EXAMINATIONS OF THE NORMAL AND MODEL SCHOOLS.

(Reported by Mr. Ure.)

The public examination of the Normal School took place on the 14th inst., in the theatre of the building, commencing at half-past nine o'clock. The audience was large and respectable, and exhibited great interest in the proceedings. At the close of the examination, the class sung several pieces of music very well, conducted by their teacher, Mr.

Tupper.

At the conclusion of the examination, the Chief Superintendent of Schools, in addressing the audience, remarked that the object of the Normal School was to train teachers for the management and instruction of the Common Schools of Upper Canada. It is not merely to teach the subjects which are ordinarily taught in Common Schools. It is assumed that the various candidates that make application for admission are already well acquainted with the subjects ordinarily taught in Common Schools, and most of those who have attended this Institution have heretofore been school teachers, and possessed of the ordinary qualifications and certificates required by law for that purpose. They have, therefore, by their previous occupation, given very strong proof of their desire to pursue that profession by coming to this Institution in order to be better qualified for its prosecution. The object of the Model Schools is to exhibit in them the system of instruction pursued in the Normal School, and intended to be pursued throughout the country, so that no person is admitted here without an engagement that he or she shall pursue the profession of a teacher. The engagement entered into was similar to that required by the Normal School in the State of New York. It had there been tried for eight years, and had been found to answer the purpose well. At the commencement of the school four years ago, there were 71 applications for the first session and 63 admissions; the following session there were 140 applications, and 125 admissions; in 1849, there were 123 applications, and 108 admissions; in the winter session of 1849, there were 131 applications, and 111 admissions; in 1850, there were 160 applications, and 135 admissions; and in the following session, the period of instruction was extended from five to nine months, but the experiment was not found to be successful. In that session the applications were 180, and the admissions 76; in the following session the applications were 93, and the admissions 80. They then returned to the former system, and in 1852 the applications were 123, and the admissions 101. Last session, on the removal to the new premises, and notwithstanding they labored under disadvantages for a month or two, the applications made were 162, and the admissions 144. The entire number of applications since the commencement, during the last four years, had been 1102, and the number of admissions 943; so that the whole number which has been taught in the Normal Schools is 943, or upwards of 200 a year. The total number of admissions to the New York State School, since its commencement, eight years ago, had been 3230. The Doctor then referred to the examination which had taken place, and to the very excellent specimens of linear drawing hanging on the walls. The pupils had been taught in this art, he said, by Mr. Hind, jun., a young gentleman who has done great credit to himself and to the Institution during his connection with it. In reference to the examination in music, he would say that the teacher had left it to his option whether the pupils should be examined in the principles of music, or sing a few pieces. He considered that the singing would be more relished by the audience. He then referred to the great object aimed at in their teaching, and the happy influences which it had not only upon the pupils but upon the teachers themselves, inducing the most ardent affeetion amongst them all, and he trusted that the same happy feelings would go from this Institution to the schools throughout the country, so that the schools may be conducted with feelings of affection, as well as in the strictest principles of virtue. The Government and Legislature had evinced every disposition to advance the interests of education, and had in no instance been niggard in their support of this Institution. (Applause.)

The Hon. the Chief Justice of Upper Canada then came forward to deliver His Excellency's Prizes, which consisted of two large piles of books. He said he was sure the books which he had now the honor and pleasure to distribute, had been selected with sound and enlightened judgment, and they would be both highly valuable and interesting to them. The candidates would have very great pleasure in receiving them, as they were presented by His Excellency the Governor-General, and their value was enhanced by the fact that they had earned them, and in a manner that had earned for themselves an honorable reputation. What was even more valuable than the prizes was the fact that, they had been laying a sure foundation for laudable exertion in every pursuit in after life. It was quite evident from the list placed in his hands that the competition had been very keen, and that having been more successful than their companions, it was an evidence that they had the advantage of being indued by Providence with good memories, sound judgement, and quick apprehension, involving a great responsibility upon themselves for the manner in which they use these

blessings, for to whom much is given from them also much shall be required. He said it was impossible that any one could witness the great exertions made by the Provincial Legislature in promoting education in the Common Schools of this country, without being sensible in how very great a degree the general character of the population of this country must be improved, the general intelligence and civilization of the whole community promoted, and in the same proportion their happiness and well-being increased. He could not forbear expressing his testimony on every recurring opportunity to the incessant exertions which the worthy Chief Superintendent has from the first given to the promotion of the success of this Institution so as to make it answer the great objects which were had in view in its establishment. His lord-ship refered briefly to the excellent building which had been provided for the Normal School, which he considered would very much conduce to the maintenance of the discipline of the Schools. He then delivered the prizes to the young gentlemen.

Master Charlton said that, as long as one of these books remained in

Master Charlton said that, as long as one of these books remained in his library, it would serve to convince him of his obligations to Canada,

and more particularly to the Normal School.

Master Rathwell bowed assent.

Dr. Ryerson then read the report of the examiners. They had been ably assisted by Professor Croft and Professor Buckland in the examination, and in the awarding of the prizes. The report stated that the examiners had carefully examined all the written answers, and had found three of the candidates perfectly equal, and that they had been obliged to put another question, in order to decide the contest. The following was the order in which they stood on the list:—

111 1113	g was the order in w							
1.	Benjamin Charlton,	fron	ı the	Count	y of	Brant		183
2.	Samuel Rathwell		"	"		Carleton.		132
3.	John Simmons			•	•	•	-	131
4.	John G. Malcolm		•	•	•	•	-	129
5.	William Vardon		•	•	•	•		123
6.	Anna Fleming				•	•	-	110
7.	W. Warren Trull		•			•		107
8.	Elizabeth Robinson			•	•	•		99
9.	John Campbell		•	•	•	•	•	74
			_				•	
Value of the Questions				_				180

The Rev. Mr. Lillie concluded the proceedings with the benediction.

Benjamin Charlton is a native of Upper Canada, and is 18½ years of age. Samuel Rathwell is also a native of Upper Canada, and is 27 years of age. Both attended during the previous session of the Normal School.

CLOSE OF THE EXAMINATION.

The examination of the Model School came to a close on Saturday. The greatest interest was manifested by the citizens both on Friday, during the examination of the girls, and on Saturday, during the examination of the boys. On Saturday afternoon, Principal Barron, of the Upper Canada College, conducted for a short time the examination in Mathematics, and expressed his utmost satisfaction in the ability and intelligence of the youths. The whole of the classes having been examined, the boys then sang several pieces, very spiritedly and well conducted by their teacher, Mr. Tupper, and concluded with the Queen's anthem, during the singing of which the whole assembly stood up.

Dr. Ryerson said, before proceeding to the play ground to the gymnastic exercises, he wished to state that with the earnest and urgent entreaty of his associates, Mr. Sangster had taken upon himself the head-mastership of the new central school in Hamilton, and they had to express their deep regret that the bonds of affection which had so long existed were now to be severed. But they were willing to deny themselves the pleasure of his fellowship that the advantage of their system of teaching might be more widely extended, and had urged upon him the acceptance of the situation in Hamilton. These remarks would explain the ceremony that was to take place.

Several of the more advanced of the pupils then stood up in front

and one of them read the following:

ADDRESS.

To John H. Sangster, Esq.

Dear Sir,—As we understand you are about to remove from Toronto, and that your connection with us now terminates—you to enter on what we hope will be a more influential and extended sphere of labor, and we, consequently, to lose the valuable instruction with which you have from time to time favored us—we deem the present a fitting opportunity for expressing to you the esteem and regard we entertain towards you. We rejoice at your elevation to the situation upon which you have just entered, and we sincerely trust it will prove agreeable, honorable, and profitable to you. While these sentiments find a ready response in our breasts, we must express our regret that you cannot enjoy that reward of your diligence and zeal in the cause of education without its severing those bonds of affection which have so long existed between us.