

Historical.

It is not to be expected that the students of the Normal College be endowed with that loyalty to their institution, that pride in handing down its customs from year to year, that is infused into all who claim for their Alma Mater a college whose history dates far into past generations, and whose spirit has been carefully fostered by each successive year. Yet although we cannot trace the records of our Normal College back into dark antiquity, it does boast of a short history, which should prove of interest to the students of the institution.

To the educationalists of Ontario belongs the honor of being the first on this continent to recognize the necessity of professional training for those purposing to engage in high school teaching, but it was not until 1885 that the first step in this direction was taken, when two collegiate institutes were utilized for four months in the year for the training of High School assistants. Three years later the number of training institutes was increased to five, but the belief that education is a science as well as an art, led the authorities to make arrangements, whereby instruction could be given in the theoretical, as well as the practical side of education.

These arrangements culminated in 1889 in the establishment of the School of Pedagogy in Toronto, when two months of the term were spent in the consideration of the doctrinal side of the art of teaching, and the other two as before in observation and practice in the training institutes. With the training schools scattered over the Province in this way, it was impossible to tell how much of the theory was applied to the practice. To remove this difficulty, the outside training schools were dropped in 1891, and the two Toronto Collegiate Institutes affiliated instead, thus enabling the theoretical and practical work to be carried on concurrently for the four months.

Two years later, in 1893, the term of instruction was extended to eight months. This arrangement, however,—the nearest approach to a satisfactory one that the school had yet seen—lasted only for one year, and the institution for the next four years remained without any affiliated training institutes.

Under these obviously unsatisfactory circumstances the work was continued, but in the meantime arrangements were being made between the Ontario Legislature and the Hamilton Board of Education for the accommodation of the School of Pedagogy in connection with the new Collegiate Institute about to be erected in Hamilton. On September 3rd, 1895, the Board agreed to the terms proposed by the Department of Education, which agreement, it was stipulated, "should remain in force for ten years; to be cancelled at any time thereafter on one year's notice by either party."

In order that the students of this year may know the relation in which they stand in point of numbers to past years, a few statistics may here be given. Since the extension of the term, the number of students enrolled each year is as follows:

	MEN.	WOMEN.	TOTAL.
1893-94.....	48	31	82
1894-95.....	67	40	107
1895-96.....	85	75	160
1896-97.....	79	67	146
1897-98.....	95	113	208
1898-99.....	86	88	174

May we, the thirteenth class, prove the fallacy of the old superstition by a triumphant passage through the fiery ordeal of the year.

The class of 1898-99 is made up as follows:

	MEN.	WOMEN.	Tl.
Toronto Graduates....	24	20	44
Queen's	10	1	11
McMaster	2	2	4
Trinity	1	2	3
McGill	0	1	1
Senior Leaving.....	49	62	111

SPECIALISTS.			
Classics.....	11	2	13
Mathematics.....	8	2	10
English.....	9	11	20
Moderns.....	8	10	18
Science.....	2	1	3