he attainments and o obtain a first class A few have taken even six sessions. , is about two ses-

cases, students re-The certificates are f which the Head xamination lasts for papers are subse-the highest—to ered in appropriate that purpose, and amination in each ses as to the standthe Normal School. inding attained at warded for Educa-Composition) and mess and general

he end of this apairly expected to the paper. The rtificate, one being lows: for 80 per 0 to 50 per cent., niners hesitate to essential branch, her five or six in

ormal School is e of age and aty treat the same lents-in-training d they spend a i skilled teache lessons so as

g course :-tion, manners, ; how to inter-

y each kind; ts by way of

mar ; (e) ccm-(k) philoso-

VIII. Organization of schools; classification of pupils; monitor teachers—their use and abuse; school buildings and arrangements; school furniture and apparatus, &c., &c. IX. School management; time tables and limit tables; school rules; school register;

roll book; visitor's book; school discipline; rewards and punishments.

X. Principles of mental and moral philosophy, as far as applicable to the elementary school-room; mental, moral and physical culture of childhood.

XI. General principles of education.

The above course embraces in all about seventy lectures, of one hour each.

The students in attendance are divided into classes of about nine each, under the superintendence of a leader, whose duty it is to get the lessons assigned to his class, and distribute them, the day before they are to be taught, among the members thereof, so as to give them time for preparation. The classes go alternately to the Model School, each spending a complete day there in rotation. The class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several divisions of the Model School. Thus every student knows the night previously what division he is to be attached to the following day,-what lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moreover, as no student is required to teach any subject the method of teaching which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the session mainly falls to those members of the class who have already passed one or more complete sessions in the institution-the new comers for the time being merely looking on and familiarizing themselves with the working of the school; towards the close of the term, however, the teaching in the Model School is mainly confined to the new-

The results of each lesson given is entered in the "Model School Training Register," one page of which is assigned to each student-in-training. The book is ruled as below:

## MODEL SCHOOL FOR ONTARIO.

TRAINING REGISTER.

No.

Class.

Session.

## SPECIAL REPORT OF CLASSES TAUGHT.

DATE.	Subject of Lessons.	Class and Division.	AS TO THE CLASS.					AS TO THE TEACHER.														
			Order.	Attention.		Manner or style.	Prengress.	Fluency.	Manner.	Energy.	Accuracy.	Watchfulness.	Mode of giving questions.	Mode of receiving	Correction of errors.	Power of giving ex-			Thoroughness.	Effectiveness.	General value of lesson.	Remarks.
Marks for t	he Sess	ion																				