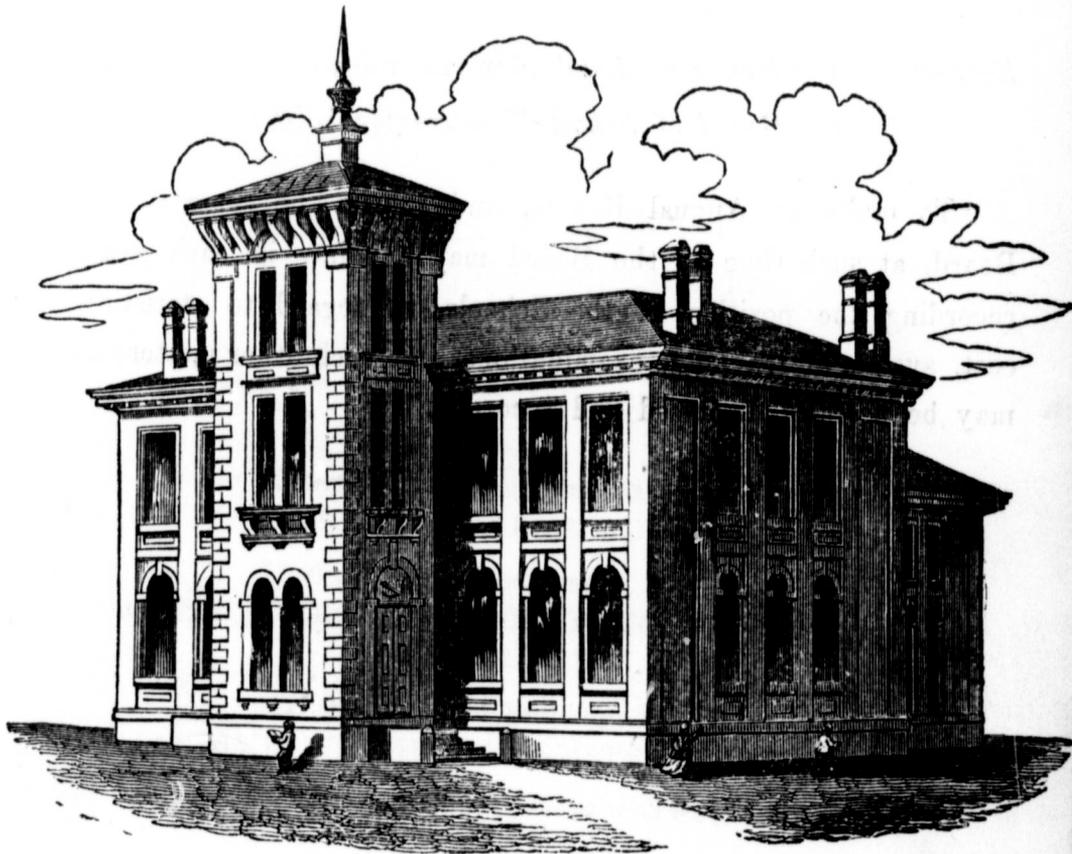


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SEVENTH ANNUAL REPORT
OF THE
LOCAL SUPERINTENDENT

OF THE
Public Schools of the City of Toronto,

FOR
THE YEAR ENDING DECEMBER 31, 1865.



TORONTO:
PRINTED BY H. ROWSELL, 76 KING STREET EAST.
1866,

*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."

MEM

J. G. B.

E. CO.

THOM

JOHN

WILLI

Hon. J.

JOHN

Messrs

Messrs.

Mess

N.B.—The

**MEMBERS OF THE BOARD OF SCHOOL TRUSTEES
FOR THE YEAR 1865.**

WARD OF SAINT LAWRENCE.

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II. On School Management.

Messrs. BAXTER, GREENLEES, COATSWORTH, BROOKE,
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III. On Sites and Buildings.

Messrs. JARDINE, WRIGHT, R. ARMSTRONG, ADAMS.

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G. A. BARBER, Esq., *Secretary.*

REV. JAMES PORTER, *Local Superintendent.*

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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 Public Schools of this city, for the year 1865.

In all probability, our School population, like our general population, has not much increased during the year. Our aggregate School attendance has slightly exceeded that of 1864, and our average registered monthly attendance has somewhat increased ; but our average daily attendance, especially during the last four months of the year, has been diminished by an unusual prevalence, first of summer complaint, and afterwards of measles, more particularly among the younger pupils. The extreme precaution which is taken in our schools against the spread of any infectious sickness, often operates to our disadvantage in the matter of attendance, as no member of a family in which such sickness is known to exist is allowed to come to school,

while many parents are perhaps needlessly unwilling to send their healthy children, lest they should suffer from intercourse with others.

It is perhaps necessary that, as in former reports, I should again remark on the unfairness of those persons who, in dealing with our school statistics, lay undue stress on the comparison of our aggregate registered number of pupils with the number in daily average attendance. The aggregate number includes for the year 1865, 300 pupils, whose names have been entered on more than one school in the course of the year. It also includes many who left the city after but a few days attendance at school, several who have died, and others who entered when the year was nearly ended. The average registered monthly attendance and the average daily attendance may be properly and usefully compared; and if, for the year 1865, that comparison is not so favourable as for the year 1864, the probable cause of the disadvantage may be found in the wide spread sickness referred to above.

In the month of February, the Standing Committee on Sites and Buildings, under authority of the Board, completed the purchase of the four lots on Elizabeth and Sayer Streets, on which it was proposed to erect a school building, which, it was hoped, would effectually relieve the pressure that is still felt in the Louisa Street School. The impossibility of providing desk accommodation for the children in the Centre Street School, the more forward pupils from which must therefore be either allowed to wander on the streets, or transferred to other schools, the nearest of which, that at Louisa Street, is already overcrowded, renders the

provision of further school accommodation in the north-west portion of Saint John's Ward a matter of no small importance.

The High School question has been again and earnestly discussed in the course of the year. So far as the interests of boys are concerned, it seems to have been set at rest by the recently enacted Grammar School Law, which, as explained by the Chief Superintendent of Education in his circular addressed to Mayors of Cities, provides that the Grammar School shall become, what it ought to be, a "High School for the City—an intermediate school between the Common Schools and the University,—preparing pupils to matriculate into the University either in Arts or Law, or in the department of Civil Engineering, providing for intending surveyors their preliminary education, and imparting the higher branches of an English and Commercial Education to those youths whose parents do not wish them to study Greek or Latin." No Public High School education for girls yet exists in this city, the action taken by the Board of School Trustees in that direction, as recorded in my Report for 1864, having been disapproved by the City Council, and not enforced by the Board.

A careful visitation of the several City Schools was made by the Committee on School management, which began on Tuesday, April 4th, and ended on Monday, April 10th, the results of which were on May 3rd submitted by the Committee to the Board in a three-fold report, the first part of which was entitled "general"; the second, "detailed"; and the third, "special".

On July 19th, the Committee of the Whole reported as follows: "That the Standing Committee on School Management are entitled to the best thanks of this Board for their report, No. 5, and for the careful visitation recently made by the Committee to the several city schools; and that said report be laid on the table;" which was carried.

A copy of the "general" report of the committee will be found in this report, under the heading "Special matters worthy of record."

On June 28th, Mr. Brooke, a member of the Board, gave notice that he would move for the appointment of a select Committee of five members to report to the Board:

1. Whether the attendance at the Common Schools of this city has kept pace with the population since their establishment in 1844?
2. Whether the character of the attendance has or has not deteriorated?
3. What is the cost per child to the city under the present arrangement, (the same to be stated according to the respective existing divisions of Primary, Intermediate and Senior)?
4. Whether, in view of the present depressed state of the finances of the city, some change cannot be made in the administration of the schools, by which considerable saving may be effected consistent with efficiency?

On July 19th, Mr. Brooke, seconded by Mr. Milligan, moved that Dr. Adams, Mr. Baxter, Mr. William Armstrong, Hon. Mr. McMurrich, and the mover, be the said Committee.

On November 15th, the Report of the Committee was submitted, read and received, and considered in Committee of the Whole. The Committee of the Whole rose and reported the following resolution :--“ That the thanks of the Board be given to the Select Committee for the important report now presented ; that this committee rise, report progress, and ask leave to sit again ; and that the Local Superintendent be requested to communicate officially to the Board his views on the several matters contained in the said report ; ” which was adopted on division.

On December 6th, the Local Superintendent submitted and read his report, as required, and the same having been referred to the Committee of the Whole, on its sitting again, by adjournment from the last meeting, the action of the Committee of the Whole, finally approved by the Board, without a division, was embodied in the following resolution :

1. “ That, in view of all the evidence now before this Board, it is not, in the opinion of the Board, necessary or expedient to adopt the changes suggested in the Report of the Select Committee.”

2. “ That, in the opinion of this Board, it is of very great importance that means be early adopted for the education of the many untaught children who are now wandering about the streets of our city ; and that it be an instruction

to the Committee on School Management to ascertain what means are practicable, in order to accomplish that object."

A copy of the Report of the Special Committee, also a copy of the Report of the Local Superintendent on the matters therein contained, will be found under the heading, "Special matters worthy of record"

The military drill of the senior pupils of the several schools, for one hour in each week, was resumed during the first week in May, and continued until the end of November. Its effects, as heretofore, have been uniformly beneficial.

The Rev. Mr. Boddy has again very kindly furnished religious instruction, during one hour on every Friday afternoon, to those pupils of the Park School whose parents are members of the Church of England; and a similar good work has been performed by the Rev. Mr. Baldwin, at the Victoria Street School, on every Wednesday afternoon.

To Jesse Ketchum, Esq, the schools are again indebted for 265 copies of the New Testament, (in value \$23.85,) which are used in school by those of the senior pupils who receive them, while they remain under our care; and are taken with them, as tokens of Mr. Ketchum's kindness, when they leave school.

The state of the several School Libraries has long occasioned me no little anxiety. On June 7th, I submitted to the Board a special report concerning them, a copy of which is inserted in this report, under the heading "Special matters worthy of record."

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I.—SUMMARY OF SCHOOLS, SCHOOL DAYS, TEACHERS, AND ATTENDANCE AND COST OF PUPILS, FOR THE YEAR 1865.

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 nine, (9,) namely, the Palace-street, George-street, Park, Victoria-street, Louisa-street, Centre-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	-	-	121
During the six months, ending December 31st, in which the Summer holidays were included	-	-	98
Total	-	-	219

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	-	-	-	-	-	12
Junior Female Assistants	-	-	-	-	-	11
Total	-	-	-	-	-	<u>40</u>

N.B.—Ten 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 aggregate number of pupils entered on the Registers of the several Schools, during the year, was,

Males	-	-	-	-	-	2098
Females	-	-	-	-	-	2728
Total,	-	-	-	-	-	<u>5726</u>

Increase, as compared with 1864,—176.

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

Of these there attended as follows, viz. :

Less than 20 days,	-	-	-	-	784
From 20 to 50 "	-	-	-	-	1098
" 50 to 100 "	-	-	-	-	1453
" 100 to 150 "	-	-	-	-	1051
" 150 to 200 "	-	-	-	-	864
" 200 to 225 "	-	-	-	-	476
Total,	-	-	-	-	<u>5726</u>

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

The following is the number of pupils who were transferred to any school from any other of the City Schools, during the year 1865, and whose names appear on the register of more than one school :

	MALES.	FEMALES.	TOTAL.
Palace Street	- 3	8	11
George "	- 22	6	28
The Park	- 21	11	32
Victoria Street	- 23	4	27
Louisa "	- 40	38	78
Centre "	- 12	15	27
John "	- 26	8	34
Phœbe "	- 19	9	28
Givins' "	- 23	12	35
Totals,	189	111	300

The average registered monthly attendance was,

Males,	- - - - -	1730 ¹ / ₁₁
Females,	- - - - -	1517 ¹ / ₁₁
Total,	- - - - -	3248 ² / ₁₁

Increase, as compared with 1864,—126²/₁₁.

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

The average of average monthly attendance was,

Males,	-	-	-	-	-	1341 $\frac{6}{11}$
Females,	-	-	-	-	-	1125 $\frac{8}{11}$
Total,	-	-	-	-	-	<u>2467$\frac{3}{11}$</u>

Increase, as compared with 1864,—68 $\frac{1}{11}$.

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

The average daily attendance was,

Males,	-	-	-	-	-	1226 $\frac{76}{219}$
Females,	-	-	-	-	-	1025 $\frac{78}{219}$
Total,	-	-	-	-	-	<u>2251$\frac{154}{299}$</u>

Decrease, as compared with 1864,—149.

The average attendance of pupils were,

Males,	-	-	-	-	-	389
Females,	-	-	-	-	-	392
Total,	-	-	-	-	-	<u>781</u>

Increase, as compared with 1864,—59.

The average half-day absences were,

Males,	-	-	-	-	-	81 $\frac{88}{219}$
Females,	-	-	-	-	-	77 $\frac{119}{219}$
Total,	-	-	-	-	-	<u>158$\frac{198}{219}$</u>

Increase, as compared with 1864,—8.

The average late attendances were.

Males,	-	-	-	-	-	166 $\frac{293}{19}$
Females,	-	-	-	-	-	156 $\frac{116}{19}$
Total,	-	-	-	-	-	<u>323$\frac{100}{19}$</u>

Increase, as compared with 1864,—15.

The smallest attendance, on any one day, in the several Schools, during the year 1865, was,

	MALES.	FEMALES.	TOTAL.
Palace-street, July 12th,	26	30	56
George " "	122	115	237
The Park, " "	68	84	152
Victoria-street, " "	103	124	227
Louisa " "	144	133	277
Centre " "	30	25	55
John-street, Jan. 4th,	83	57	140
Phoebe " July 12th,	89	134	223
Givins' " Jan. 5th,	53	34	87
	<u>718</u>	<u>736</u>	<u>1454</u>
Smallest attendance in 1864,	770	759	1529

In seven of the Schools the smallest attendance was on the 12th of July ; in one, on January 4th, the day on which the Schools were re-opened, after the Winter holidays ; and in one, on January 5th.

The largest attendance at the several Schools in the year 1865, was,

	MALES.	FEMALES.	TOTAL.
Palace-street, April 12th,	115	92	207
George " May 1st,	229	184	413

1341 $\frac{6}{17}$
1125 $\frac{8}{17}$
2467 $\frac{3}{17}$

D. and

226 $\frac{76}{19}$
025 $\frac{78}{19}$
251 $\frac{154}{99}$

389
392
781

81 $\frac{88}{19}$
77 $\frac{119}{19}$
58 $\frac{198}{19}$

The Park,	March 29th,	183	136	319
Victoria-street,	May 15th,	219	192	411
Louisa	“ May 15th,	279	269	548
Centre	“ May 3rd,	87	105	192
John	“ April 3rd,	142	113	255
Phœbe	“ June 12th,	197	215	412
Givins’	“ Sept. 13th,	93	79	172
		<u>1544</u>	<u>1385</u>	<u>2929</u>
Largest attendance in 1864,		1464	1367	2831

The largest attendance at the several Schools ranged from March 29th to September 13th, and occurred in one instance in March ; in two instances in April ; in four in May ; in one in June, and in one in September.

5. COST OF THE SCHOOLS.

Regarding the total cost of the Schools for the year as \$26,448.80, then the cost per pupil, calculated as per aggregate number of pupils registered,

was,	- - - - -	\$4 62
As per average registered monthly attendance,		
was	- - - - -	8 11
As per average daily attendance, was	-	11 75

Should we, however, deduct from the gross estimate, the annual interest on sites, buildings, and furniture, namely, \$5,356.80, then the difference, \$21,092.00, will represent the net cost of the Schools for the year 1865, which will be only \$9.37 per pupil, in average daily attendance.

N.B.—See also Appendix I. (Table H.)

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	-	-	-	1688
Second	-	-	-	1566
Third	-	-	-	1253
Fourth	-	-	-	760
Fifth	-	-	-	505
Total	-	-	-	<u>5772</u>

In Arithmetic,

English Grammar,	-	-	-	4547
General Geography,	-	-	-	2379
Canadian Geography,	-	-	-	5330
History,	-	-	-	1678
Writing, (not including writing on slates,)	-	-	-	2240
Book-keeping,	-	-	-	3202
Mensuration,	-	-	-	52
Algebra,	-	-	-	86
Geometry,	-	-	-	170
Natural Philosophy,	-	-	-	179
Vocal Music,	-	-	-	72
Linear Drawing,	-	-	-	1789
Needlework, (Girls)	-	-	-	136
				<u>1336</u>

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 ; Campbell's School Geography and Atlas ; 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 Blackboards and Maps.

IV. SCHOOL LIBRARIES.

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

Male Departments	-	-	-	1345
Female Departments	-	-	-	668
Total,	-	-	-	<u>2013</u>

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

Male Departments	-	-	-	3177
Female Departments	-	-	-	1193
Total,	-	-	-	<u>4370</u>

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 latter part of October and the earlier part of November.

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The subject was "Our City Schools; with remarks on certain recently published mis-statements concerning them." The attendance was better than usual, and the Lecture was favourably received.

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 Schools.

I. THE COMBINED EXAMINATIONS.

This Examination took place, by order of the Board (on the recommendation of the Committee on School Management,) at the Victoria-street School-house, on Monday, the 17th of July. The examiners were the Rev. Wm. Gregg, M.A., and the Rev. A. Wickson, LL.D., Head Master of the Toronto Grammar School. 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.) There was an exception to this arrangement, in the case of the Female Departments of the Park and John-street Schools, each of which consists of

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but two Divisions, (Senior and Junior,) the pupils of the Senior Divisions of which were, therefore, examined as against each other in Third (or Senior) Division work.

There was another exception, in the case of the Palace-street and Givins'-street Schools, which also have only two Divisions each (Senior and Junior) in either Department, but the pupils of the Senior Divisions of these Schools were not only examined as against each other, but also as against the senior pupils of the larger Schools.

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 recommendation of the Examiners, received Scholarships, Prizes, or Certificates, see Appendix II. (B.)

As recommended by the Committee on School Management, it was ordered by the Board, that a Public Meeting for the distribution of Scholarships, Prizes, and Certificates of Honour, recommended by the Examiners, be held in the St. Lawrence Hall, on the evening of Friday, July 28th, the arrangements for which should be similar to those of former years. The Mayor of the City, was, as usual, invited to preside and to distribute the honours to the successful candidates. His worship however, being unavoidably absent from the City, his place was occupied by the Chairman of the Board of Trustees, the Hon. John McMurrich.

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The Common Council of the City having made a grant for the year in aid of the County Grammar School, the Mayor, on behalf of the Common Council, was pleased to accept, as beneficiaries of the City, seven of the Senior pupils of the City Schools, who were recommended by the Examiners for such special distinction, and were nominated accordingly by the Board of School Trustees.

The following is a copy of the report of the meeting, as furnished by the *Globe* newspaper of Saturday, July 29th, which includes the Report of the Examiners at the Combined Examination. A copy is appended of the Report of Dr. Wickson, Rector of the Grammar School, on the conduct and progress of the boys under his charge who had previously been recipients of City Scholarships.

THE CITY SCHOOLS.

ANNUAL PUBLIC MEETING.

A Public Meeting for the purpose of reading the Report of the Examiners, and for the distribution of Scholarships and other Prizes, to the several pupils entitled to receive them, took place last evening in the St. Lawrence Hall. Upon the platform were the Hon. Mr. McMurrich, Rev. Dr. Ryerson, Rev. Dr. Fuller, Rev. Dr. Willis, Rev. Dr.

Wickson, Rev. Mr. Porter, Rev. Mr. Frazer, from England, and Messrs. C. W. Cooper, G. A. Barber, C. R. Brooke, W. and R. Armstrong, J. Greenlees, and A. Jardine.

Hon. Mr. McMURRICH, was chosen to preside. In taking the position, he remarked that he very much regretted the absence of the Mayor from the city, whose duty and pleasure it would otherwise have been to preside upon the occasion. For his own part, he was happy to be able to congratulate the citizens of Toronto upon the noble Common Schools which they possessed. (Applause.) They had reason to be proud of them, and thankful for them. Those who were best acquainted with their operation knew how to appreciate the great and noble work which they were performing for the people, and for the youth attending them. The common schools in Toronto numbered nine in all. Three of them were very large, handsome buildings, well ventilated, and the comfort and convenience of the pupils in every way provided for. In the Ward of St. John they had been obliged to resort to the use of an additional building to relieve the over-crowded state of Louisa-street School, and he believed that if they had another school house in that populous quarter of the city, double the number would be in attendance that there was at present. The number of children attending the common schools of Toronto was in the aggregate, 5,550. The monthly register of attendance showed 3,121, and the average daily attendance was 2,400. That did not seem a large number compared with the population of the city, but it must be remembered, he said, that a large number of children were attending the Roman Catholic Separate Schools, besides

the numerous private schools that existed in almost every portion of the city. The total cost of the schools for the past year had been \$26,187. The cost per pupil, taking the aggregate number, had been \$4.70 ; taking the average monthly attendance, \$8.39, and taking the average daily attendance \$10.91. The average monthly attendance was the correct basis to take, which gave \$8.39 as the cost of educating each scholar for twelve months. Deducting, however, the appropriation towards the interest and sinking fund for the cost of the buildings, and the \$3,000 received from Government, and they had \$17,720 left as the total cost of the year's education to the city. Every effort was being made by the Board of Trustees for reducing the expenses still further, if that could be done without interfering with the efficiency of the Schools. He should, for himself, like to see an improvement in one direction, and that was in relation to educating the poor neglected ones who were daily found upon the streets instead of in the school-room. He was not sure that if they could have the power granted them of compelling that class of children to attend school, it would answer to enforce that power, because he thought it might drive an equal number out of the schools. He thought it would be advisable to have a combination of the free and rate-bill systems—a rate-bill for those who preferred paying it for the sake of having superior schools, and free schools for the poor ragged ones. He was himself as much as anybody opposed to the common school system before it became the law of the land, but as the people preferred it, he had made up his mind to take hold of it, and try to make it as useful as possible. He did not approve of any agitation for a rate-bill in

opposition to the present free school system, but thought they might be combined together to much advantage in Toronto. Some years ago it was thought by leading educational men of Toronto, that it would be advantageous to have the grammar and common schools more nearly related to each other. The grammar school, he said, was one of the four grammar schools first established, and which were, for a long period, the only ones in the Province. It received its support, at present, from four different sources--from the Government, from the County Council, from the City Corporation, and from school fees. With a view of giving the Corporation a greater interest in the institution, the plan of giving scholarships in it as premiums to the common school scholars, had been adopted. At first, fourteen scholarships were granted, each for one year, but subsequently, in 1860, the number was reduced to seven each year, and the time covered by the scholarship extended to two years. These handsome prizes had stirred up both pupils and teachers, as was evident from the great progress making in the schools from year to year. The Rector of the school had given a very complimentary account of the manner in which those pupils behaved themselves in that school, and in some instances, where it was thought to be deserved, the time had been extended over the two years. In concluding, he asked the Secretary of the Board, Mr. Barber, to read to the meeting, first the report of the Rector with regard to the conduct of the boys sent last year, and then the report of the Examiners of the City Schools. (Applause.)

Mr. Barber, before proceeding with the reports, remarked, that he had sent out invitations to 125 prominent

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citizens, clergymen, and others, soliciting their attendance upon the platform, and had to regret that other official duties, or absence from town, had prevented so many of them from attending. He then read Rev. Dr. Wickson's report in reference to the city boys of the Grammar School, which spoke of their conduct, industry, and progress in flattering terms. He next read the report of the examiners as follows :—

REPORT OF EXAMINERS AT THE COMBINED EXAMINATION OF TORONTO COMMON SCHOOLS.

The examiners beg to report, that they have examined 132 pupils selected from the different schools. The result of the examination they now submit.

FIRST DIVISION.

From this division fifty-four pupils presented themselves for examination. Of these, twelve came from Palace and Givins'-street Schools, in which there are only two divisions, taught by two teachers. These were examined against each other. The pupils from Palace-street excelled in arithmetic. Those from Givins'-street in reading and spelling. Neither did well in geography. The examiners recommended prizes and certificates of honour to be given to the following :—

PRIZES—1. Jannet Henderson, Givins'-street, 2 Skane Low, Palace Street ; Ann Wright, Givins'-street ; Arthur Boyd, Givins'-street.

CERTIFICATES—3. Inez McLaughlin, Palace-street ;
Emma Lane, Palace-street.

The remaining forty-two pupils came in equal numbers from George, Park, Victoria, Louisa, Centre, John and Phœbe-streets, and were examined orally, like the preceding, in reading, spelling, arithmetic, and geography.

The reading generally was very fair ; that in George, Louisa and Victoria, the best. The spelling was very good ; that in Centre, Phœbe and George-streets, the best. Arithmetic was scarcely so good ; Victoria and Centre streets, the best: Geography but middling ; George-street, the best.

In this department the examiners recommended that prizes and certificates of honour be given to the following :--

PRIZES—1. Henrietta Lavallie, George-street, 2, John Townson, George-street ; Matilda McLean, George-street. 3, Emma Farragher, George-street ; John Whiteside, Victoria-street. 4, Thomas Greer, Park School ; Helen Paton, Victoria-street. 5, Henry Bright, Park School ; John Salter, Centre-street ; Catharine Robinson, Phœbe-street.

CERTIFICATES—6, William Benson, George-street ; James Thomson, Louisa-street ; Margaret Ross, Centre-street. 7, Sarah E. Love, Victoria-street ; William Loudon, Centre-street ; John Cudhie, Phœbe-street.

SECOND OR INTERMEDIATE DIVISIONS.

Of this division, 30 pupils were examined as competitors in reading, spelling, writing, arithmetic, grammar, geography and history.

The reading was generally very good, Louisa and Phœbe-streets, the best. Spelling was generally good, George-street and the Park, the best. The writing was very good, the Park, Victoria, Louisa and George-streets, the best. In arithmetic, there were great varieties, the Park and Victoria, the best. The grammar was but middling, George and Victoria, the best. Geography was very good, the Park, Victoria and George-street, the best. History good, the Park, Victoria and Louisa the best.

The examiners recommended that prizes and certificates of honour be given to the following :—

PRIZES—1, Henry Davis, Park-street. 2, William Monro, Victoria-street. 3, Frederick Wood, Park School. 4, John H. Day, George-street. 5, Joseph Dawson, Victoria-street. 6, Thomas M. Smith, George-street. 7, Georgina Winsor, Victoria.

CERTIFICATES—8, W. P. Elliott, Louisa-street. 9, Lyman Miller, George-street, and A. F. Middleton, Louisa-street. 10, Rowland Carter, Louisa-street. 11, Bessie Cline, George-street, and Jemima Robertson, Victoria School.

Of the second division, six pupils from the Park and John-street were competitors.

They generally did well in all the branches except arithmetic, grammar, definitions and derivations. The Park excelled in writing, spelling and history ; John street in reading and geography.

The examiners recommended prizes and certificates to the following :--

PRIZES.—1, Sarah Hawthorn, the Park School. 2, Elizabeth Ryrie, Park School.

CERTIFICATE.—3, Georgina Morris, John-street.

It was arranged that six pupils from this division of the Palace-street School should be examined against an equal number from Givins'-street. The latter pupils were found to be fully equal to the senior pupils from the other schools. The Palace-street pupils were therefore left to be examined by themselves. They did well in reading, writing and spelling, but not so well in the other branches.

The examiners recommended prizes to be given to the following :—

PRIZES.—1, John Treloar, Palace-street. 2, W. S. Gill, Palace street.

THIRD OR SENIOR DIVISION.

The subjects of examination in this division were reading, writing, spelling, definitions and derivations, arithmetic, grammar, geography, history, mensuration, algebra, and geometry. The senior pupils of Givins'-street School, in

which there are only two divisions, were sent to be examined as against those of the Palace-street School, similarly situated, but having, notwithstanding supposed disadvantages, acquitted themselves not less creditably than any other school, are classed with the rest.

The reading in most of the schools was very fair—that in George, Victoria, and Louisa, the best. Jennie Spink, of George-street, was the best reader. The writing was very good—that in Victoria and Phœbe, the best. The best specimens were those of James Matthew, Givins'-street; James F. Marshall, George-street; and James Rogers, Phœbe-street. Spelling was remarkably good—Givins'-street and the Park, the best. With few exceptions, the answers in definitions and derivations were not very good. In arithmetic there were great varieties—Louisa and George-streets, the best. Grammar generally not very good—George-street and Victoria, the best. Geography was fair—Givins'-street, George, and Louisa, the best. History was very fair—Louisa, Givins', and the Park, the best.

In the departments of mensuration, algebra, and geometry, the girls were not expected to answer. Some of them however, wrote good papers on Algebra. The papers of the boys in mensuration were not good. Many in algebra, were excellent—George-street and Givins'-street, the best. James Wardlaw, of George-street, and James F. Mitchell, of the Park, did all the questions. In geometry, also, many did very well—Givins'-street and the Park, the best. James F. Mitchell, of the Park, and William H. Dean, and John G. Keeler, both of Givins'-street, did all the propositions.

It was remarked in last year's report, that on the whole the answering of the girls, in the departments in which they were examined, was decidedly superior to that of the boys. This year, the boys and girls have answered about equally well. William H. Dean, of Givins'-street, obtained the greatest number of marks of all the pupils.

In this Division the Examiners recommend that Scholarships, Prizes, and Certificates of honour, be offered to the following :—

SCHOLARSHIPS.—(Boys.)—1, William H. Dean, Givins'-street. 2, John G. Keeler, Givins'-street. 3, David Elder, George-street. 4, James F. Marshall, George-street. 5, James T. Mitchell, the Park. 6, James Matthew, Givins'-street. 7, James Wardlaw, George-street.

CERTIFICATES OF HONOUR. (Boys.)—8, Frederick Manly, Victoria-street. 9, John H. Curran, the Park. 10, William Lovell, Louisa-street.

NOTE.—The Examiners have learned that James Matthew would prefer a prize to a scholarship. Should he continue in this purpose, the Examiners recommend that a prize be given to him, and that a scholarship, instead of a prize, be offered to Frederick Manley, whose answering was very creditable.

PRIZES—1, Maria Jones, Phœbe-street. 2, Jennie Spink, George-street. 3, Christina Kenney, Louisa-street. 4, Margaret Matthew, Givins'-street. 5, Ellen Harney, Louisa-street. 6, Henrietta Williams, Victoria-street. 7, Susanna E. Foster, Louisa-street.

CERTIFICATES.—8, Mary Maugham, Victoria-street. 9, Augusta Roddy, George-street.

The Examiners have to observe, in conclusion, that there seems to be a general improvement in the answering of the pupils, especially on the part of the boys.

As on previous occasions, they derived valuable assistance from the Rev. James Porter, the Local Superintendent.

WILLIAM GREGG, A.M. }
ARTHUR WICKSON, LL.D., } Examiners.

Toronto, July 19, 1865.

The report was received with applause, and the distribution of the scholarships, prizes, and honour cards was then proceeded with, the pupils being called upon the platform in groups, according to the reward to be given. In presenting them the chairman addressed to the recipients appropriate remarks, calculated to urge them on to still greater attainments and honours in their studies and through life. It was a most pleasing sight to a disinterested beholder, and one highly gratifying to the parents and friends of the girls and boys, to see them come forward to the platform, one by one, as their names were called, in full view of the whole assembly, to receive their prizes, and march off with them to their seats amid the applause of the audience. The books distributed were all got up in most handsome style, and many of their recipients exhibited the value they

attached to them by taking them at once to their friends in the audience for examination. On the girls side of the hall, one of the most valuable prizes was carried off by a young lady of African descent ; and on the other side, a little boy from the Protestant Orphan's Home, occupied an honourable place among the prize takers. The interesting ceremony concluded, the chairman introduced

REV. DR. WILLIS, Principal of Knox's College, who expressed himself as having been so much gratified and interested with the proceedings that he had almost forgotten his purpose of remaining only three-quarters of an hour, in order to be present at another meeting, and was there still. It was one of the most pleasant evenings, to him, that he ever spent in the city. Three or four classes of people, at least, had been made happy by the proceedings of the evening. There were, in the first place, the young people, whose happiness no one could doubt. Secondly, their parents and friends ; thirdly their teachers, and fourthly, all others connected with the common school system of education in an official manner in the city, such as the Chairman, the Superintendent of Education, the Local Superintendent, the School Trustees, &c. He had himself attended some of the examinations, and had been gratified with the attention paid to orthography. When he first came to Canada, he was very much struck with the want of proper education in orthography. It was a great blessing to be able to read God's Word, and he trusted the children would not fail to read that book often, and seek to turn the information they had acquired to good purpose, in endeavouring to leave the world better than they found it. It had been charged that many pupils of the common

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schools had turned out badly, but he thought that in every case that would be found the exception, and not the rule. (Applause)

REV. DR. RYERSON, was next called upon, and said he was sorry that so many who would have taken pleasure in being present, had been prevented from attending. The chairman remarked that besides the common schools there were numerous private schools, to which he would add, that there was the Grammar School and the Upper Canada College, and the Model School, all of which took part in educating the youths of Toronto. He called attention to the fact, that it was competent for the people of every locality to determine for themselves whether they would have the common school system, or, after adopting it, whether they would have a rate-bill school. There was one town in Canada that has never adopted the common school system, and it now desired to adopt it, but through some provision of its Act of Incorporation, it could not do so without a special act. Almost everything in reference to education was in the hands of the people, no application to the Government being necessary. As to prizes, he took pleasure in saying that during the past two months, upwards of twenty townships had sent sums of from \$5 to \$20 to him for prizes, to be distributed at competition examinations of the children of the whole township, and he was happy to see that the same principle was being adopted in some counties. He congratulated the city of Toronto that they had adopted the plan, and found it work so well, of appealing to the love of approbation of the children—a principle lying deep within the human constitution, and acted upon in all the colleges, in military life, and in all

well regulated families. It was to be remembered, that these prizes were given for general progress in all the branches of education, and not for what was called mere book reading. Every competitor had to be diligent, punctual, and of good general character. It was also worthy of remark, that these principles applied equally to all classes of people, high or low, rich or poor. It was the same feeling that led the soldiers of England to scale the heights of Alma, that was appealed to in the granting of those prizes. The more this feeling was appealed to, awakened and properly directed, the more would society be elevated to what it ought to be. It had helped materially in raising the standard of general education in Canada, under the common school system. Canada was much in advance of the mother country in her school system. All that could be done in England was through denominational channels. He was thinking that if every corporation in England, were to contrive to afford encouragement to the educational interests of England, such an improvement in educating the masses could soon be made as had been made in Canada. Within the past few months he had sent out not less than 18,000 volumes, to be distributed as prizes throughout the country schools of Canada. He hoped that they would all try to adopt the principle of not depending on mere book learning, but educating the whole mind, and leading the pupils to think. In conclusion, he would say that they had on the platform a gentleman, the Rev. Mr. Fraser, who was deputed by the English Government to visit Canada, in the interest of improving middle-class education in England, from whom, if he would be kind enough to gratify them, he was sure the audience would like to hear. (Applause.)

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REV. MR. FRASER said that at the urgent solicitation of his friend, Rev. Dr. Ryerson, he had consented to make a few remarks. He had been sent to America by a commission appointed by the Queen, to inquire into and, if possible, improve the system of schools for the education of the sons and daughters of the middle-classes of England. Those schools were at present in a very unsatisfactory condition. Some of them were Grammar Schools founded two hundred years ago, in which very little improvement upon old methods had taken place. Another class of schools was supported by joint stock associations, and a third were denominated Private Venture schools. He had been but a week in Canada, but had spent three months in the United States, in different parts, examining the working of their school systems. He found his visit here rather inopportune, on account of the vacations, and was afraid he would only have a month to spend in the Province. It was his intention to be present at the Provincial Teachers' Association, which commences in this city shortly, and to visit as many of the schools through the country as possible. He thought the expense of educating the youth of Toronto very light, after having come from New York, where it was \$20 per scholar. Knowing something of the cost of other descriptions of schools, he could say that, to him, the expense of the common school education seemed very light. Again, in measuring the expense of different systems, one must remember the old maxim, that there is a sort of economy which is penny-wise and pound-foolish, which looks after cheese-parings and potato-peelings, and takes no notice of great oceans of waste in other parts of the establishment. And, in looking at what their schools cost,

they should consider also what they saved in policemen, gaols, penitentiaries, poor-houses, &c. (Hear, hear.) He believed the efficient masters of Louisa-street and Victoria-street schools, which he had visited yesterday, were worth nearly a hundred policemen. Another objection to the American and Canadian system, which he had heard before coming here was, that it was a godless system, by which it was meant that the teaching of religion was excluded from those schools. He must say that he, for one, as a clergyman of the Church of England, did regret that in the United States and here, it was not possible to introduce something more of direct religious teaching—he did not mean sectarian or even doctrinal teaching, but something to bring children more under spiritual influences, and to make them realize their relations to God their Father, Christ their Redeemer, and the Holy Spirit their Sanctifier. But the blame for the exclusion of religious teaching must not be thrown on the school system—it was the Christian communities which could not agree among themselves, that must bear the burden and the blame of that. (Hear, hear.) It had struck him as a remarkable thing, in looking over the report of the Local Superintendent for 1864, that even the provisions of the law which allowed a very considerable proportion of religious instruction to be given in their schools, were rarely complied with. And he was told as a fact, that, though every school in this city was open to the teaching of ministers of religion for one hour of the week, and that one of the school hours, if they chose to come and occupy it, there were only two ministers of religion in this city who used the opportunity thus placed within their reach. He concluded, therefore, that it was

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not for clergymen, to whom the doors of the schools were open but who did not enter them, to turn round and say the system was godless and irreligious. (Applause.) Mr. Fraser went on to remark, that even the mere cultivation of the intellect was favourable to religion rather than otherwise, and that if religious differences did not allow much religious teaching to be given in the common school, the cultivation which the intellect of the child received in the day school made it more fit for profiting by the instructions of the Sabbath School teacher, and the ministrations of the pulpit. He proceeded to express his high opinion of the excellence of the Canadian educational system as a whole, some parts of which he thought might be transferred with advantage to the mother country, and concluded with some eulogistic remarks on the energy and ability which had been displayed by the Chief Superintendent in bringing it to its present state of completeness. He resumed his seat amid loud cheers.

REV. DR. FULLER being next called upon, addressed the meeting briefly. He said he had entered the hall during that portion of the chairman's speech, in which he said the school system had not as yet succeeded in reaching the lowest class of the community. Some years ago, when visiting the Penetanguishene Reformatory, he (Dr. F.) was struck by the fact, of which he was there informed, that, out of 92 inmates of that institution, 72 professed to be Protestants, although he knew the country well enough to know that the majority of the class from which offenders of that kind generally came, were not Protestants but Roman Catholics. He felt, therefore, that there must be a

deficiency somewhere in our system, in so far as it did not reach the lowest class of the community, and he quite agreed with the remarks of the chairman on that point. The Rev. Dr. went on to address some words of encouragement to the children, showing that the highest positions in the land were open to industry, ability and merit, and might be won by the poorest boys now before him, and was warmly applauded as he resumed his seat.

The CHAIRMAN said he had received no other names of speakers, but if any other gentleman wished to address the meeting, he would now have an opportunity.

REV. DR. RYERSON availed himself of this opportunity to allude to a point which he had previously omitted. He urged the importance of having, in a city like Toronto, a High School, in which the common school education might be carried to its highest perfection. He thought, for that purpose, one of the Ward Schools might be selected, to which pupils might be drafted from the other schools, and carried to a much higher stage of advancement than could be attained in the ordinary common schools.

MR. C. W. COOPER, barrister, next availed himself of the chairman's invitation. He spoke of the pleasure it had given him to witness the interesting proceedings of the evening, and said he had listened with especial interest to the remarks of the Rev. gentleman, from England. He particularized some points in that gentleman's speech, which were very suggestive of matter for reflection, particularly his observations on religious teaching, which, he thought, supplied an effective answer to the position which

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had been taken by ecclesiastical bodies on the system of Separate Schools.

MR. R. ARMSTRONG, one of the School Trustees, also spoke briefly. He claimed for the Board, that they had attended well to the educational interests of the community, and that they had kept down the expenses as much as possible.

The benediction was then pronounced, by Rev. Dr. Fuller, and the meeting separated.

REPORT OF REV. DR. WICKSON.

TORONTO GRAMMAR SCHOOL,

July 19, 1865.

To the Trustees of the Public Schools of the City of Toronto :

GENTLEMEN,--I beg leave, in accordance with established usage, to present the following report of those boys formerly pupils in the public schools, who during the past year attended this institution. Of those to whom sholarships were awarded at the examination in 1863 and in 1864, the whole number, with the exception of two, viz : John Brown and James Boomer, were present during the session, and in addition to these, Alfred Baker and W. Coulter, scholars of previous years, who were kindly permitted by the trustees of this school to continue their studies with the same privilege as before the expiration of their term.

I am happy to be able to refer to these boys in terms of commendation. Several of them maintained the foremost rank in their several classes during the year, and highly distinguished themselves at the examination, by carrying off a goodly share of the prizes and honours.

Their conduct has for the most part been very satisfactory.

I have the honor to remain,

Your most obedient,

ARTHUR WICKSON, LL.D.

2. THE USUAL SUMMER EXAMINATION.

The usual Summer Public Examination of all the City Schools, was held on Thursday, the 27th of July, as ordered by the Board. The attendance of visitors was small in the morning, but large in the afternoon. At the close of the Examinations, the Local Trustees distributed to male pupils 122, and to female pupils 122, total 244 Certificates of Honour, for regularity and punctuality of attendance, combined with uniformly good conduct, throughout the Session, which began on Wednesday, January 4th, and ended on the day of the 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 Public Examination of the Givins'-street School, as ordered by the Board, took place on Thursday, Dec. 21st, and that of all the other City Schools on Friday, Dec. 22nd. There were distributed in the several Schools 460 Certificates of Honour, namely, 214 in the male departments, and 246 in the female departments, for regularity and punctuality of attendance combined with uniformly good conduct, throughout the Session, which began on Monday, September 4th, and ended on the day of the Examination. The attendance of parents and visitors was, as usual, small in the forenoon, but much more numerous in the afternoon.

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

It will be remembered that the Term which precedes the Winter Examination is of but four months' duration, while that which precedes the Summer Examination lasts for seven months, including the coldest and warmest school months in the year. It is evident, therefore, that the test of regularity and punctuality of attendance is much more severe in the longer term than in the shorter ; and hence arises the fact that the Certificates of Honour distributed after the Examinations, are much more numerous in the winter than in the summer.

VII. SPECIAL MATTERS WORTHY OF RECORD.

1. PURCHASE OF LOTS ON ELIZABETH AND SAYER-STREETS.

On February 15th, Mr. Jardine, seconded by Mr. Greenlees, moved as follows: "Resolved, That the Standing Committee on Sites and Buildings be authorized by the Board to complete the arrangements, for the purchase for school purposes, of the four lots on Elizabeth and Sayer-streets, Ward of St. John, on the terms offered to this Board last year," which resolution, having passed the Board, has been duly carried into effect.

2. ONE ATTENDANCE AT SABBATH SCHOOL PIC NIC SANCTIONED.

On March 1st, pursuant to notice, Mr. Jardine, seconded by Mr. Greenlees, moved, and it was resolved by the Board, "That the children attending the several Public Schools of this City be allowed one day in each year to attend Sabbath School Pic Nic parties, in connection with the Churches to which they respectively belong, without being counted absent on that day."

3. REPORT OF VISITATION OF STANDING COMMITTEE OF SCHOOL MANAGEMENT.

REPORT No. 5.

*To the Chairman and Members of the Board of School
Trustees.*

The Standing Committee on School Management, having recently completed a second Inspection of the several

Schools under the control of the Board, beg to report as follows, viz :—

First, General Report.

The Public Schools of this City were established in 1844 ; and have consequently been in operation 21 years. During this period no official general inspection has been made by the various Boards, until last year. This has doubtless had a depressing effect upon Teachers, many of whom have laboured to the very best of their ability, and with a conscientious zeal which deserves the commendation of the Board and of the public, in whose service some have spent the best portion of their lives. The Schools have indeed been visited at various times by individual members of the Board, who have, for the most part, walked through the departments, without coming into direct personal contact with the system. They have thus obtained, it is true, some slight appreciation of the general excellence of the system adopted, but have not had the opportunity of actually mastering its details. Efforts have also been made, at different times, to create a spirit of emulation, and to rouse both Teachers and Pupils to redoubled exertions, by the establishment of Combined Examinations, in which certain Schools are brought into comparison with others of the same grade—by the granting of Certificates of Honour and Prizes to successful candidates—by the founding of Grammar School Scholarships for the boys, and the presentation of these distinctions at a public meeting. Still, your Committee deemed that all had not been done that was possible to be accomplished ; and, therefore, in May, last year, as a preliminary step, they

determined to make a combined visitation of the Schools, with the view of ascertaining for themselves the actual condition of their trust. The result of their observations was duly reported to the Board at the time, and subsequent action taken thereupon.

That Visitation was so beneficial to the Schools, and was so interesting, as well as instructive, to those who took part in it, that your Committee deemed it advisable to renew their efforts in the same direction. The first Visitation occupied three entire days, and was confined to the Senior Divisions: but the Visitation just concluded has occupied five entire days; it has embraced every division in each School, and has been conducted with more definite objects in view, as well as with greater care and preparation.

There are altogether 9 Schools under this Board; and the Committee found, in actual attendance, 2,708 pupils (an average of 300 to each building), who are classified into three divisions—Primary, Intermediate, and Senior.

	Boys.	Girls.	Total.
The Primary Divisions number.....	682	574	1256
Intermediate “ “	424	342	766
Senior “ “	382	296	678

They are taught by 40 Teachers, viz., 14 Primary, 10 Intermediate, and 16 Senior.

	Pupils.		
The Primary Divisions average to each Teacher..	90		
Intermediate do. do. do.	56		
Senior do. do. do.	55		

Each of these Divisions is again sub-divided into classes, according to attainment, viz :

The Primary,	generally into 5, 6 or 7 classes.
Intermediate	“ “ 2 or 3 “
Senior	“ “ 2 or 3 “

It will be observed that the Primary and Intermediate Divisions comprise about three-fourths of the whole number of Pupils ; and the efficiency of the Senior Divisions very greatly depends upon the training given in the lower Divisions. Hence your Committee deemed it advisable on this occasion to direct their special attention to the Primary and Intermediate Divisions ; for if the foundation be not well and securely laid, the superstructure cannot be substantial. Education may be either mechanical or intellectual : the best education has a proper amount of both : it should be intellectual from the very beginning, then every step the pupil takes will not only become easier to him, but will be a constant source of delight. But no important lesson should be unaccompanied with such an amount of mechanical drill as will enable every pupil in each class to master thoroughly every part of the subject, in every way in which it can be viewed, whether it be in the first Book of Reading, or the highest proposition in Geometry. No other education than this is suitable for teaching *en masse* ; and that teacher is always the most successful who possesses the greatest power of patient and unremitting drill. In the study of Mathematics this accuracy of drill is, from the very nature of the subject, absolutely necessary ; and why should not the same principle be applied in teaching the First, Second,

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or Third Books of Reading? Unfortunately, however, it is seldom put into rigid practice in teaching the purely English branches. The teacher, thoroughly understanding the subject himself, is apt to become wearied with the constant drill required, and too apt to think that by keeping his pupils back till every one in the class has mastered the lesson in all its details, parents will complain of the slow progress made; but he should remember that so long as he has an intelligent Superintendent, and a Board of Trustees, capable of appreciating his efforts, he will be entirely and fully sustained. Good teaching consists, not in the amount of work gone over, but in the accuracy with which every thing is acquired; and an examination is to be valued not by the number of lessons gone through, but by the accuracy, readiness and universality of the replies. These principles were steadily kept in view by the Committee in the inspection just now completed: their object was, not so much to see the Schools at their every day work, as to incite the Teachers of the lower Divisions especially, to put these principles more extensively into practice—to shew them what the Committee will expect in future, and to assure them that their efforts in this direction will be properly estimated, and rewarded by promotion.

To accomplish this object your Committee issued a programme, ten days before the inspection, in order to allow time to the Teachers of the First and Second Divisions to create a model for their own future imitation, and as a test of their individual ability. Of course the Committee are well aware that the classes examined in the lower Divisions, having been prepared with more than usual

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care, exhibited a condition far in advance of the usual training given ; but the Committee trust that the Teachers will at least aim to introduce the same intellectual system as far as possible in every class, being confident they will find the time-honoured proverb, " the more haste the less speed," absolutely and universally true in all matters of education.

The following is the Programme issued by the Committee :

I. PRIMARY AND INTERMEDIATE DIVISIONS.

Lesson 1st, Section 2nd, of the Second Book of Reading, and Lesson 4th, of the Third Book of Reading, to be treated as a Reading and Spelling Exercise, with the meaning of the words, and the sense of the subject ; the same lessons to be used in each school, in the corresponding classes, so that comparison may be instituted. The Examination to be conducted by the Teacher, in presence of the Committee, as a test of the system, the acquirements of the pupils, and the ability of the Teacher. The Examinations in Arithmetic, Grammar, and Geography, will, for the same reasons, be conducted by the Teacher.

II. SENIOR DIVISIONS.

A short Exercise in Dictation (not previously selected), to be used as a test of Spelling and off-hand Writing ; as a Reading Lesson, and a Grammatical and Analytical Exercise, with the meanings and roots of words ; General and Mathematical Geography ; History, from the time of Christ to the present time ; Arithmetic, in Fractions, and Proportion, simple and compound ; Algebra, as far as

Simple Equations ; and the First Book of Euclid's Geometry. The Examination of this division to be conducted by the Committee. The Teachers to have in readiness, for Exhibition, the writing books, and any efforts of mapping or drawing the pupils may have made.

The Primary and Intermediate Divisions were, according to the above programme, examined by the Teacher, in presence of the Committee, except in one instance, where the Teacher was suffering from indisposition ; and the Committee have to express their entire and unqualified satisfaction with regard to the manner in which the Exercises were conducted, except in two instances, which will be noticed in a special report. Allowances must be made for a very natural timidity on the part of some of the younger Teachers at being required to examine before the Committee ; and, in some instances, on account of the recent appointment of the Teacher. The Examinations were conducted with calmness and self-possession, especially by those Teachers who have for some time been in the employment of the Board. The questions were of an intellectual character, in some instances they were rapidly put, and the replies were, very generally, prompt and correct.

In the Senior Division, the Dictation was fairly done in every case, and in some was very excellent—the spelling and punctuation being generally correct, the writing good, and the matter neatly arranged. In Grammar, the pupils every where displayed a very commendable ability in analysing and parsing. The Geography was fair generally ; in some cases good. In History, the period was much too

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extensive for a detailed examination ; a few general questions, however, were put and answered promptly. The Arithmetic was well done every where, and in some cases with more than usual rapidity and correctness. The Geometry in the boys' department was very satisfactory indeed : propositions were indiscriminately selected from the First Book of Euclid, and subjected to the severest tests, authorities being required and given for every step in demonstration. The Writing was in general cleanly, and, in one or two instances, superior. In one instance the Committee noticed some mounted maps, the work of girls ; and in another instance, an illustration of mapping on slates by a large class. These remarks apply to all the Senior Divisions except two, for which see Special Report.

Your Committee found the School Houses in good repair, and the furniture well kept. The appearance of the pupils was, in all cases, respectable ; so much so, that during the whole five days only one boy was observed who had a solitary rag, which was probably an accident. The Committee observed the crowded state of some of the galleries and intermediate divisions, a single female Teacher having to instruct from 80 to 130 children—far too many for efficiency, unless some more perfect organization could be obtained—for when the age and acquirements of these children are considered, it will be readily seen how utterly impossible it is for a single Teacher to keep the greater number in the gallery employed, while she instructs each class separately, and what a large proportion of the school hours the great bulk are expected to remain quiet without any adequate occupation for their

minds. The attention of the Committee on Sites and Buildings is respectfully invited to the desirability of lowering the seats in some of the galleries, so that the children when unemployed may be able to rest their feet, which would add much to their comfort as well as to the order of the division. The possibility of employing a corps of girls from the senior division, a short time each day as monitors, to the lower classes of these divisions, will shortly occupy the attention of the Committee.

The Committee observed that considerable importance had been attached by some of the teachers of the Intermediate divisions to proficiency by their pupils in Roman Notation. In the opinion of the Committee this is correct only to a very limited extent. They would suggest to these teachers that their pupils are not young Romans of the second or third century, but Anglo Saxons, living in an intensely practical age: and that if some portion of the time consumed in teaching minute details of questionable importance, were occupied in the more ordinary branches, their divisions would be still more efficient.

The Committee were somewhat surprised to notice so very few coloured children attending the schools. Among the whole 2708 pupils in attendance, the Committee observed only about a dozen coloured children; these were however remarked for their aptitude, and in some instances were found to be foremost in their class.

As regards the third, or senior, divisions the Committee would suggest the propriety of directing attention to the superior practical importance of teaching more minutely

the history of the last two centuries. Ancient History is chiefly useful as a basis, and the most prominent points only should be dwelt upon, while the history of the last two centuries, especially English History, is interwoven with that of the entire world, and intimately connected with events daily crowding upon us ; and the Committee recommend that the historic period, for each term, be very much limited.

The Committee observed that a very general uniformity of method prevails throughout the Schools ; this they consider to be owing, in a great measure, to the indefatigable labours of our excellent Superintendent, Rev. Mr. Porter, who is himself, as he should be, a model of correctness and punctuality in all his engagements.

In concluding this portion of their report, the Committee trust that these general inspections will encourage the teachers, and incite the pupils, to redoubled exertions ; and that the lively interest now felt by the Committee, will be extended to the Board, and through them to the public at large, until the value of our Schools shall be fully recognized.

(Signed,) JOHN BAXTER,

Chairman of Committee.

TORONTO, 2nd May, 1865.

4. REPORT OF MR. BROOKE'S SELECT COMMITTEE.

Report of Select Committee, appointed 19th July 1865.

The Select Committee appointed by the Board to consider,

1. Whether the attendance at the Common Schools of this City, has kept pace with the population, since their establishment in 1844 ;
2. Whether the character of the attendance has or has not deteriorated ;
3. What is the cost per child to the city, under the present arrangement, (the same to be stated according to the respective existing divisions of Primary, Intermediate and Senior ;)
4. Whether in view of the present depressed state of the finances of the city, some change cannot be made in the administration of the schools, by which considerable saving may be effected, consistent with efficiency ;

Beg leave respectfully to report as follows :

That the schools were established in 1844, and were conducted on the rate-bill system during the first four years, viz., 1844, 5, 6 and 7 ; 1848 and 9, were broken years, the schools being free, but as they were open only six months of each year, they are not taken into account in this Report. From 1850 the schools have been conducted on the free principle.

That the attendance in proportion to the population under the rate-bill system (throwing out of the calculation the Roman Catholics who were known to attend the Schools) was as 1 in every $20\frac{1}{2}$ of the population ; during the first five years of the free system, about 1 in every 25 ; and since that time the average has been about 1 in every 22 ; a slight improvement in numbers since 1856. In comparing the attendance with the population, some allowance must be made for the fact that the Roman Catholic part of the population has increased somewhat more rapidly than the Protestant, yet the difference this would make in the calculation is comparatively slight.

In this connection the Committee would express some surprise that, according to the returns sent in to the Education office, the attendance at the Roman Catholic Separate Schools should appear to have been so much larger in proportion to the population than it has been at the City Schools ; they having apparently increased since 1855 nearly 110 per cent ; while the City Schools have increased only about 45 per cent. The Committee did not anticipate such a result, but this becomes of some importance, inasmuch as the subdivision of the Legislative grant is in proportion to the relative attendance.

That, under the rate-bill in 1844, 5, 6 and 7, the Committee has reason to believe that there was a greater proportion of larger and more advanced pupils in attendance at the schools, than there has been under the free system ; probably not more than three-tenths being pupils corresponding to our present first division, and that there appears to have been a gradual change in the character of

the attendance, by the increase of the Primary divisions, which now number about one-half of all in attendance. The attendance of girls has also very much increased under the free system, the proportion between the sexes being now nearly equal.

That, under the rate-bill system, your Committee has reason to believe the attendance was more regular than it has been under the free system. The irregularity under the latter system has been not less than twenty per cent daily ; this is probably owing to the fact that the attendance now consists in a greater degree of smaller children and girls, who are more frequently prevented from attending by the weather and other causes, than were the larger boys, and partly perhaps because what is not paid for in a direct way is not so highly appreciated.

That, in considering the cost per pupil according to the respective existing divisions, the Committee found no difficulty in coming to a conclusion so far as the actual teaching is concerned, but as there still remains a balance of expenditure amounting to \$12,500 to be distributed proportionately over the different divisions, the Committee found it almost impossible to agree upon what should be a true basis for the distribution. The cost of the actual teaching in each division last year was, per child : Primary, \$2.89 ; Intermediate, \$6.08 ; Senior, \$11.86. To each of these must be added a proportion of the current expenditure ; when this is done, an approximation to the total cost per child would probably be, for the Primary, \$5.50 ; Intermediate, \$11.50 ; Senior, \$22.

That it appears to your Committee that any proposal for improvement should, in view of the above facts, contemplate—

1st. Some increase of teaching power in the Primary Divisions, if possible without additional expenditure.

2nd. Some effort to increase the attendance in the Senior Divisions, and extend their efficiency, and so indirectly diminish the proportionate cost per pupil.

With regard to the first point, the attention of the Board was called to the increasing requirements of the Junior Divisions by the Committee on School Management, in their Report of the last Visitation, in the following words : "The Committee observed the crowded state of some of the galleries, a single Teacher having to teach from 80 to 130 children—far too many for efficiency, unless some more perfect organization could be obtained ; for when the age and acquirements of these children are considered, it will be readily seen how utterly impossible it is for a single Teacher to keep the greater number in the gallery employed while she instructs each class separately, and what a large proportion of the school hours the great bulk of these pupils are expected to remain quiet without any adequate occupation for their minds."

In the present state of the city finances additional outlay should, if possible, be avoided ; but some relief must be afforded to these divisions in some way. With regard to

the second point, (viz., some effort to increase the attendance in the Senior Divisions), it occurs to the Committee that something may be accomplished by a somewhat different combination. If, for example, the Senior Divisions could be assembled in some building by themselves, or as nearly so as circumstances will permit, it appears to your Committee that many advantages would arise from such an arrangement. A much better classification would become possible ; it would become easy to introduce still higher branches of education, which would give a character to such a school as would tend in a great degree to overcome some of the prejudices which now (rightly or wrongly) exist against the schools as they are now indiscriminately assembled ; the attendance would naturally be largely increased, and the Common Schools would draw a correspondingly larger proportion of the Government grant. It is also known to your Committee that some of the present Teachers are capable of teaching the Classics ; and it occurs to the Committee that their services may be utilized in this direction without any increase of expenditure, and thus provision be made for a higher education within the schools themselves.

In consideration of the foregoing facts, the Committee would propose—

1. That the Senior Pupils of the Louisa-street, Victoria-street and George-street Schools be massed in the Victoria-street School-house, to form the nucleus of a Central High School.

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2. That provision be made in the then vacant rooms in the Louisa-street and George-street School-houses for the Junior and Intermediate Divisions, now assembling in Victoria-street.
3. That additional branches of higher education be provided in this Central High School ; and to enable the Board to accomplish this and still effect some reduction from the public taxation,
4. That a small weekly fee of $12\frac{1}{2}$ cents per pupil be charged on the pupils attending this Central High School.
5. That the product of this fee in the Central High School be applied, 1st. To provide the additional higher branches aforesaid ; and 2nd. To provide a few additional Teachers for the Primary Divisions.
6. That, in order to give still further relief to the Primary Divisions, the boys and girls of these divisions be united, so that one Teacher may be limited to the teaching of the First Book, and another to the teaching of the Second Book, which arrangement would, in the opinion of your Committee, enable the Teachers to adopt the simultaneous system more extensively, to the increased benefit of the Schools.

In conclusion, your Committee would remark, that other improvements suggest themselves ; but they do not deem

it advisable to propose too many changes at once. Subsequent experience will develop the direction of future steps.

All which is respectfully submitted to the careful consideration of the Board.

(Signed) CHAS. R. BROOKE,
Chairman of Special Committee.

Toronto, Nov. 15th, 1865.

5: LOCAL SUPERINTENDENT'S SPECIAL
REPORT.

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

REPORT (No. 15) OF THE LOCAL SUPERINTENDENT.

GENTLEMEN,—At the last meeting of the Board, held on the 15th of November, it was resolved—"That the Local Superintendent be requested to communicate officially to the Board his views on the several matters contained in the Report of the Select Committee, appointed on July 19th, 1865, now submitted to the Board."

In discharging the duty thus devolved upon me, I have to notice,

- I. The Chronological summary with which the Report begins.

- II. The remarks it contains on attendance at the Common Schools, and at the Roman Catholic Separate Schools of the city.
- III. The estimate it supplies of the cost per pupil in attendance at the Common Schools.
- IV. The suggestions it offers as to certain essentials in any proposed improvements.
- V. The particular measures it proposes.

I. The Chronological Summary with which the Report begins. This may be verified by reference to the Historical Report, published by the Board in 1859. I find in it only one inaccuracy, or rather omission. It does not state that the Schools were supported, as they were, by a rate-bill in 1850; but says, "from 1850 the Schools have been conducted on the free principle." The fact is, that they have been so conducted from 1851, inclusive.

II. The remarks the Report contains on attendance at the Common Schools, and at the Roman Catholic Separate Schools of this city. 1st. The Report states, "That the attendance in proportion to the population under the rate-bill system (throwing out of the calculation the Roman Catholics, who were known to attend the Schools) was as 1 in every $20\frac{1}{2}$." This, I find, was the actual proportion for 1850, the last rate-bill year. During the first five years of the free system, namely, from 1851 to 1855 inclusive, I find that it varied from 1 in $22\frac{1}{2}$ to 1 in $28\frac{1}{2}$, the last year of the five being 1 in 27; and the average of the five years being 1 in $26\frac{1}{2}$. Since then, however, it has

slowly but gradually descended from 1 in 24 in 1856, to 1 in $19\frac{1}{2}$ in 1864, under the free school system, which is a larger proportion than that assigned in the Report to any rate-bill year ; the most favourable of which, as there given, is 1 in $20\frac{1}{2}$, in 1850. The average for these nine years is correctly stated at 1 in 22 ; but I submit that the above statement more justly shows the actual improvement in the proportion of attendance to population under the free school system. Perhaps the fairest estimate of the improvement in proportionate attendance that can be made is by comparing that attendance for 1853, in May of which year the first three of the six large school houses were opened, and that of 1854 (in which the other three were being built) with that of the subsequent years, to 1864 inclusive. It then appears that there has been a gradual improvement from 1 in $28\frac{1}{2}$ in 1853 and 1854, to 1 in $19\frac{1}{2}$ in 1864, under the free school system.

2. The Report expresses surprise "that, according to the returns sent in to the Education Office, the attendance at the Roman Catholic Separate Schools should appear to have been so much larger in proportion to population than it has been in the City Schools : they having apparently increased since 1855 nearly 110 per cent., while the City Schools have increased only about 45 per cent." In my inquiries into this matter I have been allowed free access to documents in the Education Office, and have been politely favoured with all desired information by the Very Rev. Mr. Jamot, the Local Superintendent of the Roman Catholic Separate Schools of this city.

I find from data derived from the Education Office that

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the increased attendance at the Roman Catholic Schools, from 1855 inclusive, has not been "nearly 110 per cent.," as stated in the Report, but about 91 per cent; and that the increased attendance at the Common Schools for the same period has not been "only about 45 per cent.," but has been $57\frac{1}{2}$ per cent.* The difference that remains between these rates of increase may be partly accounted for by the statement in the Report, "That the Roman Catholic part of the population has increased somewhat more rapidly than the Protestant;" but it seems to me that it is much more to be attributed to the ecclesiastical character of the Roman Catholic Schools, and to the ecclesiastical agencies, superior and subordinate, which are constantly and unitedly at work with a view to their advancement. Such agencies are not and perhaps cannot be exerted on behalf of our City Schools, which, being common to the members of so many churches, are the charge of none in particular, and receive but little of that fostering religious care which, were its earnest, extensive, and harmonious exercise possible on the part of churches and individuals, might rectify that balance of school attendance which probably no substitute, except compulsory legislation, would be able to adjust.

* Since this Report was read at the Board, I have learned that the return which was made to Mr. Brooke at the Education Office differed from that which I received at the same office. Both, I believe, were given in good faith, but by different persons. That which was given to me was marked *probable*; the one handed to Mr. Brooke is now pronounced authentic. According to it the increase of attendance at the Roman Catholic Schools, for the period stated, has been "nearly 110 per cent." Even this increase may be regarded as amply explained by the causes assigned in my Report. But, as the return given to Mr. Brooke for the City Schools in 1855 (namely, 1570) exactly corresponds with the return of the average daily attendance given in our own School Reports (see Table H), therefore it should, in all fairness, be compared with our own return of the average daily attendance for 1864. If this be done, it will appear that the actual increase in our own School attendance for the specified period has been not $45\frac{1}{2}$, but nearly 53 per cent. J. P.

I find that the divisors used in the Roman Catholic Separate School returns, as furnished by the Education Office for the purpose of ascertaining the average attendance at those schools, are the same as are furnished to the Common Schools ; and while I know that great pains are taken to carry out our school regulations on the subject of school attendance, I am convinced that the means of moral suasion brought to bear on such attendance by Roman Catholic clergymen, and their assistants and subordinates, are incomparably more influential than any which we can command.

3. The Report states that, "under the rate-bill system in 1844, 5, 6, and 7, the Committee has reason to believe that there was a greater proportion of larger and more advanced pupils in attendance at the schools than there has been under the free system : probably not more than three-tenths being pupils corresponding to our present First Division ; and that there appears to have been a gradual change in the character of the attendance by the increase of the Primary Divisions, which now number about one-half of all in attendance. The attendance of girls has also very much increased under the free system, the proportion between the sexes being now nearly equal."

It will be observed that no documentary evidence is referred to as warranting some of the statements contained in this paragraph. Such statements, therefore, can only be regarded as unsustained opinions. It is further evident that such opinions, founded on a comparison of two conditions of things separated by an interval of from eighteen to twenty-one years, should be viewed with very great

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caution. That a greater proportion of larger pupils than now attend the schools attended them twenty years ago, appears very probable, when we recollect that elementary education was by no means so general then as now. Many, probably, were then passing out of childhood into youth in a state of lamentable ignorance, and as either they or their parents began to be ashamed of such ignorance, they went to school to acquire some necessary rudiments of knowledge.

A few of these might make rapid improvement at school ; but that there was any considerable proportion of pupils in those days who were more advanced than the senior pupils in our schools are at present, is, to say the least, exceedingly unlikely. Many of our recent senior pupils, though comparatively small and young, have passed through our first and second into our highest divisions, with capacities gradually enlarged and abilities increasingly trained, until they have received, as they have deserved, the commendation of able and disinterested examiners, on their competing for the highest honours which the Board of Trustees could confer.

We are not, however, altogether without documentary evidence on the subject now under consideration. In the Report of the Past History and Present Condition of the City Schools, written by the Secretary of the Board, revised by a Committee and adopted by the Board, under date May, 1859, I find the following (on page 73) :

“ In the school times of 1844, the school buildings, if they indeed merited the term at all, were small, incom-

modious, badly ventilated, and ill adapted for the purposes of social or moral advancement through the agency of popular education : children of both sexes assembled in one school room, and mingled together in one common play-yard, in several cases as many as a hundred young persons were huddled together in a space not fit to accommodate, far less teach, two-thirds, or it might be said one-half, of the number : the pupils attending the schools, from the child learning its A, B, C, up to those far advanced, were all taught, boys and girls, by one male Teacher, so that there could be little if any system or classification ; and much that was attempted could not fail to be done otherwise than in a hurried and superficial manner. It is true that the Teachers of that day worked, or rather slaved, amidst these contending difficulties with an earnestness of purpose and an industry of action which merits all praise, and that they were able under such circumstances to impart so much knowledge to the pupils, as they confessedly did, is a matter as much to be wondered at as it deserves to be admired. But, at the same time, it would be simply absurd to compare the City Schools of 1841, or even 1852, with those of 1858."

Again (page 74) : " Nor does the comparison, or rather contrast, end with the school buildings and appliances ; for while, in the olden time, boys and girls were taught together by a male teacher, now they have distinct and separate departments, and the girls are in charge of female teachers : then there existed no opportunity of classification, while now, the pupils being arranged and divided according to a recognized standard of proficiency, are advanced from one division to another according to

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Whatever then may have been the age or size of some of the pupils in the schools from 1844 to 1847, or whatever the attainments in particular branches of knowledge of a few pupils in the several schools, it is so probable as to be almost certain, that the schools could then contain no considerable numbers or classes of pupils who could be compared otherwise than very disadvantageously with the classes in our present senior divisions, however small or young the members of those classes may appear.

It is obvious, too, that as the benefits of education are diffused over any community, they will be increasingly partaken by pupils of a tender age, and thus the "gradual change in the character" of our school attendance which is spoken of in the report, is really an occasion for intelligent rejoicing. Nor should it be overlooked that many parents are necessitated and glad to avail themselves of the earnings of their children, as early as they are qualified for any kind of employment in which ordinary school attainments are available and remunerative. Youth are earlier fitted now for several modes of active life than they were twenty years ago, and more methods of making a living are open to them now than were even dreamt of then. That "the attendance of girls has also very much increased under the free system, the proportion between the sexes being now nearly equal," is indeed a high eulogium on that, as it would be on any system, and affords indubitable proof that civilization and christianity have really advanced in our land.

Yet it is probable that the spread of education over the younger and the female portion of our population during the last twenty years is less to be attributed to any mere pecuniary system of school support than to the growing demand for intelligent juvenile labour, which is incidental to a rapidly advancing condition of society, and which, it may be remarked, is happily coincident with a great extension of that school and university culture without which, whatever the talents of individuals, they now, less frequently than was formerly the case, aspire to the labours and honours of a professional career.

4. The report next states "that under the rate-bill system, your committee has reason to believe the attendance was more regular than it has been under the free system."

It estimates the irregularity under the latter at not less than twenty per cent. daily, and says that "this is probably owing to the fact that the attendance now consists in a greater degree of smaller children and girls, who are more frequently prevented from attending by the weather and other causes, than were the larger boys; and partly because what is not paid for in a direct way is not so highly appreciated." On the question of the comparative regularity of attendance under the rate-bill and free school systems, no evidence is furnished in the report; nor can I find any documentary evidence on the subject. There is no record of the average registered attendance under the rate bill system, which ended with 1850. In 1851, the first free school year, however, the average daily attendance was 107 more than in 1850; having been 1366, as compared with an average registered attendance of 1843.

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According to the proportion thus furnished, when the free school system was novel and popular, as compared with the average registered attendance of 1864, which was 3121, the now much depreciated free school system should have given an average daily attendance of 2313. The actual average daily attendance for 1864 was 2400.

It is true that, notwithstanding much and earnest effort to prevent it, the irregularity of attendance in 1864 was not less than 20 per cent. daily ; but it is also true that in 1851 it was nearly 25 per cent. Thus an improvement of nearly 5 per cent. has unquestionably taken place under the free school system. The existing irregularity, as the Local Superintendent's report for 1864 clearly shows, (see page 12) is equally divided between boys and girls, and is, in my opinion, much more the effect of parental indulgence or indifference than of any other cause. Of course, sickness, want of suitable clothing, weather, distance, or other causes, will inevitably affect school attendance, just as business attendance and church attendance are similarly affected ; but the statement recorded on this subject in the Historical Report already referred to, (see page 76) is as appropriate now as it was in 1859 :—" It is frankly admitted that the proportion of absentees and irregular attendance is much greater than it ought to be ; but the fault rests not with the Board, not upon the schools, not upon the free principle, but altogether with parents, and with them alone."

III. I have next to notice the estimate which the report supplies of the cost per pupil in attendance at the Common Schools.

To this subject I have given very particular and protracted attention, and my conclusions, frequently and variously tested, differ from those of the committee.

I find that the nearest approximation which I can make to the actual cost for teaching, during the year 1864, was for junior pupils, each,..... \$2 71

Intermediate, " "	5 94
Seniors, " "	11 91

Other expenses, per pupil, were,

Juniors, each,.....	\$3 50
Intermediates, "	5 68
Seniors, "	8 46

The total cost being,

Juniors,.....	\$6 21
Intermediates,.....	11 62
Seniors,.....	20 37

being 71 cents more for each junior pupil, 12 cents more for each intermediate, and \$1 63 less for each senior, than the estimate of the committee.

I beg to observe, however, in this connection, that the method of estimating the cost per pupil of the children in school attendance, by their position in junior, intermediate, or senior divisions, especially so far as the cost of teaching is concerned, seems to me exceedingly unfair and deceptive. It is a fact that the teacher of the senior division, whether it be a third or a second division, in either department of each school, sustains an important and appreciable relation to the entire department of which that teacher is the recognized head. This remark will more

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especially apply to the head master of each school. He holds a responsible relation to the whole school, and his influence for good or for evil can easily be traced throughout it. He has to admit pupils, communicate with parents and guardians, keep the school records, and oversee the general school discipline and the promotion of pupils from a lower to a higher division in his own department; and, in addition to this, to take charge of school requisites, make the regular and all other required returns to the Local Superintendent, and exercise a watchful care over the school building and premises. His aptness or inaptness in these and kindred matters will be soon and ever apparent to those who understand them, and the absence of a responsible head master from any of our larger schools would, at once, I believe, place that school under a serious disadvantage. Thus, fairly regarded, the pecuniary value of a head teacher to the subordinate divisions, as well as to that which such teacher personally instructs, and, more obviously, the value of a head master to the whole school, is very considerable; a remark which will be better understood, if it be applied, as it justly may, to the head master of a grammar school, the principal of a college, or the president of a university.

On the fairness of calculating the cost, per pupil, on the basis of daily average attendance, I beg to quote the following from the "Historical Report," with which I entirely agree.

It says (page 76), "This very strict and narrow view of the question of expense, is certainly not the fair light in which it should be viewed, inasmuch as in every public

institution, and in every private business establishment, a reasonable per centage is always allowed for absence occasioned by sickness, weather, or other unavoidable causes."

Again, it says, "The machinery of the schools is and will be going on steadily whether every pupil be present or not, and the cost of maintaining the schools cannot well be diminished according to a sliding scale, dependent upon indifferent or neglectful absentees." And again: "The average registered attendance (calculated by months) ought to form the basis on which the cost of education, per child, should in fairness be calculated, because, although it is true that a proportion of not less than say 20 out of every 100 were, on an average, absent every day, yet it by no means follows that the same children were absent on all these occasions; on the contrary, this per centage of absence was distributed over the whole number, and sometimes one and sometimes another was absent, according to circumstances; so that every one of the absentees did more or less receive instruction, and, in some degree, participated in the benefits conferred by the schools; and it is, consequently, no more than right that they should be included in the average cost." That average cost for 1864, of 3,121 pupils, (the average registered monthly attendance,) was \$8 39; as compared with \$10 91 per pupil, on the basis of average daily attendance.

IV. The next portion of the report consists of suggestions which it offers, as to certain essentials in any proposed amendments.

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These suggestions are two. With reference to the former, viz. : some increase of teaching power in the primary divisions, if possible, without additional expenditure," there seems little room for any difference of opinion. But while, in certain cases, additional teaching assistance has long been urgently needed, and has often been asked for by the Local Superintendent, he has never supposed that it can be obtained, or that the additional accommodation that would be required for its exercise can be procured, without additional expenditure. That expenditure, indeed, needs not be heavy, as the accommodation of junior and intermediate divisions does not require to be of a very costly description, nor are the salaries of suitable teachers excessively high.

The latter suggestion relates to "some effort to increase the attendance in the senior divisions and extend their efficiency, and so indirectly diminish the proportionate cost per pupil." I do not regard that proportionate cost as unduly large, especially in view of the modifying considerations which I have advanced above. The average attendance in our senior divisions, last year, was 49 pupils; and when the programme of studies for these divisions is taken into account, that number should not be greatly increased. In Boston one Teacher is allowed for every fifty-six pupils on the register, which allowance evidently contemplates a smaller average attendance than our own. An average attendance of about 50 in any of our senior divisions would, I think, be as large as should be desired or permitted. The suggestion of the Committee, regarding the assembling of our senior divisions, or of

several of them, in a building by themselves, I cannot but consider as singularly unfitted to promote their improvement. At present those divisions, speaking generally, are very well classified : the standard for their attainment requires no elevation, as it is in fact reached by only a portion of the pupils who attend them ; many being compelled to leave for active life before they have made such advancement. The introduction of classics, especially, into our schools, for reasons to be presently submitted, would be, in my judgment, a very grave mistake ; and the supposed higher education to be thus aimed at would prove a delusion, and would end in disappointment.

V. I have now to remark on the particular measures which the Report proposes.

I. "That the senior pupils of Louisa-street, Victoria-street and George-street Schools, be massed in the Victoria-street School house, to form the nucleus of a Central High School." To this proposal I respectfully submit the following objections :

1. Each of these schools is now identified with its immediate neighbourhood, and, as at present organized, fairly supplies its actual wants.

2. The kind of High School proposed would not be really a High School at all, as a High School proper, should consist, not of the average pupils of our present senior divisions, but of such of their number as, having successfully passed a proper test examination, were therefore promoted to the High School, as well as of any other

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candidates who could pass a similar examination. The indiscriminate mass of superior Common School pupils would be but inferior materials for a High School that would be worthy of the name.

3. The new Grammar School Act provides for all necessary High School culture in the cities of Upper Canada, much more satisfactorily and effectually than the proposal of the Committee. It provides that, on the 1st of January next, this city shall, for all Grammar School purposes, be a county, and its municipal council shall be invested with all the Grammar School powers now possessed by county councils. As described by the Chief Superintendent of Education, in his circular dated Nov. 12, addressed to mayors of cities in Upper Canada, "The object of the Act and of the recently revised programme of studies is, to make the Grammar School what it ought to be, a High School for the city, an intermediate school between the Common Schools and the University: preparing pupils to matriculate into the University, either in arts or law, or in the department of civil engineering, providing for intended surveyors their preliminary education, and imparting the higher branches of an English and commercial education to those youths whose parents do not wish them to study Greek or Latin." No necessity now remains for any other public High School in this city, much less for one of so very doubtful a nature as that which the Committee has proposed.

2. The second measure proposed by the Committee may be regarded as necessarily dependent on the first. It is, "That provision be made in the then vacant rooms

in the Louisa-street and George-street school houses for the Junior and Intermediate Divisions now assembling in Victoria-street. The adoption of this measure would, I consider, involve great inconvenience to many parents and children who are at present accommodated at the Victoria-street School ; nor can I imagine a single compensating advantage to be obtained by them or added to our existing school arrangements by such a change. Both of these measures, if carried out, would involve a certain but needless expenditure ; at the same time they would unquestionably degrade the Louisa-street and George-street Schools from the high position which they have long occupied, while seemingly, though not really, elevating the Victoria-street School at their expense.

3. The third measure is the provision of additional branches of higher education in the projected High School. What I have submitted in connection with the first proposal, may be referred to with respect to this. Better and more suitable provision of the kind here contemplated has recently been made by the law of the land. But for this fact I might have thought it necessary to remark on the inexpediency of pretending to provide classical teaching, especially in Common Schools, in competition with the regularly organized and properly officered Grammar Schools of the city. If the Common Schools could be wisely used as a basis for any other kind of school, it would be for one of a specially commercial character ; but it seems that the new Grammar School programme provides for imparting a higher commercial as well as classical and scientific education.

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4. The fourth proposed measure is the charging of a weekly fee of $12\frac{1}{2}$ cents per pupil on the pupils attending the Central School ; and

5. The fifth is, that the product of this fee in the Central School be applied, 1st, to provide certain additional higher branches ; and, 2nd, to provide a few additional teachers for the primary divisions. Without reference to the total probable returns of such a charge, were it levied on some three hundred pupils in one particular school, it may well be questioned whether its imposition would not immediately occasion the leaving our school or schools by the children of many who could not bear that seemingly slight addition to their inevitable expenditure. Probably many a child who could earn from a dollar to a dollar and a half per week, is still kept at school because of his or her parents' sense of the value of early education, who, were those parents required to pay the small sum in question, would be at once removed from school, and, in some way or other, actively employed. I fear that we should soon lose in numbers and in educational results, more than we should gain in dollars and cents. Perhaps the average attendance, in proportion to the numbers on the registers, might be slightly improved ; but what is theoretically probable in that respect, might not prove to be the actual consequence. I learn from recent correspondence with J. B. Boyle, Esq., principal of the Central School in London, C. W., " that no school fees are charged for admission to the English course in the Central or Ward Schools" of that city ; that, " for admission to the French classes, the pupils are charged 75 cents, per quarter ;" and that " for

admission to the Grammar School department, a small fee of \$1.50 per quarter, is charged." A. Maccallum, Esq., principal of the Central School in Hamilton, also informs me, that each of the pupils in the primary schools of that city pays $12\frac{1}{2}$ cents per month, all books and stationery being provided by the Board of Trustees. The pupils attending the Central Schools pay 25 cents each, per month, every thing in the shape of books and stationery being provided for them. In the classical department, the fees are \$3.00, per term, everything except classical books being furnished. At first the fees were only $12\frac{1}{2}$ cents, per month, for all the grades, and this arrangement of the Board was intended to pay for the books and stationery used, classical books and all being provided free of expense to all the pupils. Some four years ago the present plan was introduced, and (so far as Mr. Maccallum has been able to judge) has given the greatest satisfaction. The Board receives tenders for every thing, the books, &c., are furnished at the lowest possible rates. Each pupil is held responsible for his or her book, and, if any book is misused or lost, the pupil has to procure another in its stead. The latest published report of the Hamilton Schools, for 1863, shows that, in that year, \$4,525.92 was received for fees, and \$903.34, was paid for text books and stationery. The respective amounts for last year, Mr. Maccallum states, were nearly the same. It is but fair to add Mr. Maccallum's opinion, that "the payment of a small monthly fee in advance secures more regular and punctual attendance."

As regards the provision, by means of fees, of additional higher branches of education; I beg to submit that the New Grammar School Act altogether supersedes the necessity

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for the making of such provision by the Board of Common School Trustees.

In the above quoted circular of the Chief Superintendent of Education, addressed to the Mayors of cities, it is said, "Many of your citizens have never sent their children to the Common Schools, though their property has been largely taxed to provide for the accommodation and support of those Schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future school assessments should go to provide for the accommodation and support of your public Grammar School." It is, I respectfully submit, in the city Grammar School, and by such means as the legally constituted authorities of that school shall devise and adopt, that the higher branches of instruction are to be sought after and attained. Additional accommodation and additional teachers are unquestionably required for some of our primary divisions ; nor can there be any more honourable and useful undertaking than that of promoting sound and thorough primary education.

6. The last measure proposed by the Committee is, that the boys and girls of the primary divisions be united, so that one teacher may be limited to the teaching of the first book, and another to the teaching of the second book. This measure is proposed in order to give relief to the divisions, and to enable the teachers to adopt the simultaneous system more extensively. Such a designed mingling of the sexes in our primary schools would, in my view, be exceedingly inexpedient. We have had to submit to it, in certain cases, as a temporary necessity, but have always considered it desirable to discontinue it as early as possible.

To adopt it, at present, would be to take a step backward rather than forward. It would shock parental common sense and instinctive feelings, would multiply the difficulties of teachers, and would, I believe, seriously injure the schools. The limitation, too, of one teacher to the instruction of the pupils in only one book, if apparently a desirable illustration of the principle of the division of labour, would, in my view, in the continued over-crowded state of several of our divisions, afford relief to neither teacher nor pupil. The simultaneous system of teaching is admirable when combined with other methods, but, when disproportionately adopted, is exceedingly deceptive. Its results require to be often individually tested and often corrected. It is, at present, I submit, proportionately used in our primary and other divisions. Its much freer use, especially within the narrow limits supposed, would be monotonous and wearisome in the extreme, and probably would produce very questionable results. The limitation which our primary divisions most need is a limitation of their numbers, the equivalent of which may be supplied in the increase of the number of their teachers. An intelligent, earnest teacher will find no difficulty in conducting a proper number, say, from sixty to perhaps seventy pupils, from the alphabet, through the first and second books, in a reasonable time. But when eighty, ninety, a hundred, or even a hundred and thirty pupils are crowded on any unfortunate teacher, then, whatever system, or effort after system, that teacher may adopt, her work becomes a complicated drudgery, and there can be no reasonable hope that she can do justice to either herself or her pupils. Over crowding is incomparably the greatest present evil in many of our primary divisions.

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Of this I have frequently complained, and relief from it I have repeatedly sought.

I have thus, to the best of my judgment and ability, complied with the direction of the Board, as expressed in its resolution of the 15th of November. If I might venture to offer a suggestion on a matter not comprised in the Report of the Committee, it would be that, as the High School requirements of the city are now, as argued by the Chief Superintendent of Education, amply provided for by the New Grammar School Law, to be administered by the City Council, through the Trustees whom it may appoint, there is still one vacant field of educational effort which, if it seem good to this Board, it may very usefully occupy. I refer to the uncultivated hundreds of children in our city whom parental neglect, partly perhaps parental poverty, and their own consequent habits, indispose for attendance at our city Common Schools. A few of this class attend occasionally, but they will not long submit to wholesome restraint at school, which is not confirmed by parental influence at home. For these children some special educational provision seems to be yet required, supplemented by such private or public benevolent care as will provide, in part at least, the food and clothing which are indispensably necessary in order to their attendance at school. Without such provision, even compulsory attendance, if required by law, might be in some instances, a grievous hardship.

All which is respectfully submitted,

(Signed,)

JAMES PORTER,

Local Superintendent.

Toronto, Dec. 6th, 1865.

6. REPORT ON SCHOOL LIBRARIES.

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

REPORT (No. 7) OF THE LOCAL SUPERINTENDENT.

GENTLEMEN,—It has occurred to me that the condition of the Libraries of the several City Schools requires grave consideration, in order to their being renovated, centralized or allowed to sink into comparative disuse, as the Board in its wisdom may deem fit.

It will be in the recollection of several members of the Board that six (6) of the larger libraries were formed in the year 1857, when 1594 volumes were distributed among the six principal schools, for the use of the senior pupils of both departments. In 1858, 1243 more volumes were purchased, and separate libraries were appropriated to the female departments of the same schools. The total number of volumes thus became 2837. The value of these books, irrespective of their extra covers, and of the cases in which they were deposited, was \$1,600 ; viz., \$800 furnished by the Board, and \$800 added by the Province, through the Department of Education. In the year 1860, additional, though smaller libraries were provided for the use of both departments of the Palace and Givins'-street schools, comprising 304 volumes, at the cost of \$122, of which \$61 were paid by the Board, and \$61, by the Province. Thus the total cost of the books in all the school libraries has been \$1,722, namely, \$861 to the Board, and \$861 to the Province.

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In April, 1861, on the motion of Mr. Brent, then a member of the Board, I obtained from each Head Master and Head Mistress of the six large schools a return of the number of books at that time in the library under the care of each, as compared with the original number of which each library was composed. In July of the same year, I procured from each Head Master and Head Mistress of those schools, and from the Head Masters of the Palace and Givins'-street schools, respectively, a copy of the catalogue of the books which were then in each of the several fourteen libraries. And, every successive year, a statement of the number of volumes in each library, and of the number taken out during the year, has been returned to me by each principal Teacher, to be reported to the Education Department, and recorded in my Annual Report to this Board.

All this time, however, the work of diminution and decay has been going on, and I have therefore thought it necessary, in connection with a special personal inspection of all the libraries, to request from each principal Teacher such facts as enable me to make a particular report of the present condition of the several libraries, under the following headings, viz. : "Original No. of volumes in library," "No. at present in library," "No. still serviceable," and "No. seldom, if ever, used."

The accompanying Tables contain all these particulars, and shew that of 1823 volumes still serviceable, there are 561 which are seldom if ever read.

Of the 304 vols. selected in 1860 for the Palace-street and Givins'-street libraries, none are on this list, but all have been acceptable to the pupils. I presume that the explanation of this fact is to be found in the facility with which so small a number of books could be selected from the stock of the Education Department, in comparison with the difficulty of selecting in 1857-8, the large number of 2837 books from the same or any other ordinary stock, without including among them many works which are unserviceable to children, being of a historical, scientific, philosophical, or ethical character.

The most popular books have been, of course, the most injured by wear and tear, ; while, of the large number that have disappeared, some have literally fallen to pieces, while many have been irrecoverably taken by pupils and parents who have moved from the city. In one or two instances, the loss of book-case keys or locks may account for the subsequent loss of inadequately protected books.

But for the careful manner in which the books were originally covered by the female Teachers, they could not have been nearly so serviceable as they have proved ; the boards in which they were bound when purchased having been, for the most part, very slight ; so that the books, generally speaking, were quite unfit for the service which they were destined to undergo.

In order to make the best possible use of those which remain, I would respectfully suggest that they be brought together to some central place ; that all which are yet serviceable be classified and catalogued anew, by some

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Teacher or other person to be appointed and paid by the Board as Librarian ; and that after the summer holidays, books be issued to such senior male and female pupils, on alternate Saturdays, as may receive tickets from their respective Head Masters or Head Mistresses, which shall entitle them to such a privilege.

Should it be the pleasure of the Board to add to the Library in any future year, it would be much easier to maintain one library in a useful condition than to accomplish the very difficult task of keeping fourteen libraries above the level of contempt.

Most of the pupils in our schools attend some Sunday School, from the library of which they draw entertaining as well as religious books ; and I respectfully submit that all among them who, after attending to their home duties, and preparing their home lessons, have leisure and inclination for further reading, would gladly avail themselves of the privileges of the School Library, in the form which is now suggested.

Respectfully submitted.

(Signed)

JAMES PORTER,

Local Superintendent.

Toronto, January 7, 1865.

ORIGINAL No. OF BOOKS (VOLS.) IN LIBRARY.

	Male.	Female.	Total.
Palace-street - - -	152	—	152
George " - - -	278	228	506
The Park - - -	272	158	430
Victoria-street - -	294	152	446
Louisa " - - -	277	270	547
John " - - -	271	151	422
Phœbe " - - -	234	176	410
Givins' " - - -	152	—	152
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PRESENT No. OF VOLS. IN LIBRARY.

	Male.	Female.	Total.
Palace-street - - -	130	—	130
George " - - -	205	177	382
The Park - - -	205	65	270
Victoria-street - -	180	118	298
Louisa " - - -	254	150	404
John " - - -	99	64	163
Phœbe " - - -	196	75	271
Givins' " - - -	144	—	144
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	1413	649	2062

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No. OF BOOKS STILL SERVICEABLE.

	Male.	Female.	Total.
Total.			
152	130	—	130
506	159	150	309
430	155	29	184
446	166	109	275
547	237	150	387
422	84	63	147
410	186	62	248
152	143	—	143
—	<u>1260</u>	<u>563</u>	<u>1823</u>
3065			

No. OF VOLUMES SELDOM, IF EVER, READ.

	Male.	Female.	Total.
Total.			
130	—	—	—
382	72	56	128
270	53	16	69
298	80	50	130
404	60	30	90
163	42	12	54
271	72	18	90
144	—	—	—
—	<u>379</u>	<u>182</u>	<u>561</u>
2062			
No. of volumes still serviceable -	1260	563	1823
No. " seldom read -	379	182	561
Adapted for further use -	<u>881</u>	<u>381</u>	<u>1262</u>

7. LOCAL SUPERINTENDENT'S REPORT ON
OVERCROWDED STATE OF JUNIOR
DIVISIONS.

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

RÉPORT (No. 6) OF THE LOCAL SUPERINTENDENT.

GENTLEMEN,—I beg to submit the following Report concerning the Junior Divisions of the City Schools, with especial reference to the approaching summer weather.

I have frequently been asked by school authorities what numerical proportion the three usual divisions of a well organized city or town common school should bear to each other. My reply has uniformly been, that the senior divisions should comprise about fifty pupils, in average attendance ; the intermediate divisions, about 60 ; and the junior, about 70. During the month of April last, the average attendance in the fourteen distinct junior divisions of our city schools was 90 pupils ; in eight of which schools there were from 90 up to 127. In all these divisions the attendance is increasing, during the present month ; and will probably continue to increase, until the heat of the weather shall gradually reduce it. In all these divisions, too, the children and their Teachers suffer not a little, as the summer advances, and a fair amount of school work can scarcely be performed under such circumstances.

Almost the only alleviation of this state of things which we have had for several successive years has been a

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second recess of ten minutes for the pupils of our junior divisions, both forenoon and afternoon; a measure decidedly beneficial to such pupils, but greatly disturbing to the business of those senior divisions, through whose rooms the juniors have to pass and re-pass on their way to and from the play grounds.

In the John Street school, indeed, an occasional Teacher has been employed for two or three of the summer months; and that measure has afforded considerable relief. I am fully convinced that the most effectual practicable method of dealing with the general difficulty of overcrowding in junior divisions is that which has been adopted in the City of Detroit, and in some other cities, namely, "The half-day system, by means of which from 50 to 60 scholars are taught in the fore part of the day, and the same number of different scholars of the same grade in the after part of the same day, by the same Teachers." "By this system," reports the President of the Detroit Board of Education, "from 100 to 120 scholars will receive instruction for three hours each day, and have sufficient room to be at ease; while, under the former plan, from 75 to 100 scholars" (our numbers are still higher) "were crowded into one room for six hours; and the cramped, confined condition of the scholars, and the rigid discipline necessary to be enforced by the Teacher, to maintain order, neither tend to increase the love of the scholar for school, nor stimulate him to study and progress; nor do they tend to cultivate and improve the temper of the Teacher, and the love for her work and the scholar. I think all the Teachers, in whose schools it has been adopted, concur

in the opinion that they can advance 100 pupils, or even 120, by the three hours rule, as rapidly as 75 pupils by the six hours rule."

On this subject the Special Report of the Detroit Committee on Schools, and that of the School Superintendent for that city, are well worthy of full consideration.

Meanwhile, I have to request that the usual appointment of a temporary Teacher for the John-street School, and of any other temporary Teachers whom the Board may deem necessary, may be made for the ensuing summer.

Respectfully submitted.

JAMES PORTER,

Local Superintendent.

Toronto, May 17, 1865.

Subsequent to the submission of the above Report, the Standing Committee on School Management, in their Report No. 6, reported as follows: "Having had under consideration the difficulty of keeping a very large number of young children employed during the long afternoons of hot summer days, your Committee are of opinion that the attendance of such might be advantageously dispensed with, some time before the regular hour (four o'clock) of closing school; and thus, while relieving the very little ones from the weariness of confinement in a heated and crowded school room, enable the Teacher to devote more time and attention to the other and advanced pupils.

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Your Committee, therefore, recommend that the Local Superintendent should be authorized, in his discretion, with regard to numbers and the heat of the weather, to relieve such of the gallery pupils as are not further than the first Reading Book from attendance after three o'clock, p. m., until otherwise ordered." This recommendation was adopted by the Board on June 6th, and afforded no little relief to the children in the lower classes of the junior divisions.

8. ADOPTION OF CAMPBELL'S GEOGRAPHY AND ATLAS.

The Committee on School Management at the same date (June 6th) reported "That the Council of Public Instruction for Canada West, having withdrawn its sanction to the use of Morse's, or any other American Geography, in the Common Schools of this Province, and as a violation of this regulation will subject the school or schools concerned, to the loss of its legislative apportionment from the school grant, your Committee recommend that, after the ensuing summer vacation, 'Campbell's School Geography and Atlas,' prepared for the use of schools in the British Provinces, be recognized as the text-book in this branch of study in our schools." This recommendation was adopted by the Board, and has been duly carried out.

9. REV. DR. WICKSON'S COMMUNICATION RESPECTING THE SUCCESS OF CERTAIN SCHOLARS, ORIGINALLY FROM THE CITY SCHOOLS.

TORONTO GRAMMAR SCHOOL, Oct. 19, 1865.

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

GENTLEMEN,—It affords me much pleasure to inform you that at the recent Matriculation Examinations in the University of Toronto, two of the former pupils of the City Schools, to whom Scholarships were awarded by you, acquitted themselves with great credit. I refer to Daniel Ryrie and Alfred Baker.

The former having pursued a satisfactory course in this school for three years, carried off, in 1863, the highest Scholarship in Upper Canada College, from which institution he has just proceeded to the University, and has gained the rare distinction of being placed first in the first class in every subject of examination, becoming entitled thereby to several Scholarships.

Alfred Baker, the junior in educational standing by one year, has passed an examination, which though less brilliant than that of his too formidable competitor, was yet highly satisfactory: his standing is that of first class in mathematics, and second class in classics, history, and English, and he has obtained a Scholarship for general proficiency in all the subjects of examination.

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It is gratifying to observe, how, by means of the various educational institutions of this city, facilities are presented to deserving boys, of all classes, for advancing from the lowest stages to highest distinctions in learning. By the establishment and maintenance of the systems of free schools and scholarships we, in our favored day, scarcely feel the force of the maxim of older times: "*Haud facile emergunt quorum virtutibus obstat Res angusta domi.*"

I remain, gentlemen,

Your most obedient,

ARTHUR WICKSON, *Rector.*

I cannot close this Report without expressing the gratification I have felt on observing that the efforts of the Board of School Trustees and of the Municipal Council of this city for the promotion of higher and free education, in the case of such deserving youths as come under their immediate notice, are not overlooked by the Chief Superintendent of Education.

In his Annual Report to His Excellency the Governor General for 1864, he remarks: "The Municipal Council and Board of School Trustees of the City of Toronto have set a noble example of encouraging diligence among the Teachers and pupils of their schools, by not only procuring and giving prizes, but founding seven free Scholarships, each tenable for two years in the Grammar School. These prizes and scholarships are competed for by a paper and oral examination, before examiners appointed by the Board of Trustees. At these examinations the pupils of the various City Common Schools compete, and

the prizes and scholarships (signed by the Mayor with the corporate seal of the city) are distributed at an annual meeting held in the city hall. In this manner meritorious and promising pupils of the Common Schools earn a free grammar school education through the liberality of the municipality, and thus make their way to the University, where the education is almost free."

Nor can I forbear to quote the language of Mr. Justice Hagarty, in his recent charge to the grand jury at the fall Assizes for the County of the City of Toronto, with respect to the uninstructed and vagrant children who are seen in every part of our city. "It is to be earnestly hoped that some attempt may be made to work downward to reach the grade of children apparently below the influence of our present system : to gather them in their rags and squalor, (if necessary) apart from those of their own age, who shrink from their contact." I cannot but anticipate that the recent resolution of the Board, which bears on this particular subject, will lead to some good result in this very important direction.

Respectfully submitted.

JAMES PORTER,

Local Superintendent.

Office of Local Superintendent
of Public Schools.

Toronto, January, 1866.

Submitted to the Board, January 17, 1866, and referred to the Committee on School Management. Reported on by said Committee on February 7th, and ordered by the Board to be printed for the information of the rate-payers.

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APPENDIX I.

TABLE A.

SCHOOLS.	NAME OF TEACHER.	CERTIFICATE HELD.				
		Provincial.			Co.Board.	
		Class 1.	Class 2.	Registered No.	Class 1.	Class 2.
Palace Street	Martin Gill				1 A	
	Mrs. Henderson				1 C	
George Street	Miss Boddy	1 A		1578		
	Richard Lewis				1 A	
	Miss S. B. Quinn	1		232		
	Miss Susan Hamilton		2 A	399		
	Miss A. L. Armstrong		2 A	1218		
	Miss Catharine Scarlett		2 B	1139		
The Park	Miss Amelia Henning	1 B		1682		
	William Anderson				1 A	
	Miss A. Richards		2 A	566		
	Miss J. Armstrong				1 C	
	Miss M. Buik	1 A		1676		
	Miss M. A. Anker	1 B		1969		
Victoria Street	William Spotton				1 C	
	Miss G. Round				1 B	
	Miss E. Kennedy		2	340		
	Miss C. Ryan		2 A	413		
	Miss A. M. O'Flaherty	1 B		1683		
	Miss M. Robinson	1 B		930		
Louisa Street	Henry Browne				1 A	
	Robert McCausland				1 A	
	Miss J. S. Morrison				1 B	
	Miss M. A. Kennedy				1 B	
	Miss Agnes Hall		2 B	1134		
	Miss Margaret Greenlees	1 A		1589		
Centre Street	Miss S. McBride				1 B	
	Miss P. S. McGee	1 C		932		
John Street	Norman McHardy				1 A	
	Mrs. Patterson	1 A		1293		
	Miss Kelloch	1 C		1116		
	Miss E. J. Lloyd				1 C	
Phœbe Street	Samuel Coyne				1 A	
	Miss C. M. Churchill	1 B		364		
	Miss Rebecca Thompson		2 A	658		
	Miss M. L. Garden		2 A	1034		
	Miss Olivia H. Dunn	1 B		1579		
Givins' Street	Miss Jessie Rogers	1 B		1684		
	Samuel McAllister				1 A	
	Miss M. J. Keown				1 B	
	Total					

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RESPECTING TEACHERS.

ORIGINAL APPOINTMENT.	Rate of Salary per annum.	RELIGIOUS DENOMINATION.	REMARKS.
Nov. 1, 1859	\$550	Church of England	Trained by Ch. Ed. Society, Ireland.
1851	320	Baptist.	
Jan. 1, 1865	200	Church of England	Trained at Normal Sch'l, Edinburgh.
1855	700	Congregational. . .	
Jan. 1, 1863	400	Methodist.	Trained at Training Sch'l, Liverpool.
1858	250	Presbyterian.	
July 1, 1861	250	Methodist.	
June 1, 1863	200	Church of England	
Jan. 1, 1865	200	Methodist.	
1857	700	Methodist.	
1857	320	Methodist.	
1857	250	Methodist.	
May 21, 1865	200	Presbyterian.	
July 1, 1865	200	Congregational.	
1856	700	Church of England	Trained in Training School, London.
1856	400	Church of England	
1855	250	Methodist.	
April 1, 1859	250	Methodist.	
Jan. 1, 1864	200	Baptist.	
Feb. 1, 1865	200	Presbyterian.	
Jan. 1, 1861	700	Church of England	
Jan. 1, 1864	500	Methodist.	
Dec. 1, 1861	400	Church of England	
1853	250	Methodist.	
July 1, 1861	250	Presbyterian.	
Dec. 1, 1864	200	Presbyterian.	
Nov. 1, 1863	250	Congregational.	
July 1, 1862	250	Methodist.	
April 1, 1863	700	Methodist.	
Feb. 1, 1863	320	Presbyterian.	
July 1, 1861	250	Baptist.	
Jan. 1, 1862	200	Presbyterian.	
1850	700	Church of England	
1858	400	Baptist.	
Oct. 1, 1859	250	Church of England	
July 1, 1861	250	Presbyterian.	
Jan. 1, 1864	200	Church of England	
Jan. 1, 1865	200	Presbyterian.	
Nov. 1, 1859	550	Church of England	
1852	320	Church of England	
.....	\$13,880		

TABLE B.

Number of Pupils entered on the Registers of the several Schools, during the year 1865.

NAME OF SCHOOL.	Males.	Females.	Total.
Palace Street.....	209	172	381
George ".....	414	360	774
The Park.....	323	284	607
Victoria Street.....	428	349	777
Louisa ".....	573	541	1114
Centre ".....	190	221	411
John ".....	303	256	559
Phœbe ".....	393	395	788
Givins' ".....	165	150	316
Total in all the Schools.....	2998	2728	5726

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.....	25	10	31	30	51	36	41	46	42	35	19	15	381
George ".....	41	52	83	64	95	95	68	72	73	52	54	25	774
The Park.....	31	55	57	53	86	77	57	46	56	36	36	17	607
Victoria Street.....	58	37	72	65	117	88	73	76	81	54	27	29	777
Louisa ".....	59	80	112	98	150	144	85	84	92	76	75	59	1114
Centre ".....	37	44	29	52	45	50	49	43	21	27	6	5	411
John ".....	46	45	62	60	83	64	52	45	37	33	23	9	559
Phœbe ".....	55	69	100	72	97	90	70	80	47	59	24	25	788
Givins' ".....	18	22	26	32	53	32	32	32	18	22	18	10	316
Totals in all the Schools.	370	414	572	526	777	676	527	524	470	394	282	194	5726

Average

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TABLE D.

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

1865.	REGISTERED.			AVERAGE.		
	Males.	Females.	Total.	Males.	Females.	Total.
January.....	1672	1413	3085	1304	1034	2338
February.....	1736	1414	3150	1334	1068	2402
March.....	1770	1501	3271	1379	1128	2507
April.....	1801	1601	3402	1445	1232	2677
May.....	1833	1720	3583	1411	1256	2667
June.....	1795	1648	3443	1379	1220	2599
July.....	1678	1572	3250	1306	1175	2481
September.....	1732	1561	3293	1347	1154	2501
October.....	1718	1539	3257	1285	1090	2375
November.....	1676	1431	3107	1293	1013	2306
December.....	1598	1297	2895	1274	1013	2287
Divided by 11 months	19039	16697	35736	14757	12383	27140
	1730 ⁹ / ₁₁	1517 ¹⁰ / ₁₁	3248 ⁸ / ₁₁	1341 ⁶ / ₁₁	1125 ⁸ / ₁₁	2467 ³ / 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.

JANUARY.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street.....	43	60	..	103	24	42	..	66	169
George ".....	70	51	65	186	58	45	40	143	329
The Park.....	67	43	51	161	60	56	..	116	277
Victoria Street.....	84	50	59	193	50	49	52	151	344
Louisa ".....	107	80	66	253	89	66	60	215	468
Centre ".....	61	..	..	61	76	..	..	76	137
John ".....	28	42	40	110	35	44	..	79	189
Phoebe ".....	74	51	48	173	53	42	48	143	316
Givins' ".....	26	38	..	64	17	28	..	45	109
Totals.....	560	415	329	1304	462	372	200	1034	2338
January, 1864.....	463	364	309	1136	461	330	196	987	2123
Differences; all in favour of 1865.	97	+51	+20	=168	1	+42	+4	=47	215

FEBRUARY.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	44	61	...	105	26	41	...	67	172
George "	68	57	67	192	58	41	40	139	331
The Park	62	46	58	166	63	65	...	128	294
Victoria Street	89	56	57	202	56	49	52	157	359
Louisa "	110	84	63	257	92	65	57	214	471
Centre "	61	...	...	61	78	...	...	78	139
John "	25	44	43	112	32	52	...	84	196
Phoebe "	73	49	43	165	49	49	48	146	311
Givins' "	34	40	...	74	21	34	...	55	129
Totals	566	437	331	1334	475	396	197	1068	2402
February, 1864	529	373	317	1219	519	340	209	1068	2287
Difference; 115 males more than in 1864	37	+64	+14	=115	-44	+56	-12	=0	115

MARCH.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	48	60	...	103	23	51	...	74	182
George "	81	56	64	201	68	47	42	157	358
The Park	68	46	55	169	65	62	...	127	296
Victoria Street	92	56	55	203	60	50	51	161	364
Louisa "	117	84	63	264	93	64	58	215	479
Centre "	71	...	...	71	84	...	...	84	155
John "	31	45	45	121	40	53	...	93	214
Phoebe "	74	50	44	168	62	52	50	164	332
Givins' "	34	40	...	74	20	33	...	53	127
Totals	616	437	326	1379	515	412	201	1128	2507
March, 1864	577	390	314	1281	572	348	201	1121	2402
Differences; the totals being in favour of 1865	39	+47	+12	=98	-57	+64	0	=7	105

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APRIL.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	60	52	...	112	35	51	...	86	198
George "	92	57	57	206	78	49	47	174	380
The Park	76	44	52	172	71	48	...	119	291
Victoria Street	100	52	52	204	70	52	53	175	379
Louisa "	127	81	62	270	107	70	55	232	502
Centre "	85	...	...	85	89	...	...	89	174
John "	37	44	50	131	51	54	...	105	236
Phœbe "	90	50	44	184	86	53	46	185	369
Givins' "	41	40	...	81	33	34	...	67	148
Totals	708	420	317	1445	620	411	201	1232	2677
April, 1864	611	365	316	1292	619	385	211	1215	2507
Differences; the totals being } in favour of 1865	97	+55	+1	=153	1	+26	-10	=17	170

MAY.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALE.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	50	59	...	109	39	46	...	85	194
George "	84	56	60	200	75	47	46	168	368
The Park	75	37	40	152	78	45	...	123	265
Victoria Street	106	51	49	206	83	47	50	180	386
Louisa "	130	79	60	269	120	76	51	247	516
Centre "	88	...	...	88	89	...	...	89	177
John "	44	39	45	128	56	49	...	105	233
Phœbe "	91	48	47	186	87	58	43	188	374
Givins' "	44	29	...	73	38	33	...	71	144
Totals	712	398	301	1411	665	401	190	1256	2667
May, 1864	644	357	289	1290	643	371	195	1209	2499
Differences; all the totals } being in favour of 1865... }	68	+41	+12	=121	22	+30	5	47	168

JUNE.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	48	57	...	105	27	50	...	77	182
George "	80	55	60	195	80	47	45	172	367
The Park	76	36	39	151	66	39	...	105	256
Victoria Street	104	49	44	197	80	45	45	170	367
Louisa "	135	77	54	266	124	72	49	245	511
Centre "	92	...	...	92	81	...	...	81	173
John "	41	36	45	122	55	47	...	102	224
Phoebe "	96	45	42	184	85	59	49	193	377
Givins' "	40	27	...	67	43	32	...	75	142
Totals	712	382	285	1379	641	391	188	1220	2599
June, 1864	649	351	287	1287	663	369	184	1216	2503
Differences; all the totals } being in favour of 1865... }	63	+31	-2	=92	-22	+22	+4	=4	96

JULY.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	45	54	...	99	51	27	...	78	177
George "	85	54	52	191	77	44	41	162	353
The Park	77	33	40	150	74	40	...	114	264
Victoria Street	97	40	36	173	75	40	42	157	330
Louisa "	128	75	53	256	121	65	46	232	488
Centre "	89	...	...	89	80	...	...	80	169
John "	41	34	41	116	50	43	...	93	209
Phoebe "	83	40	41	164	84	54	48	186	350
Givins' "	40	28	...	68	46	27	...	73	141
Total	685	358	263	1306	658	340	177	1175	2481
July, 1864	540	225	268	1133	607	334	177	1118	2251
Differences; the totals being } in favour of 1865	145	+33	-5	=173	51	+6	0	=57	230

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Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	34	54	...	88	24	42	...	66	154
George "	99	50	57	206	77	48	42	167	373
The Park.....	77	41	44	162	63	43	...	106	268
Victoria Street ..	97	50	43	190	65	48	43	156	346
Louisa "	140	82	52	274	121	68	55	244	518
Centre "	71	...	...	71	82	...	...	82	153
John "	43	41	40	124	42	49	...	91	215
Phœbe "	68	39	39	146	72	46	52	170	326
Givins' "	58	28	...	86	36	36	...	72	158
Totals	687	385	275	1347	582	380	192	1154	2501
September, 1864	650	384	295	1329	623	377	195	1195	2524
Differences; being 18 males in favour of 1865; and 41 females in favour of 1864	37	+1	-20	=18	-41	+3	-3	=-41	23

OCTOBER.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	40	54	...	94	26	44	...	70	164
George "	85	48	53	186	75	41	40	156	342
The Park.....	78	35	38	151	41	59	...	100	251
Victoria Street	93	47	40	179	65	46	42	153	332
Louisa "	134	76	49	259	108	65	49	222	481
Centre "	63	..	...	63	75	...	...	75	138
John "	49	42	40	131	46	47	...	93	224
Phœbe "	70	39	41	150	70	41	47	158	308
Givins' "	40	42	...	72	30	33	...	63	135
Totals	551	373	261	1285	536	376	178	1090	2376
October, 1864.....	668	381	292	1341	612	373	185	1170	2511
Differences; being 56 males and 80 females: total, 136 in favour of 1864.....	-17	-8	-31	=-56	-76	+3	-7	=-80	136

NOVEMBER.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	35	54	...	89	21	38	...	59	148
George "	89	52	53	194	75	38	40	153	347
The Park	74	39	40	153	56	42	...	98	251
Victoria Street	85	49	48	182	50	42	41	133	315
Louisa "	134	74	54	262	99	64	46	209	471
Centre "	55	...	...	55	56	...	...	56	111
John "	52	40	43	135	49	47	...	96	231
Phoebe "	71	42	37	160	64	40	46	150	300
Givins' "	39	34	...	73	26	33	...	59	132
Total	634	384	275	1293	496	344	173	1013	2306
November, 1864	647	386	287	1320	593	372	183	1148	2468
Differences, all in favour of 1864	-13	-2	-12	=-27	-97	-28	-10	=-135	-162

DECEMBER.

Average No. of Pupils in each Division of each School.

NAME OF SCHOOL.	MALES.				FEMALES.				Combined Total.
	D. 1.	2.	3.	Total.	D. 1.	2.	3.	Total.	
Palace Street	38	52	...	90	25	43	...	68	158
George "	82	55	54	191	67	40	41	148	339
The Park	74	42	40	156	56	44	...	100	256
Victoria Street	66	47	45	158	54	40	42	136	294
Louisa "	129	73	57	259	100	69	50	219	478
Centre "	64	...	...	64	54	...	...	54	118
John "	54	41	39	134	51	50	...	101	235
Phoebe "	65	40	41	146	48	36	44	128	274
Givins' "	39	37	...	76	26	33	...	59	135
Totals	611	387	276	1274	481	355	177	1013	2287
December, 1864	602	382	294	1278	517	347	174	1038	2316
Differences; the totals being all in favour of 1864	9	+5	-18	= -4	-36	×8	×3	= -25	-29

Combined
Total.

148
347
251
315
471
111
231
300
132

306
468

162

Combined
Total.

158
339
256
294
478
118
235
274
135

2287
2316

5 -29

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.	Needle Work.	Other Studies.
PALACE STREET :																				
Males.....	71	54	36	16	32	209	84	209	48	84	138	16	14	14	14	16	.....	48	.....	8
Females.....	57	48	41	12	14	172	77	172	26	55	73	.....	.....	.....	.....	.....	172	73	73	.....
Total	128	102	77	28	46	381	161	381	74	139	211	16	14	14	16	32	172	121	73	8
GEORGE STREET :																				
Males.....	99	90	108	51	66	414	182	414	117	182	414	6	10	21	30	.....	50	.....	.....	.....
Females.....	90	118	72	55	25	360	140	360	80	152	152	.....	.....	10	.....	.....	360	.....	190	.....
Total	189	208	180	106	91	774	322	774	197	334	566	6	10	31	30	.....	410	.....	190	.....
THE PARK :																				
Males.....	109	97	28	49	40	214	117	323	160	115	313	5	6	14	18	40	150	.....	.....	.....
Females.....	92	80	45	39	28	142	112	172	28	67	72	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	201	177	73	88	68	356	229	495	188	182	385	5	6	14	18	40	150	.....	.....	.....

VICTORIA STREET :	Males.....	Females.....	Total
Males.....	113	123	236
Females.....	95	70	165
Total	208	193	401

177	78	88	68	356	229	495	188	182	385	5	6	14	18	40	190		
201	177	73	88	68	356	229	495	188	182	385	5	6	14	18	40	190	
Total	201	177	73	88	68	356	229	495	188	182	385	5	6	14	18	40	190

VICTORIA STREET:																				
Males.....	113	123	78	86	28	229	218	428	229	229	261	.....	6	8	12	.....	117	.....	
Females.....	95	70	103	61	20	349	184	349	81	152	254	.....	.....	12	.....	.....	184	15	184	.....
Total	208	193	181	147	48	578	402	777	310	381	515	.....	6	20	12	.....	301	15	184	.....
LOUISA STREET:																				
Males.....	138	168	149	51	67	435	267	573	118	267	267	.....	26	26	60	.....	.....	.....	.....	.....
Females.....	145	110	162	86	38	396	254	541	144	229	286	.....	.....	8	.....	.....	.....	.....	386	.....
Total	283	278	311	137	105	831	521	1114	262	496	553	.....	26	34	60	.....	.....	.....	386	.....
CENTRE STREET:																				
Males.....	90	100	.....	.....	.....	100	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	89	132	.....	.....	.....	132	.....	132	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	129	232	.....	.....	.....	232	.....	182	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
JOHN STREET:																				
Males.....	91	59	84	32	37	303	166	303	166	186	217	.....	15	12	17	.....	303	.....	.....	.....
Females.....	88	66	58	26	23	256	107	236	107	84	114	.....	.....	.....	.....	.....	256	.....	256	.....
Total	174	125	142	58	60	559	273	539	273	270	331	.....	15	12	17	.....	559	.....	256	.....
PHOEBE STREET:																				
Males.....	104	77	99	82	31	289	212	393	212	187	212	.....	6	11	10	.....	.....	.....	.....	.....
Females.....	108	90	102	70	25	287	185	395	95	177	197	.....	.....	22	.....	.....	197	.....	197	24
Total	212	167	201	152	56	576	397	788	307	364	409	.....	6	33	10	.....	197	.....	197	24
GIVINGS' STREET:																				
Males.....	69	46	53	27	16	165	57	165	35	57	165	.....	3	5	16	.....	.....	.....	.....	.....
Females.....	45	38	35	17	15	95	17	95	32	17	67	.....	.....	7	.....	.....	.....	.....	50	.....
Total	114	84	88	44	31	260	74	260	67	74	232	.....	3	12	16	.....	.....	.....	50	.....
General Totals	1688	1566	1253	760	505	4547	2379	5330	1678	2240	3202	52	86	170	179	72	1789	136	1336	22

TABLE G.—*School Libraries.*

NAME OF SCHOOL.	NO. OF VOLS. IN LIBRARY.			NO. TAKEN OUT DURING YEAR.		
	DEPARTMENT.		Total.	DEPARTMENT.		Total.
	Male.	Female.		Male.	Female.	
Palace Street	130	.....	130	420	209	629
George "	162	166	328	1011	199	1210
The Park.....	193	66	259	429	.....	429
Victoria Street	168	153	321	102	168	270
Louisa "	254	135	389	778	280	1058
John "	100	64	164	.....	.....	.....
Phœbe "	193	84	278	205	110	315
Givins' "	144	.....	144	232	227	459
Total.....	1345	668	2013	3177	1193	4370

N.B.—The Palace Street and Givins' Street School Libraries, though kept in the Rooms occupied by the Male Departments of these Schools, are accessible to the other Pupils of both the Male and Female Departments. The Centre Street School, consisting of only Junior Pupils, requires no Library.

TABLE H.—*Comparative Statement of the City Schools, under specific headings, from 1864 to 1865, both inclusive.*

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	No. of Teachers.	Average Number of Pupils to each Teacher.	Total Cost of Maintaining the Schools.	Cost per Child per ann. on basis of Registered Attendance.	Cost per Child per ann. on basis of 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	6 " 917	.....	5 50
1849	24126	.....	1325	13	102	6 " 917	.....	5 08
1850	25766	.....	1259	15	91	12 " 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	26	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
1863	47500	3000	2287	38	60	12 " 6409	8 54	11 21
1864	47500	3121	2400	39	61	12 " 6546	8 39	10 91
1865	47500	3248	2251	40	56	12 " 6612	8 11	11 75

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APPENDIX II.



A.

*Examination Papers at the Combined Examination, Monday,
July 17th, 1865.*

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.

	<i>Values.</i>
1. What is meant by the terms "Notation," "Arabic Notation," and "Roman Notation?"	5
2. Write two millions three hundred and sixty-four thousand three hundred and twenty-three, both in Roman and Arabic characters	10
3. If 2167290 be divided by 345 and quotient multiplied by 7698, what is the product?	10
4. How is multiplication proved by casting out the 9's?	10
5. Write the tables of land and cloth measure	15
6. Multiply 67 lbs. 4 oz. 5 drs. 1 scr. 11 grs. by 975.	15
7. Divide 7149 bush. 1 qt. 1 pt. by 417.	15
8. A farmer owned 247 acres of land and disposed of it as follows: he gave 1 a. 1 r. 17 per. for a school site, sold 17 a. 23 per., gave 21 a. 1 r. to his wife, and divided the remainder equally among his three sons: how much did each son receive?	20
	100

ARITHMETIC.

3RD DIVISION.

	<i>Values.</i>
1. Reduce $\frac{6}{7}$ of $4\frac{3}{4}$ of $\frac{9\frac{1}{4}}{16\frac{1}{2}}$ of $\frac{3}{3}\frac{3}{7}$ of an acre to the fraction of $\frac{3}{7}$ of a square yard.....	15
2. What is the value of $(9\frac{1}{2} \times 8\frac{3}{4} \times 6\frac{2}{7}) \div \left(8\frac{2}{7} \times \frac{6\frac{2}{7}}{4\frac{1}{4}}\right)$	15
3. What is meant by a "Pure Repetend" and a "Mixed Circulating Decimal?" Express the following decimals in vulgar fractions :— $\cdot 12347$; $\cdot 816$; and $\cdot 12345$	20
4. Define the terms "Ratio," "Compound Ratio," "Simple Proportion," and "Compound Proportion".....	10
5. If 8 men can reap 97 acres in 4 days of $7\frac{2}{3}$ hours each, how many acres will 14 men reap in $3\frac{1}{2}$ days of $9\frac{2}{5}$ hours each	20
6. Extract the square root of 918767, and the cube root of 1953125	20
	100

DEFINITIONS AND DERIVATIONS.

3RD DIVISION.

Derive and define the following words:—

	<i>Values.</i>
1. Somnambulist.....	5
2. Insipid.....	5
3. Subjugate.....	5
4. Necropolis.....	5
5. Fortnight.....	5
6. Bread.....	5
7. Wrong.....	5
8. Alone.....	5
9. Husband.....	5
10. Atone.....	10
11. Expatiate.....	10
12. Chivalry.....	10
13. Psychology.....	10
14. Marvellous.....	10
15. Hemisphere.....	10
	100

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 1. Define
 2. Expla
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 4. What
 5. Name
 6. Mentio
 7. Give t
 8. Mentio
 9. Define
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ENGLISH GRAMMAR.

3RD DIVISION.

	<i>Values.</i>
1. Mention the different kinds of Pronouns, giving examples.....	5
2. What is an Adverb?.....	5
3. The Verb agrees with its subject in number; mention the exceptions	10
4. Define the Nominative absolute, and the Nominative of address... 10	10
5. Under what conditions only should the Subjunctive Mood be used? 10	10
6. How many kinds of Subordinate sentences are there? Specify them and give examples.	10
7. Distinguish between— <i>This is my friend's fancy</i> , and <i>this is a fancy of my friend's</i>	10
8. <i>He eats to live.</i> What is here the function of the infinitive? <i>I heard him speak.</i> Parse the last word	10
9. Analyse the following passage, and parse the words in Italics:— <i>Cloud-atoms</i> , sparkles of a falling star, Dew-drops, or films of gossamer we are; What can the state beyond us <i>be</i> ? Life?—Death?—Ah! no a greater Mystery! <i>What</i> thought hath not conceived, ear heard, eye seen; Perfect existence from a point begun; Part of what God's eternity hath been: Whole immortality belongs to none But HIM, the first, the last, the Only One!	20
10. Write down the above passage, arranging the words as in prose... 10	10
	100

GEOGRAPHY.

3RD DIVISION.

	<i>Values.</i>
1. Define the various branches of Geography.....	10
2. Explain the term oblate spheroid, as applied to the form of the earth. 10	10
3. What proofs can you give of the earth's sphericity?	10
4. What are the boundaries of Canada?.....	10
5. Name the Islands and Lakes of S. America	10
6. Mention the principal Rivers of France, and the towns situated upon any of them	10
7. Give the general divisions of N. and of S. America.....	10
8. Mention the principal Gulfs, Capes, and Rivers of Italy	10
9. Define accurately the geographical position of Florence, Marsailles, Cordova, Malaga, Liverpool, Bristol, Birmingham, Chicago, Brockville, Detroit, Ottawa	20
	100

HISTORY.

3RD DIVISION.

	<i>Values.</i>
1. Mention the eras into which Modern History has been divided.	15
2. Give the dates of the following events :—	
The Plunder of Rome by Alaric.	
The Conquest of England by William.	
The Signing of Magna Charta by John.	
The Invention of Printing	20
3. Who was the first foreigner who reigned at Rome ?	5
4. Give a brief account of the reign of Julian	10
5. State the circumstances which gave rise to the City of Venice	10
6. State what you know of the personal character of George I.	10
7. For what measures is the reign of William IV. remarkable ?	10
8. Give a brief sketch of events during the first two years of Lord Elgin's administration in Canada	10
9. Mention the various improvements introduced during 1851	10
	100

MENSURATION.

3RD DIVISION.

	<i>Values.</i>
1. What length of a piece of timber will make one solid foot, being 2 feet 9 inches deep and 1 foot 7 inches broad ?	15
2. What is the capacity of a right cylinder whose height and the circumference of its base are each 20 feet ?	15
3. The spire of a church, of a conical form, measures 37. 6992 feet round its base ; what is its solidity, its perpendicular height being 100 feet ?	20
4. What is the content of a hexagonal frustum whose height is 6 feet and the side of the greater end 18 inches and of the less 12 inches ?	25
5. What will the slating of a house cost at £1 5s. 6d. $\frac{7}{8}$ square, the length being 43 feet 10 inches, and the breadth 27 feet 5 inches on the flat ; the eaves projecting 16 inches on each side, true pitch ?	25
	100

ALGEBRA.

3RD DIVISION.

	<i>Values.</i>
1. Divide $a^2 + ab + 2ac - 2b^2 + 7bc - 3c^2$ by $a - b + 3c$	10
2. Resolve into elementary factors $x^2 + 6x + 5$, $x^2 + 9x + 20$, $x^2 - 8x + 15$, $x^2 + 8x + 7$, and $x^2 - 10x + 9$	20
3. Find the value of x from the equation $\frac{1}{x-7}(2x+7) - \frac{1}{x+5}(2x-7) = 1\frac{5}{8} - \frac{1}{x-20}(3x+4)$	20
4. A bookseller sold 10 books at a certain price, and afterwards 15 more at the same rate, and at the latter time received 35s. more than at the former. What was the price of the book?	25
5. How much tea at 4s. 6d. must be mixed with 50 lbs. at 6s., that the mixture may be sold at 5s. 6d.?	25
	100

GEOMETRY.

3RD DIVISION.

	<i>Values.</i>
1. Draw a straight line, perpendicular to a straight line of unlimited length, from a given point without it	10
2. Prove that if from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle	20
3. Prove that if any side of a triangle be produced, the exterior angle is equal to the two interior and opposite angles, and that the three interior angles of every triangle are together equal to two right angles.	20
4. Prove that in any right-angled triangle the square which is described upon the side subtending the right angle is equal to the squares described upon the sides which contain the right angle	25
5. Prove that in obtuse angled triangles, if a perpendicular be drawn from any of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than the squares of the sides containing the obtuse angle, by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted, without the triangle between the perpendicular and the obtuse angle	25
	100

B.

Lists of Pupils recommended by the Examiners to receive Honours, as the result of the Combined Examination, July 17th, 1865; arranged in the order of merit.

I.—Third (Senior) Division.

(BOYS) SCHOLARSHIPS.

- | | | |
|----|---|------------------------|
| 1. | William Henry Dean..... | Givins' Street School. |
| 2. | John George Keeler..... | do. do. |
| 3. | David Elder..... | George Street School. |
| 4. | James Fleming Marshall..... | do. do. |
| 5. | James T. Mitchell..... | The Park do. |
| 6. | James Wardlaw..... | George Street do. |
| 7. | Frederick Manley..... | Victoria do. |
| 8. | A Prize, instead of a Scholarship No. 6, to which he was entitled, but which he could not conveniently receive. | |
| | James Matthew..... | Givins' Street School. |

N.B.—No. 6, having to leave the City, afterwards received a Prize instead of a Scholarship.

CERTIFICATES OF HONOUR.

- | | | |
|-----|------------------------|-------------------|
| 9. | John Henry Curran..... | The Park School. |
| 10. | William Lovell..... | Louisa Street do. |

N.B.—No. 9, being next in order of Merit, afterwards received a Scholarship in place of No. 6.

(GIRLS) PRIZES.

- | | | |
|----|-------------------------|-----------------------|
| 1. | Maria Jones..... | Phoebe Street School. |
| 2. | Jennie Spink..... | George do. do. |
| 3. | Christina Kenney..... | Louisa do. do. |
| 4. | Margaret Matthew..... | Givins' do. do. |
| 5. | Ellen Harney..... | Louisa Street School. |
| 6. | Henrietta Williams..... | Victoria do. do. |
| 7. | Susanna E. Foster..... | Louisa do. do. |

CERTIFICATES OF HONOUR.

- 8. Mary Maugham Victoria Street School.
- 9. Augusta Roddy..... George do. do.

II.—Second (Senior) Division.

The Park School and John Street Female Departments.

PRIZES.

- 1. Sarah Hawthorne The Park School.
- 2. Elizabeth Ryrie..... do. do.

CERTIFICATE OF HONOUR.

- 3. Georgina Morris John Street School.

Palace Street School.

PRIZES.

- 1. John Treloar..... Palace Street School.
- 2. William Stuart Gill do. do. do.

III.—Second (Intermediate) Division.

PRIZES.

- 1. Henry Harris..... The Park School.
- 2. William Munro..... Victoria Street School.
- 3. Frederick Wood..... The Park do.
- 4. John Hampden Day George Street do.
- 5. Joseph Dawson..... Victoria do. do.
- 6. Thomas M. Smith..... George do. do.
- 7. Georgina Winsor Victoria do. do.

CERTIFICATES OF HONOUR.

- 8. William Henry Elliot..... Louisa Street School.
- 9. { Hyman Miller..... George do. do.
- { Alexander T. Middleton..... Louisa do. do.
- 10. Rowland Carter..... do. do. do.
- 11. { Bessie Clyne..... George do. do.
- { Jemima Robertson..... Victoria do. do.

IV.—First (Junior) Division.

PRIZES.

1	Henrietta Lavallee.....	George Street School.
		do. do. do.
2.	{ John Townson.....	do. do. do.
	{ Matilda McLean.....	do. do. do.
3.	{ Emma Farragher.....	do. do. do.
	{ John Whiteside.....	Victoria Street do.
4.	{ Thomas Greer.....	The Park do.
	{ Helen Patton.....	Victoria Street do.
5.	{ Henry Bright.....	The Park do.
	{ John Salter.....	Centre Street do.
	{ Catharine Robinson.....	Phœbe do.

CERTIFICATES OF HONOUR.

6.	{ William Benson.....	George Street School.
	{ James Thomson.....	Louisa do. do.
	{ Margaret Ross.....	Centre do. do.
7.	{ Sarah E. Love.....	Victoria Street School.
	{ William Louden.....	Centre do. do.
	{ John Cudhie.....	Phœbe do. do.

Palace and Givins' Street Schools.

PRIZES.

1.	Jaunet Henderson.....	Givins' Street School.
		Palace do. do.
2.	{ Skane Low.....	Givins' do. do.
	{ Ann Wright.....	do. do. do.
	{ Arthur Boyd.....	do. do. do.
3.	{ Inez McLaughlin.....	Palace Street School.
	{ Emma Lane.....	do. do. do.

Summary

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Palace Street

George "

The Park ..

Victoria St

Louisa "

Centre "

John "

Phœbe "

Givins' "

Total

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The Park

Victoria Street

Louisa "

Centre "

John "

Phœbe "

Givins' "

Total ...

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	2	13	15
George "	22	21	43
The Park	16	18	34
Victoria Street.....	24	5	29
Louisa "	37	35	72
Centre " .....	...	1	1
John "	16	13	29
Phoebe " .....	...	11	11
Givins' "	5	5	10
Total	122	122	244

D.

Summary of Certificates of Honour for Regularity and Punctuality of Attendance, &c., granted to Pupils in the several Public Schools, at the Winter Examination.

NAME OF SCHOOL.	Males.	Females.	Total.
Palace Street	21	20	41
George "	35	37	72
The Park	22	18	40
Victoria Street.....	29	27	56
Louisa "	51	66	117
Centre " .....	...	3	3
John "	29	37	66
Phoebe "	15	23	38
Givins' "	12	15	27
Total	214	246	469

E.

Standard for the Attainments of the Pupils in the respective Divisions of the City Public Schools, having reference to the transfer of Pupils from a Lower to a Higher Division, and to the Periodical Combined Examination 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.

II.—WRITING.

Division 1.—Pupils in 2nd Reader to write on Slates, to the extent of combining three letters without capitals.

“ 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).

“ 2.—Sangster's Elementary Arithmetic, to page 80 inclusive.

“ The remainder of Sangster's Elementary Arithmetic.

IV.—ENGLISH GRAMMAR.

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

“ 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 the 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.

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Division 3.—General Definitions and Outlines, according to Campbell's Geography and Atlas; 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.

“ 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.

Division 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 page 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.—BOOK-KEEPING.

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 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, October 11, 1861, and June 6, 1865.

F.

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

See School Regulations, No. 5, page 5, and No. 20, page 11.

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.

Campbell's Geography and Atlas.

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 11, 1861, and June 6, 1865.

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APPENDIX III.

Secretary's Abstract Statement of the Estimated Cost of Maintaining the City Schools, for the year 1865.

1. Annual Interest, at 6 per cent., on permanent Investment of say \$89,280, for the 9 School Sites, Buildings and School Furniture, &c	\$5,356 80
2. Annual estimate as the average expense of dilapidations, repairs to Buildings &c.....	1,150 00
3. Salaries of Superintendent, Secretary, and 40 Teachers; payments to Auditors and Examiners; and allowances to 10 Caretakers (10 schools and 1 office).....	16,590 00
4. Rents and Taxes	340 00
5. Election expenses.....	80 00
6. Coal, wood, and cutting wood (winter 1864—65).....	1,400 00
7. Insurances on 8 School Buildings, Furniture, &c.....	332 00
8. Printing and Advertising; Maps; Prize Books; Pens, Ink and Stationery for the Schools; and Stationery for the Board and the Offices.....	550 00
9. Miscellaneous expenses	650 00
	26,448 80

APPENDIX IV.

Secretary's Statement of the estimated value of the School Premises, Sites and Buildings, belonging to the Board of Trustees, of the City of Toronto, the 31st December, 1865, namely:—

Ward of Saint David { The Park School.....	\$8,250 00	}	\$17,500 00
{ George St. do.	9,250 00		
Ward of Saint Lawrence—Palace Street School.....			5,350 00
Ward of Saint James—Victoria Street School.....			15,000 00
Ward of Saint John { Louisa Street School.....	9,000 00	}	11,661 50
{ Addition to same.....	1,381 50		
{ Additional School Site, Elizabeth and Sayer Streets.....	1,280 00		
Ward of Saint Patrick { Phoebe Street School.....	15,000 00	}	18,350 00
{ Givins' Street do.	3,350 00		
Ward of Saint George—John Street School.....			16,250 00
Total.....			\$84,111 50

The same being exclusive of inside fittings-up, Furniture and School Apparatus, &c.

Certified,

G. A. BARBER,

SECRETARY.

B. S. T.

Toronto, January, 1866.

APPENDIX V.

Annual Statement of Receipts and Expenditure for Common School Purposes, City of Toronto, for the Year ending December 31st, 1865. Published by the Board of School Trustees for said City, as required by Statute.

INCOME FOR 1865.

Balance over from 1864, as per last published Statement	\$2,277 71
Legislative Appropriation for 1865.....	3,453 00
Municipal Assessment, as per School Estimates, of 1865.....	23,000 00
	<hr/>
Total Income, 1865.....	<u>\$28,730 71</u>

EXPENDITURE FOR 1865.

1. Salaries for the year, namely :—

21 Regular Teachers, Male Department.....	\$8,385 45	
20 “ “ Female Department....	5,494 54	
Occasional Teachers.....	141 00	
	<hr/>	\$14,020 99
Local Superintendent, (Rev. Jas. Porter).....		1,200 00
Secretary to the Board (Mr. G. A. Barber)		600 00
Caretakers, Schools, Offices, and Board Room.....		705 50
Two Examiners, \$40 ; two Auditors, \$20		60 00
		<hr/>
		\$16,586 49

2. Rents and Taxes, viz :—

The two Offices and Board Room, \$160; and taxes on the same, \$36 ;	\$196 00	
Centre Street Auxiliary School, Ward of St. John	140 00	
	<hr/>	336 00

3. Instalments on School Sites ; with Interest on the same, and on School Mortgages, viz :—

First Instalment, \$256 ; and Interest, \$102 40 on Principal, new Site Ward St. John.....	\$358 40	
Conveyancing charges for the above.....	37 50	
John Street School Mortgage.....	180 00	
Louisa Street “ “ \$80 ; and Commission on renewal of same for a further period \$30	110 00*	
	<hr/>	685 90

Carried forward \$17,608 39

	<i>Brought forward</i>		\$17,608 39
4.	Insurances on School Buildings and Furniture, viz:		
	British America Company	\$132 30	
	Imperial (London) Co'y	87 05	
	Royal (London and Liverpool), Co'y.....	62 50	
	Western Co'y Canada.....	43 75	
		<hr/>	325 60
6.	Fuel for the Schools and Offices, viz:—		
	Coal, 1865	\$428 52	
	Wood, 1865.....	619 25	
	Sawing Wood, 1865.....	178 08	
		<hr/>	1225 85
6.	Printing, Advertising, Prize Books, Maps, and Stationery for the Schools, the Board and Offices, viz:—		
	Guardian Office, Printing School Report.....	\$57 64	
	H. Rowsell, Stationery, Printing, &c.....	200 15	
	Department Public Instruction.....	63 43	
	<i>Globe</i> , Advertising and Printing.....	55 33	
	<i>Leader</i> , Advertising.....	40 50	
	Buntin Bros, Pens for Scholars.....	121 57	
	Bibles, \$9 32; Lithographing \$20 00.....	29 32	
	Engraving Labels, \$3 50; Mounting Lessons, \$6 55; Miscellaneous, \$4 75	14 80	
		<hr/>	582 74
7.	Repairs to School Buildings, &c., viz:—		
	A. Greenlees, Contract for general repairs	\$752 70	
	Insurance, Carpenter's Risk, 1 month, ditto.....	72 25	
	Gundry & Langley, Architects' Commission, ditto	43 10	
	A Greenlees, sundry miscellaneous repairs	36 67	
	Boxall Bros., Stove, Stovepipes, &c.....	44 12	
	C. Reed, \$28.80; R. Bell, \$8.90; Glazing	37 70	
	N. Piper, Pails, Drinking Cups, &c.	20 95	
	W. Faircloth, Painting, Palace Street School ..	11 50	
	W. D. Carlyle, Alterations Palace Street School and sundry miscellaneous repairs	42 82	
	J. Morphy, Stove and Pipes, Palace Street School ..	7 09	
	Clock, Phœbe Street School, \$6.50; Repairs to Clocks, \$5.25; Thermometers, \$3.00	14 75	
	Repairs to Pumps, \$5.15; Repairs to Fences, Gates, Locks, &c., \$8.75; Hardware, \$9.97 ..	23 87	
	Sundry miscellaneous small repairs, and School Requisites	28 81	
		<hr/>	1136 33
	<i>Carried forward</i>		<hr/> <hr/> \$20,878 91

<i>Brought forward</i>		\$20,878 91
8. Miscellaneous, viz:—		
Election School Trustees.....	\$90 50	
Furniture, \$13 96 ; Lectures \$14 70.....	28 66	
Gas account, Board Room, &c.....	19 60	
Postage, Drawer and Stamps	23 64	
Cab-hire and Sundries.....	68 70	
Sundry small requisites.....	9 95	
		<u>241 05</u>
Total General Expenditure, 1865.....	\$21,119 96	
9. School Debentures, Sinking Fund, and Interest, 1865.....	5,251 50	
		<u>\$26,371 46</u>
Total Expenditure		<u>\$26,371 46</u>
Balance to Credit School Fund, 1st Jan., 1866.....	\$2,359 25	
		<u><u>\$2,359 25</u></u>

Toronto, January, 1866.

G. A. BARBER,
SECRETARY, B.S.T.

SAMUEL SPREULL,
WILLIAM R. ORR,
AUDITORS.