

Secretary's office - St. Dep.

ANNUAL REPORT

OF THE

INSPECTOR

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF TORONTO,

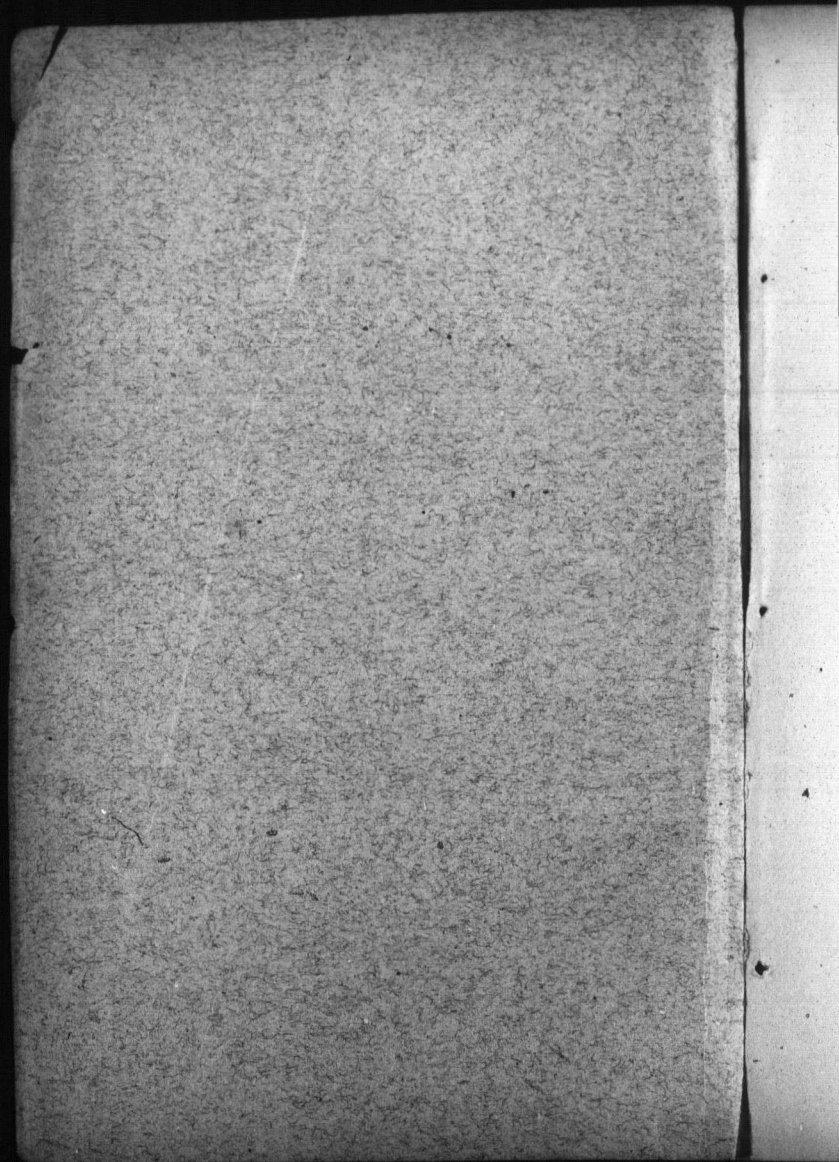
FOR THE

YEAR ENDING, DECEMBER 31ST, 1885.

TORONTO:

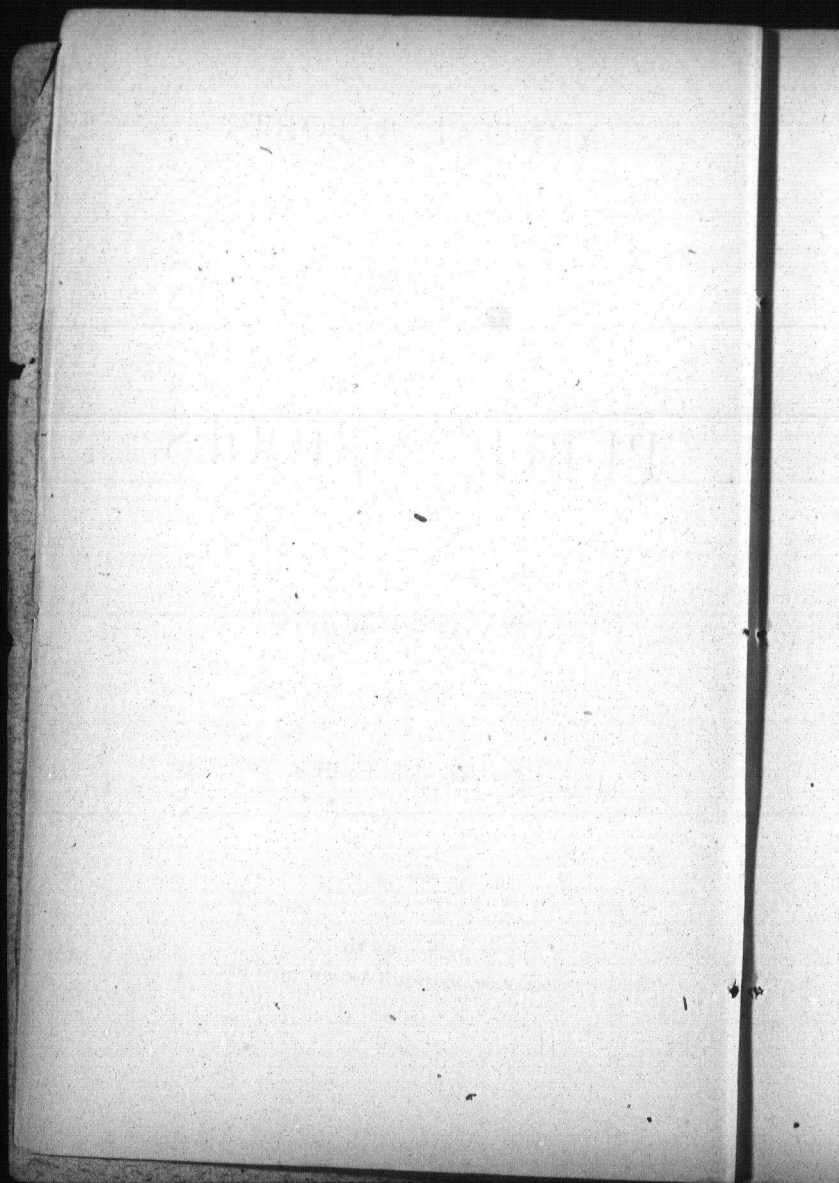
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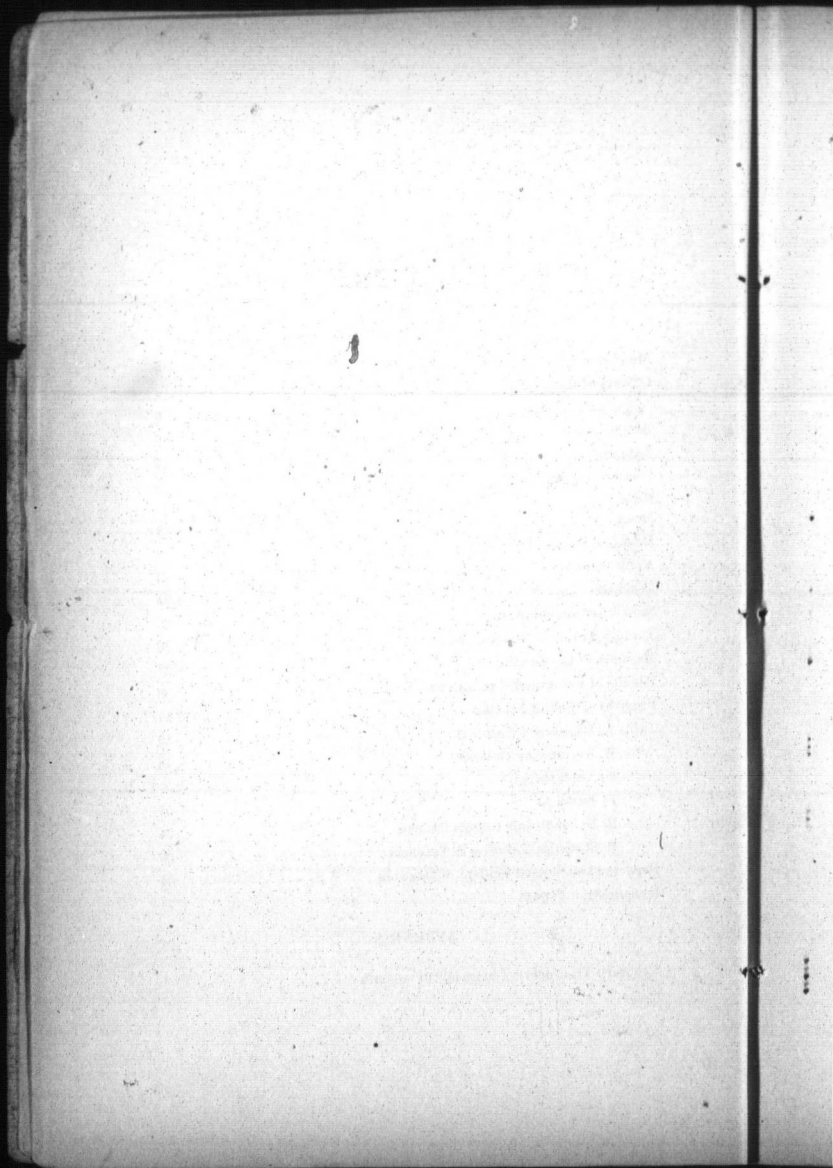


INDEX.

Members of the Board	5
Officers of the Board	6
Inspector's Annual Report .. .	9
Attendance	9
Lateness	13
Certificates of Honor	13
Kindergarten	15
Music	22
Drill and Physical Exercises	22
Night Schools	24
Teachers	25
School Accommodation	26
Toronto Teachers' Association	26
Meetings of the Grades	27
Results of Combined Examination	36
Progress of Public Schools	44
Table A, Registered Numbers	46
" B, Average Attendance	48
" C, Absenteeism	50
" D, Lateness	52
" E, No. of Pupils to each Teacher	54
" F, Statistics Relating to Teachers	55
Report of the Superintendent of Drawing	64
Examination Papers	71

APPENDIX.

Secretary-Treasurer's Financial Statements	1
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MEMBERS OF THE PUBLIC SCHOOL BOARD.

1885.

E. P. RODEN, CHAIRMAN.

Ward of St. Lawrence.

E. WESTMAN. A. MEDCALF.

Ward of St. David.

E. P. RODEN. R. A. PYNE, M.D.

Ward of St. Thomas.

R. B. HAMILTON. T. R. WHITESIDE.

Ward of St. James.

WALTER S. LEE. W. A. LYON.

Ward of St. John.

GEO. BOXALL. F. SOMERS.

Ward of St. Andrew.

M. CROMBIE, M.A. S. WILLOCK.

Ward of St. George.

C. A. B. BROWN. GEO. McMURRICH.

Ward of St. Patrick.

W. W. OGDEN, M.D. H. A. E. KENT.

Ward of St. Paul.

W. J. HILL. GEO. VAIR.

Ward of St. Stephen.

F. DONOVAN. G. DOWNARD.

Ward of St. Matthew.

P. MACDONALD. W. B. POULTON.

Ward of St. Mark.

H. MEREDITH. W. BELL.

PUBLIC SCHOOL BOARD

OFFICERS OF THE BOARD.

1885.

Chairman :

E. P. RODEN.

Secretary-Treasurer :

W. C. WILKINSON.

Inspector :

JAMES L. HUGHES.

Inspector's Assistant :

H. BROWNE.

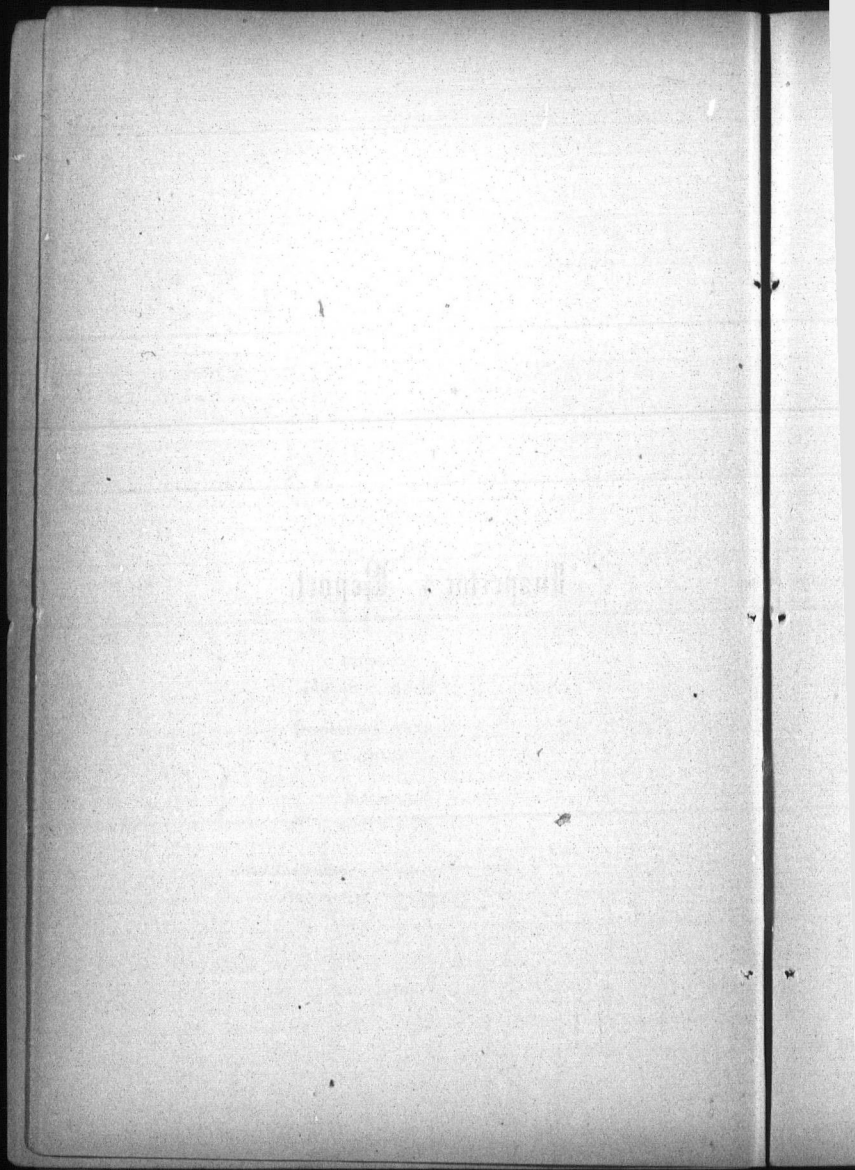
Solicitor :

W. B. McMURRICH, M.A.

Drill Instructor and Absentee Officer :

CAPT. J. T. THOMPSON.

Inspector's Report.



INSPECTOR'S ANNUAL REPORT.

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

GENTLEMEN,

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

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

ATTENDANCE.

The total number of pupils registered during the year was 18,214. Last year it was 17,579.

The average daily attendance was 12,484. Last year it was 11,758.

667 pupils attended school less than 20 days.

1769	"	"	"	between 20 and 50 days,
8417	"	"	"	50 " 100 "
8168	"	"	"	100 " 150 "
9198	"	"	"	150 " 200 "

The number who attended school for over 100 days is 12,361, or more than 68 per cent. of the total registered number.

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

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 13,905. This shows an increase compared with last year of 624. (See Table A.)

The average of Monthly Average Numbers was 12,818. This shows an increase of 637 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 88.6 per cent. of the average of Monthly Registered Numbers.

The best average for any month in the year was 90.6, the average for December.

The largest number was registered in October, 14,480, and the smallest number in February, 13,441.

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

SCHOOLS	Average Registered No.	No. of Teachers.	Average per Teacher.
Wellesley.....	998	16	63
Dufferin	739	12	62
Ryerson	639	12	53
Jesse Ketchum	715	12	60
Phoebe Street	794	12	66
Victoria "	616	11	56
Hope "	817	12	68
John "	581	10	58
Niagara "	507	9	56
Church "	552	9	61
Louisa "	446	9	49
Elizabeth "	422	9	47
Park	543	8	68
Winchester Street	559	8	70
Bathurst "	598	8	75
Borden "	493	8	62
Givins' "	575	8	72
Parliament "	451	6	75
George "	343	6	57
Brant "	392	6	65
Bolton "	465	6	78
Palace "	234	4	59
York "	196	4	49
Rose Avenue	267	4	69
Eastern "	117	2	59
Cottingham Street.....	133	2	67
Mabel "	161	2	81
Leslie "	78	2	39
Dewson "	94	2	47
Howard "	45	1	45
Boys' Home	85	1	85
Girls' "	50	1	50
Orphans' Home	119	1	119
College Avenue	81	1	81

ATTENDANCE IN THE VARIOUS CLASSES.

The registered number in attendance during the year in the different grades was as follows :—

First Book	7,710
Second "	4,812
Third "	3,501
Fourth "	1,941
Fifth "	750

Of course, it should be remembered that large numbers of those who began the year, or who entered during the year, in the First Book, were afterwards promoted to the Second Book. The same remark is true concerning the other classes.

I am glad to have to report that the number of pupils in the Fourth Book classes has increased during the year very considerably.

Fourth Book Classes had to be opened during the year in Givins', Louisa and Niagara St. Schools.

LATENESS.

Table D. shows that the punctuality of the pupils is of a most satisfactory character. The formation of the habit of punctuality is a most important part of the training of children, and our teachers give constant attention to the prompt attendance of their pupils.

Date.	Average Attendance.	Cases of Lateness.
1875	6,986	65,864
1876	5,976	81,486
1877	6,860	15,272
1878	7,467	7,474
1879	8,144	6,615
1880	8,215	5,967
1881	8,409	5,980
1882	8,845	6,785
1883	10,111	7,681
1884	11,758	10,181
1885	12,484	9,530

(See Table D.)

CERTIFICATES OF HONOR.

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

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

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

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

The following statement shows the number of Certificates given in the various schools at the close of 1885.

SCHOOLS.	First Honor.	Second Honor.	Total.
Wellesley	229	346	575
Dufferin	190	256	446
Ryerson	186	186	372
Jesse Ketchum	110	162	272
Phœbe Street	117	199	316
Victoria "	93	153	246
Hope "	107	183	290
John "	107	160	267
Niagara "	36	101	137
Church "	57	127	184
Louisa "	54	89	143
Elizabeth "	56	91	147
Park	102	121	223
Winchester Street	81	144	225
Bathurst "	87	184	271
Borden "	55	112	167
Givins' "	85	126	211
Parliament "	66	88	149
George "	38	51	89
Brant "	48	100	148
Bolton "	51	101	152
Palace "	29	62	91
York "	13	27	40
Rose Avenue	24	67	91
Eastern "	20	28	48
Cottingham Street	16	28	44
Leslie "	1	21	22
Mabel "	28	43	71
Howard "	9	7	16
Dewson "	6	23	29
Orphans' Home	16	...	16
College Avenue .....	...	11	11
Total	2,067	3,392	5,459

THE KINDERGARTEN.

The Kindergarten classes in Victoria and Niagara St. Schools were well attended during the year, and the effects of the training were satisfactory in the physical, mental, industrial, social, and moral development of the children in attendance. The average attendance was, Victoria St, 76 ; Niagara St., 48. The training Class consisted of fifteen young ladies in addition to the four paid Kindergartners in the employ of the Board. The following passed the examination at the close of the term in June :—

SECOND YEAR.

Miss Louisa Currie, Miss Edith Dawkins, Miss Annie Fortune, Miss Carrie Lawson, Miss Mabel McHenry, and Miss Myra Winchester.

FIRST YEAR.

Miss Flora Dawkins, Miss Kate Rankin, Miss Daisy Walton.

It was decided in November to open a Kindergarten class in connection with the College Avenue School, for the children of the poorer classes in the neighborhood. No class of children will receive more benefit from the Kindergarten training than the little ones whose mothers are occupied away from home in earning money, and who necessarily have to neglect their children.

As during the year 1886 the number of trained Kindergartners will be increased, I recommend that more Kindergartens be established. In order to distribute them throughout the city I would advise that one be opened in each of the following Schools : Jesse Ketchum, Bolton Avenue, and Spadina Avenue Schools. If Dufferin and Ryerson Schools were enlarged, a Kindergarten class might be opened in each of them.

When the Kindergartens have been opened throughout the city it will be an important question for the Board to consider, whether the material used in the occupations by the pupils should not be supplied by the Board. The cost per pupil for all the necessary material is less than fifty cents per quarter for each child. If purchased in quantities by the Board, the cost per pupil would be considerably lessened.

In order to show that the Kindergarten has given satisfaction in the American cities in which it has been tried, I append the following reports taken from the last report by General Eaton, Commissioner of Education for the United States :—

Oakland, Cal.

Cultivates individuality, imparts dexterity and grace, teaches the child to be industrious, persevering, cleanly, and polite, to concentrate his mind on what is before him, and to express his thoughts with ease.

The physical and mental development is wonderful, and a grand opportunity is afforded for moral and religious training.

Children who have attended the Kindergarten are more attentive, more orderly, better able to comprehend what is brought to their notice, more capable of interesting themselves, and better prepared for the public school in every way than those who have not attended.

San Francisco, Cal.

Most beneficial; the young mind is pleasantly occupied and improved, and the body given free and careful exercise.

Develops the mental faculties through artistic and mechanical labor, improves the manners of the children, and turns natural talent into right directions.

Develops muscular strength, self reliance, and general health, teaches clearness and precision in the use of the hand, leading to skill in art and the mechanics, influences the intellectual, social and ethical natures and gradually leads the youngest child into the kingdom of righteousness, order, and beauty.

Makes the little ones sociable, polite, kind, obliging, unselfish, orderly, apt in all mechanical occupations, docile, obedient, and calls into action all the finest qualities of their nature; the games are calculated to give grace and strength, and the system develops the perceptive faculties in a marked degree.

New Haven, Conn.

It is the natural method of education and is good in its effect on the physical, mental, and moral development of the child.

Cultivates patience, perseverance, sociability, and a desire for knowledge.

Wilmington, Del.

Cultivates habits of attention, observation, thoughtfulness, sociability, kindness and cheerfulness, and is also a superior preparation for advanced school work.

Chicago Ill.

Imparts manual dexterity and grace in motion, trains the eye and ear, develops the powers of perception, attention, and imagination, and stimulates the memory.

Imparts deftness to the hands, and grace and ease to the whole body, teaches accuracy, invention, symmetry of form, harmony of color, and love of the beautiful; cultivates habits of neatness, kindness, forbearance, self-control, and politeness.

Harmonious development of body and mind. The child becomes strong, graceful, polite, self-dependent, skilful, thoughtful, and constructive, and the system is a superior preparation for later school work.

Indianapolis, Ind.

Makes the children graceful, polite, and cleanly; develops ideas of number and form, and teaches the use of the faculties in various ways.

Promotes natural growth of the muscles, awakens perception, cultivates taste in design, and makes children more thoughtful, sympathetic, and happy.

Des Moines, Iowa.

Develops the physical and mental natures without forcing either, and the child learns to combine the alphabet of knowing with that of doing.

Louisville, Ky.

Produces the happiest results ; the natural and pleasing incentives to effort arouse and interest the dormant minds, make sensitive and skilful the feeble hands, and put body and mind into a healthier condition than former methods have done.

New Orleans, La.

Develops the muscles, enlarges the chest, and strengthens weak lungs, gives graceful and easy carriage to the body, cultivates the memory, awakens perception, teaches children to examine objects for themselves and to give expression to their ideas, and inculcates lessons of love to God and humanity.

Portland, Me.

Superior preparation, both physically and mental, for future school work, inducing orderly habits of thought, and also making the children kind and thoughtful for each other.

Baltimore, Md.

Makes the children strong, graceful, and easy in their movements, teaches them to observe closely and to express their ideas clearly, and cultivates cheerfulness, gentleness, and unselfishness.

Wonderful physical, mental, and moral improvement in the child and an elevating and refining influence in their homes.

Strengthens the body, promotes ease, grace, elasticity, and firmness of movement, stimulates the mind, cultivates gentleness, friendliness, and sociability, and is an excellent preparation for school work.

Boston, Mass.

Promotes physical health, imparts quickness and acuteness in distinguishing objects, develops the power of expression, and makes pupils happy in their relationship with one another.

Symmetrical development ; the physical nature is developed at the same time that the mind is unfolded in a natural, unforced way.

Trains the child into habits of self control, makes him graceful in movement, observant and intelligent, and is beneficial in its effect on the moral nature.

Strengthens physically, awakens interest in self and surroundings, and inculcates a love for truth and the best things in life.
Detroit, Mich.

Wonderful; the children of this Kindergarten are charity children, who, as a rule, are not healthy, and are very often evil in disposition, and the improvement in their physical and moral natures is marked, and, through the child, the parent and home feel the elevating influence.

Best system that can be had for the physical and mental development of children.

Most beneficial; rightly conducted, it is far in advance of the old method of teaching beginners.

Minneapolis, Minn.

Insures a healthy physical development, trains the artistic imagination, the scientific mind, and the skilful hand, engenders love for order, neatness, freedom, and justice, without taking the child from its innocent childish sphere.

Natural and harmonious development of mind and body, and superior preparations for future abstract study.

Healthful; the children learn to observe and to be accurate, to be quick of comprehension and keen in discerning.

St. Louis, Mo.

Gives perfect control of the body, makes the child graceful and self-possessed, cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.

Excellent in its effect on more prominent habits and practices required of the pupil when he enters the primary school.

Harmonious development of the three-fold nature of the child. Through the gifts is developed his intellectual nature; through the occupations, his physical nature; and by songs and games, his spiritual or emotional nature.

Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.

South St. Louis, Mo.

The children taught in Kindergarten have clearer views of whatever is presented to them for study, they more readily comprehend instructions, have keener eyes to observe and readier hands to execute, and are better prepared for common schools than children otherwise trained.

Newark, N. J.

Cultivates correct habits of thought and expression, awakens the senses, makes the child graceful, polite, self-dependent, eager for knowledge, and skilful. Children attending Kindergarten for two or three years are always the healthiest and best scholars.

Brooklyn, N. Y.

Quickens the child's intellect and develops his moral nature; makes him happy, polite, and healthy, and is beneficial as a preparation for more advanced studies.

Buffalo, N. Y.

Trains all the perceptive faculties, forms correct judgment, teaches children to live and work harmoniously together, and lays a foundation for moral growth.

New York, N. Y.

Promotes general health and awakens the mental faculties naturally, bringing knowledge in a connected form before the mind.

Makes the children healthy, cheerful, and happy, and under a thorough Kindergartener develops the mental faculties in a systematic manner.

Quickens and develops the mental powers, fitting the child for ordinary school studies; also teaches use of and how to handle different farming implements.

Harmonious development of all the powers; it teaches combination of knowing with doing, and exerts a wholesome influence in the formation of character, cultivating a love of nature, a love for work, a generous regard for others, and humane treatment of animals.

Nyack-on-Hudson, N. Y.

Strengthens the body, enlarges the reasoning faculties and powers of observation, and so fits the child physically and mentally for later studies.

Oswego, N. Y.

The children are led to observe, to express themselves clearly, and to be graceful in movement. They learn to read and write more readily than those who have not had the training.

Cincinnati, Ohio.

Strengthens the powers of observation and tends to produce harmonious development of the physical and mental natures.

Imparts a fondness for mathematics, makes the child more observing, more logical in thought, self-helpful, and respectful of the rights of others.

Cleveland, Ohio.

It makes healthy, thoughtful children.

An approach to symmetrical development, physically, mentally, and morally.

Columbus, Ohio.

Develops the physical, mental, and moral powers, and lays a firm foundation for future education.

Toledo, Ohio.

Physical and mental activity are acquired; the child is easily controlled, and nervousness and dullness overcome.

Philadelphia, Pa.

Develops the child's threefold nature, brightens the dull, and strengthens the weak.

Develops physically, training the hand and eye, develops clearness of perception, and cultivates attention, thought, and understanding.

Promotes, health, grace, and ease of body, develops quickness of perception, clearness and accuracy in thought, and cultivates truthfulness, gentleness and love.

Very beneficial, producing a sound mind and a sound body; many have been sent to this Kindergarten for physical improvement only, and in securing it have been mentally and morally improved.

Providence, R. I.

Rapid, easy, natural, and harmonious development of the physical, mental, and spiritual nature of the child.

Madison, Wis.

True and natural development; children who take a two-year course in Kindergarten are able to make rapid progress in primary work, especially in numbers, writing, and drawing.

Milwaukee, Wis.

Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self-control.

Washington, D. C.

Tends to awaken perception, cultivates self-control, improves habits relating to proper care of body and mind.

Just what is claimed for this system of training; the children trained by the system are more attentive, observant, obedient, and gentle than those otherwise trained, and it produces a genial awakening of all the faculties.

Improves the general health, teaches the child self-government, and leads him to choose to do what is right; it is also a superior preparation for subsequent mathematical training.

MUSIC.

Some improvement is being made in teaching this subject. The most encouraging feature in connection with the subject is the attitude of the teachers towards it. They are rapidly becoming interested in the teaching of music, and believe that they should do the work chiefly themselves. The annual concerts in connection with the closing exercises of the schools, in June, were most successful, and the pupils, under the leadership of Mr. E. W. Schuch, sang in a most creditable manner.

I repeat a former recommendation that a special teacher of music be appointed for the Classes below the Senior Third Book. One of the most important of his duties would be to guide the teachers in these Classes in the proper performance of their work.

DRILL AND PHYSICAL EXERCISES.

The Annual Review and Competitions in Drill and Calisthenic Exercises took place in June. The School Games were held on the same day. A grand procession of about 8,000

children marched through the principal streets before the competitions began, and the appearance, bearing, carriage, and precision of step of the girls, as well as the boys, won the admiration of all spectators. There can be no doubt of the wisdom of directing special attention to the definite physical training of the pupils in our schools. The health of the children is a matter of vital importance, and even the moral characters of the children are directly affected by a system of physical drill which gives additional bodily vigor, and at the same time leads them to make the body act with proper precision in obedience to a definite exercise of will power. Action not only aids in expressing thought, it re-acts on thought to define it. The wide spreading of the arms in expressing the sentiment of freedom deepens the feeling and thought of freedom in the mind. To make a boy change his shuffling step and bent form to a definite use of his limbs and an erect, easy, active figure, will do a good deal towards removing his carelessness and general indefiniteness of character.

The prizes for Drill were awarded as follows :

I. Grade.....	Wellesley	School.
II. "	Jesse Ketchum	"
III. "	Phoebe Street	"

The prizes for Calisthenics were awarded as follows:

I. Grade...Miss Keown's Class,	Wellesley	School.
II. " ...Mr. Clark's	Phoebe Street	"
III. " ...Miss Sturrock's	"	"

The Boys' Battalion was reviewed by Col. Denison, D. A. G., and the several companies executed the various movements in a manner which earned for them the earnest praises of the Inspecting Officer and the Judges.

The movements of the Girls' Classes were greatly admired.

The Boys' Battalion had the honor of taking part in the reception of the Toronto Volunteers on their return from the North-West after the suppression of the rebellion, and also on the return of C. Company under command of Col. Otter. On both occasions they reflected credit on the careful training of Capt. Thompson—and Sergt.-Major Moulton, who drilled them during the absence of Capt. Thompson with his battalion in the North-West. General Middleton, during a brief visit to the city in September, inspected the boys of Ryerson, Wellesley and Dufferin Schools, and expressed his surprise at the steadiness and proficiency of the companies. He highly approved of the teaching of Drill in Schools, and stated that he would gladly aid in securing the establishment of a Public School Battalion of Cadets by the Dominion Government.

NIGHT SCHOOLS.

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

SCHOOLS.	MALES.	FEMALES.	TOTAL.
Parliament Street	163	65	228
Elizabeth "	134	32	166
Niagara "	94	41	135
Bathurst "	159	33	192
Jesse Ketchum	94	20	114
Mabel Street	19	..	19
Bolton "	54	25	79
Massey Manufacturing Co.	41	..	41
Total	758	216	974

The average attendance for the entire term was :

SCHOOLS.	MALES.	FEMALES.	TOTAL.
Parliament Street	82	45	127
Elizabeth "	63	20	83
Niagara "	54	21	75
Bathurst "	78	22	100
Jesse Ketchum	43	12	55
Mabel Street	7	..	7
Bolton "	27	15	42
Massey Manufacturing Co.....	18	..	18
Total.....	372	135	507

The average attendance for each month of the term was :

SCHOOLS.	OCT.		NOV.		DEC.		JAN.		FEB.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
	Parliament Street....	110	55	121	54	77	47	55	39	47	31
Elizabeth "	80	20	87	24	66	22	45	15	37	15
Niagara "	61	22	75	22	61	23	41	19	34	19
Bathurst "	116	23	97	25	73	23	51	19	51	19
Jesse Ketchum	53	11	52	11	47	14	30	10	32	11
Mabel Street	8	..	7	..	6	..	6	..	6	..
Bolton " .....	..	..	..	..	36	14	25	14	20	16
Massey Manuf'g Co...	..	..	..	..	20	..	18	..	15	..
Total.....	428	131	439	136	386	143	271	116	242	111

TEACHERS.

There were 238 teachers in the employ of the Board at the close of the year, exclusive of the special teachers in Music and Drawing.

There are 27 male, and 206 female teachers employed.

SCHOOL ACCOMMODATION.

Two new buildings were erected during the year, one containing twelve rooms, on Bolton Avenue, and one containing four rooms, on Morse Street. The Bolton Avenue School cost \$17,500, and that on Morse Street cost \$9,500. The accommodation is still far below that required by law. The overcrowding is greatest in Mabel, Givins', Hope, Bathurst, Parliament, Winchester, Rose Avenue, and Bolton Street Schools.

TORONTO TEACHERS' ASSOCIATION.

The First Semi-Annual Meeting of this Association, for 1885, was held on Friday and Saturday, February 27th and 28th, in the S. S. Building of Carlton Street Methodist Church.

PROGRAMME.—*Friday, February 27th.*

- 9.00— 9.05...Reading Minutes.
 9.05— 9.15...Reading Communications.
 9.15—12.00...Consideration of Synopsis of Recommendations
 from the various Grades.
 2.00— 2.45...How to teach a Language Lesson. Miss S. L.
 TAYLOR.
 2.45— 3.00...Afternoon Recess.
 3.00— 4.00...How to Teach Music to Junior Classes. Miss A.
 McINTYRE.
 8.00...Lecture by Rev. Septimus Jones.

Saturday, February 28th.

- Reading Minutes.
 Communications.
 Treasurer's Report.
 Drawing Lesson. J. H. McFAUL.
 Election of Officers.
 Appointment of Delegates to next Provincial-Con-
 vention, &c.

MEETINGS OF THE GRADES, OCTOBER, 1885,

GRADE.	SCHOOL VISITED.	TEACHER OF CLASS.	DATE OF VISIT.
Sr. & Jr. 5th Book	Jesse Ketchum	W. J. Hendry	Oct. 6th.
Sr. 4th "	Victoria	St. R. W. Doan	" 7th.
Jr. 4th "	Winchester	" G. K. Powell	" 10th.
Sr. 3rd "	Niagara	" A. J. Hendry	" 13th.
Jr. 3rd "	Parliament	" J. T. Slater	" 15th.
Sr. 2nd "	Phoebe	" Misses McIntyre & Sturrock	" 19th.
Jr. 2nd "	Wellesley	" Miss Emery	" 16th.
Sr. 1st "	East .. George	" " Church	" 20th.
Sr. 1st "	West .. John	" " M. Young	" 22nd.
Jr. 1st "	West .. Hope	" " J. Alexander	" 26th.
Jr. 1st "	Centre. Church	" " A. Cullen	" 27th.
Jr. 1st "	East... Rose Avenue..	" " L. Palmer ...	" 30th.

The following additional suggestions to those made in former years, made at the Annual Visitation of the different Grades in Toronto Public Schools, October, 1885, were adopted :

LINING AND COMING IN.

1. When marching in, the divisions should all start simultaneously, leaving it to the teachers of each school to decide on the plan most suitable as circumstances may direct.

2. Playing and talking should cease when the bell rings for lining.

3. Hats should be taken off when coming in and put on when going out at a fixed place in the school hall, as near the door as possible.

4. Doors should *not* be closed till 9 o'clock, so that those who are "late for line," but not "late," may be admitted for the opening exercises.

OPENING EXERCISES.

1. Singing, and the reading of Scripture, or the repeating of select passages of Scripture, should form part of opening exercises.

2. Pupils should repeat the Lord's Prayer in concert.

3. As far as possible, monitors should be present at the opening exercises.

ARITHMETIC.

1. The pupils should bring their slates to the teacher for examination and marking as often as found desirable. The advantages of this plan are :

(1st.) It secures a certainty of marking correctly, and prevents dishonesty in the class.

(2nd.) The teacher can see the nature of the errors committed, and can give suitable direction and instruction.

(3rd.) By the teacher's erasure of the correct answer, copying is prevented.

(4th.) Pupils get exercise in coming to the teacher with their work.

2. Pupils should be taught to add without uttering the partial results, inasmuch as thought unimpeded by utterance is more rapid and certain. Addition and Multiplication efforts are purely

mental, and any movement of the lips or use of the pencil in carrying impedes the progress of the pupil, and should therefore be discouraged.

3. Pupils should never be allowed to set down the figure to be carried, even in the lower divisions.

4. For drill in multiplication on blackboard it was recommended that the figures to be multiplied be placed horizontally, and that the adding of a constant figure beginning with one and advancing to higher numbers as the pupils are able, is the surest means of securing rapidity and correctness of work; also that in such drill the *result only should be named*.

5. It was also decided that it is not desirable to combine the processes of Multiplication and Division. That time tests are absolutely necessary, but that to allow too much time is rather injurious than helpful. That the best time test in multiplication is a line of figures to be multiplied continuously by one figure, thus avoiding the combined process of addition and multiplication. That one very important feature of time tests is that it leaves no time for putting down the carrying figure, and is the only cure for that pernicious habit.

It was further agreed that all arithmetical processes should first be taught objectively; that blackboard be less and slates more used in arithmetical work, so as to secure more individual work.

6. Mental arithmetic should be given every day, making a distinction between mental arithmetic and arithmetic done mentally. A large portion of arithmetical work might be done mentally.

7. For 9th and 10th classes number building should be introduced into this work, as word building is in reading.

8. When drilling on addition table the inconstant number should be emphasized, and each pupil should have a copy of the table written by himself for daily use.

9. Each teacher should prepare before coming to her class the examples she intends giving, to insure that no combinations which the pupils have not learnt be involved.

10. The practice of allowing one child to add a column aloud and the others simply to follow was condemned, as a waste of time, and should only be resorted to for testing the habits of the individuals of a class.

GRAMMAR.

1. Grammar should be taught incidentally in connection with language lessons and composition.

2. Teachers should keep a list of errors made in composition to be corrected by the pupils.

3. In teaching composition it is recommended that besides the criticism by the pupils of faulty work, their judgment should be cultivated by encouraging them to point out the good features in the exercises of their fellow pupils.

4. In the correction of composition every exercise should be examined by the teacher.

5. The suggestions elicited in the consideration of the subject of composition were as follows :

(a). That letter writing should be much practised.

(b). That stories (short) be read to the class to be afterwards reproduced by them.

(c). That Model Compositions be prepared in the junior classes with the assistance of the class, and be written on the blackboard in their presence.

(d). That Skeleton Compositions from the Board be filled up by the pupils.

(e). That pictures be given the pupils or drawn upon the board, and pupils trained to draw upon their imagination for the facts.

(f). That pupils be encouraged to illustrate their composition by drawings on their slates.

(g). That familiar topics be given occasionally.

(h). That mistakes in grammar and spelling should be used for future exercises in these subjects.

6. In the Junior Classes it was recommended that pupils be required to describe actual occurrences or things, and that grammar should be based on language lessons rather than language lessons on grammar.

GEOGRAPHY.

1. Each pupil should make his own investigations on a map on his own desk, under the guidance of the teacher.

2. As names are found on the map, they should be printed by the pupil on the outline map he has drawn on his slate. This aids in teaching the spelling of the names, and fixes the names and position of places in the memory, much better than oral repetition.

3. It is a good plan to make printogram copies of maps, with only such names as are to be remembered printed on them.

4. Construction lines of all kinds for map-drawing should be discontinued as soon as possible.

MUSIC.

1. Individual singing should be encouraged. In order to overcome shyness it is suggested that the class sing first, then by rows, then by twos, and finally by individuals. Friday afternoon exercises may be made to contribute to this end. If pupils were familiar with reading Music, as they are with ordinary reading lessons, they would as readily stand up and read the one as the other.

2. One thing should be taught at a time, tone—emphasis—time—expression, etc.

3. Practice in Dictation should be given on the slate, which should include exercises dictated both orally and vocally.

4. The scale should be kept on the staff, as in that way pupils learn to read.

5. Thorough drill on the scale is the foundation of all success in teaching Music.

6. Music should be taught by the regular teachers.

READING.

1. It is recommended that the pupils be required to indicate pronunciation by diacritical marks.

2. Gems embodying beautiful thoughts and sentiments should be placed on the board for exercise.

3. Pupils should be occasionally allowed to read as long as they can without a mistake.

4. A book or newspaper unfamiliar should be used occasionally, from which individual pupils should be required to read selections without previous preparation.

5. Distinct articulation of the final Consonants should be insisted upon.

6. It was considered a weakness in the recitation to question on the meanings of words. Such work should be done in preparation of the lesson.

7. Preparatory gymnastics should be given in volume, quality, inflection, expression, emphasis, &c.

8. Junior Classes may use nursery rhymes and tales for these purposes, even before the children can recognize printed or written words.

9. It was agreed that the lesson beginning on page 130 should be the last for the Junior 4th Book Class; and to page 140 should be the last for the Junior 3rd Book Class.

10. The following plans for teaching primary pupils to read at sight were recommended :

(1.) Slips with sentences written on them may be distributed, and pupils allowed to read from their slips as they march past the teacher.

(2.) Children might bring loose leaves of children's magazines, which might be covered with brown paper, and thus each pupil would have a separate reading book. These might be exchanged daily.

(8). A lesson might be written on the blackboard and covered with a map. When reading time came the map might be raised for a sufficient time and then lowered again. The pupils might then be asked to give the substance of the lesson orally or in writing.

11. Breathing exercises should be practised in all divisions.

12. It was the opinion of the convention that children should be taught *script* and not printing at the beginning of their school life.

13. It was also decided, that if reading is to be taken backwards to test a child's knowledge of words, it should be done before they read it, in order, beginning at the first.

14. It was agreed that emphasis and expression should be cultivated in the primary classes, as the best results ought to be looked for there.

SPELLING.

1. Lists of words misspelt in composition and dictation ought to be kept at the back of each pupil's exercise book for review and words generally misspelled should be kept for a time on the blackboard for practice.

2. A good way to assign this lesson is to dictate the words to be spelled next day. Pupils can then see which words they need to learn.

MISCELLANEOUS.

1. Teachers should cultivate self-possession in themselves if they would encourage this quality in their pupils.

2. Loud speaking was strongly condemned, as it is often the source of disorder in schools.

3. The old maxim, "Children learn by doing," was approved of—it being decided that *action* should enter as much as possible into all processes of learning.

4. It was decided that as children require frequent rest from school studies, more calisthenic exercises and singing should be allowed.

5. In those grades unused to examination papers, the questions should be read over carefully in the hearing of the pupils, by the presiding teacher, that in case ambiguity or obscurity should by any chance occur, needful, judicious explanation may be given. Maturity of thought or of expression should not be expected from junior pupils, but where it is shown that the idea has been grasped, however inadequately expressed, proportionate credit should be given.

RESULTS OF THE COMBINED EXAMINATION.

The Combined Examiners in 1885 were William Anderson, Chairman; A. McMurchy, M.A.; John A. Paterson, M.A.; G. B. Sparling, M.A., and M. Barrett, M.D. The following tables show the standing of the competing classes in the various subjects:

SENIOR FIFTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Mathematics.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Music, and Bookkeeping.	Total.
Marks possible	2850	1800	2000	1600	1400	9650
Wellesley, Girls	1886	1597	1106	1363	982	6934
Ryerson, "	1690	1544	1291	1308	971	6904
Wellesley, Boys	1800	1463	1171	1208	992	6634
Ryerson, "	1782	1389	1374	1188	935	6568
Dufferin, Girls	1455	1564	1141	1248	989	6397
" Boys	1124	1374	857	1086	908	5349

JUNIOR FIFTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Mathematics.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Music, and Bookkeeping.	Total.
Marks possible	2700	1800	2000	1600	1400	9500
Wellesley, Girls	1542	1392	1168	1178	1025	6305
Ryerson, Boys	1682	1415	1018	1001	834	5950
Dufferin, Girls	1178	1344	1131	1086	810	5549
Ryerson, "	1262	1307	1055	1161	753	5538
Dufferin, Boys	1243	1386	1102	978	777	5486
Wellesley, "	1517	1312	822	953	850	5454
Jesse Ketchum	1300	1200	875	1021	786	5182

SENIOR FOURTH BOOK CLASS.

TEN PUPILS FROM EACH CLASS.

SCHOOLS.	Arithmetic, Mensuration, and Algebra.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing and Music.	Total.
Marks possible	2000	1550	2000	1600	900	8050
Dufferin, Boys	1142	1186	1404	940	476	5148
Wellesley, Girls	793	1162	1381	1163	573	5072
Ryerson, Boys	845	1155	1239	1092	435	4766
Victoria	777	1126	1221	1029	519	4672
Ryerson, Girls	943	1077	1150	999	472	4641
Wellesley, Boys	635	1084	1235	954	458	4366
Dufferin, Girls	586	1090	1073	1063	550	4362
Jesse Ketchum	468	971	1050	1050	378	3917
John	436	1011	964	1068	400	3879

JUNIOR FOURTH BOOK CLASS.

FIVE PUPILS FROM EACH CLASS.

SCHOOLS.	Arithmetic.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing and Music.	Total.
Marks possible	750	775	1000	800	450	3775
Ryerson, Boys	430	627	829	514	301	2701
Wellesley, Girls	225	625	665	618	319	2452
" Boys	410	624	618	529	266	2447
Dufferin, Girls	200	610	663	587	235	2295
" Boys	245	560	700	545	236	2286
Church Street	320	527	637	546	187	2217
Victoria	300	543	641	504	198	2186
Phœbe	300	574	509	531	248	2162
Ryerson, Girls	175	525	607	597	235	2139
John Street	175	445	578	621	261	2090
Winchester	250	581	454	538	241	2014
Hope	275	535	497	529	177	2013
Orphans' Home	225	543	472	530	233	2003
Park	315	532	514	419	189	1969
Jesse Ketchum	295	596	470	397	170	1928

The Scholarships granted by the Board of Trustees of the Collegiate Institute to the six girls and the six boys who take the highest marks for General Proficiency in the Senior Fifth Book Classes were :

GIRLS.

	MARKS.
1. Sophia Cooper, Wellesley School	852
2. Jennie Orr, Ryerson "	818
3. Alice Willson, Dufferin "	767
4. Bella Adamson, Wellesley "	752
5. Fanny Sparling, Ryerson "	741
6. Janet Telfer, Wellesley "	731

BOYS.

1. Alexander Mullin, Ryerson School	778
2. John Tennant, Wellesley "	750
3. Duncan Donald, " "	737
4. Hugh Sutherland, " "	727
5. James Cowan, Ryerson "	712
6. David McGee, Dufferin "	704

NOTE.—George Adamson was entitled to a Scholarship, having received the same number of marks as Alexander Mullin, but, as he was leaving school, he was awarded a special prize instead.

Sophia Cooper, Wellesley School, received the McDonald Gold Medal, and Jennie Orr, Ryerson School, the McDonald Silver Medal, for General Proficiency.

The Kent Medals, for the best examination in Canadian History and Geography, were awarded to Katie Chamberlain (First), and Sophia Cooper (Second). Both pupils attended the Wellesley School.

The Medal for excellence in Reading, presented by Rev. Septimus Jones, was won by Christina Steen, Dufferin School.

The following is the Prize List in the competing Classes :

FIRST DIVISION.

MATHEMATICS.

1. { Douglas Airth, Wellesley School.
Robert Dilworth, Dufferin " "
2. Jennie Tector, Wellesley " "
3. { Libbie Williams, Dufferin " "
Emily Brazier, Ryerson " "
4. Lizzie Blight, Wellesley " "

GRAMMAR, COMPOSITION, AND HYGIENE.

1. { Victoria Loan, Dufferin School.
Emily Brazier, Ryerson " "
Libbie Williams, Dufferin " "
3. { Ella Wood, Wellesley " "
Clara Kleiser, Dufferin " "
Eliza Trolley, Ryerson " "

HISTORY AND GEOGRAPHY.

1. Victoria Loan, Dufferin School.
2. { Archibald Gothard, Ryerson " "
Emily Brazier, " " "
4. Richard Baker, " " "

READING, SPELLING, AND DERIVATION.

1. Katie Chamberlain, Wellesley School.
2. Annie Hook, Ryerson " "
3. Charles Taylor, Wellesley " "

INSPECTOR'S REPORT.

WRITING, BOOK-KEEPING, AND MUSIC.

1. Victoria Loan, Dufferin School.
2. Eliza Trolley, Ryerson "
3. { Jessie Phillips, Dufferin "
- { Robert Dilworth, " "
4. { Annie Hook, Ryerson "
- { Arthur Wenburne, Wellesley "

Robert Dilworth, Dufferin School; Emily Brazier, Ryerson School; and Libbie Williams, Dufferin School, would have received Scholarships if they had not attended two previous Combined Examinations.

SECOND DIVISION.

GENERAL PROFICIENCY.

1. Ethel Tennant, Ryerson School.
2. { Sarah Jane Marshall, Wellesley "
- { Robert Glover, Ryerson "
4. { Maggie McKinley, Wellesley "
- { Emily Parkson, Dufferin "

MATHEMATICS.

1. John Flynn, Ryerson School.
2. Samuel Graham, " "
3. William Anderson, " "
4. { Julia Cowan, Wellesley "
- { Beatrice Grant, Ryerson "

GRAMMAR, COMPOSITION, AND HYGIENE.

1. Edith Lane, Jesse Ketchum School.
2. Laura Parkinson, Dufferin "
3. John Phillips, " "
4. Beatrice Grant, Ryerson "

READING, SPELLING, AND DERIVATIONS.

1. Bessie Poole, Dufferin School.
2. { Ethel Macklin, Wellesley "
 - Helen Hughes, " "
4. { Bertha Flynn, Ryerson "
 - Laura Gollan, Wellesley "

WRITING, BOOK-KEEPING, AND MUSIC.

1. Theresa Palmer, Wellesley School.
2. Julia Cowan, " "
3. David Thompson, Ryerson "
4. Egerton Shore, " "

THIRD DIVISION.

GENERAL PROFICIENCY.

1. Emily Whiton, Wellesley School.
2. Frederick Doran, Dufferin "
3. Albert Cosgrove, Ryerson "
4. Christina McGregor, Wellesley "
5. Harry Coulson, Dufferin "

MATHEMATICS.

1. William Christian, Dufferin School.
2. James Prentice, Victoria St. "
3. Maxwell Eaton, Dufferin "
4. William Gallon, " "

GRAMMAR, COMPOSITION, AND HYGIENE.

1. William Gallon, Dufferin School.
2. Clara Nasmith, Wellesley "
3. Richard Chapman, Ryerson "
4. Alfred Rolls, Wellesley "

INSPECTOR'S REPORT.

HISTORY AND GEOGRAPHY.

1. Maynard Hart, Ryerson School.
2. William Martin, Dufferin "
3. Kate Ellis, Wellesley "
- Alfred Scott, Victoria St. "

READING, SPELLING, AND DERIVATIONS.

1. Frank Verral, John Street School.
2. Lizzie Williams, Jessie Ketchum "
- Maud Lee, " "
3. Maggie Kirkpatrick, Dufferin "

WRITING AND MUSIC.

1. Harry Wenbourne, Wellesley School.
2. Richard Chapman, Ryerson "
- Lillie Johnson, Wellesley "
3. Emma H. McAllister, " "

FOURTH DIVISION.

GENERAL PROFICIENCY.

1. Edgar Fielding, Ryerson School,
2. John Hannah, " "
3. Annie Tennyson, Dufferin "
4. Florence Parker, Wellesley "
5. John H. McDonald, Church St. "

ARITHMETIC.

1. William Campbell, Wellesley School.
2. Arthur Houghton, Jesse Ketchum "
- Jessie Saunders, Victoria Street "
3. James F. Boyle, Wellesley "
- Ella Smith, Park "

GRAMMAR AND HYGIENE.

1. Lillie Sandham, Dufferin School.
2. Douglas Donaldson, Wellesley "
3. Alfred Lambe, Church Street "
4. Mattie Bryant, Wellesley "

HISTORY AND GEOGRAPHY.

1. Frederick Temple, Ryerson School.
2. Lambert Stammers " "
3. { Montgomery Chandler, Dufferin "
William Kidd, " "

READING, SPELLING, AND DERIVATIONS.

1. Edward Snider, John Street School.
2. Annie Wilkins, Ryerson "
3. Grace Bird, " "
4. Herbert Hill, John Street "

WRITING AND MUSIC.

1. { Charles Meek, Wellesley School.
Lettie Adams, " "
3. Henry Harris, Orphans' Home "
4. Lambert Stammers, Ryerson "

The Examiners close their Report as follows :

" We have observed a marked improvement this year in the character of the answers handed in. Especially we notice that pupils have acquired a somewhat remarkable facility in expressing their thoughts on paper. English Composition, to which practical educationists hitherto have not attached sufficient importance, appears now to be receiving that fair share of attention in our City Public Schools which its importance demands.

In closing, we beg to acknowledge the valuable assistance received from the Inspector and those Teachers who had charge of the pupils during the Examination."

PROGRESS OF THE PUBLIC SCHOOLS.

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

In 1865	the average registered No. was	3,248,	the daily attendance,	2,251
" 1875	" " "	6,447,	" "	5,386
" 1885	" " "	13,905,	" "	12,318

The attendance has thus been considerably more than doubled during the past ten years.

Respectfully submitted,

JAMES HUGHES,

Public School Inspector.

Statistical and Reference Tables.

Cottingham Street.....	131	125	127	135	142	136	125	137	144	127	133
Leslie	73	74	75	85	91	74	72	76	83	77	78
Mabel	129	137	141	152	152	151	185	187	202	187	161
Howard	49	49	48	46	46	50	40	37	46	43	45
Dewson	74	74	71	79	92	90	109	120	117	118	94
Boys' Home	89	89	91	83	74	74	89	91	90	81	85
Girls'	57	58	53	49	48	47	52	43	48	45	50
Orphans'	126	125	126	116	118	114	123	120	112	112	119
Chestnut Street	80	76	91	83	80	88	73	84	77	79	81
Total	13993	13441	13511	13924	13914	13505	14416	14480	14344	13540	13905

Cottingham Street	107	104	108	111	117	118	91	110	121	113
Lealie	61	56	61	64	67	62	46	58	66	67
Mabel	105	104	118	123	131	130	146	164	170	167
Howard	43	41	41	39	95	40	34	34	43	41
Dewson	58	52	63	70	79	78	85	101	106	105
Boys' Home	85	86	82	78	67	67	81	83	82	78
Girls'	57	58	52	48	48	47	48	40	46	44
Orphans'	120	120	118	106	112	111	111	110	108	107
Chestnut Street	57	58	66	56	56	68	48	58	55	61
	12367	11848	12024	12303	12331	12185	12323	12755	12778	12265

TABLE C.
Showing the No. of Days lost through absence during the Year.

SCHOOLS.	AVERAGE REGISTERED NUMBER.	JAN.	FEB.	MARCH.	APRIL.	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.
Wellesley	998	1596	1525	1774	1490	1369	1549	1438	1705	1497	1280
Dufferin	739	1241	1518	1480	1350	1387	902	1721	1627	1313	1292
Ryerson	639	911	1220	1980	1050	1277	861	1248	1227	974	992
Jesse Ketchum	715	1238	1379	1519	1582	1550	1177	2248	1451	1418	1070
Phoebe Street	794	1539	1765	1895	1693	1675	1463	2014	1840	1662	1151
Victoria	616	1239	1244	1479	1193	1096	1183	1376	1278	1664	1114
Hope	817	1395	1767	2017	1646	1693	2036	2567	2030	1723	1010
John	581	869	1209	1406	1208	1222	1026	1841	1262	1253	800
Niagara	507	1250	1319	1378	1280	1243	1126	1611	1409	1356	870
Church	552	922	1102	1105	1165	1214	1270	1589	1162	1212	1152
Louisa	446	1162	1129	1366	1086	1164	960	1341	1089	984	869
Elizabeth	422	780	992	1067	992	964	776	982	1117	1069	508
Park	543	981	855	1229	1273	1199	960	1322	1426	1237	695
Winchester Street	559	1344	1518	1328	1312	1127	1073	1135	1147	1195	945
Bathurst	598	874	1205	1372	1089	1318	1100	1131	1256	1301	891
Borden	493	956	1198	1132	1208	1403	773	1293	1313	1526	819
Givins'	575	1156	1115	1032	1184	959	799	1314	1326	1189	672
George	451	766	963	1163	870	942	803	1106	967	1136	797
Parliament	343	895	752	690	727	1011	901	1081	773	667	617
George	392	652	967	1184	1084	1052	753	954	824	663	459
Brant	465	1137	1089	1051	1084	980	873	1220	1237	1037	526
Bolton	234	478	575	713	449	565	465	520	676	494	277
Palace	196	677	645	587	644	609	1017	1046	984	691	487
York	267	750	700	563	670	749	1017	1046	693	719	380
Rose Avenue	267	750	700	563	670	749	1017	1046	693	719	380
Eastern	117	183	280	158	175	206	137	211	149	161	145

Cottingham Street.....	133	410	434	46	393	470	493	698	311	441	207
Lealie ".....	78	221	225	314	403	469	286	655	396	340	168
Mabel ".....	161	428	459	515	630	418	407	701	396	584	450
Howard ".....	45	100	99	142	143	183	141	93	70	61	30
Dawson ".....	94	162	186	182	160	201	246	283	293	226	207
Boys' Home.....	85	118	99	123	80	157	190	91	123	125	57
Girls' ".....	50	0	0	29	9	0	8	0	3	34	9
Orphans' ".....	119	70	87	90	118	108	65	150	78	82	55
Chestnut Street.....	81	370	306	482	471	381	288	530	457	275	311
	13805	26870	29817	31858	29429	31163	26358	36502	82045	30309	21852

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

SCHOOLS.	AVERAGE NUMBER REGISTERED	MONTHS												TOTAL.
		JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	SEPT.	OCT.	NOV.	DEC.			
Walleley	998	32	18	20	28	16	22	20	24	35	250			
Dufferin	789	38	31	15	19	9	12	35	12	21	278			
Ryerson	689	9	17	14	14	16	19	20	15	41	179			
Jesse Ketchum	715	42	35	24	19	24	17	31	39	26	292			
Phoebe Street	794	92	43	23	36	29	17	28	40	39	365			
Victoria	616	70	75	49	22	17	45	43	52	34	468			
Hope	817	140	90	108	82	96	51	40	104	84	928			
John	581	47	60	46	30	21	18	43	45	84	37			
Niagara	507	77	54	39	19	33	29	38	39	51	34			
Chasch	552	33	56	72	37	35	31	26	30	35	388			
Louisa	446	47	33	20	13	30	24	23	32	14	29			
Elizabeth	422	46	26	13	12	9	8	26	19	15	10			
Park	543	37	31	27	12	14	15	16	37	15	15			
Winchester Street	559	40	48	40	31	39	27	42	33	27	61			
Bathurst	598	91	47	45	29	36	14	18	33	24	41			
Borden	493	100	75	69	61	59	33	82	86	71	63			
Givens	575	79	86	40	21	33	18	52	47	55	24			
Parliament	451	48	40	43	34	35	22	36	30	35	27			
George	843	64	49	41	23	35	21	40	35	33	27			
Brunt	392	58	52	49	30	44	39	32	17	21	18			
Bolton	465	108	39	73	41	26	20	29	43	22	18			
Yallice	284	7	8	4	2	5	3	0	3	4	46			
York	196	85	87	62	48	37	16	20	25	20	379			
Rose Avenue	267	84	18	18	20	26	19	11	19	50	211			
Eastern	117	3	4	5	10	19	23	10	28	10	138			

Cottingham Street.....	133	10	14	6	12	10	6	10	8	9	91
Lealie " ".....	78	25	23	15	47	18	15	7	17	12	211
Mabel " ".....	161	27	6	16	10	11	18	14	10	10	150
Howard " ".....	45	1	0	1	1	2	6	6	3	7	31
Dawson " ".....	94	9	17	4	7	14	23	15	6	15	166
Boys' Home " ".....	85	38	8	10	12	12	11	13	3	7	124
Girls' " ".....	50	0	0	0	10	0	0	2	0	0	12
Orphans' " ".....	119	0	2	0	0	0	3	0	0	0	5
Chestnut " ".....	..	..	..	..	..	..	..	..	..	..	..
	13905	1323	1181	845	916	679	871	988	942	964	10326
	13824	1537	1068	765	850	614	818	906	850	870	3550

TABLE E.

Comparative Statement of the City Schools, under Specific Headings, from 1844 to 1885, both inclusive.

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	No. of Teachers.	Average No. of Pupils to each Teacher.	Total Cost of Maintaining the Schools.	Cost per child per an. on basis of Registered Attendance.	Cost per child per an. on basis of Daily Attendance.
1844	18500	.....	1194	12	100 4 $\frac{1}{2}$	months, \$ 5508	.....	\$ 5 00
1845	19706	.....	1108	12	92 12	" " 7684	.....	7 00
1846	20565	.....	1212	15	81 12	" " 8044	.....	6 60
1847	21734	.....	1255	13	97 12	" " 7484	.....	6 00
1848	23503	.....	1431	13	110 6	" " 3668	.....	5 20
1849	24226	.....	1325	13	102 6	" " 3668	.....	5 08
1850	25766	.....	1259	15	91 12	" " 7992	.....	6 30
1851	30762	1843	1266	16	85 12	" " 9624	\$ 5 80	7 20
1852	35000	1872	1346	16	84 12	" " 10232	5 40	7 40
1853	40000	1886	1402	20	70 12	" " 12860	7 00	9 00
1854	41500	1971	1456	21	69 12	" " 16704	8 50	11 40
1855	42500	2066	1570	31	50 12	" " 20872	10 00	13 00
1856	43250	2318	1747	32	55 12	" " 22568	10 00	12 80
1857	45000	2480	1863	36	52 12	" " 24216	10 00	13 00
1858	47500	2552	1987	36	55 12	" " 26386	9 69	12 80
1859	45000	2742	2150	38	56 12	" " 25212	9 20	11 73
1860	45000	2846	2260	38	59 12	" " 26044	9 15	11 52
1861	44743	2800	2180	38	57 12	" " 25640	9 16	11 75
1862	45000	2825	2183	38	57 12	" " 25054	8 94	11 48
1863	47500	3000	2187	38	60 12	" " 25636	8 54	11 21
1864	47500	3121	2400	39	61 12	" " 26184	8 39	10 91
1865	47500	3248	2351	40	56 12	" " 26448	8 11	11 75
1866	47500	3139	2399	41	58 12	" " 27548	8 52	11 17
1867	47000	3364	2609	41	64 12	" " 26900	7 90	10 31
1868	50000	3657	2810	45	62 12	" " 29444	7 94	10 33
1869	55000	3906	3132	46	68 12	" " 30460	7 80	9 73
1870	56000	4106	3288	50	64 12	" " 33348	8 02	10 02
1871	57500	4646	3638	52	70 12	" " 35000	7 53	9 62
1872	58000	5100	4070	61	67 12	" " 42500	8 03	10 44
1873	60000	5536	4453	65	69 12	" " 55500	10 02	12 46
1874	62000	5924	4814	75	85 12	" " 52000	6 31	10 80
1875	64000	6447	5386	90	72 12	" " 58772	6 08	10 91
1876	65000	6912	5976	94	73 12	" " 60456	6 17	10 13
1877	67000	7606	6860	128	59 12	" " 76006	6 90	11 07
1878	68000	7276	7467	140	59 12	" " 83792	7 29	11 22
1879	70000	8910	8144	148	60 12	" " 89713	7 44	11 02
1880	73000	8987	8215	150	60 12	" " 92842	7 45	11 30
1881	92000	9321	8409	162	58 12	" " 98602	7 91	11 75
1882	93000	9874	8802	176	56 12	" " 110872	8 13	11 52
1883	95000	11191	10111	200	56 12	" " 134317	8 77	13 28
1884	96000	13281	11758	227	59 12	" " 147821	8 42	12 57
1885	110000	13905	12484	241	58 2	" " 161399	8 86	12 93

TABLE F.

List of Teachers, showing the Division taught by each Teacher; their Certificates; Places of Training; and the dates at which they entered the service of the Board.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
HEAD TEACHERS.			
Miss C. M. Churchhill.	1st B. *	Prov. Normal School.	October, 1858
Martin Gill	1st A.	Dublin Ch. Ed. Society.	November, 1859
Samuel McAllister.	2nd A.	Prov. Normal School.	November, 1859
Miss Annie L. Armstrong	1st A.	Prov. Normal School.	July, 1861
Miss Olivia Dunn	1st A. *	" "	January, 1864
Richard Lewis	1st C.	Liverpool, England.	September, 1867
Miss S. M. Hamilton.	1st A. *	Prov. Normal School.	January, 1868
John Campbell	1st B.	" "	November, 1868
Miss E. A. Williams	1st B. *	" "	October, 1870
A. F. Macdonald.	1st A.	" "	May, 1871
Robert W. Doan.	1st B.	Prov. Normal School.	April, 1872
W. J. Hendry	1st C.	" "	January, 1873
Andrew Hendry	1st C.	" "	September, 1874
Levi J. Clark	1st B.	" "	September, 1874
Miss Hessie How	2nd B.	Prov. Normal School.	February, 1875
" Annie I. Cameron.	1st A.	" "	August, 1875
Albert R. Pyne	1st C.	" "	1875
Mrs. G. S. Riches	2nd A.	" "	1875
" J. S. Arthurs	1st A.	" "	September, 1876
G. K. Powell	1st A.	" "	January, 1877

TABLE F.—CONTINUED.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Adam Morrison	2nd A.	Prov. Normal School.	January, 1877
George Crane	2nd B.	"	January, 1877
R. T. Martin	2nd B.	"	January, 1877
Wm. Cassidy	1st A.	"	January, 1877
Miss F. McKee	2nd B.	"	October, 1879
Thomas Parker	2nd A.	"	September, 1881
James Boddy	2nd A.	"	September, 1881
Miss E. Gillin	2nd B.	"	January, 1882
E. A. Stevens	1st C.	"	March, 1883
J. T. Slater	1st C.	"	September, 1883
J. E. Armstrong	2nd A.	"	September, 1883
Chas. S. McMain	2nd B.	"	September, 1883
Harold Clark	1st C.	Prov. Normal School.	January, 1884
Alexander Muir	1st A.	"	May, 1884
ASSISTANT TEACHERS.			
John Phillips	1st C.*	"	June, 1868
A. McMillan	1st A.	"	November, 1884
E. Byfield	1st C.	Prov. Normal School.	November, 1884
Thomas Hogarth	2nd B.	"	January, 1886

* Granted by Co. Board. Made Provincial by Act of Legislature, 1885.

TABLE F.—CONTINUED.
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time.)
Miss M. J. Keown	1st A.*	Prov. Normal School.	April, 1853
" Elizabeth Kennedy	2nd A.	" "	November, 1855
" Susan Hamilton	1st C.	" "	April, 1858
" Rebecca Thompson	2nd A.	" "	October, 1859
" Kate A. Scarlett	2nd B.	" "	January, 1863
" Jessie Rogers	1st B.	" "	January, 1865
" Margaret Bulk	1st A.	" "	May, 1865
" Charlotte Spotton	1st B.	" "	April, 1866
Mrs. Kate Stevenson	1st C.	" "	September, 1869
" Annie Carey	2nd A.	" "	September, 1870
Miss J. A. Crute	1st C.	" "	September, 1870
" Mary Worth	1st A.	" "	September, 1870
" Jessie Campbell	1st C.*	" "	October, 1870
" Margaret Coyne	1st B.	Prov. Normal School.	February, 1871
Mrs. Lilly Leadley	1st C.	" "	March, 1872
Miss Emma Kennedy	1st C.	" "	April, 1872
" A. Kilboch	1st C.	" "	April, 1872
" S. McCrelight	1st C.	" "	April, 1872
" Susan McKenzie	2nd A.	" "	April, 1872
" Carrie M. Gray	1st C.	" "	April, 1872
" Maria Woods	1st A.	" "	April, 1872
" Anneline	1st C.	" "	April, 1872
" Margaret Hunter	1st C.	Prov. Normal School.	January, 1873
Mrs. M. A. Gregg	2nd A.	" "	January, 1873
" Margaret Hunter	2nd B.	" "	February, 1873
" M. A. Gregg	2nd A.	" "	April, 1873
" E. A. Green	1st C.	" "	August, 1873
" E. A. Green	1st C.	" "	March, 1874

TABLE F.—CONTINUED.
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Year.)
Miss Jane Smyth	1st A. *	Prov. Normal School.	March, 1874
" Mary Gunn	1st B.	"	September, 1874
Mrs. J. A. McBrien	2nd B.	"	September, 1874
Miss Thomasina Carlyle	2nd B.	"	August, 1875
" Louisa Lumsden	2nd B.	"	August, 1875
Mrs. M. A. McDonald	1st C. *	Prov. Normal School.	August, 1875
Miss Mary A. Westman	2nd A.	"	August, 1875
Mrs. Eunice J. Mily	1st B.	"	September, 1875
Miss Ann M. Mearns	2nd A.	"	September, 1875
" Minnie Smith	1st B.	"	October, 1875
Mrs. J. N. Agnew	1st	"	October, 1875
Miss Alice Freeman	2nd B.	"	October, 1875
" Carrie J. Watson	2nd B.	"	October, 1875
" Martha Sefton	2nd B.	"	January, 1876
Mrs. J. S. Palmer	1st C.	"	April, 1876
Miss J. Gunn	1st C.	"	August, 1876
" C. Sykes	2nd B.	"	August, 1876
" Kate M. Allen	2nd B.	"	August, 1876
" Charlotte F. Jackson	1st B.	"	October, 1876
Mrs. Freelon	1st B.	"	January, 1877
Miss Elizabeth Chadwick	2nd B.	"	January, 1877
" Elizabeth Foulds	2nd B.	"	January, 1877
" L. Galtely	2nd B.	"	January, 1877
" A. Gray	1st C.	"	January, 1877
" E. Gray	2nd B.	"	January, 1877

Miss Sarah Hagarty.....	2nd B.	Prov. Normal School.	January, 1877
" L. Kessack	2nd B.	"	January, 1877
Mrs. H. C. Quail	2nd A.	"	January, 1877
Miss E. Y. Zine.....	2nd B.	"	January, 1877
" A. M. Scales.....	2nd B.	"	January, 1877
" S. L. Taylor	2nd B.	"	January, 1877
" Florence Thompson.....	2nd B.	"	January, 1877
" Lois Slater	1st C.	"	February, 1877
Mrs. M. Stewart.....	2nd A.	Prov. Normal School.	February, 1887
Miss M. Spence	2nd A.	"	September, 1877
" Agnes McIntyre.....	2nd B.	"	September, 1877
" F. Martin	2nd B.	"	September, 1877
" M. Milne.....	2nd A.	"	October, 1877
" E. C. Starrock	2nd A.	"	October, 1877
" May F. Spence	2nd A.	"	October, 1877
" F. Sims	2nd B.	"	November, 1877
" L. Cornor	1st A.	"	January, 1878
" L. B. Brown	2nd B.	"	April, 1878
" J. Carlyle.....	2nd B.	"	September, 1878
" L. Dickinson	2nd B.	"	September, 1878
" M. McCallley	1st C.	"	September, 1878
" M. Maden	2nd A.	"	September, 1878
" I. Nadel	2nd A.	"	September, 1878
" A. T. W. Larson	2nd B.	"	September, 1878
" Louise Bailey	2nd B.	"	January, 1879
Mrs. Lewis	2nd B.	"	July, 1879
Miss J. P. Person	2nd A.	"	September, 1879
" J. P. Brown	2nd B.	"	September, 1879
" Jessie Mark	2nd B.	"	September, 1879
" S. E. Martin	2nd B.	"	September, 1879
" S. E. A. Scotch	2nd B.	"	September, 1879
" M. Smyth	2nd B.	"	September, 1879
" P. Black	2nd B.	"	October, 1879

TABLE F.—CONTINUED.
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (Last Time).
Miss A. McKee	2nd B.	Prov. Normal School.	October, 1879
Mrs. Greer	1st B.	"	December, 1879
Miss Carrie Cathcart	2nd B.	"	December, 1880
" A. V. Beattie	2nd B.	"	September, 1881
" Ellen Dew	2nd A.	"	September, 1881
" M. Featherstonhaugh	2nd B.	"	September, 1881
" E. N. Harney	1st B.	"	September, 1881
" Helen J. Lauskali	2nd B.	"	September, 1881
" H. B. Laidlaw	2nd A.	"	September, 1881
" Jessie Semple	2nd B.	"	September, 1881
Mrs. A. Thorold	1st B.	"	September, 1881
" G. C. Warburton	2nd B.	"	September, 1881
Miss Amy Fell	1st C.	"	October, 1881
" M. Emery	2nd A.	"	January, 1882
" Kate A. Hardy	2nd B.	"	January, 1882
" Jennie M. Maclean	2nd A.	"	January, 1882
Mrs. Grace S. Monahan	1st A.	"	January, 1882
Miss Lizzie McCreight	2nd B.	"	January, 1882
" Jessie Niven	2nd B.	"	January, 1882
" Amy Sanderson	2nd B.	"	January, 1882
" S. Tomlinson	2nd B.	"	January, 1882
" R. Abich	2nd A.	"	September, 1882
" M. E. Glassford	2nd B.	"	September, 1882
" H. Johnson	1st C.	"	September, 1882
" G. Langlois	2nd A.	"	September, 1882

Mrs. M. K. McGregor	1st A.	Prov. Normal School.	September, 1882
" J. Muir	1st C.	"	September, 1882
Miss Rachel E. Purdie	2nd E.	"	September, 1882
" M. Sanders	2nd A.	"	September, 1882
" M. G. Sheppard	2nd A.	"	September, 1882
" M. B. Shier	2nd B.	"	September, 1882
" J. M. Wallace	2nd B.	"	September, 1882
" J. White	2nd B.	"	October, 1882
" M. F. McKim	2nd B.	"	October, 1882
" M. August	2nd B.	"	November, 1882
" E. Clarke	2nd B.	"	November, 1882
" Emily Johnston	1st B.	"	November, 1882
" Sarah Smith	2nd B.	"	November, 1882
" E. McAdam	2nd B.	"	January, 1883
" M. Tomlinson	2nd A.	"	January, 1883
" A. M. Cullen	2nd B.	"	March, 1883
" E. Sims	2nd B.	"	March, 1883
" J. Bradshaw	2nd B.	"	September, 1883
" E. Berney	2nd E.	"	September, 1883
" A. Compland	2nd B.	"	September, 1883
" J. Fadie	2nd A.	"	September, 1883
" H. Fraser	1st B.	"	September, 1883
" M. Fortune	2nd B.	"	September, 1883
" M. E. Kettles	2nd B.	"	September, 1883
" L. Palmer	2nd A.	"	September, 1883
" M. Sturrock	2nd B.	"	September, 1883
" C. Christie	2nd B.	"	September, 1883
" J. Fraser	2nd E.	"	October, 1883
" N. Johnston	2nd E.	"	October, 1883
" H. M. Jones	2nd E.	"	October, 1883
" Emma C. Williams	2nd B.	"	October, 1883
" M. Anderson	2nd B.	"	December, 1883
" Mrs. R. A. Cranfield	2nd B.	"	January, 1884
Miss M. M. Hutchinson	2nd A.	"	January, 1884

TABLE F.—CONTINUED.
FEMALE ASSISTANT TEACHERS.

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE of Board. (Last Time).
Miss Alice Hodgson	2nd B.	Prov. Normal School.	January, 1884
" L. Tector	2nd B.	"	January, 1884
" A. Wilson	2nd A.	"	January, 1884
" Yvette Woolley	2nd B.	"	January, 1884
Mrs. J. P. Ray	2nd B.	"	February, 1884
" A. P. Ray	2nd B.	"	February, 1884
Miss M. Pidgeon	2nd B.	"	February, 1884
" Jessie Alexander	2nd A.	"	May, 1884
" A. Brown	2nd B.	"	September, 1884
" A. Chown	2nd B.	"	September, 1884
" A. E. Cullen	2nd B.	"	September, 1884
" B. Carroll	2nd B.	"	September, 1884
" C. Gray	2nd B.	"	September, 1884
" C. M. Holterman	2nd B.	"	September, 1884
" I. Iles	1st B.	"	September, 1884
" M. L. Johnston	2nd B.	"	September, 1884
Mrs. McFarlane	2nd B.	"	September, 1884
Miss M. Martin	2nd B.	"	September, 1884
" A. Myers	2nd A.	"	September, 1884
" C. Niven	2nd A.	"	September, 1884
" H. Ross	2nd A.	"	September, 1884
" I. Ross	2nd B.	"	September, 1884
" C. E. Sanderson	2nd B.	"	September, 1884
" M. J. Warren	2nd B.	"	September, 1884
" L. Young	2nd B.	"	September, 1884

" C. Eadie	2nd B.	Prov. Normal School.	October, 1884
" L. McPaul	2nd B.	" "	October, 1884
" Mary Sheppard	2nd B.	" "	October, 1884
" B. Dutton	2nd A.	" "	December, 1884
" J. Gray	2nd A.	" "	December, 1884
" L. Woolley	2nd A.	" "	March, 1885
" P. Henry	2nd B.	" "	April, 1885
" R. Garvin	2nd B.	" "	June, 1885
" L. Brown	2nd A.	" "	September, 1885
" E. V. Ruddy	2nd B.	" "	September, 1885
" F. E. Sneath	2nd B.	" "	September, 1885
" A. H. Sanders	2nd B.	" "	September, 1885
" E. McTaggart	2nd B.	Prov. Normal School.	September, 1885
" L. Baillie	2nd B.	" "	October, 1885
" L. M. Starrette	2nd A.	" "	October, 1885
" A. J. Kirk	2nd B.	" "	December, 1885
" M. Logan	2nd B.	" "	December, 1885
" L. F. McCausland	2nd B.	" "	December, 1885
" E. J. Starrette	2nd A.	" "	December, 1885
KINDERGARTNERS.			
Miss L. Currie			September, 1884
" E. Dawkins			September, 1884
" C. Lawson			September, 1884
" B. Nudel			September, 1884
" A. Fortune			January, 1886

* Granted by County Board. Made Provincial by Act of Legislature, 1885.

REPORT OF L. R. O'BRIEN, SUPERINTENDENT OF
DRAWING.

To James L. Hughes, Esq., Inspector of Public Schools, Toronto:

Besides giving instruction in drawing to the Fifth Book Classes, and meeting the teachers collectively when I have had opportunity to do so, I have inspected the different Public Schools in the city where drawing is taught, and examined the work of the pupils. The teachers evince much interest in Drawing, and have shown a disposition to avail themselves of every assistance I could give, either by instruction or by suggestion. Although in a large number of the classes, indeed in the majority, much less has been accomplished than I could have hoped for, I see no reason for discouragement. Drawing is a new subject to most of the teachers, and one in which they have had no previous training, but wherever the attempt has been made they are teaching it with success.

One great difficulty has been removed by the action of the Board in supplying pencils to the pupils; another has arisen from the temptation to ignore this branch of study in favor of others, success in which told directly upon the promotions; there may also be still some want of appreciation of the practical value of Drawing in education. But there is no insurmountable difficulty, and I hope that next year we shall see much better results.

In the light of the experience of the past year, I beg respectfully to submit the following suggestions, the first of which relate to the general arrangement of the classes, while the latter ones are more especially addressed to the teachers:

I would recommend that the teaching of Drawing should commence in the Junior Second Book Classes, and that the drawing books used in the several classes should be as follows:

In the Junior 2nd Book Classes ...	}	Drawing Book No. 1.	
“ Senior 2nd Book “			
“ Junior 3rd Book “	}	“ “ No. II.	
“ Senior 3rd Book “			
“ Junior 4th Book “		“	“ No. III.
“ Senior 4th Book “		“	“ No. IV.
“ Junior 5th Book “		“	“ No. IV.
“ Senior 5th Book “		“	“ No. V.

In all the classes except those of the 3rd Book, the Drawing lessons have been limited to fifteen minutes. For some kind of exercises, and for rapid sketching or time drawing, 15 minutes may be long enough, but the principal lessons require some explanation from the teacher, after which the pupils should have time to work out the subject while it is fresh in their minds, and while they are interested in it. For this purpose half an hour is little enough, and I would advise that every class should have at least one Drawing lesson in the week of half an hour. For instance, instead of four lessons of fifteen minutes each, there might be one of half an hour and two of fifteen minutes.

I should be glad if the following suggestions as to the mode of instruction could be placed before the teachers in some convenient form for reference.

The work contained and suggested in any one book of the Drawing course is sufficient to occupy the pupils for a year, and should be completed within the year, reckoning from midsummer to midsummer. When promotions are made, the pupils should take the book used in the class into which they go.

All the Drawing should be free-hand, without the aid of rule, measurement, or appliance. One of the chief objects of the Drawing lessons is the training of the eye to quick and accurate perception of form, proportion, and relative space and distance. Experience shows that this faculty can be cultivated and developed to a surprising extent, but it must be continually exercised and entirely relied upon. In the Drawing books sufficient guide lines are given to aid the beginners, but in subsequent exercises in the practice-books all construction lines must be drawn free-hand by the pupils, and they should be continually led to judge for themselves what construction lines will help them to draw any given figure.

It is intended that the examples given should be first drawn in the Drawing-books, as there directed. Some of the examples, especially in Book II, are directed to be repeated more than once. It is not generally desirable that this repetition should take place in the same lesson; variety of work interests the pupils and gives fresh power to their execution. It must never be forgotten that Drawing is only the expression of some mental perception or conception, derived, as it may happen, from a present object or example, from memory, or from the imagination. In any case the excellence of the Drawing will depend upon the clearness and vigour of the perception and conception.

Drawing from memory is a most efficient factor in developing the faculty of clear perception, but the development must be gradual; as the power to perceive clearly and accurately is cultivated, so will the power to remember increase.

Time Drawings also have great value in this connection. In order to grasp the whole aspect of an object at once, it must be perceived rapidly as well as clearly, and this faculty of rapid per-

ception must be cultivated; quick drawing of objects is the most effective method, the Drawing being made within a certain specified number of minutes.

It is desirable that all exercises, such as are given in Book I, for instruction in the drawing of lines, should, as far as possible, be made to embody the idea of representation of some object or objects rather than be mere mechanical exercises. Some practice, however, in the simple drawing of lines is necessary, but care should be taken not to continue it so as to be wearisome. A few moments devoted to such practice now and then, as it is seen to be needed, may be interposed between other lessons. For this purpose a blank page of the scribbling book, or any unruled paper, may be used, as well as for occasional practice in quick sketching from memory or from objects, practice in drawing squares, triangles, curves, or simple curved figures, etc. It will be found, however, that the pupils take more interest in drawings that are to be preserved, and, therefore, all such drawings as will form a record of their progress should be done in the blank drawing-books which have been approved for the purpose, and the work in which is hereafter to be examined at the close of the year.

It is not intended that all the examples in the drawing-books should be reproduced in the blank book, or that they should be always exactly copied. The exercises may be varied and the ornamental forms enlarged. In Book I, some of the examples would be too difficult for the pupils to draw at that early stage without the lines given there to aid them. These should not be attempted in the blank book, but the simple ornaments founded upon horizontal lines or squares will form excellent practice in elementary free-hand Drawing. Any simple rectilinear objects may also be drawn.

Pupils using Book II may draw in the blank book ellipses, ovals, or any of the ornamental forms; and these should generally be enlarged from the copies, as much larger as the pupils can manage without losing the proportions.

The models should also be drawn in the blank books as large as the paper will admit of.

Drawings from memory, and time Drawings, should also appear in the blank books. The memory Drawings should be marked as such, and on the time Drawings the time in which they are drawn should be specified.

The same general observations will apply to the work in the more advanced books of the Drawing Course. Careful attention should be given to the directions in the drawing-books, where the different subjects are treated at some length. It must be remembered that each book is a continuation of that preceding it, and that the instructions in the different books must be read as a whole. This remark is especially applicable to the model drawing in Books II and III, construction drawing in Books III and IV, and quick sketching from memory in Books IV and V.

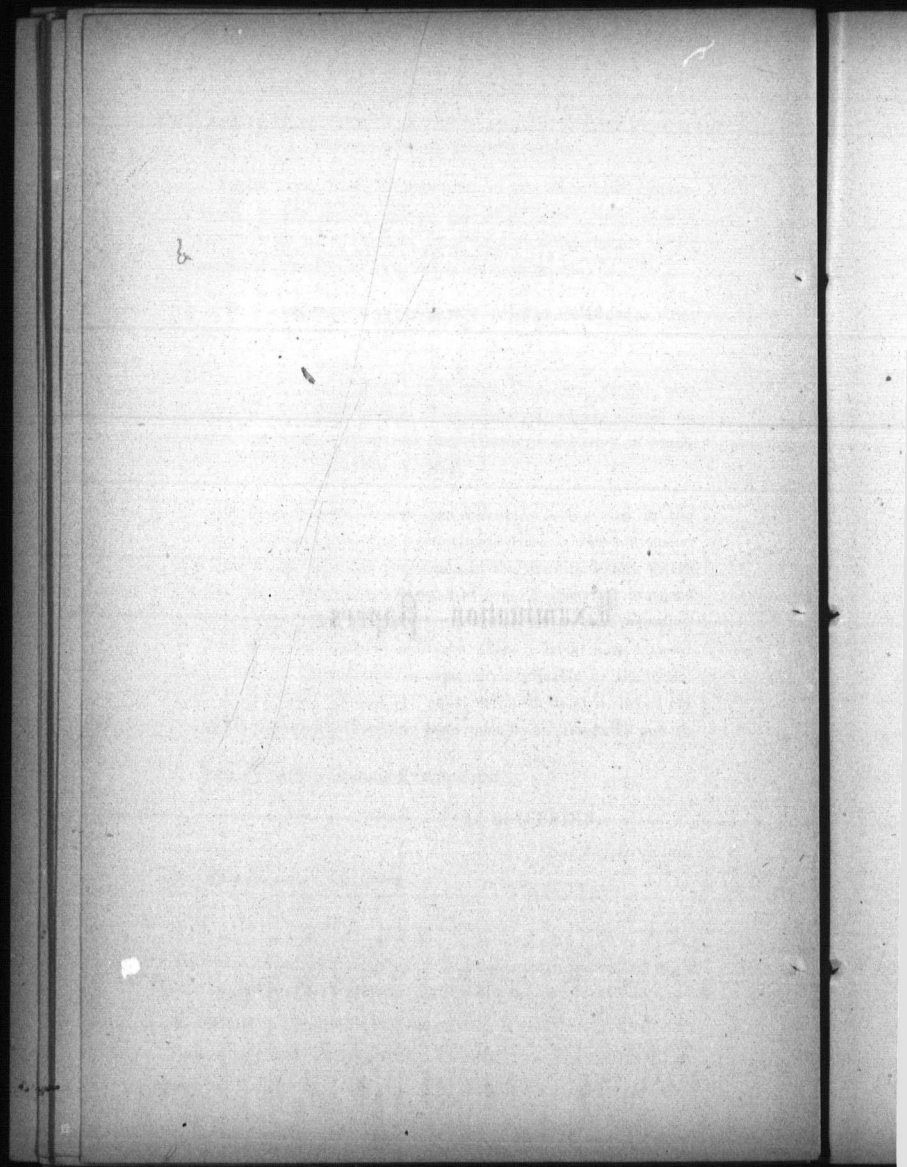
All of which is respectfully submitted.

L. R. O'BRIEN,

Sup't of Drawing.

Toronto, June 7th, 1886.

Examination Papers.



EXAMINATION PAPERS.
COMBINED EXAMINATION.

SENIOR FIFTH BOOK.

ARITHMETIC.

(Work required.)

1. The difference between the interest and discount of a certain sum for one year at 5 per cent. is \$10.00. Find the sum, and also find what it would amount to in 2 years at $4\frac{1}{2}$ per cent. (Compound interest.)

2. An agent sells 1,000 barrels of flour at \$5.50 per bbl., and charges $2\frac{1}{2}$ per cent. commission; expenses for freight, &c., are \$500.00. With the net proceeds he buys sugar at $6\frac{1}{2}$ cts. per lb., charging $2\frac{1}{2}$ per cent. commission. How much sugar does he buy?

3. A and B received 1,600 cabbages to plant, but of these 10 prove worthless. A plants 5, while B plants 4, and the rows are equal. After some hours they have not enough between them to plant another row, A having 45 to spare and B 6. A then finds he has planted three rows more than B. How many did each plant, and how many cabbages in a row.

4. A person, by investing his property in the 8 per cents., could obtain an income of £480, but by placing half his property in 8 per cents., and half in the 5 per cents. at $102\frac{1}{2}$, he can obtain £550. What is the price of the 8 per cents.?

5. Divide \$192.00 among 7 persons, so that the share of each may be as much as the shares of all who come before put together.

6. A trader in London owes a debt of 508 pistoles to one in Cadiz: is it more advantageous to him to remit directly to Cadiz or circuitously through France, and by how much? $\text{£}1 = 25.4$ francs, 19 francs = 1 pistole, 4 pistoles = $\text{£}3$.

Give your answer in £ or decimal of a £ , and give its equivalent in Canadian currency. Exchange between England and Canada being at par.

7. How many boards, each 10 ft. long, are required to make a fence, 5 boards high, round a field of 10 acres, width 200 yards?

8. A man borrows \$600 at 5 per cent. per annum, and pays back at the end of each year \$80.00 for interest and repayment of capital. How much does he owe after 3 such payments?

9. Find cost of boarding a floor in the shape of a trapezoid (a quadrilateral figure, having two sides parallel), whose parallel sides are 16 ft. 8 in., and 14 ft. 10 in. and the distance between them 8 ft. 4 in., at 7 cents a square foot.

ALGEBRA.

1. If $a = 1$, $b = 2$, $c = -2$, $d = 3$, find the numerical value of.

$$(a) (a - b)^3 (b - c)^2 (c - d) (d - a).$$

$$(b) \sqrt{b^2 - c^2} \div \sqrt{b^2 + c^2} \div.$$

2. Divide the sum of $-2 [1 - x^6 (2 - 8x^2 - x^6)]$ and $8 (x^{12} + 2x^8 - x^6)$ by the product of $x^2 + x + 1$ and $x^2 - x + 1$.

3. Find G. C. M. of $a^2 - 3ab, -10b^2, a^3 + 2a^2b - 8ab - 6b^2, a^3 + 8b^3$.

4. Simplify (a) $\frac{x^3 + y^3}{x^4 + x^2y^2 + y^4}$.

$$(b.) \left(\frac{x^4}{y} - \frac{y}{x} \right) + \left(\frac{1}{x-y} + \frac{1}{x+y} \right) \div \frac{x}{y}$$

5. Solve (a) $x - \frac{1}{3}(x-2) = 5\frac{3}{5} - \frac{x+10}{5} + \frac{x}{4}$

$$(b.) \frac{2}{2x-3} + \frac{1}{x-2} = \frac{6}{3x-2}$$

$$(c) 6x^2 + x - 2 = 0.$$

6. Divide 35 into three parts, such that the first multiplied by 3, the second increased by 3, and the third decreased by 3, give equal results.

EUCLID.

1. When a carpenter tests the flatness of a board by laying his rule upon it, to what one of Euclid's definitions does he appeal?

2. Any two sides of a triangle are together greater than the third side. (Euc. I. 20.)

3. Describe a square that shall be equal to a given rectilinear figure. (Euc. II. 14.)

4. Prove that the area of a triangle is calculated by multiplying any of its sides by the perpendicular drawn to that side from the opposite angle and taking half the product.

GRAMMAR AND COMPOSITION.

1. Explain the terms, predicate, progressive form, strong verb, phrase.
2. Distinguish between a compound and a complex sentence, and give an example of each.
3. Give the grammatical relations of the italicized words in the following from "Evangeline":

"Suddenly, as if arrested by fear or a feeling of wonder, Still she stood, with her colorless eyes apart, while a shudder Ran through her frame, and, jorgotten, the flowerets dropped from her fingers.

And from her eyes and cheeks the light and bloom of the morning, Then there escaped from her lips a cry of such terrible anguish, That the dying heard it and started up from their pillows, On the pallet before her was stretched the form of an old man, Long, and thin and grey were the locks that shaded his temples; But as he lay in the morning light his face for a moment, Seemed to assume once more the forms of its earliest manhood; So are wont to be changed the faces of those who are dying."

4. Analyze the last four lines of the above.
5. Correct the errors in the following sentences, giving reasons for the changes you make:
 - (a) Have either of you a copy of the questions that were given at last examination?
 - (b) Nobody but you and I seem to know about it.
 - (c) Hold on, Tom! Here comes Smith and two or three other fellows.
 - (d) A large quantity of books and papers were found on his table.
 - (e) The last hitch in this celebrated case appears to be the most absurd of all its predecessors.

(f) A rapid increase in the number of schools and of the pupils attending them are not to be expected.

(g) He thought it was us that were laying on the grass when the horse ran away.

COMPOSITION.

Write a short composition, not exceeding ten lines, on one of the following subjects :

All work and no play makes Jack a dull boy.

Love of country.

Our brave volunteers.

SPELLING AND DERIVATION.

1. Write passages to be dictated.
2. Write words to be dictated.
3. Derive the following words, giving the meaning of the roots, also of the prefixes and affixes, where they occur :

Annihilate,	Incorruptible,
Distilled,	Magnanimity,
Exaggeration,	Perfect,
Gigantic,	Plastic,
Hurricane,	Primeval,

Sufferance.

4. Give the force of the termination, *dom*, *ly*, *ther*, *ling* ; also an example of each.

5. What figure in *o'er*, *'gainst* ?

Give one English word derived from each of the following -
Ver, *lux*, *spiro*.

HISTORY.

CANADIAN.

1. What were the provisions of the Constitutional Act, 1791 ?
2. Write notes on the following companies: "Associated Merchants," "Hudson Bay," "Hundred Associates," and North-West."
3. Name the Canadian Governors from Frontenac down to the Treaty of Paris.
4. Connect the following places with events in Canadian History: "Mackinaw, Queenston Heights, Chrysler's Farm, Oswego, Fort Erie, Navy Island.
5. Describe the present Constitution of Canada.

ENGLISH.

6. Give an account of the reign of George III.
 7. Describe the Parliamentary Reforms and Commercial Reforms in the reigns of George IV. and William IV.
 8. Name and describe briefly the chief events of Victoria's reign.
-

GEOGRAPHY.

1. Describe the construction of a map upon Mercator's Projection.
2. How may the latitude of any place north of the Equator be determined by observation of the Pole-star ?

3. Prove that the length of the polar axis is less than that of the equatorial diameter.
4. Give the difference of time between St. Petersburg in longitude 30° east and Toronto in 79° west longitude.
5. Name the chief eastern tributaries of the Mississippi in their order from north to south.
6. Give the position of the following cities of the United States: New Orleans, Baltimore, Vicksburg, Memphis, Cincinnati, Boston, Philadelphia, Chicago, Utica, and Pittsburg.
7. Locate and describe the Sargasso sea.
8. Why is the west coast of South America rainless?
9. Name the islands of the Mozambique Channel.
10. Give the position of each of the lakes of European Russia.

BOOK-KEEPING.

1. Explain the difference between single and double entry Book-keeping.
2. (a) Write out a receipt given for payment of professional services.

(b) Write out a receipt for the payment of interest on a mortgage.
3. Define Trial Balance, Inventory, Draft, Promissory Note, Endorsement, Bill Payable, Asset, Liability, Due Bill, Order.

4. What is shown by the Dr. side of Stock, Merchandise, Cash, and by the Credit side of James Lowell's account, and of Bills receivable.

5. Give an example of a Journal Entry, and give the corresponding Day Book and Ledger Entries.

6. Describe the method of closing the Ledger Accounts in double entry Book-keeping.

HYGIENE.

1. In case of a severe cut, how may it be known whether the blood proceeds from a wounded artery or a wounded vein ?

2. In order to arrest the hæmorrhage in the case of a wounded artery in the limb, why should pressure be made above and not below the incision ?

3. Why is it that in passing from a dark chamber into broad sunlight sneezing very commonly occurs ?

4. How many cubic feet of space, with perfect ventilation, should be allowed to each person in a school-room, hospital, or prison, and why should perfect ventilation be absolutely necessary ?

5. Why is it that in passing from broad sunlight into a slightly darkened room, the power of vision is for a time very imperfect ?

6. What several purposes are fulfilled by eating our meals slowly ?

2. If one person were to lie in bed $8\frac{1}{2}$ hours on an average each day, and another 10 hours each day on an average; and if the former were to employ the time thus gained in reading and study for forty years; to how many years of study, of 12 hours each day, would the entire time gained be equivalent?

3. How many horses will be required to plough 117 acres in 35 days, if 10 horses can plough 18 acres in 7 days?

4. If oranges are bought at the rate of 20 for a dollar, how many should be sold for \$28.00 to gain 40 per cent?

5. Two persons calculate the number of turns made by a carriage wheel of which the diameter is 4 ft., one calling the circumference 3 times the diameter, the other $3\frac{1}{7}$ times, their results differ by 100 turns. Find the distance.

6. An agent sells 1,000 barrels of flour @ \$5.50 per bbl., and charges $2\frac{1}{2}$ per cent. commission; expenses of freight, etc., are \$500.00. With the net proceeds he buys sugar @ $6\frac{1}{2}$ cents per lb., charging $2\frac{1}{2}$ per cent. commission. How much sugar does he buy?

7. The difference between the interest and discount of a certain sum for one year @ 5 per cent. is \$10.00. Find the sum, and also find what it would amount to in two years @ $4\frac{1}{2}$ per cent. (Compound interest.)

8. How many boards, each 10 ft. long, are required to make a fence, 5 boards high, round a field of 10 acres, width 200 yards?

9. A man borrows \$600 at 5 per cent. per annum, and pays back at the end of each year \$80.00 for interest and repayment of capital. How much does he owe after 8 such payments?

ALGEBRA.

1. If $a = 1$, $b = 2$, $c = -3$, $d = 3$, find the numerical value of,

$$(a) (a - b)(b - c)(c - d)(d - a).$$

$$(b) \{b^d - c^b\}^a.$$

2. Simplify, (a) $a - 3 [a - 2 \{3b - (4c - a)\}]$.

$$(b) (a + b + c)^2 - 2(a - b)(b - c) + 2a(b^2 - 2c) - b^2(3 + 2a).$$

3. Divide the product of $x^3 + 1$, $x^6 + 2$, $x^3 - 1$, by the product of $x^2 + x + 1$ and $x^2 - x + 1$.

4. Find G. C. M. of $a^2 + 2ab - 15b^2$, $a^2 - 7ab + 12b^2$, $a^2 - 4ab + 3b^2$.

5. Reduce to simplest form,

$$(a) \frac{x^2 - 3x - 4}{x^3 - 2x^2 + 4x + 7}$$

$$(b) \left(\frac{x^2}{y^3} + \frac{1}{x}\right) \div \left(\frac{x}{y^2} - \frac{1}{y} + \frac{1}{x}\right)$$

$$6. \text{ Solve, } x - \frac{x - 2}{8} = 5\frac{3}{4} - \frac{x + 10}{5} + \frac{x}{4}$$

7. \$11.05 consists of an equal number of 25 cent, 10 cent, and 50 cent pieces. How many of each?

 EUCLID.

1. Define scalene triangle, acute angled triangle, circle, rhomboid.

2. Bisect a given rectilinear angle. (Euc. I. 9.)

3. If one side of a triangle be produced, the exterior angle is greater than either of the interior and opposite angles. (Euc. I. 16.)

4. If from a point within a triangle two straight lines be drawn to the extremities of one of the sides, these lines are together less than the other sides, but contain a greater angle. (Euc. I. 21.)

GRAMMAR AND COMPOSITION.

1. Define gender, inflection, case, person.

2. Give the plural of shelf, cry, formula; the singular of kine, these, who; the possessive singular and plural of ox, horse, chief, and the present and past participles of die, swim, forsake.

3. Analyze the following:

There are not many that can exhibit a more honorable record than he, and but few that the public will consider more worthy of confidence.

4. In the following stanza parse the words printed in italics:

When all thy mercies, oh my God!
My rising soul surveys,
Transported with the view, I'm lost
In wonder, love, and praise.

5. Correct the errors that occur in the following sentences, giving your reasons for the changes you make:

I do not like these sort of pens or those kind of pencils.

London has the largest population of any city in the world.

I would have done it as cheap as them if you had asked me.

I think it was him that done the most mischief for he throwed more stones than anybody else.

I don't see but what you have as good a right to it as her.

He must have forgot to return the book for I seen it just now laying on his table.

COMPOSITION.

Write a short composition, not exceeding eight lines in length, on one of the following subjects :

Canada our home.

A letter to a friend, describing the way in which you spent the 25th of May last.

Our brave volunteers.

SPELLING AND DERIVATION.

1. Write passage to be dictated.
2. Write words to be dictated.
3. Derive the following words, giving the meaning of the roots, also of the prefixes and affixes, where they occur :

Completely,

College,

Felicity,

Oxygen,

Panegyrics,

Protection,

Theological,

Sufferance.

4. Give the force of the terminations, *en, ow, let, kin* ; also an example of each.
5. What figure in 'tis ?
6. Give one English word derived from each of the following :
Ignis, annus, lux.

GEOGRAPHY.

1. Describe the construction of a map upon Mercator's Projection.
2. How may the latitude of any place north of the Equator be determined by observation of the Pole-star ?
3. Prove that the length of the polar axis is less than that of the equatorial diameter.
4. Give the difference of time between St. Petersburg in longitude 30° east and Toronto in 79° west longitude.
5. Name the chief eastern tributaries of the Mississippi in their order from north to south.
6. Give the position of the following cities of the United States: New Orleans, Baltimore, Vicksburg, Memphis, Cincinnati, Boston, Philadelphia, Chicago, Utica, and Pittsburg.
7. Locate and describe the Sargassa sea.
8. Why is the west coast of South America rainless ?
9. Name the islands of the Mozambique Channel.
10. Give the position of each of the lakes of European Russia.

HISTORY.

CANADIAN.

1. Give an account of the Count de Frontenac.
2. Sketch the history of the U. E. Loyalists.
3. What was the condition of Upper Canada when first made a separate province?
4. Explain the causes of the rebellion of 1837.
5. Give an account of the Fenian Raids.

ENGLISH.

6. Write notes on the feudal system, and Thomas-a-Becket.
7. Give an account of the Conquest of Ireland.
8. Describe the principal events in the reigns of the Tudors.

BOOK-KEEPING.

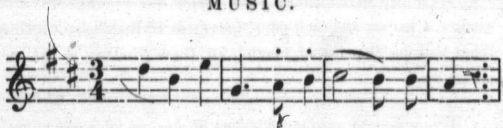
1. What is the object of Book-keeping? Explain fully.
2. Write out a monthly account for groceries bought every Saturday from Mr. B by Mr. A, and show how it should be receipted.
3. Define Asset, Liability, Balance, Profit, Dr. side, giving examples.
4. Give the Ledger Entries for the following transactions of June 18th.
(a) Sold to Geo. Gillies, 3 umbrellas @ \$2.00.

- (b) Received from Jas. Drysdale, on account, \$100.00.
- (c) Bought of Jno. Boyd & Co., 60 yds. silk @ \$1.50.
- (d) Sold to Andrew Watson 24 pairs silk gloves @ 50 cts.
- (e) Paid Edward Davidson & Co., in full of account, \$500.00.
- (f) Gave to Jno. Boyd & Co. my note at 30 days \$90.00.
-

HYGIENE.

1. In case of a severe cut, how may it be known whether the blood proceeds from a wounded artery or a wounded vein ?
2. In order to arrest the hæmorrhage in the case of a wounded artery in a limb, why should pressure be made above and not below the incision ?
3. Why is it that in passing from a dark chamber into broad sun-light sneezing very commonly occurs ?
4. How many cubic feet of space, with perfect ventilation, should be allowed to each person in a school-room, hospital, or prison, and why should perfect ventilation be absolutely necessary ?
5. Why is it that in passing from broad sun-light into a slightly darkened room the power of vision is for a time very imperfect ?
6. What several purposes are fulfilled by eating our meals slowly ?

MUSIC.



1. How do you know the key-note of a piece of music? What is the key-note in this strain? What is the key-note when there is no sharp or flat in the signature?
2. What is the interval between the second and third notes in the first measure? What is the effect of the curved line in the third measure?
3. Name the notes in this strain in order by letters and by syllables.
4. Explain the uses of the dots in the second measure, and those at the end of the staff. Is every measure complete? Explain.
5. Distinguish between melody and harmony; chord and unison.

SENIOR FOURTH BOOK.

ARITHMETIC.

1. Simplify:

$$\frac{4\frac{2}{3} + 4\frac{1}{5} \text{ of } 4\frac{1}{3}}{4\frac{1}{5} - 2\frac{1}{3} + 1\frac{1}{9}} + \frac{11\frac{1}{5}}{\frac{1}{6} (4\frac{1}{2} - \frac{3}{4} \text{ of } 1\frac{1}{5})}$$

2. A man possessing $\frac{3}{11}$ of an estate sold $\frac{1}{3}$ of his share and divided the remainder among his ten children. If the whole estate was worth \$88,000.00, what did each child receive?

3. In a row of 25 houses, each house has 17 windows, each window 4 panes, and each pane measures 18 inches by 9 inches. What will be the cost of glazing all these windows at 6d. per square foot.

4. If one person were to lie in bed $8\frac{1}{2}$ hrs. on an average each day, and another ten hrs. each day on an average; and if the former were to employ the time thus gained in reading and study for forty years; to how many years of study, of 12 hrs. each day, would the entire time gained be equivalent?

5. Find the simple interest and amount of \$450.50 for three months at $4\frac{1}{2}$ per cent.

6. In a school there are 371 boys, 233 girls, and 256 infants. What per centage of the whole school is there in each department? (Correct to two places of decimals.)

7. How many boards, each 10 ft. long, are required to make a fence, 5 boards high, round a field of 10 acres, width 200 yards?

ALGEBRA.

1. If $a = 1$, $b = 2$, $c = 3$, $d = 4$, $e = 0$, find the numerical value of.

$$5ab^2 - 3bc^2 + 4cd^2 - 5de^2.$$

2. From the sum of $5x - 3y + 9a$, $4y - 6z - 11b$, $-y - 14a - 5c$ and $5a + 5b + 5c$, take $-5x - 6b - 6z$.

3. Simplify, $a - 8[a - 2 - \frac{1}{2} 8b = (4c - a) \frac{1}{2}]$.

4. Simplify, $(a + b)(b + c) - (c + d)(d + a) - (a + c)(b - d)$.

5. Multiply $x^3 - 3x^2 + 2$ by $x^3 - 3x + 2$, and divide the product by $x^3 - 6x - 4$.

6. Divide $x^4 + (5 + a)x^3 - (4 - 5a + b)x^2 - (4a + 5b)x + 4b$ by $x^2 + 5x - 4$.

GRAMMAR AND COMPOSITION.

1. Where should capital letters be used ?

2. Define case, mood, proposition, sentence.

3. Write the plural of calf, glory, money, ox ; the singular of pence, they, wolves, genera ; the possessive singular and plural of chimney, sky, lass ; and the comparative and superlative of many, tedious, holy.

4. Parse the following :

Rain fertilizes those fields which the bounty of Providence spreads for the support of God's creatures.

5. Analyze :

The letter that was received this morning, while you were waiting, brought the news of a great victory.

6. Correct the errors that occur in the following sentences :

James, come quick, and do not walk slower than your younger brother.

Don't buy no more of those sort of pens.

She had better go and lay down while the bread is raising.

He throwed it over the fence and then run for home.

I heard that one of his brother-in-laws had bought the farm.

COMPOSITION.

Enlarge the following sentences, the whole not to occupy more than eight lines :

Bees gather honey.

In spring the fields are full of beauty.

Our volunteers fought bravely.

 SPELLING AND DERIVATION.

1. Write passage to be dictated.
2. Write words to be dictated.
3. Derive the following words, giving the meaning of the *roots*, also of the *prefixes* and *affixes* where they occur :

Annihilate,	Orient,
Dismantle,	Portentous,
Fragment,	Position,
Hecatomb,	Monarch.

4. Give one English word derived from each of the following :
Ago, phone.

 GEOGRAPHY.

1. Name the several mountain chains of Spain in their order from north to south.
2. Give the latitude of the Arctic circle.
3. Why is it possible that the North Star may be observed by persons situated a few degrees south of the Equator ?

4. Describe the course of the Orange River of South Africa.
5. Where is the island of Heligoland, and to what European power does it belong ?
6. Name the chief cities of Corsica and Sardinia.
7. What is the superficial area in square miles of each of the following countries ? England, Scotland, Ireland, France, and Spain ?
8. Give the area of Nova Scotia and also of New Brunswick and Newfoundland.
9. Give the boundaries of the Sea of Japan and the position of the straits of La Perouse and of Corea.
10. In what county is each of the following towns of Ontario : Guelph, Barrie, Simcoe, Hamilton, Belleville, Kingston, Ottawa, Toronto, and Sarnia ?

HISTORY.

1. Sketch the history of William of Normandy.
2. Describe the events that immediately preceded and succeeded the " Great Charter."
3. Write notes on the " Good Parliament," " Lollards," " Wars of the Roses."
4. Name in order the Sovereigns of the House of Tudor and the chief events in their reigns.
5. Give an account of the history of Oliver Cromwell.

6. Under what circumstances did William III. come to the throne?
7. Describe the foundation of the English Empire in India.
8. Name the chief events of Victoria's reign.

HYGIENE.

1. What meaning is attached to the word Hygiene?
2. The offices of the integument of skin are chiefly protection and regulation of temperature, describe fully how each of these purposes is accomplished.
3. What notable difference exists between the so-called warm-blooded and cold-blooded animals when subjected to variations of temperature?
4. Give directions tending to the recovery of a person who has fainted, and your reasons for such instructions.
5. In using leaden pipes for the conveyance of drinking water what precautions should be observed? State also what difference exists between hard and soft water.
6. What disposition should be made of the fecal evacuations of a patient suffering from typhoid fever, small-pox, or cholera?

MUSIC.



1. Explain the signs and numbers at the beginning of this strain.
2. How do you know the key-note of a piece of music? What is the key-note of this piece?
3. Name the above notes in order by letters and by syllables.
4. What is the object of the dots in the second measure and in the last? Is every measure complete? Explain.
5. Write down the different kinds of notes used in music, with their corresponding rests.
6. How many semi-quavers are equal in length to one semi-breve?
7. Why are sharps or flats frequently placed at the beginning of a piece of music? What are accidentals?

JUNIOR FOURTH BOOK.

ARITHMETIC.

1. Add together the following numbers: twenty-two millions, six hundred thousand, five hundred and three; five hundred and sixty-three millions, seventy-six thousand and thirty-four; one hundred and eleven millions six hundred and fifty thousand and fifty; three hundred and twenty-six millions, seven thousand,

nine hundred and ninety-one ; one thousand seven hundred and ten millions ; one thousand seven hundred and ten ; one billion three hundred thousand and five.

2. What vulgar fraction of a second is equal to .000001 of a day ?

3. Find the wages of a man for 3 weeks, 4 days, 8 hours., reckoning 6 days in a week and 10 hours in a day, at \$1.50 a day.

4. A man possessing $\frac{5}{11}$ of an estate sold $\frac{1}{3}$ of his share and divided the remainder among his ten children. If the whole estate was worth \$33,000.00, what did each child receive ?

5. A well is 18 yards 2 inches deep, and the wheel is 4 feet 2 inches in circumference. How many turns of the wheel will raise the bucket ?

6. In a row of 25 houses, each house has 17 windows, each window 4 panes, and each pane measures 18 inches by 9 inches. What will be the cost of glazing all these windows at 6d. per square foot.

GRAMMAR AND COMPOSITION.

1. What is the use of English Grammar ?
2. Define parsing, etymology, pronoun, objective case.
3. Give the rules for forming the plurals of nouns.

4. Write down the plurals of woman, sheep, shelf, lady, Mary ; the comparative and superlative of good, many, beautiful ; and the past tense and past participle of lie (to lie down), try, hear, swell.

5. Parse the words printed in italics in the following sentence :

In John's garden grows a plant which his father recently brought from California.

6. Correct any errors you find in the following sentences :

(d) I know he done it for I seen him do it.

(b) She had better go and lay down while the bread is raising.

(c) He throwed it over the fence and then run for home.

(d) Them's the boys that done all the mischief.

7. Alter the construction of the following sentences by changing the voice of each verb.

Mr. Smith gave his son James a new book for perseverance in study.

The lacrosse match was won by the junior club in less than half an hour.

He was accidentally wounded by a companion.

SPELLING AND DERIVATION.

1. Write passage to be dictated.

2. Write words to be dictated.

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

Completely,

Disastrous,

Exile,

Habits,

Incredible,

Mariner,

Reduce.

HISTORY.

1. Give a short account of Champlain. What part did Cardinal Richelieu take in settling Canada ?
2. Describe the last conquest of Canada by the English.
3. What is meant by the " Quebec Act ? "
4. Sketch the principal events of the war of 1812.
5. Explain what is meant by " Clergy Reserves ? " and what disposition was finally made of them ?
6. Give an account of the Confederation of the Provinces.
7. What was settled by the Washington Treaty ?

GEOGRAPHY.

1. Name the several mountain chains of Spain in their order from north to south.
2. Give the latitude of the Arctic circle.
3. Why is it possible that the North Star may be observed by persons situated a few degrees south of the Equator ?
4. Describe the course of the Orange River of South Africa.
5. Where is the island of Heligoland, and to what European power does it belong ?
6. Name the chief cities of Corsica and Sardinia.
7. What is the superficial area in square miles of each of the following countries : England, Scotland, Ireland, France and Spain ?

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8. Give the area of Nova Scotia and also of New Brunswick and Newfoundland.

9. Give the boundaries of the Sea of Japan and the position of the straits of La Perouse and of Corea.

10. In what county is each of the following towns of Ontario : Guelph, Barrie, Simcoe, Hamilton, Belleville, Kingston, Ottawa, Toronto, and Sarnia ?

HYGIENE.

1. What meaning is attached to the word Hygiene ?

2. The offices of the integument or skin are chiefly protection and regulation of temperature, describe fully how each of these purposes are accomplished ?

3. What notable difference exists between the so-called warm blooded and cold-blooded animals when subjected to variations of temperature ?

4. Give directions tending to the recovery of a person who has fainted, and your reasons for such instructions.

5. In using leaden pipes for the conveyance of drinking water what precautions should be observed ? State also what difference exists between hard and soft water.

6. What disposition should be made of the faecal evacuations of a patient suffering from typhoid fever, small-pox or cholera.

MUSIC.



1. Explain the signs and numbers at the beginning of this strain.
2. How do you know the key-note of a piece of music? What is the key-note of this piece?
3. Name the above notes in order by letters and by syllables.
4. What is the object of the dots in the second measure and in the last? Is every measure complete? Explain.
5. Write down the different kinds of notes used in music, with their corresponding rests.
6. How many semi-quavers are equal in length to one semi-breve?

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SECRETARY-TREASURER'S.

Financial Statements.

*Annual General Statement of Receipts and Expenditure for
Public School Purposes, City of Toronto, for the Year
ending December 31st, 1885.*

RECEIPTS FOR 1885.

Balance in City Treasury 1884.....	\$ 2,505 98
Cash on hand from 1884.....	62 57
Legislative Appropriation for 1885.....	12,014 00
Municipal Assessment for General School Pur- poses.....	156,550 00
Municipal Assessment for Building Purposes....	40,743 55
Imperial Insurance Company, Fire at Wellesley School.....	1,422 88
British American Insurance Company, Fire at Wellesley School.....	60 00
Government Grant for City Model School.....	300 00
Fees from Non-resident pupils.....	92 50
Cash paid City Treasurer (refund).....	30 41
Petty Cash due Secretary-Treasurer.....	2 61
Total.....	\$213,784 50

EXPENDITURE FOR 1885.

1. New School Buildings, Sites, Furniture, etc., as per statement in detail. (See Appen- dix A).....	19,482 03
2. Repairs, Alterations, and Improvements at the several Schools, as per statement in detail. (See Appendix B).....	12,533 99
3. Salaries of Officers, Teachers and Caretakers, as per statement in detail. (See Appen- dix C.).....	130,720 68
<i>Carried forward</i>	\$ 162,736 70

<i>Brought forward</i>		\$ 162,736 70
4. New School Furniture. (See Appendix D)...	1,330 11	
5. Fuel for Schools, Offices, etc. (See Appendix E).....	8,553 96	
6. Insurance Premiums. (See Appendix F)....	529 95	
7. Printing, Stationery, School Supplies, Apparatus, Prize Books, etc. (See Appendix G).....	3,872 58	
8. Expenditure on Night Schools. (See Appendix H).....	2,687 81	
9. Miscellaneous Expenditure. (See Appendix I)	2,460 00	
10. Heating Apparatus, Stoves and Tinsmith Work. (See Appendix J).....	1,209 68	
11. Water Rates for all the Schools.....	2,518 65	
12. Superannuation Allowances.....	750 00	
Total Expenditure		186,649 44
Balance to 1886, Building Account.....	24,511 34	
Balance to 1886, School Account.....	2,623 72	
		<u>27,135 06</u>
		<u>\$213,784 50</u>

Certified.

Audited and approved,

W. C. WILKINSON, W. R. HUGHES, } *Municipal Auditors of*
Sec'y. Treas. WM. ANDERSON, } *Public School Moneys.*

Toronto, March 26th, 1886.

APPENDIX A.

Statement in detail of Expenditure on Account of New School Buildings, etc., during 1885, given as one sum in Item No. 1, General Statement.

MORSE STREET SCHOOL.

W. Hamblin, on Account of Bricklayer's and Plasterer's Contract.....	\$ 3,840 00
E. Bradshaw, on Account of Carpenter's Contract.....	2,720 00
E. H. Boddy, on Account of Painter's Contract.....	216 00
Douglas Bros., on Account of Slater's Contract.....	222 40
Keith & Fitzsimons, on Account of Plumber's Contract.....	96 00
G. Ringham, on Account of Galvanized Iron Contract.....	80 00
R. C. Windeyer, on Account of Architect's Commission.....	350 00
	<hr/> \$ 7,524 40

BOLTON AVENUE SCHOOL.

E. & J. J. Gearing, on Account of Bricklayer's Contract.....	\$ 4,960 00
Wilson & Howard, on Account of Carpenter's Contract.....	3,760 00
M. J. Hynes & Bro., on Account of Plasterer's Contract.....	600 00
H. Williams, on Account of Slater's Contract...	400 00
G. Ringham, on Account of Galvanized Iron Contract.....	144 00
R. C. Windeyer, on Account of Architect's Commission.....	600 00
	<hr/> \$10,464 00

DEWSON STREET SCHOOL.

F. Thorpe, Balance of Contract for Carpenter's Work.....	648 30
W. J. Burroughs, Balance of Contract for Plumber's Work.....	76 00
Douglas Bros., Balance of Contract for Galvanized Iron Work.....	40 00
	<hr/> \$ 764 30
<i>Carried forward.....</i>	<i>\$17,988 40</i>

FINANCIAL STATEMENTS.

<i>Brought forward</i>	\$ 764 30	\$17,988 40
Scott & Cross, on Account of Contract for Furnishing Upper Storey.....	175 00	
W. R. Strickland, Architect's Commission.....	130 62	
		\$ 1,069 92

VICTORIA STREET SCHOOL.

Norman B. Dick, Architect's Commission.....	423 71	
		423 71
Total of Item No. 1.....		\$19,482 03

APPENDIX B.

Statement in detail of Expenditure for Repairs, Alterations and Improvements at the Several Schools during 1885, given in one sum in Item No. 2, in General Statement.

BATHURST STREET SCHOOL.

J. Bulman, Carpenter's Work, etc.....	67 20	
E. & J. J. Gearing, Repairing Urinals and Closets.....	78 91	
W. J. Guy, Plumber's Work.....	24 49	
J. Mansfield, Re-Glazing.....	9 75	
M. Bullen, Repairs.....	1 00	
		\$ 181 35

BORDEN STREET SCHOOL.

E. W. Powers, Carpenter's Work, etc.....	275 14	
W. Baillie, Carpenter's Work, etc.....	48 68	
J. Fraser, Calsomining & Re-Glazing.....	46 90	
W. J. Guy, Plumber's Work.....	4 45	
J. Mansfield, Re-Glazing.....	20 10	
W. Sutcliffe, Whitewashing.....	4 50	
		\$ 399 77
<i>Carried forward</i>		\$ 581 12

W. Berry
W. G. A.
J. Dawkins
Bryce E.

F. Thomas
Fairclough
J. Mann
R. A. T.
F. W.
W. Bai

W. Berry
W. Simpson
W. J.
R. J.
W. H.
James
John
W. B.

Mart
W. L.
Char

F. J.
A.
J. F.
J. M.
F.
J. S.

FINANCIAL STATEMENTS.

5

Brought forward..... \$ 581 12

BOLTON STREET SCHOOL.

W. Berry, Removing Night Soil.....	16 45	
W. G. Andrews, Re-Glazing.....	4 20	
J. Dawson, Repairs.....	3 00	
Bryce Bros., Lumber.....	2 47	
		\$ 26 12

BRANT STREET SCHOOL.

F. Thorpe, Carpenter's Work, etc.....	111 55	
Faircloth Bros., Calsomining.....	85 00	
J. Mansfield, Re-Glazing.....	11 25	
R. A. Townley, Plumber's Work.....	11 37	
F. W. Hawkes, Plumber's Work.....	2 65	
W. Baillie, Carpenter's Work.....	10 40	
		\$ 232 22

CHURCH STREET SCHOOL.

W. Berry, Removing Night Soil.....	98 97	
W. Simpson, Carpenter's Work, etc.....	45 75	
W. J. Gibson, Plumber's work.....	30 75	
R. J. Stanley, Calsomining.....	30 20	
W. Hamblin, Bricklayer's Work.....	9 50	
James Greer, Plasterer's Work.....	9 00	
John Fraser, Re-Glazing.....	6 85	
W. Baillie, Repairs.....	2 55	
		\$ 233 57

COTTINGHAM STREET SCHOOL.

Martin & Harniman, Carpenter's Work.....	115 90	
W. L. Huddart, Carpenter's Work.....	51 38	
Charles Davies, Painter's and Glazier's Work...	26 79	
		\$ 194 '07

DEWSON STREET SCHOOL.

F. J. French, Carpenter's and Bricklayer's Work	60 00	
A. Cahoon, Painter's Work.....	27 00	
J. Bulman, Carpenter's Work.....	18 51	
J. Mansfield, Re-Glazing.....	9 00	
F. Thorpe, Repairs.....	2 48	
J. Sloan, Repairs.....	1 75	
		\$ 118 74

Carried forward..... \$1,385 84

Brought forward..... \$ 1,385 84

DUFFERIN SCHOOL.

D. Carlyle, Carpenter's Work, etc.....	178 04	
G. Hardy, Building Brick Ash Pit.....	62 28	
Charles Davies, Painter's Work.....	88 90	
G. Ringham, Galvanized Iron and Slater's Work	28 03	
C. Reed, Re-Glazing.....	40 75	
E. H. Boddy, Re-Glazing.....	4 10	
James Greer, Plasterer's Work.....	19 00	
W. Baillie, Repairs.....	4 20	
T. Gordon, Plumber's Work.....	3 42	
J. Stewart, Cartage of Sand.....	5 25	
E. Stephenson & Co., Lumber, etc.....	3 00	
R. Franks, Cleaning Snow off Roof.....	1 50	
		\$ 433 47

EASTERN AVENUE SCHOOL.

J. McLatchie, Repairs to Pump, etc.....	8 25	
W. Baillie, Carpenter's Work.....	2 20	
		\$ 10 45

ELIZABETH STREET SCHOOL.

D. M. Kimings, Carpenter's Work, etc.....	185 85	
R. A. Townley, Plumber's Work.....	10 83	
J. Fraser, Calsomining and Re-Glazing.....	47 95	
W. Baillie, Repairs.....	4 86	
W. Sutcliffe, Whitewashing Closets.....	3 50	
		\$ 252 99

GEORGE STREET SCHOOL.

W. L. Lemmon, Carpenter's Work, etc.....	91 03	
T. Gordon, Plumber's Work.....	15 17	
E. H. Boddy, Re-Glazing.....	13 00	
W. Baillie, Repairs.....	50	
		\$ 119 70

GIVENS' STREET SCHOOL.

F. Thorpe, Carpenter's Work, etc.....	124 19	
J. Mansfield, Re-Glazing.....	35 25	
W. J. Guy, Plumber's Work.....	5 95	
W. Baillie, Carpenter's Work.....	2 75	
J. Sloan, Carpenter's Work.....	2 00	
D. Johnston, Repairs.....	25	
		\$ 170 39
Carried forward.....		\$ 2,372 84

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FINANCIAL STATEMENTS.

7

Brought forward..... \$2,372 84

HOPE STREET SCHOOL.

G. Burry, Carpenter's Work, etc.....	110 77	
F. Thorpe, Carpenter's Work.....	19 44	
W. J. Guy, Plumber's Work.....	29 24	
J. Matson, Bricklayer's Work.....	11 25	
W. Berry, Removing Night Soil.....	36 00	
J. Mansfield, Re-Glazing.....	21 60	
F. B. Hawkes, Plumber's Work.....	1 40	
		\$ 229 70

HOWARD STREET SCHOOL.

B. Gray, Carpenter's Work and Calsomining....	31 00	
H. Weatherdon, Repairs.....	7 10	
		\$ 38 10

JESSE KETCHUM SCHOOL.

W. L. Huddart, Carpenter's Work, etc.....	245 65	
J. W. Oram, Plumber's, Gas Fitter's, and Galvanized Iron Work.....	81 14	
J. Clews, Plumber's Work.....	26 06	
H. Clayton, Re-Glazing.....	3 75	
J. Langston, Carpenter's Work.....	3 00	
		\$ 359 60

JOHN STREET SCHOOL.

W. H. Ferguson, Carpenter's Work, etc.....	187 19	
George Ringham, Galvanized Iron Work.....	38 43	
Charles Davies, Painter's Work.....	36 65	
W. Baillie, Carpenter's Work.....	6 10	
		\$ 268 37

LESLIE STREET SCHOOL.

J. McLatchie, Repairing Desks.....	10 25	
W. H. Cook, Whitewashing.....	5 00	
		\$ 15 25

LOUISA STREET SCHOOL.

W. Baillie, Carpenter's Work, etc.....	153 25	
J. Fraser, Re-Glazing.....	4 05	
W. Sutcliffe, Whitewashing Closets.....	4 00	
J. Roberts, Locks.....	1 60	
		\$ 162 90

Carried forward..... \$ 3,446 76

Brought forward..... \$ 3,446 70

NIAGARA STREET SCHOOL.

J. Sloan, Carpenter's Work, etc.....	211 56	
A. M. Browne, Calsomining.....	92 00	
J. Mansfield, Painting and Re-Glazing.....	54 30	
W. J. Burroughs, Plumber's Work.....	5 56	
T. & S. Baldwin, Lumber.....	3 36	
W. Baillie, Carpenter's Work.....	11 37	
		\$ 378 15

PALACE STREET SCHOOL.

W. Williamson, Carpenter's Work, etc.....	22 17	
E. H. Boddy, Re-Glazing and Frosting.....	24 55	
W. T. Gales, Plumber's Work.....	10 50	
G. H. Beavis, Plumber's Work.....	1 50	
Wilson & Howard, Carpenter's Work.....	5 00	
		\$ 63 72

PARK SCHOOL.

S. Young, Constructing Water Closets and Carpenter's Work.....	539 92	
E. B. Axworthy, Constructing Drains.....	208 05	
E. H. Boddy, Calsomining and Re-glazing.....	76 30	
Geo. Ringham, Galvanized Iron Work.....	42 89	
W. Berry, Removing Night Soil.....	36 00	
Wilson & Howard, Carpenter's Work.....	25 25	
G. H. Beavis, Plumber's Work.....	14 95	
W. Baillie, Carpenter's Work.....	6 25	
Thomas Carter, Carting Earth.....	3 75	
		\$ 953 36

PARLIAMENT STREET SCHOOL.

W. Hamblin, Re-Building Water Closets.....	118 00	
Wilson & Howard, Carpenter's Work.....	138 40	
Jas. Greer, Plasterer's Work.....	15 00	
George Ringham, Galvanized Iron Work.....	7 49	
W. Berry, Removing Night-Soil.....	24 00	
W. Baillie, Carpenter's Work.....	13 12	
E. H. Boddy, Re-Glazing.....	9 70	
T. Gordon, Plumber's Work.....	9 60	
G. H. Beavis, Plumber's Work.....	3 55	
		\$ 338 86

Carried forward..... \$ 5,180 85

FINANCIAL STATEMENTS.

9

Brought forward..... \$ 5,180 85

PHOEBE STREET SCHOOL.

S. Young, Constructing Closets, Drains, also General Repairs, Carpenter's Work.....	610 00	
Charles Davies, Painter's work.....	119 15	
G. Ringham, Galvanized Iron Work.....	69 26	
W. Berry, Removing Night Soil.....	24 00	
J. Mansfield, Re-Glazing.....	28 90	
W. Baillie, Carpenter's Work.....	18 48	
F. W. Unitt, Plumber's Work.....	13 10	
W. J. Guy " ".....	5 43	
S. Merritt, Labourer's work.....	5 00	
		\$ 893 32

ROSE AVENUE SCHOOL.

W. L. Lemmon, Carpenter's Work.....	191 83	
G. Ringham, Galvanized Iron Work.....	6 98	
Jas. Greer, Plasterer's Work.....	6 00	
W. Baillie, Carpenter's Work.....	4 55	
T. Gordon, Plumber's Work.....	1 20	
		\$ 210 56

RYERSON SCHOOL.

Wilson & Howard, Carpenter's Work.....	259 35	
Charles Davie, Painter's Work.....	67 27	
G. Ringham, Galvanized Iron Work.....	14 91	
H. Williams, Slater's Work.....	13 35	
W. Baillie, Carpenter's Work.....	15 47	
W. J. Guy, Plumber's Work.....	7 23	
J. Mansfield, Re-glazing.....	6 30	
G. Hepburn, Labourer's Work.....	1 50	
		\$ 384 98

VICTORIA STREET SCHOOL.

W. L. Huddart, Constructing Closets, Unirals, Drains, and General Repairs.....	2120 73	
R. C. Windeyer, Architect's Commission.....	100 00	
W. Berry, Removing Night-Soil.....	28 00	
W. Baillie, Carpenter's Work.....	11 18	
Wilson & Howard, Carpenter's Work.....	11 00	
W. Sutcliffe, Whitewashing Sheds.....	7 50	
J. Frazer, Re-Glazing.....	2 85	
W. J. Gibson, Plumber's Work.....	2 35	
		\$ 2,285 61

Carried forward..... 8953 32

Brought forward..... \$8,953 82

WELLESLEY SCHOOL.

T. Downly, Making Good, Damage done by fire.	1518 80
D. M. Kimngs, Carpenter's Work &c.....	310 05
Richards Bros., Plumber's Work.....	31 78
H. Williams, Slater's Work.....	14 47
J. Fraser, Re-Glazing, &c.....	20 80
W. Baillie, Repairs.....	5 29
W. Suttcliffe, Whitewashing.....	7 50
W. Hurst, Carting Earth.....	1 00
	<hr/>
	\$ 1,909 19

WINCHESTER STREET SCHOOL.

D. Carlyle, Carpenter's Work, &c.....	119 88
Chas. Davies, Painter's Work.....	70 46
G. Ringham, Galvanized Iron Work.....	10 65
Jas. Greer, Plasterer's Work.....	11 50
E. H. Boddy, Re-Glazing.....	15 51
W. Baillie, Carpenter's Work.....	10 15
G. H. Beavis, Plumber's Work.....	2 05
	<hr/>
	\$ 240 20

YORK STREET SCHOOL.

Thomas Pells, Carpenter's Work.....	125 95
Chas. Davies, Painter's Work.....	123 90
G. Ringham, Galvanized Iron Work.....	15 00
R. A. Townly, Plumber's Work.....	13 15
W. J. Gibson, Plumber's Work.....	13 95
W. Baillie, Carpenter's work.....	10 38
	<hr/>
	\$ 302 83

MISCELLANEOUS.

New Rockland Slate Co. Slate Blackboards....	787 50
W. R. Strickland, Architect's Commission on Sundry Schools.....	169 00
Sweeping Chimnies at all the Schools.....	37 80
Expenses of Annual Inspection of School Pro- perty.....	68 90
Cab Hire for Committee at various times.....	44 00
Unwin Brown & Sankey, Surveying School Site Morse Street.....	6 00
W. H. Cook, Cleaning Snow Morse Street School Site.....	4 00
T. Edwards, Carpenter's Work at Worm's Hall..	11 75
	<hr/>
	\$ 1,128 95

Total of Item No. 2..... \$12,533 99

APPENDIX C.

*Statement in Detail of Salaries of Officers, Teachers, Caretakers,
etc., paid during 1885, as given in one sum in Item No. 3,
General Statement.*

OFFICERS, ETC.

Browne, Mr. H., Inspector's Assistant	\$ 725 00
Examiners	190 00
Fitzgerald, Mr. R. C. Auditor	70 00
Hughes, Mr. J. L., Inspector	2,100 00
Thompson, Mr. J. T., Drill Instructor	850 00
Wilkinson, Mr. W. C., Secretary	1,600 00
Woodland, Mr. C. R., Messenger, etc.	700 00
Caretakers	7,921 54
	<hr/>
	\$ 14,056 54

TEACHERS.

Agnew, Mrs. J. N.	500 00
Allan, Miss K. M.,	472 32
Anderson, Mr. James	666 63
Anderson, Miss J.	425 00
Anderson, Miss M.	365 00
Armstrong, Miss A. L.	547 92
Armstrong, Mr. J. E.	749 98
Arthurs, Mrs. J. S.	637 46
Alexander, Miss J.	363 62
August, Miss M.	383 54
Baillie, Miss Lizzie	91 24
Bailey, Miss L.	525 00
Balmer, Mrs. J. S.	499 06
Beattie, Miss A. V.	425 00
Berney, Miss E.	369 97
Bell, Mrs. J. E.	364 75
Black, Miss P.	423 40
Boddy, Mr. James	999 98
Bradshaw, Miss J.	376 65
Breckon, Mrs. K.	499 06
Brown, Miss B.	449 15
Brown, Miss J. F.	419 40
Brown, Miss A.	362 93

Carried forward \$10,917 06 \$14,056 54

<i>Brought forward</i>		\$ 10917 06	\$14,056 54
Brown, Miss L.	.. .. .	121 66	
Buik, Miss M.	.. .. .	600 00	
Byfield, Mr. E.	.. .. .	747 16	
Cameron, Miss A. I.	.. .. .	550 00	
Campbell, Mr. John	.. .. .	1,100 00	
Campbell, Miss J.	.. .. .	525 00	
Carey Mrs. A.	.. .. .	525 00	
Carlyle, Miss T.	.. .. .	475 00	
Carlyle, Miss J.	.. .. .	427 40	
Carroll, Miss B.	.. .. .	362 93	
Cassidy, Mr. W.	.. .. .	929 98	
Cathcart, Miss C.	.. .. .	425 00	
Chadwick, Miss E. M.	.. .. .	450 00	
Chown, Miss A.	.. .. .	365 00	
Christie, Miss C.	.. .. .	365 00	
Churchill, Miss C. M.	.. .. .	749 98	
Church, Miss R.	.. .. .	385 00	
Clark, Mr. L. J.	.. .. .	1,100 00	
Clark, Mr. H.	.. .. .	683 28	
Clark, Miss E.	.. .. .	366 75	
Clarkson, Miss H.	.. .. .	146 62	
Coad, Mrs. L.	.. .. .	280 88	
Cornor, Miss L.	.. .. .	500 00	
Coupland, Miss A.	.. .. .	385 00	
Coyne, Miss M.	.. .. .	525 00	
Crane, Mr. George	.. .. .	1,000 00	
Cranfield, Mrs. R. A.	.. .. .	365 00	
Cruise Miss J. H.	.. .. .	535 44	
Cullen, Miss A. M.	.. .. .	385 00	
Cullen, Miss A. E.	.. .. .	365 00	
Currie, Miss L.	.. .. .	144 00	
Daw, Miss E.	.. .. .	408 35	
Dawkins, Miss E.	.. .. .	156 00	
Dickenson, Miss L.	.. .. .	431 19	
Doan, Mr. R. W.	.. .. .	1,199 98	
Dunn, Miss O.	.. .. .	741 46	
Dutton, Miss B.	.. .. .	365 00	
Eadie, Miss A.	.. .. .	355 95	
Eadie, Miss C.	.. .. .	360 86	
Eadie, Miss J.	.. .. .	375 51	
Emery, Miss M.	.. .. .	425 00	
Featherstonhaugh, Miss M..	.. .. .	424 20	
<i>Carried forward</i>		\$32,116 64	\$14,056 54

FINANCIAL STATEMENTS.

18.

<i>Brought forward</i>	..	..	..	\$32,116 64	\$14,056 54
Fell, Miss A.	..	..	..	395 03	
Fortune, Miss M.	..	..	..	369 97	
Foulds, Miss L.	..	..	..	454 20	
Fraser, Miss H.	..	..	..	380 68	
Fraser, Miss J.	..	..	..	365 00	
Freeman, Miss A.	..	..	..	474 11	
Garvin, Mrs. R.	..	..	..	205 35	
Gellatley, Miss L.	..	..	..	449 15	
Gill, Mr. M.	..	..	..	1,095 82	
Gillin, Miss E.	..	..	..	650 00	
Gladish, Miss L. G.	..	..	..	242 59	
Glassford, Miss M. E.	..	..	..	385 00	
Gray, Miss A. A.	..	..	..	498 11	
Gray, Miss C. M.	..	..	..	504 10	
Gray, Miss E. R.	..	..	..	459 00	
Gray, Miss C.	..	..	..	365 00	
Gray, Miss J.	..	..	..	365 00	
Gray, Mrs. J.	..	..	..	348 44	
Green, Mrs. E. A.	..	..	..	509 00	
Gregg, Mrs. M.	..	..	..	469 63	
Greer, Mrs. J.	..	..	..	425 00	
Gunn, Miss J.	..	..	..	492 44	
Gunn, Miss M.	..	..	..	496 22	
Hamilton, Miss S.	..	..	..	575 00	
Hamilton, Miss S. M.	..	..	..	550 00	
Hagarty, Miss S.	..	..	..	454 58	
Hardy, Miss K. A.	..	..	..	382 08	
Harney Miss E. N.	..	..	..	425 00	
Harvey, Miss	..	..	..	10 00	
Hendry, Mr. W. J.	..	..	..	1,100 00	
Hendry, Mr. A.	..	..	..	998 11	
Henry, Miss P.	..	..	..	262 67	
Hodgson, Miss N.	..	..	..	316 64	
Hodgson, Miss A.	..	..	..	364 31	
Holterman, Miss C. M.	..	..	..	361 55	
How, Miss H.	..	..	..	550 00	
Hunter, Miss M. J.	..	..	..	475 00	
Hutchenson, Miss M. M.	..	..	..	365 00	
Isle, Miss I.	..	..	..	365 00	
Jackson, Miss C.	..	..	..	472 33	
Johnston, Miss H.	..	..	..	384 27	
Johnston, Miss N.	..	..	..	365 00	
<i>Carried forward</i>	..	..	..	\$51,274 02	\$14,056 54

<i>Brought forward</i>	..	..	..	\$ 51,274 02	\$14,056 54
Johnston, Miss M. L.	..	..	..	365 00	
Jones, Miss H. M.	..	..	..	365 00	
Kennedy, Miss E.	..	..	..	441 66	
Kennedy, Miss Emma	..	..	..	525 00	
Keown, Miss M. J.	..	..	..	600 00	
Kessack, Miss E.	..	..	..	475 00	
Kettles, Miss M. E.	..	..	..	368 30	
Kellock, Miss A.	..	..	..	550 00	
Laidlaw, Miss H. B.	..	..	..	394 30	
Lanskail, Miss H. J.	..	..	..	424 20	
Langlois, Miss, G.	..	..	..	385 00	
Langton, Miss E.	..	..	..	326 64	
Leadley, Mrs. L.	..	..	..	525 00	
Lewis, Mr. R.	..	..	..	1199 38	
Lewis, Miss K.	..	..	..	15 00	
Lilly, Mrs. L.	..	..	..	475 00	
Lumsden, Miss L.	..	..	..	466 95	
Llwyd, Mrs. E.	..	..	..	425 00	
Lawson, Miss C.	..	..	..	156 00	
McAdam, Miss E.	..	..	..	383 54	
McAllister, Mr. S.	..	..	..	1200 00	
McBrien, Mrs. J. A.	..	..	..	475 00	
McCally, Miss M. J.	..	..	..	450 00	
McCreight, Miss S.	..	..	..	550 00	
McCreight, Miss E.	..	..	..	381 00	
Macdonald, Mr. A. F.	..	..	..	1200 00	
McDonald, Mrs. M. A.	..	..	..	499 98	
McCuaig, Mrs. M.	..	..	..	475 02	
McFarlane, Mrs. B.	..	..	..	362 24	
McPaul, Miss L.	..	..	..	365 00	
McGregor, Mrs. K.	..	..	..	385 00	
McIntyre, Miss A.	..	..	..	450 00	
McKenzie, Miss S.	..	..	..	477 41	
McKee, Miss A.	..	..	..	425 00	
McKee, Miss F.	..	..	..	437 45	
McKim, Miss I. F.	..	..	..	385 00	
McMain, Mr. C. S.	..	..	..	700 00	
McTaggart, Miss E.	..	..	..	123 06	
Marean, Miss A.	..	..	..	450 00	
Mark, Miss J.	..	..	..	425 00	
Martin, Miss R. T.	..	..	..	1000 00	
Martin, Miss F.	..	..	..	450 00	
<i>Carried forward</i>	..	..	..	\$71,810 15	\$14,056 54

<i>Brought forward</i>	..	..	..	..	\$71,810 15	\$14,056 54
Martin, Miss A. S.	..	..	..	..	425 00	
Martin, Miss M.	..	..	..	..	362 93	
McMillan, Mr. A.	..	..	..	..	747 16	
Mearns, Miss B.	..	..	..	..	499 06	
Miller, Mrs. E. A.	..	..	..	..	416 60	
Milne, Miss M.	..	..	..	..	450 00	
Milne, Miss J.	..	..	..	..	395 01	
Monahan, Mrs. G.	..	..	..	..	388 56	
Morrisou, Mr. A.	..	..	..	..	998 11	
Muir, Mrs. J.	..	..	..	..	385 00	
Muir, Mr. Alex.	..	..	..	..	616 68	
Mullen, Miss M.	..	..	..	..	450 00	
Myers, Miss A.	..	..	..	..	363 62	
Niven, Miss J.	..	..	..	..	385 00	
Niven, Miss C.	..	..	..	..	365 00	
Nudel, Miss I.	..	..	..	..	440 65	
Nudel, Miss B.	..	..	..	..	144 00	
O'Brien, Mr. L. R.	..	..	..	..	700 00	
Parker, Mr. T.	..	..	..	..	929 56	
Palmer, Miss L.	..	..	..	..	355 34	
Payne, Miss L.	..	..	..	..	446 60	
Perrin, Mr. A. P.	..	..	..	..	800 00	
Phillips, Mr. Jno.	..	..	..	..	741 48	
Pidgeon, Miss M.	..	..	..	..	362 24	
Polley, Mrs. A.	..	..	..	..	362 93	
Powell, Mr. G. K.	..	..	..	..	1,000 00	
Purdie, Miss R. E.	..	..	..	..	385 00	
Pyne, Mr. A. R.	..	..	..	..	1,000 00	
Riches, Mrs. G. S.	..	..	..	..	749 98	
Robertson, Miss M.	..	..	..	..	362 24	
Rogers, Miss J.	..	..	..	..	541 68	
Ross, Miss H.	..	..	..	..	365 00	
Ross, Miss I.	..	..	..	..	365 00	
Ruddy, Miss E. F.	..	..	..	..	123 06	
Sams, Miss E. Y.	..	..	..	..	475 00	
Sanders, Miss M.	..	..	..	..	368 94	
Sanders, Miss A. H.	..	..	..	..	123 06	
Sanderson, Miss A.	..	..	..	..	450 00	
Sanderson, Miss C. E.	..	..	..	..	365 00	
Scarlett, Miss K.	..	..	..	..	537 73	
Scobie, Miss S. E. A.	..	..	..	..	401 70	
Sefton, Miss M. E.	..	..	..	..	475 00	
					<u>\$92,429 09</u>	
<i>Carried forward</i>	..	..	..	..		\$ 14,056 54

<i>Brought forward</i>	\$92,429 09	\$14,056 54
Sefton, Miss A. M.	450 00	
Semple, Miss J.	425 00	
Sheppard, Miss M. G.	383 54	
Sheppard, Miss Mary	365 00	
Shier, Miss M. B.	385 00	
Sims, Miss A.	475 00	
Sims, Miss F.	425 35	
Sims, Miss E.	382 08	
Slater, Miss L.	441 50	
Slater, Mr. J. T.	900 00	
Smith Miss M. B.	475 00	
Smith, Miss S.	385 00	
Smyth, Miss J.	500 00	
Smyth, Miss M.	425 00	
Sneath, Miss F. E.	121 68	
Spence, Miss M. F.	438 95	
Spence, Miss Maggie	450 00	
Spotton, Miss C. E.	575 00	
Stevenson, Mrs. K.	550 00	
Steward, Mrs. M.	450 00	
Stevens, Mr. E. A.	800 00	
Starrette, Miss L. M.	60 83	
Sturrock, Miss E. C.	450 00	
Sturrock, Miss M.	367 90	
Sykes, Miss C.	550 00	
Taylor, Miss S. L.	449 15	
Tector, Miss L.	163 14	
Thompson, Miss R.	550 00	
Thompson, Miss F.	473 21	
Thorold, Mrs. A.	425 00	
Tomlinson, Miss S.	385 00	
Tomlinson, Miss M.	385 00	
Walker, Miss M. L.	30 41	
Wallace, Miss J. M.	385 00	
Warburton, Mrs. G. C.	407 40	
Warner, Miss M. J.	365 00	
Waterson, Miss A. T.	425 00	
Watson, Miss C. J.	475 00	
Watson, Mr. J.	900 00	
Westman, Miss M. A.	475 00	
White, Miss M.	400 33	
Williams, Miss E. A.	650 00	
	<u>\$ 111,004 56</u>	
<i>Carried forward</i>		\$ 14,056 54

FINANCIAL STATEMENTS.

17

<i>Brought forward</i>	..	..	..	..	\$111,004 56	\$14,056 54
Williams, E. C.	..	..	..	..	365 00	
Wilson, Miss A.	..	..	..	..	365 00	
Woods, Miss M.	..	..	..	..	525 00	
Woolley, Miss N.	..	..	..	..	385 00	
Woolley, Miss L.	..	..	..	..	288 97	
Worth, Miss M.	..	..	..	..	575 00	
Young, Miss M.	..	..	..	..	273 00	
Young, Miss M. D.	..	..	..	..	366 61	
Young, Miss L.,	..	..	..	..	365 00	
Ocasional Teachers,	..	..	..	..	2,151 00	
						<u>\$116,664 14</u>
Total of Item No. 3	..	..	..	..		\$130,720 68

APPENDIX D.

*Statement in Detail of Expenditure for New Furniture, etc.
for Schools, from Messrs. R. Hay & Co., as given in Item
No. 4.*

Church Street School—New York Grammar Desks	..	..	\$	275 20
George " " " " " "	..	..		137 60
" " " Teacher's Table	..	..		6 00
Parliament " " New York Grammar Desks	..	..		137 06
" " " Toronto Junior Desks	..	..		104 40
Park School—New York Grammar Desks	..	..		137 60
" " " Chairs	..	..		3 60
York Street School—New York Grammar Desks	..	..		129 00
" " " Chairs	..	..		3 60
Dewson Street School—Toronto Junior Desks	..	..		46 40
" " " St. Louis Primary Desks	..	..		37 00
" " " Teacher's Desk	..	..		10 25
Louisa Street School—St. Louis Primary Desks	..	..		20 35
" " " Tables	..	..		9 50
" " " Cupboard	..	..		5 50
" " " Chairs	..	..		3 18
Bathurst " " Teacher's Desk	..	..		10 25
" " " Table	..	..		6 00
" " " Chairs	..	..		2 70
Palace " " Teacher's Table	..	..		6 00
<i>Carried forward</i>	..	..	..	<u>\$1,091 73</u>

PALACE STREET SCHOOL.

<i>Brought forward</i>	.. .. .	\$1,091 73
Palace Street School, Chairs	.. .. .	1 80
Bolton " " Table	.. .. .	3 50
Recovering Tables in Board Room	.. .. .	10 75
Presses for Schools	.. .. .	97 50
Ink Wells	.. .. .	17 28
Wooden Guns	.. .. .	35 75
Repairing and Moving Furniture in Sundry Schools	.. .. .	71 80
Total of Item No. 4	.. .. .	\$1,330 11

APPENDIX E.

Statement of Expenditure for Fuel for all the Schools, Board Room and Offices, during 1885, as given in Item No. 5, in General Statement.

Wm. McGill & Co., Wood	.. .. .	\$ 4,877 00
J. R. Bailey & Co., Coal.	.. .. .	2,121 84
W. Moulton, Measuring & Inspecting Wood	.. .. .	84 00
Sundry Persons Cutting Wood at all the Schools	.. .. .	1,471 12
Total of Item No. 5	.. .. .	\$ 8,553 96

APPENDIX F.

Statement of Expenditure for Premiums on Insurance paid during 1885, &c.

Northern Insurance Company	.. .. .	\$112 00
Western " "	.. .. .	105 37
British America " "	.. .. .	73 60
Norwich Union " "	.. .. .	62 40
London Liverpool and Globe Insurance Company	.. .. .	49 60
Guardian Insurance Company	.. .. .	48 00
North, British " "	.. .. .	55 00
Imperial " "	.. .. .	14 38
Royal " "	.. .. .	9 60
Total of Item No. 6	.. .. .	\$529 95

APPENDIX G.

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

James Bain & Son, General School Supplies, Stationery, &c.,	\$1,008 62
C. M. Taylor & Co., Prize Books.	497 87
Leslie & Co., Drawing Models	180 00
Alexander, Clare & Cable, Honor Certificates &c.	250 00
Model Printing Co., Printing of Minutes, Reports, Posters, Examination Papers, &c.,	340 20
J. M. Maude, Ink for Schools	213 87
Canada Publishing Co., Head Lines	233 00
Rice Lewis & Son, Bells, &c., for New School Buildings,	157 33
W. C. Campbell, Card Board Maps	53 36
Muckle Bros., Evaporators and Tin Cups	40 30
C. Roddy, Balance of Contract for Printing Minutes for 1884	138 45
<i>Globe</i> , Advertising	69 45
<i>Mail</i> , "	68 25
<i>Telegram</i> , "	48 50
<i>World</i> , "	48 50
<i>News</i> , "	47 00
<i>Sentinel</i> , "	16 50
Canadian Window Shade Co., Blinds	147 38
S. B. Windrum, New Clocks and Regulating and Cleaning Old Ones	54 50
Chas. Carnegie & Co., New Clocks and Regulating and Cleaning Old Ones	23 00
Aikenhead & Crombie, Hardware &c.,	28 13
J. W. Oram, Repairs and Supplies	16 80
Hack Hire for Committee at Sundry Times	22 25
D. Casler, Snow Shovels \$16.80 J. L. Bird do \$8.75	25 55
C. Boeckh & Sons, Step-ladder's \$10.80; W. Triscoe, Wheel- barrows \$12.00	22 80
R. Guthy, Flowers, \$15; J. Stephen, \$7; W. H. Smith, \$5.	27 00
C. R. Woodland, Refilling Printograms	15 00
C. R. Woodland, Sundry Supplies	11 50
Novelty Works, Blinds for Inspector's Office	7 75
R. Robinson, Oxalic Acid, \$9.00; Paterson & Son, Hardware \$5.65	14 65
John Kay, Relaying Carpets in Board Room	8 25
<i>Carried forward</i>	\$3,885 76

<i>Brought forward</i>	\$3,885 76
Kenyon, Tingley & Stewart, Stamp	6 00
Selby & Co., Stationery, \$2.88; T. McMullen, Crockery, \$3.50	6 38
Westman & Baker, Repairs to Copying Press \$2; G. Kelsey Models \$3.25	5 25
Gutta Percha Co., Rubber Straps, \$2.40; J. Wright & Co., Chemicals, \$3.96	6 36
Map and School Supply Co., Supplies	4 83
J. Foster, Repairs to Electric Pen	3 50
J. A. Simmers, Clover Seed, \$1; W. Hand, Glass, \$1.25	2 25
Sundry Small Items	2 25
Total of Item No. 7	\$3,872 58

APPENDIX H.

Statement of Expenditure on Night Schools paid during 1885, as given in one sum in Item No. 8, in General Statement.

Salaries of Teachers	\$ 2,114 25
Salaries of Caretakers	322 00
Gas Account	114 80
James Bain & Son, Prize Books	57 47
H. Jackman & Co., Bill Posting	17 25
G. & J. Murray, Supplies	13 55
J. R. Lee, Coal Oil	7 88
J. W. Oram, Supplies	8 00
Cab Hire, Visiting Night Schools at Various Times	24 75
J. Atkinson, Coal Oil, etc.	3 56
H. Keely, " " " "	3 30
J. Sloan, Supplies	1 00
Total of Item No. 8.	\$ 2,687 81

APPENDIX I.

Statement in detail of Miscellaneous Expenditure as given in one sum in Item No. 9, in Annual General Statement.

Trustees' Election—Retiring Officers' Fees, Polling Booths, etc.	\$ 323 60
<i>Carried forward</i>	\$323 60

<i>Brought forward</i>	\$323 60
W. B. McMurrich, Solicitor's Fees	258 58
J. L. Hughes, Fees as Examiner, Collegiate Institute ..	125 00
E. W. Schuch, Services as Musical Instructor	180 00
Expenses in Connection with Annual Games and Procession..	218 07
James Anderson, Bonus on Retiring from the Service ..	333 35
J. L. Hughes, Bonus for Extra Service	100 00
W. C. Wilkinson, Bonus for Extra Service	100 00
H. Clarke, Bonus for Extra Service	25 00
Mrs. Woods, Rent of House for School Purposes on Hamilton Street	144 00
R. Rattlege, Rent of House for School Purposes on Bolton Street	100 00
Bell Telephone Company	50 88
H. Pellatt, Rent of Horticultural Pavilion	100 00
Deficit in Connection with Annual Concert	54 16
Miss C. Shaw, Engrossing Resolution to Mr. F. Johnston ..	25 00
Sargeant-Major Moulton, Services as Drill Instructor ..	47 75
H. A. Schomberg, Repairing Damage done by fire to Furniture at Wellesley School	40 00
Gas, &c., for Board Room and Office	16 73
Expressage, \$32.30; P. O. Box, \$4.00	36 30
Inspector's Postage, \$21.73; Secretary's Postage \$31.50 ..	53 23
Hack Hire at Sundry Times, \$22; S. Taylor, Caretaking .. \$1.50	23 50
Street Car Tickets, \$13; City Directory \$3	16 00
C. R. Woodland, Sundries, \$10; W. R. Watson, Telephone Trumpet, \$5	15 00
Wire Mat Co., Mat, \$6.50; G. Stag, Reward \$5	11 50
Clerical Work, Copying Plans, &c.	10 00
Expenses of Inspector and Secretary, to Detroit	22 00
J. T. Thompson, Drill Inspector, Car Tickets	15 00
C. B. Robinson, Reference Book, \$4.00; R. J. Hovenden, Banner Pole, 2.00	6 00
Thomas Wild, Ground Rent, Leslie Street School	3 60
Sundry Small Items	5 75
Total of Item No. 9	\$ 2,460 00

SECRETARY - TREASURER'S VALUATION OF SCHOOL PROPERTY.

*Secretary-Treasurer's Statement of the Estimated Value of the
School Premises, Sites, Buildings, Furniture, etc., Belonging to
the Public School Board of the City of Toronto, on the 31st
December, 1885.*

SCHOOLS.	SITES.	BUILDINGS.	TOTAL.
Park.....	\$ 3,000	\$ 9,000	\$12,000
Parliament Street.....	5,700	10,500	16,200
Winchester ".....	6,000	13,000	19,000
Rose Avenue.....	6,500	9,000	15,500
Dufferin.....	8,000	21,000	29,000
George Street.....	3,500	10,500	14,000
Palace ".....	1,500	6,000	7,500
Eastern Avenue.....	1,000	3,000	4,000
Victoria Street.....	6,000	19,000	25,000
Church ".....	5,000	14,000	19,000
John ".....	4,000	15,000	19,000
York ".....	5,500	14,500	20,000
Niagara ".....	5,000	17,000	22,000
Brant ".....	3,000	8,500	11,500
Louisa ".....	3,500	12,500	16,000
Elizabeth ".....	3,000	10,000	13,000
Wellesley ".....	10,000	33,000	43,000
Phoebe ".....	4,000	16,000	20,000
Ryerson.....	7,000	23,000	30,000
Bathurst Street.....	4,000	12,500	16,500
Borden ".....	2,000	13,000	15,000
Givens' ".....	2,200	14,000	16,200
Hope ".....	2,500	16,000	18,500
Jesse Ketchum.....	6,300	21,500	27,800
Cottingham Street.....	2,000	5,000	7,000
Dewson Street.....	2,500	8,000	10,500
Mabel ".....	2,000	3,000	5,000
Howard ".....	500	900	1,400
Leslie ".....	200	1,200	1,400
Bolton Avenue.....	3,400	17,500	20,900
Morse Street.....	1,600	9,500	11,100
	\$120,400	\$386,600	\$507,000
Furniture, School Apparatus, etc., say.....			33,000

Total Estimated Value of School Property.....\$540,000

Certified,

W. C. WILKINSON,

Secretary-Treasurer, P. S. B.

Toronto, Jan. 31st, 1886.