

ANNUAL REPORT

OF THE

INSPECTOR

OF THE

Public Schools

OF THE

CITY OF TORONTO,

FOR THE

YEAR ENDING DECEMBER 31st, 1879.

TORONTO:

PATTERSON & Co., STEAM PRINTERS, 48 KING STREET EAST.

1880.

18791

Public School Board.

1879.

Ward of St. Lawrence.

	Term expires
THOMAS DAVISON, Esq.	Dec. 1879
JAMES BURNS, Esq.	Dec. 1880

Ward of St. David.

E. P. RODEN, Esq.	Dec. 1879
EDWARD GALLEY, Esq.	Dec. 1880

Ward of St. Thomas.

HENRY SWAN, Esq.	Dec. 1879
J. A. MILLS, Esq.	Dec. 1880

Ward of St. James.

WALTER S. LEE, Esq.	Dec. 1879
JAMES BAIN, Esq.	Dec. 1880

Ward of St. John.

JOHN KENT, Esq.	Dec. 1879
E. P. PEARSON, Esq.	Dec. 1880

Ward of St. Andrew.

W. H. KNOWLTON, Esq.	Dec. 1879
GEORGE WRIGHT, Esq., M.A., M.B.,	Dec. 1880

Ward of St. George.

W. CAMPBELL, Esq.	Dec. 1879
GEORGE McMURRICH, Esq.	Dec. 1880

Ward of St. Patrick.

W. W. OGDEN, Esq., M.B.	Dec. 1879
W. MARA, Esq.	Dec. 1880

Ward of St. Stephen.

WILLIAM BELL, Esq.	Dec. 1879
FOLLIS JOHNSTON, Esq.	Dec. 1880

Organization of the Board.

Chairman.

GEORGE WRIGHT, Esq., M.A., M.B.

Standing Committees.

I.—On Finance, Assessment and Salaries.

MESSRS. KNOWLTON, (*Chairman*,) LEE AND DAVISON.

II.—On School Management.

MR. BAIN, (*Chairman*,) DR. OGDEN, AND MESSRS. CAMPBELL,
RODEN AND SWAN.

III.—On Sites and Buildings.

MESSRS. GALLEY, (*Chairman*,) BURNS, BELL AND KENT.

IV.—On Printing and Supplies.

MESSRS. MARA, (*Chairman*,) JOHNSTON AND MILLS.

V.—On Industrial Schools.

MESSRS. PEARSON, (*Chairman*,) McMURRICH AND DR. OGDEN.

Officers of the Board.

SCHOOL INSPECTOR,	- -	JAMES HUGHES, Esq.
SECRETARY,	- - - -	W. C. WILKINSON, Esq.
SOLICITOR,	- - - -	W. B. McMURRICH, Esq., M.A.
TRUANT OFFICER,	- - -	JOHN T. THOMPSON, Esq.
AUDITOR,	- - - -	WILLIAM ANDERSON, Esq.

Inspector's Annual 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-first Annual Report of the Schools under your charge.

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

ATTENDANCE.

The total number of pupils registered during the year was 12,075.

The average daily attendance was 8,144. Last year it was 7,467.

538 pupils attended school less than 20 days.					
1152	"	"	"	between 20 and 50 days.	
2254	"	"	"	"	50 " 100 "
2032	"	"	"	"	100 " 150 "
4736	"	"	"	"	150 " 200 "
1433	"	"	"	"	200 " 203 "

The number who attended school for over 100 days is 8,201.

To show that the Attendance has been much improved during the year, it is only necessary to state that the Average Daily Attendance increased from 7,467 in 1878 to 8,144 in 1879.

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 8,910. This shows an increase compared with last year of 634. (See Table A.)

The average of Monthly Average Numbers was 8,070. This shows an increase of 596 when compared with the corresponding number of last year. (See Table B.)

The average of Monthly Averages was 90.6 per cent. of the average of Monthly Registered Numbers. It was 90.3 last year, 89.7 in 1877, 86.3 in 1876, 83.4 in 1875, and 80.8 in 1874.

The best average for any month of the year was 93, the average for July.

The worst average was 89, the average for April.

The largest number was registered in October, and the smallest number in July. The attendance in July was one thousand less than in any other month.

ABSENTEEISM.

Steady and decided progress continues to be made in checking this greatest of evils in our schools. The number of days lost by absence in 1879 was 106,818 less than in 1874. These numbers

do not, however, show the actual improvement made, as the number of pupils in attendance in 1879 was much larger than in 1874, the average attendance having increased from 4,814 to 8,144, consequently the number of absentees should be proportionately greater. The most correct idea of the improvement made can be obtained by comparing the number of days lost each year by each pupil, taking the average attendance as the basis of calculation. The numbers of days thus lost were as follows :

1874	57 days.
1879	18 days.

Notwithstanding this encouraging change, however, irregularity of attendance is still one of the greatest obstacles in the way of the general advancement of the pupils of our schools, and it will require persistent and united effort on the part of all parties concerned to reduce it to reasonable limits.

There are still some parents who are disposed to keep their children at home occasionally for trivial reasons, and who think they have a right to do so. This, of course, is a mistake on their part. Public Schools which are graded are greatly injured by irregularity of attendance. The irregular pupils not only lose the lessons taught during their absence, but they interfere with the progress of the rest of the class on their return. This fact renders it necessary that Public School Boards shall have authority to compel parents to send their children regularly, if at all. This clause of the School Regulations is the most important of all the compulsory clauses. (See Table C.)

LATENESS.

The improvement in the *punctuality* has been even greater than in the *regularity* of attendance. Although the daily attendance

was largely in excess of previous years, the lateness was reduced, even when compared with 1878

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

Date.	Average Attendance.	Cases of Lateness.
1874.....	4,814	69,456
1875.....	6,386	65,364
1876.....	5,976	31,476
1877.....	6,860	15,272
1878.....	7,467	7,474
1879.....	8,144	6,615

(See Table D.)

Our Lateness now amounts to less than one case per annum for each pupil in average attendance, or about one case for every two pupils registered.

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 their 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 shall be awarded to such pupils as have conformed to the above conditions for two consecutive sessions.

The Second Honor Certificates shall be awarded to such pupils

as have conformed to the said rules for one session during the current year.

The following statement shows the number of Certificates given in the various schools at the close of 1879 :

SCHOOLS.	FIRST HONOR.	SECOND HONOR	TOTAL.
Dufferin	121	142	263
Wellesley	218	316	534
Ryerson	133	199	332
Phoebe Street	136	208	344
John "	128	154	282
Park	71	90	161
Winchester Street	83	151	234
Victoria "	85	119	202
Niagara "	69	98	163
Louisa "	45	86	131
Parliament "	64	77	141
Church "	59	89	148
George "	81	77	158
Bathurst "	73	123	196
Palace "	23	45	68
Elizabeth "	59	64	123
York "	18	18	36
Givins "	54	39	93
Borden "	24	34	58
Leslieville	10	10	20
Markham Street	12	15	27
Total.....	1566	2154	3714

One misconduct mark per week has been allowed heretofore, without invalidating the claim for a Certificate. It is worthy of consideration whether this is not too great a latitude to allow.

TEACHERS.

There were 148 teachers in the employ of the Board at the close of the year, exclusive of special teachers in Music and Drawing. There are 22 male and 126 female teachers employed. They hold Certificates as follows :

First Class Provincial	46
First Class County Board	18
Second Class Provincial	84

SCHOOL ACCOMMODATION.

Twenty-four School buildings were used by the Board for School purposes during the year.

Eight teachers were added to the Staff during the year. This reduces the number in charge of each teacher nearly to the legal limit, except in the lowest four grades. In most of these, and especially in the 10th Divisions, the numbers are still far greater than they should be. It is not necessary to erect large schools to meet the present requirements. Two or three Primary Schools are urgently needed, however. Owing to the rapidly increasing number of advanced pupils in our Schools, Wellesley School should as soon as possible be set apart exclusively for the higher grades, as the Dufferin and Ryerson Schools have been. Both teachers and pupils suffer much inconvenience from the present defective classification in some of the departments of this school. The First and Second Book Classes should be removed from Wellesley School at an early day; or increased accommodation provided for them by the enlargement of the present building. There is no valid objection to the latter course. The building is conveniently situated for the district whose requirements it is intended to meet; to avoid crowding in the yard the recesses for junior and senior pupils could be given at different times, and the accommodation could be provided by enlargement more cheaply than by building on a new lot.

There is urgent need of a new school house in the neighborhood of the rented building now used for School purposes on Markham Street. Such a building would accommodate the pupils

attending Markham Street, and relieve the Bathurst and Niagara Street Schools.

Phœbe Street School is very much overcrowded, and I would recommend the erection of a Primary School near the corner of Huron and Cecil Streets. This would relieve Wellesley, Bathurst and Elizabeth Street Schools, as well as Phœbe Street. It might also postpone the enlargement of Borden Street School, which must be increased in size at an early date unless extra accommodation be provided in some other way for the north-western portion of the city.

FURNITURE AND APPARATUS.

The furniture is excellent in all but the Primary Classes. All the Divisions in the city are now provided with desks except those of the 10th grade. For the 10th Divisions I strongly recommend the Cornell Settees (St. Louis Primary), manufactured by R. Hay & Co. They are quite as good as desks for pupils who do not write in books, and they cost only one half as much. The 10th Division in Wellesley School is already seated with them, and they give great satisfaction.

The most pressing needs in the apparatus department are one Globe for each School and a small cupboard in several of the class rooms to contain the movable School property. Teachers are by law responsible for the School property, and it is only fair that they should be supplied with the means of securing it. I would also recommend that tuning forks or pitch pipes be supplied for the use of teachers during the Music lessons.

Tellurians were supplied during the year for the three Advanced Schools.

The blackboards throughout the city are, with a few exceptions, in excellent condition.

Before the grading of the Schools two complete sets of Maps were provided for each School. When the Advanced Classes were centralized, only a few Maps were required in each of the Primary and Intermediate Schools. Those not needed have been collected during the past year, and they will form a stock which will be sufficient to meet the demand in the higher class for many years.

CLASSIFICATION.

The pupils in the Schools are classified into ten grades. This makes the progressive steps in the advancement of a child comparatively easy. The most encouraging fact in this connection is that the number of pupils above the Second Book continues to increase. It is to be regretted that in the highest Divisions of boys the numbers are small. During the year two additional Third Book and two Fourth Book Classes were opened.

PRIMARY TEACHERS' CLASSES.

I have frequently reported that the teaching done in our Primary Classes was not of a satisfactory character. In doing so, I do not wish to be understood to charge the teachers of those Classes either with lack of zeal or of intelligence. The Classes are too large to be taught successfully, and the teachers, although Normal trained, have not uniformity of method, or in some instances a clearly defined method at all.

To remedy these defects, I respectfully repeat my suggestions made last year :

1. *The introduction of Kindergarten methods into our Primary Division.* St. Louis has now fifty-two of these Public Kin-

dergartens in most satisfactory operation. Sir Charles Reed, Chairman of the Public School Board of London, England, says, "The Kindergarten is an *essential part of our School system.*"

It must ultimately become a part of our system, and I trust it may be soon.

2. *Regular Weekly or Bi-Monthly Meetings of the Teachers* in the Primary Divisions for instruction in the best methods of teaching, and for special practice in Drawing and Music. These meetings have been held during the past year for instruction in Music with most satisfactory results.
3. *The establishment of a City Model School for training our own Teachers.*

Cities should be allowed to have Model Schools separate from counties if they so desire. The cities of Ontario are increasing in number and extent so rapidly that the time has arrived when their special needs will have to receive attention. Not only should they have separate Model Schools, but their Model Schools should be conducted under special regulations. The duties of a teacher in a graded city school are essentially different from those of a teacher in a rural district. To be fitted for the proper performance of her duty she requires a very different training. A young lady who intends to teach in a city school can learn her duties and how to perform them in no place so well as in the schools of the city in which she is to teach. The law at present does not recognize Local Examining Boards for cities, nor is it necessary that it should do so. There are in every city more students who pass the Intermediate Examination than there are vacancies in the staff of teachers. Why then should an Examining Board be appointed to manufacture a large supply of Third

Class teachers annually? Every pupil in a city can attain with ease the non-professional standing required for Second Class teachers before she is old enough to receive a legal certificate to teach. City Model Schools should therefore train only those who have already passed the non-professional Second Class Examination.

PRIZE GIVING.

Prizes were given as usual at the close of the first session in July. In the highest four divisions they were given as the result of the combined examination. (See report of the combined examination). In the classes below the fourth book, the prizes were given on the joint basis of sessional records, and examination results. The Board presented prizes in books to the value of \$338.37.

In addition to the above, twelve scholarships were presented by the Board of Trustees of the Collegiate Institute, and two medals, one gold, and one silver, by Mr. John McDonald. These medals and scholarships were given for general proficiency. A medal was also given by the Inspector for the best original design. Mr. John Hallam has offered for competition, at the next combined examination, one gold and one silver medal, for proficiency in Canadian History and Geography. The Jesse Ketchum prizes were distributed in December, by Rev. Septimus Jones, Rev. John M. Cameron, Hon. John McMurrich, and Mr. C. A. Morse. These gentlemen visited the various schools, and delivered very useful and interesting addresses to the pupils before giving the prizes. This annual visitation is regarded with great interest by both teachers and pupils. 336 books were presented this year.

DRAWING.

The progress made in this subject has been more marked than

in any other. This is to be accounted for by the increased interest which the regular teachers have been led to take in the subject. Industrial drawing, with a large amount of original designing, forms the basis of the teaching done. When the pupils who receive a proper training in this subject, in the junior classes, reach the highest divisions there is no doubt that the practical results arising from its teaching will be more distinctly seen. Even now, however, they are remarkably encouraging.

I regard inventive drawing, as one of the most important subjects taught in the junior classes of our schools. Its educational advantages are :

1. Original designing or inventive drawing can be taught to a child earlier than any other school subject.

2. It serves the most important purpose of convincing a child that he is a being possessed of original power ; that he need not be a mere imitator of others in any of the walks of life. In this respect it is of more use than all the other subjects of the school programme combined.

3. The advancement made by pupils in this subject is more uniformly satisfactory than in any other.

4. Notwithstanding this uniformity of progress this subject affords the fullest opportunity for the development of great natural aptitude.

Its utility is apparent from the following considerations:—

1. It is the only school subject that gives an industrial training to boys.

2. It gives expression to a large number of valuable ideas that could not be made clear in any other way.

3. It makes every mechanic a better workman, by training the hand to act in harmony with the eye, and by enabling him to make his own designs, or to draw accurately the patterns applied by others. The carpenter, for instance, who can draw the shape of a moulding or a scroll which he has to make, rises rapidly over those of his fellow-workmen who are unable to do so.

4. It helps to form a most desirable class of skilled workmen, who are not mere slaves of the machines they use, but whose minds can design and whose hands can execute work impossible to be made by machinery.

5. It adds immensely to the value of manufactured products, and thus to a very large extent increases the wealth and material prosperity of a country. An earthenware vessel is increased in cost more than a hundred per cent. by a few strokes of a decorator's brush, given in a couple of minutes. A piece of board worth only a few cents may be raised in price to as many dollars in the hands of a skilled workman.

6. If taught in every school it would, without adding to the expense of living, transform thousands of untidy homes into the abodes of taste and simple elegance.

The following letter from Mr. L. R. O'Brien, President of the Canadian Academy of Art, was written to one of the daily papers, after a visit to a few of our schools, in company with some of the teachers in the Ontario School of Art, to see the results of the teaching done in the subject of drawing. It is inserted as giving a professional estimate of the importance of the subject, and especially of the success following its teaching by regular teachers.

(To the Editor of The Globe.)

SIR,—A short time ago I was invited, with Messrs. Baigent and Matthews, Members of the Ontario Society of Arts, by Mr. Hughes,

Inspector of Public Schools in Toronto, to visit some of the schools and see the progress made by the pupils in drawing since the classes for industrial drawing were introduced, less than a year ago, and I have been requested to state through your columns what we saw. We were accompanied by Mr. Bain, a member of the School Board, and we visited the Ryerson, Wellesley, and Dufferin Schools, seeing the different classes of boys and girls in each.

The same course is pursued in all the schools, and as all the classes young and old, began drawing at the same time, what is said of one class will at present apply to all. In another year, when those who have commenced to draw in the junior class continue in the senior ones, we shall be better able to judge of their progress.

Not very much time is given to drawing. One regular teacher of drawing is employed, who gives a lesson of fifteen minutes once a week to each class, putting the subject for the week upon the black-board. This is continued by the ordinary teacher, under whose direction fifteen minutes every day is appropriated for drawing. The system adopted is in the main that used in the Public Schools of Massachusetts; the copies and text books are the ones used there, and are all admirable in their way.

The object principally aimed at, while training the hands and the eyes of the children, is to teach them to think, and to make them understand that they have, each of them, original inventive faculties, and capacity for original design. The pupils draw first upon slates, and afterwards with pencil upon paper. They begin with lines and geometrical forms, going on with curves, conventional forms of leaves and flowers, and simple ornamental patterns. From the first they are made to repeat the exercises from memory, and encouraged to make original designs, or to vary at pleasure the form given. For instance, the lesson may be a clover leaf, trefoil.

They are asked to arrange this in a continuous pattern, or to fill in a square or circle with it, or make some arrangement of it. The delight that the children take in these exercises, and their ingenuity and taste in this form of design, is wonderful, and a remarkable thing that we observed was that the very young children did as well as the elder ones, all having begun at the same time. This coincides with the published opinion of a distinguished authority upon art education, who gives as his experience that children have a natural faculty for design, which, if not cultivated, becomes dulled and obliterated with advancing years.

The kind of drawing thus happily introduced into the Public Schools of Toronto, while being the best basis for any kind of art has a distinct industrial application. It is better training for after life in any kind of handicraft than anything else they learn at school, except reading, writing and arithmetic, and it is as useful to them as any of these, without interfering with them. It will not be long before the example thus set in the schools of Toronto will be followed all over Canada, and the sooner the better.

One point which has been solved is the question whether ordinary school teachers, who have not learned to draw, can teach drawing. I should have supposed not, but they are doing it with the assistance I have described, and doing it, at least the elementary part, effectually. That they could do it much better if properly taught themselves is undeniable ; but this must be a work of time, even if a Normal Art School were organized at once, as it should be. Meanwhile it is a satisfaction to know that much can be done, and is being done, with the materials that we have.

The Ontario School of Art as offered a scholarship as a prize to the best pupil in drawing of each of the advanced Public Schools of Toronto, and the Council is desirous to do the same with other

schools throughout Ontario that may take up elementary and industrial drawing in the same efficient way.

I may mention one point in which the schools of Toronto now compare favorably with those of my young days. Then school-boys were considered and treated as beings in a state of barbarism, with only one faculty to be cultivated—the memory, and only one instrument of cultivation—the cane. Now boys are treated as civilized beings, or as beings capable of being civilized. The school houses are surrounded with trees, grass and flowers; flowers and birds are in the school rooms, and under their care. In short their better instincts are appealed to, and their higher faculties cultivated. Perhaps eventually boys may even cease to be a nuisance.

I have the honor to be your obedient servant,

L. R. O'BRIEN,

Member of the Council of the Ontario School
of Art, and Vice-President of the Ontario
Society of Artists.

Toronto, June 24th, 1879.

As mentioned in Mr. O'Brien's letter, the Ontario School of Art has granted six scholarships to be competed for annually by the pupils of the highest divisions in our schools. Through the kindness of the Board, I was permitted to give a medal to the pupil who exhibited most ability in original designing.

NEEDLEWORK.

This subject has been systematically introduced into our schools during the past year. It has occupied a place on the time-table for several years, but was not taught in a proper manner. The

time devoted to it was spent by the pupils in doing any kind of fancy work which they chose, no two being necessarily engaged at the same work ; sometimes the teacher merely kept order, neither guiding the pupils as to what they were to do, or how to do it.

In nearly every girls' class now, the pupils do either knitting or plain sewing only. Fancy work is not allowed in any class. In most of the classes the same kind of work is done on the same day ; if one pupil is knitting all knit, if one hems all hem, &c., The teacher can give instruction to a whole class in this subject, as in any other, and having been shown how to use their needles the class is set to work, and the teacher passes around to supervise, and direct as she does in writing and kindred subjects.

A little difficulty has in a few cases been met with, in getting the pupils to bring with them the materials for the lesson in needle work. There is no reason, however, why a pupil should not be provided with the requisites for this lesson, as well as for any other. Pupils must be sent home, if after due notice, and reasonable forbearance on the part of the teacher, they are not supplied with the books necessary for the proper prosecution of their studies. The same rule should apply to needlework. It is not necessary that expense should be incurred in order to provide a child with the essential articles for the lesson in this subject. A needle, some thread, and a strip of cotton, will be amply sufficient for junior classes. In the higher classes pupils can make articles of wearing apparel, and so avoid the purchase of anything for these special lessons.

It is a good plan in any class for each pupil at the beginning of a session to bring a square of cloth for use during the whole session or until it is finished. On this one piece nearly all kinds of plain needlework may be done, and at the close of the session

the whole may be examined and the progress shown. Habits of neatness and cleanliness will also be developed by this plan.

I would like to see the subjects of cutting out, and fitting taught practically in the senior classes. The amount of money actually saved by all classes of society, if women could make their ordinary garments for themselves and their children, would be very large. It is questionable whether any other subject taught in our schools would make so great and direct a return to the ratepayers for the money spent in teaching it, as needlework.

READING.

Her Majesty's Inspectors of Schools in England report that this subject is taught in a more unsatisfactory manner than any other. I have no hesitation in saying that I believe the worst teaching done in the schools of Toronto, is done in connection with this subject. A certain amount of an inferior kind of success is ultimately achieved, because during the first few years of the child's school life, the greater portion of the time is devoted to this subject. Even the poor results reached, however, are attained at a tremendous sacrifice of intellectual life. Many a child never recovers the full power of his intellectual activity, after passing through the stupifying process of learning to read by the method now in use.

If we had a city Model School, so that I could have the opportunity of training our own teachers, I would undertake to shorten the process of "learning to read" as it is commonly called, by at least one year. In the Boys' Home a class of between twenty and thirty new pupils, admitted during the mid-summer holidays of 1879, were taught to read in six weeks, and to recognize in any book or newspaper, the words they were accustomed to use in conversation.

In the higher classes it is very desirable that systematic drill be given in vocal culture, to a much greater extent than at present. I recommend for this purpose the charts of Professor Shoemaker of Philadelphia.

While regretting that higher results are not more generally attained in teaching reading in our schools, I am very much pleased to be able to report, that at a *provincial elocutionary competition* in the city of Brantford, Robert Widdowson, a pupil in the class of Mr. R. Lewis, in the Dufferin School, won the first prize, although he was the youngest of all the competitors.

HALF-DAY SCHOOLS.

I would recommend the Board to consider the advisability of establishing two Classes, one in the eastern and one in the western part of the city, for pupils whose circumstances only admit of their attendance at School for one half of each day. There are a good many children at service, who can be spared by their employers or parents during either the forenoon or afternoon. If they attend an ordinary class, they receive but little benefit, and interfere with the progress of their schoolmates, if they get any special attention from the teacher. The programme and timetable can not be altered to suit their necessities in a regular school. The result is, that many of them never receive a lesson in Arithmetic, Spelling or Writing, probably the most important subjects to them. This would be obviated, if the same work were done in the special classes during both of the sessions each day. If such divisions were established, they might be of great service to three classes of pupils in addition to those mentioned :

1. Those who have advanced in years without having had the opportunity of attending school, and who in an ordinary school, would have to be placed in classes with little children.

2. Those who by absence, or for other reasons, have fallen behind their own classes, and require special teaching, which their own teachers cannot give without neglecting the other members of the classes.

3. Those whose conduct is so bad or whose attendance is so irregular as to have an injurious effect on the classes which they attend.

DRILL AND CALISTHENICS.

These subjects should be more thoroughly taught in our schools. Whether it be desirable or not to train up a nation of soldiers, all thoughtful educators agree that it is of great importance :

1. That the physical systems of the pupils should be developed. The more carefully this is attended to the more easy will it be to secure the natural growth of the mental and moral natures.

2. That pupils should acquire an erect bearing, a graceful carriage and a correct method of walking.

These ends can be gained in no other way so well as by the "setting up" drill of the British Army, and a simple, reasonable, series of calisthenic exercises.

The latter have been introduced during the past year in most of the primary classes by the regular teachers, in connection with music. The results are very satisfactory. There is no other means of disciplining classes, and getting rid of the accumulation of superfluous energy in a school-room, which is so natural and so successful as the practice of simple exercises in time with music.

In some of the higher classes of boys drill has been fairly taught. In classes in which the boys and girls are taught together, the

master takes the boys of the highest two classes at drill while the lady teacher takes the girls of the same two classes at needle-work.

I would recommend that Captain Thompson be placed in charge of this work in addition to his duties in connection with absentees.

INTERFERENCE OF PARENTS WITH TEACHERS.

It is the duty of every parent to take a deep interest in the education of his children. Too often the teacher is left to himself in training his pupils. Every parent has also the right to have a certain controlling influence in school matters. He should secure this in a legitimate way, however. He can do so by voting at the annual election for trustee, by friendly consultation with the teacher, or by appealing in case of difference of opinion to the Inspector, Trustees, or finally to the Minister of Education. Any parent has the right to go to a public school at any time, and all good teachers will be pleased to receive visits from the parents of their pupils, if they come in the proper spirit. No parent, however, has the right, for any cause whatever, to disturb a school while it is in session. If he does so he leaves himself liable to a heavy penalty as will be seen from the following section of the School Law :

Sec. 249, p. 102, Comp. of School Law and Reg., reads as follows : Any person who wilfully disturbs, interrupts, or disquiets the proceedings of any school meeting, authorized to be held by this act, or any one who wilfully interrupts or disquiets any Public School, established and conducted under its authority or other school, by rude or indecent behaviour, or by making a noise either within the place where such school is kept or held, or so near thereto as to disturb the order, or exercises of the school, shall for each offense on conviction thereof, before a Justice of the Peace, on the oath of one credible witness, forfeit and pay for

Public School purposes to the school section, city, town or village, within which the offence was committed, a sum not exceeding twenty dollars, together with the costs of the conviction, as the said Justice may think fit.

The time of the teacher during school hours is at the disposal of the school authorities. It belongs rightfully to the pupils, and none but those specified in the school law, should interrupt, much less disturb the proceedings of a school, and a head master would be fully justified in sending for a policeman to eject offenders, if they persist in giving annoyance after being quietly requested to desist.

SUPERVISION AT RECESS.

There is no time during the day when the teacher's presence and supervision is more urgently needed by pupils than during the recesses. They would be injured less by the teacher's absence from the school-room for fifteen minutes, than by being left entirely to themselves in the playground of a city school. The teacher has in the playground an opportunity to do much positive good, as well as to prevent a great deal of evil. Acting on this opinion the Board decided during the past year that "Teachers shall accompany their pupils to the playground during recess, except one, who shall remain in the school during the winter season, to take charge of those pupils who may be permitted to remain in on account of sickness or other reasons; the Head Master also shall accompany the pupils except when engaged with other duties."

There is no doubt that this regulation will produce beneficial effects, both to teachers and pupils.

VICE-REGAL VISIT.

One of the most pleasing events in connection with the history of the schools during the year was the visit of the Governor-General and Her Royal Highness, Princess Louise, to our city. At the re-

quest of the Reception Committee of the City Council the pupils of the public and Separate Schools were allowed the privilege of being the first to receive and welcome the distinguished visitors. A large gallery was erected on each side of Lorne Street, extending from Esplanade to Front Street, and capable of seating 8,000 pupils. Although the reception took place during the first week of the session, and before the pupils had fully recovered the steadiness of school discipline, they behaved in a manner creditable alike to themselves and their teachers. The Board at a subsequent meeting passed the following resolution, on the recommendation of the Reception Committee: "Your Committee also desire to put on record their sense of gratification at the manner in which the pupils conducted themselves on the occasion of the reception. They feel that the Board should express its high approval to the teachers for the discipline and good behavior of the pupils under their charge."

TEACHERS' ASSOCIATION.

Two meetings of the Teachers' Association, formed in accordance with the Regulations of the Education Department, were held during the year.

Both meetings were largely attended by the teachers. Much interest was taken in the proceedings. There is no doubt that great good results to the schools from the interchange of thought that takes place at these meetings.

The following programmes give an outline of the work done by the Association during the year :

FIRST MEETING, JANUARY, 1879.

FRIDAY, JANUARY 31.

- 9-9.5. Calling Roll of Teachers.
9.5-10.30. How to teach Composition to Senior Classes—Mr.
 Richard Lewis.

- 10.45-12. Cleanliness, Neatness, and Manners in School—Miss C. M. Churchill.
- 2-3.15. How to teach Drawing—Mr. James Hughes.
- 3.30-5. The teaching of Spelling—Mr. Samuel McAllister.

SATURDAY, FEBRUARY 1.

- 9-9.30. Election of Officers.
- 9.30-10.30. Notation, Numeration, and the Tables of Simple Rules—Mrs. J. S. Arthurs.
- 10.45-12. How to teach Music—Mr. W. J. Hendry.
- 2-4. Mental Arithmetic—J. A. McLellan, M. A., LL.D.

SECOND MEETING, SEPTEMBER, 1879.

FRIDAY, SEPTEMBER 26.

- 9-9.5. Calling Roll of Teachers.
- 9.5-10.30. "How to Manage Writing Classes."—Mr. A. F. McDonald.
- 10.45-12. "Addition Table."—Mr. R. T. Martin.
- 2-3.15. "How to Teach Music"—Mr. H. F. Sefton.
- 3.30-5. "Fourth Book Lessons for admission in High Schools."—Mr. Samuel Hughes.

General Discussion on (1) Needle-Work ; (2) Calisthenics.

On Friday Evening, at 8 o'clock J. G. Hodgins, LL.D., Deputy Minister of Education, delivered an address ; subject : "A Plea for Elementary Science and Industrial Training."

R. McCAUSLAND,

Secretary.

JAMES HUGHES,

President.

EXAMINATIONS.

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

COMBINED EXAMINATION.

I have deemed it advisable to make the following explanation in reference to the mode of conducting the Combined Examination. Examiners are appointed who prepare their papers independently, and send them to the School Board Printer themselves. The proofs are sent to them, and the papers also *under seal*. They retain them until the day of Examination, when they are opened by them in the presence of the candidates.

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

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

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

FIRST DIVISIONS.

Twelve Pupils from each Division.

SCHOOLS AND DIVISIONS.	Mathematics.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Drawing, Music, & Book-keeping.	TOTAL.
Marks possible	4140	2160	2400	1920	2040	12660
Wellesley, Girls	1748	1682	1597	1583	1169	7779
Dufferin, "	1479	1722	1703	1601	1180	7685
Ryerson, Boys	1850	1572	1678	1460	983	7443
" Girls	1562	1509	1415	1542	796	6934
Wellesley, Boys ..	1795	1448	1291	1402	987	6923
Dufferin, "	1202	1347	1312	1379	983	6223

SECOND DIVISIONS.

Ten Pupils from each Division.

SCHOOLS AND DIVISIONS.	Mathematics.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Drawing, Mus'c. & Book-keeping.	TOTAL.
Marks possible	3200	1800	2000	1600	1700	10300
Ryerson, Boys	1108	991	1194	1065	916	5274
Wellesley, Girls	1068	1161	1055	1096	823	5203
Dufferin, "	978	998	1155	1008	956	5095
Ryerson, "	1054	1022	874	1082	897	4929
Wellesley, Boys	805	902	468	985	750	3910
Dufferin, "	878	716	656	895	761	3906

THIRD DIVISIONS.

Ten Pupils from each Division.

SCHOOLS AND DIVISIONS.	Arithmetic, Mensuration, & Algebra.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Drawing, Music, & Book-keeping.	TOTAL.
Marks possible	2000	1550	2000	1600	1450	8600
Ryerson, Girls	1126	964	1173	1133	820	5216
“ Boys	1121	923	1251	1104	776	5175
Dufferin, “	1019	1034	1142	954	779	4928
“ Girls	746	925	999	1018	901	4589

FOURTH DIVISIONS.

Five Pupils from each Division.

SCHOOLS AND DIVISIONS.	Arithmetic.	Grammar, Composition, and Hygiene.	History and Geography.	Reading, Spelling, and Derivation.	Writing, Drawing, and Music.	TOTAL.
Marks possible	750	775	1000	800	600	3925
Ryerson, Girls	389	466	535	621	338	2349
Victoria St, Boys	300	463	681	541	353	2338
John St., Girls	339	510	484	580	335	2248
Dufferin, “	341	500	444	544	329	2158
Wellesley, “	311	435	476	583	352	2157
Dufferin, Boys	305	409	448	544	315	2019
Ryerson, “	417	301	473	547	251	1989
Wellesley, “	236	369	400	504	253	1762
John St., “	237	429	401	444	254	1755
Winchester St.	181	332	512	464	247	1736
Victoria St., Girls	219	376	323	447	290	1655
Niagara St.	169	391	360	323	294	1537

GOVERNMENT GRANT.

The amount received during the year from the Government Grant was \$8,178. The whole amount set apart for Toronto was \$9,992. The Separate Schools received \$1,814. The sum of \$9,992 is apportioned to Toronto, on the basis of its population, when compared with the other municipalities of the province at the time of the last census. This sum is then divided between the Public and Separate Schools, according to their average attendance. The amount received per pupil, was over one dollar. This sum changes every year, and becomes less (per pupil) as the average attendance increases. The sum, \$9,992, remains fixed for five years, until the next census, unless the Provincial Grant is increased.

PROGRESS OF THE PUBLIC SCHOOLS.

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

In 1859 the Average Registered No. was 2,742, the Daily Attendance, 2,150						
" 1869	"	"	"	3,906.	"	" 3,132
" 1879	"	"	"	8,910,	"	" 8,144

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

Respectfully submitted,

JAMES HUGHES,

Public School Inspector.

Toronto, February 10, 1880.

Statistical & Reference Tables.

TABLE A.

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

SCHOOLS.	JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	Average Registered Number.
Dufferin.....	634	623	616	596	566	523	479	591	590	572	550	575
Wellesley.....	835	825	817	829	814	790	753	849	842	820	802	816
Ryerson.....	627	618	602	601	557	523	472	628	619	598	560	582
Phoebe.....	742	742	759	802	798	768	713	883	901	853	783	795
John.....	607	609	601	631	630	611	530	594	607	606	579	601
Victoria.....	546	550	539	550	542	516	470	536	567	529	503	532
Winchester.....	575	585	568	620	595	570	446	627	616	590	556	575
Niagara.....	498	493	494	529	541	524	437	519	537	522	492	508
Park.....	398	389	410	439	459	436	384	489	471	445	418	431
George.....	420	412	395	386	375	356	318	351	386	346	339	371
Louisa.....	481	462	472	491	492	453	392	479	502	473	440	467
Bathurst.....	400	419	421	428	445	436	393	476	488	462	460	439
Palace.....	246	265	260	259	255	242	217	190	210	209	192	231
Parliament.....	286	287	285	301	304	300	284	388	399	386	351	325
Church.....	286	286	282	305	317	318	288	378	384	344	341	321
Elizabeth.....	285	276	280	301	303	309	288	281	301	278	266	288
York.....	220	225	229	250	260	249	212	233	223	219	208	229
Givins.....	249	248	243	251	251	247	233	274	292	268	269	257
Borden.....	144	145	147	171	170	166	153	167	169	164	164	160
Leslieville.....	62	68	70	74	71	75	93	79	80	80	81	76
Markham.....	74	87	89	99	108	100	73	104	106	100	95	94
Boys' Home.....	84	81	81	78	79	77	73	86	82	79	78	80
Girls' Home.....	76	78	78	74	79	75	77	72	70	70	72	75
Orphans' Home.....	83	84	86	81	83	83	80	81	81	76	79	82
Total.....	8858	8857	8824	9146	9094	8747	7858	9355	9523	9089	8678	8910

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

SCHOOLS.	JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.
Dufferin	573	573	576	542	499	479	460	529	539	513	513
Wellesley	761	774	763	764	765	740	702	789	790	762	749
Ryerson	563	563	558	538	506	466	427	558	547	547	518
Phebe Street	676	671	693	701	717	709	674	810	807	766	713
John "	556	549	560	556	578	554	485	534	565	550	544
Victoria "	484	506	502	488	482	478	444	481	490	475	458
Winchester "	497	528	516	540	535	477	425	570	565	521	510
Niagara "	440	450	453	459	478	473	378	457	476	433	423
Park "	349	350	373	389	396	394	363	437	425	397	387
George "	369	380	369	352	354	335	309	329	316	305	325
Louisa "	404	416	409	422	423	400	338	408	443	419	401
Bathurst "	373	392	395	400	413	405	383	441	453	420	427
Palace "	220	235	234	230	223	215	192	172	186	185	168
Parliament "	249	255	258	267	278	274	272	343	319	329	331
Church "	257	265	261	273	293	299	272	336	332	303	311
Elizabeth "	260	262	257	271	272	280	263	269	264	248	240
York "	196	198	198	210	218	220	182	184	185	188	189
Givins "	222	222	218	216	226	225	220	147	263	244	248
Borden "	134	129	129	147	154	153	139	146	158	146	150
Leslieville "	55	60	63	64	62	67	85	69	72	73	75
Markham "	70	80	85	92	99	97	73	100	101	95	92
Boys' Home	72	76	76	71	72	73	73	72	74	68	73
Girls' Home	72	76	76	72	74	70	73	70	63	64	53
Orphans' Home	78	82	84	78	78	81	80	76	67	73	79
Total	7930	8082	8106	8142	8195	7964	7312	8427	8817	8118	7977

TABLE C.

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

SCHOOLS.	Average Registered Numbers.	JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	TOTAL.
Dufferin	575	1048	1007	900	1046	1151	1026	79	890	1128	998	616	9889
Wellesley	816	1343	1084	1114	1044	1036	1167	172	1019	1055	1139	836	11009
Ryerson	582	1100	1093	955	1073	1082	1106	189	1122	1113	943	697	10473
Phoebe Street	795	1283	1336	1478	1529	1745	1454	151	1302	1664	1861	1137	14940
John	601	927	1181	898	981	1096	944	153	832	1244	1161	665	10082
Victoria	532	1039	1007	809	1079	1233	964	104	833	1045	1078	667	9863
Winchester	575	1256	1175	1008	1193	1134	1019	93	753	1377	1291	616	10915
Niagara	508	996	877	818	1029	1495	1252	129	934	1226	999	803	10558
Park	431	860	847	729	925	1238	968	81	779	1072	1254	648	9401
George	371	852	687	604	751	883	574	45	523	1255	820	262	7256
Louisa	467	1225	1018	1089	1053	1325	920	218	765	1256	1038	701	10608
Bathurst	439	610	583	555	586	757	809	42	517	799	881	559	6698
Palace	231	482	543	587	627	749	691	84	394	651	413	457	5678
Parliament	325	704	681	486	486	591	503	36	727	2002	905	452	7573
Church	321	405	343	338	429	411	459	38	458	620	465	346	4312
Elizabeth	288	531	607	628	621	788	766	75	297	716	686	503	6218
York	229	487	718	539	756	972	671	90	699	684	547	365	6328
Givins	257	405	457	493	408	504	372	58	329	512	441	325	4304
Borden	160	198	296	217	181	254	266	59	230	175	241	210	2327
Leslieville	76	141	135	113	122	100	121	31	119	133	112	98	1225
Markham	94	136	171	151	165	164	169	2	124	163	102	116	1463
Boys' Home	80	288	118	119	312	135	67	2	217	224	116	73	1671
Girls' Home	75	79	49	85	67	128	112	14	39	154	92	144	968
Orphans' Home	82	58	53	51	54	97	83	1	31	240	72	13	753
Total	8910	16453	16066	14764	16517	19068	16483	1951	13933	20508	17655	11314	164712

TABLE D.

Showing the number of cases of lateness during the year.

SCHOOLS.	Average Registered Numbers.	JAN.	FEB.	MAR.	APRIL	MAY.	JUNE.	JULY.	SEPT.	OCT.	NOV.	DEC.	TOTAL.
Dufferin	575	35	25	10	11	7	6	1	17	14	17	17	160
Wellesley	816	36	51	49	16	26	22	1	13	13	11	8	246
Ryerson	582	81	51	37	41	45	49	5	25	35	54	39	462
Phoebe	795	53	50	13	15	14	11	1	16	18	30	9	231
Street.....	601	44	16	13	5	20	11	0	5	22	20	5	161
John	532	39	36	24	18	17	29	3	24	30	28	34	282
Victoria	575	42	57	22	20	36	8	1	27	16	54	37	320
Winchester	508	137	97	112	82	92	69	5	51	94	101	37	877
Niagara	431	52	55	30	46	18	10	3	14	25	49	27	329
Park	371	22	24	11	6	6	2	1	6	8	5	2	93
George	467	102	113	72	41	67	50	3	33	78	79	72	710
Louisa	439	61	50	30	41	22	16	1	27	29	48	39	364
Bathurst	231	31	31	46	37	29	21	3	24	24	23	22	281
Palace	325	26	18	18	20	21	11	1	7	19	17	8	166
Parliament	321	20	20	16	8	22	25	0	16	17	21	18	183
Church	288	46	31	23	23	31	26	1	38	33	81	42	375
Elizabeth	229	99	90	62	100	56	58	4	28	67	62	53	679
York	257	40	33	14	14	16	19	1	13	40	25	42	257
Givins	160	19	29	14	19	13	9	0	11	12	25	3	154
Borden	76	5	3	7	2	6	1	0	12	8	5	0	49
Leslieville	94	18	19	17	22	16	11	1	13	8	7	7	139
Markham	80	4	9	1	1	2	4	1	15	0	1	2	40
Boys' Home	75	0	0	0	0	0	0	0	0	0	3	1	4
Girls' Home.....	82	9	5	0	2	14	0	0	6	8	9	0	53
Orphans' Home													
Total.....	8910	1021	913	631	590	596	469	37	441	618	775	524	6615

TABLE E.

Showing the Average Number of Pupils to each Teacher during the year.

SCHOOLS.	Average Registered Numbers,	Number of Teachers,	Average per Teacher.
Dufferin	575	12	48
Wellesley	816	12	68
Ryerson	582	12	49
Phoebe	795	12	75
John Street.....	601	10	60
Victoria "	532	8	67
Winchester "	575	8	72
Niagara "	508	8	64
Park "	431	8	54
George "	371	6	62
Louisa "	467	9	52
Bathurst "	439	6	73
Palace "	231	4	58
Parliament "	325	6	54
Church "	321	6	54
Elizabeth "	288	5	58
York "	229	4	57
Givins "	257	4	64
Borden "	160	2	80
Leslieville "	76	2	38
Markham "	94	1	94
Boys' Home	80	1	80
Girls' Home.....	75	1	75
Orphan's Home	82	1	82
Total.....	8910	148	90

TABLE F.

Showing the length of Time the Pupils attended during the year.

Less than 20 Days,	Between 20 and 50 Days,	Between 50 and 100 Days,	Between 100 and 150 Days,	Between 150 and 200 Days,	More than 200 Days.
29	56	131	139	319	124
20	46	196	174	439	181
20	48	146	159	343	114
35	80	199	185	434	139
30	74	158	132	306	106
25	42	98	110	307	80
25	65	149	110	315	87
63	89	111	106	242	62
23	72	113	117	231	67
27	54	82	53	193	66
45	85	148	124	235	45
29	60	113	108	266	52
9	36	48	58	103	19
21	60	87	93	177	39
29	45	93	65	198	44
18	45	74	65	148	28
33	66	63	62	91	19
24	43	72	43	136	43
11	29	50	43	75	15
1	13	28	15	30	16
1	16	27	16	30	23
11	12	28	17	35	19
2	8	20	18	32	20
7	8	23	20	33	25
538	1152	2254	2032	4736	1433

TABLE H.

*Comparative Statement of the City Schools, under specific headings,
from 1844 to 1879, 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 ann. on basis of Registered Attendance.	Cost per child per ann. on basis of Daily Attendance.
1844	18500	1194	12	100	4½ months	\$5508		\$5 00
1845	19706	1108	12	92	12 "	7684		7 00
1846	20565	1212	15	81	12 "	8044		6 60
1847	21734	1265	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	1366	16	85	9624	\$5 80	7 20
1852	35000	1872	1346	16	84	10232	5 40	7 40
1853	40000	1886	1402	20	70	12860	7 00	9 00
1854	41500	1971	1459	21	69	16704	8 50	11 40
1855	42500	2066	1570	31	50	20872	10 00	13 00
1856	43250	2318	1747	32	55	22568	10 00	12 80
1857	45000	2480	1863	36	52	24216	10 00	13 00
1858	47500	2522	1987	36	55	26386	9 69	12 80
1859	45000	2742	2150	38	56	25212	9 20	11 73
1860	45000	2846	2260	38	59	26044	9 15	11 52
1861	44743	2800	2180	38	57	25640	9 16	11 75
1862	45000	2825	2183	38	57	25054	8 94	11 48
1863	47500	3000	2287	38	60	25636	8 54	11 21
1864	47500	3121	2400	39	61	26184	8 39	10 91
1865	47500	3248	2251	40	56	26448	8 11	11 75
1866	47500	3139	2399	41	58	27548	8 52	11 17
1867	47000	3364	2609	41	64	26900	7 99	10 31
1868	50000	3657	2810	45	62	29044	7 94	10 33
1869	55000	3906	3132	46	68	30460	7 80	9 73
1870	56000	4106	3288	50	63	33348	8 02	10 02
1871	57500	4646	3638	52	70	35000	7 53	9 62
1872	58000	5100	4070	61	67	42500	8 33	10 44
1873	60000	5536	4453	65	69	55500	10 02	12 46
1874	62000	5924	4814	75	84	52000	6 31	10 80
1875	64000	6447	5386	90	72	58772	6 08	10 91
1876	65000	6912	5976	94	73	60456	6 17	10 13
1877	67000	7606	6860	128	59	76006	6 90	11 07
1878	68000	7276	7467	140	59	83792	7 29	11 22
1879	70000	8910	8144	148	60	89713	7 44	11 02

TABLE I.

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

NAMES.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD.
PRINCIPALS.			
Anderson, James.....	Provincial 2nd B.	Edinburgh, Scotland.	January, 1858
Campbell, John.....	County Bd. 1st A.	Prov. Normal School.	September, 1868
Cassidy, Wm.....	Provincial 1st A.	Prov. Normal School.	October, 1879
Churchill, Miss C. M.....	Provincial 1st B.	Prov. Normal School.	1858
Clark, Levi.....	Provincial 1st C.	.....	November, 1874
Coyne, Samuel.....	County Bd. 1st A.	Dublin.	April, 1872
Crane, George.....	Provincial 2nd B.	Prov. Normal School.	January, 1877
Doan, Robert W.....	Provincial 1st B.	Prov. Normal School.	April, 1872
Gill, Martin.....	County Bd. 1st A.	Dublin Ch. Ed. Society.	November, 1859
Hendry, Andrew.....	Provincial 1st C.	Prov. Normal School.	September, 1879
Lewis, Richard.....	County Bd. 1st A.	Liverpool, England.	1867
Martin, R. T.....	Provincial 2nd B.	Prov. Normal School.	January, 1877
McAlister, Samuel.....	Provincial 1st A.	.....	November, 1859
McCausland, Robert.....	County Bd. 1st A.	Prov. Normal School.	January, 1864
McDonald, Adam F.....	County Bd. 1st A.	.....	May, 1871
Morrison, Adam.....	Provincial 2nd B.	Prov. Normal School.	January, 1876
Phillips, John.....	County Bd. 1st C.	.....	June, 1868
Pyne, Albert R.....	Provincial 1st C.	Prov. Normal School.	August, 1875
Spence, Francis S.....	Provincial 1st B.	Prov. Normal School.	September, 1874
Spotton, Wm.....	County Bd. 1st C.	.....	January, 1877
ASSISTANT MASTERS.			
Browne, Henry.....	County Bd. 1st A.	.....	1874
Meldrum, Peter G.....	Provincial 1st B.	Prov. Normal School.	September, 1874
Powell, George K.....	Provincial 1st A.	Prov. Normal School.	January, 1877

TABLE I. (*Continued.*)
FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (<i>Last time.</i>)
Miss Margaret Bulk	Senior 5th Bk.	Provincial 1st A.	Prov. Normal School.	May, 1865
" Olivia Dunn.....	" "	Provincial 1st A.	" "	January, 1864
" M. J. Keown.	" "	County Bd. 1st A.	" "	April, 1852
" Susan Hamilton.....	Junior 5th Bk.	County Bd. 1st C.	" "	April, 1858
" Charlotte Spotton.....	" "	Provincial 1st B.	" "	April, 1866
" Mary A. Worth	" "	Provincial 1st A.	" "	September, 1870
" S. J. Hamilton.	Senior 4th Bk.	Provincial 1st C.	" "	Augtst, 1875
" Agnes Kellock.	" "	Provincial 1st C.	" "	April, 1872
" Elizabeth Kennedy.....	" "	Provincial 2nd.	" "	November, 1855
" Sarah McCreight.....	" "	Provincial 1st A.	" "	April, 1872
" Jessie Rogers.....	" "	Provincial 1st B.	" "	October, 1865
" Rebecca Thompson	" "	Provincial 2nd A.	" "	October, 1859
" E. A. Williams.....	" "	Provincial 1st B.	" "	January, 1865

TABLE I. (*Continued*).

FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (<i>Last time.</i>)
Miss Margaret Coyne.....	Junior 4th Bk.	Provincial 1st C	Prov. Normal School.	February, 1871
" J. A. Cruise.....	" "	Provincial 1st C.	" "	September, 1870
" S. M. Hamilton.....	" "	Provincial 1st C.	" "	January, 1858
" Georgina Round.....	" "	County Bd. 1st A.	London Training School.	January, 1856
Mrs. Kate Stevenson.....	" "	Provincial 1st C.	Prov. Normal School.	September, 1869
Miss Annie Armstrong.....	Senior 3rd Bk.	Provincial 2nd A.	" "	July, 1861
" Annie I. Cameron.....	" "	Provincial 1st A.	" "	August, 1875
" Jessie Campbell.....	" "	County Bd. 1st C.	" "	October, 1870
Mrs. Annie Carey.....	" "	Provincial 2nd A.	" "	September, 1870
Miss Helen Frazer.....	" "	County Bd. 1st B.	" "	January, 1872
" Carrie Gray.....	" "	Provincial 1st A.	.....	January, 1873
Mrs. E. A. Greene.....	" "	Provincial 1st C.	" "	March, 1874
Miss Emma Kennedy.....	" "	Provincial 1st C.	" "	April, 1872
" Kate Lemon.....	" "	Provincial 1st B.	" "	March, 1872
" Kate A. Scarlett.....	" "	Provincial 2nd B.	" "	June, 1863
" Jane Smyth.....	" "	County Bd. 1st A.	" "	March, 1874
" Georgina Stokes.....	" "	Provincial 1st C.	" "	January, 1871
" Maria Woods.....	" "	Provincial 1st C.	" "	January, 1873

Mrs. J. S. Arthurs.....	Junior 3rd Bk.	Provincial 1st A.	Prov. Normal School.	February, 1876
Miss Annie Chambers.....	"	Provincial 2nd B.	"	May, 1872
Mrs. M. A. Fitzgerald.....	"	Provincial 2nd A.	"	August, 1873
Miss Maggie Fraser.....	"	Provincial 1st C.	"	September, 1874
" Ada Frisby	"	Provincial 2nd A.	"	March, 1874
" Mary Gunn.....	"	Provincial 1st B.	"	September, 1874
" Hessie How.....	"	Provincial 2nd B.	"	February, 1875
" Margaret Hunter.....	"	Provincial 2nd B.	"	April, 1873
" Phebe Johnston	"	Provincial 1st B.	"	December, 1872
Mrs. Lillie Leadley.....	"	Provincial 1st B.	"	March, 1872
" Emma Lilly	"	Provincial 2nd.	"	September, 1875
" McBrien.....	"	Provincial 2nd B.	"	September, 1874
Miss Susan McKenzie.....	"	Provincial 2nd A.	"	April, 1872
" Isabella Mearns.	"	Provincial 1st B.	"	September, 1875
" Margaret Newton.....	"	Provincial 1st C.	"	January, 1875
Mrs. Georgina Fiches.....	"	Provincial 2nd B.	"	September, 1875
" Kate Rowland	"	Provincial 2nd A.	"	September, 1870
Miss Amelia Sims	"	Provincial 2nd A.	"	February, 1873
" Harriet Somerville.....	"	Provincial 2nd B.	"	September, 1874
<hr/>				
Mrs. J. N. Agnew.....	Senior 2nd Bk.	Provincial 1st.	"	October, 1875
Miss Kate M. Allan	"	Provincial 2nd A.	"	October, 1876
" J. S. Balmer	"	Provincial 1st.	"	April, 1876
Mrs. Catherine Breckon.....	"	Provincial 1st B.	"	January, 1877
Miss Thomasina Carlyle....	"	Provincial 2nd B.	"	January, 1875
" E. J. Church.....	"	Provincial 2nd B.	"	August, 1875
Mrs. M. A. McDonald.....	"	County Bd. 1st C.	"	August, 1875
Miss Alice Freeman.....	"	Provincial 2nd B.	"	October, 1875
" Annie A. Gray	"	Provincial 2nd A.	"	January, 1877
" Jennie Gunn.....	"	Provincial 1st.	"	October, 1876
" Louise Lumsden.....	"	Provincial 2nd B.	"	August, 1875
" Martha Sefton.....	"	Provincial 2nd B.	"	January, 1876

TABLE I. (*Continued.*)

FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (<i>Last time.</i>)
" Minnie Smith.	Senior 2nd Bk.	Provincial 2nd A.	Prov. Normal School.	September, 1875
" Carrie J. Watson.	" "	Provincial 2nd B.	" "	October, 1875
" Mary A. Westman.	" "	Provincial 2nd A.	" "	August, 1875
Mrs. A. T. Arnour.	Junior 2nd Bk.	Provincial 2nd B.	" "	January, 1877
Miss L. Cornor.	" "	Provincial 1st A.	" "	January, 1878
" L. Gallatly.	" "	Provincial 2nd B.	" "	January, 1877
" Georgina Grant.	" "	Provincial 2nd B.	" "	January, 1877
" E. R. Gray.	" "	Provincial 2nd B.	" "	January, 1877
" Charlotte Jackson.	" "	Provincial 2nd B.	" "	October, 1876
Mrs. McCuaig.	" "	Provincial 2nd A.	" "	January, 1877
Miss L. Payne.	" "	Provincial 2nd B.	" "	January, 1877
" E. Y. Sams.	" "	Provincial 2nd B.	" "	January, 1877
" A. M. Sefton.	" "	Provincial 2nd B.	" "	January, 1877
Mrs. Steward.	" "	Provincial 2nd A.	" "	September, 1877
Miss L. S. Taylor.	" "	Provincial 2nd A.	" "	February, 1877
" Emily C. Thompson.	" "	Provincial 2nd B.	" "	January, 1877
Mrs. S E. Wallace.	" "	Provincial 1st C.	" "	January, 1877
Miss M. L. Williams.	" "	Provincial 2nd B.	" "	May, 1877
		Provincial 1st.	" "	January, 1877

Miss Eliza M. Chadwick	Senior 1st Bk.	Provincial 2nd B.	Prov. Normal School.	January, 1877
" F. A. Cheney	"	Provincial 1st C.	"	September, 1878
" Elizabeth Foulds.....	"	Provincial 2nd B.	"	January, 1877
" Annie S. Gray	"	Provincial 2nd A.	"	February, 1878
" Sarah Hagarty.....	"	Provincial 2nd B.	"	January, 1877
" L. Kessick.....	"	Provincial 2nd B.	"	January, 1877
" F. Martin.....	"	Provincial 2nd B.	"	September, 1877
" M. J. McCally	"	Provincial 1st C.	"	September, 1878
" Agnes McIntyre	"	Provincial 2nd B.	"	September, 1877
" M. Milne.....	"	Provincial 2nd A.	"	October, 1877
" M. Mullen	"	Provincial 2nd A.	"	September, 1878
" B. Sims	"	Provincial 1st C.	Bristol, Eng.	April, 1879
" F. Sims	"	Provincial 2nd B.	Prov. Normal School.	November, 1877
" Lois Slater.....	"	County Bd. 1st C.	"	February, 1877
" May F. Spence.....	"	Provincial 2nd A.	"	October, 1877
" E. C. Sturrock	"	Provincial 2nd A.	"	October, 1877
" Florence Thompson.....	"	Provincial 2nd B.	"	January, 1877
<hr/>				
" J. Anderson	Junior 1st Bk.	Provincial 2nd A.	"	January, 1879
" L. Anderson.....	"	Provincial 2nd B.	"	April, 1879
Mrs. J. E. Bell	"	Provincial 2nd B.	"	September, 1878
Mrs. A. Black	"	Provincial 1st C.	"	September, 1879
" P. Black	"	Provincial 2nd B.	"	April, 1879
" E. Bolton	"	Provincial 2nd B.	"	October, 1879
" L. E. Briant	"	Provincial 2nd B.	"	September, 1879
" J. F. Brown.....	"	Provincial 2nd B.	"	December, 1879
" I. Brown.....	"	Provincial 2nd B.	"	September, 1879
" J. Campbell.....	"	Provincial 2nd B.	"	September, 1878
" J. Carlyle	"	Provincial 2nd B.	"	April, 1878
" H. Clarkson	"	County Bd. 1st B.	"	September, 1878
" L. Dickinson	"	Provincial 2nd B.	"	September, 1879
			"	September, 1878

TABLE I. (*Continued.*)

FEMALE ASSISTANT TEACHERS.

NAMES.	DIVISION.	CERTIFICATES.	WHERE TRAINED.	ENTERED SERVICE OF BOARD. (<i>Last time.</i>)
Mrs. Greer	Junior 1st Bk.	Provincial 1st B.	Prov. Normal School.	December, 1879
Miss E. Langton.....	"	Provincial 2nd B.	"	July, 1879
" M. Logan.....	"	Provincial 2nd B.	"	September, 1879
" Jessie Mark	"	Provincial 2nd B.	"	September, 1879
" A. S. Martin.....	"	Provincial 2nd B.	"	September, 1879
" A. McKee	"	Provincial 2nd B.	"	October, 1879
" F. McKee	"	Provincial 2nd B.	"	October, 1879
" I. Nudel.....	"	Provincial 2nd A.	"	September, 1878
" M. Ritchie.....	"	Provincial 2nd B.	"	September, 1878
" S. E. A. Scobie.....	"	Provincial 2nd B.	"	January, 1879
" M. Smyth.....	"	Provincial 2nd B.	"	September, 1879
" I. V. Straubel.....	"	Provincial 2nd A.	"	July, 1879
" B. M. Wallace.....	"	Provincial 2nd A.	"	January, 1879
" A. T. Waterson.....	"	Provincial 2nd B.	"	November, 1878

Examiners' Report.

REPORT

OF THE

Examiners in regard to the Combined Examinations.

The Examiners have the honour to report that, in the discharge of the duty entrusted to them, they examined on the 18th and 19th of June the selected pupils sent up to them from the several Public Schools in the city, in which the advanced pupils are taught. The examination was conducted in the Dufferin and Ryerson Schools, and, as in former years, was throughout a written one. The pupils selected belonged to the four highest divisions, numbering in all 232.

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

I. FOURTH DIVISION.

The Pupils of this Division numbered 60. They were taken from the Fourth Divisions of the following Schools :—The Dufferin, the Ryerson, the Wellesley, Victoria Street, John Street, Niagara Street, and Winchester Street, ten from each—five boys and five girls—except Niagara and Winchester Street Schools, from each five pupils. They were examined in Arithmetic, Grammar and Composition, Hygiene, History, Geography, Reading, Spelling and Derivation; Writing, Drawing and Music. Taking a general view of the schools in this division, the Girls' department in the Ryerson stands first ; the Boys' department of Victoria Street comes next ; and the Girls' department in John

Street third. In this, as in the other divisions, the highest prizes are given for General Proficiency ; the holders of these are not permitted to take prizes also for excellence in the separate branches of study included in the examination. The Examiners recommend the General Proficiency prizes to be awarded to the following :

1. Frank Wells, Victoria St. School.
2. Maggie Purvis, Ryerson School.
3. Annie Millar, Ryerson School.
4. Isabel Fraser, Dufferin School.

Taking the subjects separately, or in natural groups, the Examiners find that in this division the greatest excellence was exhibited in Arithmetic by the Boys' department in the Ryerson School, followed very closely, and next to them, by the Girls' department of the same School. In Grammar and Hygiene the highest place was taken by the Girls' department in the John Street and Dufferin Schools, and in the order named. In History and Geography the greatest merit belongs to the Boys' department in Victoria Street, and second is the Girls' department in Ryerson. The first place was taken in Reading, Spelling, and Derivation by the Girls' department in Ryerson, followed closely by the same department in Wellesley. In the last group, embracing Writing, Drawing, and Music the Boys' department in Victoria Street is first in merit, and next is the Girls' department in Wellesley.

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

I. ARITHMETIC.

1. Andrew Kitchener, Ryerson School.
2. Mary Giles, Wellesley School.
3. Alex. Kirkpatrick, Ryerson School.
4. Sarah E. Phillips, Dufferin School.

II. GRAMMAR, COMPOSITION, AND HYGIENE.

1. Jane McCaully, Wellesley School. 2. Frances Henderson, John Street School. 3. Fannie Hamilton, Dufferin School. 4. Sarah E. Phillips, Dufferin School.

III. HISTORY AND GEOGRAPHY.

1. Robert Knowlton, Ryerson School. 2. John Paterson, Winchester Street School. 3. Chas. Gilbert, Victoria Street School. 4. Wm. J. Darby, Dufferin School.

IV. READING, SPELLING, AND DERIVATION.

1. Mary Wright, John Street School. 2. Maud Brunkskill, Ryerson School. 3. Annie Spearman, Ryerson School. 4. Percy R. Herrington, Dufferin School.

V. WRITING, DRAWING, AND MUSIC.

1. Fannie Stammers, Wellesley School. 2. Percy R. Herrington, Dufferin School. 3. S. Genevieve Miller, Dufferin School. 4. Mary Wright, John Street School.

II. THIRD DIVISION.

Forty pupils appeared for Examination in this division—ten girls and ten Boys from the corresponding divisions of the Dufferin, and the same number from the Ryerson School. They were examined in the same subjects as the Fourth Division, with Algebra and Book-keeping added. Last year the best Examination on all the subjects was passed by the Girl's department in Ryerson ; this year they still keep to the front, followed next, and very near, by the Boys' department in the same school. Coming to the separate branches, the line of merit lies almost evenly between the schools. The following is the order of merit : Mathematics

—First, Girls' Department in Ryerson ; second, Boys' department, in Ryerson. Grammar Composition, and Hygiene—First, Boys' department in Dufferin ; second, Girls' department in Ryerson. History and Geography—First, Boys' department in Ryerson ; Second, Girls' department in Ryerson. Reading, Spelling, and Derivation—First, Girls' department in Ryerson ; second, Boys' department in Ryerson ; Writing, Drawing, &c.—First, Girls' department in Dufferin ; second, Girls' department in Ryerson. The Examiners recommend Prizes to be given in this division as follows :

I. GENERAL PROFICIENCY.

1. Letitia Armstrong, Ryerson School. 2. Samuel Watt, Ryerson School. 3. Walter Evans, Dufferin School 4. Maggie Hay, Dufferin School.

II. MATHEMATICS.

1. Frank Webster, Dufferin School. 2. Win. Gibson, Ryerson School. 3. Lena Brown, Ryerson School. 4. Mary Harris, Ryerson School.

III. GRAMMAR, COMPOSITION, AND HYGIENE.

1. Louisa Sohns, Dufferin School. 2. Charles Lauder, Dufferin School. 3. Robert Moggridge, Dufferin School. 4. Mary Carothers, Dufferin School.

IV. HISTORY AND GEOGRAPHY.

1. Mary Harris, Ryerson School. 2. Louisa Sohns, Dufferin School. 3. Henry Simpson, Ryerson School. 4. Edith Kelly, Dufferin School.

V. READING, SPELLING AND DERIVATION.

1. Anna Young, Ryerson School. 2. Wm. Alexander, Ryerson

School. 2. John McFarlane, Ryerson School, equal. 4. Maggie Graham, Ryerson School.

VI. WRITING, BOOK-KEEPING, MUSIC, AND DRAWING.

1. Alice Cusack, Dufferin School. 2. Mary McFarlane, Dufferin School. 3. Minnie Doherty, Dufferin School. 3. Frank Watson, Ryerson School, equal.

III. SECOND DIVISION.

Sixty pupils appeared for Examination in this division ten from each department in the corresponding divisions in the Dufferin, Ryerson, and Wellesley Schools. They were examined in the same branches of study as the pupils of the third division, with the addition of Euclid and Philosophy. Taking the aggregate marks in all the branches, the Boys' department in Ryerson stands first, and the Girls' department in Wellesley second. Coming to the separate branches, the highest marks in Arithmetic, Algebra, Euclid, and Philosophy belong to the Boys' department in Ryerson; the Girls' department in Wellesley has the next highest number. In Grammer and Hygiene the Girls' department, in Wellesley and Ryerson stand first and second respectively. The boys' department in Ryerson has the lead in History and Geography, followed very closely by the Girls' department in Dufferin. In the important branches of Reading, Spelling, and Derivation, the Girls' department in Wellesley pressed to the front; and in Writing, Drawing, Music, and Book-keeping the Girls' department in Dufferin came in ahead. The following are the Prizes awarded :—

I. GENERAL PROFICIENCY.

1. Louisa Hunter, Wellesley School. 2. Robert Duncan, Ryerson School. 3. Mina Bee, Dufferin School. 4. Annie Hastings, Dufferin School,

II. MATHEMATICS.

1. Maggie Bain, Wellesley School. 2. Abiel Bowers, Wellesley School. 3. Alice Baxter, Ryerson School. 4. Jas. Ferrier, Dufferin School.

III. GRAMMAR, COMPOSITION, AND HYGIENE.

1. Ada Briant, Dufferin School. 2. Ellen Roberts, Wellesley School. 3. Fred Ralston, Ryerson School. 4. William Robins, Wellesley School.

IV. HISTORY AND GEOGRAPHY.

1. Bella Mills, Dufferin School. 2. Lillie Murray, Dufferin School. 3. Maggie Bain, Wellesley School. 4. Samuel Harwood, Ryerson School, equal.

V. READING, SPELLING, AND DERIVATION.

1. Ellen Roberts, Wellesley School. 2. Fred Ralston, Ryerson School. 3. Alice Baxter and Carrie Hambly, Ryerson School, equal.

VI. WRITING, BOOK-KEEPING, DRAWING AND MUSIC.

1. Lillie Murray, Dufferin School. 2. Emily Sheppard, Dufferin School. 3. Ada Briant, Dufferin School. 4. William Robins, Wellesley School.

IV. FIRST DIVISION.

In the first and highest division 12 pupils appeared for Examination from each department of the corresponding divisions in Dufferin, Wellesley and Ryerson Schools, making a total of 72. They were examined in the fifteen subjects—the same as the second division—but the Examination covered more ground.

The papers returned by this division as a whole were excellent. Taking the aggregate number of marks, the Girls' department in Wellesley retain their honour of last year by being first. Second is the Girls' department in Dufferin, followed by the Boys' department in Ryerson. The remaining departments made a very creditable and uniform record. Looking at the separate subjects, in Mathematics, the Boys' department in Ryerson stands the highest; next is the Boys' department in Wellesley; in all the remaining groups the Girls' department in Dufferin has the lead, closely followed in Grammar and Hygiene by the Girls' department in Wellesley; in History and Geography, by the Boys' department in Ryerson; in Reading, Spelling, and Derivation, by the Girls' department in Wellesley; and by the same in Writing, Drawing, Book-keeping and Music. The gold medal is awarded to Lucy Robins, of the Wellesley School, and the silver medal to Martha Fortune, of the Ryerson School. There were only six marks difference between these two pupils in an aggregate of 807. The scholarships for General Proficiency, and the Prizes for excellence in special subjects are recommended by the Examiners as follows:—

SCHOLARSHIPS.

1. Lucy Robins, Wellesley. 2. Martha Fortune, Ryerson. 3. Richard Gourlay, Ryerson. 4. Harold Clark, Ryerson. 5. David Black, Ryerson. 6. Henry M. Sims, Wellesley. 7. Lulu Palmer, Wellesley. 8. Annie Chown, Ryerson. 9. Alfred N. Stratton, Wellesley. 10. Maggie Kettles, Dufferin. 11. Henrietta Berney, Dufferin. 12. Francis J. Pursey, Wellesley.

PRIZES—I. MATHEMATICS.

1. Amiel Shadel, Wellesley. 2. Thomas Clarkson, Ryerson. 3. Wm. Graham, Ryerson. 4. Newton Kent, Wellesley, equal.

II. GRAMMAR, COMPOSITION, AND HYGIENE.

1. Minnie Sale, Dufferin. 2. Ella Aikins, Ryerson. 3. Minnie Bremer, Wellesley. 4. Christina Mien, Wellesley. 5. Albert Herbert, Dufferin, equal.

III. GEOGRAPHY AND HISTORY.

1. Louisa Youmans, Dufferin 2. Frederick Featherstonhaugh, Ryerson. 3. Jennie Acton, Dufferin. 4. Emma Saunders, Ryerson.

IV. READING, SPELLING, AND DERIVATION.

1. Louisa Watson, Dufferin. 2. Annie Brown, Wellesley. 3. Nellie Johnston, Wellesley 4. Frances Tracie, Dufferin.

V. WRITING, BOOK-KEEPING, DRAWING, AND MUSIC.

1. Annie Brown, Wellesley. 2. Minnie Brewer, Wellesley, and Christina Niven, Wellesley, equal. 3. Minnie Sale, Dufferin.

The Examiners in concluding their report desire to put on record their admiration of the excellent work being done by the Public Schools of this city, the credit of which is largely due to the teachers employed, and to the very efficient and energetic Inspector. The papers handed in, as a whole, evinced thorough instruction on the part of the teachers, and diligent study by the pupils. A marked feature of most of the papers was their neatness. The attainments of the pupils of the different schools were doubtlessly more uniform than appeared at any previous examination. In Euclid and some other branches of study there was a decided improvement this year over that of any former one. In conducting the Examination, much valuable assistance was

given by the duly appointed teachers, in distributing the papers and in superintending the pupils while preparing their answers. No details were left unattended to by the Inspector that contributed to the advantage of the Examiners in the discharge of their duties.

ISAAC TOVELL,
A. McMURCHY, M.A.,
JOHN A. PATTERSON, M.A.,
WILLIAM ANDERSON.

Examiners.

Examination Papers.

Examination Papers.

COMBINED EXAMINATION.

ARITHMETIC AND MENSURATION.

FIRST DIVISION.

1. What vulgar fractions always produce decimals that terminate ?
Give the reason.
2. If the thermometer rises one degree for every 60·5 feet of descent below the surface of the earth, what will be the temperature at the bottom of an Artesian well, 2783 feet deep, supposing the temperature at the earth's surface to be 55·5 degrees.
3. If \$4862·75 be required to make a payment of \$5 on every one hundred dollars of the capital of a company. What was that capital ?
4. Multiply the difference between $\cdot\dot{3}1\dot{1}2$ and $\cdot\dot{3}1\dot{1}2$ by $12\cdot21$, giving the result in the form of a repeating decimal.
5. What would it cost to build the Northern Railway from Toronto to Collingwood, (95 miles) at \$70 the square yard, the track being $4\frac{1}{2}$ feet wide ?
6. A merchant sells tea to a grocer at a profit of 60 per cent., but the grocer becoming a bankrupt, pays only a "York Shilling" ($12\frac{1}{2}$ cents) in the dollar. How much per cent. does the merchant gain or lose by his sale ?

7. A person wishing to send \$200 to Messrs. MacMillan & Co., Publishers, London, England, finds that the exchange is at 110 and the bank charges $\frac{1}{4}$ per cent. commission. What will the Bill of Exchange cost?
8. A square mile of ground is covered to the depth of an inch by water; find the number of gallons of water on the ground, also the depth of a square pond whose side is a perch, that would hold the water. Gallon = 277.274 c. in.
9. What sum will amount to \$1500 in three years at compound interest, the interest for the 1st, 2nd and 3rd years being 3, 2 and 1 per cent. respectively?

SECOND DIVISION.

1. Add together the fractions $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{11}{12}$, $\frac{19}{36}$, and explain why they must be first reduced to equivalent ones with a common denominator.
2. If the thermometer rise one degree for every 60.5 feet of descent below the surface of the earth, what will be the temperature at the bottom of an Artesian well, 2783 feet deep, supposing the temperature at the earth's surface to be 55.5 degrees.
3. Multiply the difference between $\cdot 3\dot{1}1\dot{2}$ and $\cdot 3\dot{1}1\dot{2}$ by $12\cdot 21$ giving the result in the form of a repeating decimal.
4. What would it cost to build the Northern Railway from Toronto to Collingwood, (95 miles) at \$70 the square yard, the track being $4\frac{1}{2}$ feet wide?

5. A merchant sells tea to a grocer at a profit of 60 per cent., but the grocer becoming a bankrupt, pays only a "York Shilling" ($12\frac{1}{2}$ cents) in the dollar. How much per cent. does the merchant gain or lose by his sale?
6. A person wishing to send \$200 to Messrs. MacMillan & Co., Publishers, London, England, finds that the exchange is at 110 and the bank charges $\frac{1}{4}$ per cent. commission. What will the Bill of Exchange cost?
7. A square mile of ground is covered to the depth of an inch by water; find the number of gallons of water on the ground, also the depth of a square pond whose side is a perch, that would hold the water. Gallon = 277.274 c. in.
8. What sum will amount to \$1500 in three years at compound interest, the interest for the 1st, 2nd and 3rd years being 3, 2 and 1 per cent. respectively?

THIRD DIVISION.

1. By what number must £4 10s. 8d. be multiplied that the product may be £184 7s. $1\frac{1}{3}$ d.?
2. Add together the fractions $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{11}{12}$, $\frac{19}{36}$, and explain why they must be first reduced to equivalent ones with a common denominator.
3. If the thermometer rise one degree for every 60.5 feet of descent below the surface of the earth, what will be the temperature at the bottom of an Artesian well, 2,783 feet deep, supposing the temperature at the earth's surface to be 55.5 degrees.

4. If \$4872.75 be required to make a payment of \$5 on every one hundred dollars of the capital of a company. What was that capital?
 5. Multiply the difference between $\cdot\dot{3}1\dot{1}\dot{2}$ and $\cdot\dot{3}1\dot{1}\dot{2}$ by $12\cdot21$, giving the result in the form of a repeating decimal.
 6. What would it cost to build the Northern Railway from Toronto to Collingwood, (95 miles) at \$70 the square yard, the track being $4\frac{1}{2}$ feet wide?
-

FOURTH DIVISION.

1. By what number must £4 10s. 8d. be multiplied that the product may be £184 10s. $1\frac{1}{3}$ d.?
2. Write the table of Square Measure.
3. How many inches in 2 sq. miles; 2 roods; 25 sq. yards?
4. Add together the fractions $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{11}{12}$, $\frac{19}{36}$, expressing your result as a decimal to 5 places of decimals.
5. What fraction of the earth's diameter (7900 miles) is a mountain $4\frac{1}{2}$ miles high?
6. Multiply the difference between $\cdot\dot{3}1\dot{1}\dot{2}$ and $\cdot\dot{3}1\dot{1}\dot{2}$ by $12\cdot21$, giving the result in the form of a repeating decimal.
7. A. B. C. can do a piece of work in 6 days, C. alone can do it in 12 days, A. alone in 17 days. In what time can B. do it alone?

GRAMMAR AND COMPOSITION.

FIRST AND SECOND DIVISIONS.

1. Define person, case, voice, syntax, predicate.
2. Write the past tense and past participle of lie, cleave, benefit ; the singular of swine, ties, spies ; the comparative and superlative of far, ill, funny.

3. Analyse—

The heights, by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.

4. In the following sentences, parse the words in italics :
Give me that large book that you have in your hand.
In this 'tis God directs; in that 'tis man.

5. Correct any errors you find in the following :

John done no work yesterday but played all day with them rude boys who he seen for the first time on the wharf last week. James, however, never associates with these sort of lads, but only with those who he had been acquainted with for a long time. Which do you admire, he who carefully chooses his company or he who pays no attention to the character of his companions ?

6. Correct the errors, if any, that occur in the following sentences, giving your reasons :

(a) Too great a variety of studies perplex and weaken the judgment.

(b) The burning of the Bavarian was one of the greatest calamities that has occurred for a long time.

(c) The river has raised six inches since morning.

7. Subject for composition—

Full many a gem of purest ray serene,
 The dark unfathomed caves of ocean bear ;
 Full many a flower is born to blush unseen,
 And waste its sweetness on the desert air.

THIRD AND FOURTH DIVISIONS.

1. Define verb, preposition, voice, case, syntax.
2. Give the comparative and superlative of evil, much, fore ; the plurals of storey, attorney, strife ; the past tense and past participle of shear, fell, pay.
3. Change the voice in each of the following sentences :

John gave Henry a new book.

Music can soften pain to ease,
 And make despair and madness please.

4. Analyse the following and parse the italicised words :

I have lost the *gold* pencil *which* I received from your brother *James*, *when* I saw him last *winter*.

5. Correct anything that is faulty in the following, giving your reasons :

(a) Was you there last night or was it him ?

- (b) Who do you expect to-morrow, he or his friend?
6. Write a short letter to a friend describing the way in which you spent last Queen's Birthday.
-

HISTORY.

FIRST DIVISION.

1. Name in order the Stuart monarchs.
 2. Explain the difficulty about "Ship Money."
 3. Sketch the history of Stafford.
 4. Describe the principal events of the Civil War.
 5. Write notes on the "Act of Uniformity," "Cabal Ministry," "Test Act."
 6. What attacks did James II. make upon the liberties of England?
 7. Describe the most important trial in England next to that of Charles II.
 8. Under what circumstances did William and Mary ascend the throne?
 9. Give an account of the conquest of Canada by the English.
 10. What circumstances brought about Confederation?
-

SECOND DIVISION.

1. Give an account of the conquest of England by the Danes.

2. Describe the Feudal system.
3. Sketch the life of St. Lewis.
4. What were the "General Councils" and what did they do?
5. Give an account of the Fall of Constantinople.
6. What colonies were established in consequence of the Discovery of America, and by whom?
7. Sketch the history of Great Britain from the Revolution, 1688, to George I.
8. Give an account of the reign of Peter the Great.
9. Give the chief points in the history of the Bonaparte family.
10. Trace the events that led to the union of Italy.

THIRD DIVISION.

1. Give an account of the Persian wars against Greece.
2. Sketch the rise of Macedonia.
3. What was the origin of Rome?
4. Write notes on Carthage.
5. Give account of the first Macedonian war.
6. Describe the civil war between Pompey and Cæsar.
7. Describe the state of literature and art in the reign of Augustus.
8. Who were the "Good Emperors?"

9. Give an account of the establishment of Christianity in the Roman Empire.
-

FOURTH DIVISION.

1. What different conquerors overran England?
 2. Give an account of Alfred the Great.
 3. Who was Richard the Lion-hearted, and what foreign war did he carry on and with what effect?
 4. Describe the battles of Bannockburn, Crecy, Flodden and Waterloo.
 5. What was Elizabeth's reign noted for?
 6. Give the history of Oliver Cromwell, briefly.
 7. What wars has England carried on in Victoria's reign?
-

GEOGRAPHY.

FIRST DIVISION.

No.		Value.
1.	Describe the course of the Gulf Stream and the Trade Winds. Account for each.	15
2.	What causes an eclipse of the sun? Of the moon? Accounts for a partial eclipse of the moon.	10
3.	What is the Ecliptic? Explain the cause of the change of Seasons,	15

4. What is the distance of the moon from the earth ? What its size ? What are its different motions ? Account for a full moon. 10
5. What mines are found on the shores of Lake Superior ? In Ontario where have salt, petroleum and gold been found ? 15
6. Define the terms Horizon, visible and rational, Orbit, Zodiac, Zenith and Nadir. 15
7. What are the chief exports of the British colonies in Africa ? 15

SECOND DIVISION.

- | No. | | Value. |
|-----|---|--------|
| 1. | Name the capital and give the situation of Afghanistan. | 10 |
| 2. | What colonies in the south of Africa belong to Great Britain ? | 15 |
| 3. | What States belong to the Nile Region ? Tell what you know of the River Nile. | 15 |
| 4. | Account for the Gulf Stream and describe its course. | 10 |
| 5. | Name some of the periodical winds and say when they are felt. | 10 |
| 6. | Name the circles that bound the different zones, and tell in what zones the following countries are : Canada, Greenland, Australia, India and California. | 20 |
| 7. | What are the chief productions of the West Indies and Great Britain ? What countries produce dates, figs, raisins and sago. | 20 |

THIRD DIVISION.

No.	Value.
1. What possessions has Great Britain in the Mediterranean Sea ?	10
2. Where are the following mountain ranges to be found : Appenines, Pyrenees, Balkan and Caucasian.	15
3. Tell in what countries and on what waters the following cities are found : Glasgow, Venice, Constantinople and Geneva	15
4. What are the chief rivers in India ?	15
5. Name the most important possessions of Great Britain in Asia.	20
6. What states belong to the Nile region ? Tell what you know of the River Nile.	15
7. Give the names of the colonies of Australia.	10

FOURTH DIVISION.

No.	Value.
1. Give the area, population and provinces of the Dominion of Canada.	15
2. How many cities are there in Ontario ? Name them, and give the counties in which they are found.	10
3. Going by water, how would you reach Montreal from Owen Sound ?	15
4. Name the Great Powers of Europe and their Capitals.	10

5. What countries of Europe border on the Mediterranean? 15
6. What possessions has Great Britain in the Mediterranean? 15
7. Give the boundaries of England, and the chief commercial cities of England and Scotland. 15
8. Name the provinces of Ireland. 5

ALGEBRA.

FIRST DIVISION.

1. If $a = 1$ $b = 3$ $c = 5$ find the value of

$$[2a - (3b - 5c)]^2 + [3b - (5c - 2a)]^2 + [5c - (2a - 3b)]^2$$

2. Multiply $x^2 + 4y^2 + 9z^2 + 2xy \div 3xz - 6yz$ by $x - 2y - 3z$.

3. Simplify $\left\{ \frac{2}{3} + \frac{4x}{3(2-x)} \right\} + \left\{ \frac{3}{8} - \frac{3x}{4(1+x)} \right\}$

4. Find the value of x in the following equations :

$$(1.) \quad \frac{1}{3} (x-5) - \frac{3}{11} \left(\frac{x}{2} - 6\frac{2}{3} \right) = 7\frac{1}{2} - \frac{3}{10} \left(19 - \frac{x}{3} \right)$$

$$(2.) \quad \frac{1}{4} (2x - 3\frac{12}{13}) - \frac{10(1-3x)}{65} = x - \frac{4}{39} \left\{ 1\frac{1}{4}x - \frac{5}{8}(1-3x) \right\}$$

$$(3.) \quad 4 - \frac{1}{2}x - \frac{1}{6}x + \frac{1}{3} = \frac{\frac{1}{3}(2x-11)}{\frac{1}{3}x-1}$$

5. If the equation $ax^2 + bx + c = 0$, what is the condition that the roots are equal?

If m and n be the roots, prove that $\frac{m+n}{mn} = -\frac{b}{c}$

6. What number is that which exceeds 60 as much as its fourth part exceeds its twelfth part?

SECOND AND THIRD DIVISIONS.

Second Division will take Nos. 3, 4, 5, 6, 7, 8, 9.

Third Division will take Nos. 1, 2, 3, 4, 5, 6.

1. If $a=2$ $b=6$ $c=10$ $d=0$ find the value of
 $2a^2b - 3ab^2 + 2b^2c - 4bc^2 + 5c^2d$.
2. Simplify $[3x - (4y + 3z)] + [2y - (3x + 4z)] - [3z - (-2y - x)]$.
3. Multiply $1 - 2x + 3x^2 - 4x^3 + 5x^4$ by $1 + 2x + x^2$
4. Divide (1.) $x^3 - 6x^2 + 11x - 6$ by $x - 2$
 (2.) $a^6 - 1$ by $a^3 - 2a^2 + 2a - 1$
5. Solve the equations
 (1.) $4x - 2 + 6(4x - 3) = 4(3x - 2) + 8(5x - 4)$
 (2.) $\frac{1}{6}(9 - 2x) - \frac{1}{2} = 1 - \frac{1}{30}(7x - 18)$.
6. Divide 90 into three such parts that the first may exceed the second by 25 and the third by 35.
7. Find the G. C. M. of $a^3 - ab - b^2$ and $a^2 - 3ab + 2b^2$
8. Simplify $\frac{3x^2 + 4y^2}{x^2 - y^2} + \frac{3y}{x + y} - \frac{2x}{x - y}$
9. Simplify $\frac{1}{ab - ax} + \frac{1}{bc - bx} - \frac{1}{ca - ax}$ when $x = \frac{b}{a}(c + a - b)$

GEOMETRY.**FIRST AND SECOND DIVISIONS.**

First Division will take Nos. 1, 2, 3, 4.

Second Division will take Nos. 2, 4, 5, 6.

- 1 If two straight lines cut each other show that the opposite vertical angles are equal to each other.
2. If one side of a triangle be produced the exterior angle is equal to the two interior and opposite angles.

How many degrees are there in the angle of an equilateral decagon.

3. Enunciate the propositions in which Euclid proves the equality of two triangles.
4. Describe a parallelogram equal to a rectilineal figure, and having an angle equal to a given rectilineal angle.

Find to three decimal places the length of a side of a square which is equal in area to a regular hexagon whose side = 4.

5. If a straight line be divided into two equal parts the square of the whole line is equal to the squares of the two parts together with twice the rectangle contained by the two parts.

Give the algebraical equivalent of this proposition.

6. The angle in a semi-circle is a right angle, the angle in a segment greater than a semi-circle is less than a right angle, and in a segment less than a semi-circle it is greater than a right angle.

Show how this follows from the consideration that the angle at the centre is double the angle at the circumference.

NATURAL PHILOSOPHY.

FIRST AND SECOND DIVISIONS.

First Division will take Nos. 2, 3, 6, 7, 8 and 9.

Second Division will take Nos. 1, 3, 4, 5 and 6.

1. Explain what is ment by Porosity, Inetria and Indestructibil-
ity as properties of matter and give illustrations.
2. Give the Law of Gravitation.

How far will a body fall in 20 seconds? With what
velocity will it strike the ground?

3. How is the specific gravity of a solid found?

The sp. gr. of chalk being 2.65, what is the weight of
4 cubic feet of chalk?

A body loses 15 oz. on being weighed in water, what is
its volume?

4. Illustrate by a sketch the difference between the Force Pump
and the Lifting Pump.
5. Is the air lighter or heavier in bad weather? Give reasons
for your answer.
6. Can you exhaust air completely by the air Pump? Explain.
What is the pressure of air upon one acre of land?

7. State the condition of equilibrium in a lever of the 3rd kind, and in the inclined plane.

Describe as a lever an oar, a spade, a pair of tongs, a wheelbarrow.

8. In a lever of the first kind, 12 feet long, where should the F. be placed so that a power of two pounds will balance a W. of 40 lbs?
9. I wish to raise a ton weight 4 feet high and I can only exert a force of 100 lbs. Show I can do it by each of any two mechanical powers.
-

DRAWING.

FIRST AND SECOND DIVISIONS.

1. Give an example of a spiral curve, having parallel coils.
2. Give an example of a reversed curve, its greatest altitude to be $\frac{1}{8}$ th its base. The base to be a vertical line, 2 inches long.
3. Arrange spiral curves in an ellipse.
4. An industrial drawing from memory.
5. An original design.
6. Illustrate the difference between symmetrical arrangement on an axis, and symmetrical arrangement about a centre.

BOOK-KEEPING.**FIRST DIVISION.**

1. If you commence business with \$600 in cash, \$800 in goods and you owe James Thompson \$150 what accounts would you open.
2. Give a general rule for journalizing.
3. Journalise the following transactions :

Sold John Smith, goods, amount to \$300, receiving in payment, cash, \$150, and his note for the balance.

Bought from A. B. goods amounting to \$250, paying cash, \$150. the balance being charged on account.

John Smith pays his note in full.

4. When do you debit and when credit Profit and Loss.
5. How do you balance the following accounts : Merchandise, Profit and Loss, Balance.
6. What is the final test of correctness of the Ledger ?

BOOK-KEEPING, SINGLE ENTRY.**SECOND AND THIRD DIVISION.**

1. Open a cash account and post the following :

JANUARY, 3.

Cash on hand	-	-	-	-	-	\$500
Paid John Thompson for goods	-	-	-	-	-	120

—4—

Received for sales this day	-	-	-	50
Paid three months rent	-	-	-	200

—5—

Remitted James Smith, on account	-	85
Received for sales this day	-	41
Received from Thomas Johnson	-	36

Balance the above and find the amount on hand.

2. Explain the terms Resource, Bill Receivable, Liability.
3. In what accounts and on which side would you enter the following:

Thomas Smith purchases on credit 120 yards of cloth at 50 cents, paying me \$20 on account.

I buy on credit from Jas. Johnson 10 brls. of flour at \$5.


4. In closing the Ledger how would you find the loss or gain?

MUSIC.

FIRST AND SECOND DIVISIONS.

1. Define Time.
2. What are Intervals?
3. Of what use are Sharps and Flats?
4. How would you transpose from the Key of C. to F.?
5. What is the Key Note of any piece of music?


6. Define Melody and Harmony.
7. Of what does the Common Chord consist?
8. When is the Common Chord called Major, and when Minor?
9. Define Triad, Solfeggio, Unison.
10. In the Major Diatonic Scale where are the Semitones situated?

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

THIRD AND FOURTH DIVISIONS.

1. What is a Note? What is a Stave? How many degrees in a Stave?
2. After what letters of the Alphabet are the notes named?
3. On what line or lines of the Stave may the Treble Clef, Bass Clef and Tenor Clef be written? What are the uses of the clefs?
4. Define the Diatonic Scale. The Chromatic Scale.
5. Where are the natural Semitones found? How are other Semitones produced?
6. What is the Key Note of a piece of music? In what degree of the scale is it?
7. What are intervals?

8. Define Time.

 First six questions for the Fourth Division, last six for the Third Division.

DICTATION.

“The air had been warm and transparent through the whole of the bright day. Shining metal spires and church-roofs, distant and rarely seen, had sparkled in the view; and the snowy mountain-tops had been so clear that unaccustomed eyes, cancelling the intervening country, and slighting their rugged height for something fabulous, would have measured them as within a few hours' easy reach. Mountain-peaks of great celebrity in the valleys, whence no trace of their existence was visible sometimes for months together, had been since morning plain and near in the blue sky. And now, when it was dark below, though they seemed solemnly to recede, like spectres who were going to vanish, as the red dye of the sunset faded out of them and left them coldly white, they were yet distinctly defined in their loneliness, above the mists and shadows”

“A craggy track, up which the mules in single file scrambled from block to block, as though they were ascending the broken staircase of a gigantic ruin, was their way now. No tree was to be seen, nor any vegetable growth, save a poor brown scrubby moss, freezing into the chinks of rock. Blackened skeleton arms of wood by the way-side pointed upward to the convent, as if the ghosts of former travellers overwhelmed by the snow, hunted the scene of their distress. Icicle-hung caves and cellars built for refuges from sudden storms, were like so many whispers of the perils of the place; never resting wreaths and mazes of mist

wandered about hunted by a moaning wind ; and snow, the besetting danger of the mountain, against which all its defences were taken, drifted sharply down."

DERIVATION.

1. Derive the following words, giving the meaning of the affix, prefix, and root in each case : Transparent, Unaccustomed, Cancelling, Intervening, Existence, Loneliness, Recede, Besetting, Visible, Fabulus.

Financial Statements.

Annual General Statement of Receipts and Expenditure for Public School Purposes, City of Toronto, for the year ending December 31st, 1879.

INCOME FOR 1879.

Balance from 1878	\$21,424 02	
Cash on hand	9 34	
Legislative Appropriation for 1879	8,178 00	
Municipal Assessment for General School Purposes	79,574 00	
Fees for non-resident pupils	62 25	
Educational Department School Prizes for 1878 ..	169 18	
“ “ “ “ “ 1879 ..	155 72	
Sundries	18 90	
Total		<u>\$109,591 41</u>

EXPENDITURE FOR 1879.

1. School Buildings, Architects' Fees, &c., as per statement in detail. (See Appendix A)....	\$12,438 42	
2. Repairs, Alterations and Improvements at the several Schools, as per statement in detail. (See Appendix B.).....	4,021 01	
3. Salaries of Officers, Teachers and Caretakers, as per statement in detail. (See Appendix C) ..	75,458 85	
4. Fuel for Schools, Board Room and Offices : Wm. McGill & Co., Wood and Coal, per Contract.....\$	364 21	
P. Burns do.....	3,339 40	
Sundry persons, cutting wood	784 92	
		<u>4,488 53</u>
5. Premiums of Insurance :		
Northern Co.	\$ 92 00	
North British Co.	48 00	
British America Co.	36 00	
Western Co.	36 00	
National Co.	32 00	
Carpenters' Risks in Sundry Co's..	52 50	
		<u>296 50</u>
Carried forward	\$96,703 31	

<i>Brought forward</i>		\$96,703 31
6. School Furniture :		
R. Hay & Co.; Desks, &c., for New		
Class Rooms.....	\$ 802 62	
J. C. Swait, Stoves, &c.	800 00	
		1,602 62
7. Water Rates for all the Schools.....		1,741 08
8. Printing and Advertising, as per statement in		
detail. (See Appendix D.).....		926 62
Stationery, School Supplies, Stoves, as per		
statement in detail. (See Appendix E.)..		1,719 33
Miscellaneous Expenditure, as per statement		
in detail. (See Appendix F.).....		1,059 51
Cash on hand.....		1 33
		<hr/>
Total Expenditure		\$103,753 80
Balance to 1880 :		
Building Account.....	2,796 42	
School Account.....	3,041 19	
		<hr/>
		5,837 61
		<hr/>
	Total	<u>\$109,591 41</u>

Certified,

W. C. WILKINSON,

Secretary.

Audited and Approved,

WM. ANDERSON,

Auditor.

Toronto, January, 1880.

APPENDIX A.

*Statement in detail of Expenditure on Account of School Buildings,
Architects' Fees, &c., from 31st December, 1878, to 31st
December, 1879, given as one sum in Item No. I, Annual
General Statement.*

LOUISA STREET SCHOOL ENLARGEMENT.

Crang & Harris, Masonry Work ...	\$ 1,128 03
Pells & Dodds, Carpenters' Work.....	2,422 80
C. R. Rundle & Co., Plasterers' Work	489 75
G. S. Faircloth & Son, Painters' and Glaziers' Work	224 55
G. Boxall, Galvanized Iron Work.....	112 50
W. J. Gibson, Plumbers' Work.....	50 20
J. S. Champ & Co., Felt and Gravel Roofing.....	120 00
	<hr/>
Carried forward	\$4,547 83

Brought forward	\$4,547 83	
R. Rennie, Slaters' Work	207 00	
Smith & Gemmell, Architects' Commission.....	213 30	
		\$4,968 13

PARLIAMENT STREET SCHOOL ENLARGEMENT.

Crang & Harris, Masonry Work	\$1,088 46	
W. Forbes, Carpenters' Galvanized Iron and Felt Roofing Work	1,152 79	
F. A. Bowden, Plasterers' Work	222 80	
A. M. Brown, Painters' and Glaziers' Work.....	104 85	
Harper & Son, Architects' Commission.....	128 42	
		2,697 32

PARK SCHOOL ENLARGEMENT.

B. Brick, Whole Tender for all the branches of work	\$1,990 60	
J. Greenfield, Architects' Commission.....	99 53	
		2,090 13

CHURCH STREET SCHOOL ENLARGEMENT.

B. Brick, Whole Tender for all the branches of work	\$2,130 00	
D. Roberts, Architects' Commission.....	106 50	
		2,236 50

MISCELLANEOUS.

F. W. Unitt, Galvanized Iron Work, Winchester St. School	100 00	
Stewart & Strickland, Architects' Commission, pre- paring Plans and Specifications for enlarging Givins St. School	100 00	
W. B. McMurrich, Solicitors' Fees	246 34	
		446 34
Total of Item No. 1.....		\$12,438 42

APPENDIX B.

*Statement in detail of Repairs, Alterations and Improvements, at
the several Schools during 1879, given as one sum in Item No.
2, in Annual General Statement.*

GIVINS STREET SCHOOL.

Geo. Weeks, Carpenters' Work, &c.....	\$134 61	
Jno. Bulman, " "	17 10	
J. Denham, Tree Boxes	9 00	
Carried forward	\$160 71	

<i>Brought forward</i>	\$160 71	
F. W. Unitt, Plumbers' Work	7 75	
V. J. Wallis, " "	7 70	
O. Mead, Painting Tree Boxes	2 00	
Pells & Dodds, Repairs.....	60	
	<hr/>	\$178 76

NIAGARA STREET SCHOOL.

Pells & Dodds, Carpenters' Work.....	\$29 40	
J. Denham, " "	18 08	
" " Tree Boxes	15 10	
A. M. Browne, Whitewashing, &c.....	35 29	
J. C. Swait, Tinsmith Work	7 00	
V. J. Wallis, Plumbers' Work.....	5 00	
W. J. Gibson, " "	3 95	
O. Mead, Painting Tree Boxes	4 20	
E. Merrett, Reglazing.....	1 95	
	<hr/>	119 97

BATHURST STREET SCHOOL.

James Nelson, Carpenters' Work, &c.....	\$63 29	
Pells & Dodds, " "	3 99	
J. Denham, Tree Boxes	16 20	
O. Mead, Painting Tree Boxes	3 60	
T. M. Buley, Whitewashing, &c.....	46 99	
V. J. Wallis, Plumbers' Work.....	8 35	
F. W. Unitt, " "	1 50	
T. Williams, Repairing Lightning Rods.....	3 00	
E. Merrett, Reglazing.....	60	
	<hr/>	147 52

MARKHAM STREET SCHOOL.

T. M. Buley, Reglazing	\$3 04	
	<hr/>	3 04

BORDEN STREET SCHOOL.

James Nelson, Repairs	\$1 00	
J. Denham, Tree Boxes	6 30	
O. Mead, Painting Tree Boxes	1 40	
V. J. Wallis, Plumbers' Work	2 00	
E. Merrett, Reglazing.....	1 65	
Pells & Dodds, Repairs	45	
	<hr/>	12 80
<i>Carried forward</i>		<hr/>
		\$462 09

FINANCIAL STATEMENTS.

5

Brought forward

\$462 09

PHOEBE STREET SCHOOL.

D. M. Kimings, Carpenters' Work	\$230 89	
Pells & Dodds, " "	24 44	
J. Denham, Tree Boxes	10 50	
O. Mead, Painting and Whitewashing	135 60	
F. W. Unitt, Plumbers' Work	14 25	
V. J. Wallis, " "	2 60	
W. M. Adams, Tinsmiths' Work	10 05	
J. C. Swait, " "	1 50	
E. Merrett, Reglazing	75	
		430 58

RYERSON SCHOOL.

B. Brick, Constructing Drain, and Bricklayers' Work	\$218 10	
W. Tate, Bricklayers' Work	20 20	
J. Denham, Carpenters' Work	48 70	
J. Stephens, " "	8 85	
Pells & Dodds, " "	4 35	
J. C. Swait, Tinsmiths' Work	6 83	
Stewart & Davis, Reglazing	13 95	
E. Merrett, " "	3 90	
F. W. Unitt, Plumbers' Work	1 75	
V. J. Wallis, " "	1 60	
J. Gibson, Flowers, Grass Seed, &c... ..	5 98	
O. Mead, Painting Tree Boxes	4 00	
C. Slein, Whitewashing	3 00	
T. Williams, Repairing Lightning Rods	1 75	
		342 96

JOHN STREET SCHOOL.

J. Bulman, Carpenters' Work, &c	\$168 36	
Pells & Dodds, " "	7 52	
E. Merrett, Painting, Whitewashing and Reglazing	59 82	
O. Mead, Painting Tree Boxes	3 60	
F. W. Unitt, Plumbers' Work	5 50	
V. J. Wallis, " "	1 10	
T. Williams, Repairing Lightning Rods	5 70	
		251 60

YORK STREET SCHOOL.

James Denham, Carpenters' Work	\$34 18	
J. Stephens, " "	6 90	
<i>Carried forward</i>	\$41 08	\$1,487 23

<i>Brought forward</i>	\$41 08	\$1,487 23
Pells & Dodds, Carpenters' Work	5 50	
J. C. Swait, Renewing Iron Roof	28 60	
F. W. Unitt, Plumbers' Work, &c.	6 00	
W. J. Gibson, " "	9 60	
V. J. Wallis, " "	7 71	
E. Merrett, Reglazing	1 65	
A. O. Andrews, Flowers	2 04	
P. Wood, Fixing Stove	50	
	<hr/>	102 68

LOUISA STREET SCHOOL.

Pells & Dodds, Carpenters' Work	\$243 05
J. Stephens, " "	21 34
C. H. Page, Whitewashing	12 00
W. H. Leatch, Lightning Rods	68 40
V. J. Wallis, Plumbers' Work	4 10
F. W. Unitt, " "	2 50
E. Merritt, Reglazing	3 80
G. Kennedy, Cleaning Yard	2 00

357 19

ELIZABETH STREET SCHOOL.

H. Geraghty, Carpenters' Work	\$20 00
Pells & Dodds, " "	5 52
J. Stephens, " "	4 05
J. Smith, Tree Boxes	7 20
J. Fraser, Painting Tree Boxes	2 40
E. Merrett, Reglazing	4 65
V. J. Wallis, Plumbers' Work	6 00
F. W. Unitt, " "	2 50
J. C. Swait, Tinsmiths' Work	2 35

54 67

WELLESLEY SCHOOL.

H. Geraghty, Carpenters' Work	\$88 00
J. Stephens, " "	26 67
Pells & Dodds, " "	5 34
James Stephens, Trees, Shrubs, Flowers, Trans- planting, &c.	30 30
J. C. Swait, Tinsmiths' Work	14 58
J. Smith, Tree Boxes	15 30
J. Fraser, Painting Tree Boxes	8 70

Carried forward \$188 89 \$2,001 77

FINANCIAL STATEMENTS.

7

<i>Brought forward</i>	\$188 89	\$2,001 77
J. Fearnley, Plasterers' Work	2 00	
E. Merritt, Reglazing	3 60	
		194 49

CHURCH STREET SCHOOL.

B. Brick, Carpenters' Work, Repairs, &c.	\$60 00	
W. H. Leatch, Lightning Rods.....	41 80	
J. Smith, Tree Boxes	3 60	
Pells & Dodds, Repairs	1 28	
H. Burrows, Painting.....	1 50	
A. Hamilton, Reglazing	2 60	
G. S. Faircloth & Son, Reglazing.....	1 50	
E. Merritt, "	1 50	
		113 78

VICTORIA STREET SCHOOL.

J. Smith, Carpenters' Work	\$182 69	
A. Hamilton, Painting and Reglazing.....	10 88	
F. W. Unitt, Plumbers' Work.....	4 60	
G. Boxall, " "	2 40	
W. J. Gibson, " "	2 50	
Pells & Dodds, Repairs	94	
		204 01

GEORGE STREET SCHOOL.

Wilson & Howard, Carpenters' Work, &c.	\$67 75	
Pells & Dodds, " "	13 47	
J. Smith, Tree Boxes.....	5 40	
A. Hamilton, Painting and Reglazing.....	23 95	
O. Mead, Whitewashing.....	12 25	
E. Merrett, Reglazing.....	3 95	
W. J. Gibson, Plumbers' Work	10 05	
Hurst & Fryer, " "	5 70	
J. Morrison, " "	2 63	
		145 15

WINCHESTER STREET SCHOOL.

J. T. Coatsworth & Bro., Carpenters' Work.....	\$271 15	
Pells & Dodds, " "	15 70	
G. S. Faircloth & Son, Whitewashing, &c.	48 35	
F. W. Unitt, Plumbers' Work.....	8 75	
W. J. Gibson, " "	6 25	
J. Smith, Tree Boxes.....	6 00	
<i>Carried forward</i>	\$356 20	\$2,659 20

<i>Brought forward</i>	\$356 20	\$2,659 20
A. Hamilton, Reglazing.....	4 82	
E. Merrett, "	35	
	<hr/>	\$361 37

DUFFERIN SCHOOL.

J. Corbett, Carpenters' Work	\$129 70	
Pells & Dodds " "	11 69	
Wm. Tate, Bricklayers' Work	26 92	
Wm. Douglas, " "	5 58	
J. C. Swait, Tinsmiths' Work	20 57	
J. Smith, Tree Boxes	4 10	
Faircloth & Son, Reglazing	7 15	
E. Merrett, "	5 10	
G. Reading, Shrubs and Flowers	5 00	
F. W. Unitt, Plumbers' Work	3 75	
	<hr/>	\$219 56

PARK SCHOOL.

B. Brick, Carpenters' & Bricklayers' Work	\$290 96	
Pells & Dodds, Carpenters' Work	4 77	
W. H. Leatch, Lightning Rods	26 90	
W. J. Gibson, Plumbers' Work	10 69	
Wm. Tate, Bricklayers' Work	2 32	
A. Hamilton, Reglazing and Frosting	3 08	
Faircloth & Son, Reglazing	1 00	
	<hr/>	\$339 72

PARLIAMENT STREET SCHOOL.

J. Smith, Tree Boxes	\$5 10	
W. J. Gibson, Plumber's Work	5 00	
A. Hamilton, Re-glazing	3 30	
E. Merrett, Re-glazing	1 30	
Pells & Dodds, Repairs	2 55	
	<hr/>	17 25

PALACE STREET SCHOOL.

T. Bryce & Bro., Carpenter's Work	\$152 17	
Pells & Dodds, Carpenter's Work	12 74	
J. Smith, Tree Boxes	9 00	
W. J. Gibson, Plumber's Work	6 80	
F. W. Unitt, Plumber's Work	2 40	
J. C. Swait, Tinsmith's Work	6 59	
E. Merrett, Re-glazing	2 70	
	<hr/>	192 40
<i>Carried forward</i>		\$3,789 50

Brought forward \$3,789 50

MISCELLANEOUS.

A. Montgomery, Cement Blackboards at Phœbe, John and Ryerson Schools.....	\$100 00.	
George Leslie & Son, Trees.....	79 10	
McCaw & Lennox, Measuring and Inspecting Lightning Rods ..	10 00	
A. Hamilton, Painting Tree Boxes	8 66	
Expenses of Annual Inspection of School Property.	12 35	
Sweeping Chimneys.....	21 40	
		231 51
Total of Item No. 2.....	\$4,021 01	

APPENDIX C.

*Statement in detail of Salaries of Officers, Teachers, Caretakers, &c.,
paid during 1879, as given in one sum in Item No. 3, in An-
nual General Statement.*

OFFICERS, &c.

James Hughes, Inspector	\$1,700 00	
W. C. Wilkinson, Secretary.....	1,200 00	
J. T. Thompson, Truant Officer	700 00	
Wm. Anderson, Auditor.....	25 00	
C. R. Woodland, Messenger and Caretaker	600 00	
Four Examiners (Combined Examination).....	160 00	
Twenty-two Caretakers	3,655 31	
		\$8,040 31

MALE TEACHERS.

HEAD MASTERS.

James Anderson	\$850 00	
I. J. Birchard	109 40	
John Campbell.....	897 00	
Wm. Cassidy	457 50	
Levi Clark.....	900 00	
Samuel Coyne	881 50	
George Crane	750 00	
Robert W. Doan	900 00	
Martin Gill	900 00	
<i>Carried forward</i>	\$6,645 40	\$8,040 31

<i>Brought forward</i>	\$6,645 40	\$8,040 31
Andrew Hendry	858 29	
Richard Lewis	1,000 00	
R. T. Martin	750 00	
Samuel McAllister	1,000 00	
Robert McCausland	850 00	
Adam F. McDonald	1,000 00	
Adam Morrison	900 00	
John Phillips	750 00	
Albert R. Pyne	900 00	
Francis S. Spence	900 00	
Wm. Spotton	750 00	
T. C. Atkinson (for Mr. Birchard)	271 50	

ASSISTANT MASTERS.

Henry Browne	850 00
Peter G. Meldrum	850 00
George K. Powell	764 60

MUSIC TEACHERS.

A. P. Perrin	325 00	
H. F. Sefton	325 00	
		19,689 79

FEMALE TEACHERS.

HEAD MISTRESS.

Miss C. M. Churchill	\$600 00
----------------------------	----------

SENIOR FIFTH BOOK CLASS.

Miss M. Buik	525 00	
“ O. Dunn	525 00	
“ M. J. Keown	525 00	
		2,175 00

JUNIOR FIFTH BOOK CLASS.

Miss Susan Hamilton	\$500 00	
“ C. Spotton	498 50	
“ M. A. Worth	500 00	
		1,498 50

SENIOR FOURTH BOOK CLASS.

Miss C. Fraser	\$375 00	
“ S. J. Hamilton	449 25	
“ A. Kelloch	447 75	

<i>Carried forward</i>	\$1,272 00	\$31,403 60
------------------------------	------------	-------------

FINANCIAL STATEMENTS.

11

<i>Brought forward</i>	\$1,272 00	\$31,403 60
Miss Elizabeth Kennedy	473 50	
“ S. McCreight	500 00	
“ J. Rogers	483 00	
“ M. Sutherland	113 75	
“ R. Thompson	500 00	
“ E. A. Williams	500 00	
		3,842 25

JUNIOR FOURTH BOOK CLASS.

Miss M. Coyne	\$445 00	
“ J. A. Cruise	442 75	
“ S. M. Hamilton	456 00	
“ G. Round	500 00	
Mrs. K. Stevenson	431 25	
		2,269 00

SENIOR THIRD BOOK CLASS.

Miss A. Armstrong	\$385 00	
“ A. I. Cameron	422 50	
“ Jessie Campbell	425 00	
Mrs. A. Carey	424 00	
Miss H. Fraser	399 00	
“ Carrie Gray	424 50	
“ Emma Gray	298 75	
Mrs. E. A. Green	425 00	
Miss Emma Kennedy	421 50	
“ K. Lemon	425 00	
“ Kate A. Scarlett	450 00	
“ Jane Smyth	500 00	
“ G. Stokes	424 50	
“ Maria Woods	425 00	
		5,849 75

JUNIOR THIRD BOOK CLASS.

Mrs. J. S. Arthurs	\$450 00	
Miss A. Chambers	400 00	
Mrs. M. A. Fitzgerald	400 00	
Miss M. Frazer	400 00	
“ A. Frisby	399 50	
“ M. Gunn	400 00	
“ H. How	393 75	
“ M. Hunter	382 00	
“ P. Johnston	398 00	

Carried forward \$3,623 25 \$43,364 60

<i>Brought forward</i>	\$3,623 25	\$43,364 60
Mrs. L. Leadley	399 50	
“ E. Lilly	400 00	
“ J. A. McBrien	381 25	
Miss S. McKenzie	400 00	
“ I. Mearns	378 75	
“ M. Newton	391 00	
Mrs. G. Riches	450 00	
“ K. Rowland	425 00	
Miss A. Sims	400 00	
“ H. Somerville	399 00	
	<hr/>	\$7,647 75

SENIOR SECOND BOOK CLASS.

Mrs. J. N. Agnew	\$371 00	
Miss K. M. Allan	352 25	
Mrs. J. S. Balmer	375 00	
“ C. Brechon	354 25	
Miss T. Carlyle	368 75	
“ E. J. Church	375 00	
Mrs. M. A. McDonald	375 00	
Miss A. Freeman	354 75	
“ A. A. Gray	356 25	
“ J. Gunn	357 34	
“ L. Lumsden	353 25	
“ A. Rowel	249 00	
“ M. Sefton	373 50	
“ M. B. Smith	374 50	
“ C. J. Watson	370 50	
“ M. A. Westman	367 00	
	<hr/>	5,727 34

JUNIOR SECOND BOOK CLASS.

Mrs. A. F. Armour	\$349 50	
“ M. J. Charlton	175 00	
Miss L. Cornor	337 00	
“ L. Sallarty	331 25	
“ G. Grant	348 00	
“ Miss E. R. Gray	330 84	
Miss C. Jackson	350 00	
Mrs. McCuaig	350 00	
Miss L. Payne	331 25	
“ E. Y. Sams	331 25	
“ A. M. Sefton	331 25	
	<hr/>	
<i>Carried forward</i>	\$3,565 34	\$56,739 69

FINANCIAL STATEMENTS.

13

<i>Brought forward</i>	\$3,565 34	\$56,739 69
Miss M. Spence	331 25	
Mrs. Steward	350 00	
Miss L. S. Taylor.....	330 75	
“ E. C. Thompson.....	350 00	
Mrs. S. E. Wallace.....	350 00	
Miss M. L. Williams	350 00	
		5,627 34

SENIOR FIRST BOOK CLASS.

Miss E. M. Chadwick.....	\$325 00	
“ F. A. Cheney	325 00	
“ E. Foulds.....	325 00	
“ A. S. Gray	325 00	
“ S. Hagarty	325 00	
“ L. Kessick	325 00	
“ L. E. Lawson	217 75	
“ F. Martin	325 00	
“ M. J. McCally	320 00	
“ A. McIntyre	325 00	
“ M. Milne.....	323 50	
“ M. Mullen	325 00	
“ B. Sims	242 25	
“ F. Sims.....	324 50	
“ L. Slater	325 00	
“ M. F. Spence	325 00	
“ L. Sturrock.....	324 50	
“ F. Thompson	323 50	
		5,651 00

JUNIOR FIRST BOOK CLASS.

Miss J. Anderson.....	\$318 00	
“ L. Anderson	242 75	
Mrs. J. E. Bell.....	325 00	
Miss A. Black	242 75	
“ P. Black	81 25	
“ E. Bolton.....	81 25	
“ J. F. Brown	81 25	
“ I. Brown	323 50	
“ I. Campbell.....	321 00	
“ J. Carlyle	325 00	
“ H. Clarkson	81 25	
“ L. Dickenson	325 00	
“ M. Forster	81 25	
<i>Carried forward</i>	\$2,829 25	\$68,018 03

	<i>Brought forward</i>	\$2,829 25	\$68,018 03
Miss H. Giles		81 25	
“ E. Langton		108 33	
“ M. Logan		63 25	
“ J. Marks		81 25	
“ A. S. Martin		81 25	
“ E. McJannet		313 00	
“ I. Nudel		324 50	
“ M. Ritchie		320 00	
“ S. E. A. Scobie		325 00	
“ M. Smyth		54 16	
“ I. V. Straubel		108 33	
“ B. M. Wallace		325 00	
“ A. T. Waterson		325 00	
“ F. E. Woodhouse		243 25	
			5,582 82
Miss B. Gunn, Drawing Teacher		\$500 00	
Occasional Teachers		1,358 00	
			1,858 00
	Total of Item No. 3		\$75,458 85

APPENDIX D.

Statement in detail of Printing and Advertising, as given in one sum in Item No. 8, in Annual General Statement.

Rolph, Smith & Co., Certificates of Honor		\$389 00
T. Hill & Son, Printing Minutes, Circulars, &c.....		144 60
G. C. Patterson & Co., Printing Inspector's Annual Report ..		103 47
“ “ “ “ Minutes, Circulars and General		
Printing		226 25
Globe Printing Co., Advertising.....		18 00
“ “ Printing		5 00
Mail “ Advertising		18 80
Telegram, “		16 50
Estate J. Beaty, “		5 00
	Total of Item No. 8	\$926 62

APPENDIX E.

Statement in detail for Stationery, School Supplies, Stoves, Prize Books, Apparatus, etc., as given in one sum in Item No. 9 in Annual General Statement.

Willing & Williamson, Prize Books.....	\$338 37
W. J. Gage & Co., Stationery and School Supplies.....	409 30
J. M. Maude, Ink for all the Schools	96 48
Davis & Henderson, Stationery, etc.	16 73
R. Hay & Co., Primary Benches, Pointers, etc.	44 50
Educational Depository, Maps, etc.....	17 75
Mace & Cuseck, Wood Boxes for Schools	42 00
J. C. Swait, Black-leading Stoves, Varnishing Pipes, Re-placing old Stoves, Zinc, etc., in all the Schools.	384 21
F. W. Unitt, Tinsmith work, Stoves, Pipes, etc.	209 24
R. H. Smith, Window Shades.....	17 40
P. Paterson & Son, Hardware	27 87
John Young, Bibles....	8 40
Charles Field, Pokers.....	9 00
George Boxall, Pails	18 00
C. Potter, Thermometers, Ink Wells, etc.....	35 50
Brown Bros., Stationery ...	16 95
J. Farthing, Supplies for Electric Pen	9 98
Miles & Co., Atlas.....	10 00
J. Higgins, Black-board Erasers	2 50
W. Sturrock, Pens	1 00
J. Monk, Pen-holders.....	1 25
C. Bovaird, Repairing Benches.....	1 50
Sundries.....	1 40

Total of Item No. 9.\$1,719 33

APPENDIX F.

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

Trustee Elections, Returning Officers, Fees, Rent of Polling Booths, &c.....	\$233 70
Entrance Examinations, Collegiate Institute.....	122 20
Kerr & Anderson, Rent of Mission Church, Markham Street, for School Purposes	100 00
W. Goldsmith, Rent of Church adjoining Elizabeth Street School, for School Purposes	120 00
Expenses in connection with reception of Governor General..	97 26
Howard & Co., Engrossing.....	25 00
R. H. Smith, Banners for all the Schools.....	30 00
H. Pellatt, for use of Pavillion, Horticultural Gardens, for Annual Meeting	10 00
Mason, Risch & Co., Piano.....	5 00
R. Hay & Co., Loan of Chairs.....	3 75
Wheeler & Bain, Lawn Mower, Dufferin School	7 00
P. Patterson & Son, Lawn Mower, Ryerson School.....	7 00
Gas Account	16 60
Elliott & Co., Oxalic Acid.....	7 50
London & Paris House, Repairing Clocks.	11 50
Bonuses to Caretakers	24 00
W. B. McMurrich, Solicitor's Fees for Sundry Purposes	121 05
Cab Hire for Distribution of Jesse Ketchum Prizes (1878).....	13 00
Cab Hire for Distribution of Jesse Ketchum Prizes (1879).....	12 00
W. A. Lee, Rent of House for Caretaker, Phoebe Street School ..	8 75
Rewards for Conviction of Trespassers on School Property.	6 50
Might & Taylor, Directory.....	2 50
Cab Hire for Committees, &c.....	23 50
Cartage and Expressage of School Furniture, &c.	19 65
Postage, Telegrams, P.O. Boxes, Inspector & Secretary	21 85
H. Jackman, Bill Posting.....	3 00
Westman & Baker, Repairing Copying Press	1 25
R. Walker & Son, Window Shades.....	2 65
Statutes of Ontario, 1879.....	1 00
Sundries.....	2 30

Total of Item No. 10.....	<u>\$1,059 51</u>
---------------------------	-------------------

SECRETARY'S VALUATION OF SCHOOL PROPERTY.

*Secretary's Statement of the Estimated Value of the School Premises,
Sites, Buildings, Furniture, &c., belonging to the Public School
Board of the City of Toronto, at the 31st December, 1879.*

1. WARD OF ST. DAVID—	
The Park School	\$13,000 00
Parliament Street School.....	14,500 00
Winchester Street School	17,000 00
Dufferin School.....	29,000 00
	————— \$73,500 00
2. WARD OF ST. THOMAS—	
George Street School	15,000 00
3. WARD OF ST. LAWRENCE—	
Palace Street School	\$9,000 00
Leslieville School	4,000 00
	————— 13,000 00
4. WARD OF ST. JAMES—	
Victoria Street School.....	\$15,000 00
Church Street School	15,000 00
	————— 30,000 00
5. WARD OF ST. GEORGE—	
John Street School	20,000 00
6. WARD OF ST. ANDREW—	
York Street School, Offices and Board Room.....	\$20,000 00
Niagara Street School.....	18,000 00
	————— 38,000 00
7. WARD OF ST. JOHN—	
Louisa Street School.....	\$15,000 00
Elizabeth Street School	9,000 00
Wellesley School	32,000 00
	————— 56,000 00
	————— \$245,500 00
Carried forward.....	

<i>Brought forward</i>		\$245,500 00
8. WARD OF ST. PATRICK—		
Phœbe Street School	\$20,000 00	
Borden Street School	6,500 00	
Ryerson School	30,000 00	
	<hr/>	56,500 00
9. WARD OF ST. STEPHEN—		
Bathurst Street School	\$12,500 00	
Givins Street School	11,500 00	
School Site, Lake View Avenue	3,000 00	
	<hr/>	27,000 00
Furniture, School Apparatus, &c., estimated at, say		24,000 00
		<hr/>
Total		\$353,000 00

TORONTO, January, 1880.

(Certified.)

W. C. WILKINSON,

Secretary.