

VII. CERTIFICATES.

Certificates will be granted by the Minister of Education, or Deputy Minister to all candidates who succeed in passing the Intermediate Examinations, according to report of Central Committee.

3. EXAMINATION IN HISTORY FOR FIRST CLASS CERTIFICATES, JULY, 1877.

General History.—Freeman, Chaps. 1-5 inclusive.

Ancient History.—Special and more detailed study of a particular period:—History of Greece to the close of the Peloponnesian War (Schmitz's Ancient History, Book II., or History of Greece by Dr. W. Smith), may be consulted.

Modern History.—Special and more detailed study of a particular period:—History of England; the Tudor Period (Freer's Short History of the English People, and Macaulay's History of England, Chap. 1.), may be consulted.

4. HIGH SCHOOL ENTRANCE EXAMINATION.

The Examination for admission will be held on Tuesday and Wednesday, the 9th and 10th December, in accordance with instructions issued.

5. CERTIFICATES OF NORMAL SCHOOL STUDENTS.

On the Report of the Central Committee of Examiners as to attainments, and of the Principals: (a.) That they have given regular attendance during the session at the Normal School lectures, and performed their work to the satisfaction of the Principal and Teachers; (b.) That they have sufficient aptitude to teach; (c.) That, in the opinion of the Principal, they are qualified to compete for such certificates; (d.) That they are of good moral character, the Honorable the Minister of Education has granted the undermentioned certificates to students of the Normal Schools under the Act 37 Vic., cap. 27, sec. 31 (12).

CLASS I.

Grade A.

- 3652.....Geo. K. Powell,.....Silver Medal.
3653.....Jno. E. Tom,.....Bronze Medal.
3654.....*Robert R. Cochrane.

Grade B.

3655. *Wm. Joseph Summerby. 3656. Bella Isles.

Grade C.

3657. Neil Moore Campbell. 3659. Kate Grant.
3658. Daniel Cornell.

CLASS II.

Grade A.

(1.) Obtained on 1st Class Papers.

3660. William Alford. 3662. Annie Amelia Gray.
3661. James Brown. 3663. Martha E. Hunt.

(2.) Obtained on 2nd Class Papers.

3685. George Munro. 3665. Lilla Stuart Dunlop.
3664. James Francis White.

Grade B.

3666. Edward Bruce. 3676. Lizzie Foulds.
3667. Daniel Burke. 3677. Lizzie Gellatly.
3668. Geo. S. Gfroerer. 3678. Mary Horsburgh.
3669. Lewis Elwood Hambly. 3679. Mattie Head.
3670. *Henry Kenyon. 3680. Eliza Jane Jarvis.
3671. Saml. N. McCready. 3681. Emily Madora Lyon.
3672. Chas. Ambrose Winter. 3682. Emily Lillie McCredie.
3673. Maggie Laing Alexander. 3683. Mina Ross.
3674. Marjory Curlette. 3684. Elizabeth Y. Sams.
3675. Margt. Stephen Edwards.

6. TORONTO NORMAL SCHOOL.

The Session of the Normal School was formally opened yesterday. The pupils were assembled in one of the lecture rooms, where there were also present the Rev. Dr. Davies, Principal; Hon. A. Crooks, Minister of Education; Dr. J. G. Hodgins, Deputy Minister of Education; and members of the staffs of the Normal and Model Schools.

* Students of Ottawa Normal School, the others being Students of Toronto Normal School.

Note.—The names of Robert R. Cochrane and Wm. Joseph Summerby should not have appeared in the list of certificates published in September number of *Journal*, as they were Normal School Students.

The Principal read an address to the students on the regulations of the school.

Hon. Mr. Crooks then congratulated the Principal and students on the satisfactory commencement of another session. Great value had been attributed to the certificates of students who had gone through the curriculum of the Normal School, and this was satisfactory first as an indication of a feeling which he was glad to see becoming more prevalent in the Province, the desire to get the best qualified teachers for our Public Schools; and in the next place as showing that the Normal School was a valuable aid in securing to the schools duly qualified teachers. There had been able masters of Normal Schools in the past whose labours, through those trained under their hands, were still yielding fruit; and he felt that this Normal School, as well as that at Ottawa, would in future years continue to bring forth fruit, as this institution had done since its establishment in 1847. Not only were trustees now able to appreciate most highly those who held Normal School certificates, but trustees and ratepayers alike were becoming more prepared to adequately remunerate teachers who possessed the higher qualifications. After pointing out the especial advantages which they enjoyed in entering the Normal School, Mr. Crooks alluded to the fact, that one of the first elements of a Normal School was, that it should devote itself to training in the art of teaching, rather than assume to instruct in those matters which might be learned elsewhere. The High Schools could give all the instruction necessary to enable a pupil to obtain the different classes of certificates, but when it became necessary that a pupil should be trained in those different methods and principles of instruction on which the success of a school so much depended, something more than the training of a High School was required. It was within those walls that teachers who might otherwise be able to pass satisfactorily for second and third-class certificates could supplement the instruction they had received, by being practically trained in the improved methods and principles of teaching. His purpose was, however, rather to point out those deficiencies in connection with our educational system, which in his short experience had struck him as being difficulties which at the earliest moment proper means should be discovered for overcoming. The number of teachers holding certificates in this Province were 5,736, upwards of 3,000 of whom held third-class certificates. Only 215 held first-class, and 857 second-class. The number of schools now opened amounted to 4,758. The holders of third-class certificates were, it was plain, only partially prepared for discharging their duty as teachers of the Public Schools. The examination was rather in the nature of a matriculation into the profession than a final test of qualification, and the subjects of examination were intended rather to encourage the students entering the teaching profession than as an indication of the standard which the schools properly ask and the country be satisfied with. The holders of third-class certificates should be best looked upon as the apprentices in the profession, and in every way in which they could be encouraged to improve their position by passing the second-class examination and gaining additional experience, to so much a higher standard would the schools of the country have attained. The number of teachers who have been admitted to certificates in four years reached nearly 7,000, and the removals from the profession must have been very numerous when they found that in 1874 the whole teaching staff of the country was 5,700. The problem had been how to fill up the vacancies caused by removals, with the best possible material. It was plain that the Normal School, with its small capacity, with its inability to admit more than 200 in each session, would manifestly fall short of supplying the schools requiring a higher qualification than a third-class certificate. It would take years of Normal School operations before this very large body of teachers holding third-class certificates could obtain the higher training which the Normal School could confer. It had been said that more Normal Schools should be established to meet the difficulty, but even with the addition of one or two Normal Schools, it would be difficult to add materially to the number of first and second-class teachers. The number who were better qualified through the Normal Schools from time to time, would only be adequate to supply the number which from time to time the profession lost from various causes. Some other more ready means must therefore be considered of perfecting the training of teachers, and those means seemed almost to exist ready to their hand, if by proper management they could take advantage of them. They had, in the shape of Teachers' Associations throughout the different counties, the nucleus of an institution which in every county would afford to those engaged in the work of teaching better opportunities for understanding the most approved methods of teaching. The experiment had been tried in many of the States of the American Union, where in almost every district they found Teachers' Institutes established. These Teachers' Institutes could, under a proper system of arrangement, be made so available as in some degree to afford advantages equivalent to those which were