



PUBLIC SCHOOLS, CITY OF TORONTO.

---

R E P O R T

OF THE

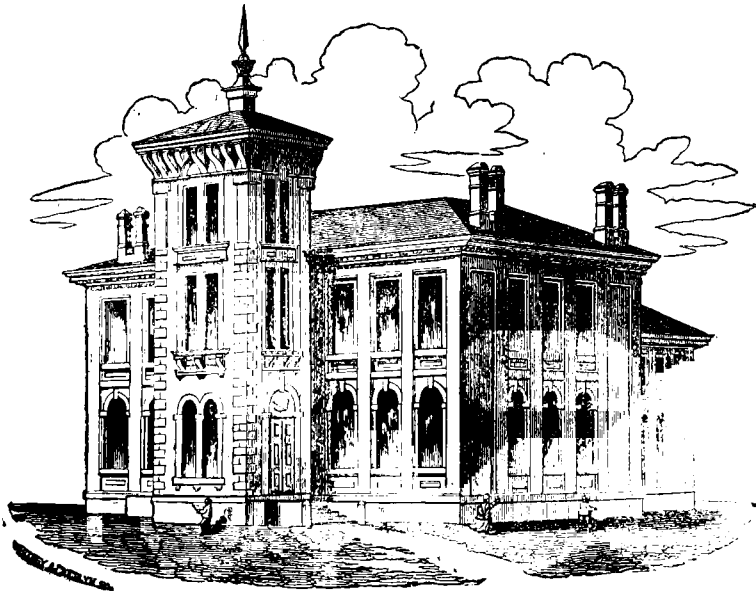
Past History, and Present Condition,

OF THE

COMMON OR PUBLIC SCHOOLS

OF THE

CITY OF TORONTO.



---

TORONTO: LOVELL & GIBSON, YONGE STREET. 1859.



## P R E F A C E .

---

As beyond the ordinary Statistical Report annually sent in to the Chief Superintendent, no further information than the publication of the School Accounts has been officially given to the Ratepayers of the City ; and as nearly all the Cities in the State of New York, and, in fact, some of our own Canadian Cities—particularly Hamilton—have published their School Reports, in pamphlet form ; it has been deemed advisable that a Report of the past history and present condition of the City Schools should be prepared and published, under the direct authority of the Board of Trustees.

The following pages have accordingly been prepared by a Committee of the Board, and have, further, been revised and formally adopted by the Board itself. The Report is now submitted to the Citizens generally, in the not unreasonable hope that its perusal will not only satisfy the Ratepayers that the School Assessment has been advantageously expended, but will induce a larger interest in the School affairs of this rising City.

On behalf of the Board of School Trustees,

J. G. BEARD, *Chairman.*

G. A. BARBER, *Secretary.*

Toronto, May, 1859.



## NAMES OF GENTLEMEN

WHO HAVE BEEN

SCHOOL TRUSTEES UNDER THE ELECTIVE PRINCIPLE,  
AND THE YEARS FOR WHICH THEY WERE  
ELECTED.

---

### WARD OF ST. GEORGE.

E. F. Whittemore, Esq. . . . . 1850, 51.  
James L. Robinson, Esq. . . . . 1850, 51.  
Wm. McMaster, Esq. . . . . 1852, 53, 54, 55, 56, 57.  
David Maitland, Esq. . . . . 1852, 53.  
Kivas Tully, Esq. . . . . 1854, 55, 56, 57, 58.  
John McMurrich, Esq. . . . . 1858.

### WARD OF ST. LAWRENCE.

Wm. Gooderham, Esq. . . . . 1850, 51, 52, 53, 54, 57, 58.  
J. G. Beard, Esq. . . . . 1850, 51, 52, 53, 54, 55, 56, 57, 58.  
George Platt, Esq. . . . . 1855, 56.

### WARD OF ST. PATRICK.

J. H. Hagarty, Esq. . . . . 1850.  
James Price, Esq. . . . . 1850, 51.  
William Hall, Esq. . . . . 1851, 52.  
Charles Fisher, Esq. . . . . 1852, 53.  
Thomas Mara, Esq. . . . . 1853.  
Robert B. Denison, Esq. . . . . 1854, 55, 56, 57.  
Charles Fitzgibbon, Esq. . . . . 1854.  
John Baxter, Esq. . . . . 1855, 56, 57, 58.  
F. J. Joseph, Esq. . . . . 1858.

### WARD OF ST. ANDREW.

George P. Ridout, Esq. . . . . 1850, 51.  
Alexander Macdonald, Esq. . . . . 1850.  
A. McGlashan, Esq. . . . . 1852, 53.  
Richard Brewer, Esq. . . . . 1851, 52, 53, 54.  
James Lesslie, Esq. . . . . 1854, 55, 56, 57.  
Charles Fisher, Esq. . . . . 1854.  
James Grand, Esq. . . . . 1855, 56.  
Henry Godson, Esq. . . . . 1857, 58.  
Thomas Brown, Esq. . . . . 1858.

## WARD OF ST. DAVID.

Joseph Workman, Esq., M.D., 1850, 51, 52, 53, 54.  
 A. A. Riddell, Esq. .... 1850, 51, 54, 55.  
 William Shepperd, Esq. .... 1852, 53, 56, 57.  
 John Platt, Esq..... 1854, 55.  
 James Morrow, Esq..... 1856.  
 F. W. Cumberland, Esq. .... 1857, 58.  
 Emn. Coatsworth, Esq. .... 1858.

## WARD OF ST. JAMES.

J. D. Ridout, Esq..... 1850.  
 D. Paterson, Esq. .... 1850, 51, 52, 53, 54, 55.  
 James Leslie, Esq. .... 1851, 52.  
 Samuel McClain, Esq..... 1853, 54.  
 Thomas Henning, Esq..... 1855, 56, 57, 58.  
 R. H. Brett, Esq. .... 1856, 57.  
 J. C. Geikie, Esq..... 1858.

## WARD OF ST. JOHN.

William Hall, Esq. .... 1853, 1854.  
 John Greenlees, Esq. .... 1853, 54, 55, 56, 57, 58.  
 Arbuckle Jardine, Esq. .... 1855, 56, 57, 58.

---

 OFFICERS OF THE BOARD.
*Local Superintendent & Secretary:*

G. A. Barber, Esq. .... 1850, 51, 54, 55, 56, 57,  $\frac{1}{2}$  yr. 1858.

*Local Superintendent and Districtal Teacher:*

James B. Boyle, Esq. .... 1852, 53.

*Secretary:*

G. A. Barber, Esq. .... 1852, 53,  $\frac{1}{2}$  yr. 1858.

*Local Superintendent:*

Rev. James Porter .....  $\frac{1}{2}$  yr. 1858.

# CONTENTS.

---

	PAGE
Preface .....	ii
Names of the Trustees, from 1850—1858 .....	v
Officers of the Board .....	vi
The Past History and Present Condition of the Schools .....	9
Circular Notice .....	15
Elective Principle established, 1850 .....	19
Report on Free Schools .....	21
Free Schools Established, 1851 .....	26
Public Meeting, 1852 .....	27
Chairman's Address to the Board of School Trustees, 1852 .....	41
Statement of the Receipts and Expenditure of the Building Fund, 1853 .....	46
Report of the Building Committee, with the Building Fund Ac- counts, for 1855 .....	50
The Internal Economy of the Schools and their Mode of Instruction..	58
School Discipline .....	64
1. As regards Teachers .....	64
2. As regards Pupils .....	66
Text Books .....	68
School Attendance .....	69
Address to Parents and Guardians by the School Trustees .....	71
The Expense of Maintaining the Schools .....	72
Report on the Free School System .....	78
Separate Schools .....	83
Compulsory Attendance .....	89
Officers of the Board .....	92
The Superintendent .....	94
The Secretary .....	94
Evening Schools .....	97
School Visitors .....	99
School Libraries .....	100
Library Regulations .....	102
Opening the Schools with Prayer .....	103
Deaf and Dumb Schools .....	104
Penalty for Disturbing a Public School .....	105



	PAGE
The Present Condition of the City Schools .....	105
Abstract of School Attendance for 1858 .....	106
School Statistics for 1858, viz.:	
The Western Auxiliary School .....	108
Trinity Street School .....	108
The Park School .....	109
Victoria Street School .....	111
Louisa Street School .....	114
John Street School .....	117
Phœbe Street School .....	119
George Street School .....	122
Appendix:	
1. Comparative Statement of the Schools, from 1844 to 1847 ...	126
2. Abstract of School Attendance, for 1857 .....	127
3. Annual Statement of the Income and Expenditure of the Schools, for 1858 .....	129

CITY OF TORONTO.

---

R E P O R T

OF THE

PAST HISTORY & PRESENT CONDITION

OF THE

COMMON, OR PUBLIC SCHOOLS,

OF THE CITY OF TORONTO.

---

Before submitting, for public information, the statistics of the City Public Schools, for the year 1858, it has been thought advisable, as this is the first occasion when a compendious Report has been published, that the *past* should be referred to, before noticing the *present* history of our Schools; and, accordingly, the following brief narrative of the rise and progress of the City Schools, from their inception and practical commencement, in 1844, up to the present time, has been prepared.

Under the original School Law, viz., that of 1843, the first step taken towards improving the Common Schools of the Province, was to secure, so far as possible, the services of properly qualified Teachers; and a Board of Examiners was appointed by Government to examine and grant certificates, and licences to teach, to duly qualified Teachers. This preliminary step having been taken, it then devolved upon the Municipal Council of the City to bring the School System into practical existence, by providing the ways and means for the erection of School

Houses, or the renting of them, so as to receive pupils, and for the payment of Teachers' salaries, and other expenses connected with the system. The scheme, however, did not work well; for, although the Board of Examiners did their duty, and granted certificates to numerous applicants, the Corporation omitted to provide School Houses and employ Teachers, so that nothing practical was at this time accomplished.

In 1844 the School Law was amended, and under its provisions the Corporation was empowered to appoint an officer, designated as Local Superintendent for the City. An advertisement, inviting applications for the office, was published, and the choice of the Council fell upon G. A. Barber, Esq. It was the duty of the Local Superintendent to examine Teachers, and grant certificates; it was also his duty, in conjunction with the Clerk of the Council, to divide the City into a suitable number of School Sections, on the basis of population; and the amended law provided, that the rate-payers of each section should have the privilege of electing from among themselves three persons, as School Trustees, in whose hands were to be placed the power of building or renting School Houses, the appointment of Teachers, and generally to manage the School affairs of the Section. To provide, to some extent, the ways and means for putting the new machinery in motion, the amended School Law embodied the salutary provision, that a Government grant should be appropriated in aid of the Common Schools of the Province; but that to enable any County, City, or Town, or indeed any School authorities, to share in this grant, the Municipal Council of said County, City, or Town, was obliged to assess the rate-payers thereof for an amount at least equal to the Government grant—the united amount forming what was termed the "School fund," which, under the amended law, was to be exclusively applied to the payment of Teachers' salaries, so that by this means the

Teacher had his rights sufficiently protected. The City having been divided into twelve sections early in 1844, the rate-payers proceeded to elect their School Trustees, but for a considerable part of the year the machinery of this new School System was not brought into working order, chiefly because of the difficulty that the Trustees met with in obtaining convenient School premises, and their hesitation to incur the responsibility of renting and furnishing them when they were obtained, inasmuch as the Corporation was unwilling to assess the City for anything more than the law strictly required. More than half the year had now elapsed, and 1844 seemed likely to follow in the steps of 1843, by doing nothing, when the Local Superintendent, Mr. Barber, desirous to start the Schools in some way or other, and bring the new law into practical operation if possible, suggested, that the one moiety of the School fund, as represented by the half year just elapsed, should be applied to pay for the rent and furniture of school premises, so that the teachers, who had been provisionally appointed, might enter upon their duties, and thus enable the trustees to apply the other moiety in payment of salaries for the remaining half year. This suggestion was considered, at the time, to be the only arrangement whereby the difficulty could be met ; for, had it not been so settled, the teachers, who had been so long waiting to enter upon duty, could not have commenced, and would, consequently, have been entitled to nothing at all. It is true, according to the *letter* of the law this application of the fund was not strictly justifiable ; but, as a matter of necessity, and in the *spirit* of the law, it was fully justified ; and it must always be a subject of regret that, owing to the bad faith of some of those for whose benefit this arrangement was intended, it should have been set aside to subserve the personal interests of a few of the teachers who, though actually employed for only four and a half months, namely, from

the middle of August to the end of December, (1844,) demanded, and under the *letter* of the law, succeeded in obtaining payment, of the whole year's salary—the courts holding that the school fund proper, could not be applied to any other purpose than the payment of *teachers*. In addition, however, to the amount of the school fund, the teachers were authorized, by the respective trustees, to collect a rate-bill from the parents of the children attending the school, at the rate of 1s. 3d. and 1s. 10½d. per child, according to its age and proficiency, together with a small charge for fuel, pens and ink, &c. The population of the City, in 1844, was about 18,500; the school attendance was 1194; and the cost of maintaining the schools, for the time they were in operation, was £1,377 15s. 2d., which amount includes £237 17s. 6d. paid by rate-bill during the four and a half months the schools were open, but is exclusive of the sum expended in furniture.

During 1845, 1846, and 1847, the same school system was in operation, except that, owing to the increase of population, the City was divided into fifteen, instead of twelve school sections; and the City population, the school attendance, and the cost of the schools, for those years, will be found in the “comparative statement” in an Appendix to this Report.

One of the prominent evils of the system of School Sections and Local Trustees, was the entire absence of all uniformity of action, as regards both the mode of teaching and the use of school books, together with the impossibility of having separate schools for boys and girls, (for, during the whole period of school sections, pupils of both sexes attended the same school, and were taught in common by the same master,) and the difficulty of classifying the scholars according to proficiency. A parent removing from one part of the City to another, to his annoyance found, upon sending his children to the school of the section he now lived in, that the teacher practised a different

system of instruction, and used text books altogether different from what the child had been accustomed to in the school it had just left ; and besides this, there was a want of purpose and organization, which pervaded the whole system, and interfered with its efficient working and onward progress. It became evident that some change was required, at all events so far as Cities and towns were concerned ; and, towards the close of 1847, the Legislature, by the Act 10 and 11 Victoria, amended the law, by establishing the principle of centralization, and establishing in each City and Town one general Board of School Trustees, in whose hands was placed the sole management of its school affairs. This Board was to be nominated by the Municipal Council of each City and Town ; and the Board of this City, first established under the 10 and 11 Victoria, by the then Corporation, comprised the following gentlemen, selected, it was supposed, as representing the principal religious denominations, viz. :—

W. H. Boulton, Esq., Mayor,—Chairman,— <i>ex officio</i> .	
Hon. J. Elmsley,	F. W. Barron, Esq.,
W. Cawthra, Esq.,	J. G. Bowes, Esq.,
J. McMurrich, Esq.,	John Cameron, Esq.

The amended bill was brought into effect in this City, on Nov. 20th, 1847, when the new Board met for organization. During the remainder of the year, the Board was occupied in considering what action should be taken to establish and carry on an efficient and uniform system of public instruction in this City ; and one of their chief anxieties was to secure without delay, commodious school sites, whereon could be at once erected substantial buildings, of a character which, while sufficient for existing requirements, could be enlarged as occasion presented, to meet any increased demand for school accommodation,

and at the same time, of a handsome architectural appearance becoming a City like Toronto.

The intention of the framers of the new law, and the desire of the newly appointed authorities under it, was, however, most unfortunately embarrassed, if not actually impeded, at the very outset, by difficulties altogether unexpected, but over which the Board had no control, and which it could not overcome. In the first place, it was found, although not so stated in precise terms, that the amended Act did not empower the Board to collect a Rate bill from parents, and, in consequence, that the schools must necessarily be free, whether the Board of Trustees, or the City Council as representing the rate-payers, approved of it or not! The Board, finding itself in this dilemma, and having no power of itself to raise money for school purposes, made an earnest appeal to the City Council to assist the Board in this emergency. As *Free Schools*, the amount of the Government grant, with the corresponding City assessment, namely, about £1,000, would be barely enough to maintain them in operation for six months; the Council was appealed to to provide the means for keeping them open the whole year; the application was refused, and the Board had, therefore, no alternative but to close the schools at the end of the first half of the year, viz. : June 30th, 1848. Under circumstances so discouraging it can be no wonder that the schools suffered in efficiency, for although the attendance was nominally greater during these 6 months, viz. : 1,431, yet owing to the irregularity of that attendance, the result, as an educational question, was anything but satisfactory. The City schools having been thus closed on the 30th June, 1848, remained in the same unfortunate condition to the end of the year, and further continued in the same condition for the first six months of the year following, 1849, the City Council persisting in the refusal

to give any aid, or advance any means, to keep the schools open. The Board having no funds at its disposal after meeting the expenses of the schools up to June 30, 1848, and as the Government grant and City assessment could not be made available until about the middle of 1849, the City schools were necessarily closed and the Board brought to a dead lock with the Council. During this gloomy interval, some of the teachers continued their schools on their own account, and exerted themselves, as they best could, to keep up an interest in school affairs in the public mind, until the schools were re-opened as public schools on the 1st July, 1849, and kept open, *free to all*, for the rest of the year. The attendance was 1,325, with the same allowance for irregularity as in 1848, and the cost for the six months was about £1,000, derived from nearly equal proportions of Government money and City assessment.

The Board, strongly impressed with the necessity of keeping the City Schools open without interruption, decided to assume the responsibility of imposing a rate-bill, although the law did not expressly sanction such a proceeding. The Board considered that it was more patriotic to educate the children of the City than to regard technical objections, and they accordingly issued the accompanying circular notice for the information of the public:

#### CIRCULAR NOTICE.

##### COMMON SCHOOLS—CITY OF TORONTO.

Under the system of *free admission*, as practised during the past two years, viz., 1848 and 1849, the Board of Trustees were compelled to close the City Schools for six months in each year, inasmuch as the Common Council declined to make the appropriation required for keeping them open, as free schools, for the twelvemonth.

The Board of Trustees, from their experience of the



past two years, are strongly impressed with the necessity that exists for keeping the City Schools open throughout the whole year: and, as a return to the former system of "school dues" is the only mode left whereby so desirable an end can be accomplished, the Board hereby notify parents and guardians, that the principle of payment of school dues, by pupils attending the several city schools, is now in force, taking effect from January 7, 1850, at the following rates, viz.:

	<i>s. d.</i>
For pupils under Nine years of age..	{ 3 9 in Summer.
	{ 5 0 in Winter.
For pupils over Nine years of age..	{ 5 0 in Summer.
	{ 6 3 in Winter,

per quarter, which for 1850, will be as follows, viz.:

1st quarter, from January 7th to March 28th, inclusive.	28th, inclusive.
2nd " " April 3rd to June 28th, "	28th, "
3rd " " July 15th to October 4th, "	4th, "
4th " " October 7th to December 20th, "	"

The 2nd and 3rd quarters to be counted as being "in summer," and the 1st and 4th as "in winter"—and no allowance for absence will be sanctioned unless in case of sickness.

The foregoing rates to be paid to the teacher in advance, or, at latest, during the quarter; but if not so paid, the amounts due at the end of each quarter will be levied by the Board, *according to law*.

The children attending the City Schools are required to come clean and neat in person, and decently clad.

The better to ensure punctual attendance, and to protect the regular proceedings of the school classes against the interruptions caused by late comers, the school house doors will be opened at half-past eight o'clock every week-day morning, (except Saturday, which will be a whole holiday,) and continue open until nine o'clock exactly, when they will be closed until half-past ten o'clock;

and no children will be admitted during that interval. At half-past ten the doors will be opened for a few minutes, to admit children who may bring satisfactory reasons for not being present at nine o'clock, or at any former part of the week. The doors will then again be closed until twelve o'clock, noon; and no children will be admitted during that interval. At a quarter to one o'clock, the school house doors will be again opened, and at one o'clock exactly, closed until four o'clock, and no children will be admitted during that interval. At four o'clock the children will be dismissed for the day, and directed to go home without delay; and it would be well if parents and guardians were to oblige their children to report their return home; and also, were they to examine them, occasionally, as to the progress they are making in their lessons, &c.

It is expected that all cases of absence, or irregular attendance, will be satisfactorily accounted for, by the parent sending some sufficient excuse in writing, which will be duly recorded by the teacher, for the inspection of the school authorities.

No pupil will be received into one school from another, without first producing an acquittance of all "dues" to the school he may have left; and secondly, a statement in writing, from the teacher, as to the cause of his or her so leaving said school: in order to enable the Board to check, as far as possible, the hurtful practice of capriciously removing children from one school to another, and, further, to render previous improper conduct in one school a ground of non-admission into another.

Lastly,—It is sincerely hoped that parents and guardians will see that it is for their own interest to co-operate with the Board of Trustees in strictly observing the foregoing regulations: and they are earnestly entreated to enjoin upon their children, the duty of being regular and

constant in their attendance at school—diligent in prosecuting their studies while at school—and orderly and well-behaved while going to and returning from school.

*By Order of the Board of Trustees,*

G. A. BARBER,

*City Superintendent of Common Schools.*

OFFICE COMMON SCHOOLS,

Toronto, Feb. 15th, 1850.

No one demurring to the course taken by the Board, the schools were thus kept open throughout the whole of 1850—but owing to the change which had been made from the *free* to the *paying* system, and the doubts which prevailed as to whether or not the schools would be continued regularly open all the time, the attendance for 1850 fell as low as 1259, although it was more regular than in 1848 and 1849. The cost of maintaining the schools for the whole year was, in round numbers £2,000, viz. :—Government Grant £468, City Assessment £800, and the balance by Rate Bill.

It will have been observed, from this explanation, that the principle of centralization, in this form, however sound, as likely to effect a unity and force of action in the internal economy of public schools, was too feeble to carry out any enlarged system of general management. A Board so constituted, and which was liable to have all its proceedings controlled by the City Council, was not calculated to meet what was required. The Board had the power to legislate for the advancement of Public Education, but the City Council held the purse-strings, and had the right, at any time, to nullify the legislation of the Board. Whenever the Board prepared and sent in to the Council an estimate for School purposes, the Council had the power to refuse to provide the amount; and as the Board was appointed by the Council, it had no redress, and was fain to submit to necessity!

It became evident, therefore, that if vigour was to be

infused into the School System of Cities and Towns, a further change was necessary. To accomplish this, the theory of centralization was associated with the elective principle: and the School Act of 1850 (13th and 14th Victoria) was enacted. Under its provisions, each Ward in the City had conferred upon it the right to elect two Trustees (one of whom was to retire each year, and his successor be elected in like manner), and the Trustees selected were to form a Board, and to choose a Chairman from among themselves. The first election for Trustees was held on the 3rd September, 1850, when the following gentlemen were returned for each of the City Wards, namely—

St. George—J. L. Robinson, E. F. Whittemore, Esqrs. ;  
 St. Lawrence—J. G. Beard, W. Gooderham, Esqrs. ;  
 St. Andrew—G. P. Ridout, A. Macdonald, Esqrs. ;  
 St. Patrick—J. H. Hagarty, James Price, Esqrs. ;  
 St. David—Jos. Workman, M.D., A. A. Riddell, Esq. ;  
 St. James—J. D. Ridout, D. Paterson, Esqrs. ;

and, at the first meeting of the Board, Dr. Workman was chosen as Chairman, (23rd Oct. 1850 ;) but the newly elected Board did not exercise any direct control over the schools during that year, although it occupied the interval in deliberating with regard to its future course of action for 1851.

The advantages enjoyed by the elective Board over its predecessor appointed by the Corporation, were manifold and important—the elective Board became a body corporate, with full powers to purchase land for school sites, to build school-houses, to provide school furniture and apparatus, to appoint and fix the salaries of Teachers, and generally to manage and control all matters relating to the City Schools—and that these powers should not be a mere shadow without the substance, the Legislature invested the elective Board with authority to make out an estimate of whatever amount they should judge expedient for

maintaining the schools under their charge—and the Legislature made it the duty of the City Council to provide said amount accordingly. By this means antagonism, as regards school funds between the Board and the Council, has been prevented. The Council have no discretion to even modify, far less reject, the Estimates so sent in for school purposes—and the Board of Trustees in fact are clothed with large executive as well as legislative powers.

The elective Board commenced its actual duties in January, 1851, and among its earliest proceedings, under its enlarged authority, were the adoption of resolutions affirming the necessity of obtaining sites and erecting suitable buildings for school purposes—the propriety of having separate female schools, or female departments in the schools—and the principle of free education as the basis of the Common School System of this City.

According to Law one half, namely six, of the Trustees for 1850 retired by rotation. An election for Trustees to fill their places was held in January, 1851, when four out of the six were re-elected, viz., Messrs. Dr. Workman, W. Gooderham, J. L. Robinson, and Wm. Hall, while Mr. James Lesslie was elected for St. James's Ward in the place of Mr. J. D. Ridout, and Mr. Richard Brewer for St. Andrew's Ward in the place of Mr. A. Macdonald, the retiring Trustees not coming forward for re-election.

The members of the Board for 1851 were

Joseph Workman, Esq. M.D., *Chairman.*

E. F. Whittemore, Esq.	W. Gooderham, Esq.
J. G. Beard, Esq.	J. L. Robinson, Esq.
G. P. Ridout, Esq.	Wm. Hall, Esq.
James Price, Esq.	James Lesslie, Esq.
A. A. Riddel, Esq.	R. Brewer, Esq.

D. Paterson, Esquire.

Among the very first proceedings of the Board, thus organized for practical business, was the consideration of

free admission as the basis of the Common Schools of this city. The proposed change from the Rate-bill system, and the establishment of Schools open to all, free of charge, so far only as assessment based upon rateable property was concerned, naturally led to considerable debate in the Board. After much discussion the question was referred to a Committee to report upon, said Committee consisting of James Lesslie (Chairman), Dr. Workman, D. Paterson, James Price, and A. A. Riddel, Esquires. The Committee brought up their Report, February 26th; the same was debated at two consecutive meetings of the Board, and finally adopted, March 5th, by a vote of seven to four. As this Report enters fully into the merits of the question, and sets forth the grounds upon which the Free School principle rests, and according to which the establishment and maintenance of Free Schools in this city was then sanctioned and has ever since been continued, its publication in these pages will be acceptable, viz. :—

#### REPORT ON FREE SCHOOLS.

“The Committee to whom was committed the consideration of the important question relative to Free Schools, beg to present their Report.

“The education of the young being intimately and inseparably connected with the welfare of the State, the question becomes one of intense interest to every wise and benevolent mind—‘How shall the blessings of a good education be most widely and universally diffused throughout society!’

“By reference to the statistics of the School population of this City, and comparing it with the number on the Rolls of the Public Schools, including also those in attendance at Private Institutions, there is exhibited the remarkable and lamentable fact, that not one half of the population from 5 to 16 years of age are enjoying the benefits of elementary education. The number of children of that age, as found in the Report of the Chief Superintendent of Education for 1849, is 6,149; the number in attendance at all the 29 Public and Private Schools is 2,746, leaving no less than 3,403 of the youth of this City who are growing up without the advantages of early and useful instruction.

“There appear, therefore, to be some obstacles in the way, to remove which the exertions of this Board, and of every good citizen, will be required; for, so long as one half of our youthful population are thus deprived of the blessings of education, so long will the broad avenue of vice

be supplied with its victims, and our Courts and Prisons be supplied with their youthful criminals.

“The doctrine has been established beyond all doubt, that the want of early moral culture is the fruitful cause of almost all crime. There are no criminal statistics in Canada to which reference can be made in proof of this doctrine, but from the testimony of those familiar with our Penitentiary and Prisons the fact is undoubted. In the Report of the Superintendent of Common Schools of the State of New York, for last year, he remarks that— ‘If facts were required to illustrate the connection between ignorance and crime, let the official convictions in the several Courts of the State for the last ten years, be examined, and the instructive lesson be heeded. Out of nearly 28,000 persons convicted of crime, but 128 had enjoyed the benefits of a good education; 414 only a ‘tolerable share’ of learning; and of the residue about one half only could either read or write.’

“It would be difficult to define all the causes which have operated to keep upwards of one half of our school population from attending the schools, but we may reasonably assume that poverty, parental indifference, sectarianism, and the want of suitable accommodation for the children, in the present School Houses, have all operated to produce the unhappy result.

“The provision made by statute for exempting the indigent from the charge of the Teacher's Rate Bill, is very frequently slighted by parents who would gladly avail themselves of the advantages of the schools were they free, but who will not, as paupers of the State. This fact has been fully attested by the brief experiment of Free Schools in this city, in the years 1845—49, and has been similarly attested in the town of Niagara, as well as in other places. The increase of attendance under the Free system, demonstrated that poverty, and an unwillingness on the part of parents to be regarded as educational paupers, prevented multitudes of children from attending the schools. The same difficulty has been experienced in the State of New York; for, during the year 1846, ‘over 46,000 children were deprived of the advantages of education, either through the remissness of the Teachers of School Districts, in exempting them from the Rate Bill, or from the pride of parents in refusing to claim such exemption.’

“The removal of parental indifferency may also, perhaps, be effected by the adoption of the system of Free Schools; by providing spacious and inviting School Houses; by supplying the Schools with good Lending Libraries and apparatus; by the devotion of some of the time of the Superintendent in visiting parents whose children are neglected, and by inviting them to attend at examinations when prizes are to be awarded to the children.

“How far the spirit of sectarianism operates to prevent the young from attending schools, where no religious peculiarities are taught, it is not easy to determine; but that it does so to some extent your Committee are fully convinced. To meet the difficulties connected with the desire to infuse the

Sectarian element into our Public Schools, and which have already led to many unhappy collisions between Boards of Trustees throughout the Province, and the parties claiming Separate Schools, your Committee may be permitted to examine the principle involved in this demand, in order to be prepared to suggest a remedy.

“It is admitted by all that the civil government may claim from the people the means of national defence, of regulating commerce, and of punishing crime; and that above all things, it is imperatively required to endeavour to prevent crime by establishing those moral safe-guards of society which a wise and wholesome system of public instruction pre-eminently affords. But while it may claim jurisdiction over such interests, it has no moral right to claim jurisdiction over matters of religion or of conscience: It may impose a tax for general education, but it has no right to impose a tax to support any form of religious faith or worship. The civil ruler should doubtless be governed by moral and religious principles in all his civil duties, but religion, whether as to its support or regulation, comes not within the scope of his prerogative. Civil governments may enact laws in accordance with natural right and the will of the people, but they have no right to impose a tax to be applied in whole or in part for the inculcation of sectarian dogmas whether in public schools or in religious congregations. The great land-marks of duty are traced out in the authoritative command, ‘Render unto *Cæsar* the things which are *Cæsar’s*, but unto *God* the things that are *God’s*.’

“But as there are some religious communities whose teachers claim as a religious right—as a matter of conscience—that their youth shall not receive public elementary instruction without, at the same time, being educated in the dogmas of their creed; and will not consent to co-operate with others in a general scheme of secular and moral education, the State may perhaps be required, in deference to such sectarian scruples, which are urged, it is believed, not so much by the people as their religious teachers, to levy a separate tax from the adherents of those communities demanding such Separate Schools. The State should not require the whole tax-payers in a community to be identified with the building up of any sectarian system whatever. They who demand the combination of party religious dogmas with all youthful instruction, and who refuse to co-operate with their fellow citizens in a Catholic and benevolent scheme of secular education, should be allowed to isolate themselves, and be left to raise their own educational funds from their own people.

“Your Committee are of opinion that by making the Schools under this Board FREE TO ALL—the means for their support, beyond the Legislative appropriation, being raised by an equitable tax; by providing more commodious and suitable school houses; by furnishing them with appropriate libraries and apparatus; and by excluding everything of a sectarian character from the instruction given—a much larger proportion of the school



population would be drawn out to the schools, and the best interests of society would be promoted.

“ That difficulties will arise in carrying into operation the system of Free Schools cannot be doubted ; but, as in other places, these will certainly disappear with the advance of intelligence. The holder of property, who has no children to be educated, is interested in proportion to his estate, in providing for the security of property and life ; and the absence of private educational expenses enables him the more easily to meet those which are public. He never perhaps complains of the cost of the criminal jurisprudence of the country, neither should he complain of the cost of education, since in proportion as the one is augmented in its influence upon Society, the cost of the other is diminished. The objections made to a tax for Free Schools may be answered in the impressive language of an eminent friend of education and humanity—Horace Mann, Esq. He thus reasons on behalf of free education and the rights of society.

“ ‘ But sometimes, the rich farmer, the opulent manufacturer, or the capitalist, when sorely pressed with his natural and moral obligations to contribute a portion of his means for the education of the young, replies either in form or in spirit : ‘ My lands, my machinery, my gold, and my silver are mine ; may I not do what I will with my own ? ’ There is one supposable case and only one where this argument would have plausibility. ‘ If it were made by an isolated, solitary being—a being having no relations to a community around him—having no ancestors to whom he had been indebted for ninety-nine parts in every hundred of all he possesses, and expecting to have no posterity after him—it might not be easy to answer it. If there were but one family in this Western Hemisphere, and only one in the Eastern Hemisphere, and these two families bore no civil and social relations to each other, and were to be the first and last of the whole race, it might be difficult, except on high and almost transcendent grounds, for either of them to show good cause why the other should contribute to help to educate children not his own. *But is this the relation which any man among us sustains to his fellow ?* The society of which we necessarily constitute a part, must be preserved ; and in order to preserve it, we must not look merely to what one individual or one family needs, but to what the whole community needs ; not merely to what one generation needs, but to the wants of a succession of generations.’

“ The excellence of the Free principle may be learned from the high estimate set upon its practical operation by those who have most thoroughly tested its value. In the Report of the Superintendent of Common Schools for the State of New York for 1850, the following important testimony is given :

“ ‘ In each of our own cities, and many of our larger villages, it has been established and sustained by the general approval of our citizens ; and wherever it has obtained a foothold it has never been abandoned. It is only

' requisite to adjust the details of the system, equitably and fairly, to commend it to the approbation of every good citizen as the noblest palladium and most effectual support of our free institutions.'

" Your Committee cannot but express their gratification to find that in many places within this County, and by the Educational Committee of its Municipal Council, as well as throughout the Province generally, there appears to be a growing interest with regard to Free Schools; and they look forward with hope and expectation to the important period, when, to all the youth of Canada a good Common School Education will be as free as the air and light of Heaven.

" Your Committee cannot too earnestly press upon the Board the absolute necessity and importance of at once beginning to make provision for the purchase of ground for Sites for School Houses, and for the erection of commodious brick buildings capable of accommodating from 500 to 600 or 800 children. Without this essential arrangement it is morally impossible to effect any important changes in the way of improving the schools. The present School Houses are totally inadequate to the requirements of the school population of the city, and, besides being too small, are neither arranged nor ventilated as the convenience, the health, and the moral interests of the children require. Experience has proved that by congregating the youth in a large and appropriate building, and by having departments for the various branches of study, the instruction will be more thorough, while the labor and the expense per head will be greatly diminished. Besides, the classification of the male and female scholars, which is impossible in the present schools, can be there effected, while other arrangements, according to the most approved designs of modern schools, which might be made, could not fail to promote the moral and physical well-being of the children.

" All of which is respectfully submitted,

Toronto, February, 1851.

" J. LESSLIE,

" *Chairman.*"

(*Carried.*)

JOSEPH WORKMAN,

*Chairman, B. S. T.*

The first exclusively female school, or female department, was established some time in 1851, and was carried on in the upper portion of the old Central School, corner of Nelson and Adelaide streets, Mrs. Corbett being the Teacher in charge of it.

The first actual step towards obtaining school sites, preparatory to the erection of school buildings, was accomplished in November, 1851, when it was determined to purchase three plots of ground for that purpose, viz. :

one on Louisa street, near the Church of the Holy Trinity, at a cost of £531, and to this was subsequently added, in 1856, a small strip to the West, so as to bring the site to abut on a lane, at the further cost of £200; one on George street, near the Bank of Upper Canada, at a cost of £425; and one in the Park, or Eastern portion of the City, at a cost of £300. And shortly afterwards advertisements were published, asking for plans and specifications.

The school attendance for 1851 was 1366, and the cost of maintaining the schools was £2,406, viz., Government Grant £497, and City Assessment £1,907—the schools, as before stated, having been free during the year.

#### FREE SCHOOLS ESTABLISHED.

The course pursued by the Board, in establishing Free Schools supported by a general assessment, created a good deal of agitation out of doors; and as the time approached for the Trustees' election, 1852, a movement in opposition to Free Schools was made, and the following requisition was sent into the then Mayor, (J. G. Bowes, Esq.,) to convene a public meeting, where the question might be discussed, viz.:

*To His Worship the Mayor:*

SIR,—The undersigned inhabitants of the City of Toronto, opposed to the present heavy Tax for the support of Common Schools, and the prospect of a permanent and increasing City Debt for the purchase of land and the erection of School Houses thereon, in the several Wards, as at present contemplated by the Board of Trustees, request that you will call a Public Meeting of the citizens in order to get an expression of public opinion on the subject.

George Bilton, J. Watson & Co., John C. Bettridge, J. Ketchum, Jr., Alexander Ogilvie & Co., P. Paterson, W. C. Ross, Wm. Atkinson, Tho. Paterson, W. M. Jamieson, James Hall, Scott & Laidlaw, William Polley, J. G. Joseph, M. C. Kahn, Francis Richardson, Betley & Kay, Joseph Dixon, S. F. Urquhart, William Hall, J. Armstrong, John Skelton, J. E. Ellis, J. Riddell, J. Beckett & Co., W. H. Dow, Thomas McLean, John Tyner, E. McPhail, James Panton, Walter McFarlane, T. J. Fuller, Robt. Sargent, John McIntosh, James Hutchinson, James Ashfield, C. B. Green,

John G. Howard, Henry Rowsell, Richard Score, William Harris, John Griffiths, J. E. Pell, William Osborne, Thomas Brunskill, Robert Beard, Joseph Lee, Charles March, Thomas Smith, F. H. Heward, Thomas Clarkson, George Monro, G. M. Jarvis, B. Torrance, Alexander Dixon, Thomas McVittie, Ross, Mitchell & Co., K. M. Sutherland, George A. Pyper, R. Hocken, John McGee, Lawson & Clarkson, Charles Durand, James Smith, John Young, Samuel T. Green, N. L. Pyper, M. Flaherty, William Spread, J. B. Ryan, Russell & Fowler, C. Kahn, J. Robinson, J. Clarkson, Jr., James Leask, Alexander Hamilton, Valentine Mowle, J. Hodgson, John Doel, Richard Bell, T. W. Anderson, Joseph Martin, John Ritchey, G. Balfour, John M. Ross, Samuel Shaw, Samuel Lee, John Harper, John Shaw, Angus Dallas, J. Hill.

---

In compliance with the above requisition, I hereby convene a Public Meeting of the Inhabitant Rate-payers of the City of Toronto, to be held on Friday evening next, the 9th instant, at 7 o'clock, in the St. Lawrence Hall.

JOHN G. BOWES, Mayor.

Toronto, January 6, 1852.

The meeting was held accordingly, and the Mayor occupied the chair. The attendance was both numerous and influential, not less than four hundred persons being present. As the debate, which covered the whole ground of the Free School principle, cannot fail to be of interest to the friends of popular education; and as the result of the meeting effectually settled the question, and put the stamp of public approval on the course then taken by the Board of Trustees, the preservation of the report of the proceedings is of consequence. And as a marked feature in the history of Free Schools, its appearance in these pages is therefore important, and will no doubt be appreciated at the present period, viz.:

*From the "Globe," January 13, 1852.*

**PUBLIC MEETING.**

On Friday evening, the 10th instant, a public meeting was held in St Lawrence Hall, convened by the Mayor, in compliance with the request of Mr. George Bilton and sixty-nine others, citizens of Toronto, in order to obtain an expression of public opinion in reference to the question of taxation for the support of the Free School system, and also as to the necessity of building several new Schools in the different sections of the city. From three to four hundred persons were present. The Mayor occupied the

chair, and having read the bill calling the meeting, called upon the parties who had promoted it to come forward, and state the object for which the meeting had been assembled.

Mr. ANGUS DALLAS came upon the platform and commenced to address the meeting, but he did so in so low a tone as to be nearly inaudible. He said that he and those who along with him had requested the Mayor to call the meeting, had done so for the purpose of determining whether the Free School system adopted in the city shall be continued, or whether they shall fall back upon the old system acted upon previous to the present year. That was the question, and in entering upon it they had to determine the merits of the principle. If it can be shewn that the system is efficient—that it answers the purpose intended—then, of course, the meeting would decide that that system should continue for another year. They had to choose, then, whether to continue the Free School system or fall back upon the previous one. It would be proper to explain the nature of the free system. According to the old law, the Schools of the Province were supported in the first instance by a share of the Government Grant, and second by an assessment upon all the assessable property in the Province, equal to the amount of the Government Grant, in order to secure that grant, and the balance required to complete the necessary amount was provided by the School Rate levied upon the children who attended the Schools—that rate was necessarily very small in consequence of the grant and the assessment alluded to. That was the system previous to what is now called the Free School system, introduced by the present Board of Trustees, without consulting the feelings of the citizens; without asking in any way whether they wished that system. It was introduced besides but by a few members of the Board of Trustees.

Mr. RIDDELL.—It was unanimously resolved upon by the Board.

Mr. DALLAS.—It may be so, but it was a very high-handed system, and forced a system of school instruction upon the city which could only be upheld by a burdensome assessment. Well, then, the Free School system had now been in operation for twelve months.

Mr. RIDDELL.—Only nine months.

Mr. DALLAS.—Well, and what is the result, gentlemen? We have a Report of the Board of School Trustees, dated 20th December, which report states that the school system now adopted in the city is defective in many particulars, especially in the want of classification of the pupils; and the Trustees, in order to remedy this evil, recommend the purchase of a lot of land in each Ward of the city, on which to erect a suitable school-house; and, in addition, the appointment of a paid Superintendent and twelve paid Monitors. In proposing this remedy, we expect of course, that the result will be commensurate with the expenses necessary to carry it out. In order to be able to make a proper calculation of what may be the necessary results, we must not be satisfied with our own conjectures, we must go where the Free School system has been in operation, and look there among the reports of the system how it has worked, and see the

good or bad it actually does. He would therefore turn to a passage in the Board of Education for the State of Massachusetts for 1850. (Laughter.) In this report it is stated—

Dr. WORKMAN.—Name the page!

Mr. DALLAS, having given the page, continued :—In this report it is stated as an incontrovertible fact, that the Free School system is very deficient, that the teachers are incompetent, that they are not properly appointed, that the schools are inefficient and bad, and the consequence is, that the money devoted to the support of the Common Free Schools in Massachusetts is squandered. Here is evidence, gentlemen.

Dr. WORKMAN.—Read a little further.

Mr. DALLAS would give them further information from those who had experience in the working of this system : at page 114 of the same report, it is stated—Our teachers are for the most part persons of some experience in the business, and the results of their labours are generally satisfactory. (Hear, hear, and applause.) There are, however, exceptions, and we fear this will continue to be the case, if the committee are obliged every year to give certificates to persons, respecting whom they experience nothing else than their inability to keep a good school. The candidates master any questions in arithmetic, geography, or grammar; they read and write respectably well, and yet there are some indescribable marks about them which lead us to infer that the school-room is not their place. We cannot reject them else we should mortify the individuals. Mr. Dallas proceeded to read another extract to the same purport, and said this is the school system which we are asked to give a trial in Toronto—a system which has had a trial of two centuries, and these are the results. He wanted to shew that in Massachusetts, the term common schools was a school to which all classes of the community send their children, and they say it does not suit them, because a large number of the poorer classes do not send their children at all, and the rich classes who pay to support these schools, send their children to private academies. That is the fault here, too, and that is the reason why we don't want the Trustees to go to the expense of building large school-houses to educate any one class of the community. The common schools are intended to educate the poorer classes. Well, then, why call them common schools—call them poor schools—we don't want them. Mr. D. again referred to the Report of the Board of Massachusetts, to shew that the same results experienced here already, were experienced there under the free system, that the Free Schools in many parts of the State languished in consequence of the patronage given to academies and private schools—that the former are supported by a moderate tax for the benefit of the working classes, and while their importance is admitted, they have not the desired effect, nor will the schools be improved until the wealthier families consent to patronize them as their own schools, and these families will not consent to patronize them by sending their children to them in their present condition.

Dr. WORKMAN again requested Mr. Dallas to read a little further, to which—

Mr. DALLAS replied, that he read what bore upon his own argument, and he would not prevent the Doctor reading as much of the report as he pleased. (Hear, hear, and confusion.)

The CHAIRMAN rose and requested that the meeting would show a little more respect to the Chair. Mr. Dallas had a perfect right to read those portions of the report only which supported his views, and those who took the opposite side could read the rest of the report to confute them.—(Cheers.)

Mr. DALLAS resumed, and proceeded to quote from that part of the Report of Massachusetts which stated that the Reports of the Committees in 1850 were not satisfactory to the Board of Education, and the Report of the Board was not satisfactory to the Legislature, and the Legislature, in order, if possible, to remedy the evil, granted the sum of \$2000 to employ six persons to lecture throughout the State of Massachusetts upon the necessity of doing away with academies and private schools, and the necessity of the rich sending their children to the Public Schools. Well, these gentlemen spent the \$2000, but the Board continued to employ two of them, whom they considered most efficient, to carry on the same work, and for aught that he (Mr. Dallas) knew, they are still doing the same thing. Class distinctions cannot be broken down in the States any more than here, and if you cannot succeed in getting all classes to attend the Common Schools, then they are not Common Schools, and should be called by their proper name. Before reading the resolution he would say, that the Board of Education of the State of Massachusetts after two centuries of experience, and after a very large expenditure of money—had found the system entirely inoperative, and the persons most zealous in the cause of Free School education, were now despairing of success. Would there be a different result in Canada; would there be here Common Schools any more than in Massachusetts; would they not still continue to be schools for one class only. (Disapprobation.) On that point the Committee and the Board of Education of Massachusetts were agreed, but they were unable to discover where the evil lay. In the body of the reports the evil is ascribed to the appointment of the teachers by the "Prudential Committees," and it is recommended that the appointments should be made by the Committees of the towns, but it happens that the Prudential Committees have merely the nomination of candidates, from whom the urban Committees select the teachers. As long therefore as the Prudential Committees retain that power any change would be ineffectual. Another body of reports recommend central schools, and are unanimous in recommending only one school for a town, but the Toronto Board of Trustees on the contrary, propose to build a School House in each Ward—six Protestant school-houses of course, and then they must build six Roman Catholic school-houses afterwards; that is, twelve school-houses for the city. The

Board of Education in Massachusetts ascribe the evil to the inefficient character of the Normal School. They find that the Normal School does not exactly come up to their expectation. Then the Secretary of that Board contends that the present system is not exactly the thing, and says that parties who might be competent to give education could not be got to go to these Normal Schools,—they were of too low a grade, and he recommends that a superior class of Normal Schools be established. He is convinced that they must have two classes of Normal Schools. Now we see where the fault lies in the State of Massachusetts. The Secretary of the Board comes nearly up to the mark, when he recommends the establishment of a class of Normal Schools in which graduates of colleges might prepare themselves for the work of education. The Normal School should be a disciplinary school, where no one is admitted who has not already certain qualifications, and goes there to be trained in the discipline of the schools. What he wished to impress upon the meeting was, that in the state of Massachusetts all the authorities say that this school system is bad. Now we had a school system previous to the introduction of the present free system, and he would leave the meeting to determine,—of two systems equally deficient,—the one cheap and the other dear, which they would prefer. He was satisfied that the system introduced under the name of the Free School system was erroneous, and was convinced this system would not work, inasmuch as while all have to pay for its maintenance, few children except those of the poorer classes will attend the schools. (Disapprobation.) Mr. Dallas concluded, by reading the following resolution:—

“That the principle of what is called the Free School system, and presumed to be “the taxation of the property of all for the education of all,” is proved by the experience of the past year to be erroneous, inasmuch as, while all have had to pay for its maintenance, few children, except those of the poorer class, have attended the schools. That besides this practical falsification of the principle on which the Free School system is professed to be based, it is also attended with this injustice, that it presses heaviest on those who do not send their children to the Common Schools, and who consequently derive no advantage from them; while the class of persons availing itself of these schools is almost wholly exempted from its operation.”

Mr. Alderman THOMPSON, said, in rising to support the resolution now read, he wished it to be understood that he was not at all desirous of interfering with the fair working of the Free School system, but he came there at the request of a number of his constituents, who were dissatisfied that they were compelled to pay taxes, nominally for the education of their children, but not so in reality, as their children were virtually driven from the schools. They would be satisfied if the schools were what they were intended to be; but they found that in practice they did not produce any



benefit commensurate with the cost. They were also of opinion that the Trustees were taking an expensive mode of carrying out their duty, by erecting a number of small school-houses, when it might be necessary shortly to erect larger ones. He believed he was one of those who had suggested the purchase of sites and the erection of school-houses, instead of keeping the children in the hovels which they at present occupy. But he had said then, and he would say again, that if there were two common schools erected on a large scale in the city, one east and the other west of Yonge street, to accommodate a better class of scholars and masters, and mistresses, they would be better calculated to effect the object they all desired than the system proposed by the Trustees, which would render it impossible to give that higher class of education that all admitted to be necessary. His constituents, as he had said, objected to a tax for the proposed outlay now, when perhaps the whole School Law would be altered at the next meeting of the Legislature. Then wherever Protestants had a school, Roman Catholics would claim a right to a school also. This would undoubtedly be demanded, and thus an increase of taxation would be needed for the erection of mere Ward Schools, which he contended, and he would appeal to Dr. Workman himself for corroboration, were not adapted to give the children of the tradesmen of Toronto that education which they had an equal right with the poorer classes to expect. If his suggestions were adopted, they would be enabled to bring under the one roof several different masters, and establish such a gradation in the classes as would enable the Trustees to give the children an improved education. In confirmation of what he had advanced, Mr. Thompson quoted a passage from a report on the subject of education, to show that in London and Brantford, where the system of centralization had been pursued, it was attended with the best effects. He argued that if the Trustees would follow the example of Brantford and London, they would be able with a far less expenditure of money, to carry out the principle of Common School education more perfectly than by the proposed erection of uniform Ward Schools; that principle he believed to be the taxation of those who were able to afford it, for the benefit of those who were unable to pay: but conditional on the tax-payers also deriving a benefit from it. If they did not derive some benefit from the expenditure of their money, and if their children were virtually expelled from the school which they principally supported, that it was extremely hard on a large class of the population; for it must be apparent to all, that there were numbers of people who could afford to pay for the instruction of their own youth, yet could ill afford to give away their money and receive no value for it.

DR. WORKMAN said he stood at the bar of public opinion. The requisition calling this meeting had arraigned the Board of School Trustees of this city, and he in his own person as President of that Board was called upon to answer to this bill of indictment, prepared by Mr. George Bilton and his sixty-nine co-partners. He appeared there to give an account of his

stewardship, and to put it to the good sense of the community whether the Board had not justly and sagaciously discharged its duty. This bill of indictment charged the Board with a very weighty offence against the political economy of this city. The grievous offence of having contemplated to buy lots of land on which to erect schools, of having contemplated to erect certain school houses, and to go on to fill up the whole city with school houses, until it would be impossible to get a lot of land for any other purpose, because the Board have determined that every lot of land shall be appropriated to the erection of a school house. That certainly was a grievous offence. Mr. Dallas had read to them long reports from the Yankees, they may be good or bad, that does not matter. He has also told you that he is acquainted with all the systems of education not only in Canada and America but throughout the whole world. (Hear and laughter.)

Mr. DALLAS—Throughout Europe.

Dr. WORKMAN—Was it not a great pity that a large expenditure was incurred for the purpose of sending home his learned friend—(pointing to Dr. Ryerson)—for the purpose of gaining information in Scotland, England, Ireland, and Germany about the best systems of education, when Mr. Dallas was here, who could have so easily explained all the matter. But Mr. Dallas sits quietly, looking after his wooden ware until Dr. Ryerson comes back. But how is it that he and those associated with him now come forward in reference to this system of free education. What was the reply.—Their pockets were never touched before. Mr. Dallas has told you a good deal of the difficulty experienced in carrying out this Free School system, but this difficulty just amounts to 2½d. in the pound. We might have gone on to all eternity in the Free School system if we had not touched their pockets. In looking over the signatures attached to the requisition, he saw the names of many persons of liberal mind, and it is evident that they had consented to the requisition in order to have an expression of public opinion. That expression he hoped this meeting would give, and he knew well by their countenances what would be the verdict. Mr. Dallas had read from the Report of the Education Board of Massachusetts to show that after a trial of two centuries the system had been a complete failure. He would also quote from that Report. The Dr. here read an extract to show that after two centuries of successful efforts, the Board could safely pronounce that the plan on which their schools were based was a wise and sagacious system, and said that the audience would observe how carefully Mr. Dallas had picked out his extracts, and the extreme reluctance he manifested when he came to the very edge, to go one step further. The Dr. read another extract, to the effect that many persons, actuated by selfish principles, men of extensive influence, were endeavoring to persuade the more ignorant of the community, that the school money is lavishly expended for useless purposes, and in this way they raise against the system a formidable resistance, but the subject only needs a little explanation to prevent the public from the fatal error of acting blindly against the free education of their own

children. Now that was exactly the position in which Mr. Bilton and his associates would place us, and by following their advice, they might vote against a school tax, but they must increase the payment for the Lunatic Asylum. He thought it quite enough to shew that Mr. Dallas did not quote fairly from the Report, and that here they were prepared to be tried upon their own merits. He believed every member of the Board anxiously desired the promotion of the public interest, but as there is a certain place said to be paved with good intentions, they may have been wrong notwithstanding. The Board came to existence one year ago, and the first conviction which forced itself upon them was the necessity of a very careful examination of all the schools, so that if anything was defective in point of accommodation or any other way, it might be remedied. The Dr. here alluded to the defective state in which they found the several schools, and said they had sufficient evidence of the necessity of further accommodation; in one of the schools which usually contained 67 scholars, he found 35 prevented from attending by an epidemic disease. The school-houses were destructive to health,—some improvement was necessary—neither scholars nor teachers could endure to be cooped up in them. He knew five or six of the latter, among the best men of the city, who were actually dying from the injury done to them by the unhealthy places in which they laboured. The Board had full authority to erect new houses without consulting any one, but they wished to take the City Council along with them in the movement, and accordingly proposed a conference with a committee of that body. With the exception of those who were School Trustees, only one member of that Committee gave them any assistance in their views, and that member was Mr. Alderman Thompson. The Trustees proposed that only one School-house should be built in the first year, in order to make it less burdensome to the people. They thought that if they got up one large School-house well built, and installed in it 5 or 6 good Teachers, the people would be so pleased with the improvement, that they would cry out for the remainder to be erected immediately. Mr. Thompson, however, gave them a new light on the subject, he pointed out that the economy of the Trustees was bad, that it would be better to issue debentures and build the whole four required, and that the interest would not be greater than the rent of the shanties which they were at present occupying. The requisitionists stated, that the Trustees were about to erect a large school in each ward, but he could assure them that the Trustees had no such intention. In St. James' Ward, for instance, a Common School was not wanted, in the upper part at least, because the Model School was erected there, and he thought that Ward very fortunate in having such an institution within its bounds. In the lower part no suitable site could be found on which to erect one, and there would consequently be none in that ward. There was a district of the town rapidly increasing in population, as he could testify, lying between Nelson street on the west, and Parliament st. on the east, and to the north as far as the City limits,—and a School-house was very necessary in it. A suitable lot had been found at a very low price,

and he was happy to say, that the purchase of it had been completed that very day, because the Trustees were told they were to be all annihilated at that meeting, and so thought it well to do all the good they could before their dissolution. One would be erected there, another to the east, and another to the west of Yonge street,—and that was all that would be required. The Upper Canada College had been very liberal to them, in having given the use of a large building belonging to it in Adelaide street free of rent for one year, and at £20 per annum, for two years thereafter; and the City Council, had also been very liberal; they had expended £2,000, in providing accommodation for two butchers' boys, and as many calves, on the Garrison Common, (there was no indignation meeting about that, by the way,) the upper room of this building (St. Andrew's market) was rented for £20 a year, and there were two large and flourishing schools within its walls. It was absurd in these requisitionists to say, that they were in favour of education and yet opposed to good School-houses.—They must have proper buildings or they would never be able to raise the standard of Education. They said that the schools were not Common Schools. Who formed the majority attending them; why those called poor classes. He had inspected them and knew the parents, they were the respectable mechanics, the small traders, the honest labourers of the city, and was it for them that they would erect what they called pauper schools or ragged schools. No, but public schools to the support of which they contributed by means of taxation. He saw Mr. Dixon's name appended to the requisition. Now, this gentleman had several sons educated at Upper Canada College and at King's College, which were supported out of the general funds of the Province, why did not Mr. Dixon discover before, that it was wrong to tax all for educational purposes. He was told that every student in King's College cost the country £300 per annum, and it was not very far from the mark; surely, Mr. Dixon, and Mr. Tyner, another of the requisitionists, whose son had gone through that University with high honours, when they paid their school tax, were only paying back in a small proportion to the people what they had received in times past. Dr. Workman then proceeded to speak of the value which the education of the people gave to property, that houses or land would be valueless among an uncivilised people, and concluded by asking if they could confer any greater benefit on the rich man, than by using a small portion of his property for the advancement of knowledge.

Rev. Dr. RYENSON said, that the meeting had been called on the local question of taxation, but as all the speakers had discussed the principle of Free Schools, he had no hesitation in appearing as one of its advocates. The extracts which Mr. Dallas had read from the School Reports of Massachusetts had no more reference to cities and towns than they had to the moon. They referred to the county towns, a word which, in Massachusetts, answered to township with us. In the next place, the evils complained of were caused by the examination of teachers by local committees unfit for the duty. That was the very error which had been corrected in

our system. the power of examination and certificate has been placed in the hands of a County Board, which has made a complete reform. He well remembered the cause of his first impressions in favour of free schools. He went to visit one of the public schools of Boston, the High School, where boys were prepared for College, yet as free of expense to all classes as the lowest, and the Mayor of the city, who accompanied him, wishing to give a lesson in aristocracy, probably, pointed out two lads who occupied the same seat. He told him that one of these was the son of Abbott Lawrence the great manufacturer, and now American Minister in England, and the other was the son of the door keeper of the City Hall which they had just left. They were enjoying the same advantages, the son of the millionaire and the son of the door-keeper; *that was what he wished to see in Canada*, the sons of our poor have the same opportunity of educational advancement as those of the richest. Did it appear from this that the rich did not attend the Common Schools of Massachusetts as Mr. Dallas had told them. Why, the Governor of that State, in a speech which he made lately at Newburyport, said that if he had as many sons as old Priam, and was as rich as Astor, that he would send them all to the Free School.—There were rich and proud men in Massachusetts, undoubtedly, who would not send their children among the poor, and rich stingy men, who objected to be taxed for other people's children, but they were the exceptions to the rule. Doctor Ryerson then proceeded to quote from the school reports of Hallowell in Maine, and Lowell, Massachusetts, to prove the advantages of the free system in the improvement of the character of the schools. In the former place, they had three different grades, primary, grammar and high schools, and the practical operation of the system had removed every objection urged against them at their introduction. There was one fact that he wished to mention in connection with the Free Schools of Massachusetts. A body of European clergy belonging to the Catholic Church had gone to their bishop in Boston to request him to use his influence against the Free School system.—He returned for answer, that he knew the character of the schools, having been educated in them, and having owed to them his position in the Church and the world, and he would do nothing to impair their usefulness. If the Free School system was bad, would not the people of New England have found it out with the experience of 200 years; in that time they had discovered errors in the management, but the principle was more strongly and firmly established than when first introduced. It was an extraordinary fact, applicable to the more immediate business of the meeting, that though there were more institutions of education established by the public, in Toronto, than in all the rest of Upper Canada, yet that the city itself had never erected a single house for educational purposes. Toronto, had, in fact, been living on all Upper Canada. Upper Canada College and King's College had been established among them, and they had enjoyed all the benefits thus provided by the whole people, yet the people of Toronto now threatened to say, that it was not just to be made to pay for the education of others. They should have thought of that when their own children

were enjoying the advantages of free education. It was no reason that there should be no public schools because all could not or would not send their children to them, just as there was no reason that a great thoroughfare like King Street should be closed because there were bye-paths which some people found it convenient to take. A glance at the school systems of other countries besides New England might be advantageous to us. In Prussia every parent was compelled to send his children to the public schools between the ages of 6 and 14 years. In Switzerland, a democracy, all children are compelled to go to school, until the time that they are apprenticed to a trade, and there is a board to examine and judge of their qualification for the business they are to engage in. Dr. Ryerson concluded by urging the claims upon the wealthy for the support of free schools, as a means of improving their property, and sat down amid loud applause.

Rev. Dr. BURNA, before proceeding to the matters more immediately under discussion, desired to express his satisfaction at the improvements recently made in the school system, by the introduction of periodical examinations, by raising the salaries of the teachers, and by the extension of the number of Grammar Schools. He also paid a high compliment to Dr. Ryerson, for his efforts on behalf of education, and was rejoiced that so much progress had been made under his management. They had good cause to thank God for the advance, and take courage for the future. Dr. B. then proceeded to speak of the willingness of the American people to be taxed for Free Schools, mentioning Alleghany City, in Pennsylvania, as an example, a town not larger than Toronto, and not possessing so many advantages, but which contributed a much larger sum for the purposes of education. He then spoke of the advantage of avoiding anything like pauper schools, and that it was desirable even to avoid calling the schools common instead of public. He quoted from Mr. S. Buckingham in proof of the American interest in schools, and from the work of a foreign author, to show the benefit of education in improving the skill of artizans. He concluded by moving the following amendment:—

“That a sound and thorough elementary education is the birth-right of every citizen, and enlightened patriotism demands that it ought to be in the largest sense of the term ‘universal,’ therefore this meeting approves of the system of free public schools, subject to such wholesome regulations as the Trustees may see meet to adopt.”

Rev. Mr. JENNINGS wished to say a word as to the statement of Mr. Dallas, that Free Schools necessarily made bad teachers. All the teachers now in Toronto were of the first class, which they had never been before. A second point was, that the number of scholars did not increase under the new system. He could contradict that positively, from information received in his visits to the schools and to families. He desired to notice also that the new system had been a loss to the teachers instead of an advantage, as some supposed; yet so sincere were they in their desire for the public good, that they went earnestly for Free Schools. This was truly generous and patriotic. Mr. J. then spoke of the necessity of new school-houses, instead

of the hovels in which, during the heat of summer, it was hardly possible to breathe a minute, much less to live many hours a day. He only touched upon these points on which he would have wished to enlarge, but was unable from the lateness of the hour. He seconded the amendment of Dr. Burns.

Dr. RUSSELL said that he came forward to vindicate himself and some others who had signed the requisition. When the gentleman called upon him to sign that paper he told him that he would sign it for the purpose of having the subject discussed; but for his own part, he had both written and spoken in favour of Free Schools for several years; and as for the tax being too high, he had also told the gentleman who had called upon him, that although he was a bachelor, and, unless this leap year should do something for him, was likely to continue one, still he was willing that the tax should be doubled so that our Common School system should be improved. All that he desired was to have the subject freely discussed—and as it admitted of various opinions, and as he was sure there were as honest advocates on the one side as the other, the subject ought to be met on the ground of fair and legitimate argument alone. We should leave motives out of the question in such discussions altogether. Mr. Dallas had talked of us going back to the old system. The words “going back,” were not in his (Dr. Russell’s) creed. There was no going back in the laws of Nature. The whole universe was in a state of progress. Even what were called fixed stars, of which our sun was one, were found to be circling round immeasurable orbits, which took millions of years to accomplish. He was willing to conceive human institutions as a part of Nature, and as such there could be no going back. He did not believe in this crablike philosophy. It was admitted on all hands that ignorance engendered crime. The question was which system was the best to dispel ignorance. He considered the Free School system the only one worthy of being called a system. By it the knowledge resulting from the experience of all could be concentrated for the benefit of all. It was known that an aristocratic or federal party in Massachusetts had opposed the equal rights of the masses. These men had pertinaciously opposed the Free School system, and now they bring forward their own opposition, as an evidence against the system. But he (Dr. Russell) had only intended to set himself right in regard to signing the requisition.

HON. HENRY JOHN BOULTON declared himself in favour of public school education for all classes, and proceeded to speak generally of the advantages of instruction, against the resolution, and of the necessity for the establishment in Toronto of an industrial school.

Mr. DALLAS said he was astonished at the course of Mr. Boulton. He had understood that he (Mr. B.) had promised to propose the resolution. (Laughter.)

Mr. BOULTON explained that he had been asked to do so, but had not promised positively. On inquiring into the matter, he had discovered that the sentiments of the resolution could not be defended. (Cheers.)

Mr. A. RIDDELL was happy in having an opportunity to say a few words with respect to the proceedings of the Board of School Trustees during the past year. From the able and clear manner in which gentlemen who preceded him had addressed the meeting in favour of the cause of education, there was no necessity for his offering to the meeting any lengthy remarks. He should therefore detain them but for a few minutes. The gentlemen who are getting up this opposition were lately invited to Boston by the authorities of that city. All their expenses were defrayed and they were continually feasted while in Boston by its inhabitants. They returned to Toronto, and show their gratitude by belying the institutions of those who had treated them so kindly, and declaiming against their educational and domestic policy. (Hear hear.) He was happy in being able to say that he was born in a country, and lived under laws which recognized all men as equals.—His employer (Ald. Thompson)—and a kind employer he had been to him for nearly fifteen years—had seconded and spoken for the resolution which had been put from the chair. Now he (Mr. R.) was about to speak against it. He was formerly averse to free schools, and he sincerely thanked Mr. Thompson, who had converted him. If that gentleman had changed his opinions since that time, he (Mr. R.) had not. There had been a great cry raised against building school houses, but no one had told their cost. If a school site in each of the six Wards were purchased at £400—the price at which the Board had already purchased three—it would amount to £2,400. To erect school premises to accommodate more than double the present number of scholars, would cost £800 more, or £1,200 for each Ward; making in the whole £7,200. Now if the city property never increased in value, it would take a tax of only *one penny in the pound for eight years* to pay for them all, and they would be the property of the citizens for ever. (Cheers.) He would treat the matter in a business way, and would show that it was to the advantage of those who opposed free schools that that system should be perpetuated. Suppose the people could not read—that their minds were sealed and blind—how many newspapers would be sold in our streets? Would it not be better for the proprietors of the Press if all men were educated? (Cheers.) He (Mr. R.) had had some little experience in the world, and wherever he found health and comfort, the people were educated. Wherever on the other hand, he found depravity and drunkenness, there ignorance dwelt. Now, they would allow that it was but justice that all classes of the community should, if possible, be represented there that evening. The merchants, the doctors, the lawyers, and the clergy had been already represented; and he, a journeyman mechanic, trusted that it would not be considered presumption if he had risen to represent a class more important than any of them. (Cheers.) He had a great deal more that he might state, but there was not time: and he now begged to conclude, more particularly as he observed by their intelligent and smiling countenances that they were ready to pronounce in favor of free schools. It was a good time now to take the sense of the meeting, as the noisy enemies of education had left the



meeting—to wet their whistles, and left the sober and thinking men behind. (Laughter.)

Mr. LESSLIE desired time only to quote the language of the Massachusetts Board, in their Report for 1851, in favor of Free Schools—viz: “The people of the Commonwealth generally manifest an increasing regard for our inestimable system of Common School Education. It is becoming more and more apparent to the whole community, that our Public Free Schools are destined to exert a controlling influence upon all the great interests of society. The expression of public opinion in regard to the tendencies of popular education among us, is heard only in the language of eulogy. Our danger now lies, not so much, in any *opposition* that may drive against the system, as from a feeling of complacency in it—as *it is* only a small part of its capabilities that have yet been brought out. If it can be made evident to the common mind, that there are faults and defects which are necessarily connected with the *administration* of the system, or that a much higher degree of success is easily attainable, Strong hands will be ready for the work, and they will never be taken from it, till these faults shall be removed and that success obtained.”

Mr. Alderman THOMPSON said a few words, when there was a loud call for the vote, and the Mayor called upon the opposing party to separate, when nearly the whole meeting passed to the right for the amendment, and only about a dozen supporting the resolution on the left. The meeting then broke up, with enthusiastic cheers for Free Schools.

The School Elections, which occurred immediately subsequent to the public meeting, took their character from the Free School question, and, in every instance but one, the supporters of Free Schools were returned—the exception being in the Ward of St. David, where, on local considerations, Mr. W. Shepherd defeated Mr. A. A. Riddell. The Trustee Board for 1852 consisted of the following gentlemen, viz:—

Dr. Workman, Chairman; Messrs. James Lesslie, Wm. Hall, W. Gooderham, Richard Brewer, A. McGlashan, Wm. McMaster, D. Paterson, J. G. Beard, C. Fisher, D. Maitland, and Wm. Shepherd, Esqrs.

Having in view the effects produced on the public mind by the recent discussions in St. Lawrence Hall on the subject of Free Schools, the newly elected Chairman, Dr. Workman, on the occasion of his re-appointment (January 21, 1852), read an inaugural address to the members of

the Board, which, as explanatory of many circumstances of great importance to the school question at that time, will be perused with much interest at the present day, viz :

ADDRESS TO THE BOARD OF SCHOOL TRUSTEES.

GENTLEMEN,—I thank you most cordially for this renewed assurance of your esteem ; and for the third time in succession I accept from your hands the office of Chairman of your Board—an office which, in my estimation, is, in point of true honor and dignity, second to no other of a public character in our whole community ; for whether I regard it in view of its high authority in the advancement of the general weal, or with a single reference to the respectability and superior intelligence of the individuals to whose kind consideration I am indebted for the distinction, I feel equally gratified by the compliment which you have unanimously and courteously conferred upon me. Were I, gentlemen, to consult merely my own convenience or pecuniary interests, or even to defer to the requirements of my present bodily health, I should decline the acceptance of your high honor ; but there are times of emergency and urgent public necessity in which no man is at liberty to withhold his aid from the great work of human amelioration. Every member of this Board, I am satisfied, feels, in common with me, the imperative claims upon his sympathies and efforts which the educational interests of this city, and of the country at large, now urge in language not to be mistaken. I believe, gentlemen, that we have arrived at a momentous crisis in the history of general education in this Province—a crisis in which strong minds and firm hearts are called for, and must be put to the test. The education of the children of the operative, and the humbler classes of society—the diffusion of knowledge among the multitude—the awakening of the thinking powers of the now unlettered masses—are objects of high import, and are regarded in different lights by men of different opinions. Suffice it to say, that general education, the education given in the Common Schools, has its opponents ; some open and declared, and therefore not much to be dreaded ; but others covert and deep designing, and most destructive when most smilingly avowing their solicitude for the cause of popular knowledge. I feel well assured, however, that those whom I now address are men of a different mould, and have been sent here by their fellow-citizens for good and wise purposes. How gratifying must it be to me, on this occasion, to know that I am upheld in my efforts in the work of intellectual reformation by such as you, representing alike the wealth, the intelligence, the moral worth, the industry, and the religious excellence of our population !

I would now submit to you in order the various matters of business which appear to me to call for immediate action.

FREE SCHOOLS.

The recent unequivocal expression of public opinion given by your constituents, as well in public town meetings as more recently at the hustings,

has placed you, gentlemen, in approaching this very important question, in a far more advantageous position than that held by your predecessors. The establishment of our Common Schools on the free system was an experiment, made by the late Board under serious apprehensions; and, considering the very imperfect educational machinery at command, it might be termed even a hazardous experiment. The die, however, was cast, and fortune has smiled on the enterprise. The voice of the people has pronounced the verdict, not of mere acquittal, but of strong approval. But let me admonish you not to be too much buoyed up by this manifestation of public feeling. The best friends of education, as the best friends of other great works, are not the most ardent amongst its adherents and admirers. It is in your power to lay, in this community, the foundations of general education, on a broad and deep basis; but it is also in your power to destroy general education totally, at the very outset. If you would lay a deep foundation, proceed cautiously. Do not, as you value the happiness and intelligence of posterity, make general education burthensome in its infancy. Do not ask men to sacrifice too largely in behalf of a distant, and as yet unappreciated, benefit. In providing your ways and means, forget not that those who are chiefly to contribute them are to be indirectly and perhaps not immediately compensated, and that some of them have not yet learned to see any sort of personal advantage resulting to them from increased popular intelligence; nay, that not a few may be so blind as to hold the very contrary opinion.

#### SCHOOL HOUSES.

A very short experience in your office of Trusteeship will convince you that a better class of school-houses than we at present occupy must be provided. Three good sites stand ready for your operations, and I trust before any of us appear again before our constituents, we shall have something substantial to point to, to prove that we have not been here for nothing. It is in your power to provide the pecuniary means for this work, without any or with but a trivial addition to the past year's School Assessment. Whatever you do, I would recommend that you do it quickly. The sooner good works of this character are seen, to testify for themselves and for you, the better.

#### SEPARATE ROMAN CATHOLIC SCHOOLS.

This, gentlemen, is an item of business to come before you, calling for calm consideration, and, as I believe, moderate and liberal action. Whatever may be our individual views and wishes on this deeply interesting question, since the law of the land has definitely prescribed our duty, it behoves us to carry out the requirements of the law. In consequence of the neutral position held by me as chairman, I have never had an opportunity of declaring at this Board my views on the general question of separate denominational schools. I have no hesitation, however, in stating that, though I am and always have been convinced that, under the present School Act, the Roman Catholics have a legal right to separate schools, and that I

would, in obedience to the law, accord to them this right, I yet regard the institution of such schools as ultimately detrimental to the best interests of the Roman Catholics; and on these grounds chiefly am I opposed to them. It has been my opinion that, between my Roman Catholic fellow-countrymen and the people of other countries and other creeds, there was already too much separation. I would rather lessen than increase this separation. I fear that a day will come—and may not now be very distant—in which those who now are most in advocacy of this system, or most clamorous in demand of it, will feel the evil results of its operation, but too late for retrogression. Were the Roman Catholic population of Western Canada the most opulent and intelligent portion of our community;—did they constitute the bulk of even our middle and operative classes, or merchants, traders and mechanics—then, I might see how it could happen that they should not suffer materially from the Separate School System; but as matters really are, I cannot contemplate without alarm the position which in a few years hence will be occupied by the rising young men who, from the forms of Separate Roman Catholic Schools—separate *Irish* Schools—will step forward in quest of preferment, as apprentices to trades, as clerks and accountants, or shopmen, and in other business capacities. It requires (at least on my part, for I know something of the bearing of national and other prejudices in Canada,) no great stretch of imaginative power to forecast the working and the depressing tendency of this system of separation. It will end in a social segregation; and if this be the end really desired by its advocates, then are they right in their persistent course of demanding its full development. But, gentlemen, it is for us to administer the law as we find it. I trust we shall be able to do so in perfect good temper, notwithstanding the abuse that has been so wantonly thrown upon us from certain quarters. I am happy to be able to state that, in conjunction with our Secretary, I this day effected an amicable settlement of the claims of our Roman Catholic brethren for the past year with Dr. Hayes their accredited agent; and I have great pleasure in also stating, that Dr. Hayes, expressed himself as well satisfied with the terms. Had this gentleman represented the Roman Catholics at an earlier period, there would not have arisen those difficulties which the Board has had to encounter in the past year, in its relation with that body. It is highly desirable that early action should be taken for the adjustment of the Roman Catholic Separate School claims in this year; I therefore trust you will take up the question among the very first which will engage you.

#### APPOINTMENT OF A VISITORIAL TEACHER.

The appointment of a Visitorial Teacher, whose office it will be to attend by rotation throughout the whole day, the various schools under the Board, and to take a regular part in the process of teaching, with a view to the introduction of a good and uniform system, but more especially to superintend the writing classes, has been reserved for you; and numerous applications, accompanied by testimonials, will be laid before you by the

Clerk. The Visitorial Teacher will, as he very appropriately and advantageously may, perform in addition to his tuitional duties, those of Local Superintendent.

GENERAL MORALITY OF TEACHERS.

The standard of moral character among our teachers should engage the most serious attention of every member of this Board. Should any complaints against the intemperance, the violence, or the general reputation of a teacher reach the ears of a Trustee, it must certainly be the part of discretion and duty to make early enquiry, and to see that errors are corrected in the bud. I do not desire to be understood as having any special reference in this observation; but should such present itself to any of you, there can be no evil result from my remarks.

SCHOOL VISITATIONS.

I doubt, gentlemen, whether any department of your duties, even that which you perform at this Board, may, in point of true usefulness, rank higher than your school visitations. Would I might say that your predecessors had left you a good example! You will never have realized the true purport and force of your mission, until you have entered fully on your school visitation labours. None more earnestly desire to see you than the teachers—or perhaps I should say the scholars—certainly I have found both well pleased; and always best pleased where best prepared to encounter my visit. I trust you will not deny yourselves this great pleasure; and might I, gentlemen, ask of you, as I am aware you represent various religious denominations in this city, that you will endeavour to interest our clergy more warmly in the cause of common school education. I regret to have to state it, but I must tell the truth even of the clergy, these reverend gentlemen have been sadly negligent—very few clerical visits have been made to our schools in the past year. Education unconnected with, and uncontrolled by religion, is a very unstable sort of national morality. If our common schools are discountenanced, or neglected by the men who are appointed to teach the sacred truths of religion, what hope can there be for the safety of the multitude?

The School Law invests every minister of religion with the visitorial privilege; and no doubt the Legislature anticipated beneficial results from this provision. It is much to be wished that the teachers of religion should fraternize more closely, and more cordially, with the teachers of secular knowledge. I do not say that our common schools should become the arenas of religious controversy, or that the clerical visitor should there occupy himself in expounding the peculiar or distinguishing doctrines of his own denomination. He may find other and more befitting topics on which to engage his young auditory; and now that the Roman Catholic body have taken their children into separate schools, a very material source of apprehension has been removed, as to the tendency of clerical interference.

Gentlemen, I trust we shall in this, and in every other matter connecte

with our important duties, be sustained by an intelligent community; and that we may be so sustained, let us proceed in all our acts with circumspection and Christian moderation.

The new Board of Trustees having come to the conclusion that it was advisable to engage the services of a gentleman who, in addition to the duty of superintending the general economy of the schools, should also act as a Visitorial Teacher, devoting the whole of his time to these conjoint duties, Mr. J. B. Boyle, previously a Head Master in the City Schools, was appointed to that office in 1852—which, having been continued during 1852 and 1853, was considered to be inconvenient, and the duties of Superintendent and Secretary were again united in Mr. Barber.

The year 1852 opened with preparations for building school houses. Designs had been sent in by several architects, and the Board decided to erect one according to the design of Mr. Sheard, on George street—and the other two, both of the same size and plan, according to the design of Mr. W. Thomas.

The contract for the George street School was taken by Mr. James Price, for brickwork, and Mr. R. Bell, for carpenter work; that for the Louisa Street and the Park Schools, was taken by Mr. P. Daly for the whole work, although Mr. John Brown executed the brick work. The buildings were commenced on or about July, 1852,—they were finished early in May, 1853. The school furniture, manufactured by Jacques and Hay, was all ready about the middle of March; and the three schools were formally opened for the work of education after the Easter holidays, April, 1853.

In all these premises there are distinct and separate male and female departments, each with its own play ground and entrance gate; and each department has its three divisions, namely, the first or gallery division for juveniles, the second for those more advanced, and the

third for the higher classes—each division having its own proper teacher.

As there was no census taken in 1852, the City population can be only approximated at 35,000; there were 16 Teachers; the school attendance was 1,346; and the whole cost of the schools was £2,558, in round numbers.

It would have been injudicious for the Board to have called upon the rate-payers to contribute in one year the whole amount that was required to build and furnish these school premises; and, accordingly, the Board applied to the Corporation to issue School Debentures at twenty years' date, redeemable one-twentieth every year, to meet this expense. Debentures to the amount of £3,500 were issued for this purpose, and sold at the customary discount. The Building Committee were Messrs. J. G. Beard, and D. Paterson, Esq.; and for the better information of the public, the report of their proceedings, submitted to and approved by the Board, at a later period, viz, 1853, when the buildings were finished, is worth reproducing here, viz. :—

At a meeting of the Board, held on Wednesday, Dec. 14, 1853, the following proceedings, *inter alia*, took place :—

*Resolved*,—“That the thanks of this Board are justly due to J. G. Beard, Esq., and D. Paterson, Esq., for the fidelity and care with which they have discharged the duties devolving upon them, while acting in the capacity of a Building Committee for the three new School Houses recently erected.”

STATEMENT OF THE RECEIPTS AND EXPENDITURE OF THE BUILDING FUND—  
MADE OUT IN ACCORDANCE WITH A RESOLUTION OF THE BOARD OF SCHOOL  
TRUSTEES, NOVEMBER 30TH, 1853—AS FOLLOWS :—  
DEBENTURE ACCOUNT.

1852.	DR.	£	s.	d.
Oct. 3—To City of Toronto for £3,500 School House Debentures		3500	0	0
To interest accruing on Debentures		17	9	10
To interest on Bills receivable, viz. : Rev. A. Green's notes		3	7	2
		<hr/>		
		£3520	17	0

Cr.

Oct. 14, 1852—By Mr. Short—Proceeds and interest (£1050 Debentures).....	£897 15 9
“ By Rev. Dr. Green, ditto ditto, (£525 Deben- tures).....	481 19 6
16 By Messrs. Crawford & Hagarty, ditto ditto, (£1,925 Debentures).....	1799 17 6
By discount on said Debentures.....	341 5 0
	<hr/>
	£3520 17 0

## THE BUILDING COMMITTEE IN ACCOUNT WITH THE BOARD OF TRUSTEES.

Dr.

1852—Oct. —To Debenture account for proceeds and inter- est, £3500 School House Debentures...	£3179 12 0
1853—Oct. 19—To amount voted by the Board.....	300 8 0
	<hr/>
	£3480 0 0

Cr.

1852-53—By Jas. Price's contract.....	£450 0 0
“ R. Bell's do. and extras.....	334 5 0
“ John Carr's do. ....	47 10 0
“ P. Daly's do. and extras .....	1809 9 8
“ W. Thomas.....	91 0 0
“ J. Sheard.....	41 10 0
“ Jacques & Hay, (cont.).....	498 5 6
“ Downey & Co., account.....	98 15 9
“ Interest account.....	20 9 2
“ Sundries account.....	86 7 8
“ Balance, cash in Bank.....	2 7 3
	<hr/>
	£3480 0 0

(E. &amp; O. excepted.)

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

December 10th, 1853.

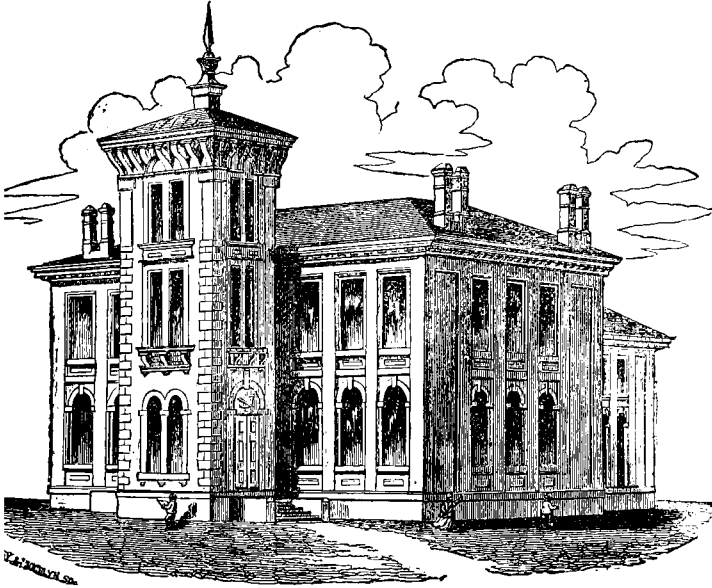
*Audited and found correct,*J. W. BRENT, *Acct.*

In the course of 1853, a further movement was agitated. The advantage of Central Buildings was so strongly felt, and the desire of each Ward to have a School House erected within its own limits was so natural, that the Board again took up the question of increased School commodation. It was decided that further progress



should be made in this direction ; and accordingly the following new purchases were made, viz., For the Ward of St. Patrick, a plot of ground, near the Market and South of St. George's Church, was bought for £425 ; but as it was afterwards ascertained that a Parochial School would, at no distant period, be erected immediately adjoining, and that collisions between the pupils of the two schools would be pretty certain, another and in every respect a more suitable site was obtained on Phœbe Street, near Spadina Avenue, at a cost of £584. For the united wards of St. Andrew and St. George, a site, situated at the corner of John and Mercer Streets, was obtained at a cost of £825. And for the Ward of St. James, a site was obtained on Victoria Street, near Gould Street, at a cost of £640. The Board of Trustees having had reason to be well satisfied with the design and substantial character of the George Street School, instructed Mr. Sheard (Architect), to prepare plans, &c., for the new School Houses to be forthwith erected, all three of one uniform design and arrangement, and of superior architectural character to those already constructed. The plans, &c., having been approved of, tenders for the buildings were advertised for ; and the contract for the mason and brick work was taken by Mr. Thomas Snarr ; for the carpenter and joiner's work by Messrs. Downey & Co. ; and for painting and glazing by Messrs. Booth & Son. The works were commenced early in 1854, and the John Street buildings and those on Victoria Street were completed on or about the end of the year, and were opened for pupils shortly after the Christmas holidays, say in January, 1855 ; but that on Phœbe Street, owing to some accidental delay, was not ready until about May or June. The following wood cut illustrates these three new schools ; and it may be noted here that the buildings were fitted up each with two furnaces and warm air apparatus ; that Jacques & Hay supplied the school furniture ; and that in order to

secure proper care of the premises, comfortable accommodation was made in the basement story for the teacher's residence, so that he might be always on the spot.



VIEW OF ONE OF THE PUBLIC SCHOOLS IN THE CITY OF TORONTO.

The Building Committee were the same as for the other schools, viz., Messrs. J. G. Beard and D. Paterson, Esqrs., and the same mode of providing the ways and means were resorted to for these as for those, namely, the issue of debentures payable at twenty years' date ; and as a matter of record for future reference, it has been thought advisable to republish the statement of the Building Committee, which shows what amount the Schools cost, and how the money was provided, viz. :—

REPORT OF THE BUILDING COMMITTEE, WITH  
THE BUILDING FUND ACCOUNTS FOR 1855.

The Standing Committee on Sites and Buildings beg to report as follows, viz. :—

1st. The Building Fund having been placed, by resolution of the Board, in charge of Messrs. J. G. Beard, (its Chairman,) and D. Paterson, those gentlemen opened an account in their joint names with the Bank of Upper Canada. The amount of £9,000 City Debentures, issued for School purposes, was received by them, and lodged at the Bank for safe keeping until disposed of. A further issue of £1,500 City Debentures to complete the three New Buildings, and to make sundry alterations in, and additions to, the three other Schools first built, was also received by them.

2nd. As the £9,000 Debentures were from time to time sold, the proceeds were, in all cases, deposited to the credit of Messrs. Beard and Paterson with the Bank of Upper Canada; the proceeds of the additional £1,500 Debentures when sold were also deposited in the same manner; and all payments to Contractors and others, were made by Cheque, jointly signed by Messrs. Beard and Paterson, and countersigned by the Secretary of the Board, who acted as Secretary to the Building Committee.

3rd. The whole nett proceeds of the £9,000 Debentures amounted to £7,943, and of the £1,500 Debentures to £1,184, making altogether £9,127 cash—and every possible effort was made to dispose of the Debentures to the best advantage. In addition to the proceeds, the sum of £291 9s. 2d. was received for interest accruing on the Debentures until sold, showing the total amount of money received to have been £9,418 9s. 2d. Out of this, payments have been made to the amount of £9,124 2s. 0d., as per receipts filed, leaving a balance to credit with the Bank of £294 7s. 2d. as per Bank Book.

4th. In consequence of the difficulty experienced in selling the Debentures on fair terms fast enough to meet the certified claims of the Contractors, funds had to be raised by means of Promissory Notes discounted, Messrs. Beard and Paterson giving their names as individuals for this purpose to the extent

of £8,750, and it is no more than right that the Committee should avail of this opportunity to publicly acknowledge the liberality and kindness shown by the Bank of Upper Canada in thus assisting the Committee to get through their difficulties. The amount paid for interest to the Bank, and to other parties who, instead of cash, received the Notes of Messrs. Beard and Paterson to the further extent of £1,304 5s. 3d., was £137 14s. 3d. but as the interest realized on Debentures unsold during this period was £291 9s. 2d., the operation entailed no loss to the Building Fund.

5th. Your Committee report herewith a statement of Receipts and Expenditure of the Funds realized from Debentures, which, as well for their own sake as for the satisfaction of the Board, and of the Public, has been audited by Mr. Brent; and they further submit all the vouchers for the amounts paid, together with the Bank Books, &c.

6th. The three new Schools having been constructed and fitted up on a uniform plan, the cost of each of them is so nearly alike as hardly to call for separate mention; so that the average cost of each Building and its furniture may be therefore stated in round numbers at £3,000; and they are insured for £2400 each building and furniture, or £7350 altogether.

All which is respectfully submitted, on behalf of the Building Committee.

(Signed,) D. PATERSON,  
*Chairman.*

TORONTO, 2nd January, 1856.

STATEMENT OF RECEIPTS AND EXPENDITURE of the Building Committee,  
BOARD OF SCHOOL TRUSTEES, for and on account of the Three New  
School Buildings, &c., 1854 and 1855.

DR.	RECEIPTS.	
To nett proceeds of £9,000 City Debentures, (issued June 1st, 1854, for New School Buildings,) as per account with Bank of Upper Canada,.....		£7948 0 0
“ proceeds of £1,500 City Debentures, further issued November 1st, 1855, to complete said Buildings, and make certain additions, &c., to those first erected,) as per account with the Bank of Upper Canada,.....		1184 0 0

	<i>Receipts brought forward</i> .....	£9127	0	0
To nett Interest received as having, accrued on the £9,000	Debentures until sold, as per account with the			
	Bank of Upper Canada,.....	291	9	2
	Total amount Received.....	£9418	9	2

CR.	EXPENDITURE.			
By paid Mr. Thomas Snarr, Contract and Extras, Mason and Bricklayers' Work, New Schools, per Architect's cer- tificates, .....	£3286	9	9	
Less Insurance paid on his account..	15	0	0	
				3271 9 9
“ Messrs. Downey, & Co., Contract and Extras, Car- penter and Joiner's Work, New Schools, as per Architect's certificates,.....	3505	1	3	
“ Messrs. Booth & Son, Contracts and Extras, Paint- ing and Glazing, New Schools, as per Architect's certificates, .....	346	0	0	
“ Mr. Sheard, Commission as Architect of said Build- ings—5 per cent. on £7136 12s. 3d.,.....	356	16	6	
“ Messrs. Rossin, Brothers, Earth filling John Street, New School, Play Ground,.....	32	10	0	
“ Messrs. Jacques & Hay, Contract and Extras, School Furniture, &c., New Buildings,.....	804	5	3	
By paid Messrs. Cheney & Co., for two Warm Air Furnaces, and fitting up, per Contract, Victoria Street School,.....	125	0	0	
“ Messrs. Pipers, Bros., for 2 Furnaces, and fitting up, per Contract, John Street School,.....	125	0	0	
“ T. D. Harris, for 2 Furnaces, and fitting up, per Contract, Phœbe Street School, .....	125	0	0	
“ Discounts, Bank Upper Canada, on Bills payable,.....	£95	17	8	
Interest B. U. C., overdue Bills,....	18	2	11	
Interest (£12 13s. 10d.) to Jacques & Hay, and (£11 9s. 10d.) to Dow- ney & Co., on Bills payable,....	23	13	8	
				137 14 3
“ Insurance on New Schools, while building. ....	11	5	0	
“ Brokerage [F. A. Whitney & Co.,] on Debentures sold,.....	10	0	0	
“ Downey & Co., on account of Planking, &c., yards of the 3 New School Buildings,.....	90	0	0	

<i>Expenditure brought forward</i> .....		£8940	2	0
By Paid Humphreys & Co., on account of Wells and Pumps to the 3 New Schools,.....		34	0	0
“ Downey & Co., on account of alterations and additions ordered to be made, 3 School Buildings first erected,.....		150	0	0
Total amount expended,.....		£9124	2	0
By balance in hand, B. U. C., as per Bank Book, this day, 31st December, 1855,.....		294	7	2
As above,.....		£9418	9	2
G. A. BARBER,				
<i>Secretary.</i>				
(Signed),				
J. G. BEARD, D. PATERSON.				

Toronto, 31st December, 1855.

And the Board for 1855, at its last meeting, for the year ending 7th Jan., 1856, recorded its sense of the services of the Building Committee, by passing the following resolution unanimously, viz. :

“ Resolved—That the Board of School Trustees of the City of Toronto, for the year 1855, cannot separate without expressing, on behalf of themselves and their fellow-citizens generally, their deepest gratitude to Joshua G. Beard, Esq., the Chairman of the Board, and David Paterson, Esq., the Chairman of the Building Committee, for their unequalled liberality and public spirit, in permitting their names to be used for the accommodation of this Board, with the Bank of Upper Canada, and other Banks, by which means the large sum of between eight and nine thousand pounds was discounted for the Board, and the erection of the three new school houses brought to completion—and also for the efforts made by Messrs. Beard and Paterson to dispose of the Debentures (£9000,) placed by the City Corporation to the credit of the Board for building purposes : and further, for the very handsome manner in which they have, for many years past, and on all occasions, assisted this Board to fulfil its various engagements, and meet its liabilities.”

In order to dispose of the whole question of school property, it may be convenient to state here, although it is not in the strict order of time, that in the Fall of 1856, a site, at the cost of £350, was acquired on the Givens' Estate, near the Asylum, so as to meet the requirements of the inhabitants of the extreme western portion of the City, for whose benefit an auxiliary school was established early in 1856, and which has continued to be a successful experiment—and that a site was purchased in June, 1857, at the cost of £800, at the corner of Palace and Cherry streets, in the Ward of St. Lawrence; so that this Ward, which, while it has contributed among the largest to the school assessment, has not as yet had a school-house of its own, the only school in the Ward being carried on in the school building, the gift of Enoch Turner, Esq., to Trinity Church, might enjoy the same advantages as other Wards, and have suitable school premises within its own limits.

The value of the real estate owned in trust by the Board, has been of course greatly enhanced by the recent advance in the value of property, and the following return exhibits its fair value, estimated in March, 1858, viz:

*Ward of St. George.*

John street School—Site, Building, Out-	£	s.	d.
Premises, Furniture, &c. ....	4000	0	0

*Ward of St. Lawrence.*

School site recently purchased, .....	800	0	0
---------------------------------------	-----	---	---

*Ward of St. James.*

Victoria street School—Site, Building,			
Out-Premises, Furniture, &c.,.....	4000	0	0

*Ward of St. John.*

Louisa street School—Site, Building, Out-			
Premises, Furniture, &c.....	2250	0	0

*Ward of St. Patrick.*

Phcebe street School—Site, Building, Out-Premises, Furniture, &c.....	£4000 0 0		
School site for Western School	350 0 0		
		—————	£4350 0 0

*Ward of St. David.*

George street School—Site, Building, Out-Premises, Furniture, &c.....	£2250 0 0		
The Park School—Site, Building, Out-Premises, Furniture, &c.....	2000 0 0		
		—————	4250 0 0
Total .....	£19650 0 0		

Or in round numbers £20,000, equal to eighty thousand (80,000) dollars. In addition to this property, actually applied to school purposes, the Board has an interest in a property conveyed under the will of the late John Small, Esq., at the corner of Duke and Berkeley streets, and the vacant lot near St. Patrick's Market. The former has been disposed of to the Corporation for £600, not yet paid, and the latter is valued as worth, at least, the same amount. There is also an acre of land attached to the Park School, the property of the Board, but occupied by Mrs. Hannah, rent free, on a life-lease, in consideration of having barred her dower. The proceeds of the former two properties have been specially set apart towards new school buildings on the sites in the western part of the City, and in St. Lawrence Ward. The acre in the Park will be available at Mrs. Hannah's decease; and there is about one-third of an acre on the East side of the premises where the buildings stand, that is not actually required for school purposes. And it will be satisfactory for the



public to be informed, that all the premises are well insured, as follows, viz. :

The Park School Premises and Furniture..	£1750
George street School do do.....	1750
Louisa street School do do.....	1750
And the John street, Victoria street, and Phœbe street, School premises and fur- niture, in one policy for .....	7350
<hr/>	
Altogether, \$50,400,.....	£12,600

When the three new school houses first erected in 1852, '53, came into operation, the teachers and pupils of three or four sections were drafted into the nearest new school, and thus enabled the principle of centralization and classification to come at once into practical effect. And when the other three new school houses were ready for occupation in 1855-'56, the same mode of proceeding was adopted to organize their commencement. From 1853 to 1856, therefore, the school section period gradually expired; and the period of centralization, of distinct male and female departments, and of separate divisions in each graduated according to proficiency, from the child about to commence its A. B. C. to the grown up lad and girl, completing their education, was completed in 1856, and has since then so continued. The only mixed schools, namely, where girls and young boys are taught together by the same person, are the Western School and Trinity School; but as the Board are committed to build new school houses in these localities, this state of things will soon be remedied, and the same improved principles applied to these, as now prevails in the other city schools.

With regard to this question of building one or more schools in the localities referred to, the following extract from the Report of the Standing Committee on School Sites and Buildings submitted to, and approved by the

Board, 1st Dec. 1858, will afford all the information required, viz. :

“ Your Committee have had under their consideration, the requirements of the Ward of St. Lawrence, and the western portion of the city, for that school accommodation they have a just claim to, and which has long since been affirmed as necessary—and they have also anxiously considered the pressing necessity which exists for increased school accommodation in the northern part of the city, so as to relieve Louisa street School (Ward of St. John,) of the numbers which at present overcrowd its juvenile or gallery division in both departments, and thus render elementary instruction, almost impossible by one teacher—and the Committee have agreed to recommend that *three* new school houses, and not *two* as was originally proposed, should be commenced as early in the season of 1859 as possible, at a total cost, including fences, furniture, &c. not exceeding \$3000 each, for which amount the Committee are of opinion, a building and appliances quite suitable enough, for some time to come, ought to be, and could be, provided.”

“ The Committee, while making this recommendation, are not unmindful of the grave fact, that the existing school accommodation is already more than the proportionate attendance. The schools already built afford the means of education for not less than 3000 children, while the average daily attendance for 1858, will show little, if any, more than 2000 pupils. This unsatisfactory comparison must however be laid at the door of those parents who either neglect or refuse to avail of the educational opportunities so liberally provided in their respective localities; but this cannot be taken as an objection against providing increased school accommodation in those localities where results have shown that even the imperfect provision now existing has been appreciated and largely profited by. And the Committee, therefore, consider

themselves justified in recommending new school houses to be erected where abundant proof has been given that the same will be valued, and availed of accordingly."

It would be inconvenient, and in fact would occupy too much space, to include, at any length, the School Statistics of past years; and it is therefore considered to be enough for the present purpose to publish, in the Appendix, the Tabular Statement No. 1, which affords a general view of School Statistics from 1844 to 1857, and No. 2, which exhibits a general Abstract of School Statistics for 1857.

---

#### THE INTERNAL ECONOMY OF THE SCHOOLS, AND THEIR MODE OF INSTRUCTION—THEIR DISCIPLINE—AND THE TEXT-BOOKS EM- PLOYED.

As nearly all the children who attend the City Schools come from the industrial classes, the system of instruction pursued in the schools has been based upon practical considerations of utility, so as to impart to the pupils such a sound and useful English education as shall fit him or her to enter upon the daily pursuits of industrial or domestic life; and to accomplish these objects the following arrangements regulate the internal economy, and the mode of instruction, adopted and practised in the City Schools.

As it was necessary to have some one study recognized as the standard whereby classification and promotion should be arranged, it was considered that *reading* offered the most reliable and uniform guide in this particular. The *classes*, therefore, when designated as first, third, or fifth, for example, mean that the pupils of such classes make use of the first, third, or fifth National Reader.

In the six large schools there are separate male and

female departments. Each department, where the number of pupils warrants it, has three divisions, but otherwise only two divisions, each with its own responsible teacher. In the two smaller or auxiliary schools, namely, the Trinity School, and the Western School, the attendance includes both boys and girls, under the charge of one teacher.

Each department of the six large schools being subdivided as above stated, it should be understood that the *first* or junior division, generally known as the gallery class, comprises those very young children who, commencing with the alphabet, are carried forward until they can spell and read in the First Book; they are also taught the first elements of geography and of arithmetic, as far as the simple rules of addition and subtraction, together with the multiplication table; and the teacher further instructs them in attempts to write on the slate. The mode of instruction in the gallery classes is chiefly simultaneous, and by *viva voce* teaching. Tablet lessons are used for spelling and reading; large maps supply the means of teaching geography; and the black board, together with the abacus or calculator, assist to teach arithmetic.

At certain periods, generally Easter and Midsummer, the pupils are drafted, if found sufficiently advanced, from the gallery class into the second or intermediate division, where they commence to read in the Second Book, and so on through the sequel into the Third Book; they begin to learn to write with pen and ink, and are familiarized with easy dictation. Arithmetic on the slate as far as the compound rules, becomes a daily study; the elements of English Grammar and easy parsing lessons now come into practice. Geography, as far as the names of countries, cities, mountains, lakes, rivers, &c., is taught from maps. The elements of history are now commenced; object lessons are used by the teacher to give the pupil some knowledge of natural history; and in the girls' department instruction is also given in needle-work.

After a specified period, and promotion depending of course upon proficiency, the pupil is now advanced to the third or highest division, which is under the immediate personal charge of the head master in the boys', and of the head mistress in the girls' department—but although the departments are distinct the one from the other, yet the studies pursued are in all material respects so much alike, that what is stated of one may be taken as applying to both. In this, viz.: the third or senior division, the pupil reads, and is taught to understand, the Fourth and Fifth Books; and in the highest class, Sullivan's Literary Class Book is used. Spelling orally, and frequent dictation both in prose and verse are resorted to, and the meaning of words is studied and their roots explained and traced. Arithmetic, including the compound rules to reduction, proportion, vulgar and decimal fractions and the extraction of roots, occupies close attention. The study of the English language is now extended into Syntax; parsing of simple sentences, and, in the higher classes, analytical parsing, are carefully studied. Writing from copy-lines having now reached its mechanical extent, the pupil's pen is practised in transcribing from books such subjects in prose and verse as are calculated to store the memory with some useful fact, or impart to the mind some moral lesson. Geography, though still taught to some extent from maps, now requires a text book and an atlas to assist the scholar's progress; and in addition to a thorough knowledge of the general features of the earth's surface, the pupil is instructed with regard to the physical geography, the productions, climate, form of government, manners and customs of the principal countries of the civilized world. Elementary history, which was commenced in the second division, is carried steadily onward from the general history of the world to that of Europe, while especial attention is given to the History of England, as our mother country, and to that of Canada

as our adopted home. Pencil drawing is taught to all the scholars sufficiently advanced to undertake the study; and, where the tastes or the aptitude of the teacher points in that direction, vocal music is taught to all the pupils, and in some of the schools considerable proficiency is attained in this agreeable branch of popular education. In the boys' schools, book-keeping and practical mensuration are studied; and mathematics are taught to the higher classes as far as Equations, and the first two, or perhaps, three books of Euclid; while in the girls' school the higher branches of needle work, such as crochet, worsted work, and embroidery, take the place of mathematics; and at the Midsummer and Christmas Holidays, numerous interesting specimens of penmanship, maps (plain and coloured), pencil (and sometimes water-colour) drawings, and of plain and ornamental needle-work, are exhibited for the inspection of visitors.

According to the "General Regulations for Common Schools," as prescribed by the Council of Public Instruction, every alternate Saturday is declared to be a holiday, and for some time this regulation was carried out in the City Schools; but it was not found to work well—the Saturday *going to School* was too often forgotten by the pupils—the alternate attendance soon became almost nominal—and, in consequence, the Schools are now not open at all on Saturdays. As regards other holidays, it has been customary to give a week at Easter—a month in summer, usually in August—and a fortnight at Christmas.

The following "Time Table" exhibits at one view the daily and hourly occupations of the pupils of the third or senior division of each department. Each division has of course its own time table, but as the studies in the gallery class are altogether elementary, and those in the second division are in all material particulars analogous in character, if not in extent, to those of the third, it is thought unnecessary to publish the detailed studies of the first and second divisions, inasmuch as the arrangements set forth in the time table of the third or senior division, will, it is assumed, sufficiently explain the general character of the course of study pursued in the City Schools:

**PUBLIC SCHOOLS, City of Toronto.—Time Table, Male Department, Third Division.—Hours of Study,  
from Nine, A.M., to Noon ; and from One to Four, P.M.—Occupation of Time.**

FROM	TO	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.00	10.00	Reading, Scriptures with Sacred Geography.	Reading.—Derivations, 5th Book; Dictation, 4th Book.	Reading.—Dictation, 5th Book; Science, (Natural,) 4th Book.	Reading. — History, 5th Book; Political Economy, 4th Book.	Repetition and Elocution.
10.00	10.50	Writing.—Small Hand.	Writing.—Large Hand.	Drawing.	Writing and Book-Keeping.	Writing of Figures; Revision of Euclid.
10.50	11.00	FORENOON RECESS.				
11.00	12.00	Arithmetic.—Examine Simple Rules.	Arithmetic. — Compound Rules.	Arithmetic.—Proportion.	Arithmetic.—Fractions, &c.	Arithmetic.—Repetition.
12.00	1.00	NOON INTERMISSION.				
1.00	2.00	Grammar.—Letter-writing (Composition.)	Analysis of Sentences.—Comp. of Sim.Nominatives.	Grammar.—Composition; Des. of Objects; Abstracts.	Analysis of Sentences.—Written Parsing or Comp.	Repetition of Grammar and Analysis; Composition.
2.00	2.50	Geography of America.—Map Drawing.	History.	Geography (General). — Map Drawing.	History.	Repetition; Geography Object Lesson.
2.50	3.00	AFTERNOON RECESS.				
3.00	3.55	Arithmetic, Algebra, Euclid	Arithmetic, Algebra, Mental Arithmetic.	Arithmetic, Euclid, Science (Natural.)	Arithmetic, Algebra, Mental Arithmetic.	Singing and Recitation of Poetry, &c.

N. B. The School to be opened and closed with Scripture Reading and Prayer. Books from the Library will be given out each Friday afternoon.

**PUBLIC SCHOOLS, City of Toronto.—Time Table, Female Department, Third Division.—Hours of Study,  
From Nine, A.M., to Noon; and from One to Four, P.M.—Occupation of Time.**

FROM	TO	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	
9.00	10.00	Reading.—5th Book, or Literary Class Book and Spelling.	Reading.—English History and Spelling.	Reading.—5th Book, or Literary Class Book and Spelling.	Reading.—English History and Spelling.	Repetition of Grammar and Spelling.	
10.00	10.50	Writing.	Writing.	Drawing.	Writing.	Repetition of Arithmetic.	
10.50	11.00	FORENOON RECESS.					
11.00	12.00	Arithmetic.	Dictation.	Arithmetic.	Dictation.	Repetition of Arithmetic.	
12.00	1.00	NOON INTERMISSION.					
1.00	2.00	Grammar.	Grammar.	Grammar.	Grammar.	Repetition of History.	
2.00	2.50	Geography.	History.	Geography.	History.	Repetition of Geography.	
2.50	3.00	AFTERNOON RECESS.					
3.00	3.55	Sewing and Singing.	Natural Philosophy.	Sewing.	Natural Philosophy.	Sewing and Singing.	

N. B. The School to be opened and closed with Scripture Reading and Prayer. Books from the Library will be given out each Friday afternoon.



### SCHOOL DISCIPLINE.

The discipline of the City Schools is such as would be exercised by a kind and judicious parent; and the working out of this general guiding principle will be fully understood by perusing the following code of regulations recently adopted by the Board, and referred to in their address to parents in another chapter, under the head of School attendance. These regulations apply both to Teachers and to Pupils; and as a full knowledge of their import and character cannot be too widely made known, it has been thought advisable to incorporate the same with this Report, and they are herewith submitted as follows :—

#### 1ST. AS TO TEACHERS.

1. The appointment and remuneration of teachers is determined by the trustees, and teachers are prohibited from receiving payment from, or on account of, any pupils.

2. Teachers after probation will be engaged by the year, but all engagements will be terminable on one month's notice in writing.

3. It will be the duty of every teacher to observe and enforce the regulations established by the trustees, a printed copy of which shall be permanently suspended in every class-room, and so far as they refer to pupils, read to the whole school every Monday morning.

4. All teachers are required to conform to the directions of the superintendent. The head masters will take priority of rank in the several schools, and all subordinate teachers are to give effect to the instructions of the principals of the departments in which they serve.

5. Every teacher is required both by precept and example to instruct the pupils in good manners, and to pay strict attention to their morals and cleanliness of person and habit.

6. The principal of each department shall make such arrangements as will secure the attendance of one teacher in the playground, to overlook the pupils during the intermissions of study.

7. The teachers shall be in the schools at all seasons of the year sufficiently early to have their rooms well prepared for the

scholars before the hour appointed for beginning the exercises ; and it shall be their duty to give vigilant attention to the ventilation and temperature of their rooms, and at the end of each day's exercises, to see that the air in the rooms has been effectually changed before the school-house is closed.

8. The teachers are required to take special care of their respective class-rooms. The head masters will be held responsible for the preservation of the school-houses, yards, and appurtenances, as well as for maintaining them, in a clean, neat, and proper condition ; and when any thing is out of order, requiring repair, or restoration, it is to be promptly reported to the superintendent.

9. A register shall be kept by the principal teacher in each department, in which shall be recorded the names, ages, dates of admission of the pupils, and the places of residence of their parents or guardians, together with the daily attendance of each pupil ; and a monthly return or abstract thereof shall be made to the superintendent, in a printed form provided for that purpose.

10. The principal teachers in each department shall examine the pupils under the care of the other teachers, and otherwise superintend the exercises of the subordinate classes, as often as may be consistent with the proper discharge of their own more immediate duties.

11. The teachers are required to practise such discipline in the schools as would be exercised by a kind and judicious parent, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. When corporal punishment is inflicted, it shall take place only in presence of the school, and every such case shall be recorded in the school diary, the teacher being held responsible for the due exercise of this discretionary power.

12. For violent or pointed opposition to the teacher's authority, a principal teacher may suspend a child from attendance at school, immediately informing the parent of the measure, and reporting the case to the superintendent for his instructions.

13. When the disobedience of any pupil becomes habitual, and hopeless of reformation, and his example very injurious to the school, it shall be the duty of the principal teacher to report the case to the superintendent, who may suspend and ultimately expel the pupil from the schools, such act being subject to an appeal to

the Board of Trustees ; but any child thus expelled, who shall, in the presence of the school, ask forgiveness for his or her fault, and shall promise amendment, may, with the sanction of the superintendent, be reinstated in the privileges of the school.

14. When any teacher is compelled, by sickness or other cause, to be absent from school, the principal of the department shall make temporary provision for the care of the classes, recording the case, and promptly reporting it to the superintendent ; and if such absence shall continue for more than two days, the appointment of a substitute shall devolve upon upon the superintendent, and the substitute's remuneration shall be deducted from the salary of the teacher, by the authority of the Board.

15. No teachers shall award medals, or other prizes, to the pupils under their charge.

16. No subscription or contribution for any purpose whatever shall be introduced into any school.

17. No addresses shall be presented by the pupils to any teacher, or other school officers or authorities, and no uses other than those connected with the regular exercises of the schools, shall be made of the school-houses, except under the special sanction of the Board of School Trustees.

18. Teachers are expected to refrain from all public, political, and ecclesiastical controversy, and to remember that the public schools are intended for the children of all, without regard to the party principles of any, in matters religious or political.

19. The daily exercises of each school shall accord with the general programme of studies adopted by the Board, and a printed time table denoting them shall be permanently suspended in every class-room.

20. There shall be a recess of ten minutes for every class, each half day.

21. There shall be a repetition examination of every class on the Friday of each week.

#### 2ND. AS REGARDS PUPILS.

1. Parents or guardians desirous of sending a child to any public school, are required to apply to the head teacher of such school, on any Monday morning, at nine o'clock, at which time only new pupils will be admitted.

2. No child will be admitted under five years of age.
3. On admission, the name of each child shall be entered in the general register, which shall record the name, age, and date of admission of the pupil, and the residence of the parent or guardian.
4. Pupils are expected to come to school with their persons and apparel neat and clean ; and if any neglect this regulation, the principal teacher shall at once send them home, that they may receive proper attention.
5. No pupil shall be suffered to remain in school unless promptly supplied with the books deemed necessary by the Trustees for his or her classification and progress.
6. The daily exercises of each School shall commence and close with Scripture Reading and Prayer.
7. Each school shall be open from nine o'clock, A. M., until noon, and from one o'clock, P. M., until four of every lawful day of the week, except Saturday.
8. Every day the schools are open, the pupils shall assemble in their respective play-grounds, at the ringing of the bell, by five minutes before nine o'clock, A. M., and by five minutes before one o'clock, P. M. At nine, A. M., and at one, P. M., the doors shall be closed and the roll called ; and every pupil not answering at the call of the roll, shall be registered "late."
9. No pupil, not present within a quarter of an hour of the time appointed for opening the school, shall be admitted for that half day, unless the absence be explained by his or her parent or guardian, personally or in writing, to the satisfaction of the head teacher.
10. No pupil, absent from school during a whole day, shall be re-admitted, unless such absence shall be explained by the parent or guardian, personally or in writing, to the satisfaction of the head teacher.
11. Frequent absences, unless satisfactorily explained, will be punished : first by public suspension, and finally by public dismissal from the school, the parents or guardians being duly notified.
12. No pupil, who is irregular in attendance, punctuality, or conduct, will be permitted the privilege of the school libraries, or be eligible for reward of any sort.
13. No pupil shall be allowed to leave before the hour appointed for closing school, except in case of sickness, or some pressing

emergency; and then the principal teacher's consent must first be obtained.

14. Pupils who are known to conduct themselves improperly, on their way to or from school, will be debarred for a time from the privileges of the school libraries, or otherwise punished, according to the nature of the offence.

15. Pupils will be held responsible for the care of the seats and desks appropriated to their use, and any injury thereto, or to any school furniture, will be punished according to the nature of the offence.

16. No pupil shall be transferred from one school to another, except on account of the change of the residence of his or her parent or guardian; and in every case of transfer, the pupil shall bring a note from the head teacher of the school he or she is leaving, to the head teacher of the school into which it is desired that such child shall enter, which shall state the ground of the transfer, in order to its being recorded in the register of each school.

17. Pupils are required to be respectful and obedient to their teachers, and kind and obliging to each other. All games likely to excite ill-feeling are strictly prohibited.

18. Pupils habitually inattentive, disrespectful, or disobedient to their teachers, will be suspended from the schools, and if they persevere in such misconduct, ultimately dismissed.

19. **GENERALLY.**—Pupils are required to speak the truth on all occasions; to refrain from indelicate or profane language, and from mocking or nicknaming their school fellows or others; to be obedient to parents and guardians, and respectful to all persons in authority; to be attentive, quiet and orderly in the school; to promote, as far as possible, the comfort and improvement of others; and, in fine, to do unto others whatever they would that others should do unto them.

### TEXT BOOKS.

The Text Books, to be made use of in Common Schools generally, are prescribed by the Council of Public Instruction under the powers given by the 38th section of the School Act. Subject to these general regulations, the

Board of Trustees will sanction the use in the City Schools of such books only as may be authorized by the Board, or as, under special circumstances, may be temporarily sanctioned by the Local Superintendent. According to these regulations the text books chiefly used in the City Schools are the National Series of Reading Books, (reading, as elsewhere observed, forming the standard of our school classification) and the National Arithmetic and Book-keeping—but Sullivan's Literary Class Book, Murray's and Lennie's English Grammars, Thomson's Arithmetic, Bonnycastle's Algebra, Chamber's Mensuration, Simson's and Colenso's Euclid, Goldsmith's Histories, and Roy's History of Canada, are all more or less used in some or other of the City Schools.

---

#### SCHOOL ATTENDANCE.

The question of school attendance has for a long time occupied the anxious attention of the Board of Trustees. It cannot be denied that the number of pupils regularly attending the city Public Schools, does not bear that proportion to the number of children of school age in the city that it ought to do: while those whose names are registered as pupils are neither so regular nor so punctual in their attendance as is desirable. The views entertained by the Board, with regard to a subject of such vital importance to the welfare of Common School education, will be readily understood from the following report of the Committee on Free Schools, submitted to and adopted by the Board in 1857, viz:—

“Your Committee have had under consideration that most important subject, *irregularity of attendance*, which naturally affects the whole educational interests of the city. This subject has occupied the attention of the friends of popular education in other countries—for all, more or less suffer from the evil which it creates and fosters. However advantageous may be our school

system, however commodious and comfortable our school-houses, however able and industrious our teachers, but little comparative good can be effected so long as the attendance of pupils is marked by irregularity and want of punctuality. With such evils at work in a school, the development of the mental powers of the child and the formation of good habits—which are the great object and end of education—is prevented; the discipline of the school is thwarted; the efforts of the teacher destroyed; while derangement and confusion take the place of order and harmony.”

“The origin of this evil, the Committee impute, in a great measure, to *the little responsibility felt by parents and guardians in this matter*. Children are too often kept from school, or made late, for the most frivolous causes. Did the heads of families but reflect upon the serious injuries thus inflicted upon their children—injuries which in after life they may never be able to recover—injuries which affect them not only morally and intellectually but pecuniarily, and not only themselves but society at large, they would surely hesitate before encouraging, too often on the slightest grounds, an evil fraught with such consequences.”

“The Committee, with the view of at least mitigating the evil complained of, recommend that the visitorial system be cordially entered into, and thoroughly carried out, by the different teachers. It is quite obvious that a zealous teacher can do much, not merely by enquiring into the causes of absence, but by judicious and kindly remonstrance with the parent, and by showing that the welfare of the children is their great aim. They can also render the school room attractive to scholars, so that they may learn to look upon it, not as a restraint, but as a place where they experience true enjoyment.”

With reference to this recommendation it is proper to remark that every teacher is now required to visit the abodes of all those children, of his or her division, who are not regular and punctual, or who do not comply with the regulations of the school—a visiting book is kept for the use of each department, wherein is recorded the number of visits paid; the persons to whom those visits have been made; the cause for such visits; what took place on the occasion of the visit; and the result which attended it.

The same Committee also recommended that an address to parents, setting forth the advantages to be derived from our City Free Schools, and the evils entailed upon parents and children by a desultory attendance, should be prepared and published. This course it was thought might be of some service, and would at least deprive parents of any excuse for continued neglect. The recommendation was not however acted upon at the time it was made ; but more recently, a brief address of this character, was adopted by the Board, and made the preface to the new rules and regulations ; and as the same is strictly pertinent to the consideration in hand, its publication in these pages, as a portion of these remarks, will be appropriate, and it is hoped serviceable.

ADDRESS TO PARENTS AND GUARDIANS BY THE  
BOARD OF SCHOOL TRUSTEES.

TORONTO, July, 1858.

“The trustees have prepared and published regulations for the public schools, in order that parents and guardians, as well as children, may fully understand and carefully attend to them.

The yearly expenditure of public money, in maintaining these schools, is very large, and every rate-payer, whether he uses the schools or not, is required to contribute towards their support. The public have a right, therefore, to demand that the schools shall be managed in the best manner and for the good of the whole community, and those persons whose children share the advantages of free education, should be anxious to comply with such reasonable regulations as may be necessary to their efficient government.

The education offered in these public schools is sound, thorough, and of great value, whilst the management is based upon kindness and judicious consideration towards the pupils.

As the schools are entirely free, and every child of proper age is earnestly invited to enter them, the parents of any child who remains uneducated, are alone responsible for the loss that child suffers, and for all the future consequences of its ignorance to themselves and the community.



The greatest difficulty the schools have to encounter is irregularity of attendance on the part of the children: no business of any sort can succeed, but by dint of constant and steady application, and it is probable that six months' regular attendance at school is of more real benefit to a child than irregular attendance during twice that period.

Absence operates badly on the school as well as on the scholar, for it not only checks the progress of the absent pupil, but it prevents the advancement of those who attend with regularity.

The trustees have accordingly established strict regulations concerning the attendance of children; and as it will be the duty of the trustees, the superintendent, and the teachers to enforce them, parents are entreated to perform their duty by taking care that their children attend school regularly every day, and punctually at the appointed hours.

If parents neglect so simple and easy a duty, they inflict an injury upon the schools as well as upon their own children: and they must not afterwards complain if the habitual irregularity of their children be punished by suspension or dismissal, as the only way in which the discipline of the schools can be protected and maintained.

A daily record of the attendance of each child will be kept, so as to enable the trustees to enforce these regulations, and a copy of the same will be issued to the parents or guardians of every pupil, for their information and guidance.

Half-yearly public examinations are held in every school before the Midsummer and Christmas holidays, at which all parents and the public generally are invited to attend."

---

#### THE EXPENSE OF MAINTAINING THE SCHOOLS.

In the Appendix to this Report there will be found a comparative statement of the annual cost of the City Schools, and also the cost per child, from 1844 to 1857, both years inclusive. It is proper, however, to explain that the said statement, although sufficiently reliable for what it was intended to show, namely, that the expense

of maintaining the City Schools has largely increased since 1844 to 1857, and even since 1852 when the Free School System came into operation, up to the present time, yet it must be looked at with some qualification. As a mere matter of figures, the comparative statement certainly presents a discouraging appearance; but it is not simply as figures that the question ought to be considered. The mere *cost* of an article should assuredly be measured by its *quality*; and, in fairness to our City Schools, the proper consideration of expense is not whether the Schools are or are not more expensive now than they were, but whether the education and training acquired in the City Schools of the present day, costly as they may appear when compared in dollars and cents with the Schools of fourteen years ago, are not, in fact, quite as well worth, if not better worth, the money they cost *now*, than what they cost *then*? and whether, in fact, the expense, at \$12 per child in 1858, is not actually a better educational investment for the citizens of Toronto, than the expense of \$6 for the same purpose in 1844? In the School times of 1844, the School Buildings—if they indeed merited the term at all—were small, incommodious, badly ventilated, and ill adapted for the purposes of social and 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 farthest advanced, were all taught, boys and girls, by one Male Teacher; so that there could be but 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 their 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 1844, or even 1852, with those of 1858.

In 1852, the present six handsome, spacious, and commodious Schools, suitably fitted up and supplied with all needful appliances, were commenced, and in 1855 they were completed ; and to compare the cost of education from 1844 to 1852 with that of 1858, would be about as rational as to compare the miserable School premises of that period with the superior accommodation of the present day ; for, cost what they may, our School Buildings are recognized by every stranger as an ornament to the City. Nor does the comparison, or rather contrast, end with the question of 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 progress—and each division has its own appropriate Teacher. In fact, the comparison between 1844 or 1852, with the present day, might be extended all through every part of the School system ; but enough has been advanced to prove to every unprejudiced mind, that although the City Schools do cost more now than they did in former years, yet the people have, in return, an article quite as valuable in proportion in 1858 as it was in 1844.

Improvement in anything cannot be accomplished without an increased expenditure. Education, surely, is not to be the exception; and if the excellent, but therefore, to some extent, more expensive education, so liberally provided in our City Schools, has not as yet produced the good fruit which was reasonably to be expected from their establishment, the whole blame lies at the door of those for whom these benefits were provided, but who, nevertheless, are not sufficiently alive to the advantages of them; otherwise, in a populous city like Toronto, every School-room would be filled with anxious pupils, urged on to a regular and punctual attendance by equally anxious parents.

Let us now turn our attention to the cost of the Schools for the past year, 1858; and by referring to the Appendix, where the annual statement of the whole expenditure is set forth in detail, it will be found that the whole amount of money actually paid out during 1858, was \$28,757 44: the resources to meet which were derived from the Government Grant and the City Assessment. But, with regard to this total expenditure of \$28,757, it will have to be borne in mind that \$2,276 were paid on account of 1857; and that several large amounts paid, such as the items for instalments on sites, and for principal on debentures for School Buildings, are to be considered as belonging to permanent investments, and not to the annual cost of maintaining the Schools.

The following statement will more intelligibly exhibit the actual expense of maintaining the City Schools for the year 1858, namely:

Salaries to Teachers, Superintendent, and Secretary, and al-		
lowances to the Care-takers. ....	\$15463	16
Rents, \$401 57; Election expenses, \$86. ....	487	57
School Libraries. ....	224	70
Fuel, viz., Wood, cutting ditto, and Coal. ....	1160	63
Insurance on \$50,400. ....	330	75
Maps, Object Lessons, &c. ....	157	84

<i>Amount brought forward</i> .....	\$17714	65
Advertising, \$126 97; Printing, \$229 .....	355	97
Pens, Ink, Pencils, and Stationery, for the Schools .....	123	12
Stationery for the Board, and for Offices .....	30	00
Miscellaneous Expenses .....	76	88
Annual Estimate for Dilapidation and necessary Repairs to School Buildings .....	1200	00
Annual Interest on permanent Investment of \$80,000, for Sites, Buildings, Furniture, &c.....	4800	00
Total .....	\$24400	62

Say, in round numbers, \$25,000.

In the comparative statement of expense, from 1844 to 1857, previously referred to, the cost per pupil was estimated on the basis of "*Daily Average Attendance*," inasmuch as the resolution of the Board requiring that information, specified that it should be so calculated. But 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 caused by sickness, weather, or other unavoidable causes; and to show to what an extent our School attendance is sometimes influenced by extreme cold or heavy rain, it will be enough to refer to the fact, that although so many as 2,444 pupils have been present at one time, yet there have been occasions when only 700 were in attendance! 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. 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. It has been shown in the "Abstract of School

Attendance for 1858," that not less than 4,742 pupils had their names entered on the School Registers, from the 1st of January to the 31st of December; but it would not be fair to take these figures as representing the School attendance for 1858, because, in the first place, a proportion of these pupils, in consequence of change of residence, or after the Summer Vacation, have had their names entered on the Registers of other Schools; and, in the second place, because in that large number are included all those who, we find to the extent of 650, were at School but a few days altogether; and of nearly 1000 present only from 20 to 50 days out of the whole year. In the same abstract it is also shown that the "*average registered attendance*" (calculated by months) was 2,622, and this number ought to form the basis upon which the cost of education per child should, in fairness, be calculated—because, although of this number (2,622) of scholars, it is true that a proportion of not less than 25 out of every 100 were, on an average, absent every day. (the fact is discouraging, but the truth must be told) yet it by no means follows that the same children were absent on all these occasions; on the contrary, this percentage 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.

On this basis, therefore, the cost per child would come to \$9.60; while for the purpose of keeping up the comparative calculation, as based upon "daily average," the cost per child, in this consideration, would then amount to \$12.58, which is somewhat lower than for 1857, owing to the increased attendance for 1858.

The accommodation and the existing appliances of

our Schools, could receive and instruct a much larger number than they do. It is not too much to affirm that *five hundred* additional pupils could be taught with but a trifling addition to the whole annual expense. And were parents and others to take a greater interest in the education of their children, and by this means ensure a larger as well as a more regular attendance, the cost per child, on the basis of "daily average," would be materially diminished; while the cost per child, on the basis of "registered attendance," would be brought within a limit which could not be seriously objected to. If, however, the earnest endeavours of the Board of Trustees should unfortunately fail to accomplish this result, and if thereby the present Free School principle should be endangered, those parents and guardians for whose children the advantages of free education were intended, but who do not seem to value it, will alone be responsible for all the consequences that may ensue.

---

#### REPORT ON THE FREE SCHOOL SYSTEM.

Towards the close of 1857, the then Local Superintendent and Secretary, Mr. G. A. Barber, presented a report, No. 25, in which, on the ground, that according to his experience, "the result of the Free School System, *as now carried on*, was incommensurate with the cost of maintaining it," he therefore asked the Board to reconsider the whole question. At the same time that officer suggested the consideration whether the welfare of the schools, and the efficiency of the whole system of common school education, would not be advanced by separating the duties of Superintendent from those of Secretary. The views entertained by Mr. Barber on the Free School System, as carried on in this City, having been already published in pamphlet form, it is only necessary to refer to them here; but as the reasons which influenced

him in suggesting the separation of the two offices have not been made public, it is proper they should be stated to be, in effect,—“That he was disappointed as to the expected success of the free school principle in the city schools, and had therefore a conscientious disinclination to share the responsibility of a system so costly, and yet so comparatively fruitless”—and, “that he thought and felt the free school principle, if it was to be continued, might be worked out with a better chance of success in other hands; for, as he himself regarded the experiment as a partial failure, a person free from such a feeling, might more efficiently, perhaps, superintend its operations.”

Both these matters were taken up and discussed separately, the latter consideration being first disposed of. The Committee on School Management, to whom the same had been referred, reported as follows, viz. :

“The Superintendent has communicated the views inducing him to make the suggestion in question, and as they are based upon his experience of the working of the present (free school) system, which he regards as inefficient, undisciplined, costly, and comparatively fruitless, your Committee, aware of the weight attaching to such testimony, have anxiously discussed the question, and have decided not to assume the responsibility of recommending the continuance of existing arrangements, as regards the agencies employed to work out the principle.

“It is clear that to pursue a system, which after extended trial is condemned by those charged with giving it effect, is to concentrate the responsibility of its failure upon the Board, who, however strong their faith in such system may be, cannot undertake to operate it themselves, or practically to promote and secure its success.”

The Board having adopted the Report of the Committee, the office of Superintendent, so declared vacant, was opened to applicants, and the choice of the Board fell upon the Rev. James Porter, who assumed the charge of the schools on 1st July, 1858.



The action of the Committee of School Management, on the Free School question, having been delayed, the consideration of the same was brought up in the Board by Mr. Tully, who on the 12th May, 1858, moved the following resolution, seconded by Mr. Geikie, viz. :

“Whereas the Local Superintendent, Mr. G. A. Barber, in his report No. 25, submitted to this Board on the 2nd December, 1857, has expressed the opinion, that the existing Free School System in this City was a partial failure, costly, but comparatively fruitless, and has further stated it to be his conscientious conviction, that it is no longer consistent with justice to tax a whole community, by a compulsory assessment, to accomplish at best a partial purpose—and whereas the assessment for school purposes was, in 1857, three pence in the pound, being one-twelfth of the whole City Tax, and it is therefore unjust to a large portion of the rate-payers to continue the Free School system on its present basis—Be it resolved, That it is advisable to establish an assessment by rate-bill upon such portion of the parents and guardians of pupils now attending, or who may hereafter, attend the Common Schools of this City, as are in a position to pay for the education of their children—and that the subject be referred to a Select Committee, to be composed of Messrs. Geikie, Coatsworth, Beard, Brown, and the mover, to report thereon.” And in amendment thereto. Mr. Cumberland, seconded by Mr. Baxter, moves—“That in view of the changes about to be made in the administration of the Schools, namely, the separation of the office of Secretary from that of Local Superintendent, so as to secure the undivided attention of the latter officer to the duty of a constant supervision of the schools, and the adoption of a code of sufficient rules and regulations calculated to amend their discipline and improve their efficiency—which it is hoped will result favorably in the increase of the number of pupils, and the diminution of ex-

penditure,—it is inexpedient to disturb the existing system until it shall have been more completely and efficiently tested.” A division ensued thereupon, when there voted for the amendment Messrs. Baxter, Brown, Coatsworth, Cumberland Godson, Greenless, Henning, and McMurrich, 8 ; and against, it Messrs. Geikie, Joseph, and Tully, 3, —so the amendment was carried by a majority of 5.

Somewhat later in the year the Committee on School Management considered the subject of the aforesaid report No. 25, and presented the following Report, which being adopted by the Board, settled the question for the year, viz. :

*To the Board of School Trustees of the City of Toronto.*

The Standing Committee on School Management beg to present their Seventh Report.

That in pursuance with the resolution of the Board, adopted the 17th May last, your Committee have had under consideration the Report No. 25, of the Local Superintendent, Mr. G. A. Barber, dated December 1st, 1857.

In that Report the Local Superintendent calls upon the late Board to reconsider the whole question of the Free School System, upon the ground that, as at present carried on, its results are altogether incommensurate with the cost of maintaining it.

In support of that opinion he submits that the number of pupils attending the Common Schools is below that in due proportion to the whole number of children of school age in the City ; that the attendance of the pupils registered and entered at the Schools is *irregular*: that those actually attending are *unpunctual* ; and lastly, that a compulsory assessment and a voluntary attendance would seem to be manifestly inconsistent with each other, and accordingly that recourse should be had, either to the principle of compulsory attendance, or to the Rate Bill system.

Your Committee lament that the number attending the City Schools is smaller than it should be ; and, whilst they have not failed to discover that irregularity and unpunctuality of attendance which would seem to vindicate the necessity of a sterner discipline and a bolder administration, they are unwilling to charge upon the

Free School System, as such, the responsibility for evils which but distantly, if at all, result from it, and which may probably be capable of correction, without resorting to fundamental changes.

It is worthy of observation that Common School Education in this City, as a system, has never yet been permitted to enjoy that stability and permanence of operation which is generally acknowledged as essential to success.

It is vain to expect mature vigour and full fruit, from a system subjected to such frequent and fundamental changes; and although during the trial of the last three years, it may, in some particulars, have failed to justify the sanguine expectations formed of it, your Committee are inclined to regard as premature, any such unmeasured condemnation as would result in its disturbance, until every effort shall have been fairly exhausted to secure that efficiency and value which it has achieved in other places.

The Board has already separated the offices of Superintendent and Secretary, a measure which promises to secure a more constant supervision, and more efficient government of the Schools.

Your Committee having discovered that no code of Rules for the instruction and guidance of Teachers and Pupils had yet been issued, have prepared, and will immediately issue, Regulations in regard to the duties and powers of Teachers, to the admission and expulsion of pupils, to regularity and punctuality of attendance, and other details of discipline; and they trust thereby to arrest many of the evils which are regarded as evidence of the failure of the system.

The Board has already, by resolution, determined to maintain the Free School System, as they found it in operation when they were elected; using every means at their disposal, further to improve and strengthen it, if possible, to full efficiency. It is therefore unnecessary for your Committee to enter upon any discussion of the relative value of the Free, Rate Bill, and Compulsory System; a discussion which belongs to, and must find its issue with, the Rate-payers.

Your Committee, within the limits of the duties entrusted to them, accept the responsibility of administering the system, which, as Trustees, they were elected to administer; and they are not prepared to recommend that the powers committed to the Board,

by the Rate-payers, should be used to initiate the fundamental changes suggested by the Local Superintendent ; and in regard to which, the Electors, as yet, have had no opportunity of expressing an opinion.

---

### SEPARATE SCHOOLS.

The Board of Trustees of this City have at all times taken strong grounds against Separate Schools. So far back as 1848 the then Board (constituted by appointment from the Corporation) in reply to applications made by the principal denominational bodies in this city, decided it *to be inexpedient to establish denominational Schools within this City*. On various occasions the elective Board of Trustees have expressed themselves in the most emphatic terms against Separate Schools—to the utmost of their ability they have opposed the principle of denominational teaching as connected with Common School education ; and on two occasions the Board presented petitions couched in earnest terms, praying that all religious distinctions in the Common School System of this Province might be altogether abolished.

In 1852 the sentiments of the Board with regard to Separate Schools were expressed in the report of a Committee, adopted by the Board and sent in to the Legislature, from which the following paragraphs, as more particularly bearing on the question are extracted, viz :

“ It is one of the recognised principles of civilized society, that all shall contribute to establish and sustain Institutions deemed essential by the majority—provided that the demand does not infringe upon the rights of conscience. Thus, the charges attendant upon every branch of public legislation, jurisprudence, or any other branch of social economy, security or defence, are, or should be, borne equitably by all the inhabitants of the country, because all are partakers of the benefits resulting from the expenditure. No good citizen complains of being taxed to make the laws of his country, to guard it against foreign enemies, to secure its internal peace,—to repress and punish crime, or to extend the benefits of public economy throughout society. Religious distinctions in such cases are

unknown—the sectarian is wholly merged in the citizen. We never hear of separate houses of legislation being demanded by Protestants or Roman Catholics,—separate Courts of Justice—separate Houses of Correction, or any other of the numerous arrangements which the peace, safety and well-being of society demand. There is a universal admission of the rectitude and necessity of co-operation in public affairs, and of submission to the burthen imposed to uphold those civil institutions which the majority may deem essential to the social existence or welfare of the whole.”

“Among all the instrumentalities employed to secure the moral elevation, and to promote the best interests of society, none appear to be more important than a wise and liberal system of public instruction, based upon moral law, but free from sectarianism. To promote intelligence and virtue all admit is better than to punish ignorance and crime: to pay by a public tax, for the moral and intellectual improvement of youth (committing their instruction in dogmatic theology entirely to parents, guardians, and religious teachers,) experience has proved to be the best public economy. The system of Free Schools, recently established in the city, rests upon the recognition of an entire equality of rights and privileges among all classes of citizens. The religious convictions of all denominations have been scrupulously respected, and their rights sedulously guarded by the law under which the schools have been established. No Protestant teacher can thrust his religious opinions upon Roman Catholic youth, nor can a Roman Catholic teacher upon Protestant youth.”

“Your Committee would further remark that as Roman Catholics are required, as well as Protestants, according to the assessed value of their property, to contribute their share to the entire local tax levied for School purposes,—not merely that which is required to secure the share of the Legislative grant, but any excess which the Board of Trustees may determine,—your Committee acknowledge that they should share in the advantages of the whole fund equally with others—not however as Roman Catholics or Protestants—*not as the professors of any system of religious faith*—BUT AS CITIZENS. If either party, members of the body politic, choose to isolate themselves from the rest of their fellow citizens on the ground of holding to certain religious opinions: if they refuse to co-operate in arrangements for the general good, which do not at all infringe upon their rights as religious communities; and, if they thus voluntarily forfeit the advantages they are invited to enjoy equally with others, the blame rests not with the Board but with themselves. Neither the general nor the local Governments of the State have any warrant to make laws, or to collect taxes, to build up any system of religious faith whatever. Such functions belong exclusively to the lawful authorities of religious communities. If Roman Catholics or Protestants are to share in the moral and political advantages which arise from the promotion of intelligence and virtue in society by means of unsectarian public schools, they are required, in justice, to pay for such advantages in common with their fellow citizens generally. If either Protestants or Roman Catholics desire to super-add

other schools to indoctrinate their youth with their own peculiar religious opinions, common justice and propriety demand that it should be done by their own agencies, and entirely at their own cost. The principle is false which makes any secular Government become a tax-gatherer for churches; and it bears unjustly and grievously upon those who conscientiously repudiate the interference of Government in providing for the teaching of sectarian dogmas, or for the support of religious communities."

"Your Committee are fully convinced that justice to society—to every religious persuasion—can never be fully enjoyed but upon the invulnerable ground so highly eulogized by the present Roman Catholic Archbishop of New York—namely, that *Civil Government has no moral right to legislate upon the subject of religion*. That eminent ecclesiastic, referring to the rights of conscience in other countries being often secured by affirmative laws, thus refers to the superior security afforded in the United States by "a Constitutional negation of all power to legislate on so sacred a subject." His words are—"In other countries they are secured by some positive statute—here they are safer, under a constitutional provision forbidding any such statute to be ever enacted. In other countries toleration was granted by the civil authority—here the great men who framed the constitution saw, with keen and delicate perception, that the right to tolerate implied the equal right to refuse toleration; and on behalf of the United States, as a civil government, they denied all right to legislate in the premises, one way or the other; "Congress shall make no law on the subject of religion, or prohibiting the free exercise thereof." The vital principle involved in this interesting quotation from the lecture of the Archbishop is the only rightful and efficient guarantee for the protection of the rights of conscience. Let civil rulers cease from legislating upon the subject of religion and all will be safe. Religion wants no such aid: it will flourish the better without it; and it will live when governments will die."

"The Separate School Act, in the opinion of your Committee, violates the principle, inasmuch as it makes provision for the establishment of Sectarian schools where no reasonable cause exists for their establishment, that is, in cases where no rights are violated nor offence committed against the religious opinions or prejudices of the applicants. The end would have been better attained by a legislative negation of all power to introduce sectarian religious teaching into any of our Public Schools."

"While your Committee cannot too strongly repudiate the principle recognized by the present School Act, of giving a Legislative sanction to Separate Schools without any just cause for their existence (as in Lower Canada,) they would seek most earnestly, but by other and better means, to guard the rights of every class in the community. Your Committee fear, that to continue to carry out the principle that the State should provide means to inculcate Sectarian Religious dogmas in our Public Schools, will result, not only in the various Boards of Trustees being required, according to the plainest principles of political justice, to meet the demand of

other religious bodies for the establishment of Denominational Schools, but perhaps, even in the entire destruction of our Educational system."

All which is respectfully submitted.

(Signed,) J. LESSLIE, *Chairman.*

Toronto, Jany, 1852.

In 1856, when Mr. Bowes' Bill to grant further privileges to the R. C. Separate Schools was before Parliament, the Board presented the following petition to both branches of the Legislature, not merely against that particular measure, but also against the principle of Separate Schools altogether.

*To the Honorable the Legislative Assembly, in Provincial Parliament Assembled.*

The Petition of the Board of Trustees of the Public Common Schools of the City of Toronto,

HUMBLY SHEWETH,—

That your Petitioners, in commou with their fellow citizens generally, are deeply impressed with the importance and necessity of general Education, as one of the best safe-guards of society, and one of the best means of promoting its freedom, happiness and prosperity. That this conviction has been increased by experience of the success which has attended our present admirable system of Public Instruction,—and anything, therefore, which may tend to impede its operation, lessen its efficiency, or lead to its destruction, must be regarded in the light of a social evil, or as a national calamity.

That differences naturally exist among the intelligent and sincere of all denominations, as to that which constitutes a good education, none can deny; but as in almost every thing connected with the institutions of civilized society similar differences of judgment will be found to prevail, it becomes necessary for the general welfare that in all things which do not directly pertain to the enlightened convictions of individual conscience, the judgment of the majority should bear rule or govern. The admission is generally made that any system of public instruction, to accomplish the great purpose of its existence, must be laid on the broad foundation of those principles of our common Christianity which are recognized by all religious denominations: but the rights and interests of society, based upon moral and political justice, demand that the peculiar religious opinions or dogmas of any class or denomination should not be allowed to be taught at the expense of the whole community, especially in a mixed state of society such as exists in Canada.

The system of public instruction established in this section of the Province is essentially of the character to which your Petitioners have re-

ferred. It is based on the broad principles of Christianity, but admits of no sectarianism. It seeks to instil into the youthful mind love to God, and love to man, obedience to parents, and subjection to all rightful and just authority, but eschews the inculcation of the religious opinions of any denomination. The demand for Separate Schools under such a system, is, therefore, wholly inadmissible in the judgment of your Petitioners, either upon moral or political grounds; and they sincerely regret that the principle of their establishment should ever have been recognized by law, as it has created and will create jealousy and strife among our population if it does not impair or destroy our whole system of public Instruction. No religious class under such a system as ours has, in the opinion of your Petitioners, any claim as a denomination, to be exempted from public taxation for School purposes; or any right to a share of public educational funds. With equal propriety might they claim the right of exemption from other taxes, or to share, as a denomination, in other public funds where the individual or the sectarian is always merged in the citizen.

Your Petitioners cannot but view with alarm the successive encroachments which have been made by the advocates of Separate Schools. Although a minority in Western Canada, they have obtained privileges denied to the majority of the people; and at length the purpose has been openly avowed that nothing short of a partition of all public taxes for School purposes, according to population or the comparative numbers of youth attending Separate and Public Schools will ever satisfy them! The demand is adverse to every sound principle of public policy or of morals, and the attempt to enforce it would, in the opinion of your Petitioners, be perilous to the public peace.

The Separate School Acts of 1853 and 1855, and the measure now before your Honorable House, all seem preparatory to secure the accomplishment of that end. The latter measure now proposes to confer upon the Secretary-Treasurer of the Board of Roman Catholic Trustees of Separate Schools the right of exempting any one from local taxes for School purposes. "Every person" (for it is not limited to Roman Catholics,) "paying rates, whether as proprietor or tenant," will by that measure be exempted from the School Tax, on presenting certificates in duplicate from the Secretary-Treasurer to the Collector. There is not even a provision made that the party exempted shall declare himself to be a supporter of Separate Schools; nor is there any penalty for false statements or fraudulent exemptions, as in the 12th section of the Act of last year,—but it is proposed to arm the Trustees of such Separate Schools with entire and irresponsible authority to absolve individuals from the payment of the School Tax—a proceeding which your Petitioners deprecate, not only as an infringement of Civic prerogatives and the rights of society, but as perilous to the best interests of public education.

Your Petitioners, as the representatives of their fellow citizens at the Board of School Trustees, beg to submit to your Honorable House, that,



besides the moral and political considerations to which they have referred in support of a uniform system of public Instruction, and against denominational Schools supported by public funds, they have expended within the last four or five years upwards of £15,000, provided by School assessment on the City, in the erection of a number of handsome and commodious School Houses, each of them capable of accommodating from 400 to 600 pupils, and have incurred further heavy expenses in supplying them with all the requisites calculated to assist in giving a good education. While at the same time the City is taxed some £5000 annually to maintain these our Public Schools free of charge to the pupils attending them, being open to all who may desire to avail themselves of the advantages thus provided for them. Your Petitioners cannot, therefore, be indifferent to the danger and loss to which the inhabitants of this City in common with all others, are exposed by the extension of Separate Schools through Legislative immunities and support. And they therefore most earnestly desire that your Honorable House, while sedulously guarding the rights of conscience and protecting every individual and denomination in the exercise of religious convictions, *should abolish all Legislative or public support for Separate Schools, and leave them as they should be left, to the entire and voluntary support and control of those who desire them.*

For and on behalf of the Board of School Trustees, City of Toronto.

(Signed,)

J. G. BEARD.

Toronto, 8th March, 1856.

*Chairman.*

In the course of the year 1858, the question of Separate Schools was again brought up on the memorial of the Lord Bishop of Toronto, and the Clergy and Churchwardens of the Anglican Churches of this City, applying to have the Parochial Schools in connection with the Church of England in this city, recognized and supported as City Schools. This application was made to the Board of Trustees in consequence of the Chief Superintendent, Dr. Ryerson, having given it as his opinion that the Legislature, in authorizing Boards of Trustees to determine what "*kind and description of Schools should be established*" within their jurisdiction, had left it in the power of the Ratepayers, through their representatives at the Trustee Board, to recognize and maintain if they thought proper, the denominational Schools in question. It is not necessary to publish the applications and accompanying documents,

but it is certainly worthy of notice that if the Board of School Trustees for this City had the power to grant or to refuse establishing Church of England Separate Schools, it is difficult to understand why the same power in regard to Roman Catholic Separate Schools should not also be vested in the same authority, instead of having been made the subject of special Legislation. The Board gave careful attention to this memorial, it was pointedly referred to the Committee on School Management for consideration, who reported upon it, and their report was adopted by the Board, in substance as follows, viz. :—

“Your Committee are of opinion that a memorial emanating from such a source is worthy of the most respectful consideration. But, referring to the fact that when this Board was elected this most important measure had not yet been proposed to the consideration of the Ratepayers—and that were the prayer of the memorial now granted it would be impossible to give practical effect to the change during the current year—your Committee recommend that the receipt of the memorial be respectfully acknowledged, but that no decision thereon be now adopted; And they further recommend that said memorial be submitted to the early consideration of the Board of next year, so that effect may be given to the opinion of the Chief Superintendent, who says, ‘that the law leaves it entirely with the rate-paying electors to determine (through their representatives), what *kind* and *description* of Schools they will have, and how they will support them.’ ”

---

#### COMPULSORY ATTENDANCE.

The question of a compulsory attendance, on something like the same principle as that enforced in the New England States, would seem to be gradually finding favour in Canada, as regards Cities and Towns. The same Committee, to whose able representations reference has already been made, brought the matter under the notice of the Board of Trustees in 1857 in the following terms :

“ As there is a class of young persons, who in spite of parental authority and school discipline, are habitual absentees and truants, who are ever to be found on the public streets, corrupting others and being corrupted, fitting themselves for becoming inmates of our Jails and Penitentiaries, the Committee, looking at the immense benefits which have attended the enactment of Truant Laws in other places, cannot but think that a similar law, judiciously framed and wisely administered, would produce similar results in Toronto. They, therefore, recommend the Board to call the attention of Municipalities, and of Parliament to this matter. They would not encourage compulsory measures while there was any hope from moral suasion ; but experience has amply shown that in the case of those referred to, *nothing but the arm of the Law can save them, and protect society from the evils of ignorance, and its attendant—CRIME.*”

The opinions thus expressed by the Committee were adopted by the Board, but no further action on the matter was taken. The present seems an opportune time for pressing the question on the serious attention of the Legislature ; and the following explanation of the effect of the Truant Law, as at work in Massachusetts and elsewhere, may assist in directing legislation in a right direction.

This Act, which is enforced with the best results in many of the Cities and Towns in the New England States, embodies the following principal considerations viz. :—

“ The territorial limits of the City are divided into suitable districts, and a ‘ Truant Officer,’ so called, is appointed for each district. He is required to spend his whole time during school-hours in traversing streets, lanes, alleys and other places, in search of absentees from school. These are of several different classes. One class is composed of the children whose parents have recently moved into the City, and who being more or less indifferent to the education of their children, have neglected to find places for them at school. Whenever the Truant Officer finds any of these children idle in the streets of his district, he makes such inquiries of them as may be necessary to ascertain their condition. If he deems it expedient he accompanies them to their places of residence, and

by conversing with their parents in kind and respectful terms, he generally succeeds in persuading them to send their children to school, without any show of his authority, which should always be kept out of sight until other means have failed, and then be exercised as a last resort.

Another class of absentees stay away from school for want of shoes, or such clothes as will enable them to make a decent appearance among the pupils at school. By patient efforts, on the part of the Truant Officer he can generally obtain from various sources such new or second-hand articles of wearing apparel as will keep this class of pupils respectably clad, and thus enable them to continue in school.

A third class of absentees is composed of children whose parents are so unfortunate, or idle, or vicious, as to require them to stay away from school for the purpose of gathering fragments of fuel and food for the family at home. The officer can do much in his district to diminish the number of this class of absentees, but in cases of extreme poverty the absence cannot be prevented, for necessity knows no law.

The fourth and last class embraces the idle and dissolute run-aways from school, who not unfrequently absent themselves against the wishes and commands of their parents. Even such children the officer tries to win back to habits of attendance and good conduct, and is often successful. But when other means fail, he complains of the offender, who is arraigned according to law, and if found guilty is sentenced to some reformatory institution for a period varying from one to two years, where he will be instructed in the common school studies, and also taught to labour at some trade. In some cases the child is sentenced to the State Reform School during his minority, not so much to punish him as to save him from apparent ruin, and to give him an opportunity of growing up under good influence, and of becoming a good member of society."

Whether the enactment of such a Law as this could be possible in Canada is, of course, a question that Parliament must determine—and whether, if enacted, its provisions could be carried into practical effect is another question of somewhat difficult solution—but, nevertheless,

the experiment assuredly ought to be tried, at least to some extent, for it seems to be pretty clear that a voluntary attendance falls short of accomplishing the requirements of the Free School principle.

---

#### OFFICERS OF THE BOARD.

Under the provisions of the School Act, the Board of Trustees are empowered to appoint a Local Superintendent and a Secretary. As already mentioned, the two offices were united in one person (Mr. G. A. Barber) except in 1852-53, when Mr. J. B. Boyle was Superintendent and Visitorial Teacher. In 1858, the offices were again separated, the Revd. James Porter having assumed the duties of Local Superintendent on the 1st July, Mr. Barber remaining as Secretary. The salary attached to the respective situations, is, for the Superintendent, \$1200 per annum, and for the Secretary \$600 per annum, with office accommodation for both parties.

The duties of the Local Superintendent are thus defined, as relating to cities and towns, by the school Act, viz: "To visit the schools according to the regulations adopted by the Board of Trustees,"—and, "at the time of each such visit to examine into the state and condition of the school, as respects the progress of the pupils; the order and discipline observed in the school; the system of instruction pursued; the mode of keeping the school registers; the average attendance of pupils; and the character and condition of the building and premises." Also, "To deliver in each school section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education." Also, "To do all in his power to persuade and animate Parents, Trustees, and Teachers to improve the character and efficiency of the Common Schools, and secure the universal and sound education of the young." Also,

“To see that all the schools are managed and conducted according to law.” Also, “To attend the meetings of the County Board of Public Instruction.” And also, “To prepare and transmit to the Chief Superintendent, on or before the 1st March, an Annual Report, comprising all the particulars relating to the schools under his superintendence.” In addition, however, to the duties so imposed upon this officer by express statute, the Board of Trustees are empowered to determine what other duties shall be performed by the Local Superintendent,—and at the time the two offices were about to be separated, in 1858, the Board of Trustees for this city established the following principles, as defining what was further required by the Board from the Local Superintendent, under the new arrangement about to take effect, viz :

“The duties of the Superintendent (as such) are chiefly, if not solely, connected with the business of teaching. The Board may fairly expect from that officer practical guidance on questions of general school policy, such as attendance of pupils ; organization of classes ; the subjects to be taught, and their distribution ; rewards and punishment ; the selection and dismissal of teachers, and other matters of the like character. But beyond this, it will be especially the duty of the Local Superintendent to give detailed practical effect within the schools, to the policy adopted, and the directions issued by the Board—to visit the schools continuously ; to test the progress made in them by the pupils, and thereby to test the qualifications and fitness of the teachers ; to stimulate both to energy ; to promote punctuality and order in the services ; to ensure full discipline of government ; and correct without delay whatever may appear to merit condemnation, or to be possible of improvement.”

And subsequently the Board adopted the following resolutions, as more particularly defining the duties of the Local Superintendent and the Secretary, respectively, viz :

## OF THE SUPERINTENDENT.

“To attend all meetings of the Board, and of the Standing Committees on School Management, as well as any other Committee to which he may be summoned.

“To take charge of the government of the schools, and to direct and control the business of teaching.

“To visit the schools continuously, and administer their governments in every practical detail, instituting and enforcing such regulations as may be necessary to their efficiency.

“To have regard to the heating, ventilation, and cleanliness of the school buildings; to control the supply of school necessaries and requisites, issuing requisitions to the Secretary for the purchase and supply thereof.

“To require from the Head Teacher, and to make also himself, monthly returns of the attendance of teachers and pupils, and such other matters as may be desirable for record.

“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.

“And generally to give effect to the directions of the Board and Standing Committees, and assist them in promoting the established system of the schools to the most fruitful result of which it is capable.”

## OF THE SECRETARY.

“To give such attendance at an office provided by the Board as may suffice for the transactions of the duties appertaining to his appointment.

“To attend all meetings of the Board, and of the several Standing Committees; and to take and record minutes of the proceedings of such meetings.

“To conduct all correspondence not specially within the department, or arising directly out of the duties of the Local Superintendent.

“To receive and submit all documents for the Board, or the Standing Committees; to take charge of all reports, correspond-

ence, applications for office, accounts, and other documents, and to file the same.

“ To make returns of all salaries ; to make out all orders for payment ; and to keep full accounts of all expenditure.

“ To promulgate all orders of the Board, and of the Committees, and generally to act under the authority of the Board and its Chairman, and of the Committees and their Chairmen ; and, so far as relates to the routine of his department, in concurrence with the Local Superintendent.”

Mr. Barber's connection with the City Schools, as Local Superintendent, having ceased on the 30th June, 1858, at which date the Rev. Mr. Porter assumed the charge of the School, it is only due to Mr. Barber's long services, to put upon public record the condition of the City Schools at the time that gentleman resigned the charge of them into the hands of his successor, as affirmed by Mr. Porter himself in the following report :—

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

“ Report, by the Superintendent elect, on the general aspect of the City Schools, being the result of observations during a succession of introductory visits made during the month of June.

“ The undersigned could not be otherwise than highly gratified with the general appearance and convenience of the several *School Houses*, which leave so little to be desired or imagined.

“ The *arrangement of the pupils* in the several schools into three divisions, viz. : primary, intermediate, and senior, is, in the opinion of the undersigned, the most judicious that can be adopted.

“ The *matter of instruction* in the City Schools appears to be well adapted as the means of educating the minds of the pupils, to the extent which the general duration of their attendance at the school allows them to attain.

“ The *method of instruction*, which no mere professional training can, or should, render perfectly uniform, while, for the most part, obviously respectable and efficient, is, in not a few instances, exceedingly good, and decidedly superior. It would be invidious to mention, as the undersigned feels that he might, particular



teachers, whose work is their best praise ; and, in observing whom, admiration of the individual altogether excludes the insignificant question, "where did this teacher acquire his, or her, self-evident skill?" The truth perhaps is, that a teacher, emphatically worthy of the name, is, like a poet, "*born, not made.*"

"The *discipline of the schools* affords, in the judgment of the undersigned, but slight occasion for other than commendatory remarks. There is about some individuals a moral power which, whether they have to deal with mere animals, with children, or with men, is felt as a wholesome, though not a galling restraint. Some, again, have not the faculty of government, and however well informed, or in some respects apt to teach, require the countenance and the co-operation of others for the maintenance of order, and the enforcement of needful regulations.

"The undersigned cannot conclude this brief and necessarily but general report, without expressing his deep and very pleasant sense of the extreme courtesy and kindness of the retiring Superintendent, Mr. Barber, who has afforded him every possible facility for acquainting himself with whatever relates to the City Public School—schools which, it is but bare justice to affirm, provide for the people of this flourishing city all needful means and opportunities for the intellectual and moral education and discipline of their children, in order to their becoming useful and ornamental members of society. Nor could such a state of things have been brought about, but as the result of long-continued, liberal, and enlightened agencies, of no ordinary kind ; among which it surely becomes the undersigned to specify the ripe experience, natural and acquired ability, precision, despatch, and, above all, the fervent enthusiasm, of the retiring Superintendent, Mr. Barber. From that gentleman the undersigned receives the charge of the Public Schools of this City, influenced, he trusts, by the earnest desire and purpose that, so far as he can possibly prevent it, they shall take no harm.

"Respectfully submitted.

(Signed,) "JAMES PORTER,

"Local Superintendent.

"Toronto, 1st July, 1858."

## EVENING SCHOOLS.

The first movement in favour of an Evening School in this City—for the benefit of those young men who, being occupied in industrial pursuits all day, could only study after working hours were over—the same to be established and maintained as an integral part of the Common School System of this City, was initiated in October, 1855. This early experiment was tried during the six winter months forming the Session of 1855-56, namely, from the middle of October, 1855, to the middle of April, 1856. At the outset the attendance was very numerous, not less than 260 young men, varying in age from fifteen to one-and-twenty, having entered their names as pupils, in October: but it soon appeared that quite half of these were actuated more by curiosity than any desire for mental improvement—for the average attendance for the following month of November was only 91, and during the rest of the year it averaged 56, except in April, when it became reduced to 26.

Not discouraged, however, by this partial want of success in their benevolent attempts to improve the social condition of the labouring classes by means of instruction, the Board decided to renew the experiment; the Evening School was reorganized, and again put into actual operation for the Winter Session of 1856-'57—and this time with much better success; for the average attendance for October, November, and December, was somewhat more than one hundred, that for January, February and March, was as much as 75, while that even for April reached 50.

Considering these results as fully justifying the continuance of Evening School instruction as now a settled fact, the Session of 1857-58, was entered upon in a hopeful spirit; and the studies commenced in October, 1857, with an average attendance of not less than 157.—For the months of October, November and December, the

average attendance was 130, that for January 101, for February 74, and March 45, in which month the Evening School closed for the Session. The average attendance for the Session of '55-'56 was 61—that for '56-'57 was 86—and that for 1857-'58 was 105. The Teachers during the first Session were Messrs. Mulligan, Thompson, (Head Master John street School,) and Lewis, (Head Master George street School)—for the second Session Messrs. Thompson and Irving, (Assistant Master Louisa street School)—and for the third Messrs. Thompson, Lewis, and Hunter (Head Master Louisa street School.)

For the winter portion of the fourth Session 1858, 1859, the attendance was as follows, viz. :

	REGISTERED.	DAILY AVERAGE.
October.....	109.....	76
November.....	151.....	82
December.....	114.....	73

And the Teachers for this Session were Messrs. Thompson and James Anderson (Assistant Master of Phœbe street School.)

The mode of instruction in the Evening School was necessarily individual ; for, owing to the imperfect education of most of the pupils, it was found to be hardly possible to establish any mode of classification that would work well as regards the greater number of them. The studies pursued embraced regular instruction in reading and spelling, writing, dictation, geography (chiefly from the large maps,) so much of natural philosophy as treats of the mechanical powers, English Grammar as far as syntactical parsing, and Arithmetic as far as vulgar and decimal fractions. But besides these ordinary branches of useful education, 32 pupils (in 1858) received instruction in book-keeping both by single and double entry ; 32 were taught mensuration of surfaces ; 14 learnt Algebra as far as Equations ; and 23 studied Geometry as far as the Second Book of Euclid.

The expense of maintaining the Evening Schools, for 1858, was altogether \$465 32 ; namely—

Salaries : 3 Teachers, Session January to March inclusive, \$240 ; and 2 Teachers, Session from Oct. to Dec. inclusive, \$125.....	\$365 00
Allowance to the Care-taker for extra services in attending the School .....	30 00
Gas, for two quarters.....	60 32
Pens, ink, and miscellaneous expenses .....	10 00
	<hr/>
	\$465 32

This would show the cost per pupil to have been, in round numbers, \$4, on the basis of an "average attendance" of 121, and \$6 on the basis of a "daily average" of 76. But the cost of rent and fuel are not included in this calculation ; because, as the Evening School was carried on in the same rooms of the Victoria Street Building as were used for the Day School, the expense of rent and fuel stands charged in the General School and therefore is not worth separating.

---

#### SCHOOL VISITORS.

Under the provisions of the School Act, (section 33 of 13 and 14 Vict. chap. 48) "all Clergymen recognized by law of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen," are expressly appointed to be *School Visitors*. And section 34 enacts that such visitors should, so far as practicable, visit all the Common or Public Schools in their respective localities, and *especially* to attend the school examinations ; to enquire on such occasions into the progress of the pupils and the state and management of the school ; and to give such advice to the teachers and pupils, and all others present, as they

may deem advisable, and thereby promote the good of the schools, and the diffusion of useful knowledge.

But it is to be sincerely regretted that the advantages expected to be derived from the introduction of this element into our school system, have been but very partially realized; for, except at the semi-annual examinations, when it has been customary for the teacher to *invite* Clergymen, Magistrates, and other influential persons to attend the same, *a visit from them on any other occasion, is seldom or ever made to the schools.* And it is further to be regretted that the parents of the children also take but little interest in the matter, for the records of the schools show, that unless on examination days the visits of parents are “few and far between.” The same Committee (whose views upon school attendance have been quoted elsewhere), in view of this deficiency, “express a hope that Clergymen of the different religious denominations, Judges, Magistrates, and persons occupying positions of influence in the community, would recognize and give effect to the visitorial privileges conferred upon them by the Legislature;” and “that parents generally, who are the parties most directly interested in the schools, would give more encouragement than they have done to the exertions of the Board of Trustees, to extend the blessings of a sound practical education to the children of the city, and by visiting the schools, countenancing the teacher, and encouraging the pupils, stimulate popular education, and thus be the assisting means of securing a larger and more regular attendance.”

---

#### SCHOOL LIBRARIES.

The Board of Trustees anxious to excite as large an interest as possible among the community at large in regard to the City Schools; and desirous to afford to the pupils attending the Schools every reasonable inducement

to appreciate the advantages to be derived from them, decided in 1857 to appropriate a sum of money for the purpose of establishing a library or libraries in each of the six large schools—the books to be lent to the pupils, under proper regulations, to be read at home. The instruction given in our Schools taught children to read, but in order to render the mere abstract power to read, of some practical service in improving the mind and directing the feelings in a right direction, it became a necessity that suitable books, combining instruction with amusement should be provided, so that the knowing how to read might not be a useless acquirement, but made the means of teaching the young mind how to think and how to act. As it appeared that reading material could not very well be provided for the pupils by their parents, the Board felt called upon to interpose and supply what was required. Having conducted the youthful mind so far as *how to read*, it was obvious that the Board was called upon to go a step further and place in the hands of our pupils, *what they should read*, so as to make reading the key to knowledge and reflection. Under the regulations of the Educational Department, one hundred per cent. is added to whatever amount the Board might appropriate for this purpose, and thus by these means a large number of volumes could be purchased for a comparatively small outlay. The Board accordingly included in the School estimates for 1857 the sum of £250 on account of School Libraries, and of this amount £67 10s. was expended for 12 suitable Bookcases; £17 10s. for material to cover and preserve the books; and £150 was remitted to the Educational Department, which amount therefore entitled the Board to £300 worth of Library Books. At first only £200 worth was selected, because the supply of books, at that time in stock, was not extensive enough to enable a selection to be made for the whole amount. For this sum of £200 about 1600 volumes were obtained, and these were distributed to the six schools

in a ratio as nearly as possible proportionate to the number of pupils. The libraries so formed were, in the first instance, common to both departments; but this mode having been found inconvenient, and the expediency of having separate libraries for each department, and a different kind of books for the girls' schools having been admitted, the Board, in 1858, granted a further sum of fifty pounds, equal to one hundred pounds in books, to complete the necessary arrangements. This addition made the whole value of the library books to be £400, namely, £200 disbursed in money and £200 added by the department. Each of the six schools has now two libraries, one for the boys' and the other for the girls' department. The whole number of volumes in the boys' department is 1594, and in the girls' department 1243, making a total of 2837 volumes. And for the purpose of more directly connecting the privileges of these libraries with regularity of attendance and good conduct, as well as to provide for the proper care of the books, the Board has established the following regulations, viz.:

#### AS REGARDS THE LIBRARIES.

1. The principal teacher shall be responsible for the safety and preservation of all books provided for the library of his or her department.
2. It shall be the duty of the principal teacher of each department to keep a catalogue of the books in the libraries, and to open a registry of the books loaned.
3. No pupil who does not combine exact regularity and punctuality of attendance with good conduct, shall be allowed the privileges of the school library; and generally the deprivation of those privileges may be awarded, as a punishment, at the discretion of teachers.
4. The parent or guardian of any pupil shall be responsible for all loss or damage occurring to books whilst in his or her possession, and such loss or damage shall further be punished by deprivation of library privileges.

5. No books shall be issued on any pretence whatever, to any person not being either an officer of the Board of Trustees, or a teacher, or a pupil in the school to which the library is attached.

6. The principal teachers may periodically suggest to the Superintendent such books as in their opinion it may be expedient to add to the libraries.

7. The principal teachers may appoint the time, out of school hours, most convenient for issuing books to the pupils of their departments; and, consistently with these instructions, may, generally, manage the libraries at their discretion, under the sanction of the Superintendent.

---

#### OPENING THE SCHOOLS WITH PRAYER.

Towards the close of 1854, the Local Superintendent, Mr. Barber, reported to the Board on this subject as follows, viz. :—"I find that it has not been the practice to open and close the daily labours of our City Schools, either with prayer or by even reading a portion of the Scriptures. I feel some diffidence in approaching this subject; but although our public schools are not *denominational*, I hope it is not therefore desired that they should be considered *irreligious*. As regards secular instruction, the City Schools are *common to all*; and in like manner, on the ground of our *common Christianity*, might the children attending the schools begin the day by uniting, in a simple prayer, asking God's blessing on their studies; and, at the close of the school, join in returning thanks to the Almighty, for his protection of them during the day." In acting upon this report, the Board at first proposed to invite the Clergymen of the several Protestant denominations to meet a Committee of the Board to discuss the subject; but as many of the members thought, owing to the diversity of sentiment likely to prevail among so many ministers, that no practical good would result from such a conference, the consideration of the question was refer-



red to the Free Schools Committee. After some debate thereupon, the Board finally resolved that the City Schools should be opened in the morning, by reading selected passages from the historical portion of the Old Testament, together with the Lord's Prayer; and be closed in the afternoon, by reading portions of the Gospels and the Acts of the Apostles, together with the Lord's Prayer. This recognition of the daily use of the Bible and of Prayer in the City Schools, has continued from that time (1854) to the present, and the practice of thus opening and closing the City Schools with Scripture Reading and Prayer, now forms one of the Standing Regulations.

---

#### DEAF AND DUMB SCHOOLS.

In the course of 1858, application was made to the Board by the Rev. Dr. McCaul, as Chairman of a public meeting held in the St. Lawrence Hall, for the establishment of a School for Deaf and Dumb children. Previously to this, however, the Board had granted to a Mr. McGann the use of one of the unoccupied rooms in the Phœbe Street School House, wherein to receive a class of Deaf and Dumb pupils. The communication from Dr. McCaul was attentively considered by the Board, and the conclusion arrived at was, that while the Board was fully sensible of the importance and excellence of the object sought by the parties who constituted the public meeting referred to, yet the present Board could not recommend any immediate action in the matter, inasmuch as no provision had been made for such an expenditure in the School estimates for the year (1858); and, that if any such provision were expedient as regards 1859, the question properly belonged to the incoming Board, who would be best able to deal with it, when preparing the estimates for the year's expenses.

### PENALTY FOR DISTURBING A PUBLIC SCHOOL.

The Legislature has taken especial care to protect the Common Schools of the Land from annoyance or molestation. Of so much consequence has it been thought, for the exercises of the schools to go on without interruption or disquiet, that in the Supplementary School Act of 1853, clause the 19th, enacts: "That if *any person* shall wilfully disturb, interrupt, or disquiet any Common or other Public School, by rude or indecent behaviour; or by making a noise either within the place where such school is kept or held, or so near as to disturb the order or exercises of such school, that person shall, on conviction before a Justice of the Peace, be fined a sum of money not exceeding Five Pounds (\$20,) and in default of payment may be imprisoned for any time not exceeding thirty days!" And so stringent is the force of this protective legislation, that it has been decided that rude behaviour, or improper language, on the part of a parent to the Teacher, in the presence of the scholars, would bring the offending party within the penalty of the law.

---

### THE PRESENT CONDITION OF THE CITY SCHOOLS.

Having submitted to the public, in the preceding pages, a comprehensive view of the past history of our City Schools, as well as a brief description of the principles on which they are established, and the system under which they are conducted, we now proceed to explain the actual condition of the Schools for the past year, 1858, as regards all the prominent matters relating to the same.

In the first place, then, the following abstract of the general School attendance at all the Schools, for 1858,

wili exhibit the leading features most likely to interest the public. To have given these figures separately, and in detail, for each School, was hardly necessary; but in the subsequent statistical statements regarding each School separately, the registered and daily attendance are given for each division of every School, and this particular information, combined with the general Abstract, embodies all that is important :

**ABSTRACT OF SCHOOL ATTENDANCE FOR  
THE YEAR 1858.**

*Compiled from the Statements embodied in this Report, and from the  
respective School Registers.*

The number of days the Schools were in actual operation, was 226.

The number of Schools was 8; namely, 6 large central Schools, each having separate Male and Female Departments, with sub-divisions; and 2 smaller, or auxiliary, Schools, of mixed boys and girls.

The number of Teachers forming the regular staff employed in the Schools, for 1858, was 36; namely, 6 Head Masters, 2 Male Assistants, 4 Head Mistresses, 7 Senior Female Assistants, 6 Junior Female Assistants (Male Department), 7 Junior Female Assistants (Female Department), 3 Monitor Teachers, and 1 Occasional Teacher.

The whole number of Scholars whose names were entered on the respective School Registers, from the 1st of January to the 31st of December, and who attended the Schools some time or other during the year 1858, amounted to 4,742; namely, boys 2,481, girls 2,261.

Of these 4,742 scholars, 640 attended less than 20 days; 867 attended between 20 and 50 days; 1,208 attended between 50 and 100 days; 819 attended between 100 and 150 days; 697 attended between 150 and 200 days; and 411 attended 200 days and upwards to 226, the whole number of school-days in the year.

The total number of 4,742 scholars having been, to a greater or less extent, in attendance at the Schools during the year,

it next appears that the *average registered attendance* (i.e. the average number attending School, more or less, during each month) amounted to 2,622; namely, boys 1,374, girls 1,248: and that the *average daily attendance* (i.e. the numbers that were actually present each school-day during the year, added together and divided by the 226 school-days) amounted to 1,987; namely, boys 1,070, girls 917: so that the average number of daily absences during the year was 635; namely, boys 301, girls 334—equal in both cases to a per centage of about one-fourth of the whole number: but in addition to this, the average daily number of half-day absences during the year amounted to 142.

The greatest attendance during the year, that is, the greatest number present in the Schools at any time during the year, was 2,444, namely, boys 1,320, girls 1,124: and the least attendance, calculated on the same basis, was 683, caused by intensely cold, or extremely wet, weather.

The late attendance cannot be stated in so reliable a shape as it ought to be, owing to the rule of "late scholars" having been differently construed in different Schools; but as nearly as it can be ascertained, it amounted to a daily average of 308 late scholars.

Of the average registered attendance per month, namely, 2,622, the junior classes numbered 1,130, namely, boys 569, girls, 561: the second, or intermediate classes, 804, namely, boys 421, girls 383: and the third, or senior classes, 688, namely, boys 401, girls 287.

Taking the whole expenses of the Schools, for the year 1858, in round numbers, at \$25,000, the cost of educating each child, on the basis of "average registered attendance," was \$9 60; and on the basis of "daily average," was \$12 58.

Toronto, January, 1859.

For the sake of comparison, the reader is referred to the Abstract, compiled on the same principles and of the same nature, for 1857, in the Appendix, No. 2.

## SCHOOL STATISTICS, 1858.

For the purpose of enabling the public to know thoroughly all that relates to the internal management of the City Schools, the accompanying Statistical Returns, which exhibit in detail the teachers' names, &c., the number of scholars, and the studies pursued, have been compiled from the School Registers, namely :

## THE WESTERN AUXILIARY SCHOOL.

## WARD OF ST. PATRICK.

Teacher, Mrs. O'Flaherty—date of original appointment, 1855.—Certificate, First Class A, County Board—salary \$320.

Average registered attendance, 1858 (mixed boys and girls) ..... 110  
Average daily attendance. .... 80

In reading and spelling, 14 pupils were in the elementary class, as far as the 1st Book; 29 in the 2nd; 25 in the 3rd; 10 in the 4th; and 6 in the 5th Book.

In Grammar 22 were as far as Etymology, and 21 in Syntax.

In Arithmetic 25 were in the simple rules, and 21 as far as Practice and Interest.

In Writing, 20 were in large hand and 22 in small hand; and the whole 42 were taught the Geography of the World, of North America, of Canada, and of Europe, from the large maps.

## TRINITY STREET SCHOOL.

## WARD OF ST. LAWRENCE.

Teacher, Mrs. Henderson—original appointment 1851; County Board Certificate, First Class A—also trained at the Edinburgh Normal School—salary \$320 per annum.

Monitor Teacher, Miss Elizabeth Agnew—original appointment, 1858.—Provincial Normal School certificate (1856), second class C (491)—salary \$170.

Average registered attendance for 1858 (mixed boys and girls) ..... 137  
Average daily attendance..... 91

Of the whole number in reading and spelling (137), 20 pupils were in the alphabet, 10 in words, and 15 in easy sentences; 15 in the 1st Book, 30 in the 2nd, 20 in the Sequel, and 27 in the 3rd Book. In writing 20 wrote letters on the slate, 22 wrote words in large text, and 22 small hand, on paper.

In Arithmetic 75 learnt Tables, and 42 the simple rules from the Calculator and Black Board; 10 were in the Compound Rules, and 2 in Proportion. In English Grammar 17 were in the definitions, 12 in Etymology, and 14 in Syntax and parsing simple sentences; in Geography 75 studied the map of the world, and 62 the maps of Europe, America, and Canada. 35 learned the Elements of English History, 30 wrote words and short sentences from dictation—and all were orally taught from the object lessons.

---

### THE PARK SCHOOL.

WARD OF ST. DAVID.

*Male Department, 2 Divisions, 3 Teachers.*

2nd or Senior Division.—Head-master, Mr. William Anderson.—Certificate C. B., 1st Class A.—Original appointment, 1857.—Salary \$700.

Average registered attendance, 1858.....67  
Average daily attendance, “ .....53

In reading and spelling 30 were in the 3rd book; 24 in the fourth, and 13 in the 5th book. In writing, 27 were in large hand, and 40 wrote small hand from copy lines,

and transcribed from books. In Arithmetic, 20 were in the compound rules, 11 in Reduction, 12 in Proportion, and 24 in the higher rules. In Grammar, 30 were in Etymology, 20 in Syntax, and 17 parsed sentences. In Geography the whole 67 studied the maps of Europe, Asia, America, and Canada. The whole 67 learnt the elements of English History. In Mathematics, 7 were in Algebra as far as Equations, 4 in the 1st book, 2 in the 2nd, 3 in the 3rd, and 4 in the 4th book of Euclid.

1st or Junior Division.—Female Assistant Teacher, Miss Julia Robinson (Class Room).—Original Appointment, 1854.—Certificate P. N. S. (1854), First Class (154)—Salary, \$280. Female Monitor Teacher, Miss Jemima Armstrong (Gallery).—Original Appointment, 1858.—Certificate P. N. S. (1857), Second Class C, (669).—Salary \$170.

Average registered attendance, 1858.....121

Average daily attendance, “ ..... 91

In reading and spelling, 25 were in the alphabet and words, 20 in sentences, 32 in the first, 30 in the second, and 14 in the third book. 30 wrote letters and words in large hand on the slate and paper; 30 learned Arithmetic, from tables to Simple Division; 30 were taught Geography from the map of the world, and occasional lessons were given to all from Object Lessons.

N.B.—Miss Robinson and Miss Armstrong teach alternately the higher and lower class of the Junior Division.

*Female Department, 2 Divisions, 2 Teachers.*

2nd or Senior Division.—Senior Assistant (acting as Head Mistress) in charge, Miss M. A. Cuyler.—Original Appointment, 1857.—Certificate C. B., First Class.—Salary \$320.

Average registered attendance, 1858.....66

Average daily attendance “ .....46

In reading and spelling, 30 were in the third, 19 in the fourth, and 17 in the fifth book; 30 wrote large hand, and 36 small hand. In Arithmetic, 33 were in the simple rules, 9 in compound rules, 5 in reduction, 7 in Proportion, and 12 beyond Proportion. In English Grammar, 21 were in Etymology, 13 in Syntax, and 32 in syntactical parsing. All learned Geography from the maps of Europe, Asia, America, and Canada. 32 studied the elements of English History, and all learned needle work.

1st or Junior Division (Gallery).—Junior Assistant, Miss Susan Hamilton.—Original Appointment, 1858 —Certificate P. N. S. (1856), Second Class, A (399).—Salary \$240.

Average registered attendance, 1858.....	80
Average daily attendance	“ .....60

In reading and spelling, 30 learned the alphabet, words, and sentences from tablet lessons; 20 were in the first, 20 in the second, and 10 in the sequel book. All learned Arithmetic as far as Tables, Addition, and Subtraction, from the Calculator or Black Board; and all learned the Geography of the World from the large maps.

---

### VICTORIA STREET SCHOOL.

WARD OF ST. JAMES.

*Male Department, 3 Divisions, 3 Teachers.*

3rd or Senior Division.—Head-master, Mr. William Spotton.—Original Appointment, 1856.—Certificate C. B., First Class A.—Salary, \$700.

Average registered attendance, 1858.....	69
Average daily attendance,	“ .....52

In reading and spelling, 35 were in the third, 20 in the fourth, and 14 in the fifth book. All wrote large and small hand, and transcribed on paper select passages from



books. In Arithmetic, 25 were in compound rules, 14 in Reduction, and 30 in Proportion. All learned Geography from the maps of Europe, Asia, America, and Canada, and from Sullivan's Geography. In English Grammar, 51 were in Etymology, and 18 in Syntax. 5 learned English History, 5 Book-keeping, 3 Algebra, and 6 Euclid.

2nd or Intermediate Division.—Female Assistant, Miss Elizabeth Kennedy.—Original Appointment, 1855.—Certificate P. N. S., (1855) Second Class (340).—Salary, \$280.

Average registered attendance, 1858.....76  
 Average daily attendance " .....58

In reading and spelling, 26 were in the second, and 50 in the third book. 56 wrote large and 20 small hand on paper. In Arithmetic, 66 were in the simple, and 10 in the compound rules. In Geography, 30 learned the definitions and 46 studied the maps of the World, Europe, America, and Canada. 25 learned English Grammar as far as Etymology. 25 the elements of English History, and all were instructed from Object Lessons.

1st or Junior Division (Gallery).—Female Assistant, Miss Charlotte M. Churchill.—Original Appointment, 1857, Certificate P. N. S. (1856), First Class B (364).—Salary, \$240.

Average registered attendance, 1858.....98  
 Average daily attendance, " .....76

In reading and spelling, 53 were taught the alphabet, words and sentences, in the first book, from tablet lessons, and 40 were in the second book. 15 wrote letters and words on the slate. 40 learned tables and Simple Addition and Subtraction. All were taught Geography from the map of the world, and all were taught from the Object Lessons.

*Female Department, 2 Divisions, 2 Teachers.*

2nd or Senior Division.—Head-mistress, Miss Georgiana Round.—Original Appointment, 1856.—Certificate C. B., First Class A, (and trained in London T. S., England.)—Salary, \$400.

Average registered attendance, 1858.....70  
 Average daily attendance, “ .....56

In reading and spelling, 30 were in the third, 25 in the fourth, and 15 in the fifth book. 20 wrote large, and 50 small hand. In Arithmetic, 14 were in the simple, 25 in the compound rules, 16 in Reduction, and 15 in Practice and Interest. In Geography, 30 were taught from the maps of Europe, Asia, America, and Canada, and 40 used Sullivan's Geography. In English Grammar, 15 were in Etymology, and 16 in Syntax. 40 studied the elements of English and Canadian History. 40 practised linear drawing; all learned needle-work, and all practised vocal music.

1st or Junior Division.—Junior Assistant, Miss Margaret Wilkes.—Original Appointment, 1857. — Certificate P. N. S., (1857) Second Class A (568).—Salary \$240.

Average registered attendance, 1858.....112  
 Average daily attendance, “ ..... 81

In reading and spelling, 58 learned the alphabet, words, and sentences in the first book from tablet lessons, 33 were in the second, and 21 in the third book. 54 wrote letters and words on the slate. 62 learned tables and the first three simple rules in Arithmetic from the Calculator and Black Board. All received simultaneous instruction in Geography from the map of the world, and all were taught orally from Object Lessons.

## LOUISA STREET SCHOOL.

WARD OF SAINT JOHN.

*Male Department, 3 Divisions, 3 Teachers.*

3rd or Senior Division.—Head-master, Mr. William Hunter.—Original Appointment, 1852.—Certificate C. B., First Class A.—Salary \$700.

Average registered attendance, 1858.....56  
 Average daily attendance, “ .....41

In Reading and Spelling, 34 were in the fourth, and 22 in the fifth book and Sullivan's Class Book. All wrote large and small hand and transcribed from books. In Arithmetic, 37 were in compound rules, 2 in Proportion, Interest, and Fractions, and 7 in Extraction of Roots, &c. ; 8 studied Mensuration of Surfaces as far as Triangles ; 3 were in the simple rules of Algebra, and 5 in Equations ; 4 were in the first, and 2 in the second Book of Euclid. In English Grammar, 36 studied the Definitions, Etymology and Syntax, and 22 analysed and parsed sentences in the class book. All learned General History from the fourth and fifth books, and the elements of English and Canadian History. 34 learned Geography from the maps of Europe, Asia, America, and Canada, and 22 used Sullivan's Geography. All were taught so much of Natural Philosophy as relates to the mechanical powers from Johnston's maps. All practised linear and object drawing on the slate and on paper, and all practised vocal music.

Second or Intermediate Division.—Male Assistant, Mr. John Irving.—Original Appointment, 1856.—Certificate C. B., Second Class.—Salary \$520.

Average Registered attendance, 1858..... 94  
 Average daily attendance, “ ..... 83

In reading and spelling, the whole number read in the third book ; 63 wrote large and 31 small hand. In Arith-

metic, 48 were in the simple, and 46 in the compound rules and Reduction. In Geography, 44 studied the maps of the world and of Canada, and 50 learnt the definitions and other knowledge from Sullivan's Geography. In English Grammar, 41 learnt the parts of speech, and 53 Etymology. 32 wrote dictation of simple sentences on the slate ; 84 drew on the slate and 10 on paper. All were taught from object lessons, and all practised vocal music.

1st or Junior Division (Gallery).—Female Assistant, Mrs. Elizabeth Mitchell.—Original Appointment, 1855.—Certificate C. B., Second Class, (trained in England in the Infant School System, by Wilderspin.)—Salary \$320.

Average registered attendance, 1858..... 112  
Average daily attendance, " ..... 97

In reading and spelling. 26 learned the alphabet and words, and 15 sentences in the first book, 46 read to the middle of the second book, and 25 all through the same. In Arithmetic, 51 learnt numeration and the multiplication table, 46 simple Addition and Subtraction, and 25 simple Multiplication and Division ; 25 wrote on the slate ; 71 learnt the Geography of the World and of Canada, from large maps, and all were taught orally from object lessons.

*Female Department, 3 Divisions, 3 Teachers.*

3rd or Senior Division.—Head-mistress, Miss S. B. Quinn.—Original Appointment, 1855.—Certificate, P. N. S., (1854.)—First Class, (232)—Salary, \$400.

Average registered attendance, 1858..... 53  
Average daily attendance, " ..... 44

In reading and spelling 29 were in the fourth, and 24 in the fifth book, and Sullivan's Class Book. All wrote large and small hand, and transcribed passages, in prose

and verse, from select authors. In Arithmetic, 8 were in compound rules, 10 in Proportion, 11 in Fractions, 24 in Interest, and 6 learnt Algebra. The whole 53 were taught syntactical and analytical parsing of sentences from the class book. 29 learnt the Geography of the world from large map, and 24 were exercised on the Maps of Europe, Great Britain, America, Canada, and the States; 29 studied Edward's Elements of English History, and 24 English History from notes; and 24 learnt Natural Philosophy from Parker's First Lessons. All were practised in Dictation. 37 practised linear drawing on the slate, and 16 linear and object drawing on paper. All learnt needle-work, and all were practised in vocal music.

2nd or Intermediate Division.—Senior Assistant, Miss Mary A. Kennedy.—Original Appointment, 1853.—Certificate, C. B., First Class, (but attended N. School for U. C., 1850, 51.)—Salary \$320.

Average registered attendance, 1858..... 93

Average daily attendance, " ..... 74

The whole 93 learnt reading and spelling from the third book, 48 wrote large text, and 45 small hand copies. 40 learnt Numeration, Addition, and Tables, 37 Simple Subtraction, Multiplication and Division. 73 studied the definitions in English Grammar, the same number General History from notes, 61 the definitions of Geography, and 32 were exercised on the maps of the World, Europe, and America, 73 drew on the slate, all learnt needle-work, all were taught from object lessons, and all were practised in vocal music.

1st or Junior Division (Gallery.)—Junior Assistant, Miss Mary Henderson.—Original Appointment, 1856.—Certificate, Second Class, C. B.—Salary, \$240.

Average registered attendance, 1858..... 143

Average daily attendance, " ..... 106

In reading and spelling, 23 were in the Alphabet, 27 in Words, and 9 Sentences from tablet lessons, 42 commenced the second book, 48 had gone as far as the middle of it, and 24 were in the sequel. Nearly all learnt to form letters on the slate, 60 learnt Tables and Addition, 40 Subtraction and Multiplication, and 43 Multiplication and Division. 42 commenced needle-work; all were taught from object lessons; all commenced to draw on the slate; and all were practised in vocal music.

---

### JOHN STREET SCHOOL.

WARD OF ST. GEORGE.

*Male Department, 2 Divisions, 2 Teachers.*

3rd or Senior Division.—Head-master, Mr. John Thompson.—Original Appointment, 1852.—Certificate, C. B., First Class A (trained at Leeds T. S, England).—Salary, \$700.

Average registered attendance, 1858..... 75  
 Average daily attendance, “ ..... 66

In reading and spelling, 35 were in the fourth and 40 in the fifth book. In English Grammar, 20 were in conjugation of Verbs, 30 in Etymology and parsing, and 25 in Syntax and Analytical parsing. 10 wrote large and 35 small hand from copies, and 30 transcribed passages from books. In Arithmetic, 40 learnt Reduction, Proportion, Practice and Interest, 35 Fractions and Roots, 14 Mensuration of surfaces and solids, 11 Algebra to Equations, and 13 the first four books of Euclid. The Geography of Europe, Asia, America, Canada, and Great Britain taught to all from the large maps and by lecture. All learnt Natural History in the same manner from object lessons, and Natural Philosophy from Johnston's sheets. 35 drew on the slate, 20 linear on paper, 20 objects on paper, and all practised vocal music.

2nd or Intermediate Division.—Female Assistant, Miss M. A. Ferris.—Original Appointment, 1857.—Certificate, Second Class, C. B. (trained at Homerton T. S., England.)—Salary \$280.

Average registered attendance, 1858..... 47  
Average daily attendance, “ ..... 73

In reading and spelling, 15 were in the second book, 9 in the sequel, and 23 in the third book. 20 wrote letters, 12 words in large text. 37 learned the first four simple rules of Arithmetic, and 25 the compound rules. In English Grammar 20 learnt the parts of Speech, and 20 conjugation of Verbs. Geography of the World, and America to the whole from large maps. Natural History from the object lessons; and vocal music, were taught to the whole number

Juvenile Division (Boys and Girls.)—Female Assistant, Miss Jane Mowatt.—Original Appointment, 1855.—Certificate, Second Class (257), P. N. S., 1854.—Salary \$280.

Average registered attendance, 1858..... 84  
Average daily attendance, “ ..... 62

Of these, 20 were in the alphabet, 32 in the first book, and 32 in the second book. All learnt Tables and Simple Addition and Subtraction; all were taught the Geography of the World, from maps; and Natural History, from object lessons.

N.B.—For the first three months of 1858, the Male Department was arranged in three Divisions, viz.: First or Junior, Miss Ferris; Second or intermediate, Mr. T. Baxter; and the Third or Senior, Mr. Thompson, but for the remainder of the year, the arrangement as above stated was in operation.

*Female Department, 1 Division, 1 Teacher.*

Senior Assistant in charge, Miss Fanny Gordon.—Original Appointment, 1857.—Certificate, First Class, A (361), P. N. S., 1856.—Salary \$320.

Average registered attendance, 1858.....69  
 Average daily attendance, " .....53

Of the 68, 18 read and spelt in the sequel, 20 in the third, 17 in the fourth, and 13 in the fifth book; 12 wrote on the slate, 20 words in large text, 26 small-hand from copies, and 20 transcribed from books. In English Grammar 33 learnt the definitions and simple parsing, and 17 Syntax and analytical parsing. In Arithmetic 38 were in the simple rules, 20 compound rules, 10 in Proportion and Fractions; 30 wrote from dictation; 38 drew on the slate, and 25 on paper. General History was taught to the whole number by oral instruction from the fifth book. All learnt the Geography of the World, America, Europe, and Canada, from the large maps. All learnt Natural History from object lessons; and all practised needle work and vocal music.

---

### PHOEBE STREET SCHOOL.

WARD OF ST. PATRICK.

*Male Department, 3 Divisions, 3 Teachers.*

Third or Senior Division.—Head Master, Mr. Samuel Coyne.—Original appointment, 1850.—Certificate, C. B., First Class A.—Salary \$700.

Average registered attendance, 1858.....67  
 Average daily attendance " .....58

In reading and spelling 22 were in the third, 27 in the fourth, 18 in the fifth book and Sullivan's Class Book. All wrote large and small hand alternately from copies. All wrote passages dictated from books, and commenced the elements of English composition. In Arithmetic, 10 were in simple, 9 in compound rules, 6 in Reduction, 11 in Proportion, 10 in Practice, 10 in Interest, 5 in Fractions and Roots; 6 learnt Book-keeping, 5 Algebra to Equations, 2 learned Mensuration of surfaces, and 4 the



first and second books of Euclid. In English Grammar, 24 learnt Etymology and parsing, and 43 Syntax and parsing. All learned the Geography of Europe, Great Britain, America, and Canada, from the large maps, the fifth reading book, and Morse's Geography. 24 learnt Edwards' Summary of English History, as far as Henry IV., and 43 as far as William III. 18 learnt Natural Philosophy from Johnston's sheets, and 16 the elements of Phonography.

Second or Intermediate Division—Male Assistant, Mr. James Anderson.—Original appointment, 1858.—Certificate, County Board, First Class A (also trained at Edinburgh T. S., Scotland.)—Salary \$520.

Average registered attendance, 1858.....	51
Average daily attendance, " .....	33

In reading and spelling, 33 were in the second and 18 in the Third Book—10 wrote small words, 30 large text, and 11 small hand—in Arithmetic 36 were in the simple rules as far as multiplication, and 15 in the compound rules—all were taught the Geography of the World, of America, and of Canada, from the large maps: all learnt English Grammar as far as Etymology and parsing words; all learnt General History, and English History as far as the Norman Conquest, by oral instruction; and all were practised with the object lessons.

1st or Junior Division (Gallery.)—Monitor Teacher, Miss Mary A. Churchill.—Original appointment, 1858.—Certificate, First Class C (523), P. N. S., 1857.—Salary \$170.

Average registered attendance, 1858 .....	72
Average daily attendance " .....	52

In reading and spelling, 12 were in the alphabet and 21 in words and sentences of First Book, 27 in the first part of the Second Book, and 10 in the latter part; 15 learnt to

make letters on the slate ; all learned the elements of Geography by oral instruction from map of the world, and all learned arithmetical tables, addition, and subtraction, on the calculator.

*Female Department, 2 Divisions, 3 Teachers.*

3rd or Senior Division.—Head Mistress, Mrs. M. E. Lauder.  
—Original appointment, 1857.—Certificate, First Class (7), P. N. S., 1853.—Salary, \$400.

N.B.—Mrs. Corbett was Head Mistress until Easter, when, owing to impaired health, her resignation was, with much regret, accepted, and Mrs. Lauder became her successor.

Average registered attendance, 1858.....67  
Average daily attendance, “ .....46

In reading and spelling, 23 were in the third, 24 in the fourth Book, and 20 in Sullivan's Class Book; the whole 67 wrote large and small hand and transcribed from books; 23 were in the simple, 13 in the compound rules, 12 in Reduction, 9 in Proportion, 10 in Practice; 32 received oral instruction in the Geography of N. America, Europe, British Isles, and Canada, from the large Maps, and 35 studied from Morse's Geography and Atlas; in English Grammar, 29 received oral instruction in the elements, and 38 learnt syntax and parsing; 29 learnt General History, and 38 History of England, as far as the House of Stuart; Familiar objects were explained by lecture, and the whole practised needlework.

1st or Junior Division.—Higher Class, Junior Assistant, Miss Elizabeth Barker.—Original appointment, 1857.  
—Certificate, 3rd Class, County Board.—Salary, \$240.

Average registered attendance, 1858 ..... 59  
Average daily attendance, “ ..... 43

In reading and spelling, 36 were in the Second Book, and 23 in the Sequel; 40 wrote large text, and 19 small hand; the whole 59 learned tables and the simple rules,

from calculator and blackboard; the whole were simultaneously taught the Geography of the World, N. America and Canada, from the large maps; the whole were taught, by the same method, the definitions and parts of speech; all were exercised from object lessons, and all learned needle-work.

Lower, or Gallery Class.—Junior Assistant, Miss Elizabeth McMurray.—Original Appointment, 1857.—Certificate, Second Class, A (563) P. N. School, 1857.—Salary \$240.

Average registered attendance, 1858..... 72  
Average daily attendance, " ..... 47

In reading and spelling, 22 were in the alphabet and words of two letters, 10 in words of two syllables and easy sentences, 10 in the second book to page 12, 10 to page 54, and 20 to page 105; 30 learnt to form letters, 20 short words, and 20 commenced linear drawing, all on the slate; all learnt numeration and multiplication table, 25 addition and subtraction, and 16 simple multiplication; and all received oral instruction on the maps of the world and America.

---

### GEORGE STREET SCHOOL.

WARD OF ST. DAVID.

*Male Department, 2 Divisions, 3 Teachers.*

3rd or Senior Division.—Head-master, Mr. Richard Lewis.—Original appointment, 1855.—Certificate, First Class A, County Board (also trained at Liverpool T. S., England.)—Salary \$700.

Average registered attendance, 1858..... 67  
Average daily attendance " ..... 55

In reading and spelling, 35 were in the fourth book and 32 in Sullivan's Class Book; in English Grammar, 35 learnt the definitions and simple parsing, 32 syntax and

analysis of sentences, and 32 wrote prose and poetry from dictation ; 47 practised composition of sentences and simple narratives, and 22 made abstracts of reading lessons and other subjects ; 37 wrote large text, 40 small hand and transcribing from books ; in Arithmetic, 14 were in the simple and 25 in the compound rules, 15 in proportion, 13 in fractions, 12 in book-keeping, 6 in mensuration of surfaces ; 6 in Algebra, 12 in the first and 3 in the second book of Euclid ; the whole 67 learnt the general Geography of Europe, Asia, America, British Isles, and Canada, by oral instruction from large maps ; all learnt the elements of English History, and 32 studied general History. 3 learnt the elements of Natural Philosophy from Johnston's sheets ; 20 learnt linear and object drawing ; all were taught object lessons, and 30 were taught singing.

1st or Junior Division.—Higher Class, Female Assistant, Miss M. J. Keown.—Original appointment, 1855.—Certificate, First Class A, County Board ; was also trained three Sessions, 1850–51, at the Normal School, U. C.—Salary \$280.

Average registered attendance, 1858 . . . . .	63
Average daily attendance                   “ . . . . .	49

In reading and spelling, 13 were in the 2nd, and 50 in the 3rd book ; all learnt the definitions in English Grammar and simple parsing ; all learnt the definitions in Geography, and were exercised on the Maps of America, Canada, and the British Isles ; all were orally taught the elements of History, and Natural History from object lessons ; 53 wrote large text on paper, and 10 on slates ; all were taught the simple rules on the black-board, linear drawing on slates, and vocal music.

Lower Class.—Female Assistant, Miss Amanda Richards.—Original appointment, 1857.—Certificate, Second Class A (566), P. N. School, 1857.—Salary \$280.

N.B.—Miss Kerown and Miss Richards teach alternately the higher and lower class of the Junior Division.

Average registered attendance, 1858 .....	90
Average daily attendance, " .....	61

Of these, 20 learnt the alphabet, and 70 read the 1st book from tablet lessons; all were taught orally the definitions in Geography from maps; all were exercised on the object lessons; all were taught Tables, and addition and subtraction by the use of the calculator; and all practised vocal music.

*Female Department, 3 Divisions, 3 Teachers.*

3rd, or Senior Division.—Head Mistress, Miss Charlotte Smyth.—Original appointment, 1854.—Certificate, First Class A, County Board.—Salary, \$400.

Average registered attendance, 1858.....	61
Average daily do .....	48

In reading and spelling, 24 were in the 4th book, and 37 in Sullivan's Class Book. The whole 61 wrote small hand and transcribed from books. In arithmetic, 10 were in the simple and 8 in the compound rules, 14 in proportion, 16 in fractions, and 13 in interest. In English grammar, 37 learnt definitions and simple parsing, 24 syntax and analysis of sentences, 45 composed sentences and easy narratives, and 16 made abstracts of reading lessons and other subjects. All learned general geography from the maps of Europe, Asia, America, British Isles and Canada. All learned the History of England (Pinnock's Goldsmith's) and 37 general history from notes. All were practised in dictation of prose and poetry. 8 learned drawing. All learned needle-work, and all practised vocal music.

2nd, or Intermediate Division.—Senior Assistant, Miss Martha Hoig.—Original appointment, 1855.—Certificate, Second Class (45) P. N. School, 1853.—Salary, \$320.

Average registered attendance, 1858.....	61
Average daily do .....	48

In reading and spelling, 21 were in the Sequel, and 40 in the 3rd book. 41 wrote large text, and 20 small hand. In arithmetic, all went through the simple rules as far as division. In English grammar, 30 learnt the definitions, and to parse simple sentences. All learned geography from the maps of the World, America, and Canada. All were taught from Object Lessons. All learned-needle work, and all practised singing.

1st, or Junior Division, (Gallery).—Junior Assistant, Miss M. Philips.—Original appointment, 1857.—Certificate, Third Class County Board.—Salary, \$240.

Average registered attendance, 1858 .....	63
Average daily do .....	48

In reading and spelling, 10 learnt the alphabet, 16 words and sentences of the 1st book from tablet lessons, and 37 read in the 2nd book ; 53 learnt the first definitions and the geography of the world, from large map, by simultaneous teaching ; 37 learnt numeration and multiplication table, and simple addition and subtraction from calculator and black board ; all were taught orally from object lessons, and all were practised in vocal music.

---

## APPENDIX.

The accompanying documents, which have been referred to in the body of the Report, are considered worth re-producing in full, at the end of the same.

The first Return was prepared in answer to a resolution adopted by the Board, and shews at one view the attendance of Pupils, the number of Teachers, the total cost of the Schools, and the cost per Child, from the commencement of the Common School System in Toronto, up to the end of 1858.

No. 1.—COMPARATIVE STATEMENT OF THE CITY SCHOOLS, UNDER SPECIFIC HEADINGS, FROM 1844 TO 1858, BOTH INCLUSIVE:

Year.	City Population.	Average Registered Attendance.	Average Daily Attendance.	Number of Teachers.	Average number of Pupils to each Teacher.	Total Cost of maintaining the Schools.	Cost per Child per annum on the basis of registered attendance.	Cost per Child per annum on the basis of average daily attendance.
						£	¢	¢
844	18500	...	1194	12	100	4½ mos. 1377	...	5 00
845	18706	...	1108	12	92	12 " 1321	...	7 00
846	20585	...	1212	15	81	12 " 2011	...	6 60
847	21784	...	1265	13	97	12 " 1871	...	6 00
848	23503	...	1431	13	110	½ year 917	...	5 50
849	24126	...	1325	13	102	¾ year 917	...	5 08
850	25766	...	1259	15	91	12 mos. 1998	...	6 30
851	30763	1843	1366	16	85	12 " 2408	5 80	7 20
852	35000	1872	1546	16	96	12 " 2558	5 40	7 40
853	40000	1886	1402	30	70	12 " 3215	7 00	9 00
854	41500	1971	1459	21	69	12 " 4176	8 50	11 40
855	42500	2066	1570	31	50	12 " 5218	10 00	13 00
856	43250	2318	1747	32	55	12 " 5642	10 00	12 80
857	45000	2480	1863	36	52	12 " 6054	10 00	13 00
858	47500	2522	1987	36	55	12 " 6599	9 69	12 50

N.B.—From 1844 to 1850 inclusive, the distinction between the "registered" and "daily" attendance was not sufficiently observed to enable the same to be recorded.

The figures under the head of "City Population" are, in many instances, approximations based upon the ordinary ratio of increase, inasmuch as a reliable census

For the same reason, the School Population of the City cannot be accurately determined; but, according to the usual proportion between young persons and adults, it may be estimated at 10,000 for 1858.

From 1844 to 1847, the Schools were carried on under the rate-bill system; in 1848 and 1849, they were altogether free, but open only for six months in each year; in 1840, the rate-bill was again resorted to; and from that time to the present, the Schools have been, and are still, *free to all*.

---

No. 2.—ABSTRACT OF SCHOOL ATTENDANCE,

*In its general features for 1857.*

The number of days the Schools were in actual operation was 223.

The number of Teachers regularly employed throughout the year was 36.

The number of Schools was eight, namely, six large Schools, each having a separate Male and Female Department, subdivided into junior, intermediate, and senior classes; and two smaller Schools of mixed Boys and Girls.

The whole number of Scholars whose names were entered on the School registers, and who were some time or other at School during the year was 4,543, viz., 2,310 Boys, and 2,233 Girls; and of these 4,543 Scholars, 699 were present less than 20 days; 978 between 20 and 50 days; 1,132 between 50 and 100; 749 between 100 and 150; 634 between 150 and 200; and 233 between 200 and 223 days.

The average attendance, per month, on the register, *i. e.*, those who were at School more or less each month, was 2,480, viz., 1,315 Boys, and 1,165 Girls. Of these 2,480 there were present at School (not reckoning half day absences), every school-day during each month on an average, 571, viz., 361 Boys, and 210 Girls.



The average *daily* attendance for the whole year was 1,863, viz., 1,023 Boys, and 840 Girls.

The average *daily* absences (not reckoning half-days), for the year was 617, namely, 292 Boys, equal to 20 per cent. ; and 325 Girls, equal to 30 per cent.

The greatest attendance, *i. e.*, the highest number present in each School, at any time during the year, was 2,332, viz., 1,273 Boys, and 105 Girls.

The least attendance calculated on the same principle, was on the 7th and 8th January, and the 18th December, on account of cold weather, 753, viz., Boys, 421, Girls, 332, as the average of said three days ; and 699, viz., Boys, 386, Girls, 313 on the 13th July.

Of the *daily average* attendance, viz., 1,863, there were every day, on an average, during the year, 483 *late scholars*, viz. in the morning, 284, viz., Boys, 201, Girls, 184, equal to 18 per cent ; and in the afternoon, 199, viz., Boys 92, Girls, 117, equal to 11, per cent.

Of the *daily average* attendance, viz., 1,863, there were, on an average, every day of the School year, 241 *half-day absences*, viz., Boys, 111, Girls, 130, equal to 12½ per cent.

On the average *registered* attendance per month, namely, 2,480, the first division of junior classes numbered 1,208; the second division, or intermediate classes, numbered 731 ; and the senior division, which comprised the more advanced pupils, numbered 541 ; of the 1,208 there were 627 Boys, and 581 Girls ; of the 731 there were 414 Boys, and 317 Girls ; and of the 541 there were 274 Boys, and 267 Girls.

Taking the cost of each scholar, on the basis of the *average registered attendance*, (2,480), at \$10, the junior pupils would then each cost \$8 ; the intermediate ones \$10 ; and the seniors \$12 in round numbers. But taking the cost according to the *daily average* at \$13, the juniors would then cost each \$10 ; the intermediates \$13 ; and the seniors \$16 in round numbers.

G. A. BARBER,

Toronto, 1858.

*Local Superintendent.*

### No. 3.—ANNUAL STATEMENT

Of Receipts and Expenditure, for Common School purposes,  
within the City of Toronto, for the School year 1858.  
Published by the Board of School Trustees, as required  
by Law.

#### INCOME FOR 1858.

Balance over from 1857 .....	\$6117 92
Legislative appropriation.....	4400 00
Municipal assessment, estimated to produce, nett.....	28672 00
<b>Total Assets .....</b>	<b>\$39189 92</b>

#### EXPENDITURE IN 1858.

Paid sundry accounts incurred, and due, on account of 1857,  
viz:

Repairs, &c., to the Schools .....	\$851 89
School Bells, balance.....	160 77
Advertising.....	275 57
Printing .....	53 24
Stationery for the Schools, &c. ....	128 14
Instalments and Interest on School Sites.....	516 16
Rents .....	140 00
Miscellaneous .....	151 00
	<hr/> \$2276 77

Paid Salaries, &c., for 1858, viz:

18 Teachers in the Male Departments of the six large Schools .....	\$7832 50
15 Teachers in the Female Departments of the same	4437 50
3 Teachers of the Western and Trinity Schools....	790 00
3 Teachers of the Evening School .....	365 00
Care taken of the six large Schools, and sweeping and attendance Western and Trinity Schools, and the Secretary's and Superintendent's Office.....	594 00
Allowance to retiring Teachers and others .....	189 16
Local Superintendent and Secretary (G. A. Barber), 6 mos. ....	650 00
Local Superintendent (Rev. James Porter), 7 mos...	700 00
Secretary (G. A. Barber), 6 mos.....	300 00
	<hr/> \$15858 16

<i>Amount brought forward</i> .....		\$18184 93
Paid Instalments and Interest (1858) on School Sites, viz :		
Phoebe Street School (Ward St. Patrick) .....	\$434 96	
Victoria Street do (Ward St. James).....	446 36	
Palace Street Site (Ward of St. Lawrence).....	744 00	
Western School Site (Ward St. Patrick) .....	267 75	
		\$1893 10
Paid rents for 1858, viz :		
Trinity Street School .....	\$100 00	
Western School .....	60 00	
Board Room.....	70 00	
Offices of the Superintendent and of the Secretary ..	171 57	
		\$401 57
Paid Election Expenses, 1858, viz :		
Returning Officer, accounts.....		\$86 00
Paid for additions in 1858 to the School Libraries.....		\$224 70
Paid for Fuel for the Schools and Offices, 1858, viz :		
Coal .....	\$392 08	
Wood.....	604 00	
Sawing Wood.....	154 60	
		\$1150 68
Paid Insurances on the Schools and School Furniture, &c., 1858, viz :		
British America Co.....	\$224 50	
Western Co. ....	43 75	
Royal Co. ....	62 50	
		\$330 75
Paid for Maps, Object Lessons, Blackboards, Tablets, &c., 1858, for the several Schools .....		
		\$157 84
Paid for Furniture, Window Blinds, and other requisites for the Schools and Offices, 1858, viz :		
For the Schools .....	\$128 75	
Superintendent's Office.....	70 00	
Secretary's Office and Board Room.....	46 93	
		\$245 68
Paid for Advertising, 1858, viz :		
The Globe... ..	\$44 60	
The Colonist and Atlas.....	42 47	
The Leader .....	40 00	
		\$126 97
Paid for Printing, 1858.....		
		\$229 00

<i>Amount brought forward</i> .....		\$22981 17
Paid for Stationery, Pens, Pencils, Ink, Blank Books, &c., 1858, viz:		
For the Schools .....	\$123 11	
For the Board, the Superintendent's Office, and the Secretary's Office .....	30 01	\$153 12
<hr/>		
Paid for Gas, for Evening School, 1858.....		\$96 09
Paid for Repairs, Improvements, &c., to the several Schools, 1858, viz:		
Re-hanging the six School Bells.....	\$242 75	
Glazing at all the Schools.....	57 86	
Repairs to warm Air Furnaces, cleaning Stove Pipes, &c., &c., at all the Schools.....	74 69	
Repairs to the Park School.....	51 47	
“ George Street do .....	38 48	
“ Victoria Street do .....	52 50	
“ Phœbe Street do .....	129 10	
“ Louisa Street do.....	59 85	
“ John Street do .....	51 22	
“ Western School .....	34 00	
“ Trinity Street do.....	81 25	
“ Superintendent's and Secy's Offices..	20 00	\$893 17
<hr/>		
Paid Redemption of one-twentieth of the Principal on School Debentures issued for Building Purposes, and one year's Interest on Principal, as per Cham- berlain's Return, December 31, 1858.....		\$4557 10
Paid Miscellaneous Expenses.....		76 88
<hr/>		
Total Expenditure, 1858.....		\$28757 44
*Leaving available towards the School expenses of 1859 ....		\$10432 48

We have compared the Vouchers with the above detailed account of expenditure, and find the same to be correct.

SAMUEL SPREULL,  
J. W. BRENT,  
Auditors.

Toronto, February 9th, 1859.

---

\* This balance is exclusive of the sum of \$2400, the price for which the Berkeley Street School Premises were sold, and which amount has been set apart for building purposes.