$ 75760$ for four years and four months, at $6 \frac{1}{2}$ per cent. ?
10. Find the difference in the expense of carpeting a room 24 ft . 9 in . long and 15 ft .6 in . broad, with carpet $\frac{8}{4}$ of a yard wide, at $\$ 1.50$ per yard, and with carpet $\frac{7}{8}$ of a yard wide, at 70 per yard.
11. What will it cost to fence a circular field, whose radius is 58 ft .4 in ., with boards, at 90 per foot?
12. A man sells a house for $\$ 437.50$, and loses $12 \frac{1}{2}$ per cent. on the original cost. What was the original cost ?
13. How many flag stones, each 2.88 ft . wide and 8.30 ft . long, are required to pave a walk round a grass plot 137.31 ft . long and $125 \cdot 79 \mathrm{ft}$. wide, the walk being 4.15 yds . wide?
14. A circle whose radius is 10 in ., has a square insoribed and a square circumscribed. Find the area of the spaces enclosed between the circumscribed square and the circumference of the circle ; and, also the area of the spaces enclosed between the circumference of the circle and the inscribed square.

## FIRST DIVISION. ALGEBRA.

1. Simplify the following expression :

$$
2 x-[3 y-\{4 x-(5 y-\overline{6 x-7 y})\}] .
$$

2. Multiply $1+4 x-10 x^{2}$ by $1-6 x+3 x^{2}$.
3. Find the value of $\frac{1}{x+a}-\frac{1}{x-a}+\frac{4 a}{x^{2}-a^{2}}-\frac{2 a}{x^{2}+a^{2}}$
4. Simplify the following expression : $1-\frac{1}{1+\frac{1}{x}}$
5. Find the value of $x$ when $\frac{x}{2}+\frac{x}{3}-\frac{x}{4}+\frac{x}{5}=7_{6}^{5}$.
6. Find the value of $x$ when

$$
x(x-a)+x(x-b)=2(x-a)(x-b) .
$$

7. A cistern has two supply pipes, which will singly fill it in $4 \frac{1}{2}$ hours and six hours respectively; and it has also a leak by which it would be emptied in 5 hours : in how many hours will it be filled when all are working together?

## FIRST DIVISION.

 GEOMETRY.1. What is an axiom? A postulate?
2. State the difference between a problem and a theorem.
3. Define the terms, an equilateral triangle, an isosceles triangle, a scalene triangle.
4. Prove that any two angles of a triangle are, together, less than two right angles.
5. From a given point draw a straight line equal to a given straight line.

## FIRST AND SECOND DIVISION. GEOGRAPHY.

1. Give the boundaries of the Dominion of Canada.
2. Name the different provinces of the Dominion, and the Capital of each.
3. Name the principal islands, bays, rivers and lakes of Ontario.
4. What are the chief exports of Ontario, and what cities are of the greatest commercial importance?
5. For what is British Columbia chiefly noted ?
6. What are the exports of Labrador, and of the Hudson Bay Territory ?
7. Have we any coal mines in British North America ? If so, where?
8. Where does the sugar-cane of America chiefly grow ?
9. What are the chief mineral centres of the United States?
10. What are the principal exports of Alaska?
11. Name the great mountain ranges of Europe, and the two largest rivers.
12. Sailing from London to Constantinople what straits, channels, seas, and principal islands on the way?
13. Give the four provinces of Ireland, with the chief seaport of each province.
14. Give the chief mountain ranges of Scotland, England and Wales. On what river is Glasgow situated ? What groups of islands lie to the North and North-west of Neotland?
15. Give the boundaries of England, its principal seats of commerce, its chief exports, and state what Greenwich is noted for.

The first ten questions for the Second Division, and the last ten for the First Division.

## FIRST DIVISION.

 HISTORY.1. Name the Sovereigns of the Stuart period, and give the year in which each began to reign.
2. State the title of James VI of Scotland to the English throne, and give his character.
3. State the purport of the Petition of Rights, and the conduct of Charles in connection with it.
4. What was the nature of the struggle between Charles I and his Parliament f Give the names and dates of the battles fought during it. Indicate the character of Charles.
5. Give the principal events of English History during the Commonwealth,
6. What was the Act of Uniformity, and what was the result of its coming into operation?
7. To what conduct was the loss of the crown by James II due?
8. State what you know of Wentworth, Sir Walter Raleigh, Pym, Titus Oater, Ben Johnson, Marlborough.

## FIRST AND SECOND DIVISIONS. GRAMMAR.

1. (a) What is an inflexion? To what inflexions are verbs subject? What do these inflexions respectively indicate?
(b) Give the past tense and past participle of to tell, to flay, to slay, to lead, to tread, to do, to make, and state whether each verb is weak or strong.
2. What is a relative pronoun? How does it differ from a personal pronoun ? Parse the words in italios in :
"The beasts that roam over the plain, My form with indifference see."
3. What class of verbs may be put into the passive voice? Change $m$ all the verbs in the following sentence into the passive voice :
"The French attacked the squares again, but thoy did not make any impression on them."
How have the subjects and objeets been affected by this change ?
4. Point out the subject, predicate, and object, with their extensions, in the following :
"Through the trees I view the embattled tower, hence all the music."
5.     *         *             *                 * "I agaih perceive The soothing influence of the wafted strains, And settle in soft musings as I tread The walk still verdant under oaks and elms, Whose outspread branches overurch the glade."
(a) Analyze the above extract.
(b) Parse each word in it once.
(c) Re-write it in prose form.

## FIRST AND SECOND DIVISIONS. DERIVATION

Define the following words, giving their derivation and the meaning of the roots :

> Geography.
> Commerce.
> Daisy.
> School.
> Longitude.
> Dandelion.
> Archipelago.
> Antipodes.
> Peninsula.
> Chivalry.

## FIRST DIVISION. <br> BOOK-KEEPING.

1. What is the object of Book-keeping ?
2. When is a Merchant insolvent?
3. What is a Promissory Note? Write out one for R. Jones, who promises to pay J. Brown One Hundred Dollars in three months.
4. In Double Entry what accounts show the assets and liabilities, losses and gains?
5. What does the difference between the two sides of the Balance Account show?
6. Before closing Merchandise Account, what preparatory entry must be made, if the property is not all sold, before the closing entry can be made?
7. Give the order of closing the accounts in Double Entry.

## THIRD AND FOURTH DIVISIONS. ARITHMETIC AND MENSURATION.

The Third Division will take the last ten questions of this paper, and the Fourth Division the first ten questions.

1. Write Avoirdupois Weight and Square Measure.
2. Multiply $£ 76 \quad 12 \mathrm{~s}$. $6 \frac{1}{4} \mathrm{~d}$. by 28.
3. Divide 325 lbs., 6 oz., 4 drs., 2 scr., by 37.
4. How long will it take a body moving at the rate of 20 miles an hour to reach a fixed star one billion of miles distant?
5. Reduce 18 mls ., 3 fur., 10 per., to inches.
6. Define G. C. M. and L. C. M. of any two numbers.
7. Find the L. C. M. of $4,6,10,12,15,16,24,25,30,36$, 100.
8. Simplify $15 \frac{7}{8}+7 \frac{7}{10}+2 \frac{1}{2}$ of $\frac{3}{10}$ of $\frac{11}{12}$.
9. " $\left(\frac{3}{7}\right.$ of $1 \frac{1}{8}$ of $\frac{14}{15}+3 \frac{1}{2}$ of $\left.2 \frac{10}{21}-2 \frac{2}{3}\right) \times 3 \frac{6}{7}$
10. If I pay $\frac{1}{4}$ of my money, then $\frac{1}{3}$ of what remains, and then $\frac{1}{8}$ of what still remains, what fraction of the whole will be left?
11. Simplify $\frac{3-\cdot 15}{15+1.5} \times \frac{3-.8}{1.9} \div \frac{1}{20}$
12. Express $\cdot \mathbf{3 0 7 6 9 \dot { 2 }} \times 2 \cdot 7 \dot{8} 5714 \dot{2}$ as a vulgar fraction.

13, A gentleman has a bowling green 300 ft . long and 200 ft . broad, which he would raise one foot higher by means of the earth to be dug out of a ditch around it. It is required to find to what depth the ditch must be dug, its breadth being everywhere 8 feet.

## THIRD AND FOURTH DIVISIONS.

## GRAMMAR.

1. With respect to kind, all words are divided into different classes : name these classes. How can you determine to which class any given word belongs?
2. Define word, inflexion, case.
3. What is analysis? Analyze the following sentence: "On the reception of his edict in Italy, they trembled for their domestic deities."
4. Parse every word of the sentence quoted in the last question.
5. Write down the past tense and past participle of the verbs, grind, hang, load, mow, shake, shut, spread, ring.
6. Decline the third personal pronouns, and also the relative who.

## THIRD AND FOURTH DIVISIONS.

 GEOGRAPHY.1. Name the three branches into which Geography is divided.
2. Define the following geographical terms:-Zenith, Nadir, Antipodes, Isothermal Lines, Equator, Circumference.
3. Tell what is the width of the Torrid Zone.
4. Give the definition of a Continent, an Island, an Archipelago, an Isthmus.
5. Give the boundaries and political divisions of North America.
6. Into what bodies of water do the St. Lawrence, Mississippi and Mackenzie rivers empty?
7. Name the different Provinces of the Dominion of Canada. Give the Capital of each.
8. What isthmus connects North and South America?
9. Where is Brazil to be found? What is its Capital? What river drains it?
10. Give the Capes on the East coast of North America.
11. What counties border on Lake Ontario ? Give their county towns.
12. Name the cities of Ontario.
13. Describe a voyage from Toronto to the Manitoulin Island.
14. Name the principal islands of Ontario.
15. Give the principal bays, rivers, and lakes of Ontario.

The first ten questions for the Fourth Division, and the last ten for the Third Division.

## THIRD AND FOURTH DIVISIONS.

## HISTORY.

1. When was Britain made a Roman Province, and by whom? Mention any circumstances connected with the Conquest.
2. Give the date of Alfred's reign, and state the principal benefits resulting from it to England.
3. State the particulars of the compilation called Doomsday Book, and of the institution of the Curfew-bell. In whose reign were they originated?
4. Give the names of the early Norman Kings, with the dates at which each began to reign.
5. In whose reign was Ireland first annexed to the crown of England, and who was the first King of Scotland who acknowledged himself a vassal of the English Crown?
6. Give the character of Edward I and the principal events of his reign.
7. Give the particulars of the battles of Crecy and Poictiers.

TIMETABLE

| Divse: | tmag | Monday. | tubsday. | wEDNESDAY. | thursday. | FRIDAY. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. |  |  |  |  |  |  |
| II. |  |  |  |  | Arithmetic and Mens'n. <br> Book-keeping. Natural Philosophy. <br> Euclid. Grammar and Compos'n. <br> Reading. <br> Music and Closing Ex |  |
| III. |  |  |  |  |  |  |
| rv. |  |  |  |  |  |  |
| v. |  |  |  |  |  |  |
| VI. |  | $\begin{gathered} \text { Spolling } \\ \text { Geofrifly. } \\ \text { Geading. } \end{gathered}$ | $\left\lvert\, \begin{gathered} \text { Dictation } \\ \text { Drill \& Domemestic Econ'y } \end{gathered}\right.$ |  | Dictation. Geography. Object Lesson. | $\begin{gathered} \text { Spepling } \\ \substack{\text { Soogrinfly. } \\ \text { Grammar. }} \end{gathered}$ |
| $\begin{gathered} \text { VII } \\ \text { VIII. } \end{gathered}$ |  |  |  |  |  |  |

[^0]
## 疗inaucial \$patequents.

# Annual General Statement of Receipts and Eapenditure for Publì School Purposes, City of Toronto, for the year ending December 31st, 1877. Published, as required by Statute, by the Public Sehool Board for said City. 

## INCOME FOR 1877.

Balance from 1876 ........................................... \$24,577 37
Cash on hand ............................................... 401
Legislative Appropriation for 1877 ...................... 6,681 00
Municipal Assessment for General School Purposes 72,366 00
G. Worrell, 1st Instalment on Park Lot .............. 66550
" 2nd " " ........... 60750
R. Awde, for old School Building, Givins Street... 15500

Education Department, for Sehool Prizes ............ 14470
Fees for non-resident pupils ................................ 1550
Sundry pupils, for glass broken in School Buildings, \&c.

Total Income

## EXPENDITURE FOR 1877.

1. New School Sites, School Buildings, Furniture, Architects' Fees, \&c., as per statement in detail. (See Appendix A.)
2. Repairs, Alterations and Improvements at the several Schools, as per statement in detail. (See Appendix B)
$\qquad$ 6,444 01
3. Salaries of Officers, Teachers and Caretakers, as per statement in detail. (See Appendix C)

66,983 93
4. Fuel for Schools, Board Room and Offices : MeGill \& Co., Wood and Coal, per Contract 82,40868
P. Burns, do 30881 J. Snarr's Sons, Coal, per Contract. 1,133 62 Sundry persons, cutting Wood ... 65411

Brought forward.
$\$ 95,710$
5. Premiums of Insurance :

British America Co...................... 812480
Western Co..... ..... .................... 8800
Isolated Risk Co.......................... 11200
Imperial Co............ .................. 10350
Lancashire Co 9860
Queen City Co.................. ........ 14500

- Liverpool and London and Globe Co 3200

6. Printing and Advertising, as per statement in detail. (See Appendix D.)

70390
65845
7. School Furniture, Stoves, Stationery and Sehool
Supplies, as per statement in detail. (See
Appendix E.)...........................................4.4. 86
8. Miscellaneous Expenditure, as per statement
in detail. (See Appendix F.)
89922
9. Cash on hand

22573
Total Expenditure.
899,69460
Balance to 1878
5,47783
8105,17243
Certified,
W. C. WILKINSON, Audited and Approved,

Secretary. WM. ANDERSON.
January, 1878. Auditor.

## APPENDIX A.

Statement in detail of Expenditure on Account of New School Sites and School Buildings, from 31st December, 1876, to 31st December, 1877, given as one sum in Item No. 1, Annual General Statement.

DUFFERIN SCHOOL.
Daly Bros., balance of Contract for Carpenter Work \$800 00
" Extras ..................................... ... 28300
J. Bilton, balance of Contract for Painters' and Glaziers' Work

37500
J. Bilton, Extras 14655
G. Watson, Balance of Contract for Galvanized Iron Work 6700
Carried forward
$\$ 1,67155$
APPENDIX.Brought forward.31,671 55
G. Watson, Extras ..... 720
R. Rennie, balance of Contract for Slaters' Work ..... 14400
J. Ritchie \&'Son, balance of Contract for Plumbers' Work ..... 3300
J. Ritchie \& Son, Extras ..... 410
Langley, Langley \& Burke, on account of Architects' Commission ..... 50000

## RYERSON SOHOOL.

T. W. Greayes, balance of Contract for Masonry Work

81,94500
T. W. Greaves, Extras ..... 4901
T. \& W. Clements, balance of Contract for Carpen- ters' Work ..... 1,494 00
T. \& W. Clements, Extras ..... 45470
J. Dill, balance of Contract for Painters' and Gla- siers' Work ..... 78600
J. Dill, Extras ..... 12316
Balmer Bros., balance of Contract for Plasterers' Work ..... 24300
Balmer Bros., Extras ..... 1500
Douglas Bros, balanee of Contract for Galvanized Iron Work ..... 24000
Douglas Bros., Extras ..... 4924
G. Duthie, balance of Contract for Slaters' Work ..... 5500
G. Harding, balance of Contract for Plumbers' Work ..... 7600
E. Beckett, balance of Contract for Iron Work ..... 14700
Champ \& Cowan, on account of Contract for Felt Roofing ..... 5750
Thomas Goodman, Contract for Wire Guards ..... 5700
R. Sewell, Stoves for ventilating purposes ..... 3000
Stewart \& Strickland, balance in full for Archi- teets' Commission ..... 71820
WELLESLEY SCHOOL.
Smith \& Mahaffey, balance of Contract for Painters'and Glaziers' Work28800
Smith \& Mahaffey, Extras ..... 300
J. Poucher, balance of Contract for Plasterers' Work ..... 5700
H. Cooley, balance of Contract for Galvanized Iron Work ..... 5000
H. Cooley, Extras ..... 5500
Carried forward ..... $\$ 44800$

## APPENDIX.

> | Brought forvard................ |  |  |  | 84800 |
| :--- | ---: | ---: | ---: | ---: |
|  | $\mathbf{8 8}, 899$ |  |  |  |

McCaw \& Lennox, on account of Architects' Commission.
G. Burry, balance of Contract for Carpenters' Work 52500
G. Burry, Extras

11447
Smith \& Mahaffey, balance of Contract for Painters' and Glaziers' Work

23300
Smith \& Mahaffey, Extras .............. .................. 3 50
Hynes \& Bros., Junior, balance of Contract for Pasterers' Work

8320
Douglas Bros, balance of Contract for Galvanized
Iron Work ............................. '.............. 4500
Douglas Bros., Extras .......................... .......... 600
E. Beckett, balance of Contract for Iron Work ..... 10000

Champ \& Cowan, balance of Contract for Felt Roofing

3400
N. L. Piper \& Sons, Registers ........................... 4500
C. Bovaird, Wood Sheds..... .............................. 12100

Stewart \& Strickland, balance of Architects' Commission

13980

## 1,44997

Legal Expenses, School Furniture, Lightning Rods, de.
W. B. MeMurrich, Solicitor's Fees
J. B. Pilkey, Lightning Rods for all the Now Sehois
R. Hay \& Co., 700 School Desks and Seats, as per Contract
$\qquad$
Hay \& Co., Teachers' Deské' as per Contract
2,940 00
R. Hay \& Co., Teachers' Deské' as per Contract ... 14400
R. Hay \& Co., Furniture, Chairs, Tables, \&c..... ... 10333
C. Potter, School Desks and Seats, as per Contract 2,205 76
J. Carlyle, Teachers' Desks, as per Contract ......... 14400
W. G. Storm, balance of Architect's Commission for Schools Erected, 1875

7147

6,551 31
Total of Item, No. 1
\$17,78233

## APPENDIX B.

Statement in detail for Repairs, Alterations and Improvements, at the several Schools during 1877, given as one sum in Item No. 2, in Annual General Statement.

## GIVINS STREET SCHOOL.

F. W. Unitt, Tinsmith Work................................... $83 \mathbf{2 5}$
G. Leslie \& Son, Trees....................................... 600
G. MoKirdy, Tree Boxes......... ....................... 660

Smith \& Mahaffey, Re-Glazing ............... . ......... 90
Plews \& Kennedy, Repairs to Pump..................... 525
NIAGARA STREET SCHOOL.
J. Smith, Plastering .... ................................... . $\$ 5935$
M. Hozaik, Repairs to Bell Tower........................ 735
G. Leslie \& Sons, Trees ....... ........................... 1100
G. McKirdy, Tree Boxes.................................. 1210

F, W, Unitt, Tinsmith Work...... ...................... 495
E. Merrett, Re-glazing .... ............................... 150
G. Faircloth \& Son, Re-glazing ........................... 120

ST. MARK'S SCHOOL.
C. Bovaird, Carpenter Work .............................. $\$ 1900$
E. Merrett, Re-glasing..... ... ............................. 850

MARKHAM STREET SCHOOL.


| Plews \& Kennedy, Repairs to Pump................... | 8250 |
| :---: | :---: |
| D. Buckingham, 'Whitewashing | 1550 |
| F. W, Unitt, Tinsmith Work............. ............. | 960 |
| E. Merrett, Re-glazing. | 180 |


| BORDEN STREET SCHOOL. |
| :--- |
| W. Robins, Carpenters' Work ............................. 8150 |

2940


## Brought forward.

$\qquad$ ELIZABETH STREET SCHOOL
\$32 18
W. Robing, Carpenter Work ..... 140
W. Howes, Carpenter Work ..... 1200
WELJESLEY SCHOOL.
G. Leslie \& Son, Treee ..... $\$ 1460$
J. Stephens, Flowers, do. ..... 3345
Smith \& Mahaffey, Re-glazing ..... 900
W. Robins, Carpenter Work ..... 2001
Richards \& Bros., Hose, \&e ..... 1850
R. Phillips, Whitewashing ..... 1600
F. W. Unitt, Tinsmith Work ..... 2810
J. Stephens, Carpenter Work ..... 12859
C. Jacobs, Black-Boards ..... 1800
Withrow \& Hillock, Horse Posts ..... 200
CHURCH STREET SOHOOL.
J. Stephens, Carpenter Work ..... $\$ 12981$
F. A. Bowden, Plastering ..... 4353
E. Merrett, Re-glazing ..... 435
R. Phillips, Whitewashing ..... 1600VICTORIA STREET SCHOOL.
H. Geraghty, Alterations, \&c ..... $\$ 1,29285$
J. Stephens, Carpenters' Work ..... 21703
MeCaw \& Lennox, Architects' Commission ..... 6430
F. W, Unitt, Tinsmith Work ..... 1250
W. Robins, Carpenters' Work ..... 791
E. Merrett, Re-glazing. ..... 630
I. Mundy, Carpenters' Work, to ..... 1000
E. H. Cook, Removing Night Soil ..... 4825
GEORGE STREET SOHOOL.
R. Hull, Whitewashing, \&c. ..... 86250
S. Pettigrew, Carpenters' Work ..... 16082
F. A. Bowden, Plastering ..... 1497
E. H. Cook, Removing Night Soil ..... 10366
W. Robins, Carpenter Work ..... 880
E. Merrett, Re-glazing ..... 60.
1,65914
10 APPENDIX.
Brought forwaỉd ..... 85,773 59
WINCHESTER STREET SCHOOL
G. Leslie \& Son, Trees ..... $\$ 2000$
G. McKirdy, Tree Boxes ..... 2200
8. Pettigrew, Carpenter Work ..... 1777
G. Faircloth \& Son, Re-glazing ..... 3700
W. Robins, Carpenter Work ..... 523
PARLIAMENT STREET SCHOOL
G. Leslie \& Son, Trees ..... $\$ 700$
G. McKirdy, Tree Boxes ..... 770
W. Robins, Capenter Work ..... 757
A. Hamilton, Whitewashing ..... 2870
E. Merrett, Re-glazing. ..... 60
DUFFERIN SCHOOL
G. Leslie \& Son, Trees, \&c ..... $\$ 4120$
G. McKirdy, Tree Boxes ..... 2750
J. Ritchie \& Son, Hose, \&c ..... 1850
F. A. Bowden, Plastering ..... 5440
G. Boxall, Tinsmith Work ..... 220
J. Coatsworth, Carpenters' Work ..... 2746
G. Faircloth \& Son, Re-glazing ..... 950
Withrow \& Hillock, Horse Posts ..... 200
H. Faircloth, Re-glazing ..... 500
PARK SOHOOL.
J. Coatsworth, Carpenter Work ..... $\$ 9566$
F. A. Bowden, Plastering ..... 2168
G. Faircloth \& Son, Re-glazing ..... 2975
E. Meerett, Re-glazing ..... 130
W. Robins, Carpenter Work ..... 381
E. H. Cook, Removing Night Soil ..... 2740
PALACE STREET SCHOOL.
Plews \& Kennedy, Repairs to Pump ..... $\$ 250$
A. Hamilten, Whitewashing ..... 2170
E. H. Cook, Removing Night Soil ..... 4020
J. T. Coatsworth, Carpenter Work ..... 3983
J. Stephens, Carpenter Work ..... 100
W. Robins, Carpenter Work ..... 564
$\qquad$
Carried fowward

## Brought forward

$\$ 6,40539$
LESLIEVILLE SCHOOL.
T. Leonard, Re-glazing.

8100
100
MISCELLANEOUS.


Total of Item, No. 2.
\$6,444 01

## APPENDIX C.

Statement in detail of Salaries of Officers, Teachers and Caretakers, paid during 1877, as given in one sum in Item No. S, in Annual General Statement.

OFFICERS, \&c.
James Hughes, Inspector. $\$ 1,70000$
W. C. Wilkiuson, Secretary

1,20000
John T. Thompson, Truant Officer... .......... ........ 70000
William Anderson, Auditor ............................ 2500
W. N. Bigger, Messenger and Caretaker :.............. 50000
C. R. Woodland, " " .............. 32250

Four Examiners (Combined Examination) ........... 16000
Twenty-one Caretakers ................................... 3,060 18
MALE TEACHERS.

| Richard Lewis | First 1 | Division |  | \$1,000 00 |
| :---: | :---: | :---: | :---: | :---: |
| Samuel McAllister, | " | " |  | 1,000 00 |
| Adam McDonald, | ${ }^{\prime}$ | - ${ }^{\prime}$ |  | 1,000 00 |
| Isaae J. Birchard, | Second | d |  | 86700 |
| John Campbell, | " | " |  | 89850 |
| Levi Clark, | " | ' |  | 90000 |
| Robert W, Doan, | " | ' |  | 90000 |
| Martin Gill, | " | " |  | 90000 |
| Francis S. Spence, | " | " |  | 90000 |
| James Anderson, | Third | " |  | 85000 |
| Samuel Coyne, | " | " |  | 85000 |
| Robert McCausland, | " | " |  | 86500 |
| Adam Morrison, | " | " |  | 85000 |
| Albert R. Pyne, | ' | ' |  | 80200 |

Carried forward....................... $\$ 12,58250$

\$7,667 68

19,50850

FEMALE TEACHERS.


Carried forward
$\$ 14,52600$
$\$ 27,17618$


Brought forward
830,25200
827,17618

| Miss | C. Jackson, <br> L. Kahler, | Senior | First Book |  |  | 32450 21250 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mrs. | McBrien, | " | " | " | ...... | 35000 |
| " | McCuaig, | - | ، | " |  | 306 |
| Miss | L. Payne, | ' | / | " | ..... | 321 |
| " | M. Sefton, | " | " | ، |  | 325 |
| " | L. Slater | * | " | " |  | 30625 |
| " | H. Stamm, | " | " | " |  | 32300 |
| Mrs. | M. Steward, | " | " | " |  | 25875 |
| Miss | E. C. Thompoon | n, " | " ${ }^{\text {a }}$ | ، |  | 32500 |
| , | R. L. Willians, | , " | " | ' | ... .. | 32200 |
| " | M. Chadwiok, | Junior | " | " | ..-5 | 30000 |
| " | L. Foulds, | " | * | " |  | 30000 |
| " | L. Gellatly, | " | * | " | ...... | 29500 |
| " | G. Grant, | " | '4 | " | ..... | 32500 |
| " | E. R. Gray, | " | " | " |  | 29650 |
| " | S. Hagerty, | " | ، | " |  | 29800 |
| " | L. Kessick, | " | ، | " |  | 30000 |
| " | A. McIntyre, | " | ، | " |  | 9425 |
| " | F. Martin, | " | ، | " |  | . 9125 |
| " | E. Sams, | " | " | " |  | 30000 |
| " | A. Sefton, | " | " | " |  | 30000 |
| " | M. J. Shore, | " | ، | " |  | 30000 |
| " | F. Sims, | " | . | " |  | 4300 |
| " | M. F. Spence, | * | ، | " |  | 7000 |
| " | M. Spence, | " | ، | " |  | 8125 |
|  | L. S. Taylor, | " | ، | " | $\ldots$ | 29900 |
| " | F. Thompson, | / | ، | / |  | 29950 |
| Mrs. | S. E. Wallace, | " | ، | " |  | 19900 |
| Miss F | F. Woodhouse, | " | ، | " | ...... | 22350 |
|  | Ida Phillips, | " | * | " | ...... | 20400 |
| " | E. Sturroek, | " | ، | " |  | 6250 |
|  | M. Milne, | " | ، | " |  | 6250 |
|  | B. Gunn, Drawi | ing Teac |  |  |  | 50000 |
| Occasional Teachers |  |  |  |  |  | 93650 |

Total of Item No. 3
866,983 93

## APPENDIX

## ©APPENDIX D.

Statement in detail of Printing and Advertising, as given in one sum in Item No. 6, in Annual General Statement.

| lobe, Adve | g | \$ 1100 |
| :---: | :---: | :---: |
| Leader, | " | 1050 |
| Mail, | " | 55 |
| Telegram, |  | 500 |
| Hill \& Son, | Printing fortnightly Minutes | 17230 |
| " | Inspector's Annual Report | 10240 |
|  | Examination Papers, Notices, Printing $\qquad$ | 27070 |
| Rolph, Smit | h \& Co., Certificates of Hono | 8000 |

# APPENDIX E. <br> Statement in detail of Itsm No. 7, in Annual General Statement, for School Furniture, Stoves, Stationery and School Supplies. 

Hart \& Rawlinson, Prize Books ..... $\$ 28940$
R. A. Dredge, Stationery, \&e ..... 20119
R. Hay \& Co., Ohairs, Desks, Pointers, Map Poles, \&c ..... 13843
Rowsell \& Hutchison, Stationery, \&e ..... 10115
F. W. Unitt, Blackleading Stoves, Varnishing Stove Pipes, Re- placing Old Pipes, Zinc, \&c., in all the Schools ..... 21298
G. Boxall, Stoves, Pipes, \&c., for Board Room and Offices ..... 6080
" Repairs to stoves, \&c., at Sundry Schools. ..... 3040
W. Sturrock, Stationery, \&c ..... 9025
People's Depository, Maps, Thermometers, \&c ..... 8845
P. Patterson, Hardware, \&o ..... 6815
W. L. MacGillivary, Stationery, \&c ..... 5250
Brown Bros., Registers ..... 3250
London and Paris House, Clocks, \&c ..... 4900
C. Potter, Thermometers and Ink Wells ..... 2310
R. MeClain, Books for Boys and Girls' Home ..... 1886
Adam Miller \& Co., Penholders ..... 1104
John Kay, Black-board Brush Covers. ..... 1050
J. Stephens, Repairs to Desks, \&c ..... 616
Elliot \& Co., Oxalic Acid ..... 500
S. Bancroft, Penholders ..... 350
Sundry Small Payments ..... 350
Total of Item, No. 7 ..... $\$ 1,49686$

## APPENDIX $\mathbf{F}$.

## Details of Item No. 8, given as one sum in Annual General Statement of Receipts and Expenditure, viz.: Miscellaneous Expenditure.

Trustee Elections, Returning Officers' Fees, Renti of Polling Booths, \&e ..... $\$ 31670$
Entrance Examinations, Collegiate Institute ..... 15610
Expenses, Governor General's Visit, Illuminating Address, \&c ..... 2500
J. Bailey, Rent for School Room, Huron Street ..... 16666
People's Depository, for Library of Reference ..... 5000
Cartage of School Furniture, at sundry times ..... 1865
Cab Hire, Committees, \&c ..... 4525
Postage, Telegrams and Post Office Boxes. ..... 1776
Gas Account for year ..... 2360
Sites and Buildings Committee, Expenses of Annual Visit to the Schools ..... 3090
School Management Committee, do. ..... 2325
Inspecting and Measuring Wood ..... 850
Janitor, Shaftesbury Hall. ..... 500
Directory ..... 250
Cleaning Snow, at Lake View Avenue Lot ..... 425
Sundry Small Payments ..... 510
Total of Item, No. 8 ..... $\$ 89922$

## SECRETARY'S VALUATION OF SCHOOL PROPERTY.

Secretary's Statement of the Estimated Value of the School Premises, Sites, Buildings, Furniture, dec., belonging to the Public School Board of the City of Toronto, at the 31st December, 1877.

1. Ward of St. David-

| The Park School ............................ | $\$ 11,500 \quad 00$ |
| :--- | :--- |
| Parliament Streetr School ................ | 13,00000 |
| Winchester Street School ................ | 12,00000 |
| Dufferin School............................. | 29,00000 |

2. Ward or St. Thomas-

George Street School ......... ............................. . 11,000 00
3. Ward of St. Lawrence-

| Palace Street School $\ldots . . . . . . . . . . . . . . . . . . . ~$ | $\$ 9,00000$ |  |  |
| :--- | ---: | ---: | ---: |
| Leslieville School....... ................. | 4,00000 |  |  |
|  |  | 13,000 | 00 |

4. Ward of St. James-

Victoria Street School .................... \$15,000 00
Church Street School ........... ......... 13,000 00
28,000 00
5. Ward of St. Grorge-

John Street School
15,000 00
6. Ward of St. Andrew-

York Street School, Offices and Board Room

820,000 00
Niagara Street School
12,000,00
32,00000
7. Ward of St. John -

Louisa Street School
$\$ 12,00000$
Elizabeth Street School .................. 9,00000
Wellesley School ........................... 32,00000
53,00000
Carried forward
$\$ 217,50000$

Brought forward.................. ...... .. ..... $\$ 217,50000$
8. Ward of St. Patrick-
$\begin{array}{llr}\text { Phebe Street School..................... } & \$ 15,00000 \\ \text { Borden Street School } . . . . . . . . . . . . . . . . . . ~ & 6,50000 \\ \text { Ryerson School .. ..................... } & 30,00000\end{array}$

$$
51,50000
$$

9. Ward of St. Stephen -

Bathurst Street School....... ............ $\$ 10,00000$
Givins Street School........................ 11,500 00
School Site, Lake View Avenue......... 3,00000
24,500 00
Furniture, School Apparatus, \&c., estimated at, say
22,50000

Total.
$\$ 316,00000$
Toronto, Jan. 1878.
(Certified,)
W. C. WILKINSON,

Secretary.


[^0]:    
    Nork-Although Mental Arithmetic is only mentioned in the 10 th Division, it is understood that the Teachers of all classes will devote a
    good deal of attention to this subject during the time allotted to Arithmetic.

