FOURTH ANNUAL REPORT

OF THE

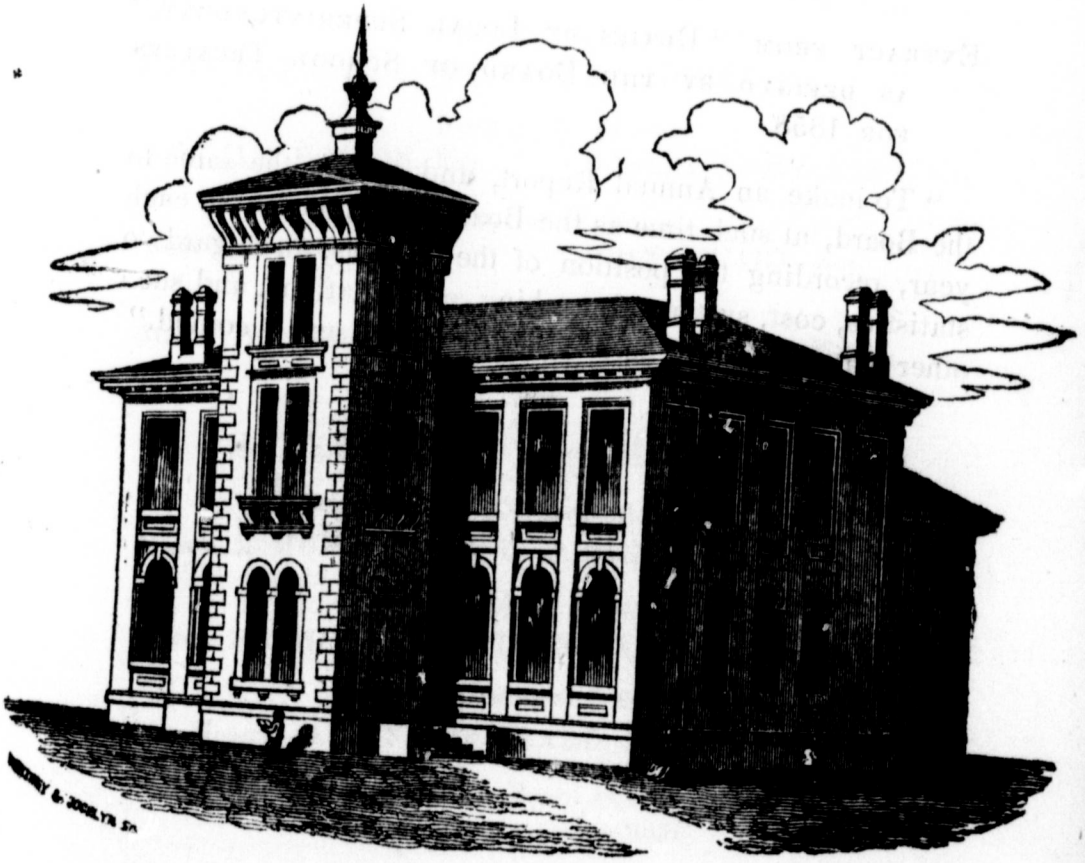
LOCAL SUPERINTENDENT

OF THE

Public Schools of the City of Toronto,

FOR THE

YEAR ENDING DECEMBER 31ST, 1862.



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1863.

EXTRACT FROM "DUTIES OF LOCAL SUPERINTENDENT," AS DEFINED BY THE BOARD OF SCHOOL TRUSTEES FOR 1858.

"To make an Annual Report, and submit the same to the Board, at such time as the Board may appoint, in each year, recording the position of the Schools, in regard to statistics, cost, system of teaching, examinations, and such other matters as may be usefully discussed and recorded."

Members of the Board of School Trustees,

FOR THE YEAR 1862.

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Ward of St. David.

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II. On School Management.

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III. On Sites and Buildings.

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N.B.—The Chairman of the Board is, *ex officio*, a member of all Standing Committees.

Officers of the Board for 1862.

G. A. BARBER, Esq., Secretary.

REV. JAMES PORTER, Local Superintendent.

CONTENTS.

ANNUAL REPORT.

OF THE

LOCAL SUPERINTENDENT

OF

PUBLIC SCHOOLS.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF THE CITY OF TORONTO.

GENTLEMEN,—I have the honour to submit to you the following Report on the condition of the Public Schools of this city, for the year 1862.

The statistics of the City Schools herein recorded very nearly resemble those of 1861, nor do they widely differ from those of either 1860 or 1859. Knowing that every effort is made by the Board, and by those in its employ, to render the working of the schools as efficient as possible, I am constrained to conclude that their usefulness, as they are at present organized and located, cannot be very greatly increased. Yet surely it is exceedingly desirable as a matter of benevolence, and obviously expedient, as a matter of enlightened municipal economy, that the uninstructed and unemployed children of school age in this city, be they few or

many, should become the subjects of school discipline and teaching, rather than continue, as they are, the occasion of painful anxiety to philanthropists, legislators, and all the friends of social order.

Probably, little can be done on their behalf, until their numbers and the causes of their non-attendance at School are more accurately known. In order to the attainment of such knowledge, a special annual or frequent census seems indispensably necessary. The information which would result from such a census is asked year after year by the Chief Superintendent of Education, from all local school authorities. They, however, have no power to compel parents or guardians to communicate the facts required, though much, it is not unlikely, could be done towards the collection of such facts by a proper combination of courtesy and skill. Here, then, this important matter at present stands.

It will be seen in a subsequent portion of this Report, under the heading "Special Matters worthy of Record," that a renewed endeavour towards procuring the important statistics referred to has been purposed and may yet succeed. Meanwhile I feel it to be alike a duty and a pleasure to solicit attention to the following extracts from the Separate Report of E. A. Meredith, Esq., Prison Inspector for the year 1861, relating to Homes or Houses of Refuge for destitute and neglected children. Speaking of the "Necessity of Homes" and "the classes of children for whose benefit they are

more particularly intended," Mr. Meredith observes: "Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons. She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education, derive no benefit whatever from our admirable school system. It is, indeed, a matter of common remark that, in our large cities particularly, a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries.

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common

jails, has here, as elsewhere, produced in too many cases its natural fruit,—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada, cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime. It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population; but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question; and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges," or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therfore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

From what has preceded, it is evident that Homes are intended for the benefit of destitute and neglected pauper children; for children who, but for the inter-

vention of such extrinsic aid, would receive no training or education, and who, from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.

2. Vagrants.

3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled.

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes," or some such institutions, that we must mainly look if we hope, with God's blessing, to "stand between the living and the dead and stay the plague" of immorality and vice around us."

In these extracts a method is proposed for dealing with an admitted and growing evil, which is at once remedial for the present and preventive for the future; and which, so far as it may be applied to those who need its benefits, will combine the smallest possible extent of personal restraint with the largest possible amount of moral, mental, and physical culture.

Intelligent visitors of our City Schools have often expressed themselves as somewhat surprised at the smallness and very young appearance of the majority of the pupils in the Senior Divisions, especially in the Male Departments. This fact is, I think, explained by the consideration that many parents are glad to avail themselves of the earnings of their children, as early as they are qualified for any description of employment in which ordinary School attainments are remunerative, while the few pupils whom their parents propose to submit to higher culture, either compete for Grammar School Scholarships, at our Annual Combined Examinations, or are removed to some one of the several public Classical Schools in this City, which can be entered on reasonable terms.

During the year 1862 there has been no relaxation of long sustained effort on the part of the Teachers and the Local Superintendent, to promote the regularity and punctuality of attendance of the pupils enrolled on the several School registers. Our School regulations provide expressly for the restraint of the opposite evil; the attention of our Teachers is especially directed to its diminution; and the Board not only deals with it in the way of penalty, but also liberally provides for the encouragement of regular and punctual attendance by the public award of semi-annual Certificates of Honour to all pupils who combine such attendance with uniformly good conduct, allowance being made for inevitable absence on account of sickness.

It cannot be improper that I should refer to the growing interest which is being felt on this continent in the physical education of the young. In the British Isles that education has never been utterly neglected. Youth of all classes have been more or less accustomed to athletic sports and exercises, and a good degree of general muscular development, in the direction of both strength and agility, has been the result. The volunteer movement, so general at home, has rendered military exercises particularly attractive; and public and private schools are extensively including part, at least, of these exercises, in their regular routine. It is not surprising that the Schools of the United States, should be imitating this example. Nor do I know any sufficient reason why the boys in all our Schools should not as early as practicable, be instructed in the elementary portions of military drill Erectness of bearing and carriage, prompt obedience to orders, and facility of movement in combination with others, are among the several present advantages that would result from the adoption of such a measure. Its subservience to any future necessary or expedient military organization throughout the province, is too obvious to require to be dwelt on.

The desirableness also of gymnastics for boys and of calisthenics for girls, is now almost universally admitted.

These matters have received the attention of the Board in the course of the past year; and one result

has been, the acceptance by the Board of the handsome offer of Brigade Major, R. B. Denison, Esq., (10th Military District) to receive the larger boys in the Public Schools under his orders, for the purpose of their being instructed in elementary drill, for one hour in each week, after the re-opening of the Schools, in January, 1863. The Board has further placed on record its recomendation to the Board of 1863, that the subject of gymnastics in the several schools, as reported on by a special Committee, of which Mr. Carrier was the Chairman, receive its favourable consideration.

A copy of Brigade Major Denison's communication, and a copy of the Report of the Special Committee on Gymnastics, together with copies of the resolutions of the Board on those documents respectively, will be found under the heading—"Special matters worthy of Record."

I.—SUMMARY OF SCHOOLS, SCHOOL DAYS, TEACHERS, AND ATTENDANCE AND COST OF PUPILS, FOR THE YEAR 1862.

The following summary shows the number of Schools, of days during which the Schools were open, of Teachers, and of Pupils in attendance; together with the entire cost of the Schools for the year, and the cost per pupil.

1. Number of Schools.

The number of Schools was eight, (8,) namely the Palace Street, George Street, Park, Victoria Street,

Louisa Street, John Street, Phœbe Street and Givins' Street School; each of which has a separate Male and Female Department.

2. Number of School Days.

During the six months, ending June 30th -	120
During the six months ending December 31st, in which the summer holidays were included - - - - - - -	98
Total - - -	218

3. Number of Teachers.

There have been employed by the Board during the year:

Head Masters - - - - - - -	8
Male Assistant - - - - - - -	1
Head Mistresses - - - - - - -	8
Senior Female Assistants - - - -	10
Junior Female Assistants - . - -	11
Total - - - -	38

N.B.—Five Female Teachers have also been occasionally employed, on account of the sickness of any of the regular Teachers.

For particulars, see Appendix I. (Table A.)

4. Number of Pupils.

The number of pupils entered on the Registers of the several Schools, during the year, was,

Males, - - - -	2522
Females - - - -	2372
Total, - -	4894

Increase, as compared with 1861,—6.

N. B.—For particulars, see Appendex I. (Table B.)

Of these there attended as follows, viz.:

Less than 20 days, - - -	587
From 20 to 50 " - - -	880
" 50 to 100 " - - -	1158
" 100 to 150 " - - -	898
" 150 to 200 " - - -	863
" 200 to 225 " - - -	508
Total, - -	4894

N. B.—For analysis, see Appendix I. (Table C.)

The average registered monthly attendance was,

Males, - - -	$1454\frac{3}{11}$
Females, - - -	$1370\frac{10}{11}$
Total, - -	$2825\frac{2}{11}$

Increase, as compared with 1861,—25.

N. B.—For particulars see Appendix I. (Table D.)

The average of average monthly attendance was,

Males,	-	-	-	$1151\frac{5}{11}$
Females,	-	-	-	$1038\frac{2}{11}$
Total,		-	-	$2189\frac{7}{11}$

Increase, as compared with 1861,—4.

N. B.—For particulars, see Appendix I. (Tables D. and E.)

The average daily attendance was,

Males,	-	-	-	$1144\frac{116}{218}$
Females,	-	-	-	$1038\frac{164}{218}$
Total,		-	-	$2183\frac{62}{218}$

Increase, as compared with 1861,—3.

The average daily absences of pupils were,

Males,	-	-	-	-	309
Females,	-	-	-	-	335
Total,		-	-		644

Increase, as compared with 1861,—24.

The average half-day absences were,

Males,	-	-	-	-	$72\frac{183}{218}$
Females,		-	-	-	$60\frac{30}{218}$
Total,		-	-		$133\frac{213}{218}$

The same as in 1861.

The average late attendances were,

Males, - - -	$120\frac{11}{218}$
Females, - - -	$96\frac{155}{218}$
Total, - -	$216\frac{166}{218}$

Decrease, as compared with 1861,—17.

The smallest attendance on any one day, in the several Schools, was,

		MALES.	FEMALES.	TOTAL.
Palace Street, March 21st,		45	42	87
George Street,	Do.	111	75	186
The Park,	Do.	94	33	127
Victoria Street,	Do.	93	84	177
Louisa Street,	Do.	169	123	292
John Street,	Do.	80	30	110
Phœbe Street,	Do.	61	54	115
Givins' Street,	Do.	35	22	57
		688	463	1151
Smallest attendance in 1861,		559	398	957
Increase in 1862, as compared with 1861, - -		129	65	194

It may be remembered that March 21st, 1862, was remarkable for one of the heaviest snow storms of the season.

	MALES.	FEMALES.	TOTAL.
Palace Street, Sept. 9th,	93	76	169
George Street, " 29th,	190	181	371
The Park, July 2nd,	173	134	307
Victoria Street, Sept. 9th,	166	214	380
Louisa Street, Sept. 16th,	278	305	583
John Street, April 7th,	151	101	252
Phœbe Street, June 23rd,	176	195	371
Givins' Street, June 24th,	77	61	138
	1304	1267	2571
Largest attendance in 1861,	1329	1270	2599
Decrease in 1862, as compared with 1861, - -	25	3	28

The largest attendance at the several Schools in 1862, ranged from April 7th to September 29th; occurring in one instance in April, in two instances in June, in one in July, and in four in September.

5. Cost of the Schools.

Regarding the total cost of the Schools for the year as $25,047, then the cost per pupil, calculated

As per number of Pupils registered, was -	$ 5.11
As per average registered monthly attendance, was - - - -	8.94
As per average daily attendance, was -	11.48

Should we, however, deduct from the gross estimate, $25,047, the annual interest on sites, buildings and furniture, namely, $5,280, then the differ-

ence, $19,767 will represent the net cost of the Schools for the year 1862; which will be only $9.06, per pupil, in average daily attendance.

II. SUBJECTS OF INSTRUCTION.

Subjects of instruction, and number of Pupils engaged at some time during the year in the study of each:

In Reading, namely,	
First National Reader	1,383
Second	1,157
Third	1,095
Fourth	726
Fifth	538
Total,	4,899
In Arithmetic	3,973
English Grammar,	2,338
General Geography	4,470
Canadian Geography	1,766
History	1,892
Writing (not including writing on slates)	2,697
Book-keeping	40
Mensuration	70
Algebra	95
Geometry	156
Natural Philosophy	113
Vocal Music	850
Linear Drawing	182
Needlework, (Girls)	1,322

For particulars see Appendix I. (Table F.)

III. SCHOOL BOOKS IN USE.

The books used have been the National Readers; Sullivan's Spelling Book Superseded; Sangster's Elementary Arithmetic; Lennie's English Grammar; Sullivan's Introduction to Geography; Edwards' Summary of English History; The National Book-keeping; The National Mensuration; Colenso's Algebra; and various editions of Euclid's Elements.

All the Schools are amply provided with Black-boards and Maps.

IV. SCHOOL LIBRARIES.

The number of volumes in the School Libraries, at this date, is—

Male Departments - -	1,651
Female Departments - -	990
Total, - -	2,641

The number of volumes taken out during the year, was—

Male Departments - -	5,156
Female Departments - -	5,026
Total, - -	10,182

For particulars see Appendix I. (Table G.)

V. LECTURES.

The Annual Lecture, required by law, was delivered by the Local Superintendent, in each of the six large School-houses and in the Palace Street School-house, during the earlier part of December.

The subject was—"The Relation of Homes and Schools." The attendance in some of the Schools was rather better than in former years, as additional effort had been made to notify parents and guardians that the lecture was intended for them and not for the mere entertainment of the pupils.

VI. EXAMINATIONS.

The three usual Examinations were held in the course of the year, namely, the Combined Examination of pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the the Schools.

1. THE COMBINED EXAMINATION.

This Examination took place, by order of the Board (on the recommendation of the Committe on School Management, in their Report, No. 3,) at the Victoria Street School-house, on Monday the 21st of July. The examiners were M. C. Howe, Esq., L.L.D., Head Master of the Toronto Grammar School, and W. A. Watts, Esq., M.A. As on former similar occasions, the pupils examined were three

individuals from each Division of each Department, male and female, of the several Schools, selected by their respective Teachers for their general proficiency combined with uniformly good conduct, and approved by the Local Superintendent. They were classed for the purpose of examination, according to the Divisions to which they belonged in their several schools, as First (or Junior), Second (or Intermediate), and Third (or Senior). The exceptions to this arrangement were, one in the case of the Female Departments of the Park and John Street Schools, each of which consists of but two Divisions, (Senior and Junior,) the pupils of the Senior Divisions of which were, therefore, examined as against each other; and another, in the case of the Palace Street and Givins' Street Schools, which, having only two Divisions each (Senior and Junior,) in either Department, were consequently examined as against each other; it being considered that Schools in which the arrangement of the pupils in Divisions is similar, should be tested by the Examinations in a similar manner.

It was provided by the Board, on the recommendation of the Committe on School Management, made in the Report above referred to, "that in particular cases, where it can be shown that the longer continuance of a pupil at the Grammar School than two years, would be of decided advantage to him, the term of attendance might be properly extended to three or even four years; also that, hereafter, successful candidates for Grammar School Scholar-

ships should be permitted, in cases where it is satisfactorily proved that the same cannot be availed of, to receive a prize instead;—that the vacancy in the number of Scholarships thus created should be filled up by the pupil standing next in the order of merit; and that Senior male pupils attending the Combined Examination who have not studied Mathematics, should be entitled to prizes, provided their merit marks on the whole, equal those gained by senior female pupils."

The Examination was partly oral, and in part was conducted by means of printed questions, copies of which will be found in Appendix II. (A.)

For list of pupils arranged in order of merit, who, on the recomendation of the Examiners, received Scholarships, Prizes, or Certificates, see Appendix II. (B.)

REPORT

Of the Examiners, at the Combined Examination of the Common Schools, of the City of Toronto, held July 21st, 1862.

To the Chairman and Members of the Board of Trustees of the Public Schools of the City of Toronto.

Gentlemen,—We beg leave respectfully to submit to you our Report of the Combined Examination of the Common Schools of this City, held by us in the Victoria Street School, on the 21st of July, 1862.

There were present 126 Pupils, viz: 30 from the Third Division, 48 from the Second Division, and 48 from the First Division. As on former occasions, the Pupils from the Palace Street and Givins' Street Schools were examined only as against each other, these Schools having no Third Division. There are two other Schools which have no Third Division in the Female Department, viz.: the Park School and John Street School, the Second Division Female Pupils of which very laudably desired, this year, to be examined in Third Division work; they were therefore examined as against each other.

The Examination in the Third Division included the following subjects:—Writing, Reading, Dictation, Definitions and Derivations, Arithmetic, Gram-

mar, Geography, History, Mensuration, Algebra, and Geometry. The answers were chiefly written, the only oral examination being in Reading. None of the girls took the subjects of Algebra, Geometry and Mensuration; the majority of the boys took them all, and the whole of the boys took one or more of these branches.

Owing to recent regulations of your Board, no special prizes are recommended in these subjects; those pupils who took them have been ranked in comparison with each other, and considered as competitors for Scholarships; those who did not take them have been considered as competing merely for prizes and examined as against each other.

The writing was generally very good. Victoria, Phœbe, and Louisa Streets came out best. Reading very good; Kate Lemon, George Street; Jane Wallace, Victoria Street, and Rebecca Jones, Phœbe Street, were the best. Spelling, Definitions and Derivations were all taken together, the answering fair; William Lumsden, George Street; Jane Sutherland and Rebecca Jones, Phœbe Street, were the best. Arithmetic was not so good; the best answering was by William Wagner, Louisa Street, and Rebecca Jones, Phœbe Street. Grammar was very fair, the answering would doubtless have been better, had more time been allowed; the paper was rather longer than could easily be answered within an hour; the best answerer was Rebecca Jones, Phœbe Street. Geography was generally good, the best were Rebecca

Jones, Annie Sutherland, Henry Cox, and John Mitchell, Phœbe Street, and Kate Lemon, George Street. History very good; the best were Rebecca Jones, Phœbe Street; William Wagner, Louisa Street; and James Leatch, George Street.

The answering in Algebra, Geometry, and Mensuration was fair. The best in both Geometry and Mensuration was William Wagner, Louisa Street; the best in Algebra were Gabriel Alexander, Victoria Street; and James Jardine, Louisa Street.

We would recommend that Scholarships be awarded to the following boys,—who are arranged in order of merit.

1. William Wagner, Louisa Street School.
2. William H. Coulter, George Street "
3. William Carrier, The Park "
4. William Lumsden, George Street "
5. James Leatch, " " "

Also, Certificates to the following:

6. Thomas Gibson, Louisa Street School.
7. James Turner, John " "
8. James Jardine, Louisa " "

We would also recommend Prizes to the following:

1. Rebecca Jones, Phœbe Street School.
2. Henrietta Lees, George " "
3. Kate Lemon, " " "
4. Jane Sutherland, Phœbe " "
5. Margaret J. Foster, Louisa Street School.

Also, Certificates to the following:

6. Annie Sutherland, Phœbe Street School.
7. Mary A. Beaty, George " "

We would recommend a Prize to the following from the Class including the Park and John Street Schools:

1. Margaret Constable, John Street School.

Also, Certificates to the following:

2. Mary Ross, John Street School.
3. Jane Ryrie, the Park " " } Equal.
3. Sarah Long, John " " }

It is only due to Rebecca Jones, of the Phœbe Street School, to state that she was decidedly first among the female pupils, and that she deserves especial credit. Had the subjects of Algebra, Geometry, and Mensuration been omitted she would have stood first of all the pupils. Although the number of Prizes awarded to female pupils may seem rather large proportionately, still those named stood so nearly together that the examiners did not wish to omit any of them from the list.

In the Second Division, the subjects of examination were Writing, Reading, Spelling, Grammar, Geography, History and Arithmetic. The examination was oral with the exception of Arithmetic. In this Division were included the boys only of the Park and John Street Schools; the girls having been examined in the Third Division.

This Division is arranged into Two Classes;—the First Class including the George Street, the Park, Victoria Street, Louisa Street, John Street, and Phœbe Street Schools;—the Second Class includes the Palace Street and Givins' Street Schools.

The writing was generally good; the Park and Givins' Street Schools being the best. Reading good; Sarah E. Beattie, Victoria Street, and John Higginbotham, Louisa Street, were best. Grammar on the whole good; Sarah J. Rennick, George St., and John Higginbotham, Louisa Street, answered best. Geography was excellent; the best answerers were, in the First Class, Elizabeth Mary How, Victoria Street; in the Second Class, John Treloar, Palace Street. History very good; the best was Maria Brock, Givins' Street. Arithmetic was good; Alice Hornby and Sarah Jolley, Givins' Street, were the best.

We would recommend the following for prizes:

1. William Cook, The Park School.
2. Joseph Oliver, " " } Equal.
2. Sarah E. Beattie, Victoria St. School }
3. Elizabeth Mary How, " " "
4. Charles H. Bailey, Louisa " "
5. Fanny Coffin, Phœbe " "
6. William J. McCormick, The Park School.
7. John Taylor, Victoria Street School. } Equal.
7. James Carruthers, " " " }

Also, the following for Certificates:

8. William Dovey, Victoria Street School.
9. John Higginbotham, Louisa " "
10. James Gorrie, " " "
10. Martha Coffin, Phœbe " " } Equal.

Also in the Second Class (Palace Street and Givins' Street Schools) for Prizes.

1. Maria Brock, Givins' Street School.
2. James Christie, " " "
3. John Treloar, Palace " "
4. Alice Hornby, Givins' " "

And for Certificates:

5. William S. Gill, Palace Street School.
6. John Fraser, Givins' " "
7. Sarah Jolley " " "

In the First Division the subjects of examination were Reading, Spelling, Arithmetic and Geography. The Examination was entirely oral. A similar classification has been made of this Division into two classes—the First including all the Schools but Givins St. and Palace St.—the Second those two Schools.

The Reading was, generally, very good; the best reader was Isabella Fortune, Victoria Street. Spelling, creditable; the pupils from Victoria Street and the Park Schools did best. Arithmetic was good; Thomas Nelson, George Street; John Ward and Frank Bowden, Park School; and James Watt and George Sweetman, Louisa Street; were best. Geo-

graphy, on the whole, good; the best answerers were Helen Ritchie and Matilda Roddy, Park School; Alexander Middleton, John Street; Matilda Scarlett and Lillie Jones, Phœbe Street.

Your Examiners would recommend the award of Prizes to the following:

1. John Kane, The Park School.
2. Thomas Wilson, Louisa Street School.
3. John Ward, The Park School.
4. Frank Bowden " "
5. Elizabeth Hammell, Phœbe Street School.
6. Isabella Fortune, Victoria " "
7. Helen Blackburn Ritchie, The Park School.
8. Matilda Scarlett, Phœbe Street School.
9. John Bright, George " "

Also, Certificates to the following:

10. Mary Ann McMorin, Victoria Street School.
11. William Goldsmith, " " "
12. Matilda Roddy, The Park School.

In the Second Class (Givins Street, and Palace Street Schools) we would recommend Prizes to

1. Anne Whaling, Givins Street School.
2. Kate Woodhouse, " " " } Equal.
2. Catherine McClellan, " " }

Also, Certificates to

3. Henry Gill, Palace Street School.
4. William J. Barnes, " "

Your Examiners are glad to be able to report that the conduct of the pupils throughout the examination was perfectly satisfactory. They beg leave also to express their acknowledgement of the attention of the Rev. James Porter, the Local Superintendent, who took every care that their labours were facilitated as much as possible.

In conclusion we feel gratified with the general results of the Examination and consider that they argue care and attention on the part of the teachers and diligence and exertion on that of the pupils. We trust that these features may continue and increase, so as to ensure the yet greater efficiency of the Common Schools of the City of Toronto.

(Signed,)

M. C. Howe, LL.D.
Walter A. Watts, M.A. } Examiners.

Toronto, July 23, 1862.

As recommended by the Committee on School Management, in their Report No. 5, it was ordered by the Board "that a Public Meeting for the distribution of the Grammar School Scholarships, Prizes, and Certificates of Honour be held on Friday, Aug. 1st, under arrangements similar to those observed in 1861."

A public meeting was held accordingly in the St. Lawrence Hall and the various Honours awarded

by the Board, on the recommendation of the Examiners at the Combined Examination, were distributed by His Worship the Mayor of the City, who, at the request of the Board of School Trustees, presided on the occasion.

An excellent opening address was delivered by the Mayor, (J. G. Bowes, Esq.); the Report of the Examiners at the Combined Examination was read by the Local Superintendent, followed by the report from Dr. Howe, respecting the conduct and progress of the pupils who had, in previous years, received Grammar School Scholarships, (a copy of which is subjoined;) and eloquent and valuable addresses were given by J. G. Beard, Esq., Chairman of the Board of School Trustees; the Rev. Dr. McCaul, President of University College; Professor Wilson of University College; the Rev. Dr. Jennings, Chairman of the Board of Public Instruction for the County of York; the Rev. A. Sanson, M.A., Rector of Trinity Church; the Rev. Mr. Marling, and the Rev. Dr. Richardson; the gentleman last named being the agent of Jesse Ketchum, Esq., a liberal benefactor to these Public Schools and to many others. Aldermen Jarvis and Sterling also kindly took part in the business of the meeting by moving and seconding a vote of thanks to the Teachers and Superintendent of the Schools, which was unanimouly carried by the meeting and very handsomely communicated by the Chairman. The proceedings were closed with the benediction by the Rev. Dr. Beaven.

The following is a copy of Dr Howe's report:

Toronto, July 29, 1862.

DEAR SIR,—For the information of the Board of the City School Trustees, I beg to report on the conduct and progress of the boys who obtained "Scholarships" in the Grammar School for the years 1860 and 1861.

As I have previously reported on the Scholars of 1860, I have merely to report that they continued, with one exception, during the term of their Scholarships to give every satisfaction as regards progress in their studies and uniformity of good conduct. (The exceptional case to which I allude was that of a boy who, without his parents' knowledge, occasionally absented himself from School.)

In accordance with a suggestion from me last year, the tenure of Scholarships in the Grammar School has been extended from two to four years in certain cases. Taking into consideration their good conduct and marked progress in their studies, I have felt myself fully warranted (with the sanction of the Grammar School Trustees) in re-admitting two boys, (Daniel Ryrie and Richard Lewis) to the privilege of this extension. The other "Scholars" of 1860 have, I believe, betaken themselves to business and professions.

Of those who obtained Scholarships in 1861, one boy (Wm. Courtney) put in no appearance, and two have lately ceased to be pupils of the Grammar

School, one of them (William Dorothey) having been put to business, and the other (George L. Brighton) having returned with his parents to England. I particularly regret the loss of the latter boy as he gave great promise of becoming a most successful and distinguished student. With regard to their attendance, conduct and progress I am happy to say that they, (the "Scholars" of 1861,) have given perfect satisfaction during the last year, and that they have all carried off prizes at the Christmas and Midsummer Examinations of the Grammar School.

I cannot close these remarks without referring to the distinguished career of Daniel Ryrie, who has invariably won the first prizes in his class, and who, I trust, will reap a rich harvest from the good seed which is now being sown.

I am, dear Sir, respectfully yours.

(Signed,) M. C. Howe, LL.D.

Head Master Toronto Grammar School.

Rev. James Porter, &c., &c.

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2. THE USUAL SUMMER EXAMINATION.

The Summer Examination of all the Schools was held, as per order of the Board, on Thursday, the 31st of July. The attendance of the parents and guardians of pupils, and others, was generally good,

especially in the afternoon. The Local Trustees, at the close of the Examinations, distributed to male pupils 114, and to female pupils 133, total, 247 Certificates of Honour, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session, which began Jany. 6, and ended on the day of Examination.

A summary of the Certificates distributed in the several Schools will be found in Appendix II. (C.)

3. THE USUAL WINTER EXAMINATION.

The Winter Examination of all the Schools took place, as per order of the Board, on Tuesday the 23rd of December. The attendance of parents and guardians and visitors was small in the morning, but was better in the afternoon. Four hundred and ninety-two Certificates of Honour, namely, 224 to male pupils and 268 to female pupils, for regularity and punctuality of attendance combined with uniformly good conduct throughout the session then ended, and which began on September the 2nd, were distributed by the Local Trustees, at the close of the examination. This number exceeds by 43 the largest number distributed on any former occasion.

A summary of the Certificates distributed in the several Schools will be found in Appendix II. (D.)

That a much larger number of these Certificates is distributed at the Winter than at the Summer Examinations is explained by a consideration of the fact that the term preceding the Winter Examin-

ation is of but four months duration, while the term ending with the Summer Examination comprehends seven months, including both the coldest and the warmest in the School year, in which unfailing regularity and punctuality of attendance are most difficult and most praiseworthy.

VII. SPECIAL MATTERS WORTHY OF RECORD.

1. OCCASIONAL TEACHERS NOT TO BE NECESSARILY PREFERRED IN CASES OF VACANCY.

On the recommendation of the Committee on School Management, in their Report No. 1, the Board resolved "That it be distinctly understood, as the future rule in all cases where occasional Teachers shall be employed, that the mere fact of any Teacher being temporarily employed in our Schools shall not give to that party any preferential claim to permanent appointment, in case of a vacancy, but that the same shall be determined on the broad principle of comparative merit."

2. GYMNASTICS AND MILITARY DRILL.

Mr. Carrier having expressed, in his place at the Board, his intention to give notice of a motion bearing on the subject of the introduction of gymnastic exercises and military drill into the City Public Schools, that gentleman was invited to a conference with the committee on School Management, the result of which was that the Committee in their Report No. 4, recommended, and the

recommendation was subsequently (on June 4th) adopted by the Board: "that, pending the action of the Board on Mr. Carrier's motion, by way of experiment and until otherwise ordered, the Head Masters of the George Street and the Park Schools respectively, be permitted to apply a portion of the School time, say to the extent of one hour more or less per week, in giving instructions in gymnastics and military drill to their pupils."

On July 2nd, Mr. Carrier, seconded by Mr. Dowzard, moved at the Board the following resolution, which was carried: "That, whereas it is the bounden duty of all who preside over the education of youth to provide for the physical as well as the intellectual development of those under their charge: Be it therefore resolved, that Messrs. Coatsworth, Stuart, and the mover, be a Select Committee to inquire into and report on the expediency of introducing into the City Schools such gymnastic exercises, including military drill, as will be unattended with expense to the Rate-payers."

On Nov. 19th Mr. Carrier (Chairman) brought up the Report of the Select Committee on the subject of Gymnastic Exercises in the City Schools, and the Board resolved itself into a Committee of the whole thereupon; Mr. Hodson in the Chair. After some time the Committee of the whole rose to report progress and to ask leave to sit again. The Board then resumed and leave to sit again was granted accordingly.

On Dec. the 8th, the Board resumed being in Committee of the whole on the Report of the Select Committee on School Gymnastics; Mr. Jardine, in the absence of Mr. Hodson, in the Chair. After discussion the Committee of the whole rose to report a resolution in amendment to the Report of the Select Committee, which was adopted and is as follows:

Resolved, "That the thanks of this Board are due to the Select Committee, and especially to its Chairman, Mr. Carrier, for the interest taken by them with regard to the introduction of gymnastic exercises into the City Schools; and while this Board regards favourably the recommendation of the said Committee, it does not feel warranted in carrying the same into present effect, there being no funds on hand for that purpose; but it recommends the subject to the favourable consideration of the Board of 1863, with the view of having a sum of money placed in the School estimates of that year. for the purpose of carrying out the object reported on by the Select Committee."

The following is a copy of the Report of the Select Committee:

REPORT.

Of the Select Committee appointed to enquire into and report upon the expediency of introducing Gymnastics, including Military Drill, into the Common Schools of the City of Toronto.

To the Chairman and Board of School Trustees of the City of Toronto.

Your Committee, having had under their earnest and serious consideration the important resolution which called them as a committee into existence, beg to report thereupon as follows:

We find that in the Normal School the Pupils who are there trained to become teachers, both male and female, are instructed in Calisthenics and Gymnastics, as a necessary part of the education which they are there qualified and expected to impart to the pupils of our Common Schools.

We also find gymnasiums erected in the Model School in both the male and female departments, as well as in the Model Grammar School. When, therefore, we take into consideration that in these Schools, designed as the name implies for our imitation, physical culture is practically recognised as a necessary part of education; and when we also consider that the pupil teachers are instructed in it, the conclusion is to us unavoidable, that from the

first its introduction into the Common Schools was contemplated as a component part of the system.

But your Committee are less influenced by even these considerations than by the obvious fact, that no system of education can be perfect which so far disregards the rational requirements of our nature as to educate one set of faculties at the expense of another.

We conceive it to be the bounden duty of those who are called to preside over the formation of a nation's character in the education of its youth, to provide for the harmonious development of body and mind simultaneously. It is a well known physiological fact, that the tendency of prolonged mental abstraction, especially in the young, is to disturb the equilibrium and that reciprocal action between the brain and muscular system so necessary to the healthy condition of both. If, therefore, youth be allowed, much more if forced to persist in a course of severe mental labour; feebleness of body, imbecility and insanity, may be reasonably apprehended as the results. Nor is this the opinion of speculative theory, but a fact in the every day experience of medical superintendents of Insane Asylums and attested by our own Dr. Workman.

It seems then that we must either abridge the studies in our Common Schools, in order to *lessen* the disturbance of the brain and muscular system, or else, by training the body and mind together,

develop the whole being in harmony with the laws of our existence.

In the age and country in which our lot is cast, our vocations being to build the foundations of a great Empire with one hand and to defend ourselves with the other; to develop the vast stores of wealth latent in mind and matter on every hand, all possible mental qualifications and *true manhoood* are indispensable.

In the opinion of your Committee therefore, there should be no lowering of standards in our Schools. Nor do we deem it at all necessary; for experience has proved that much more intellectual work can be accomplished without detriment to the constitution, when attended with that scientific training which rational educators everywhere are now incorporating into their systems with so much success.

The friends of physical education entertain sanguine hopes that the Race may be greatly improved thereby.

On this subject the eminent Superintendent of Public Schools of Boston says, "The principal remedy which I would suggest is the introduction into all grades of our Common Schools of a thorough system of physical training *as a part of the school culture.* Let part of the Schoool time of each day be devoted to practice of calisthenics and gymnastic exercises in which every pupil shall be required to participate. I fully agree with an able author who

has studied this subject, that a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, would in one generation transform the inhabitants of this land from the low development now so extensive into the beautiful model of the highest form of Humanity."

Your Committee have to state that they were much gratified in their visit to the Model School at witnessing the gymnastic feats of the pupils, and the flexibility, self possession and noble bearing which those exercises are so well calculated to produce. And we were fully prepared to believe that the boys were capable of achieving twice the mental labour in the remaining hour of study which they could have accomplished in the absence of such renovating exercises.

The Park School was also visited, and we have much pleasure in testifying to the efficiency of the drill in Mr. Anderson's Division. Mr. A. deserves much praise, and the boys, we think, deserve to be complimented by this Board for attention to their Master's instruction. Should this Board decide, as it is to be hoped they will, to introduce this with other necessary training into our Common Schools, and should their example be followed throughout the country, apprehensions of invasion would in a few short years become utterly groundless.

In viewing the subject of this report in its various aspects, your Committee deem it proper to state that

they have been strongly impressed with the following considerations, namely: We are bound in honour and justice to transmit this world to posterity better than we found it. That it is now pregnant with events of the gravest import none will attempt to deny, events to which we and our times have largely contributed; their manifestations and the forms they are to assume in the next generation we have not prescience to foretell. Enough however of their shadowy outline is presented to the contemplative mind to warrant the prediction that minds of no ordinary mould will be required to watch their birth and shape their growth, so as to compel them to minister to the general commonwealth and onward progression of the Race. If, then, whilst grateful to our predecessors for what we have received from them, we would earn the plaudits of the future, let us seek by every means in our power to make the present generation physically, mentally, and morally better than ourselves.

In order to carry out the above objects, your Committee would recommend this Board to appropriate $240.00, being $30.00 for each of the eight schools, for gymnasiums to be erected therein. This sum economically laid out would provide the means of physical culture on a limited scale for our present School population.

All of which is respectfully submitted,

(Signed) WILLIAM CARRIER,
Chairman.

3. HOLIDAYS DURING PROVINCIAL EXHIBITION.

The Committee on School Management, in their Report No. 6, adopted by the Board Sept. 17th, submitted: "That, taking into consideration the great probability of a very irregular attendance of pupils during the time of the Provincial Exhibition about to be held in this City, it would be better to close the Schools than have them badly attended; and they, therefore, recommend that the Exhibition week should be considered as a holiday by the pupils and teachers of the City Schools." The Schools were, therefore, closed for the week beginning on Monday, Sept. 22nd; and the holidays thus granted, together with the public holiday on Tuesday, Nov. 11th, on occasion of the attainment of his majority by His Royal Highness the Prince of Wales, explain the unusually small number of School days in the latter six months of the year.

4. EFFORT TOWARDS PROCURING REQUIRED STATISTICS.

On Sept. 17th Mr. Brent, in his place at the Board, gave notice "That he would, at the next meeting of the Board, move that the returns, as required by the 23rd Section, and the 17th clause of the 79th Section of the Common School Act, be furnished to the Chief Superintendent."

As Mr. Brent did not avail himself of any opportunity to bring up the above for discussion, the action of the Board thereupon must be considered as in abeyance.

5. CONTINUED BOUNTY OF JESSE KETCHUM, ESQ.

In his Report (No. 11) the Local Superintendent stated "that on Tuesday, the 28th of October, he had the pleasure of distributing 350 copies of the New Testament, neatly bound in sheep, to pupils in the several Senior Divisions of the City Schools, who had not been previously supplied with copies for class reading on Monday mornings, such pupils being for the most part recently transferred to those Divisions from Second Divisions, in place of others who left the Schools during the summer holidays. At the same time eight Bibles were supplied to teachers who have been appointed during the current year; for the purpose of morning and afternoon reading in their respective School rooms. These Bibles and Testaments were the generous gift of Jesse Ketchum, Esq., through his agent, the Rev. Dr. Richardson. Their value in money is forty dollars and sixty cents. ($40.60.) Mr. Ketchum, either personally or through Dr. Richardson, had also presented a large number of valuable little books to the pupils of both Departments of all the City Schools, with a view to their encouragement in learning and in the formation of good habits."

In view of Mr. Ketchum's liberality as thus exemplified, it was, on the 19th of Nov, moved at the Board by Mr. Brent, seconded by Mr. Baxter, and resolved: "That the thanks of this Board be conveyed to Jesse Ketchum, Esq., for his valuable donation of Bibles and Testaments, as well as a large number of other books, to the pupils of the

several City Schools; as per the Report of the Local Superintendent read this evening."

6. CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

The following is a copy of a circular addressed by the Rev. Dr. Ryerson, Chief Superintendent of Education, to Boards of School Trustees in the Cities and Towns of Upper Canada. The circular was read at the Board on the 3rd of December, and was referred in ordinary course to the Standing Committee on School Management; but as, thus far, the Committee has not reported thereupon, the action of the Board in the matter remains in abeyance.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,
TORONTO, 22*nd Nov.*, 1862.

GENTLEMEN,

I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public Schools should be made free in our cities and towns, no person in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the re-

sults of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness. vagrancy and crime. The existence of such a class in any community, is a public loss and danger, and ominous of future evil.

It is perfectly clear, that making good Schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free Schools in cities and towns. First,—That as the property of all is taxed for the Common School education of all, all should be compelled to allow their children the means of such education, at either public or private Schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of School age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious benevolence should be invoked and encouraged to supplement the agency of our present School system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of bill, accompanied by an explanatory letter, last year. The members of the Government before

whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government, in respect to children whose School education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject; and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government.

I have the honour to be,
Gentlemen,
Your obedient Servant,
(Signed,) E. RYERSON,
Chief Superintendent.

7. COPY OF COMMUNICATION OF BRIGADE MAJOR, R. B. DENISON, ESQ.

The communication, of which the following is a copy, was read at the Board, on the 3rd of December; whereupon it was moved by Mr. Baxter, seconded by Mr. Spence, and resolved.

"That the very kind offer of Brigade Major, R. B. Denison, be accepted; and that the Local Superintendent be instructed to arrange with Major Denison with regard to the time that will best suit the convenience of all parties."

BRIGADE OFFICE, ONTARIO BUILDINGS,

DEC. 3RD, 1862.

To the Members of the Board of School Trustees.

GENTLEMEN,

Having been appointed Brigade Major, for the 10th Military District, (City of Toronto), it is my duty under the instructions issued from the Adjutant General's Office, to encourage Drilling, and the formation of Drill Associations in the District to which I have been appointed.

I have the honour to request you will consider the propriety of allowing the larger Boys in the Common Schools, to be instructed in the rudiments of Drill for one hour in each week. I am of opinion that there can be no better method of encouraging a Military Spirit in the Country than by drilling the youth in their Schools; the Military ideas there imbibed would remain for life, and as they grow older, and become the proper age, they would, in almost every instance, volunteer into the regular organized corps.

I beg leave to request that the Board will consider the advantages of the system I propose, and if their views coincide with mine, that they will place the larger boys, in each of the Common Schools, under my orders, for one hour in each week, for the

purpose of instructing them in elementary drill after the 1st of January, 1863.

I have the honor to be,
Gentlemen, your most
Obedient Servant,
(Signed) ROBERT B. DENISON,
Brigade Major.

I have only further to observe that I see no little ground for rejoicing in the abandonment of the third expedient referred to in the circular of the Chief Superintendent of Education, a copy of which is furnished above. Whatever may be thought of compulsory education, or however municipalities may be empowered to deal with the vagrancy of children of school age; religious benevolence in the form of denominational organizations, is unhappily so easily transmuted into ecclesiastical rancour, that the invocation of its aid on behalf of popular education is not more likely to animate hope than to awaken alarm. An accurate knowledge of the numbers of the uninstructed and unemployed children of school age in our cities and towns, and of the causes of their lamentable condition, does not yet exist. The attainment of such knowledge is apparently the first desideratum. When it shall be possessed, may it be wisely and beneficially employed!

Meanwhile our City Schools are doing a great and good work. Nor are any children denied a partici-

pation of the advantages which they afford, who are assisted by unsectarian benevolence to attend them in a state of cleanliness and comfort. During several months of the past year from twenty to thirty children, inmates of the Boys' Home, have attended regularly at the John Street School.

These obbjects of broad Christian philanthrophy afford an example of what would probably be accomplished on a much larger scale, were the suggestions of Mr. Meredith, quoted in the introductory part of this report, reduced to practice.

All which is respectfully submitted

JAMES PORTER,
Local Superintendent.

Office of Local Superintendent of Public Schools,
Toronto, December 31st, 1862.

Submitted to the Board, January 21st, 1863, and referred to the Committee on School Management. Reported on by said Committee February 4th, 1863; and ordered by the Board to be printed for the information of the Ratepayers, February 18th, 1863.

APPENDIX I.

TABLE A.—

School.	Name of Teacher.	Certificate Held.				
		Provincial.			Co. Board.	
		Class 1.	Class 2.	Register'd No.	Class 1.	Class 2.
Palace Street	Martin Gill	....	....	....	1	....
	Mrs. J. W. Henderson	....	....	....	1 C	....
George Street	Richard Lewis	....	....	....	1 A	....
	Miss C. S. Smyth	....	....	....	1 A	....
	" M. J. Keown	....	....	....	1 B	....
	" Amanda Richards	....	2 A	566	....	....
	" Catharine Ryan	....	2 B	413	....	....
	" Margaret E. Cummins	....	2 A	1220	....	....
The Park	William Anderson	....	....	....	1 A	....
	Miss A. E. Cuyler	....	....	....	1 C	....
	" Susan Hamilton	....	2 A	399	....	....
	" Jemima Armstrong	....	2 C	669	....	....
	" A. L. Armstrong	....	2 A	1218	....	....
Victoria Street	William Spotton	....	....	....	1 C	....
	Miss Georgina Round	....	....	....	1 B	....
	" Elizabeth Kennedy	....	2	340	....	....
	" Rebecca Thompson	....	2 A	558	....	....
	" Agnes Hall	....	2 B	1134	....	....
	" Phœbe S. Magee	1 C	....	932	....	....
Louisa Street	Henry Browne	....	....	....	1 A	....
	Samuel McAllister	....	....	....	1 A	....
	Miss J. S. Morrison	....	....	....	1 B	....
	Mrs. Elizabeth Mitchell	....	....	....	1 C	....
	Miss M. A. Kennedy	....	....	....	1 B	....
	" Agnes Kelloch	1 C	....	1116	....	....
	" M. L. Garden	....	2 A	1034	....	....
John Street	Thomas Kirkland	....	....	....	1 A	....
	Miss M. A. Ferris	....	....	....	1	....
	" Mary Henderson	....	....	....	1	....
	" Eliza J. Lloyd	....	....	....	....	2 A
Phœbe Street	Samuel Coyne	....	....	....	1 A	....
	Mrs. M. E. Lauder	1	....	7	....	....
	Miss C. M. Churchill	1 B	....	364	....	....
	Miss M. A. Churchill	1 C	....	523	....	....
	Mrs. E. Lilly	....	2	287	....	....
	Miss C. McLean	....	....	....	1 C	....
Givins' Street	G. K. Mulligan	....	....	....	1 B	....
	Mrs. Jane O'Flaherty	....	....	....	1 A	....
	Total					

TABLES.

Respecting Teachers.

ORIGINAL APPOINTMENT.	Rate of Salary per annum.	RELIGIOUS DENOMINATION.	REMARKS.
	$		
Nov. 1, 1859	520	Ch. of England ..	
1851	320	Baptist	Trained by Ch. Ed. Society, Ireland.
1855	700	Congregational ..	Trained at Edinburgh Norm. School.
1854	400	Methodist	Trained at Liverpool Training School. Certificate valid till Aug. 27. Taught, by permission, till end of year.
1852	250	Ch. of England ..	
1857	250	Methodist	Trained three Sessions [1850-1] at Normal School, U. C.
April 1, 1859	200	Methodist	
Jan. 1, 1862	200	Methodist	
1857	700	Methodist	
1857	320	Ch. of England ..	
1858	250	Presbyterian	
1857	200	Methodist	
July 1, 1861	200	Presbyterian	
1856	700	Ch. of England ..	
1856	400	Ch. of England ..	
1855	250	Methodist	Trained in Training School, London, England.
Oct. 1, 1859	250	Ch. of England ..	
July 1, 1861	200	Presbyterian	
July 1, 1862	200	Methodist	
Jan. 1, 1861	700	Ch. of England ..	
Nov. 1, 1859	500	Ch. of England ..	
Dec. 1, 1861	400	Ch. of England ..	
1855	300	Methodist	
1853	250	Methodist	Trained in Infant School System by Wilderspin, England.
July 1, 1861	200	Baptist	
July 1, 1861	200	Presbyterian	
April 1, 1862	700	Presbyterian	
1857	320	Ch. of England ..	
1856	250	Presbyterian	Trained at Homerton Training School, England.
Jan. 1, 1862	200	Presbyterian	
1850	700	Ch. of England ..	Trained 22nd and 23rd Sessions, Normal School, U. C.
1858	400	Methodist	
1857	250	Baptist	
1858	250	Baptist	
Oct. 1, 1862	200	Brethren	
Oct. 1, 1862	200	Presbyterian	
June 23, 1862	520	Presbyterian	
1855	320	Baptist	
.....	$13370		

TABLE B.

Number of Pupils entered on the Registers of the several Schoools during the year 1862.

Name of Schools.	Males.	Females.	Total.
Palace Street	168	125	293
George Street	328	333	661
The Park	297	242	539
Victoria Street	333	367	700
Louisa Street	603	590	1193
John Street	331	244	575
Phœbe Street	329	368	697
Givins' Street	133	103	236
Total in all the Schools	2522	2372	4894

TABLE C.

Analysis of the Attendance at the several Schools.

Name of School.	Less than 20 days.		From 20 to 50.		From 50 to 100.		From 100 to 150.		From 150 to 200.		From 200 to whole year.		Combined Totals.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Palace Street	23	11	33	30	38	26	29	20	27	24	18	14	293
George Street	42	44	61	63	62	68	52	69	74	51	37	38	661
The Park	28	22	54	45	71	68	52	54	55	36	37	17	539
Victoria Street	51	35	55	66	73	87	72	79	56	66	26	34	700
Louisa Street	66	74	67	122	103	161	99	111	124	89	144	33	1193
John Street	54	37	48	51	91	69	52	44	52	36	34	7	575
Phœbe Street	29	47	67	85	75	94	69	62	75	52	14	28	697
Givins' Street	14	10	20	13	44	28	15	19	26	20	14	13	236
	307	280	405	475	557	601	440	458	489	374	324	184	4894
Total in all the Schools	587		880		1158		898		863		508		4894

TABLE D.

Average Registered Monthly Attendance, and Average of Average Monthly Attendance.

1862.	Registered.			Average.		
	Males.	Females.	Total.	Males.	Females.	Total.
January...	1324	1145	2469	1060	858	1918
February..	1385	1193	2578	1133	941	2074
March	1447	1281	2728	1142	952	2094
April	1495	1381	2876	1209	1059	2268
May	1509	1457	2966	1150	1077	2227
June	1521	1528	3049	1143	1124	2267
July	1359	1406	2765	1096	1033	2129
September.	1510	1464	2974	1223	1177	2400
October ..	1529	1457	2986	1206	1114	2320
November .	1488	1447	2935	1171	1088	2259
December .	1430	1321	2751	1133	997	2130
Divided by 11 months..	15997	15080	31077	12666	11420	24086
	$1454\frac{3}{11}$	$1370\frac{10}{11}$	$2825\frac{2}{11}$	$1151\frac{5}{11}$	$1038\frac{2}{11}$	$2189\frac{7}{11}$

TABLE E.

Average Monthly Attendance in the respective Divisions of the several City Public Schools; namely, First or Junior, Second or Intermediate, and Third or Senior, both Male and Female.

PALACE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January.....	38	30	....	68	25	29	....	54	122
February.....	43	28	....	71	34	33	....	67	138
March	40	29	....	69	34	32	....	66	135
April	38	34	....	72	42	31	....	73	145
May	36	27	....	63	43	30	....	73	136
June	33	31	....	64	33	24	....	57	121
July.....	43	34	....	77	29	23	....	52	129
September	48	42	....	90	40	31	....	71	161
October	48	37	....	85	39	33	....	72	157
November	45	39	....	84	37	34	....	71	155
December	40	37	....	77	35	33	....	68	145
	452	368	....	820	391	333	....	724	1544

TABLE E.—(*Continued.*)

GEORGE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	59	53	54	166	49	49	44	142	308
February	61	53	57	171	53	48	42	143	314
March	62	53	57	172	53	49	39	141	313
April	72	53	51	176	65	42	42	149	325
May	64	43	52	164	71	38	42	151	315
June	74	45	42	161	65	47	48	160	321
July	77	48	33	158	72	49	45	166	324
September	78	43	59	180	76	44	58	178	358
October	78	42	56	176	74	46	54	174	350
November	70	43	57	170	69	45	53	167	337
December	57	47	56	160	65	43	48	156	316
	752	528	574	1854	712	500	515	1727	3581

THE PARK SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	49	33	54	136	32	53	....	85	221
February	58	36	56	150	41	57	....	98	248
March	61	35	54	150	43	55	....	98	248
April	71	36	54	156	49	53	....	102	258
May	54	33	47	134	52	56	....	108	242
June	72	35	50	157	69	57	....	126	283
July	78	35	46	159	60	59	....	119	278
September	63	37	44	144	65	55	....	120	264
October	70	36	46	152	57	52	....	109	261
November	77	34	48	159	59	56	....	115	274
December	81	33	47	161	53	57	....	110	271
	734	383	541	1658	580	610	....	1190	2848

TABLE E.—(*Continued.*)

VICTORIA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	51	43	39	133	46	45	45	136	269
February	58	43	40	141	52	53	45	150	291
March	66	44	41	151	64	53	42	159	310
April	78	45	41	164	84	55	44	183	347
May	82	44	37	163	94	48	39	181	344
June	78	42	37	157	100	53	39	192	349
July	69	41	36	146	90	51	39	180	326
September	83	37	43	163	93	57	50	200	363
October	84	39	39	162	87	55	48	190	352
November	73	41	37	151	78	53	51	182	333
December	69	36	31	136	69	49	51	169	305
	791	455	421	1667	857	572	493	1922	3589

LOUISA STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	113	78	59	250	95	65	59	219	469
February	121	83	60	264	102	68	58	228	492
March	126	82	58	266	111	66	54	231	497
April	140	81	56	277	137	69	53	259	536
May	150	78	51	279	145	62	52	259	538
June	132	71	46	249	148	63	50	261	510
July	119	65	44	228	126	57	42	225	453
September	144	79	52	275	164	70	58	292	567
October	145	78	53	276	153	66	55	274	550
November	135	76	54	265	144	62	57	263	528
December	118	72	57	247	113	58	53	224	471
	1443	843	590	2876	1438	706	591	2735	5611

TABLE E.—(*Continued.*)

JOHN STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	31	41	51	123	26	44	....	70	193
February	37	45	56	138	34	51	....	85	223
March	36	46	50	132	33	50	....	83	215
April	39	54	48	141	43	53	....	96	237
May	36	47	50	133	49	48	....	97	230
June	42	45	45	132	51	43	....	94	226
July	39	43	38	120	45	37	....	82	202
September	42	53	45	140	39	47	....	86	226
October	42	57	49	148	34	45	....	79	227
November	40	47	46	133	41	46	....	87	220
December	44	53	45	142	39	37	....	76	218
	428	531	523	1482	434	501	....	935	2417

PHŒBE STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	43	41	47	131	49	26	37	112	243
February	46	46	49	141	58	31	41	130	271
March	49	44	51	144	55	34	43	132	276
April	57	55	50	162	70	34	44	148	310
May	61	48	47	156	77	34	43	154	310
June	67	43	47	157	91	37	44	172	329
July	58	44	45	147	71	37	42	150	297
September	75	42	50	167	88	42	45	175	342
October	67	43	43	153	77	35	49	161	314
November	71	42	41	154	72	37	47	156	310
December	69	43	41	153	64	35	46	145	298
	663	491	511	1665	772	382	481	1635	3300

TABLE E.—(*Continued.*)

GIVINS' STREET SCHOOL.

	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
January	17	36	....	53	11	29	....	40	93
February	18	39	....	57	11	29	....	40	97
March	20	38	....	58	16	26	....	42	100
April	23	38	....	61	20	29	....	49	110
May	26	32	....	58	22	32	....	54	112
June	34	32	....	66	29	33	....	62	128
July	34	27	....	61	30	29	....	59	120
September	38	26	....	64	26	29	....	55	119
October	23	31	....	54	25	30	....	55	109
November	24	31	....	55	18	29	....	47	102
December	22	35	...	57	19	30	....	49	106
	279	365	....	644	227	325	....	552	1196

RECAPITULATION:

Being the Average of Average Monthly Attendance in the respective Divisions of the Schools, namely, the First or Junior, the Second or Intermediate, and the Third or Senior, both Male and Female.

Name of School.	Males.				Females.				Combined Totals.
	1	2	3	Total.	1	2	3	Total.	
Palace Street	452	368	.....	820	391	333	.....	724	1544
George Street	752	528	574	1854	712	500	515	1727	3581
The Park	734	383	541	1658	580	610	.....	1190	2848
Victoria Street	791	455	421	1667	857	572	493	1922	3589
Louisa Steeet	1443	843	590	2876	1438	703	591	2735	5611
John Street	428	531	523	1482	434	501	.....	935	2417
Phœbe Street	663	491	511	1665	772	382	481	1635	3300
Givins' Street	279	365	.....	644	227	325	.....	552	1196
Divided by 11 months	5542	3964	3160	12666	5411	3929	2080	11420	24086
Average	$503\frac{9}{11}$	$360\frac{4}{11}$	$287\frac{3}{11}$	$1151\frac{5}{11}$	$491\frac{10}{11}$	$357\frac{2}{11}$	$189\frac{1}{11}$	$1038\frac{3}{11}$	$2189\frac{7}{11}$

TABLE F.

NUMBER OF PUPILS INSTRUCTED IN THE FOLLOWING SUBJECTS:—

NAME OF SCHOOL.	First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book.	Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Needlework.
Palace Street—																			
Males	31	62	31	23	21	168	75	168	75	75	137	7	..	1	13	21	..	..	..
Females	35	37	23	16	14	125	53	125	30	30	125	..	..	..	..	..	..	53	125
Total	66	99	54	39	35	293	128	293	105	105	262	7	..	1	13	21	..	53	125
George Street—																			
Males	109	72	75	67	39	328	213	328	106	106	328	2	8	12	20	38	..	..	..
Females	86	62	83	52	50	247	185	145	102	155	185	..	..	..	..	..	333	..	185
Total	195	134	158	119	89	575	398	473	208	261	513	2	8	12	20	38	333	..	185
The Park—																			
Males	96	46	65	51	39	194	119	294	87	119	198	7	8	10	16	39	..	..	..
Females	80	65	30	31	36	242	97	97	50	79	97	..	..	..	..	..	..	..	242
Total	176	111	95	82	75	436	216	391	137	198	295	7	8	10	16	39	..	..	242
Victoria Street—																			
Males	80	89	80	56	28	333	164	333	84	134	164	..	..	4	12	..	..	..	..
Females	105	92	99	51	20	367	170	367	90	170	170								

Victoria Street—																			
Males	80	89	80	56	28	333	164	333	84	134	164	..	..	4	12	..	..	..	..
Females	105	92	99	51	20	367	170	367	90	170	170	..	..	..	..	..	170	30	170
Total	185	181	179	107	48	700	334	700	174	304	334	..	..	4	12	..	170	30	170
Louisa Street—																			
Males	145	201	144	46	67	336	257	403	113	160	257	..	33	35	51	..	..	.	..
Females	203	138	133	86	30	387	213	590	249	191	213	..	..	..	..	..	..	..	154
Total	348	339	277	132	97	723	470	993	362	351	470	..	33	35	51	..	..	..	154
John Street—																			
Males	98	29	98	30	61	218	163	316	163	163	189	20	10	10	21	..	..	70	..
Females	54	40	60	45	45	210	140	249	140	140	140	..	..	..	..	..	244	4	244
Total	152	69	158	75	106	428	303	565	303	303	329	20	10	10	21	..	244	74	244
Phœbe Street—																			
Males	86	60	75	75	33	243	183	329	183	183	183	..	6	13	13	..	..	..	..
Females	116	78	48	65	28	368	174	368	174	116	174	..	..	7	5	..	..	..	141
Total	202	138	123	140	61	611	357	697	357	299	357	..	6	20	18	..	..	..	141
Givins' Street—																			
Males	44	55	21	17	15	133	79	133	32	32	79	4	5	3	5	15	..	..	..
Females	15	31	30	15	12	74	53	88	88	39	57	..	..	..	..	..	103	25	62
Total	59	86	51	32	27	207	132	221	120	71	136	4	5	3	5	15	103	25	62
General Totals	1383	1157	1095	726	538	3973	2338	4333	1766	1892	2696	40	70	95	156	113	850	182	1323

TABLE G.

SCHOOL LIBRARIES.

Name of School.	No. of Vols. in Library.			No. taken out during the Year.		
	Male Depart't.	Female Depart't.	Total.	Male Depart't.	Female Depart't.	Total.
Palace Street	151	..	151	497	341	838
George Street	230	210	440	1626	622	2248
The Park	263	135	398	479	521	1000
Victoria Street	193	153	346	194	155	349
Louisa Street	214	197	411	785	1139	1924
John Street	250	151	401	911	660	1571
Phœbe Street	200	144	344	244	1213	1457
Givins' Street	150	..	150	420	375	795
Total	1651	990	2641	5156	5026	10182

N.B.—The Palace Street and Givins' Street School Libraries, though kept in the rooms occupied by the Male Departments of those Schools, are accessible to the elder pupits of both the Male and Female Departments.

TABLE H.

Comparative Statement of the City Schools, under specific headings, from 1844 to 1862, both inclusive.

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	Number of Teachers.	Average number of Pupils to each Teacher.	Total cost of Maintaining the Schools.	Cost p. Child p. ann. on basis of Registered Attendance.	Cost p. Child p. ann. on basis Average Daily Attendance.
1844	18500	...	1194	12	100	4½ months £1377	....	$5 00
1845	19706	....	1108	12	92	12 " 1921	....	7 00
1846	20565	....	1212	15	81	12 " 2011	....	6 60
1847	21784	....	1265	13	97	12 " 1871	....	6 00
1848	23503	....	1431	13	110	½ year 917	....	5 50
1849	24126	....	1325	13	102	½ " 917	....	5 08
1850	25766	....	1259	15	91	12 months 1998	....	6 30
1851	30763	1843	1366	16	85	12 " 2406	$5 80	7 20
1852	35000	1872	1346	16	84	12 " 2558	5 40	7 40
1853	40000	1886	1402	20	70	12 " 3215	7 00	9 00
1854	41500	1971	1459	21	69	12 " 4176	8 50	11 40
1855	42500	2066	1570	31	50	12 " 5218	10 00	13 00
1856	43250	2318	1747	32	55	12 " 5642	10 00	12 80
1857	45000	2480	1863	36	52	12 " 6054	10 00	13 00
1858	47500	2522	1987	36	55	12 " 6599	9 69	12 50
1859	45000	2742	2150	38	56	12 " 6303	9 20	11 73
1860	45000	2846	2260	38	59	12 " 6511	9 15	11 52
1861	44743	2800	2180	38	57	12 " 6410	9 16	11 75
1862	45000	2825	2183	38	57	12 " 6261	8 94	11 48

APPENDIX II.

A.

Examination papers at the Combined Examination, July 21st, 1862.

In the first or junior, and in the second or intermediate Division, the examination was entirely oral, with the exception of one paper, namely that on Arithmetic, in the second or intermediate Division.

In the third or senior Division, the examination was conducted altogether in writing; reading, of course, excepted.

ARITHMETIC.

2ND DIVISION.

1. What are numeration and notation?
2. Of what use is the character 0?
3. Write in figures,—ninety billions two hundred and seven millions and thirty three.
4. Express the following in the Arabic notation, MCDXIX.
5. Explain what you mean by the words—product, factor, quotient, dividend.
6. Reduce £33 12s. 7½d. to dollars and cents.
7. Reduce 7 oz. 5 dr. 2 scr. 12 grains, to grains.
8. Reduce 1,000,000 inches to miles, &c.
9. What is compound addition?
10. What will be the weight of 296 silver spoons, each weighing 2 oz. 9 dwt. 21 grains.

ARITHMETIC.

3rd Division.

1. What is a common measure? A common multiple?

2. Add the fractions $\frac{5}{12}$, $3\frac{2}{15}$, $\frac{\frac{7}{8}}{4\frac{1}{5}}$, $\frac{3}{5}$ of $\frac{4}{7}$.

3. Reduce $\frac{14}{15}$ to a decimal.

4. Divide 8.63 by .00095.

5. What is the difference between simple and compound proportion.

6. What will be the tax on £978 12s. 6d. at 2s. 3½d. in the pound?

7. Find the true, also the bank discount, on a note of $560, for 7 months, at 6 per cent.

8. Bought 121 yds. of cloth for $87.12; what must I sell it at per yd. in order to gain 16⅔ per cent?

DEFINITIONS AND DERIVATIONS.

3rd Division.

Define and derive the following words:—

1. Profligate.
2. Courage.
3. Revelation.
4. Refugee.
5. Debasing.
6. Boundary.
7. Birth.
8. Apostle.
9. Tradition.
10. Expedition.
11. Derivation.
12. Distinguish between *descendant* and *descendent* as to their respective meanings and parts of speech.

N.B.—A higher value will be assigned to such answers as will give the exact roots of the above words.

ENGLISH GRAMMAR.

3RD DIVISION.

1. Give the *exact* distinction between "Concord" and "Government."

2. Define the word "Analysis" as a Grammatical term.

3. State the principal relations in which words stand to each other in a sentence.

4. Analyse, logically, the following sentence:—

"When their infants are quite young, the Indian women fasten them securely to a flat board."

5. Convert into simple prose the following verse, using only the words employed in the passage, and parse the words in italics:—

"*Father of Heav'n! whose* love profound,
A *ransom* for our souls hath found,
Before Thy throne we *sinners* bend;
To us thy pard'ning love *extend*."

6. Correct an error in Lennie's definition of the Indicative Mood. What makes the following sentences interrogative?

"Will you dine with me to-morrow?"
"Have you prepared yourselves well for this examination?"

7. When is *than* followed by an objective? What exceptions?

8. Parse the Italicized words in the following sentences:—

(*a*) "*To speak* plainly he did not act honestly."
(*b*) "*Presuming* on his station he behaved rudely."
(*c*) "*Judging* from numbers they had the advantage."

Point out the persons indicated in these sentences and shew the ambiguity of person in the last.

9. Distinguish between *its* and *it's*, and parse the first two words in each of the following sentences:—

"Is is a verb?" "Is is a verb."

10. Correct the grammatical errors (if any) in the following sentences:—

(*a*) "Avarice and ambition are both evils, of them avarice is the worst."
(*b*) "Neither James nor John nor William were present at the meeting."
(*c*) "Mr. B. has went to London for to see the Exhibition."

GEOGRAPHY.

3rd Division.

1. What is the Ecliptic, and why so called?
2. Which diameter of the earth is the greater, and why?
3. Name the greatest degrees of Latitude and Longitude?
4. What places have neither Latitude nor Longitude? Why?
5. Distinguish between the *sensible* and *rational* horizon.
6. At what parallels of Latitude, North and South, are the the Sun's rays never vertical?
7. Name the *Second Rate* Powers of Europe, with their Capitals.
8. Give the names of the three great Table Lands of South America, with their approximate elevations.
9. Mention the two largest Lakes and Rivers of Europe, and trace the Danube from its source to its mouths, naming the most important cities on its banks.
10. Give the subdivisions of British North America, with their Capitals.
11. Name the principal Rivers of Africa, and trace their course, also the principal Islands on its Eastern and Western coasts.
12. Mention the principal Rivers of England, the Mountain ranges of Scotland, and Lakes of Ireland, naming the highest Mountain in the British Islands.

HISTORY.

3rd Division.

1. Name the *last* Judge and the *first* King of Israel.
2. State briefly the circumstances that led to the division of the Israelites into two kingdoms, giving the names of the two first kings of each house after the separation.
3. Who commanded the Greeks at the Battle of Platæa, and what naval victory was gained by the Grecian fleet on the same day? Give the date.
4. Give the names (with dates) of the battles which terminated respectively the supremacy of Athens and Sparta in Greece.

5. Give the names of the Kings of Rome in the order of succession.

6. Who formed the first and second Triumvirates?

7. Give the name and date of the battle which established Philip's supremacy in Greece.

8. Name the four successive battles in which Hannibal defeated the Romans; with dates.

9. Who were the Pretenders to the English Crown in the reign of Henry VII., and state briefly their presumptive claims?

10. Give a Summary of the chief events in the reign of Elizabeth.

11. What circumstances contributed to the restoration of Charles II.

12. State the two most important events in the reign of George III.

13. Who was the first Governor of Canada?

14. When was Quebec founded, and by whom?

15. State briefly what led to its capitulation.

ALGEBRA.

3rd Division.

1. Define the terms—like quantities, co-efficient, factor, exponent.

2. Explain transposition, and show upon what principles the operation depends.

3. What are the cases of addition? Give rules applicable to each case.

4. Simplify $\left\{(2c-3a+4b)-(2b-2c+a)\right\}-\left\{5a-(-2a-b)+(6c-5b)\right\}$

5. Divide $x^5+x^4y-xy^4-y^5$ by x^2-y^2

6. Find the greatest common measure of $9x^2y+24xy^2+7^3$, and $21x^3+58x^2y+21xy^2$

7. Solve the equation $\cdot 75x+2\cdot 5=\cdot 5x+4\cdot 5$

Also, $\dfrac{7x-13\frac{1}{2}}{11}-\dfrac{2}{3}\left(\dfrac{x-15}{7}\right)=\dfrac{15}{14}\left(x-1\right)$

8. A wishes to pay B the sum of £12. A has only moidores, (each worth 27 shillings); B has only guineas, and 16 pieces pass between them; required the number of each.

GEOMETRY.

3rd Division.

1. Prove that any two sides of a triangle are together greater than the third side.

2. Prove that if, in any triangle, the square of one side be equal to the sum of the squares of the other two, the angle included between these two is right.

3. Prove that, if a line be cut equally and unequally, the sum of the squares of the unequal parts will equal twice the square of the half line, together with twice the square of the line intercepted between the points of section.

4. Divide a line so that the rectangle under the whole line and one part shall be equal to the square of the other part.

MENSURATION.

3rd Division.

1. A figure, whose shape is a trapezium, has the diagonal 6230 links, the perpendicular to the north angle 1129 links, that to the south angle 2150 links; required the area.
2. Find by duodecimals the number of yards of carpeting, 2 feet 3 inches wide, it will take to cover a floor, the length of which is 42 feet 7 inches, and the breadth 25 feet 8 inches.
3. Required the length of a cord, fastened to a stake at one end and to a cow's horns at the other, to allow her to graze on an acre of grass, and no more.
4. Required the solid content of an obelisk in the shape of a frustrum of a square pyramid, height 95 feet, side of base, 7 feet 3 inches, side of summit, 5 feet 8 inches; also the weight of stone it would take to build it, assuming a cubic foot of stone to weigh 158 pounds.

B.

Lists of pupils to whom were awarded Scholarships, Prizes, and Certificates of Honour, as the result of the Combined Examination: arranged in the order of merit.

I. Boys of the third (or senior) Division, to whom Scholarships were awarded.

Have held Scholarships for two years. { 1. Daniel Ryrie. 2. Richard Lewis. } Extended for one year.

3. William Wagner ..... Louisa Street School.
4. William H. Coulter ..... George do.
5. William Carrier ..... The Park School.
6. William Lumsden ..... George Street School.
7. James Leatch ..... do. do.

II. Girls of the third (or senior) Division, to whom Prizes were awarded.

1. Rebecca Jones ..... Phœbe Street School.
2. Henrietta Lees ..... George do.
3. Kate Lemon ..... do. do.
4. Jane Sutherland ..... Phœbe do.
5. Margaret J. Foster ..... Louisa do.

III. Boys and girls of the third (or senior) Division, to whom Certificates of Honour were awarded.

BOYS.

1. Thomas Gibson ..... Louisa Street School.
2. James Turner ..... John do.
3. James Jardine ..... Louisa do.

GIRLS.

1. Annie Sutherland ..... Phœbe Street School.
2. Mary A. Beatty ..... George do.

IV. Pupils of the second (or senior) Division of the Female Departments of the Park and John Street Schools. There are no intermediate Divisions in these two Departments, and the pupils were examined as against each other, in third Division work.

One Prize was awarded, namely, to

Margaret Constable ..... John Street School.

V. Pupils of the above named Division, to whom Certificates of Honour were awarded.

1. Mary Ross ..... John Street School.
2. Jane Ryrie, } Equal ..... { The Park School.
2. Sarah Long, } { John Street School.

VI. Pupils of the second (or intermediate) Division, to whom Prizes were awarded.

1. William Cook		The Park School.
2. Joseph Oliver,	Equal	do. do.
2. Sarah E. Beattie,		Victoria Street School.
3. Elizabeth M. How		do. do.
4. Charles H. Bailey		Louisa do.
5. Fanny Coffin		Phœbe do.
6. William J. McCormick		The Park School.
7. John Taylor,	Equal	Victoria Street School.
7. James Carruthers,		do. do.

VII. Pupils of second (or intermediate) Division, to whom Certificates of Honour were awarded.

1. William Dovey		Victoria Street School.
2. John Higginbotham		Louisa do.
3. James Gorrie,	Equal	do. do.
3. Martha Coffin,		Phœbe do.

VIII. Pupils of second (or senior) Division of Palace and Givins' Street Schools, examined against each other, to whom Prizes were awarded.

1. Martha Brock	Givins' Street School.
2. James Christie	do. do.
3. John Treloar	Palace do.
4. Alice Hornby	Givins' do.

IX. Pupils of second (or senior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1. William S. Gill	Palace Street School.
2. John Frazer	Givins' do.
3. Sarah Jolley	do. do.

X. Pupils of first (or junior) Division, to whom Prizes were awarded.

1. John Kane	The Park School.
2. Thomas Wilson	Louisa Street School.
3. John Ward	The Park do.
4. Frank Bowden	do. do.
5. Elizabeth Hammell	Phœbe Street do.
6. Isabella Fortune	Victoria do. do.
7. Helen Ritchie	The Park School.
8. Matilda Scarlett	Phœbe Street School.
9. John Bright	Georgo do.

XI. Pupils of first (or junior) Division, to whom Certificates of Honour were awarded.

1. Mary Ann McMorin ..... Victoria Street School.
2. William Goldsmith ..... do. do.
3. Matilda Roddy ..... The Park School.

XII. Pupils of first (or junior) Division of Palace and Givins' Street Schools examined against each other, to whom Prizes were awarded.

1. Anne Whaling ..... Givins' Street School.
2. Kate Woodhouse } Equal ..... { do. do.
2. Catharine McClellan } { do. do.

XIII. Pupils of first (or junior) Division of Palace and Givins' Street Schools, to whom Certificates of Honour were awarded.

1. Henry Gill ..... Palace Street School.
2. William J. Barnes ..... do. do.

C.

Summary of Certificates of Honour for regularity and punctuality of attendance, &c., granted to pupils in the several Public Schools at the Summer Examination.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	17	14	31
George Street	6	38	44
The Park	18	23	41
Victoria Street	18	13	31
Louisa Street	21	16	37
John Street	21	5	26
Phœbe Street	9	16	25
Givins' Street	4	8	12
Total	114	133	247

D.

Summary of Certificates of Honour for regularity and punctuality of attendance, &c., granted to pupils in the several Public Schools at the Winter Examinations.

NAME OF SCHOOL.	MALES.	FEMALES.	TOTAL.
Palace Street	8	18	26
George Street	35	75	110
The Park	33	34	67
Victoria Street	15	41	56
Louisa Street	40	41	81
John Street	59	17	76
Phœbe Street	26	28	54
Givins' Street	8	14	22
Total	224	268	492

E.

Standard for the attainments of the pupils in the respective Divisions of the City Public Schools, having especial reference to the transfer of pupils from a lower to a higher Division, and to the periodical Combined Examinatian of selected pupils.

I.—Reading and Spelling.

Division 1.—1st and 2nd National Reader.
" 2.—Sequel to 2nd, and 3rd National Reader.
" 3.—4th and 5th National Reader.
Sullivan's Spelling-Book Superseded.

N.B.—Pupils in 3rd Division to be exercised in Spelling by means of Dictation.

I.—Writing.

Division 1.—Pupils in 2nd Reader to write on slates, to the extent of combining three letters, without capitals.
Division 2.—A plain text hand, including capitals and figures.
" 3.—A good commercial hand.

III.—Arithmetic.

Division 1.—Notation and Numeration, to nine places of figures. Simple Addition and Subtraction. The Multiplication Table. Simple Multiplication as far as by 12; and Simple Division, Long Division excepted.
Division 2.—Sangster's Elementary Arithmetic to page 80 inclusive.
" 3.—The remainder of Sangster's Elementary Arithmetic.

IV.—English Grammar.

Division 2.—Lennie's Grammar, to end of Etymolygy; (page 52 inclusive.) The parsing of simple sentences.

Division 3.—Lennie's Grammar, to the end of Syntax; (page 164 inclusive.) The parsing of simple and compound sentences. Analysis of sentences, to be communicated by Teachers, according to Morell.

V.—Geography.

Division 1.—General definitions, illustrated by Map of the World.

" 2.—In addition to the foregoing, an acquaintance with the maps of Europe, Asia, Africa, and America; to the extent of the countries they contain, their capitals, and their principal rivers, lakes, and mountains; also, Johnston's Map of the British North American Provinces, their chief cities, and their principal rivers, lakes, and mountains.

Division 3.—General definitions and outlines, according to Sullivan's Introduction; also, outlines of the Geography of British North America, illustrated by Johnston's map.

VI.—History.

Division 2.—Edwards' Summary of English History, to page 40 (the Houses of York and Lancaster) inclusive.

Division 3.—Ancient and Modern History, in alternate years, according to the 5th National Reader. Edwards' Summary of English History, from page 41, inclusive, to the end. Outlines of the History of British North America, to be communicated by Teachers, according to Boyd.

VII.—Mensuration.

Divisions 3.—Text Book; National Treatise. The whole of Sections 1st and 2nd. Section 3rd (Conic Sections) omitted. Section 4th to Problem 13, inclusive. Also, from page 144 to 164, on "Artificer's Work."

VIII.—Algebra.

Division 3.—Colenso's Algebra, to Simple Equations, inclusive.

IX.—Geometry.

Division 3.—1st and 2nd Book of Euclid.

N.B.—The study of subjects VII., VIII., and IX. is optional, but credit will be given at the Combined Examination for proficiency in them, which will be taken into account in the award of Grammar School Scholarships.

X.—Instead of the last named three subjects, or, in addition to them, Book-keeping may be taken by any senior pupil, at the wish of his parent or guardian. The National Book-keeping to be used for this purpose.

Vocal Music and Drawing are to be regarded rather as School recreations than as School work to be required.

JAMES PORTER.
Local Superintendent.

Sanctioned by "Board of School Trustees," as Revised and Amended, Oct. 11th, 1861.

F.

Books, &c., required for the use of Pupils in the respective Divisions of the Public Schools of the City of Toronto.

FIRST DIVISION.

1st National Reader.
2nd National Reader.
A Slate.

SECOND DIVISION.

Sequel to 2nd National Reader.
3rd National Reader.
A Slate.
A Copy Book.
Sangster's Elementary Arithmetic.
Lennie's English Grammar.
Edwards' Summary of English History.

THIRD DIVISION.

4th National Reader.
5th National Reader.
Sullivan's Spelling-Book Superseded.
A Slate.
A Copy Book.
Sangster's Elementary Arithmetic.
Lennie's English Grammar.
Sullivan's Introduction to Geography.
Edwards' Summary of English History.

FOR PUPILS IN MATHEMATICS.

National Treatise on Mensuration.
Colenso's Algebra.
Euclid's Elements.

FOR PUPILS IN BOOK KEEPING.

The National Book-keeping.

JAMES PORTER.
Local Superintendent.

Sanctioned by Board of School Trustees, October 11th, 1861.

APPENDIX III.

Secretary's Abstract Statement of the Estimated cost of maintaining the City Schools, for the year 1862.

1. Annual Interest, at 6 per cent., on permanent Investment of say 88,000 for the 8 School sites, Buildings and School furniture, &c.	$5,280 00
2. Annual Estimate as the average expense of dilapidations, repairs to buildings, &c.	1,150 00
3. Salaries of Superintendent, Secretary, and 38 Teachers; payments to Auditors and Examiners; and allowances to 9 Caretakers (8 schools and 1 office)	15,860 00
4. Rents and taxes	320 00
5. Election expenses	80 00
6. Coal, Wood, and cutting wood (winter 1861 62)	1,200 00
7. Insurances on 8 School Buildings, Furniture, &c.	332 00
8. Maps; Object lessons; Pens, Ink and Stationery for the schools; and, Stationery for the Board, and the Offices	250 00
9. Printing and Advertising	275 00
10. Miscellaneous expenses	300 00
	$25,047 00

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APPENDIX IV.

Annual Statement of Receipts and Expenditure for Common School purposes, City of Toronto, for the year 1862. Published by the Board of School Trustees for said City, as required by Statute.

INCOME FOR 1862.

Balance over from 1861, as per last published statement	$4,498 31
Legislative Appropriation, for 1862	3,558 00
Municipal Assessment for 1862 (nett)	23,300 00
Total Income for 1862	$31,356 31

EXPENDITURE FOR 1862.

1. Salaries for the year, namely:		
20 regular teachers in the male department of the several schools	$8,080 00	
18 regular teachers, female department	5,209 13	
Occasional teachers	186 83	
		$13,475 96
Caretakers, schools and offices		649 00
Local Superintendent (Rev. J. Porter)		1,200 00
Secretary (G. A. Barber)		600 00
2 Examiners $40; 2 Auditors $20		60 00
		$15,984 96
2. Rents for the year, namely:		
Board room, on account	$57 50	
The 2 Offices, on account	100 00	
Taxes, 1861	30 00	
Sewer rate, George Street School	13 56	
		201 06
3. Interest on School Mortgages, viz:		
Louisa Street School	$40 00	
John Street School	90 00	
		130 00
4. Insurances on School Premises and Furniture, viz:		
Western Company	$43 75	
British America	157 50	
Royal (London and Liverpool)	62 50	
		263 75
5. Fuel for the Schools and Offices, viz:		
Coal	$470 13	
Cutting wood	166 80	
		636 93
Carried forward		$17,216 70

Brought forward		$17,216 70
6. Printing, Advertising, Stationery, &c.		
H. Rowsell & Co., printing Report	$64 10	
Buntin Brothers. Pens, &c	55 79	
H. Rowsell, on account, Stationery	125 00	
Globe, on account, Advertising	30 00	
Education Department, Maps, Prizes, &c	36 98	
		311 87
7. Repairs to Schools, and taking down stoves and pipes, viz:		
A. Greenlees, balance account, 1861	$419 40	
Boxall Brothers (Stoves, &c.,)	94 87	
Faircloth (Painting and Glazing)	62 16	
Sundry persons	57 60	
		634 03
8. Miscellaneous Expenditure, viz:		
Election, School Trustees	$75 00	
Sweeping chimneys	4 65	
New wheelbarrows	22 15	
New picks	11 00	
Water pails	9 00	
Postages and stamps	21 40	
Gas account, $2 60; Telegrams, $1 25	3 85	
Chalk for schools	4 38	
Sundry small disbursements	7 40	
Cab hire	37 65	
		196 48
9. School Debentures and Interest		6,400 00
Total expenditure, 1862		24,759 08
Balance to December, 1863		6,597 23
		$31,356 31

Toronto, January, 1863.

The undersigned have compared, and checked, the above statement of income and expenditure, with the corresponding vouchers therefor; and certify the same to be correct.

(Signed,)

SAMUEL SPREULL, } Auditors.
WM. R. ORR, }