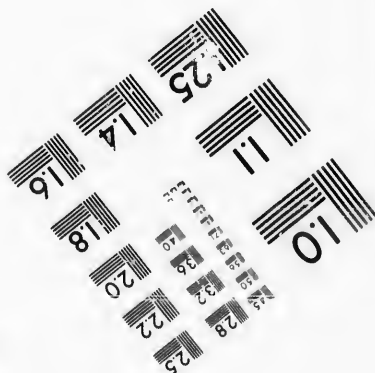
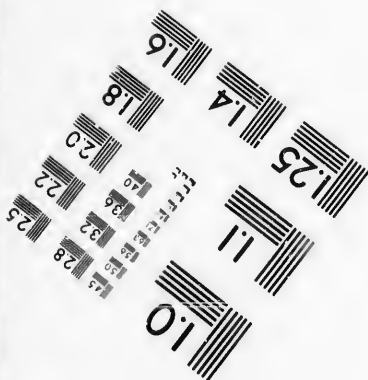
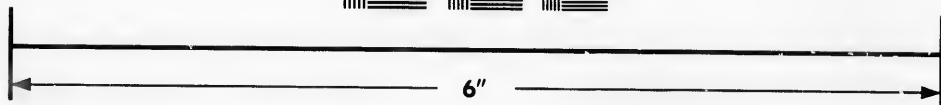
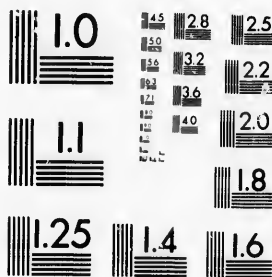


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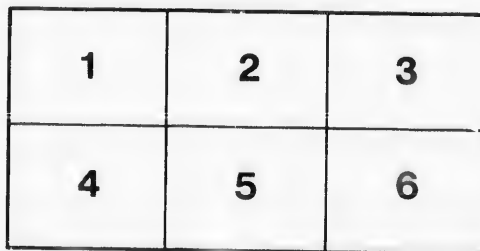
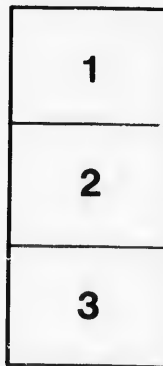
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THE
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FOR ONTARIO:

ITS DESIGN AND FUNCTIONS.



CHIEFLY TAKEN FROM THE REPORT OF THE CHIEF SUPERINTENDENT
OF EDUCATION FOR ONTARIO, FOR THE YEAR 1869.

Toronto:

PRINTED BY HUNTER, ROSE & CO., 86 & 88 KING STREET WEST.
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NORMAL AND MODEL SCHOOLS

FOR ONTARIO.

The establishment of a Normal School for the training of teachers, as a necessary part of a National System of Education, engaged attention in Upper Canada in 1836. But no detailed plan by which that object could be accomplished was recommended to the Legislature until the presentation, in 1846, of a *Report on a System of Public Elementary Instruction for Upper Canada*, by the Chief Superintendent of Education. Practical effect was immediately given to those recommendations by the passing of a School Law—embodying the general features of the system detailed in that report—appropriating \$6,000 for furnishing suitable buildings, and an annual \$6,000 for the support of the Normal School, and placing it under the management of the Board of Education and the Chief Superintendent of Education.

The first attention of the Board, on its appointment, was directed to procuring suitable premises for the Institution; and application was made to the Governor-General for permission to occupy the Government House in Toronto, in the Province of Upper Canada, at Toronto, until proper buildings could be erected. The application was granted; and after the necessary arrangements had been completed, the Normal School for Upper Canada was opened on the 1st of November, 1847, in the presence of a large number of gentlemen from different parts of the Province.

The removal of the Seat of Government from Montreal to Toronto, in 1849, in consequence of the burning of the Parliament House on the passing of the "Rebellion Losses Bill," necessitated the removal of the Normal School to some other premises, and the adoption of measures for the immediate erection of buildings for the Institution. Accordingly the Legislature at its session in 1850 appropriated \$60,000 for the purchase of a site and erection of buildings, and an additional \$40,000 in 1852—making in all \$100,000. The corner stone of the new buildings was laid on the 2nd July, 1851, by His Excellency the Earl of Elgin and Kincardine, K.T., Governor-General, in the presence of the members of the Legislature and the citizens of Toronto, and the premises were formally opened by a public meeting in the theatre of the Institution on the 24th November, 1852. On the 15th of May, 1858, the Normal School was removed into the new building on Gerrard Street, which has been erected at the rear of the main building for a Model Grammar and Normal School, and the old apartments were applied to the purposes of an Educational Museum, and a projected School of Art and Design for Upper Canada.

The Institution consists of a Normal School and two Model Schools; the former, the school of instruction by lecture; the latter, the school of instruction by practice. The students in the former are teachers-in-training, whose ages vary from 16 or 18 to 30, while the pupils in the latter are children between the ages of 5 and 18 or 20 years. In

the Normal School, the teachers-in-training are instructed in the principles of education and the best methods of communicating knowledge to the youth placed under their care—are "taught how to teach;" in the Model Schools they are taught to give practical effect to those instructions, under the direction of teachers previously trained in the Normal Schools. The Model Schools for boys and girls, are designed, by both the system of instruction pursued and general arrangements, to be the *model* for all the public schools of the Province.

STATISTICS RELATING TO THE NORMAL AND MODEL SCHOOLS.

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole system has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe; yet the applications for admission during the present session (August, 1870) have been 180 (larger than for some years), and the failures in examination have been less than ten—much less proportionally than at the commencement of previous sessions. Upwards of 80 of those admitted have been teachers. The applications now on the books for admission to the *Model* Schools, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of the students.

The Table shows that of the 5,737 admitted to the Normal School (out of 6,388 applications) 2,847 of them had been teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male candidates admitted, 2,001 of them had been teachers; of the 2,745 female candidates admitted, 846 of them had been teachers. The number admitted the first session of 1869 was 166, the second session, 174—total 340—of whom 201 attended both sessions. Of the whole number admitted, 158 were males, and 182 females. Of the male students admitted 93 had been teachers; of the female students admitted 42 had been teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is, that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which de-

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velops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency. For the information of parties desirous of obtaining information in regard to the course of instruction and training in our Normal School, I append to this report a valuable paper on the subject, drawn up by Dr. Sangster, Head Master. (See Appendix B.)

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes spend some time each week in the Model Schools, where they first observe how a Model School for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants under the observation and instruction of the regularly trained teachers of the school, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education (a member of the Bar) delivers a short course of lectures to the Normal School students on the School Law, and their duties and modes of proceeding respecting it.

THE NORMAL SCHOOL FOR ONTARIO.—ITS DESIGN AND FUNCTIONS

(Prepared by John Herbert Sangster, Esq., M.A., M.D., Head Master.)

This Institution is designed to train Common School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a *training school*, rather than a mere school of instruction, in the ordinary sense of the term, the majority of those received as students-in-training are so deficient in scholastic attainments that it is found necessary to include in its course of instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Common School study. It is conceded by all who have devoted any attention to the subject that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demands on the part of those who would become educators of youth, the Normal School Masters are compelled to supplement, by lectures on the different branches of study embraced in an ordinary English education, the early training or want of training of those who enter its walls. Every lecture, therefore, given in the Normal School is delivered with a two-fold object:—

- 1st. To convey to the class of students-in-training a certain amount of information on the subject on which it treats; and
- 2nd. To give this information in such a manner, that making the necessary allowance for differences of age and attainments, it may serve as a *model* of the method in which the same subject is to be discussed before a class of children.

TERMS OF ADMISSION, &c.

Two sessions are held each year—the first commencing on the 8th January and closing on the 15th June, and the second beginning on the 8th August and terminating on the 22nd December. Females over sixteen years of age, and males over eighteen years of age, who present certificates of moral character from their clergymen, are eligible for admission upon successfully passing the entrance examinations. No charge is made for tuition, and the students are supplied by the department with such text-books as they require at half the usual price. If admitted, each student is required to sign a declaration

that in coming to the Institution his object is to better qualify himself for the discharge of his duties as a teacher; that it is his intention to devote himself to the profession of teaching in Canada; and that he will strictly keep all the rules and regulations of the Institution. (The form of admission and other forms and papers will be found at the end of the examination papers.)

EXAMINATIONS.

The Entrance Examination is held on the third and fourth days after the opening of the session (the first two days being occupied in receiving names, &c.), and after it commences no new applications for admission are entertained. This, like all the other examinations of the school, is in writing on printed questions, and although the requirements for entrance are not very formidable, the papers are read with such strictness that, upon an average, one in ten is sent back for further preparation. After the work of the session commences, written test examinations are held once every six weeks, and on these occasions all who are found to have fallen behind the class, either through carelessness or want of ability, are required to withdraw for the remainder of the term. Thus only those arrive at the close of the term who can proceed to the final examination with a reasonably good prospect of obtaining a certificate to teach. Taking one session with another, about one-fifth of those actually admitted at the commencement drop off before the close, either through ill-health or inability to keep up with the work of the term, while of those who write at the final examinations, only about five-sixths are successful in obtaining certificates.

CLASSIFICATION OF STUDENTS.

The students in attendance are sub-divided into one senior and one junior divisions—the former consisting, for the most part, of those who have already spent one or more sessions in the Institution, and who hold second or first certificates therefrom. New comers, who are found, upon examination at the commencement of the session, to be sufficiently far advanced, are admitted to the senior class, but few are found competent to successfully prosecute the work of that division until after they have studied for one or two sessions in the junior class.

THE GOVERNING BODY AND TEACHING STAFF.

The Consolidated Common School Law enacts that "The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than *nine* persons (of whom the Chief Superintendent of Education shall be one) to hold office respectively during pleasure, and such Council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Governor."

The members of the Council thus appointed are as follows:—Rev. Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education; Most Rev. John Joseph Lynch, D.D., Roman Catholic Archbishop of Toronto; Very Rev. Henry James Grasset, B.D., Dean of Toronto; Hon. Mr. Justice Morrison, Presbyterian Church of Canada; Rev. John Jennings, D.D., United Presbyterian Church; Rev. John Barclay, D.D., Church of Scotland; Hon. Wm. McMaster, Senator, Baptist Church; Ven. Thomas B. Fuller, U.D., D.C.L., Archdeacon of Niagara; Rev. John McCaul, LL.D., President of University College, and the Presidents of the other Colleges affiliated to the University of Toronto, *Ex-Officio Members for Grammar School purposes*; Alexander Marling, LL.B., *Recording Clerk*.

The Act empowers this Council:—"To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one or more Model Schools, for the instruction and training of teachers of common schools in the science of education and the art of teaching." It also authorizes the Council: "To make from time to time the rules and regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which students will be received and instructed therein; to select the location of such school, and erect or procure and furnish the buildings therefor; to determine the number and compensation of teachers, and of all others who may be employed therein; and to do all lawful things which such

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Council may deem expedient to promote the objects and interests of such school." And it requires the Council "To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the receipt and expenditure of all moneys granted for the establishment and support of the Normal School."

The same Act directs the Chief Superintendent of Education :—"To take the general superintendence of the Normal School; and use his best endeavors to provide for and recommend the use of uniform and approved text-books in the schools generally." It makes him also "responsible for all moneys paid through him in behalf of the Normal and Model Schools," and requires him "to give such security for the same as the Governor may require." It further declares that :—"The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The teaching staff of the Normal School consists of a Head Master, a Second Master and other teachers, as follows :—John Herbert Sangster, M.A., M.D., Head Master; Rev. Wm. H. Davics, B.D., Second Master; J. Geo. Hodgins, LL.D., Barrister-at-Law, School Law Lecturer; William Armstrong, C.E., Drawing Master; Samuel Clare, Teacher of Book-keeping and Writing; Henry Francis Sefton, Music Master; Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

On Friday afternoon of each week the ministers of the different denominations meet their respective classes for religious instruction. The exercises are opened each day by reading a portion of the Holy Scriptures, and a form of prayer sanctioned by the Council of Public Instruction.

The sub-division of the school day among the various subjects of study may be seen from the following :—

PROGRAMME OF LECTURES IN THE NORMAL SCHOOL FOR ONTARIO.
Forty-fourth Session, August to December, 1870.

HOURS OF LECTURE.	MONDAY.		TUESDAY.		WEDNESDAY.		THURSDAY.		FRIDAY.		SATURDAY.
	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	
From 8 to 9 A.M.	Education.		Natural Philosophy.		Education.		Natural Philosophy.		Education.		School Drill.
From 9 to 10 A.M.	Arithmetic.	Grammar.	Algebra.	History.	Arithmetic.	Grammar.	Algebra.	History.	Reading.	Algebra.	
From 10 to 11 A.M.	Grammar.	Arithmetic.	History.	Algebra.	Grammar.	Arithmetic.	English Literature.	Algebra.	History.	Arithmetic.	
From 11 to 11.45 A.M.	Chemistry.	Geography.	Music.	Chemical Physics.	Chemical Physics.	Geography.	Music.	Music.	Chemical Physics.	Reading.	
From 11.45 A.M. To 12.30 P.M.	Geography.	Recapitulation.	Book-Keeping.	Chemistry.	Chemistry and Callisthenics.	Geometry and Callisthenics.	Book-Keeping.	Book-Keeping.	Geography.	Practice in Use of School Apparatus.	
From 1.30 to 2.30 P.M.	Linear Drawing.	Geometry.	Composition.	Linear Drawing.	Reading.	Geometry.	Writing.	Geometry.	Writing.	Composition or Dictation.	
From 2.30 to 3.15 P.M.	Geometry.	Writing.	School-Law.	School Drill.	—		—		Religious Instruction.		

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COURSE OF STUDY.

The course of instruction includes Reading, Writing, Arithmetic, Grammar, History, Geography, History of English Literature, Education (including leading principles of Mental and Moral Philosophy), Algebra, Geometry, Mensuration, Natural Philosophy, Chemistry, Chemical Physics, Principles of School Law, together with Vocal Music, Drawing and Calisthenics for females and Military Drill for males.

The requirements for entrance and final examinations on these several subjects can be seen by a reference to the following programme of course of study, and more fully by reference to the sample set of examination papers given in the Appendix at the close of this.

PROGRAMME of the Entrance Examination and Course of Study in the Normal School for Ontario.

(Approved by the Council of Public Instruction, on the 24th day of August, 1858.)

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
ENGLISH	Read with ease and fluency Parse a common prose sentence according to any recognized authority	Read Prose with correct emphasis, intelligence, and inflection of voice. Rules of Spelling (Spelling-book superseded.) General principles of the philosophy of Grammar. Analyze and parse any Prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject, with correct Punctuation.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Languages—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of Construction. Structure of Propositions and Sentences. Etymology—Changes effected in Roots. Correct Letter-writing, as regards Composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING	Write legibly and readily and correctly.	To Write a bold, rapid, running hand.	
GEOGRAPHY	The definitions—general knowledge of the relative positions of the principal countries, with their capitals—the oceans, seas, rivers and islands.	The relative positions of all the countries of the world, with their principal cities and physical features; the Islands—Hodgins' Geography; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, the United States and British Colonies (Hodgins)—Rudiments of Physical Geography—Structure of the Crust of the Earth.
HISTORY	None	General History of the World, from the Creation to the present time, as sketched in the Fifth Book of Lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING	None	The general principles of the science of Education—General plan of School Organization—Practice of Teaching, as exemplified in the Model School.	The Science of Education applied to the Teaching of Common Schools—Methods of Teaching the different branches—Practice thereof as exemplified in the Model School—Organization of Central Schools—Dimensions and Structure of School-houses—Furniture and Apparatus.

Composition or Dictation.
Writing.
Geometry.
Reading.
Drawing.
Composition.
Writing.
Geometry.
From 2.30 to 3.15 P.M.

School Drill.
School Law.
Writing.
Geometry.

RELIGIOUS INSTRUCTION.

PROGRAMME, Studies, &c.—Continued.

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
*MUSIC	None	Hullah's System	Hullah's System.
DRAWING.....	None	None	Facility in making Perspective Outline Sketches of common subjects.
BOOK-KEEPING..	None	The Rudiments	Single and Double Entry.
ARITHMETIC AND MENSURATION	Fundamental Rules, Vulgar Fractions, and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.), Square and Cube Roots, Mensuration of Surfaces and Mental Arithmetic.	Review past subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
ALGEBRA.....	None	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trinomials, Resolution into Factors, Involution, Square of Multinomials, Expansion of $(a+b)^n$, Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{a}{b}$, $\frac{a}{b} \infty$, and =, Simple Equations.	Review past subjects of Junior Division—Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations.
EUCLID.....	None	Books I. and II. with Exercises (Potts).	Books III., IV., VI., and Definition of B. V. Exercises on Six Books (Potts).
NATURAL PHILOSOPHY	None	Properties of Matter, Statics, Hydrostatics, Dynamics and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
CHEMISTRY	None	None	Constitution of Matter, Chemical Nomenclature, Symbols, Laws of Combination, Chemical Affinity, Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminium, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine, and their principal compounds. Nature of soils, of Organic Bodies, Germination of the Seed, Development of the Plant, source of Carbon, Hydrogen and Nitrogen, &c., in Plants, products of vegetable growth, Woolly Fibre, Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, action of Manures, &c.

* Not required of those who are naturally disqualified.

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LIST OF TEXT BOOKS USED IN THE NORMAL
SCHOOL FOR ONTARIO,

Which are supplied to Teachers in Training at half-price:

A set of Readers.
Companion to Readers.
Authorized English Grammars (Introductory and Advanced).
Lovell's General Geography.
Hodgins' History of Canada.
Sullivan's Geography Generalized.
Sangster's Arithmetic.
Potts' Euclid.
Sangster's Mensuration.
Sangster's Algebra.
Sangster's Philosophy, Parts I. and II.
Sangster's Rudimentary Chemistry.
Sifton's Manual of Music.
A Slate.
Two Dictation Books.
Two Note Books.
Two Writing Books.
Drawing Materials.
Two Book-keeping Books.

ADDITIONAL QUALIFICATIONS FOR HONOUR
FIRST-CLASS PROVINCIAL CERTIFICATES.

- I.—Each Candidate to have held an Ordinary First-Class Provincial Certificate, Grade A, for one year.
II.—To give evidence of having been a successful Teacher.
III.—To stand an Examination in the following subjects, in addition to those necessary for an Ordinary First-Class Certificate, viz.:
1. English History and Literature (Collier).
 2. Canadian History and Geography (Hodgins).
 3. Outlines of Ancient and Modern History and Geography.
 4. Latin Grammar (Harkness), and Books IV., V. and VI. of Caesar's Commentaries.
 5. Outlines of Geology (Lyell & Chapman's), and Astronomy (Mosley's).
 6. Science of Teaching, School Organization, Management, &c., including a knowledge of the leading principles of Mental and Moral Philosophy.
 7. Easy Lessons on Reasoning.
 8. Algebra—General Theory of Equations, Imaginary Quantities (Sangster's and Todhunter's).
 9. Euclid—Books XI. and XII.
 10. Trigonometry as far as solution of Plane Triangles (Colenso).
 11. Inorganic Chemistry, Sangster's Inorganic, Brand and Taylor's for Organic.
 12. The Principles of Book-keeping, Music and Drawing.

REGULATIONS TO BE OBSERVED BY STUDENTS.

Students are permitted to board only in houses which are specially licensed for that purpose by the Council of Public Instruction.

All students are required to be in their respective boarding houses by 9.30 p.m.

Students are not permitted to indulge in games, or in practical jests, which are calculated to annoy their class mates, or to excite ill-feeling.

Students are not permitted to attend evening lectures, or to go to places of amusement in the evening, or to absent themselves from their respective boarding houses for the night, without the express permission of the Head Master first obtained.

Male and female students are not permitted to communicate with one another, either verbally or in writing, or in any other way, during the session; nor are female students permitted to form any new male acquaintances during their attendance at the Institution.

All students are required to keep their desks clean and neatly arranged, to refrain from all talking or whispering, &c., during lecture and recitation, to maintain a proper attitude and bearing in class, and to refrain from all habits that are in any way offensive and objectionable; to diligently prepare his work from day to day, and to conform cheerfully to all the special requirements of the masters.

Inattention to these regulations is followed by a report of the delinquency to the Chief Superintendent, and suspension or dismissal from the school, as in his judgment seems best.

CERTIFICATES AND AVERAGE LENGTH OF ATTENDANCE.

The certificates given are divided into first and second class, and each class is subdivided in three grades, indicated respectively by the letters A, B and C. Thus, beginning with the lowest and proceeding to the highest, they run, second class, grade C; second class, grade B; second class, grade A. First class, grade C; first class, grade B; and first class, grade A. All of these are legal authorizations to teach in any part of the Province of Ontario, and, with exception of grade C, of second class, are valid until revoked by the Chief Superintendent. Second class certificates, grade C, are only valid for one year from date of issue.

The time required to take a certificate depends, of course, upon the attainments and ability of the student, and the grade and class to which he aspires. To obtain a first class grade A, the *average* time taken is between three and four sessions. A few have taken such certificate in *one* session, but the majority require four, five and even six sessions. The average time required to take a second class certificate, grade A, is about two sessions.

Very few spend only one session at the Normal School. In most cases, students return for a second, and, in many cases, a third or fourth session. The certificates are awarded at the close of the session by a Committee of Examiners, of which the Head Master and Second Master of the Normal School are members. The examination lasts for six days, during each of which the students write for six hours. The papers are subsequently carefully read by the examiners, and a value, varying from one—the highest—to six—the lowest—is assigned to each. These marks, or values, are entered in appropriate columns in a book, called the "Certificate Record," which is kept for that purpose, and which serves not only to give a condensed view of the results of the examination in each individual case, but also for subsequent reference when any question arises as to the standing of a teacher in any particular branch, when he was in attendance at the Normal School. The grade and class of the certificate awarded depends partly on the standing attained at this final examination, (chief importance being attached to the marks awarded for Education, Aptitude to Teach, Arithmetic, Reading and Spelling, Grammar and Composition) and partly on the character the individual has earned for himself as to quickness and general ability as a teacher.

The examination papers (of which a sample set will be found at the end of this appendix), are so constructed that the best students in the class can be fairly expected to complete their answers within the time (usually three hours) assigned to the paper. The value given to the written papers (and set down on the margin of the certificate, *one* being the highest mark given and *six* the lowest) would run somewhat as follows: for 80 per cent. or over, *one*; 65 to 80 per cent., *two*; 50 to 65 per cent., *three*; 40 to 50 per cent., *four*; 30 to 40 per cent., *five*; and less than 30 per cent., *six*. The examiners hesitate to award certificates to any one who may have received *five* or *six* in any essential branch, and refuse absolutely to give certificates to those who have merited either five or six in aptitude to teach, spelling, arithmetic or grammar.

SPECIAL PREPARATIONS FOR DUTIES AS TEACHERS.

It has already been pointed out that every lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a *model* of the manner in which the teacher may treat the same subject before a class of children. In addition to this, however, the students-in-training receive a thorough course of lectures on the science and art of teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled teachers, they are required to take charge of the various classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

The lectures on education in the Normal School embrace the following course :—

- I. Art of teaching; characteristics of the successful teacher; qualification, manners, habits, temper, tone of mind, &c., &c.
- II. Modes of securing co-operation of pupils; how to secure attention; how to interest class.
- III. Intellectual teaching—in what it consists; how secured.
- IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.
- V. Mode of receiving answers, and of criticising them; requirements by way of answering.
- VI. Correction of errors; recapitulations, &c.
- VII. How to teach—(a) reading; (b) spelling; (c) arithmetic; (d) grammar; (e) composition; (f) writing; (g) history; (h) geography; (i) geometry; (j) algebra; (k) philosophy; (l) object lessons; (m) other subjects.

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Marks for

FINAL REPORT.

has, during the past Session, taught of the classes assigned to with efficiency success. manner is , language , power of sus- taining attention in a class is , language , power of sus- quick in detecting errors, thorough in their correction. displays anxious to excel, explanations. teaches with facility in communicating instruction, and giving ideas of order and ment, , power of managing a class clearness, force, effect. ideas of order and In my opinion will make a teacher, and, for power, capability, and aptitude to teach, as evinced in the Model School, I would rank as rate.

Head Teacher, Model School.

and the numbers are entered in the appropriate columns by the Model School teachers, from one, implying great excellence, to six, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such private commendation or admonition is by him awarded to the students-in-training as each case seems to merit. When the student indicates, by his course in the Model School, that he is not likely to make a useful teacher, he is recommended to withdraw.

To supplement these training exercises, the students are, as often as practicable, divided into sections—each of which is taught in some assigned subject—by the members thereof in succession, in presence of the Masters of the Normal School. At the close of each lesson the students are required to criticise the manner in which it was taught, and offer suggestions for improvement thereon, &c.

At the close of the session the mark awarded for aptitude to teach is determined, partly by the Model School Report (the blank form is given above), partly by the success and energy with which each student conducts the class recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.

SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS.

No. 1.

EXAMINATION PAPERS FOR ENTRANCE EXAMINATION.

ARITHMETIC—JUNIOR DIVISION.

1. Write down as one number seven trillions two millions seventy thousand and one, and seven hundred and twenty thousand five hundred and six tenths of trillionths.
2. Reduce 7161714 inches to acres.
3. Divide 714.37 by .00694 and carefully mark the position of the decimal point.
4. Find the value of $7\frac{3}{4} + 9\frac{1}{2} - 6\frac{2}{3} + 1\frac{1}{2} - 11\frac{3}{8} - 6\frac{2}{5} - 9\frac{7}{14} + 16\frac{5}{17}$.
5. Find the l. c. m. of 3, 6, 9, 12, 15, 18, 24, 27, 30, 36, 48, 45, 60 and 72.
6. Divide \$791.86 between A, B and C, so as to give C \$91.86 more than three-fifths of the shares of the other two; and so as to give A \$50.80 cents less than B.
7. Find the value of $\frac{7\frac{3}{4}}{9\frac{2}{3}} \times \frac{8\frac{2}{3}}{4\frac{1}{2}} \div 2\frac{6}{33}$.
8. If \$78.96 pay for $17\frac{1}{2}$ yards of cloth, how much should be obtained for \$125.82?

No. 2.

ENTRANCE EXAMINATION.

ARITHMETIC—SENIOR DIVISION.

1. Find the value of $6\frac{2}{3} + 11\frac{1}{2} - 16\frac{2}{3} - 4\frac{3}{8} - 9\frac{1}{4} + 7\frac{2}{3} - 5\frac{1}{2} + 8\frac{1}{4} - 2\frac{3}{7} + 4\frac{1}{5} - 3\frac{1}{7} + 20\frac{1}{2}$.

2. Divide \$7169.82 among A, B, C and D, so as to give A \$169.82 more than $\frac{2}{3}$ ths of the other three shares; B \$20.40 less than half the remaining two shares, and C \$7.80 more than D. What is the share of each?
3. Divide 71.417 by .98762 *duodenary* scale, and carefully mark the position of the separating point in the quotient.
4. Find the cube root of $716\frac{211}{110}$ true to two places to the right of the separating point.
5. Find the *l. c. m.* of all the *multiples* of 4 and 5 from 4 to 64 inclusive.
6. In what time will any sum of money amount to $10\frac{1}{2}$ times itself at $6\frac{3}{4}$ per cent., simple interest. Answer in years, months and days.
7. If 7 men in 5 weeks, working 6 days per week, and $10\frac{1}{2}$ hours per day, can dig 40 acres of land, how much ought 11 men dig in 7 weeks, working 5 days per week, and $11\frac{3}{4}$ hours per day?
8. Find the value of '627625 of £5 17s. 6d.
9. What sum must be put on the face of a note, drawn for three months, in order that, discounted at once by the bank at 7 per cent. per annum, its immediate proceeds may be \$888.88?

No. 3.

ENTRANCE EXAMINATION.

GRAMMAR AND COMPOSITION—JUNIOR DIVISION.

1. Of how many syllables may a word consist?
2. Give a general rule for dividing words into syllables.
3. How may COMMON NOUNS be made equivalent to PROPER NOUNS?
4. Explain, by example, what is meant by PERSONIFICATION.
5. (a) What is meant by an *Appositive*? (b) What is the rule affecting such a word?
6. Parse the word "Queen" in the following: The Queen of England's Crown.
7. How do the REFLEXIVE and the RECIPROCAL Pronouns differ from one another?
8. How do the *Progressive* and the *Emphatic* forms of a verb differ?
9. (a) How does the INFINITE MOOD differ from the others with respect to its subject?
(b) Parse "him" in the following: I saw him do it.
10. (a) What tenses are known by their signs? (b) What are those signs?
11. Analyze the following, and parse the words in italics:
"At length *all* is over; the redoubt *has been recovered*; that which was lost is found *again*; the jewel which had been made captive is ransomed *with blood*. *Crimsoned* with glorious gore the wreck of the conquering party is relieved and at liberty to return."—DE QUINCY.

COMPOSITION.

Write a short composition on the following subject:—"Should a parent be compelled to educate his children?"

No. 4.

ENTRANCE EXAMINATION.

GRAMMAR AND COMPOSITION—SENIOR DIVISION.

1. State clearly the specific duty of each division of Grammar.
2. (a) Name the Parts of Speech that are inflected. (b) Define those Parts of Speech.
(c) Give the inflections which belong to each.

3. Write the plural of each of the following Nouns, giving your reason for the spelling :
Stomach, latch, hero, alk. ii, index, cherub, dilettante.
4. Compare three adjectives *regularly* and three *irregularly*.
5. (a) Inflect the Personal Pronouns in the *Plural*. (b) Name the **COMPOUND RELATIVE**, the **RECIPROCAL** and the **INDEFINITE PRONOUNS**.
6. Why cannot **INTRANSITIVE VERBS** have a *Passive Voice*?
7. Name the *Simple* and the *Compound Tenses*.
8. Conjugate the following Verbs, stating whether they are *Regular* or *Irregular*: Run, cleave, begin, fall, fell, arrive.
9. Analyze the following, and parse the words in italics: The science which teaches the rights and duties of men and of States has, in *modern* times, been called "the law of nature and nations." Under *this* comprehensive title are included the rules of morality as they prescribe the conduct of private men towards *each other* in all the various relations of human life; as they modify the intercourse of independent commonwealths in peace, and *prescribe* limits to their hostility in war.

COMPOSITION.

Write a short Composition on the following subject: "Should a parent be compelled to educate his children?"

No. 5.

ENTRANCE EXAMINATION.

GEOGRAPHY—JUNIOR DIVISION.

1. Name and define the **GREAT CIRCLES** that may be conceived to be drawn upon the Globe.
2. (a) What do you understand by the axis of the earth moving parallel to itself.
(b) What angle is measured by the arc of $23\frac{1}{2}$ degrees?
3. How are degrees of **LONGITUDE** reduced to statute miles?
4. Give the boundaries and political divisions (with capitals) of **EUROPE**.
5. Sketch the water system of **NORTH AMERICA**.
6. Give the exact position of the following:—

LAKES—Constance, Baikal, Titicaca.
 CAPES—Catouche, Race, Naze, Severo.
 CITIES—Berlin, Edinburgh, Kingston, Quebec.
 GULFS, &c.—Lyons, Genoa, Darien, St. Matthias.
 STRAITS—San Juan de Fuca, Bonifacio, Magellan.

No. 6.

ENTRANCE EXAMINATION.

GEOGRAPHY AND HISTORY—SENIOR DIVISION.

GEOGRAPHY.

1. Give the position of the **TROPIC of CAPRICORN** and the **ARCTIC CIRCLE**, and state of what each is the limit.

2. (a) What is meant by the *plane* of the earth's orbit? (b) What is the position of the earth's axis with respect to this plane?
3. Explain the terms APHELION and PERIHELION.
4. What is meant by the SUN'S DECLINATION?
5. Explain the formation of DEW.
6. What does the term 'Rock' embrace in Geology?
7. What is the position of rocks belonging to the TERTIARY FORMATION?
8. Sketch briefly the water system of ASIA.
9. Give the boundaries of S. AMERICA; also give its countries, with their relative position, and capitals.
10. What Islands lie off the east coast of each of the Continents?
11. Name the Capes in EUROPE and AMERICA that run *South*.

HISTORY.

1. Give a brief sketch of the Israelites under the government by Judges.
2. (a) Name the seven traditional kings of Rome. (b) When did the Republican and the Imperial form of Government respectively cease? (c) Give names of the Triumvirs with dates.
3. Sketch briefly the *third* invasion of Greece by the Persians.
4. Give dates: The Norman conquest; the introduction of Printing; the dissolution of the Long Parliament; the death of Napoleon; the accession of Queen Victoria; the confederation of the Provinces of Canada.

No. 7.

ENTRANCE EXAMINATION.

ALGEBRA—SENIOR DIVISION.

1. Resolve $a^{33} - m^{33}$ into the greatest possible number of elementary factors.
2. Simplify $a - \left\{ -(-a - m) \right\} - \left\{ -(- \left\{ -(-a) - m \right\} - a) - a \right\} - m \right\}$
3. Simplify $3(a - 2b)(a + 2b) - 7(3a - 2b)^2 - 4(3a + 2b)^2 - 5(3a - 5b)(5b + 3a) - 4(2a - 7b)(7b - 2a)$.
4. Divide $34a^2x^3 + 12a^5 - 22a^4x + 21ax^4 - 25a^3x^2$ by $4a^2 - 2ax - 7x^2$.
5. Find the G. C. M. of $10x^4 - 29x^3 + 16x^2 - 15x$, and $6x^5 - 19x^4 + 4x^3 + 15x^2$.
6. Given $4x - \frac{7x - 3}{7} + \frac{3\frac{1}{2} - 11x}{5} = \frac{7x - 13}{5} - \frac{3x + 16}{3\frac{1}{2}}$ to find the value of x .
7. Given, $3x - 4y = 16$, and $4x + 7y = 4m$, to find the values of x and y .
8. Find a number such that, the right hand digit being the greater by 2, when 18 is added to the number its digits are inverted.

SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS FOR CERTIFICATES.

TIME (IN MOST CASES), THREE HOURS.

No. 1.

ARITHMETIC—JUNIOR DIVISION.

1. Give and prove the rule for finding what principal will amount to a given sum at a given rate per cent. in a given time.
2. Give and prove the ordinary rule for Equation of Payments.

3. Prove that if any four quantities are in proportion the sum of the first and second is to their difference as the sum of the third and fourth is to their difference.
4. Define what is meant by "Compound Proportion."
5. Give and prove a rule for finding the Greatest Common Measure of two or more numbers.
6. What multiplier in the *quaternary* scale will make the sum 4·27 *octenary* and 5·35 *senary* equal to unity?
7. In what time will any sum of money amount to 16·913 times itself at 7·29 per cent. simple interest? Answer in years, months and days.
8. Extract the Cube Root of $727\frac{191}{1000}$ *duodenary*, true to two places to the right of the separating point.
9. If 11 men in 5 weeks, working $9\frac{1}{2}$ hours per day, can dig 75 acres of land, how much land ought to be *trenched* in 7 weeks by 16 men, working 6 days per week and $8\frac{1}{2}$ hours per day, assuming that it takes as long to trench one acre as to dig 2 acres, 1 rood, 15 perches?
10. Find the *l. c. m.* of all the multiples of 5 and 6 from 5 to 35 inclusive.
11. I own \$40000 Montreal Bank Stock, and I instruct my agent to dispose of it at a premium of 35 per cent., and after deducting his commission on the sale, at $2\frac{1}{4}$ per cent., and his brokerage on the ensuing purchase at $\frac{7}{8}$ per cent., invest the balance in Montreal Insurance Company's Stock at a premium of 25 per cent.,—now, if the M. B. pays a dividend of 14 per cent., and the M. I. Co. a dividend of 10 per cent. per annum, what difference does the transaction make in my income?
12. Find the value of 0·625625 of 2 lbs., 4 oz., 1 scr.
13. What is the difference between $\frac{2}{3}$ of '35 of $\frac{4}{5}$ of $\frac{81}{100}$ of $\frac{7}{8}$ of £2 16s. 8d., and $\frac{3}{10}$ of 5·7 times $\frac{4}{11}$ of $\frac{22}{7}$ of $\frac{9}{10}$ of $\frac{1}{6}$ of \$5·00.
14. Find how many bushels of wheat worth '0 cents there are in a 1000 bushels of a mixture worth 95 cents, and containing also wheat worth 98 cents, 92 cents and 85 cents per bushel.

No. 2.

ARITHMETIC AND MENSURATION—SENIOR DIVISION.

1. Give and prove the common arithmetical rule for finding the time at which any sum of money will amount to a given number of times itself at a given rate per cent., Compound Interest.
2. Give and prove a rule for finding the number of terms in a geometrical series when the first term, last term and common ratio are given.
3. Explain the origin of the constant multipliers used in the extraction of the cube root.
4. What are logarithms? Give and prove the rule for determining the characteristic of a logarithm.
5. Give and prove a rule for summing an arithmetical series when the last term, first term, and number of terms are given.
6. What multiplier in the *senary* scale will make 4·34 *quinary* greater by unity than 4·37 *octenary*?
7. Extract the square root of $4271\frac{2123}{10000}$ *undenary* true to three places to the right of the separating point.
8. A merchant in Toronto wishes to remit \$6198·80 to London, and direct exchange is at a premium of $9\frac{1}{4}$ per cent. He finds that he can remit to Paris at 18 $\frac{1}{2}$ cents per franc, thence to St. Petersburg at 4 francs per ruble, and thence to London at 5 $\frac{1}{4}$ rubles per £ sterling. He also finds that he can remit to St. Petersburg at 72 cents per ruble, thence to Hamburg at 49 rubles for 100 marcs banco, and thence to London at 1s. 5d. sterling per marc banco. How had he better remit, and what advantage does he gain by either route?

9. C

10. I

11. F

12. F

13. W

14. W

1. Fi

2. H

3. Fi

4. A

5. Fi

6. Fir

be

1. Def

2. In t

3. Giv

4. In w

5. Mak

6. Expl

7. Wha

8. Of w

9. Expl

10. (a) S

Also

11. (a) A

Anal

9. Give the logarithm of $\frac{4}{5} = 1.903090$; log. of $\frac{7}{8} = 1.455932$; log. $\frac{7}{9} = 1.890855$; log. $\frac{7}{11} = 1.435728$. Find logarithms of 5, 12, $50\frac{2}{5}$, and 4.312.
10. In what time will any sum of money amount to $9\frac{1}{2}\%$ times itself at 8 per cent. per half year, Compound Interest?
11. Find the value of 72 acres, 3 roods, 37 perches, 15 yards, 1 foot, 18 inches of land at \$7.60 per acre.
12. Find a number such that when its $\frac{2}{3}$ is increased by 11, the sum is greater by 5 than its $\frac{5}{8}$ diminished by 60.
13. What sum must be put on the face of a note drawn at 7 months, 14 days, in order that discounted by the bank at rate of 7 per cent. per annum, its immediate proceeds may just pay the premium of insurance at $4\frac{1}{2}$ per cent. on property worth \$25000?
14. What is the present value of a freehold estate whose rental is \$125 per annum, allowing the purchaser 7 per cent. compound interest for his money?

MENSURATION.

1. Find the area of an elliptical field whose axes are 400 and 600 links.
2. How many acres, roods, &c., are there in an equilateral field whose base is 500 yards in length?
3. Find the number of rolls of paper each 8 yards long, and $21\frac{1}{4}$ inches wide, it will take to paper a room 11 feet high (above surbase), 70 feet long, and 38 feet wide, allowing one-fourth of an inch for lap.
4. A circular cistern 8 feet deep is to be constructed so as to hold the water contained in a rectangular vat $8 \times 7 \times 6$ feet, required, the diameter of the circular cistern.
5. Find the surface and solidity of a sphere whose diameter is 50.
6. Find the area of a sector of a circle whose arc contains 60° —the radius of the circle being 100.

No. 3.

GRAMMAR—JUNIOR DIVISION.

1. Define LANGUAGE and GRAMMAR as an *Art* and as a *Science*. Specify clearly the province of each of the four chief divisions of Grammar.
2. In this and the preceding question classify the words according to *formation*, and point out those that are of *classic* origin.
3. Give the *Etymological* meaning of each PART OF SPEECH.
4. In what ways may adjectives be formed so as to express either the *absence* of a quality or its *presence* in a small degree?
5. Make the following statements consistent with facts :
 "We have in English six cases of nouns."
 "The 's cannot be a contraction of 'his,' for it is put to female nouns."—JOHNSON.
6. Explain *etymologically* the following words:—What, how, whence.
7. What test may be applied to determine the *indefinite* use of the *relatives*?
8. Of what value is each inflection that belongs to the VERB as a separate PART OF SPEECH?
9. Explain what is meant by the HISTORICAL PRESENT.
10. (a) Shew by examples that the form of a word is no guide as to its proper class. (b) Also that the mere change in the position of the accent will affect the part of speech.
11. (a) Analyze syntactically the following passage. (b) Parse the words in italics. (c) Analyze etymologically those marked* :—

"I would they were (basilisks) that I might die at once ;
 For now they kill me with a living death.
 Those eyes of *thine* from *mine* have drawn salt tears ;
 Sham'd their aspects* with stores of childish* drops ;
 These eyes which never shed remorseful* tear,
 No, when my father York, and Edward wept

To hear the piteous* moan that Rutland made,
 When black-faced Clifford shook his sword at him :
 Nor when they warlike father *like* a child,
 Told the sad story of my father's death,
 And twenty *times* made pause to sob and weep,
 That all the standers by had wet their cheeks
 Like trees bedashed* with rain."—SHAKESPEARE, *Rich. III.*

12. Correct or justify the following, giving in each case your reason :—

"How happy it is that neither of us were ill in the Hebrides."—JOHNSON.
 "She was calling out to one or another at every step that habit was ensnaring them."—*Ib.*
 "When the motives whence men act are known."—PEATTIE.
 "With such a spirit and sentiments were hostilities carried on."—ROBERTSON.
 "The terror of the Spanish and the French Monarchies."—BOLLINBROKE.

13. (a) Apply rules of Syntax to all these quotations. (b) Parse the words in italics :

"Nor never seek prevention of thy foes."
 "And go we to attire you for our journey."
 "And yet, good *Humphrey*, is the hour to come
 "That I e'er proved *thee* false."
 "How insolent of late he *is become*."
 "She sweeps it thro' the court with troops of ladies."
 "I will, if *at* my failing breath permit."
 "Good my Lord of Somerset."—SHAKESPEARE.

No. 8.

GRAMMAR—SENIOR DIVISION.

1. Give *generic* terms for the *particular* things enumerated : Father, sun, ox, hands, black, three, run.
2. Give three nouns of Latin origin, and three of Greek, that are imperfectly naturalized in the English.
3. Explain the words in italics :

They were stoned to death as a *document* unto others.—RALEIGH.
 Wicked men are not *secure* when they are safe.—TAYLOR.
 That flames of fyre he threw forth from his large *nosthrill*.—SPENSER.
 The other (executioner) cut off her head, which, falling out of its attire, *discovered* her hair already grown gray.—ROBERTSON.

4. State the threefold office of ETYMOLOGY.
5. How would you prove the number of *Alms, Riches, Amends* ?
6. Of what case is *Him* etymologically ? Of what case in ordinary Syntax ?
7. When 'as' is used as an uninflected relative, what must be the construction of the *antecedent* part of the sentence ?
8. What is the test for the *indefinite* use of the relative 'what' ?
9. Parse the italicized words :

What time I am afraid, I will trust in Thee.—BIBLE.
 Unsure to *whether* side it would incline.—SPENSER.
What though not at all, &c.—AKENSIDE.

10. How would you treat the italicized words ?

It takes place *twice a year*.
The more the better.
 I expect to leave *to-morrow*.
 It happened *two years ago*.

11. (a) Give an example of a Simple Pronoun used *reflectively*.
 (b) Explain what is meant by the use of the 'abstract' for the 'concrete.'
 (c) What do you understand by the restrictive relative absorbing the antecedent ? Give an example.
12. How do you account for the appearance of the relative 'which' where the masculine form might be looked for ?

e.g.—And bind the boy, which you shall find with me.—SHAK.

13. V

14. C

15. W

16. H

17. S

18. E

19. W

20. III

21. (a)

(b)

22. H

23. Sh

24. Ho

25. An

26. (a)

1. Write

13. What names are preferable to REGULAR, IRREGULAR, PRESENT and PAST PARTICIPLE, and why ?
14. Compare these two constructions :

The man that hath no music in himself,
Nor is not moved with sweet concord of sound.—SHAK.

Nor did the battle-din not reach the ears
Of Nestor, o'er the wine-cup.—ILIAD (Derby's.)

15. Why is it convenient to divide CONJUNCTIONS into *Co-ordinate* and *Subordinate* ?
16. How may phrases containing 'Verbal Prepositions' be treated Syntactically ?
17. Shew by examples that the mere Connective is no guide as to the kind of sentence.
18. Explain fully what is meant by INDIRECT OBJECT, MIDDLE VOICE, CLAUSE, OPTATIVE SENTENCE.
19. When two nominatives, one *affirmative* and the other *negative*, are connected, so as to form two propositions, what is the construction of the Verb ?
20. Illustrate fully the use of the PREDICATE ADJECTIVE.
21. (a) 'Like' is the only adjective that governs a case. Is this correct ?
(b) Illustrate the plan of analyzing, when this word is used, (1) as an adjective ; (2) as an adverb.
22. How would you defend the construction of these lines ?—

Casea, you are the first that *rears your* hand.—SHAK.
You know that you are *Brutus that speak thus*.—Do.

23. Shew by examples the ambiguity that accompanies the ANALYTICAL GENITIVE.
24. How would you analyze such sentences as these ?—

Our land, our lives, our all are Bolingbroke's.—SHAK.
His the city's pomp, the rural honors his.—AKENSIDE.
Thine, Chantrey, be the fame.—BOWLES.

25. Analyze etymologically the following words : Surprise, Contemplating, Metaphysics, Depository, Consideration, Epitaph.
26. (a) Analyze the following selection. (b) Parse the words in italics :

Accurs'd *be* he ! Would that th' immortal gods
So favor'd him as I ! Then should his corpse
Soon to the vultures and the dogs be giv'n !
By whom am I of many sons bereav'd,
Many and brave, whom he has slain or sold
To distant isles in *slavery*. * * * * *
If haply *yet* they live, with brass and gold
Their ransom shall be paid. * * * * *
But to the viewless shades should they have gone,
Deep *were* their mother's sorrow and my own.
But of the *gen'ral public*, well I know,
Far lighter were the grief than if they heard
That thou hadst fallen beneath Achilles' hand.
* * * * * That the young *should fall*
Victim to Mars, beneath a foeman's spear,
Is only natural ; and if he *fall*
With honor, though he die, yet glorious he !
But when the hoary head and hoary beard,
And naked corpse to *rav'n*ing dogs are given,
No sadder sight can wretched mortals see.

HOMER'S ILLIAD (Derby's Translation.)

No. 5.

COMPOSITION, &c.—BOTH DIVISIONS.

TIME—ONE HOUR AND A HALF.

1. Write a composition on one or other of the following subjects :—

1. How far may Impositions be advantageously introduced into the discipline of the School Room?
2. The difference between Mechanical and Intellectual Teaching.
2. Explain the following:—
 1. Like the winged-God's breathing from his flight.—WILLIS.
 2. And lands for which the Southern Cross hangs its orb'd fires on high.
 3. Canadian Hippiases have done much to retard its progress.—RYEYSON.
 4. If the chariot and the horses had been vouchsafed for Nelson's translation, &c.—SOUTHEY.
 5. He (Nelson) has left us not indeed his mantle of inspiration, &c.—SOUTHEY.
 6. That painter whose son has since raised himself by his genius to be a principal light and ornament of the same Assembly.—MAHON.
 7. *The scene was changed.* It was a lake, with one small lonely isle.—BELL.
 8. He was rearing on Mount Royal the *fleur-de-lis* and Cross.—MCGEE.
 9. Her (Athens) temples have been given up to the successive depredations of Romans, Turks, and Scotchmen.—MACAULAY.
 10. Dark with eagles is the sunlight.—ANON.
 11. And the Fox stands—crowned mourner,—by the Eagle's hero Clay.—ANON.
 12. He realizes out there at sea the fable of Antaens and his mother Earth.—MAURY.

No. 6.

EDUCATION—BOTH DIVISIONS.

1. What do you understand to be included under each of the following heads? viz. :—
 - I. School Organization.
 - II. Method of Teaching.
 - III. School Government.
2. State how you would organize a mixed school of 360 pupils, with six teachers—the sexes to be taught separately. State in your answer,
 - I. What you would make the basis of classification.
 - II. Into how many divisions and sub-divisions you would form your pupils.
 - III. What are the building accommodations necessary for such a school.
 - IV. What principles should guide you in the construction of a Time Table for such a school.
3. Describe the VISITORS' BOOK and TEACHERS' CASE BOOK, explaining the use of each, and mode in which it should be kept.
4. Describe the mode of seating a gallery and school room to accommodate 60 children each, stating dimensions, &c.
5. How would you teach the following subjects in school?
 - I. Geometry to a class of beginners.
 - II. Arithmetic } to advanced classes.
 - III. Spelling }
6. Describe the principal expedients you would employ to secure *intelligence* in reading on the part of your pupils. State why you think it is of more importance that they should be intelligent readers than that they should be expressive readers.
7. Describe briefly the rules under which you would feel at liberty to make use of the following punishments in your schools, viz. :—
 - I. Corporal punishment.
 - II. Suspension and dismissal.
 - III. Detention after hours, and imposition of tasks.
 - IV. Appeals to the public opinion of your school.

8. What modes of reward do you approve of in the management of a school? State the limitations under which each should be used.
9. How would you proceed in each of the following cases:—
- I. Truancy is prevalent in your school.
 - II. You suspect your pupils of being dishonest in their daily reports as to perfect recitations, &c.
 - III. Your pupils are in the habit of defacing the school premises.

No. 7.

GEOGRAPHY—JUNIOR DIVISION.

1. How does POLITICAL GEOGRAPHY differ from PHYSICAL?
2. (a) In what direction does the Earth move? (b) As the result of this motion, how is the Sun affected?
3. Explain by diagram what you understand by the inclination of the Earth's Axis.
4. When the day is 14 hours long at any place? (a) What is the position of the Sun? (b) What portion of the parallel of latitude of that place is within the *darkened* hemisphere?
5. In what Sign of the Zodiac is the Sun during the VERNAL EQUINOX and the SUMMER SOLSTICE?
6. Why is the orbit of the Earth *Elliptical*?
7. How is the exact position of a place ascertained?
8. Illustrate by diagram the method of determining Latitude at Sea.
9. From the following data make the necessary calculations, M. A. $65^{\circ}45'$, S. D. $12^{\circ}12'$, LONG. $142^{\circ}15' E.$
10. If two places are situated on *different* meridians, and in *different* hemispheres, how may the distance between them be determined upon a Globe, and reduced to Statute Miles?
11. Name and define the different imaginary lines drawn through places of *equal* temperature.
12. An enormous quantity of water is carried off by evaporation in the tropical regions, thus disturbing the equilibrium of the Seas—How is this equilibrium restored? What effect has the rapidity of the earth's revolution?
13. What beneficial effect in the oceanic economy has the cushion of cold water that underlies the Gulf Stream?
14. What facts have led to the conclusion that the interior of the earth is a molten mass?
15. (a) Name the existing Volcanoes in EUROPE. (b) What islands in the Pacific are sites of Volcanic action?
16. (a) What is the motion of the land during an Earthquake? (b) In what celebrated Earthquake were two distinct motions felt?
17. How does a FORMATION differ from a SYSTEM?
18. What fossils are found in the OOLITIC FORMATION?
19. How does Sir C. Lyell divide the TERTIARY FORMATION?
20. Sketch the *Water* System of S. AMERICA, explaining what is meant by the *Bore* of the Amazon, and the *Cassiquiare*.
21. (a) Give the *Eastern* boundary of all the Continents. (b) Give the respective positions of all the countries of S. AMERICA, together with the Capital of each. (c) Name the Counties (with County Towns) bordering upon LAKE ONTARIO.
22. Name the different peninsulas of the OLD WORLD, with the terminating point of each.

GEOGRAPHY—SENIOR DIVISION.

1. (a) Explain what is meant by the CURVATURE OF THE EARTH. (b) At what height must a person of average stature be placed that he may see the surface of the earth at a distance of *nine miles*?
2. How would you illustrate to a class the difference between the EARTH'S ORBIT and the PLANE OF ITS ORBIT?
3. How would you illustrate the position of the chief lines supposed to be drawn upon the globe?
4. What connection is there between the words ECLIPIC and ECLIPSE?
5. The respective position of the earth and the sun during the *winter season*?
6. (a) Upon what does the length of a degree depend? (b) Two places are situated on the same parallel, say 10° N., and under the same meridian, one *East* and the other *West*, how far apart in *statute miles* are the places?
7. In calculating *Latitude* at sea, what do we determine by means of M. A. and S. D.? Illustrate your answer by diagram.
8. Explain the terms FLOOD TIDE, HIGH WATER, and LOW WATER.
9. Why is HIGH WATER later on the *Eastern* than on the *Western* coast of the British Isles?
10. Describe the *Sea of Sargasso*.
11. At what height above the surface of the earth, and why does the atmosphere cease to reflect the rays of light from the sun?
12. (a) What is the position of the ZONE OF CALMS? (b) When does it attain its greatest width?
13. (a) Name the four kinds of rock, and give Lyell's theory as to the time of their formation. (b) Explain the term *hygiene*.
14. State Lyell's tests for determining the age of any given set of strata.
15. Distinguish between *alluvium* and *diluvium*.
16. Give the boundaries, political divisions, with capitals, and *chief* physical features of EUROPE.
17. Give the ancient name for the more important Countries, Rivers, &c., of EUROPE.
18. Give the exact position of the following:—
 CITIES.—Rio Janeiro, Richmond, Pekin, Quito.
 TOWNS.—St. Catharines, Brockville, Windsor, Cobourg.
 ISLANDS.—Sumatra, Socotra, Vancouver, Chiloe.
 STRAITS.—Magellan, Palk's, San Juan de Fuca, Belle-Isle.
19. The Counties (with County Towns) bordering (a) on the RIVER OTTAWA and (b) on LAKE HURON.
20. How may a cargo of tea be brought, without transhipment, from *Canton* to *Toronto*?

HISTORY—JUNIOR DIVISION.

1. EGYPT.—With what date does each convenient sub-division of the history close? Construct a Chronological table embracing the following dates: B.C. 971, 660, 610, 340, 306.
2. PHENICIA.—To what powers was this country from time to time subject? Which were its most famous cities?
3. CARTHAGE.—1. Sketch the history of this city down to its first treaty with Rome. 2. Give a brief sketch of the first Punic war.

4. LYDIA.—1. Name the different dynasties that ruled over this country, with the date for the end of each. 2. Name and date of the last King?
5. GREECE.—1. Explain the nature of the AMPHICTYONIC COUNCIL. 2. Explain carefully the DORIC INVASION. 3. Give a brief sketch of the Persian Invasion. 4. Construct a Chronological table embracing the following dates: 884, 776, 594, 431, 394, 338, 146.
6. MACEDONIA.—1. Sketch the history of ALEXANDER'S career. 2. How was his kingdom divided after his death?
7. ROME. 1. Give a brief outline of the constitution of SERVIUS TULLIUS. 2. How many years did the *Republican* form of Government last? 3. Give brief notes on the following names: TITUS, ADRIAN, ELAGABALUS, HONORIUS, ODOACER.
8. SCRIPTURE.—1. At what date did the theocratic form of Government cease? 2. Give dates for the kings that reigned before the division? 3. How many kings reigned over JUDAH? 4. Give dates for the dissolution of each of the separate kingdoms.
9. MEDIÆVAL.—1. Trace the rise and the fall of the KINGDOM OF THE LOMBARDS. 2. Give facts for the following dates: 622, 632, 709, 711, 753, 755, 800, 841. 3. Sketch briefly the *third* and the *eighth* Crusade. 4. Explain the terms GUELPHS and Ghibellines. 5. What do you understand by the GREAT SCHISM OF THE WEST?
10. MODERN.—1. When and by whom were the MAMELUKES exterminated? 2. Give dates for the following: BATTLES—AUSTERLITZ; LODI; The PYRAMIDS. 3. How are the years 1815 and 1821 marked in the history of NAPOLEON? 4. Give date for the Confederation of the Provinces of Canada.

No. 10.

HISTORY—SENIOR DIVISION.

1. EGYPT.—1. What incident (with date) in the early history of this country has been revived by a late occurrence? 2. How did JOSIAH become involved in war with NECHO?
2. CARTHAGE.—Summarize the incidents of the *First* and *Second* PUNIC WARS.
3. GREECE.—1. What do you understand by the HEROIC PERIOD? 2. Prove that the RETURN OF THE HERACLEIDÆ is not purely mythical. 3. The cause, number, and duration of the MESSENIAN WARS? 4. Construct a Chronological Table embracing the following dates: B. C. 1209, 527, 405, 362.
4. ROME.—1. Give brief Notes on the following names: ROMULUS, TARQUIN I., APPIUS CLAUDIUS, PYRRHUS, FABIUS (Cunctator). 2. Sketch briefly the civil war between MARIUS and SYLLA. 3. What incident marks the battle of ZELA? 4. Assign events to the following dates: B. C. 500, 451, 190, 133, 107, 42. 5. Explain these terms: CONSUL, DECEMVIRI, TRIBUNES, LUSTRUM.
5. SCRIPTURE.—1. The first servitude of the Israelites *after* the Exodus, and the cause? 2. Who was the deliverer in the last? 3. How long did the undivided kingdom last? 4. (a) How many Kings ruled over each separate kingdom? (b) Give the name and the date of the first and the last in each.
6. ENGLAND.—1. What English Kings took part in the Crusades? 2. How may the reign of JOHN be divided? 3. Give a brief sketch of the reign of EDWARD II. 4. What was the TREATY OF TROYES? 5. How many representatives were there of the House of PLANTAGENET? 6. What was the object of the meeting entitled "The Field of the Cloth of Gold?" 7. What claim had MARY QUEEN OF SCOTS to the English throne? 8. Note anything peculiar in the marriage of the children of JAMES I. 9. Explain the expression, THE LONG PARLIAMENT.
7. CANADIAN.—1. Under whose patronage did CARTIER and CHAMPLAIN visit this country? 2. What British Officers were from time to time engaged in the capture of QUEBEC? 3. What Treaty closed the SEVEN YEARS' WAR? 4. Where and when did the first Upper Canada Parliament meet? 5. Give date for assembling of first CANADIAN Parliament? 6. What battles closed the Campaign of 1813?

8. MIXED.—1. The result of the Treaties of VERDUN, MUNSTER, ZURICH? 2. (a) In what year did the Moors and Arabs unite? (b) When did they aid the Spanish King? 3. The nature of the PRAGMATIC SANCTION of 1724? 4. Give a brief sketch of the THIRTY YEARS' WAR. 5. Give date of the first and the last Crusade.

No. 11.

ALGEBRA—JUNIOR DIVISION.

- Divide $5a^2x^6 - 30a^4x^4 + 21a^6x^2 - 26a^5x^3 + 22a^3x^5$ by $3a^3x - 2a^2x^2 - 5ax^3$.
- Resolve $a^{90} - m^{90}$ into the greatest possible number of elementary factors.
- Simplify $a - \left\{ a - (-a - m) \right\} - \left\{ -(-\left\{ -(-\left\{ -(-2a) - 3m \right\} - 4a) - 5m \right\} - 6a - 7m) \right\}$
- Find the value of:—

$$\frac{3a^2b - c^2d + 2}{f(a+c) - (2c+b)} + \sqrt[3]{cf(a+b)d} - \frac{(df - c^3 + a)^4 (a+b+c+d+f-5)}{\left\{ abc - (f-d) \right\} \left\{ bcd - (3f-a-b) \right\}}$$

$$+ \frac{ab^3m}{cd}, \text{ where } a=1; b=2; c=4; d=9; f=16; \text{ and } m=0.$$
- Simplify $(2a-3b)(2a+3b) - 7(3a-2b)^2 - 11(4a-b)(b-4a) - 2(4a+5b)^2 - 5(3a-7b)(7a+3b) - 9(5a-4b)(4b+5a)$.
- Simplify $\frac{x^2 - 9x + 14}{x^2 + x - 6} - \frac{x^2 - 2x - 15}{x^2 - 15x + 50} - \frac{x^2 - 11x + 10}{x^2 - 8x + 7}$.
- Find the G. C. M. of $2 - 7x - x^2 + 13x^3 + 5x^4$ and $30x - 85x^2 - 75x^3 + 190x^4 + 150x^5$.
- Find the value of $1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{x-a}{x+a}}}}}$
- Prove that a simple equation can have one root,
- If $\frac{a}{b} = \frac{c}{d}$ prove that $\frac{ma \pm nb}{15a \pm 17b} = \frac{mc \pm nd}{15c \pm 17d}$.
- Given $4x - \frac{3x+7}{5} - \frac{\frac{1}{2}(3x-1)}{3} = \frac{\frac{2}{3}(2x-1)}{2} - \frac{\frac{4}{3}(2x-9)}{1\frac{1}{2}}$ to find the value of x .
- Given $3x - y + z = 14$; $2x + 3y - z = 19$; and $4x - 3y - 2z = m$, to find the value of x .
- Find the cube root of $84x^5 - 24x^4 + 8x^3 + 125x^9 - 150x^8 + 210x^7 - 128x^6$.
- Find the L. C. M. of $a-x$; $a+x$; $2(a^2-x^2)$; $4(a^2+x^2)$; $6(a^3+x^3)$; $8(a^5-x^5)$; $10(a^6-x^6)$; $12(a^6+x^6)$; $16(a^2-ax+x^2)$; $20(a^2+ax+x^2)$; $25(a^4+a^2x^2+x^4)$; $30(a^4-a^2x^2+x^4)$; and $40(a^5 \pm a^4x + a^3x^2 \pm a^2x^3 + ax^4 \pm x^5)$.
- Find the coefficients of x^6 and x^9 in the expansions of
 I. $(2a-x)^7$.
 II. $(1 - \frac{1}{2}x + \frac{1}{3}x^2 + 2x^3 - 3x^4 - x^5 - 2x^6 - 3x^7)^5$.
- A farmer can carry with his team to market 27 bushels of wheat and 28 bushels of oats, or he can carry 12 bushels of wheat and 48 bushels of oats. How many bushels of each could he carry?

ALGEBRA—SENIOR DIVISION.

1. Give and prove a formula for finding the number of combinations which can be made out of n things taken p together.
2. Insert 2 Geometrical, 3 Harmonical, and 4 Arithmetical means between $5\frac{3}{4}$ and $\frac{1}{3}$.
3. Continue the series $2\frac{1}{2}$, $1\frac{1}{4}$ and $\frac{1}{6}$, three terms each way, and find the sum of the first 20 terms of the resulting series.
4. Find the fifth term in the expansion of $(a^{\frac{1}{2}} - 2b^{\frac{1}{3}})^{\frac{2}{5}}$.
5. Find the square root of $-1 - 2\sqrt{-2}$.
6. Given $x^2 + y^2 = 52$, and $x^2 + xy = 60$, to find the value of x and y .
7. Form the equation whose roots are 3, -3, 2, -2, 1, -1 and $1 \pm \sqrt{-3}$.
8. Prove that a quadratic equation cannot have more than two roots.
9. Rationalize the denominator of $\frac{-7}{\sqrt{-3} - \sqrt{-5} \sqrt{-7}}$.
10. Prove that the product of any three consecutive numbers in the scale of ten is divisible by 1, 2, 3.
11. Given that x equals two quantities whereof one is constant and the other varies as y , and that when $x = 4$, $y = 5$ and when $x = 5$, $y = 11$; find the equation between x and y .
12. Prove that if $A \propto B$ and $B \propto C$, then $A \propto B \propto C$ and $\sqrt{AB} \propto C$.
13. If A , G and H are the Arithmetical, Geometrical and Harmonical means between a and b , prove that $G > H$ and $< A$.
14. Give the positive integral solutions of the following indeterminate equation:

$$\left. \begin{array}{l} 2x - 3y + z = 6 \\ 3x - y + 2z = 25 \end{array} \right\}$$
15. How many different sums of money may be made out of a crown, a half crown, a shilling, a penny, a farthing, a cent, a ten-cent piece, a twenty-cent piece, and a dollar bill?

GEOMETRY—JUNIOR DIVISION.

1. Classify triangles according to their angles, and give a definition of each.
2. Define the following terms: THEOREM, HYPOTHESIS, CONVERSE, INDIRECT DEMONSTRATION.
3. Give a positive definition for PARALLEL LINES.
4. The angle contained by two lines drawn from the extremities of a side of a triangle—not the base—is greater than the angle contained by the other two sides.
5. Enunciate the propositions that discuss the properties of exterior angles.
6. Why is the restriction contained in Proposition 33 necessary?
7. State the various properties of such parallelograms as are discussed by Euclid.
8. To a given straight line apply a parallelogram that shall be equal to given triangle, B. I. 44.
9. In any right-angled triangle the square on the side subtending, &c., B. I. 47. Apply your proof to the case not done in text-book.
10. In figure of Euclid I. 1, let the given line be produced to meet either circle in point P. Shew that the points of intersection of the circles and the point P are the angular points of an equilateral triangle.
11. Define a RECTANGLE and show the incorrectness of using either Arithmetic or Algebraic notation to represent such a figure.
12. If a straight line be divided into two equal and also two unequal parts, the rectangle, &c., B. II., 5.

13. In any triangle the square on the side subtending one of the acute angles is less than the squares on the sides containing that acute angle, &c., B. II., 13.
14. Divide a line as in B. II. 11, and prove that the squares on the whole line and one of the parts are together equal to three times the square on the other part.

No. 14.

GEOMETRY—SENIOR DIVISION.

1. Define the different kinds of four-sided figures mentioned by Euclid.
2. (a) In what sense is the word 'equal' used by Euclid up to the 35th Proposition? (b) What is the difference between *equal* and *equivalent* triangles?
3. If the straight line falling upon two other lines make the exterior angle equal to the interior and opposite upon the same side, &c. B. I. 28.
4. When is a problem said to be *indeterminate*?
5. If the sides of a triangle be bisected, and lines be drawn through the points of section, adjacent to each angle so as to form another triangle, this shall be in all respects equal to the first triangle.
6. With what implied restriction may the sign of equality (=) be used in geometrical reasoning?
7. If a straight line be divided into two parts, the squares on the whole line and one of the parts are equal to twice the rectangle, &c. B. II. 7.
8. Any rectangle is the half of the rectangle contained by the diameters of the squares on its two sides.
9. If a straight line passing through the centre of a circle cut obliquely another which does not pass through the centre, the rectangle contained by the segments of the one, &c. B. III. 35.
10. In the chord of a circle produced it is required to find a point from which if a straight line be drawn touching the circle, the line so drawn shall be equal to a given straight line.
11. Inscribe an equiangular and equilateral pentagon in a given circle.
12. In a right-angled triangle if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle, and to each other.

No. 15.

NATURAL PHILOSOPHY—BOTH DIVISIONS.

1. Describe briefly the difference between the sciences STATICS and DYNAMICS, and explain under what circumstances the problem of the motion of a railway train belongs to the one or to the other.
2. Give the composition of ATMOSPHERIC AIR, and state the sources and uses of each of its constituents.
3. Explain the difference between the ESSENTIAL, ACCESSORY and DISTINCTIVE PROPERTIES of MATTER, and state which of the so-called essential properties belong to matter, whether it be the form of masses or atoms.
4. Enumerate the different VARIETIES of ATTRACTION, and define those which are included under the head "MOLECULAR FORCES;" also state the law according to which the others vary in intensity.
5. Describe briefly the ESSENTIAL DIFFERENCES between SOLIDS, LIQUIDS and GASES, as to the conditions under which they exist; also state the effect which such differences have in modifying the character and properties of the three forms of matter.

6. Briefly describe the structure of each of the following pieces of Apparatus, and also the principles on which it acts: BAROMETER; SIPHON; FORCING PUMP; HYDROSTATIC PRESS, CONDENSING STEAM ENGINE.
7. Explain the origin of the term "a boiler of—horse power."
8. Explain the LAWS which govern the MOTION of a heavy body falling through the air, and investigate a full set of formulas for determining such motion.
9. A piece of pine wood (spec. grav. 0.600) is 4 feet long, 2 feet wide, and 1 inch thick, is made to float in river water, (spec. grav. 1.012) how many cubic inches of iron (spec. grav. 7.750) are required to sink the block of pine, so that its upper surface may be level with the water?
- I. If the iron is placed on the block.
 - II. If the iron is suspended from the bottom of the block.
10. In what time will a locomotive of 60 horse-power carry a train which weighs 80 tons' through a journey of 90 miles—one third on a level plane, one-third up an incline of 6 in 1000, and one-third down an incline of 7 in 2000—taking friction as usual and the average atmospheric resistance as 250 lbs?
11. A bubble of air having a diameter of 1 inch, starts from a point 400 feet below the surface of the sea, (spec. grav. 1.030)—what will be its diameter when it reaches the surface? State the principles in Pneumatics, which are involved in the solution of this problem.
12. A cannon ball is fired vertically with an initial velocity of 1200 feet per second, required:—
- I. How far it will rise.
 - II. In what time it will again reach the ground.
 - III. Its velocity and position at the end of the 10th second of its flight.
13. What power will sustain a weight of 750000 lbs., by means of a differential screw—whose power lever is 50 inches long—the pitch of the exterior screw being $\frac{2}{31}$ of an inch, and that of the interior screw $\frac{3}{2}$ of an inch?
14. The boiler of a high pressure engine converts $\frac{5}{7}$ of a cubic foot of water per minute into 200 cubic feet of steam, under a gross pressure of 56 lbs. to the square inch, the piston has an area of 250 square inches, and makes 7 strokes per minute—the work is partly consumed in *pumping* 90 cubic feet of water per hour from a mine 200 feet, and the balance in giving motion to a circular saw, 10 feet in diameter, which works against a constant peripheral resistance of 100 lbs.—required the number of revolutions of the saw per minute.
15. What is the maximum height to which a common pump can raise each of the following liquids, when the barometer indicates a pressure of 29.25 inches.
- I. Water.
 - II. Mercury (spec. grav. 13.506).
 - III. Milk (spec. grav. 1.032).
 - IV. Ether (spec. grav. 0.775).

No. 16.

HEAT AND CHEMISTRY.

TIME—TWO HOURS.

1. Describe the following instruments, and explain the purposes for which they are used, and the principles on which they severally act.
- I. Daniel's Hygrometer.
 - II. The Psychrometer.
 - III. Papin's Digester.
 - IV. The Calorimeter.

2. Give the general THEORY of FREEZING MIXTURES, and describe one or two of the most useful.
3. Define what is meant by each of the following terms :—
 - I. Boiling Point.
 - II. Latent Heat.
 - III. Specific Heat.
 - IV. Mechanical Equivalent of Heat.
4. Describe the sources of heat.
5. Describe the thermometer, and explain the mode in which the instrument is graduated ; also state its exact use.
6. Explain the distinction between organic and inorganic bodies. What are the different classes of the former ?
7. State clearly the differences as to character between Metals and Metalloids. Name the most important Metalloids, giving the symbols and chemical equivalents.
8. Explain the meaning of the following chemical terms :—
 - I. Allotropism.
 - II. Isomorphism.
 - III. Crystallization.
 - IV. Chemical Affinity.
 - V. Katalysis.
9. Explain the difference as to composition between Iron Sulphide, Iron Sulphite and Iron Sulphate.
10. Name the Gaseous Metalloids. Give a brief summary of their chemistry, stating their properties, mode of preparation, uses, and principal compounds.
11. Describe the composition, varieties, uses, and composition of water.
12. Give a brief synopsis of the chemistry of the principal compounds of Carbon, Sulphur, and Phosphorus.

No. 17.

BOOK-KEEPING.

1. How do we ascertain the debtors and creditors in any transaction ?
2. What are Bills Payable and Bills Receivable ?
3. What would be our inference in the following case :—First, if the Cr. side of either Bills Receivable or Cash Account be greater than the Dr. side ; second, if the Dr. side of Bills Payable Account be greater than the Cr. side ?
4. When is Bills Payable Account debited, and when credited ; and on which side of the account will the first entry occur, and why ?
5. What is the object of Private Account ; and into which account, and to which side of it, should the balance be ultimately carried ?
6. When all the Ledger accounts, except Stock and Balance are closed, why should the difference between the two sides of each be equal ?
7. Separate the following accounts into two classes— first, those showing an asset or a liability ; second, those showing a gain or a loss :—Cash, Merchandise, Bills Payable, Interest, Bills Receivable, Shipment to Niagara, Expense, Commission, John Smith, Ontario Bank Stock, Ontario Bank.
8. On April 8th, we had merchandise in hand \$800, we bought during the month merchandise \$2,550, and realized from sales \$3,375. On April 30th, we had still merchandise unsold worth \$350 ; what was our gain for the month, and what was the percentage of profit ?

9 Journalize the following Day Book entries:—

(a)	Sold Flour to A. B., amounting to.....	200 00
	Received in payment, Wheat amounting to.....	400 00
	His note at three months.....	300 00
	And Cash for the balance.....	
(b)	Got A. B.'s note discounted at Bank of Commerce.....	\$300 00
	Proceeds passed to our credit in account.....	294 75
(c)	Bought goods from E. F. amounting to.....	\$900 00
	Gave in part payment, our note at sixty days.....	300 00
	Cheque on Bank of Commerce.....	200 00
	And C. D.'s note.....	200 00
	Balance on account.....	
(d)	February 19, Sold to William Smith, on his note at ten days, Merchandise amounting to.....	\$2,931 50
(e)	March 4, William Smith's note deposited on the 1st inst. in the Bank of Commerce for collection, was this day protested for nonpayment, and returned to us.....	\$2,931 50
	Paid Costs of Protest in Cash.....	1 50
(f)	April 26, William Smith has paid us Cash for his note which was protested at the Bank of Commerce, on the 4th inst., and charged to his account. Note and Protest.....	\$2,933 00
	Interest on \$2,933 from March 4th, to date.....	25 91
10.	State a transaction in which either of the following Journal entries would be correct..	
(g)	{ G. H., Dr..... \$400 00 To Merchandise.....	\$400 00
	{ Cash Dr..... 300 00 To G. H.....	400 00
(h)	Merchandise Dr to Cash..... 300 00 Cash..... 400 00 G. H..... 100 00	

No. 18.

HISTORY OF THE ENGLISH LANGUAGE AND ENGLISH LITERATURE.

1. Illustrate by diagram the descent of Modern English from a *Gothic* source.
2. In what two ways have many words been introduced from the *Latin*? Illustrate your answer by example.
3. In what class of words do we find the old *Celtic* element? Can a *Danish* element be traced in any words?
4. Explain by examples the difference between the two ways in which words suffer *abbreviation* in passing through the French into the English language.
5. Illustrate by example (a) the changes that take place in the vowels "I" and "U," (b) the interchange that occurs between certain consonants.
6. Illustrate in the case of the following words the change that has taken place in the meaning of words—*Churl*, *Apparent*, *Cunning*, *Aspersion*, *Astronomers*.
7. Trace the history of the possessive "its."
8. What is the Romance of the HOLY GRAAL?
9. Give brief notes upon the following names:—*BEDE*, *ALCUIN*, *LANFRANC*.
10. Name the chief *English* and *Continental* Schoolmen.
11. Compare our word 'Poet' with others of kindred meaning.
12. (a) Sketch the plot of CHAUCER'S *CANTERBURY TALES*. (b) What rule is to be observed in reading the final "e"?
13. To what countries may SHAKESPEARE'S *Historic Plays* of a *legendary* character be referred? Name those that are *strictly* *Historic*.

14. Give brief notes on the following names:—EVELYN, PEPYS, OTWAY, BUTLER, DRAYDEN, SWIFT, COWPER, SCOTT, AKENSIDE, TENNYSON.
15. Compare the Augustan age of Roman Literature with the similar age of other countries.
16. Name the chief *Poets Laureate* of England, with date of the first.

No. 19.

THE SCHOOL LAW OF ONTARIO.

- I. State accurately the law in regard to the formation and alteration of Union School Sections.
- (1.) Those made up of parts of townships.
 - (2.) Those made up of parts of townships, and of a town or village.
- II. How can such Unions respectively be dissolved? Explain.
- III. Explain what are the powers of School Trustees and school meetings respectively, in regard—
- 1st. To School Sites.
 - 2nd. To the School House.
 - 3rd. To the raising of School moneys—
 - (1) For the Teacher's salary, and other expenses of the School; (2) for the School Site and School House.
- IV. Explain the difference between an *agreement* and a *contract* made by Trustees with teachers. State what things are necessary to be observed in regard to the latter.
- V. Describe the duties of the School Teacher in regard,—
- (a) To the subjects prescribed to be taught in school.
 - (b) To the Text Books.
 - (c) To the School Examination.
 - (d) To the maintenance of discipline in school.

FORMS IN USE IN THE NORMAL SCHOOL.

No. 1.

FORM OF APPLICATION FOR ADMISSION TO THE NORMAL SCHOOL, TORONTO.

REGISTER, No. OF THE SESSION 187 .

TORONTO, 187

SIR,

I desire to apply to you for admission to the Normal School for Ontario, in accordance with the accompanying Terms of Admission prescribed by the Council of Public Instruction, and present herewith a certificate of Moral Character from the Reverend a Clergyman of the Church dated the

day of 187 .

1. I have to state that:—1. I am years of age.
2. I reside in the of County of
3. I was born in
4. I have resided years in the Province of Ontario.
5. I am connected as a member (or hearer) with the Church.
6. I have been a School Teacher for years.

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shall have

7. I hold a _____ class Certificate of Qualification from the County Board of Public Instruction for _____

8. My last place of Teaching was in School Section No. _____ Township of _____

9. I attended the Normal School during the _____ Session ending _____ 18____ and obtained a _____ class Provincial Certificate, No. _____, which I will deliver up to you should I succeed in obtaining one of a higher grade.*

I have also to state, that it is my intention to devote myself to the profession of School Teaching, and that my object in coming to the Normal School is to qualify myself better for the important duties of that profession.

If admitted to the Normal School, it will be my study to observe the Rules and Regulations of the Institution and to be diligent in the performance of my duties.

I have the honor to be, Sir,
Your very obedient Servant,

To the Chief Superintendent of Education,
Education Office Toronto.

(Sign the name in full here.)

TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO.

Authorized by the Council of Public Instruction for Ontario.

THE COUNCIL OF PUBLIC INSTRUCTION, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every County in Ontario as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode of admitting and facilitating the attendance of students at that Institution.

ORDERED, I. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January, and close on the 15th day of June. (2) The Autumn Session shall commence on the 8th day of August, and close on the 22nd day of December, of each year; [and if those days fall on Sunday, the day following.] Each Session to be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

II. That no male student shall be admitted under eighteen years of age, or a female student under the age of sixteen years. (1) Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse a common prose sentence, according to any recognized authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals; the oceans, seas, rivers and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition or the use of the Library. The books which they may be required to use in the School are supplied at a reduced rate.

IV. That Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That all new candidates for admission in the Normal School must present themselves on the first or second day of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress and observance of the General Regulations prescribed by this Council.

VI. That all communications be addressed to the Rev. Dr. RYERSON, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Ontario.

N. B. Board and Lodging for Students, may be obtained at houses approved by the Council of Public Instruction, at from \$2.50 to \$3.50 per week.

* The applicant will be very particular to fill up all the blanks in this application, either affirmatively or negatively, but not to fill up the blanks on the back of the sheet or make any entries thereon. The application is to be presented in person at the opening of the Session.

EDUCATION OFFICE,
Toronto, January, 1870.

* A higher grade Certificate awarded any Student will not be delivered until the one previously obtained shall have been returned to the Department.

No. 2.

FORM OF AUTHORITY TO THE HEAD MASTER TO ADMIT A STUDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

Register, No. _____ of the _____ Session.

EDUCATION OFFICE,

TORONTO,

187

SIR,

The Certificate of Moral Character presented to the Chief Superintendent, by a CANDIDATE for admission into the NORMAL SCHOOL FOR UPPER CANADA having, been approved, he is eligible to be admitted into that Institution upon passing the requisite Examination by the Masters.

AGE.	COUNTY, CITY, OR TOWN.	RELIGIOUS PERSUASION.

I have the honour to be,
Sir,

Your obedient servant,

To

The Head Master of
The Normal School for Ontario.

No. 3.

FORM OF REPORT OF ADMISSIONS TO THE NORMAL SCHOOL.

Session, 187 .

NORMAL SCHOOL FOR ONTARIO,

Toronto,

, 187 .

SIR,—I have the honor to transmit herewith the result of the entrance examinations of the several Candidates for admission to the Normal School at the commencement of the present Session. The candidates are divided into three classes:—

1. Those admitted in accordance with the printed terms of admission.
2. Those admitted upon trial, and,
3. Those rejected for want of the requisite qualifications.

I have the honor to be, Sir,

Your very obedient servant,

TO THE CHIEF SUPERINTENDENT OF SCHOOLS,
FOR ONTARIO, EDUCATION OFFICE.

Head Master.

DATE OF ADMISSION.	NO.	NAME.	RESULT OF EACH EXAMINATION AND REMARKS.

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FORM OF APPLICATION FOR LICENSE AS KEEPER OF A BOARDING HOUSE FOR
TEACHERS-IN-TRAINING, ATTENDING THE NORMAL SCHOOL, TORONTO.

EXTRACTS FROM THE GENERAL REGULATIONS.

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *Half past Nine o'clock*, p.m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The Teachers-in training are not permitted to board and lodge in any house that has not been sanctioned by the Council of Public Instruction. Female students cannot, moreover, board in any house in which other than female boarders are admitted.

The Council will not be responsible to the keeper of any boarding house for board and lodging furnished to the students.

NOTE.—No boarding house keeper will be licensed unless one bed-room be allowed exclusively to two students, and a good sized parlor be set apart as a sitting room for the use of the students in the house. It is further necessary, that the house should, in other respects, be found at all times satisfactory on inspection by the proper authority. No applications for license are received unless made at least a week before the opening of the session. These regulations apply to all applicants, and to those now licensed.

TORONTO,

187 .

SIR,—I respectfully apply to be licensed as the keeper of a boarding house for (STATE
MALE OR FEMALE) students attending the Normal School :

1. My house is situated on _____ street, No. _____
2. My certificate of character is signed by the Rev. _____
3. I propose to accommodate (STATE NUMBER) _____ students,
4. My house contains _____ rooms of all kinds, of which _____ rooms are
occupied exclusively by my family, and _____ rooms are appropriated to the
use of the boarders, in terms of the above Minutes of the Council of Public Instruc-
tion.
5. The size of each bed-room occupied by the boarders is as follows:
6. Each bed-room contains _____ bed, as above.
7. My price for board and lodging is \$ _____ per week.

I hereby agree to attend carefully to such rules of the Institution as may be sanction-
ed by the Council of Public Instruction for the government of the students.

I am, Sir,

Your obedient servant,

TO THE CHIEF SUPERINTENDENT OF EDUCATION,
EDUCATION OFFICE, TORONTO.

FORM OF REQUISITION FOR SUPPLIES OR REPAIRS, &c.
NORMAL AND MODEL SCHOOLS FOR ONTARIO.

TORONTO,

187

To the Chief Superintendent of Education for Ontario.

SIR,

The following are required for the use of the

School, viz. :

I have the honour to be, Sir,
Your very obedient servant,

Approved,

Head Master of the Normal School.

Chief Superintendent.

STATISTICS RELATING TO THE NORMAL SCHOOL FOR ONTARIO, 1869.
ABSTRACT No. 1 CROSS

STATISTICS RELATING TO THE NORMAL SCHOOL FOR ONTARIO, 1869.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 40th Session, inclusive	6024	3157	2867	627	323	304	5387	2834	2553	2712	1908	804
Forty-first Session, 1869	181	84	97	15	8	7	166	76	90	66	43	21
Forty-second Session, 1869	183	83	100	9	1	8	174	82	92	69	48	21
Grand Total	6388	3324	3064	651	332	319	*5737	2892	2745	2847	2001	846

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.			WHO RECEIVED PROVINCIAL CERTIFICATES.					
	Total.	Male.	Female.	REGULARLY.			IRREGULARLY.					
				Total.	Male.	Female.	Total.	Male.	Female.			
From the 1st to the 40th Session, inclusive	1827	771	1056	1084	621	413	285	229	78	2712	1361	1351
Forty-first Session, 1869	50	7	43	40	22	18	3	1	2	108	47	61
Forty-second Session, 1869	89	43	46	27	15	12	6	4	2	116	53	63
Grand Total	1966	821	1145	1101	658	443	307	225	82	*2936	1461	1475

* Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,569.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by death, and become otherwise unavailable by removals, and * still larger number have been superseded by subsequent certificates.

THE NORMAL SCHOOLS FOR ONTARIO, 1869.—Continued.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Clengary.		Stormont.		Dundas.		Prescott.		Russell.		Cartoon.		Greenville.		Leeds.		Lanark.		Kentwig.		Frontenac.		Addington.		Lennox.		Prince Edward.		Hastings.		Northumber-																				
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.																					
From the 1st to the 40th Ses-	37	18	39	25	14	23	19	4	22	13	9	17	11	6	73	62	11	43	33	10	64	39	25	97	86	11	17	15	2	49	21	28	32	26	6	25	16	9	114	96	18	76	64	12	86	60	26				
Forty-first Session, 1869.....	2	1	1	1	2	2	3	3	3	3	5	2	2	1	2	2	3	4	4	4	4	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Forty-second Session, 1869.....	1	1	1	1	4	1	3	3	3	3	3	1	1	2	1	3	3	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Grand Total.....	40	19	40	26	14	29	24	7	25	13	12	17	11	6	76	65	11	45	34	11	69	42	27	105	94	11	17	15	2	51	21	30	34	27	7	25	16	9	118	100	18	82	68	14	91	62	29				

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Durham.		Peterborough.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.																												
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.																											
From the 1st to the 40th Ses-	210	145	65	42	31	11	39	31	8	234	150	84	1638	570	1128	171	127	44	104	74	39	138	62	76	315	76	239	134	64	70	117	60	57	138	69	69															
Forty-first Session, 1869.....	13	5	8	2	2	2	9	3	22	1	21	9	6	3	5	4	1	2	18	3	15	3	3	2	18	3	15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Forty-second Session, 1869.....	14	8	6	4	2	2	2	2	35	8	27	4	3	1	6	5	1	5	2	14	3	11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Grand Total.....	237	158	79	44	31	13	41	33	8	249	158	91	1755	579	1176	184	136	48	115	83	32	142	62	80	347	82	263	139	64	75	120	62	58	145	71	74															

THE NORMAL SCHOOL FOR ONTARIO, 1869—Concluded.

ABSTRACT No. 2.—COUNTIES WHEN IN TRAINING AT THE NORMAL SCHOOL CAME—Concluded.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Halifax		Norfolk		Oxford		Waterloo		Wellington		Grey		Perth		Huron		Bruce		Middlesex		Blgim.		Kent.		Lambton		Knox.		Grand Total.											
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female														
From the 1st to the 40th Session inclusive.....	73	42	31	17	100	76	59	46	115	73	42	41	25	16	91	66	25	70	50	11	38	31	7	239	138	131	93	69	24	59	32	27	53	30	23	19	10	9	5134	
Forty-first Session, 1869.....	3	1	1	10	6	4	3	2	4	2	2	1	4	2	2	6	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	166	
Forty-second Session, 1869.....	5	4	...	11	6	5	6	6	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1	12	5	4	7	5	2	1	1	2	2	1	1	1	1	1	1	174
Grand Total.....	81	45	38	38	112	85	68	54	120	76	44	45	27	18	69	27	79	68	11	40	33	7	290	147	143	107	79	28	62	33	29	60	35	25	22	12	10	5474*		

* See Note to Abstract No. 1.

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Church of England		Roman Catholic		Presby-terians		Methodists		Baptists		Congrega-tionists		Lutherans		Quakers		Universal-ists		Unitarians		Disciples		Other per-suasions		Grand Total.																
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female																	
From the 1st to the 40th Session inclusive.....	5397	2933	2564	930	431	499	259	105	134	1500	814	686	1885	1008	877	421	249	179	250	81	139	5	5	40	31	9	4	4	9	4	5	29	13	16	115	95	20				
Forty-first Session, 1869.....	166	76	99	64	11	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Forty-second Session, 1869.....	174	82	92	31	11	20	6	...	6
Grand Total.....	*5737	2991	2746	989	453	536	246	106	140	1604	861	743	2016	1077	939	437	247	190	252	86	146	6	5	1	41	32	9	4	4	9	4	5	30	13	17	123	103	20			

* See Note to Abstract No. 1.

Forty-first Session, 1869.....	13	5	8	2	2	2	...	8	5	3	22	1	21	9	6	3	5	4	1	2	18	3	15	3	3	...	4	1	3							
Forty-second Session, 1869.....	14	8	6	...	7	3	4	35	8	27	4	6	5	1	2	2	14	3	11	2	2	14	3	15	3	3	...	3	2	1	3	1	3	1	3	
Grand Total.....	237	158	79	44	31	13	41	33	8	249	158	91	1755	579	1176	184	136	48	115	83	32	142	62	80	347	82	265	139	64	75	120	62	58	145	71	74

No. 10.

LIST OF NORMAL SCHOOL STUDENTS WHO HOLD LEGAL CERTIFICATES OF QUALIFICATION NOW VALID THROUGHOUT ONTARIO.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time the Certificates granted have been of the First and Second Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the following list all certificates appear which have not been revoked by expiration, by the granting of a subsequent Certificate to the same person, or for cause. Those which have become invalid by death are retained in the list, as the Department does not receive full information on that point.

The Session and date of any Certificate in the following list can be ascertained by reference to the number and the subjoined table:—

Numbers.	Sessions.	Dates.
1 to 72.....	Ninth.....	18th June, 1853.
73 to 150.....	Tenth.....	18th October, 1853.
151 to 221.....	Eleventh.....	20th April, 1854.
222 to 261.....	Twelfth.....	16th October, 1854.
262 to 306.....	Thirteenth.....	18th April, 1855.
307 to 351.....	Fourteenth.....	15th October, 1855.
352 to 425.....	Fifteenth.....	15th April, 1856.
426 to 498.....	Sixteenth.....	15th October, 1856.
499 to 586.....	Seventeenth.....	15th April, 1857.
587 to 685.....	Eighteenth.....	15th October, 1857.
686 to 770.....	Nineteenth.....	15th April, 1858.
771 to 877.....	Twentieth.....	15th October, 1858.
878 to 964.....	Twenty-First.....	22nd June, 1859.
965 to 1058.....	Twenty-Second.....	22nd December, 1859.
1059 to 1154.....	Twenty-Third.....	15th June, 1860.
1155 to 1244.....	Twenty-Fourth.....	22nd December, 1860.
1245 to 1333.....	Twenty-Fifth.....	15th June, 1861.
1334 to 1435.....	Twenty-Sixth.....	22nd December, 1861.
1436 to 1531.....	Twenty-Seventh.....	15th June, 1862.
1532 to 1626.....	Twenty-Eighth.....	23rd December, 1862.
1627 to 1722.....	Twenty-Ninth.....	15th June, 1863.
1723 to 1836.....	Thirtieth.....	22nd December, 1863.
1837 to 1918.....	Thirty-First.....	15th June, 1864.
1919 to 2019.....	Thirty-Second.....	22nd December, 1864.
2020 to 2110.....	Thirty-Third.....	22nd June, 1865.
2111 to 2207.....	Thirty-Fourth.....	22nd December, 1865.
2208 to 2306.....	Thirty-Fifth.....	15th June, 1866.
2307 to 2393.....	Thirty-Sixth.....	22nd December, 1866.
2394 to 2465.....	Thirty-Seventh.....	15th June, 1867.
2466 to 2545.....	Thirty-Eighth.....	22nd December, 1867.
2546 to 2615.....	Thirty-Ninth.....	15th June, 1868.
2616 to 2712.....	Fortieth.....	22nd December, 1868.
2713 to 2820.....	Forty-First.....	15th June, 1869.
2821 to 2936.....	Forty-Second.....	22nd December, 1869.

PROVINCIAL CERTIFICATES GRANTED TO MALE STUDENTS, AND VALID 31ST DEC., 1869.

FIRST CLASS—NOT GRADED.

NAME.	REGISTER NO.
Bannister, Charles.....	161
Bird, Francis Wesley.....	162
Blain, David.....	313
Bristol, Colman.....	163
Carlyle, William.....	307
Charlton, Benjamin.....	11
Chisholm, Daniel.....	165
Comfort, John Harris.....	309
Coulton, William.....	164
Crug, Francis Josiah.....	222
Ecroyd, Alfred Ernest.....	166
Elson, John.....	167
Gray, James G.....	168
Holmes, Ninian Leander.....	223
Jessup, John.....	310
Kerr, Bernard.....	312
Kelly, Michael Joseph.....	73
Kelly, David.....	224
Kennedy, Lachlan.....	75
King, William Henry.....	311
Lanon, Griffin Patrick.....	15
Lawder, Abraham W.....	79
Leater, Alexander.....	314
Livingstone, John.....	262
Macallum, Archibald.....	1
Malcolm, John Gilmore.....	74
Martin, Alexander.....	9
Munn, Donald.....	265
Murray, George.....	78
McBrien, James.....	225
McGee, Robert.....	76
McGrigor, James.....	263
McLean, John.....	226
McLean, Thomas Ferguson.....	169
McMurchy, Archibald.....	264
Noden, William.....	170
Ormiston, David.....	308
O'Brien, Patrick.....	16
Patton, John.....	227
Raine, John.....	306
Rathwell, Samuel.....	12
Robins, Samson Purl.....	3
Robins, Samuel.....	80
Rock, Warren.....	10
Rose, George.....	10
Saugster, John Herbert.....	228
Smith, William.....	2
Taylor, John.....	77
Trull, William Warren.....	315
	14

SECOND CLASS—NOT GRADED.

Abercrombie, William.....	96
Adams, Wilbur Fisk.....	203
Adams, Joseph Fellows.....	273
Barkley, George Abraham.....	234
Bly, William Henry.....	99
Bowerman, Ichabod S.....	105
Bowerman, James.....	322
Bowerman, Thomas M.....	106
Boyd, William Taylor.....	17
Bower, John Ramsome.....	264

SECOND CLASS—NOT GRADED—(Continued.)

NAME.	REGISTER NO.
Campbell, Peter.....	276
Clark, Henry.....	324
Clark, John.....	23
Connell, Thomas.....	121
Costello, Edmund Peter.....	277
Coyne, John.....	206
Crane, Duncan.....	326
Dunard, Asa Beverly.....	91
Dunard, William Bernard.....	335
Dingman, Absalom.....	236
Douglas, William.....	237
Draper, James.....	101
D'Evelyn, John.....	207
Evans, James.....	117
Forsyth, Edward Leo.....	278
Gibbs, Robert.....	92
Goldsmith, Gilbert.....	208
Gould, Amos.....	239
Hankinson, Charles.....	116
Hay, James Junr.....	325
Hay, Robert.....	108
Hollyer, Robert.....	110
Hill, Richard.....	119
Hollingshead, Silas.....	209
Hurlburt John Adams.....	241
Hume, Thomas.....	113
Pickett, William.....	327
Jamieson, Edward.....	210
Johnston, David.....	334
Kellock, John.....	351
Logan, Robert.....	111
Magnire, Jacob Choate.....	112
Martin, James.....	212
Mogaw, Samuel.....	214
Minions, James.....	282
Misener, David.....	87
Morton, John.....	283
Montgomery, William.....	115
Moriarty, James.....	104
McDonald, Angus.....	103
McDonell, Augustine.....	97
McKay, Alexander.....	242
McKay, William.....	109
McKee, Davis.....	243
McKenzie, Alexander.....	280
McNaughton, John.....	213
McPherson, Alexander.....	244
McPherson, John.....	329
McTaggart, Neil.....	21
Newman, Thomas.....	86
Oliver, John S.....	216
Phillips, Martin.....	102
Phunkett, William.....	217
Reynolds, Parmenius.....	218
Roberts, John.....	94
Simmons, John.....	19
Somerville, Robert.....	219
Stephens, James.....	247
Stephens, William.....	220
Stewart, William.....	93
Ferrill, John.....	221

SECOND CLASS—NOT GRADUATED—(Continued)

NAME	REGISTER NO.
Thompson, Alexander	338
Trousdale, James H.	243
Vardon, William	20
Warren, Joseph	114
Wehr, William	240
Will, Phineas	90
Williams, David Ludgate	89
Wilson, Robert	88
Wright, John Horton	285

*HONOR FIRST CLASS.

Moran, John	2307
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FIRST CLASS—GRADE A

Anderson, William Walker	486
Barkie, John	487
Barvick, Eli James	1059
Bell, Robert	1334
Biggs, William Reader	426
Black, Alexander	352
Blaichor, Peter Campbell	878
Bond, William	688
Boulter, Joshua John	2010
Bresmer, John	499
Brown, A. & Howard	1315
Brown, James Coyle	1627
Campbell, Alexander	879
Campbell, James	2824
Carlyle, James	351
Cavanagh, William Herbert	919
Chesnut, Thomas George	500
Chisholm, Allan	427
Clarkson, Charles	2308
Clinton, John	587
Cosby, Alfred Morgan	689
Currie, Peter	695
Davey, Peter Nicholas	2466
Dewar, Archibald	1330
Disher, John Clarke	771
Donnelly, Joseph Henry	2309
Douglass, William Alexander	2394
Dow, John	965
Ede, Joseph	1337

FIRST CLASS—GRADE A (Continued.)

NAME	REGISTER NO.
Edmison, Alexander Beckett	880
Farewell, George McGill	1155
Ford, John	428
Forvunn, William	2713
Fotheringham, David	364
Fullerton, James	2467
Gaule, Stephen	772
Geek, Henry	429
Glashan, John	1430
Groat, Stillman Preston	1028
Hacking, William Francis	1156
Hay, Angus Cameron	1000
Hughes, James	2308
Hunter, John	355
Kellough, Thomas	773
Kilpatrick, George	501
Kinney, Robert	690
Knight, James Henry	1001
Langdon, Richard Victory	1723
Mallock, Donald McGregor	1338
May, Charles Henry	2310
Melrum, Norman William	2309
Miller, John	1633
Moore, Charles Royd	1158
Moore, Richard	691
Morris, James	697
Munson, Charles Francis	1437
Murray, William	502
McCull, Hugh (2)	1020
McDiarmid, Donald	1532
McKay, Hugh Munro	1157
McKay, John Wood	698
McKee, Thomas	1158
McLenn, Peter	2210
McLellan, James Alexander	588
Nichol, Peter	693
Nichol, William	692
O'Connor, Thaddeus J.	589
Peters, George	906
Platt, John Milton	1002
Plunkett, Thomas	503
Prie, Robert	1100
Purslow, Adam	509
Rae, Francis	691

ADDITIONAL QUALIFICATIONS FOR HONOR FIRST CLASS PROVINCIAL CERTIFICATES.

- I. Each Candidate to have held an Ordinary First Class Provincial Certificate, Grade A, for one year.
- II To give evidence of having been a successful Teacher.
- III To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz:
 1. English History and Literature, (Collier).
 2. Canadian History and Geography (Hodgins).
 3. Outlines of Ancient and Modern History and Geography.
 4. Latin Grammar, (Harkness), and Books IV, V and VI, of Cæsar's Commentaries.
 5. Outlines of Geology (Lyell & Chapman's), and Astronomy (Mosely's).
 6. Science of teaching, School Organization, Management, &c.
 7. Easy Lessons on Reasoning.
 8. Algebra—General Theory of Equations, Imaginary Quantities (Sangster's and Toddhunter's).
 9. Euclid—Books XI and XII.
 10. Trigonometry as far as solution of Plane Triangles (Colenso).
 11. Inorganic Chemistry, (Sangster's Inorganic, Brand and Taylor's for Orgaule).
 12. The Principles of Book-keeping—Music and Drawing.

Ratliff
Ridge
Sams
Scott
Scott
Sime
Smit
Soper
Stool
Stro
Sullivan
T. Co
Tisch
Tye,
Vand
Wood

Alex
Alex
Allan
Archib
Atkin
Ayres,
Barfo
Ber
Berney
Blatch
Bowler
Boyle,
Bretz,
Britton
Brown,
Brown,
Brown,
Buchan
Butler,
Cain, J.
Campb
Campb
Chant
Clapp,
Clare, S
Clark, C
Davis, S
Dunn, B
Dobbs,
Duff, Ch
Durham
Elliott,
Elliott,
Emery,
Findlay,
Fisher, J.
Froul, T
Gage, W
Girdwood
Goldamit
Griffin, A
Haggarty
Hamilton

FIRST CLASS—GRADE A (Continued)

REGISTER NO.	NAME	REGISTER NO.
880	Hathwell, William	4098
1165	Hidway, Robert	1063
428	Samson, Robert	430
2713	Scott, Richard William	504
354	Scott, William	2617
2467	Sinclair, Lamelin	502
772	Smith, Joseph Henry	1310
429	Soper, Jasper	505
1436	Steel, Thomas Orton	503
1028	Strachan, Alexander	500
1156	Sullivan, Dion Cornelius	881
1060	Tucker, James	1343
2208	Tompson, James	694
355	Tisdell, John Casado	594
773	Tye, George Archer	774
501	Vanslyke, George Washington	1534
690	Wood Benjamin Willa	1438

FIRST CLASS—GRADE B.

1061	Alexander, Robert	350
1723	Alexander, William	1724
1338	Alban, Mesolom Shade	1837
2310	Archibald, Charles	1525
2209	Atkinson, Edward Lewis	1535
1533	Ayers, William	1921
1159	Barfoot, Jane	1419
691	Beer, William	5342
697	Bernoy, William Henry	7 C
1437	Blatchford, Thomas	2714
502	Bowles, Peter Langhous	507
1920	Boyle, William S.	2646
1532	Bretz, Abram	2822
1167	Brown, William	395
696	Brown, John	431
1158	Brown, Miles	1727
2210	Brown, Robert	432
588	Buchman, John Cabler	882
693	Butler, Richard Charles	1728
692	Cain, James	1922
589	Campbell, Aaron Jesse	1652
966	Campbell, Robert	596
1062	Chambers, John	1923
503	Clapp, David Philip	2823
1160	Clare, Samuel	1440
590	Clark, Charles	775
691	Davis, Samuel Forey	2824
	Dean, Robert Wilson	1162
	Dodds, William	590
	Duff, Charles	597
	Durham, William	2468
	Elliott, John Charles	1729
	Elliott, Thomas	776
	Emory, Cummings Van Norman	2825
	Findlay, David	2826
	Fisher, John Henry Cole Fitzgerald	2827
	Frost, Thomas	967
	Gage, William James	2312
	Goldwood, Alexander	1730
	Goldsmit, Stephen	2312
	Griffin, Walter	1536
	Haggerty, Hugh	1924
	Hamilton, Alexander	1629

FIRST CLASS—GRADE B (Continued)

REGISTER NO.	NAME	REGISTER NO.
1630	Hammard, Joseph	1630
1731	Hanly, John	1731
1732	Hardie, Robert	1732
2548	Hay, Andrew	2548
1537	Hilliard, Thomas	1537
2828	Hooper, Henry	2828
1838	Houston, William	1838
2111	Jackson, Thomas	2111
2618	Jardine, William Wilson	2618
2813	Johnston, John	2813
1733	Keirum, Thomas	1733
1245	Kidd, William	1245
1734	King, John Slaughter	1734
1925	Langdon, John	1925
1103	Lusk, Charles Horace	1103
3020	Maley, Hiram	3020
2649	Manley, Charles Lewis	2649
884	Matthews, William Leader	884
2829	Mohrman, Peter Gordon	2829
885	Nickleborough, John	885
2830	Moore, Charles	2830
2831	Murray, Adam	2831
1066	Murray, John	1066
1246	Mutton, Ebenezer	1246
1343	McCull, Hugh (1)	1343
777	McClung, Donald	777
1104	McCulley, Alfred	1104
1839	McGinnis, William	1839
778	McKay, John	778
1735	McKay, Andrew	1735
599	McKercher, Colin	599
779	McLean, Archibald	779
1031	McLennan, Simon	1031
2112	McNaughton, Duncan	2112
1344	McPherson, Crawford	1344
1736	Narraway, John Wesley	1736
1737	Nichols, Wilmet Mortimer	1737
969	O'Brien, Patrick	969
510	Osborne, A. Campbell	510
2021	Page, Thomas Oley	2021
2832	Payne, Edward	2832
1345	Pearen, Thomas	1345
1538	Pepper, John	1538
2619	Powell, Francis Cox	2619
886	Preston, David Hiram	886
598	Preston, James	598
2314	Redditt, Thomas Henry	2314
511	Rodgers, John	511
780	Rose, John George	780
1738	Rose, Leonard Alfred	1738
1539	Ross, John Cameron	1539
1067	Rouse, William Hiram	1067
887	Sarvis, George Chowan	887
888	Samnders, James	888
970	Shaw, Alexander	970
1540	Sinclair, Angus	1540
1346	Sinclair, James	1346
1165	Sinclair, John	1165
1166	Sing, Samuel	1166
971	Smith, William Wakefield	971
599	Smith, John Darling	599
2622	Spencer, Percival Lawson	2622
1167	Stewart, Thomas	1167

FIRST CLASS—GRADE B—(Continued.)

NAME	REGISTER NO.
Sweet, David Orison.....	600
Thomson, Hugh.....	512
Thompson, John Nixon.....	2620
Topping, William.....	890
Warburton, George Henry.....	781
Wark, Alexander.....	1739
White, William Henry.....	972
Williams, James Richard.....	2551
Wilson, John.....	2833
Wright, Aaron Abel.....	2315
Wright, George Wesley.....	782
Zimmerman, Isaac.....	601

FIRST CLASS—GRADE C.

Abbott, John Thomas.....	2023
Alford, William.....	2834
Armstrong, John.....	1068
Atkinson, John Sangster.....	2469
Bartlett, William Edward.....	1317
Birchard, Isaac James.....	2715
Boag, Joseph.....	699
Boyer, James Stephen.....	973
Brin, Henry James.....	1444
Bruce, William Fraser.....	1348
Burrows, Frederick.....	2113
Callinan, Thomas.....	2024
Cameron, John.....	434
Cameron, Thomas.....	1740
Cann, Samuel Bracheton.....	974
Carskadon, Thomas.....	2114
Chaisgrove, Charles.....	1069
Cherry, William.....	1349
Clark Asahel Bowes.....	602
Cody, James.....	436
Cork, George.....	1445
Crawford, Allan.....	2025
Cross, James Fletcher.....	437
Crossley, Hugh Thomas.....	2835
Cuthbertson, Edward Greer.....	1741
Dadson, Stephen.....	357
Dennis, James Edwin.....	2621
Dickenson, Henry.....	2836
Dobson, Robert.....	438
Donald, Jackson.....	975
Duncan, James.....	700
Dundon, John Stephen.....	2622
Ellis, John Allen.....	1840
Ewing, John.....	1632
Foster, Ralph.....	1451
Fraser, William.....	2470
Frisby, Edgar.....	603
Frood, Thomas.....	891
Galbreathe, William James.....	2553
Galloway, William.....	892
Gill, Samuel Rea.....	2623
Grant, Robert.....	1352
Gregory, Thomas.....	2026
Halls, Samuel Pollard.....	1541
Hankinson, Thomas.....	783
Harley, John.....	513
Healy, Michael.....	1070
Helson, Thomas Henry.....	1633

FIRST CLASS—GRADE C—(Continued.)

NAME	REGISTER NO.
Herslerson, Gregg.....	1353
Hendry, William John.....	2024
Herrick, Alvan Gordon.....	1742
Hodge, George.....	1743
Hodgins, William.....	2837
Holbrook, Robert.....	2838
Honston, John.....	2554
Hughes, Samuel.....	2625
Hunt, Robert.....	1446
Johnson, Daniel.....	2839
Johnston, Hugh.....	514
Keller, Thomas Dixon.....	1071
Kennedy, Alexander.....	784
Leslie, Thomas.....	976
Loggott, Joseph.....	1543
Leslie, Alexander.....	2555
Lewis, Richard.....	2028
Linton, John.....	2471
Margach, John Lewis.....	1170
Matheson, John Hugh.....	1634
Metcalf, John Henry.....	1927
Miller, Arnoldus.....	980
Mishaw, Daniel.....	515
Mitchell, John.....	701
Moment, Alfred Garrison.....	1744
Moore, Alvin Joshua.....	2213
Moore, Lewis Corydon.....	358
Munro, Donald.....	2628
Murphy, John Joseph.....	1928
Murray, David Lovel.....	1355
Murray, John L.....	2841
McArthur, John.....	977
McCausland, William John.....	1544
McDonald, Alexander.....	978
McDiarmid, Donald.....	1250
McDiarmid, Hugh.....	2840
McDongall, Hugh.....	439
McDowall, Joseph William.....	2626
McEneher, James.....	1545
McFaul, John Henry.....	2316
McGill, Anthony.....	2317
McGrath, John.....	1546
McGregor, Norman R.....	1354
Melnie, Alexander.....	2318
McKay, David Waters Burn.....	2627
McKellar, John Archibald.....	979
McLean, Daniel.....	2117
McLean, William Jenkinson.....	2118
McMillan, John.....	440
McShea, Royal.....	1251
Nash, Samuel Lemmy.....	981
Platt, Gilbert Dorland.....	441
Powell, Joseph Gunne.....	2719
Pratt, Abraham.....	859
Pritchard, John Frederick.....	2214
Pysher, David.....	1171
Rankin, John Brown.....	2319
Rannie, William.....	2473
Rider, Thomas.....	1635
Robertson, Duncan.....	2472
Ross, John.....	1636
Rowland, Fleming.....	1252
Russell, James.....	2120

Russell, James
 Ruth
 Schmu
 Silcox
 Simpson
 Smith
 Sudd
 Summ
 Sutton
 Swallo
 Swan
 Thomp
 Tibb,
 Tilley
 Trene
 Vance
 Wagg
 Whitt
 Wood,
 Young
 York,
 Allen,
 Andro
 Arnabr
 Badger
 Baird,
 Balders
 Bauca
 Bentie
 Borgey,
 Bingham
 Blackwe
 Bonnar
 Bruce,
 Bruce,
 Brown,
 Bredin,
 Bull, Co
 Campbell
 Campbell
 Campbell
 Campbell
 Campbell
 Carley,
 Carson, J
 Clark, W
 Clements
 Conkley,
 Collins, J
 Cooley, J
 Cranfield
 Cremin,
 Davis, M
 Deacon,
 Demill, E
 Dixon, Sa
 Doughert

(Continued.)

REGISTER NO.

FIRST CLASS—GRADE C—(Continued.)

NAME.

REGISTER NO.

1353	Russell, John Howo.....	1931
2024	Rutherford, James. (1)	2029
1742	Schmidt, George	2474
1743	Sileo, Abner.....	2842
2837	Sileo, John B.....	2720
2838	Simpson, Samuel	441
2554	Smith, George	442
2626	Suddaby, Jeremiah	2629
1446	Summerby, William Joseph.....	2843
2839	Sutton, Marshall	2843
514	Swallow, William Francis	2845
1071	Swan, Thomas	1745
784	Thompson, Matthew.....	1746
976	Tibb, John Campbell	2846
1543	Tilley, William Edward	2121
2555	Treuner, Thomas	2475
2028	Vance, William	1841
2471	Wegg, David Spencer	2030
1170	Williams, Robert	2122
1634	Wood, Frank	2847
1927	Young, Egerton (Egerson).....	1253
980	York, Frederick Embry	1637
515		
701		
1734		
2213		

SECOND CLASS—GRADE A.

358	Allen, John	1843
2628	Anderson, William	1172
1928	Armstrong, Joseph	453
1355	Balgero, Justin	377
2841	Baird, Alexander Kennedy	786
977	Balderson, Thomas	1933
1544	Bantowart, Owen	785
978	Bentlie, William	2320
1250	Bergey, David	2721
2840	Bingham, James William	1844
439	Blackwood, Robert	787
2626	Boumar, Horatio James	2476
1545	Bruce, George	788
2316	Bruce, James	455
2317	Brown, George	1934
1546	Bredin, Wilson Watson	2121
1354	Bull, Corey.....	1357
2318	Campbell, Neil	981
2627	Campbell, John Munroe	1448
979	Campbell, Robert A.	749
2117	Campbell, James	1936
2118	Campbell, William	2215
440	Campbell, John Har'ness	2631
1251	Calvert, Joseph.....	529
981	Carley, Abram	2031
441	Carson, Joseph Standish	2477
2719	Clark, William Reid.....	2632
859	Clements, William	1171
2214	Conkley, Henry.....	2032
1171	Collins, Joseph Jonathan	985
2319	Cooley, Robert	2124
2473	Cranfield, Richard Ebenezer	986
1635	Cremin, Daniel	613
2472	Davis, Murdoch Lloyd.....	2848
1636	Deacon, John Scott	2842
1252	Demill, Ervin	530
2120	Dixon, Samuel Eugene	2633
	Dougherty, Isaiah.....	614

SECOND CLASS—GRADE A—(Continued.)

NAME.

REGISTER NO.

Downwell, John.....	2850
Duff, James	531
Duncan, Alexander	1174
Dunseith, David	1256
Earl, Barton	1846
Ebbels, Walter Dennis.....	2321
Eccles, Daniel	2372
Edwards, Thomas Albert.....	2556
Fairbairn, Robert.....	789
Farrington, James	2557
Fleming, James	532
Fleming Robert McMillan.....	988
Fotheringham, A. Thomson	1074
Fowler, Henry	1548
Fraser, George	456
Fraser, Mungo, (a) (b).....	790
Fraser, William	704
Galbraith, Daniel	1640
Gibson, James	3750
Gonch, Thomas	379
Graham, Andrew.....	2633
Green, Thomas.....	380
Hall, Ann.....	1751
Hamm, Thomas Edwin.....	533
Harcourt, Luke Arthur.....	3752
Harris, James Heenan.....	2478
Henderson, Robert	2398
Hicks, Henry Minaker.....	1358
Hodge, Robert	2723
Hughes, Amos J.....	1359
Hughes, James Henderson.....	1360
Hutchison, William	1452
Irving, George	534
Irwin, James	793
Jennison, Reuben Robinson.....	1941
Kean, John Russell	705
Kellogg, Charles Palmer	2851
Kennedy, Neil.....	2323
Kitchen, Edward	989
Legerwood, Daniel.....	615
Leitch, John McMillan.....	2479
Leitch, Thomas.....	2480
Mackay, Robert Peter	2218
Macom, John.....	990
Magrath, Patrick.....	1179
Martin, John.....	1754
Meredith, William	1261
Moyer, Samuel Nash.....	1551
Mulloy, David Wilson	2559
Murch, Thomas	1942
McCally, Robert.....	1259
McCausland, Robert	1549
McClure, Robert	896
McDonald, James	1550
McDonald, Robert	1361
McDonald, William	1752
McFarland, Robert	2401
McFarlane, Archibald	2126
McFarlane, Laughlin.....	1178
McHardy, Norman	1362
McIntyre, Duncan	1363
McKay, George Webster.....	2481
McKellar, Hugh.....	2560

SECOND CLASS, GRADE A (Continued)

NAME	REGISTER NO.
McKenzie, John	616
McLean, James	2324
McLaur, James	2852
McMillan, Malcolm C.	1260
McPherson, Finlay	1456
McRae, Alexander	1364
McVean, John	618
Newman, John Byron	797
O'Reilly, Robert	767
Osborne, Walter Joseph	2725
Palmer, John Henry	2222
Patterson, Andrew	2853
Patterson, James	798
Patterson, James Centenary	707
Proctor, Henry	2726
Richards, George	459
Richardson, Joseph	2854
Ritchie, David Ferguson	2127
Robertson, John	1457
Rolls, Alfred	800
Ross, Arthur Wellington	2035
Rutherford, James (2)	2036
Schmidt, John Henry	1458
Seillon, John	1552
Sheppard, George	2727
Slavin, Edward	2325
Shurtleff, George	538
Shirreff, Benjamin	98
Smith, Peter	2128
Smith, Thomas	1943
Stahlshmidt, William	2561
Stevenson, Samuel	620
Sturk, John Dunn	993
Thompson, Alexander	708
Tenkis, Edward	2855
Turnbull, John	540
Vereos, James	2634
Walker, Alexander	2728
Ward, Edward	2562
Webb, Joseph Hughes	1757
Weir, Andrew	461
Wellbanks, Hiram	621
Wellwood, Nesbitt, John	2326
Welsh, John (1)	1644
Welsh, John (2)	2729
Williams, Edwin Rice	2856
Willis, Robert	1460
Woodward, George W	1261
Young, Thomas	622

SECOND CLASS.—GRADE B.

Adams, Richard	2129
Agnew, James	2038
Allison, Andrew	1645
Anderson, John	1642
Annis, Andrew E.	2635
Armitage, John Robertson	904
Armour, Samuel	2857
Armstrong, Thomas C. Little	2130
Arthur, Samuel	1848
Bancroft, Asa Montgomery	1367
Banks, Richard	1646

SECOND CLASS, GRADE B—(Continued.)

NAME	REGISTER NO.
Barr, William	1647
Barrett, Thomas	2223
Barrie, George	2224
Bentley, Jeremiah	1181
Beckstedt, Joseph M	905
Beer, Henry	2858
Bell, William	1648
Bigelow, George	2732
Blanchard, Samuel Gray	1182
Blatchford, William	2225
Boddy, James	2630
Bogart, George Arthur	1758
Bolton, Jesse Nunn	1183
Bowman, George Washington	2859
Bridden, Richard	1850
Brierly, Charles	1082
Brown, Isaac	625
Brown, James (1)	620
Brown, James (2)	2733
Brown, James Bart	1851
Brown, John Thompson	2038
Brown, Lewis	1759
Brown, William (1)	627
Brown, William (2)	995
Brownlee, Hugh James	2637
Bunce, King	1553
Buchanan, Robert	907
Buckland, Henry	1083
Cannon, George	1084
Carlaw, Davidson	2327
Carter, William H. Perry	1760
Chisholm, William	1085
Chisholm, James	1264
Christie, Eliza	1761
Claddington, William Scott	2227
Clifton, Henry S.	542
Cochran, Charles	1762
Code, John Richard	1184
Copeland, George	2734
Coslin, William	2828
Croll, David	2131
Craze, George	1554
Craig, George	1080
Dawson, Cornelius	2041
Dorn, George Henry	543
Dodson, Richard Elisha	1555
Donnelly, James	1763
Donpe, William	2565
Drumnie, Daniel	2638
Duff, Daniel	462
Easton, Robert	1265
Edmison, Ralph Hazlop	2403
Elliott, George	1764
Ellis, Frederick Llewellen	1853
Fawcett, Simon Wesley	1653
Ferrier, Amos B.	2560
Fleming, James Henry	2741
Fleming, William	1185
Flynn, Daniel	1654
Foster, Richard	802
Frampton, John	1655
Fraser, Alexander	1557
Fraser, Donald Blair	2484

Fraser	
Fraser	
Fry,	
Ful	
Gerr	
Gero	
Gibb	
Gibb	
Gidd	
Gord	
Gott	
Grah	
Grah	
Gray	
Gree	
Gree	
Grill	
Guest	
Hagar	
Hann	
Hann	
Hare	
Harlo	
Harm	
Harpe	
Harris	
Hosli	
Hogbe	
Hende	
Hendr	
Herne	
Hewso	
Hicks	
Hill, A	
Hipple	
Holgin	
Hoguet	
Holme	
Howell	
Huggin	
Hugel	
Husban	
Hyle,	
Jacques	
Jenkins	
Jessop,	
Johnson	
Johnsto	
Kenn,	
Kenn,	
Koddy,	
Kellogg	
Kenned	
Kenned	
Kermott	
Kidd, A	
Kiernan	
Kinney,	
Kirk, W	
Kuisely,	
Laidlaw,	

(Continued.)

REGISTER NO.	NAME.	REGISTER NO.
1047	Frazer, John	1854
2221	Frazer, George James*	1855
2224	Fry, Mondo Simon	1856
1181	Fulton, James	2485
905	Gerris, James	1187
2858	Gerow, Arthur Martin	1765
1648	Gibbard, John	2133
2732	Gillilan, James	1945
1182	Giddanith, Perry David	1656
2225	Gord, William Edward	463
2636	Gott, Benjamin	1267
1758	Graham, Charles	1188
1183	Graham, Dugald	1659
2859	Graham, John	1189
1850	Graham, Simon	2041
1082	Gray, Samuel	2131
625	Green, Philip	1463
626	Greenlee, Andrew	997
2733	Griffin, Willard Monroe	1658
1851	Guest, Joseph	2860
2098	Hagartie, James	544
1759	Hammond, William	1190
627	Hannah, William George	1657
995	Hare, George William	1658
2637	Harlow, James	464
1553	Harman, Reuben P.	1946
907	Harper, William	1269
1083	Harris, Benjamin Wesley	2483
1084	Heaslip, Nelson	1766
2327	Hogler, John H.	465
1760	Henderson, David	1270
1085	Hendry, Andrew	2329
1264	Herner, Samuel Shantz	2330
1761	Hewson, Edmund Thomas	803
2227	Hicks, David	1660
542	Hill, Alfred	1088
1762	Hipple, Jacob	1089
1184	Hodgins, Thomas	908
2734	Hogarth, Thomas	2486
2828	Holmes, Robert	1662
2131	Howell, Lewis	998
1554	Huggins, John Routledge	2135
1086	Hugel, Joseph	2229
2041	Husband, George	384
543	Hyde, Levi Thaddens	1276
1555	Incipies, John	461
1763	Jenkins, John Fletcher	804
2565	Jessop, Elisha	2569
2638	Johnson, Arthur	1272
462	Johnston, Robert	909
1265	Keam, Peter	1369
2403	Keam, Reuben	2230
1764	Keddy, John	1191
1853	Kellogg, Charles Palmer	2404
1653	Kennedy, Hugh William	2741
2566	Kennedy, John	999
2741	Kermott, Charles Holland	1192
1185	Kidd, Alexander Brown	1370
1654	Kiernan, William Malcolm	1193
802	Kimney, William Thomas	2861
1655	Kirk, William	2487
1557	Knisely, Owen Fares	545
2484	Laidlaw, John Bessie	2862

SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Laidlaw, George Dudley	1560
Lamb, John	2488
Laitch, Alexander	912
Little, Archibald	1001
Livingston, Lewis	913
Lloyd, David	1273
Lovett, William	1767
Lowe, Peter	2045
Luton, Leonard	805
Luton, James Lyman	806
Luttrell, William	2132
Lynn, John	2863
Mark, Kenward	2137
Martin, John Anthony	2046
Masles, George W.	1948
Maxwell, Henry William	711
Meech, Thomas English	1374
Metes, Hiram	1465
Miller, John	1466
Milne, Walter Hurd	2331
Moir, George	2237
Moore, James Samuel	910
Monkman, James Matthias	1467
Monkman, J. G. Lawrence	1772
Morris, John George	1564
Morrison, Adam	1194
Morton, Andrew	1949
Morton, John Brown	1468
Morton, Alfred	2744
Moulton, Proctor	1950
Mudley, Nelson	1195
Mundell, John	2138
Murdoch, Andrew	1276
Murray, John	1951
Musgrave, Peter	468
McAndrew, James	2489
McArthur, Alexander	1664
McArthur, Robert Blair	1768
McBrayne, Dugald	1665
McCalla, John	630
McCallum, John Sangster	2231
McCallum, Malcolm	1952
McCannan, James	546
McCordell, David	2864
McCormick, John	467
McCormick, Colin	2234
McCreary, James	2746
McCrinnon, Angus	1953
McDiarmid, John	2332
McDiarmid, Peter	1892
McDonald, John James	1863
McDonald, Duncan Forbes	1372
McDongall, John	631
McEachern, Donald	808
McFarlane, George	1769
McGee, Alexander	710
McGregor, Robert Campbell	1094
McIlvaine, Samuel	2570
McIntosh, Angus (1)	1471
McIntosh, Angus (2)	2465
McIntyre, George	1664
McKay, Archibald	1561
McKay, Hugh	2235

SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
McKay, William	2333
McLaren, Alexander	1472
McLaren, Alexander Lumsden	1667
McLean, Peter	632
McLellan, Andrew	1275
McLeod, John	2639
McLim, William Andrew	1865
McLellan, Archibald	914
McMahon, Michael	1770
McMillan, John	2640
McNabb, John	1003
McNair Alexander	2236
McPherson, Archibald	1562
McPherson, Moses	1473
McTavish, Douglas	1771
Nash, Samuel Shelly	2866
Neelands, Joseph	916
Neilson, William	1277
Nicholson, Thomas	1866
Nixon, Frederick	2867
O'Grady, Patrick John	1474
Osborne, Edward	2048
Owen, John	1278
Owen, William Jerrold	1279
Palmer, Charles	2641
Palmer, George Alexander	1638
Pearl, William	1773
Perry, Robert Selby	1280
Peters, Henry Sanders	811
Pollock, James Edward	2405
Poole, Edward	1565
Powers, Henry	1475
Rae, Alexander Marsh	1867
Raney, William	1281
Reilly, Marlow Miles	2642
Richardson, James	1196
Risk, William Henry	2049
Robertson, James	1954
Robertson, John Pushman	917
Robinson, John	712
Rose, Amos William	1567
Rosc, Leonard Alfred	1669
Rothwell, Peter Duilligas	2406
Ruby, Daniel Christian	1568
Ruthven, William	386
Sanderson, Robert	1955
Scallion, James William	2643
Scoles, John	810
Scott, James	1669
Shortt, Charles	388
Simpson, John William	1868
Smith, Abram	1570
Smith, Edward Saunders	2490
Smith, Francis	918
Smith, William Charles	1869
Squire, William	1775
Stewart, Elihu	2408
Strathers, Andrew Witherspoon	2868
Sullivan, Daniel	1476
Swayze, George Albert	2052
Switzer, Parmenio Alvan	1197
Switzer, William Haw	2053
Taber, Jacob Russell	1670

SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTER NO.
Tapscott, Samuel	1477
Taylor, Walter	1478
Teskey, William	2869
Theal, Nelson	1375
Thetford, William Henry	1376
Thompson, Alexander	1099
Thompson, Charles	1479
Thompson, George Washington	549
Tiler, Alexander David	2228
Titchworth, Ira Cyrus	2054
Treadgold, Manton	1481
Vandewaters, Samuel	470
Vardon, Anthony Dimoc	1283
Wait, Lucien Augustus	1776
Walker, James Taylor	2492
Warburton, William	1379
Ward, James Henry	1482
Ward, Henry	2572
Weese, Redford Colborne	2055
Wiggins, Henry	1571
Wilkins, David Francis H.	1956
Williams, William	1777
Wilson, Benjamin Franklin	919
Wilson, Edward Sutton	1572
Wilson, George	1101
Wilson, Hercules	1380
Wilson, Josiah	1957
Wilson, Samuel	1958
Wilson, William	1484
Winans, William Henry C.	1284
Wright, George Catley	1870
Wright, Meade Nisbett	1102
Yeomans, Silas Parker	550

SECOND CLASS—GRADE C.

Adams, Thomas	2870
Austin, Gilbert Stevenson	471
Ballard, John Francis	2871
Bell, William	2872
Book, Eli	638
Boyd, Thomas	474
Brookfield, James	551
Brown, David	391
Brown, James (2)	639
Bryant, John Henry	640
Burden, Samuel	475
Jones, Jonas	553
Kerr, George Jonathan	2873
Laughlin, William	554
Little, James	477
Livingstone, Dugald	392
Lucas, Thomas Dennis	641
Miliken, William	395
Misener, George	478
McDiarmid, Duncan	642
McGregor, Alexander	393
McIntyre, Duncan	394
McMaster, John	644
Noxon, Isaac James	645
Riddell, Andrew	646
Robertson, John	555
Ross, John Simpson	479

(Continued.)

REGISTER NO.
1477
1478
2869
1375
1376
1099
1479
549
2228
2054
1481
470
1283
1776
2492
1379
1482
2572
2055
1571
1956
1777
919
1572
1101
1380
1957
1958
1484
1284
1870
1102
550
2870
471
2871
2872
638
474
551
391
639
640
475
553
2873
554
477
392
641
395
473
642
393
394
644
645
646
555
479

SECOND CLASS—GRADE C—(Continued.)

NAME	REGISTER NO.
Shurtleff, Robert Fulton	556
Smith, Andrew	558
Stone, Newton Ransom	480
Walsh, Thomas	481
Waters, George	559
Wilson, Thomas	482
Wolverton, Samuel	647

THE FOLLOWING EXPIRE 15TH JUNE, 1870.

NAME	REGISTER NO.
McMillan, Donald	2754
Smiley, George	2756
Wilson, William	2759

PROVINCIAL CERTIFICATES GRANTED TO FEMALE STUDENTS, AND VALID ON 31ST DECEMBER, 1869.

FIRST CLASS.—NOT GRADED.

NAME	REGISTER NO.
Adams, Elizabeth	318
Adams, Mary	151
Appleton, Lydia Anne	83
Brown, Mary	320
Cattanach, Catherine	266
Clark, Dorcas	4
Clark, Helen Elizabeth	267
Clark, Josephine Whitmore	316
Coote, Elizabeth	84
De Cow, Mary Anne	268
De Cow, Rebecca	269
Foster, Jane	85
Gunn, Kate	317
Hughes, Elizabeth	229
Jennings, Emily Howard	152
Johnson, Catherine	5
Keddie, Eliza Wilson	153
Lind, Harriet Anne	270
Lyons, Lydia Louisa	81
Magan, Grace Anastasia	230
Morrison, Anna Mills	6
Murray, Mary Anne	271
McCracken, Mary	82
McNaught, Elizabeth	231
Quinn, Sarah Birch	232
Robinson, Julia Anne	154
Robinson, Sarah Agnes	233
Shadd, Emmeline	319
Shenick, Henrietta	272
Smith, Jane	155
Stephens, Mary	156
Storrie, Josephine	157
Sweeney, Margaret	159
Toof, Maric E.	7
Whitcomb, Huldah L.	8
Williams, Maria Louisa	160

SECOND CLASS.—NOT GRADED.

Anderson, Jane	250
Armstrong, Agnes	251
Armstrong, Annie Musgrove	286
Arnold, Emma	287
Backhouse, Matilda	288

SECOND CLASS—NOT GRADED—(Continued.)

NAME	REGISTER NO.
Bales, Sarah	172
Barber, Eliza	30
Bell, Elizabeth	43
Bowes, Harriet	173
Bowes, Sarah	174
Brown, Mary Frances	290
Burgess, Margaret	175
Buyers, Margaret	176
Campbell, Elizabeth	291
Campbell, Helen	129
Carr, Sarah	177
Clark, Emily M.	33
Clark, Esther	179
Coady, Mary	180
Daniell, Ellen	42
Dorothy, Susan	253
Farland, Eliza J.	37
Fleming, Anna	25
Flood, Elmira	342
Foggin, Alice	254
Foster, Jennette Gray	27
Fuller, Sarah Anne	293
Hagar, Azubah	38
Hagar, Lydia L.	34
Hendry, Christina Anne	41
Higgins, Fanny	132
Higgins, Kate	183
Hoig, Ellen	125
Hoig, Martha	45
Holmes, Anna Maria	184
Howard, Lydia Eleanor	131
Jackson, Anne Eliza	186
Johnson, Isabella	187
Junor, Catherine	188
Kennedy, Elizabeth Eleanor	340
Kennedy, Harriet Evelyn	189
Kennedy, Margery Muter	190
Leach, Eleanor	339
Magan, Elizabeth Maria	35
Masters, Caroline A.	126
Masters, Delia Andrews	127
Mills, Sophronia Andevon	130
Mowat, Jane	257
Munday, Lydia Sophia	295

SECOND CLASS—NOT GRADED—(Continued.)

NAME	REGISTER NO.
Munyard, Mary Anne.....	346
Myers, Juliana.....	296
McCready, Melissa.....	191
McDonald, Margaret Catherine.....	345
Mellberry, Margaret Teresa.....	256
McLean, Sophia Caroline.....	344
McLennan, Christy.....	192
Porter, Louisa.....	297
Porter, Mary.....	298
Preston, Annie.....	258
Quinn, Anne Jane.....	299
Rice, Emily.....	44
Robertson, Minnie.....	31
Robinson, Elizabeth R.....	26
Robinson, Susannah.....	318
Rogers, Adelaide.....	300
Saunders, Rose.....	29
Sharp, Phoebe Louisa.....	40
Shearer, Mary.....	195
Sheppard, Mary.....	301
Shrigley, Margaret.....	196
Siggins, Anne.....	32
Simpson, Henrietta.....	347
Smith, Jane.....	28
Smith, Melissa.....	39
Snyder, Lizanna S.....	197
Stevens, Elizabeth.....	198
Stone, Adeline.....	199
Sweeney, Mary Ann.....	303
Tewksbury, Sarah Elizabeth.....	350
Van Every, Adeline.....	304
Van Every, Elizabeth.....	200
Van Every, Emmeline.....	305
Walker, Amanda.....	36
Walkingshaw, Cecilia M. A.....	201
Wilkinson, Caroline.....	261
Wilson, Mary Anne.....	202

FIRST CLASS—GRADE A.

Adams, Martha.....	1020
Beattie, Grace Shepherd.....	1397
Beckett, Emma.....	1489
Bell, Helen.....	517
Bisbee, Gertrude M.....	518
Boddy, Sophia Louisa.....	1578
Borthwick, Anna.....	444
Brown, Lillis.....	519
Brick, Margaret.....	1676
Cameron, Annie Isabella.....	2153
Campbell, Sarah Anne.....	727
Clark, Annie Lydia.....	728
Clark, Clara Jane.....	1786
Clark, Helen Miliken.....	445
Clark, Sarah Haley.....	1787
Conzens, Emily.....	2343
Cown, Sarah.....	1021
Craig, Elizabeth.....	1677
Duck, Mary Jane.....	1967
Dunn, Hannah Olivia.....	2245
Elliot, Margaret.....	2154
Farrow, Elizabeth.....	729
Ferguson, Margaret.....	2246

FIRST CLASS—GRADE A—(Continued.)

NAME	REGISTER NO.
Fos, Mary.....	360
Gibbs, Rachel.....	1788
Gillo, Mary.....	2155
Good, Rebecca Ida.....	2760
Gordon, Fanny.....	361
Greenlees, Margaret.....	1678
Hayes, Almira.....	730
Holmes, Emma Elizabeth.....	1022
Irvine, Margaret.....	362
Jones, Louisa Harriet.....	2761
Kerr, Marion.....	1298
Kessack, Jessie.....	2874
Lester, Mary.....	363
Lundy, Louisa Elizabeth.....	2875
Mathews, Agnes Olivia.....	2500
McCausland, Caroline Elizabeth.....	2413
McCausland, Fannie.....	2876
McCreight, Sarah.....	2877
McElroy, Maria.....	731
McLean, Jane.....	446
McMahon, Catherine.....	2501
O'Neill, Margaret.....	1679
Paterson, Mary Theresa.....	2502
Rausay, Margery Jardeu.....	447
Reeves, Mary Maria.....	1680
Robertson, Dorcas Dannie.....	520
Ross, Catherine McCandio.....	1968
Scott, Margaret Taylor.....	2503
Shenick, Adeline.....	732
Somerville, Petrina.....	2762
Spink, Jane Elizabeth.....	2878
St. Remy, Harriet Anne A. La Lievre de.....	1294
Sudborough, Esther.....	733
Sutherland, Annie.....	604
Sutherland, Annie Agnes.....	2247
Sutherland, Jennie Helena.....	2248
Sutherland, Margaret.....	2580
Thompson, Charlotte Emily.....	2649
Turnbull, Jessie.....	1398
Wilkes, Marcella.....	825
Worth, Mary Anne.....	2504
Wright, Eliza Jane.....	1024
Wright, Fanny Mary.....	1023

FIRST CLASS—GRADE B.

Adams, Agnes Maria.....	1681
Anker, Mary Anne.....	1969
Armstrong, Martha.....	734
Bann, Ellen Olivia.....	927
Bell, Janet.....	521
Bell, Mary Ann.....	1870
Brown, Margaret.....	2414
Brown, Maria.....	735
Brown, Martha Eva.....	2650
Buchanan, Elizabeth.....	522
Burriss, Mary Jane.....	2879
Calder, Annie.....	2651
Calder, Elizabeth.....	2581
Cantlon, Elizabeth.....	1970
Carnochan, Janet.....	1025
Cattanauch, Anna Jane.....	736
Churcher, Annie.....	2065

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REGISTER NO.	NAME	REGISTER NO.
360	Churchill, Charlotte, Madeline.....	364
1788	Collar, Eliza.....	1111
2156	Currie, Mary.....	737
2760	Currie, Menzies.....	738
361	Fraser, Catherine.....	1112
1678	Gray, Emma.....	2880
730	Grocco, Martha Zenobia.....	1205
1022	Gunn, Mary.....	2881
362	Guthrie, Margaret.....	1027
2761	Harvey, Ellen Nora.....	2653
1293	Harvey, Helen.....	2763
2874	Hatton, Mary Victoria.....	826
363	Henderson, Gemima.....	605
2875	Heuning, Amelia.....	1682
2500	Hoig, Mary Tur.....	365
2413	Hornell, Mary Johnston.....	1206
2876	Horne, Esther A. Rogers.....	1789
2877	Huff, Elizabeth.....	448
731	Huff, Mary Vandusen.....	449
2501	Irvine, Eliza.....	1790
1679	Jones, Amy Caroline.....	450
2502	Jones, Anna Elizabeth.....	2344
447	Kennedy, Jessie Alison.....	929
1680	Koown, Adelaide.....	606
520	Kossack, Margaret.....	2345
1968	Lanton, Emilia.....	2156
2503	Legg, Isabella.....	1927
732	Leimon, Kate.....	2505
2762	Laister, Jane.....	2654
2878	Muckay, Jessie.....	1791
1294	Mugan, Catherine.....	366
733	Maguire, A. Margaret.....	827
604	Mearns, Isabella.....	2655
2247	Meldrum, Margaret Jane.....	2346
2248	Montgomery, Sarah.....	2765
2580	Moore, Isabella.....	2582
2649	Mullin, Isabella.....	2766
1398	McCorkindale, Margaret.....	1026
825	McCraith, Isabella.....	2882
2504	Nichol, Margaret Elliot.....	828
1024	O'Brien, Eliza.....	1973
1023	O'Flaherty, Anna Maria.....	1683
	O'Neill, Mary Anne.....	2883
	Panton, Jessie Reid Hoyes.....	2769
	Robertson, Amelia.....	607
	Robertson, Jane.....	2656
	Robinson, Mary Ann.....	930
	Rogers, Jessie.....	1684
	Rose, Catherine.....	829
	Smith, Rachel Ann.....	1295
	Spotton, Charlotte Elizabeth.....	2157
	Strickland, Nancy.....	367
	Templeton, Sarah Jane.....	2657
	Turnbull, Elizabeth.....	2884
	Turnbull, Sarah Annie.....	2348
	Umney, Lilly.....	1208
	Walker, Mary.....	830
	Walsh, Mary Anne.....	2885
	Williams, Eliza Ann.....	1192
	Yeats, Elizabeth.....	1209

FIRST CLASS—GRADE C.

NAME	REGISTERED NO.
Adams, Lucinda Ruth.....	739
Armstrong, Elizabeth.....	2584
Ashall, Eliza.....	1113
Ashmore, Sarah Anne.....	2886
Bonnetto, Susan Elizabeth.....	2349
Bentley, Kate.....	2658
Bettie, Jane Elizabeth.....	368
Bisbee, Julia Elizabeth.....	851
Bishop, Maria Agnes.....	1296
Black, Annie.....	2887
Black, Mary Elizabeth.....	2249
Blackburn, Mary.....	740
Blain, Kate.....	741
Brown, Sophia Georgiana.....	2545
Buckle, Frances Hannah.....	2659
Buckle, Sarah Amy.....	2888
Carey, Eleanor Harriet.....	651
Carroll, Charlotte Jane.....	1114
Charlton, Mary Ellen.....	1028
Childs, Sarah Elizabeth.....	1210
Churchill, Mary Ann.....	523
Collar, Leonora.....	1492
Cone, Julia.....	2070
Cowan, Elizabeth.....	1029
Coyne, Margaret Jane.....	2771
Coyne, Maria Hamilton.....	2071
Crisp, Emma Matilda.....	2772
Cusack, Margaret.....	2889
Dadson, Mary Anne.....	524
Daville, Emma Julia.....	2585
Dickinson, Eliza.....	742
Duncan, Eleanor.....	2890
Eaton, Elizabeth Cecilia.....	608
Ewan, Janet.....	1976
Fairgrieve, Agnes.....	2350
Fayette, Emilie Augusta.....	525
Fletcher, Margaret.....	2660
Ford, Angelina Brown.....	451
Ford, Julia Cadman.....	1297
Fraser, Charlotte.....	1212
Fraser, Margaret.....	2661
Gemmell, Jessie.....	2161
Gill, Mary Ann.....	369
Gillen, Ellen.....	1794
Gillies, Mary.....	832
Gordon, Annie.....	609
Gordon, Eliza.....	1030
Griffin, Ellen Catherine.....	1685
Guthrie, Grace.....	1402
Hamilton, Sarah Maria.....	1115
Hamilton, Sarah Jane.....	1795
Hanson, Fannie Mary Elizabeth.....	2891
Harens, Mary.....	1977
Hardie, Ellen.....	1582
Hatton, Sarah Adelaide.....	2418
Hay, Eliza Augusta.....	931
Hendershot, Melissa F.....	1213
Hepburne, Rhoda.....	2507
Houlding, Mary.....	376
Hunter, Mary.....	2662

FIRST CLASS—GRADE C—(Continued.)

NAME	REGISTER NO.
James, Lucy	1686
Jeffers, Emma	1583
Kelloch, Agnes	1116
Kennedy, Catherine Ainslie	626
Knowlson, Mary Isabella	1403
Lamb, Martha	875
Lanton, Kate Simpson	1404
Magee, Phebe Sumner	932
Manning, Elvira Amelia	2893
Marett, Sabina Hawkins	2420
Marsden, Sara	2894
Millard, Rosa Scott	610
Moulo, Fannie Barbara	2895
Moore, Charlotte Elizabeth	2663
Mullin, Charlotta Anno	2664
Mullin, Sarah	1117
Munson, Charlotte	1687
McAllan, Annie	1215
McCulley, Esther	1216
McDonald, Elizabeth	527
McDonald, Isabella	2351
McDonald, Margaret	2509
McIntosh, Margaret	2072
McKay, Elizabeth	1031
McKellar, Catherine	1688
McLaughlin, Elizabeth Anno	2510
McNaughton, Margaret	528
McNeile, Mary Anne	2892
McNiece, Catherine	452
Newman, Mary Hargrave	743
O'Flaherty, Edith	1689
Pickersgill, Mary Ann	371
Piper, Lucinda	372
Preston, Sarah	2665
Rattray, Jessie Sophia	1217
Riddell, Mary Anne	2510
Robbins, Clara	2777
Robinson, Annie	2253
Robinson, Eliza	744
Robinson, Grace	1118
Robinson, Mary	833
Rogers, Agnes	2778
Rogers, Christina	1684
Scarlett, Mary Elizabeth	2666
Sharpe, Jane Ann	2779
Shoff, Annie	611
Slocumbe, Mary Ann	834
Smith, Mary Catherine	933
Smith, Sarah	1496
Somers, Harriet Christiana	2073
Somerville, Agnes	2352
Somerville, Elizabeth	2780
Sparling, Mary Jane	2353
Spread, Margaret	2668
Starratt, Hannah	1406
Strickland, Margaret	364
Sullivan, Annie	1885
Sylvester, Sara	2781
Turner, Maria Jane	1978
Tuttle, Alice Mary	2512
Tytler, Barbara	2077
Vallance, Margaret	1690
Vining, Eusebia Bodwell	1407

FIRST CLASS—GRADE C—(Continued.)

NAME	REGISTER NO.
Walker, Catherine	375
Walker, Isabella	376
Walsh, Margaret Elizabeth	2669
Watt, Elizabeth	2670
Woir, Sarah Emma	2896
Wood, Henrietta	2513
Young, Mary	356

SECOND CLASS—GRADE A.

Adams, Annie	2897
Agur, Ellen	745
Aird, Margaret	2514
Allan, Mary Kennedy	835
Andrews, Abigail Wilkinson	2515
Armstrong, Annie Linda	1218
Barnes, Anne	1886
Baxter, Louisa	2423
Beattie, Mary	2517
Bethel Sarah	836
Bethell, Porinda	1301
Blackburn, Jane	746
Bourke, Barbara Ann	1120
Buchan, Mary	1498
Butler, Harriet Jessie Edith	2356
Button, Anna	397
Campbell, Jane A. Jamesina	2256
Campbell, Mary	2162
Campbell, Mary Ann	1888
Cash, Charlotte	1796
Clark, Anne	1586
Comfort, Sara	2424
Corrigan, Augusta Margaret	2518
Coyne, Annie	1797
Crane, Laura Corrobia	2782
Crawford, Eliza Ann	398
Cummings, Louisa Ellen	2898
Cummings, Margaret Eliza	1220
Cummings, Margaret Jane	653
Cusack, Amelia	1980
Dance, Anne	560
Davis, Ruth	1587
Dowswell, Mary Jane	2519
Drury, Martha Jane	2357
Duffin, Mary Charlotte Jane	2520
Duncan, Alice	1032
Dundas, Lydia	654
Durand, Emma Louisa	2899
Elder, Jane	2078
Forster, Mary Telfer	1981
Fraser, Mary Ann	1033
French, Sarah Toms	1588
Fulton, Mary Helen	2900
Garden, Mary Louisa	1034
Gillen, Catherine	1691
Good, Agnes Louisa	2901
Gorman, Jane Anno	2672
Guillet, Mary Ann	2783
Gunn, Jane	1221
Hamilton, Susan	399
Hamilton, Susie	937
Hanlon, Ellen Victoria	1302
Hatton, Emma	2163

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McDon
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McGeo
McGeo
McKey
McKen
McMur
McNau
McNau
Nichol
Nixon
Nuthall
Palmer
Paul, A
Poden
Porter,
Ransay
Reeves,
Richard
Roberts,
Roberts
Robins,
Rose, M
Rowland
Russell,
Saunders
Saxton,

SECOND CLASS—GRADE A—(Continued.)

REGISTER NO.	NAME	REGISTER NO.
375	Homonway, Sinia Amanda.....	1590
376	Henderson, Robina Isabella.....	838
2669	Horgan, Mary Rebecca.....	1982
2670	Howland, Mary Ann.....	2902
2896	Huggard, Susan.....	2785
2513	Jenior, Sarah Ann.....	561
355	Jennings, Hannah Augusta.....	1983
	Jones, Eleanor Josephine.....	2521
	Kahler, Emma Amelia.....	1799
	Kenedy, Susie.....	840
	Laidlaw, Janet.....	1411
	Laing, Ellen.....	2165
2897	Laird, Jane.....	1303
745	Lamb, Susannah.....	1985
2514	Lanton, Annie.....	1694
835	Lester, Margaret.....	655
2515	Lloyd, Charlotte.....	939
1218	Lowrie, Eliza Jane.....	2522
1886	Magan, Frances Ann.....	842
2423	Marling, Mary Ellen.....	2082
2517	Martin, Elizabeth Margaret.....	1986
836	Millard, Ahee Gay.....	1222
1301	Millne, Elvora.....	565
746	Moffatt, Susan Wait.....	2083
1120	Moorcroft, Sarah Esther.....	2428
1498	Morgan, Augusta Anna.....	844
2356	Morgan, Eliza Sarah.....	749
397	Morton, Mary.....	845
2256	Muirhead, Maggie.....	1801
2162	Munshaw, Matilda Caroline.....	2904
1888	McBean, Isabella.....	1987
1796	McBride, Charlotte Louisa.....	2674
1586	McCabe, Margaret.....	1800
2424	McCallum, Elizabeth.....	747
2518	McCallum, Elizabeth.....	813
1797	McDavid, Mary.....	2676
2782	McDonald, Annie Jane.....	1412
398	McDonnell, Catherine.....	1412
2898	McEachren, Charlotte Emma.....	2522
1220	McGeorge, Mary.....	2425
653	McGregor, Mary.....	1894
1980	McKay, Dorothy.....	748
560	McKenzie, Isabella.....	2786
1587	McMulkin, Martha Jane.....	2903
2519	McMurray, Elizabeth Jane.....	563
2357	McNaughton, Janet.....	564
2520	McNaughton, Janet.....	2677
1032	Nicholls, Mary Anne.....	2905
654	Nixon, Jennie.....	2260
2899	Nuthall, Phillis.....	2261
2078	Pahner, Sarah Anne.....	402
1981	Paul, Anne Maria.....	1695
1033	Peden, Jesse Lathrop.....	1695
1588	Porter, Agnes.....	941
2900	Ramsay, Mary Ann.....	2524
1034	Reeves, Ellen Margaret.....	2361
1691	Richards, Amanda.....	566
2901	Roberts, Sarah Anne.....	1500
2672	Robertson, Margaret Gordon.....	2525
2783	Robins, Ellen Gertrude.....	1804
1221	Rose, Mary Jane.....	943
399	Rosland, Alice Jane.....	2788
937	Russell, Mary Jane.....	1124
1302	Saunders, Anne Maudie.....	2252
2163	Saxton, Josephine Jerusha.....	2679

SECOND CLASS—GRADE A—(Continued.)

NAME	REGISTER NO.
Sharp, Sarah Ann.....	1035
Shepherd, Ann Eliza.....	1125
Sinclair, Janet.....	1889
Smith, Margaret.....	567
Stevenson, Mary Elizabeth.....	751
Stevenson, Ruth Bedelia.....	1696
Stewart, Annie.....	1805
Sudborough, Sarah Anne.....	1806
Taylor, Susannah.....	1502
Thompson, Rebecca.....	658
Tidey, Martha Victoria.....	847
Tier, Helen.....	2084
Turner, Elizabeth Ann.....	1304
Unsworth, Hannah H.....	1410
Walker, Elizabeth Laura.....	2790
Wallace, Jane.....	2791
Wharin, Anne.....	403
White, Eleanor.....	1990
White, Hester Ann.....	2204
Wickson, Emma.....	1305
Wilkes, Margaret.....	568
Winlaw, Isabella.....	944
Wright, Mary Eleanor.....	1807
Young, Sarah.....	1803

SECOND CLASS—GRADE B.

Ablson, Huldah Ann.....	2526
Aeres, Jane.....	1503
Aiken, Jennie.....	1895
Allen, Maria.....	848
Allen, Mary.....	1698
Andrews, Martha.....	404
Armitage, Margaret.....	1414
Armstrong, Helen.....	1037
Armstrong, Mary Elizabeth.....	1504
Atkinson, Mary.....	1809
Bailey, Eliza.....	2266
Baldwin, Louise.....	2167
Bales, Anne.....	1896
Banan, Jane A.....	1991
Bates, Mary Jane.....	1505
Batty, Alice Pamela.....	2593
Beckett, Elizabeth.....	2768
Beckett, Lucy Mary.....	2269
Bedell, Sarah Melantha.....	1127
Bell, Emma Elizabeth.....	2527
Bell, Sarah.....	2168
Bethell, Maria.....	1597
Betts, Eliza Ann.....	753
Bissett, Mary.....	659
Bonke, Sarah Anne.....	1598
Bodwell, Sarah Melinda.....	2594
Boyce, Martha Jane.....	2365
Brooks, Harriet.....	2271
Brotherhood, Amelia Eliza.....	2795
Brownlee, Marion.....	2680
Brundage, Candace.....	1415
Bullock, Mary Cecilia.....	2086
Carwash, Mary.....	1897
Cameron, Jane.....	2124
Campbell, Mary.....	1507
Campbell, Jane Ann.....	2797

SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTERED NO.
Capsay, Margaret	1813
Carney, Barbara Charlotte	2000
Cartmell, Amelia Isabella	2087
Cartmell, Martha Julia	1814
Chadwick, Elizabeth Miriam	2007
Christie, Augusta	1306
Christoe, Caroline	1307
Clark, Jane	2367
Clark, Jessie Agnes	2082
Coady, Harriet Esther	1224
Cockburn, Catherine	2683
Conlier, Margaret	1128
Crawford, Elizabeth	1992
Crawford, Grace	1808
Cunning, Margaret	1308
Davis, Jane Eliza	849
Dew, Mary Avis	406
Dick, Margaret Elizabeth	1700
Dingunn, Margaret Mahala	3993
Dobbin, Emma W.	1994
Dobie, Isabella McCreath	1817
Donohoe, Anne	1809
Dorland, Lydia Catharine	2435
Dowdell, Elizabeth	2529
Drew, Ellen	2088
Dyrcout, Anna Maria	2273
Elder, Christina Rossie	1900
Ellis, Hannah Cassandra	1995
Ellis, Louisa Josephine	2530
Faulser, Loretta	1599
Farquharson, Georgiana	1130
Flavelle, Minnie	2275
Foreman, Fannie	1600
Forster, Mary	2173
Forster, Mary Rachel	850
Forsyth, Annie Dossin	2369
Foster, Margaret Jane	2172
Gardner, Jane	570
Gibson, Margaret Agnes	2533
Gillen, Margaret Jane	1819
Gird, Rosa	754
Goodfellow, Elizabeth	1132
Gowanlock, Janet Kidd	1133
Grabbell, L. M. Emmeline	1701
Graham, Adelaide	1310
Grainger, Mary Jane	1311
Groome, Martha	1510
Greer, Mary Ann	1511
Greene, Ellen	1997
Gunn, Sarah Sophie	2276
Guthrie, Jane	1702
Haggan, Eliza	2598
Hall, Agnes	1134
Hamilton, Jessie	2277
Harbottle, Charlotte	1703
Harbottle, Mary Ann	2278
Harris, Augusta Julia	2174
Harris, Fanny Jane	1039
Harris, Frances Josephine	2279
Hayne, Caroline	852
Hay, Janet Kendrick	3687
Henderson, Elizabeth	1940
Henderson, Isabella Fuz vis	1135

SECOND CLASS—GRADE B—(Continued.)

NAME.	REGISTERED NO.
Henderson, Margaret Anderson	1602
Henry, Rebecca	1003
Hills, Isabel	1313
Holeroff, Margaret	2709
Howe, Frances Esther	2437
Hurlburt, Maria	2370
Jackson, Berthe	487
Jackson, Ellen	1983
Jellera, Emma	1514
Johnson, Frances	1601
Johnson, Sarah Edith	2509
Johnston, Martha Jane	853
Johnston, Sarah	2909
Jones, Rebekah	1821
Joyce, Mary Greores	2010
Keam, Mary Roberts	2438
Kemp, Sarah Bianca	2802
Kennedy, Jane	2080
Kenny, Christina	2371
Kenny, Elizabeth	1515
Kerr, Hannah Clarinda	408
Kessack, Elizabeth	1704
Kessack, Lydia Jane	854
Laurie, Elizabeth Brown	2091
Lawrence, Fanny Helena	2439
Leas, Henrietta	1998
Leslie, Eliza Jane	2002
Loy, Theresa Georgiana	1604
Laddell, Christina Blair	757
Lloyd, Agnes	1516
Lundy, Sarah	1005
Mauprice, Sarah	1999
Magan, Mary Josephine	857
Marlatt, Mary Maria	410
Marshall, Agnes	1316
Martin, Caroline	2911
Maybee, Euphemia Amanda	1517
Medley, Emma	2177
Miller, Isabella Brown	662
Mills, Margaret	1825
Mitchell, Mary Anne	2803
Montgomery, Esther Emily	2001
Montgomery, Mary Jane	663
Moore, Martha	2287
Morgan, Eliza	700
Morrison, Margaret Helen	1607
Morton, Hester Amelia	2536
Murchison, Margaret	411
Murdie, Mary Jane	858
Muir, Agnes Eliza	1617
Muir, Oph	1318
Murray, Elizabeth	859
McBean, Janet	855
McCarthy, Catherine	1226
McCarthy, Mary Ann	948
McCrea, Mary Ann	2440
McGurn, Mary Jane	2601
McIntire, Annie	2284
McKay, Jane	488
McKenzie, Mary	2693
McKenna, Teresa Maria	2911
McLaughlin, Margaret	2285
McLeod, Mary	2374

SECOND CLASS—GRADE II.—(Continued.)

REGISTER NO.	NAME.	REGISTER NO.
1002	McLoughlin, Mary Ann	850
1003	McMillan, Susan Maria	1137
1313	McNaughton, Jane	2012
2709	McPherson, Catharine	601
2437	Nashitt, Agnes	2443
2370	Nixon, Kate	2002
487	Onton, Isabella Augusta	1700
1983	O'Brien, Mary Josephine	2094
1514	O'Connell, Margaret	2179
1601	O'Donovan, Mary	2038
2599	O'Leary, Mary	860
853	Page, Mary Jane	2094
2909	Partington, Annie Lavinia	2014
1821	Patterson, Clara Amelia	2914
2010	Payne, Louisa	2375
2438	Payne, Maria	2280
2802	Perkins, Maria Olivia	2015
2080	Pettinger, Mary	2005
2377	Porter, Margery	2004
1515	Pratt, Chenelia Augusta	2000
408	Preston, Elizabeth Jane	861
854	Preston, Victoria Elizabeth	2444
2091	Prior, Joanna Amelia	2007
2439	Ransay, Cynthia	2445
1098	Rawson, Elizabeth Anna	862
2092	Reed, Alucida Corlelia	2005
1604	Reed, Georgiana	2180
757	Roid, Isabella	1227
1516	Reynolds, Mary Ann	2000
1605	Riddell, Elizabeth	2181
1005	Riddell, Margaret	2377
867	Ridley, Alexandrina Sophia	2696
410	Robertson, Magdalene	2201
1316	Robertson, Janet	604
2913	Robertson, Martha	2037
1517	Rodman, Alfreda	572
2177	Russell, Elizabeth Mary	2916
663	Rutledge, Fanny	489
1825	Rynn, Catherine	412
2803	Sanders, Harriet Louisa	413
2001	Saunders, Matilda	1138
663	Seales, Sophia Eliza	1422
2287	Seabolt, Catherine	2182
700	Seabolt, Sarah Emily Alexandrina	1139
1607	Seefeld, Amelia Mourne	2007
2516	Scott, Agnes	2807
411	Scott, Eliza Patten	665
868	Scott, Jane	1906
1617	Scott, Annie Maria	1907
1318	Sefton, Martha	2698
859	Shepherd, Mary Elizabeth	2183
855	Shewan, Jennie	1140
1226	Short, Mary	2098
948	Sidway, Elizabeth	2008
2440	Sidway, Fannie A.	1908
2601	Simpson, Mary	2917
2284	Sinclair, Barbara	2539
488	Sinclair, Jane	2599
2695	Sinclair, Mary Anne	1608
2911	Smith, Charlotte	414
2285	Smith, Jenny	2448
2374	Sparrow, Caroline	1228
	Stacey, Jane	1644
		666

SECOND CLASS—GRADE II.—(Continued.)

NAME.	REGISTER NO.
Stewart, Isabella	1610
Stewart, Margaret Elizabeth	803
Stokos, Georgina	2018
Stiekland, Elizabeth	2009
Sutherland, Margaret	2184
Swoelin, Agnes	415
Sylvester, Emily	2380
Telford, Marlon	2701
Thompson, Mary Jane	2449
Treuholme, Clarissa Jane	1611
Trout, Harriet Ann	1910
Twedy, Elton	1827
Walker, Eliza Allan	2185
Walkushaw, Mary Ann	2005
Warburton, Lucinda	1828
Webster, Charlotte	607
Webster, Helen	490
Wood, Mary Jane	2293
Welsh, Jane	1829
West, Eliza Jane	2381
Wilkinson, Hannah	1710
Wilson, Eliza	2019
Wilson, Jane	2382
Wood, Mercy	1250
Woodside, Jane	2451
Wright, Mary Ann	2452

SECOND CLASS—GRADE C.

Agnew, Eliza	491
Armstrong, Jennina	669
Cooper, Elizabeth	673
Chill, Alice	574
Dunn, Barbara Morrison	575
Eaton, Faith	576
Fletcher, Charlotte	577
Grant, Miss	675
Grud, Dorah	578
Harley, Rachel	416
Head, Jane	676
Hume, Mary Miller	579
Hunter, Margaret	417
Jack, Margaret	418
Johnston, Elizabeth	495
Kerr, Mary	419
Main, Jane	496
Miller, Jennet	582
Mimshall, Mary Ann	421
Morton, Frances Eliza	678
Mulhern, Catharine	422
McBride, Sarah	580
McKechnie, Mary	581
McLellan, Mary	420
Rich, Esther	423
Robertson, Hannah	424
Roche, Mary Elizabeth	680
Scott, Elizabeth	682
Thompson, Elizabeth	498
Tracy, Mary	683
Veit, Anne	586
Webster, Annie	425
Wilson, Annie	684

THE FOLLOWING EXPIRE 15TH JUNE, 1870.		THE FOLLOWING EXPIRE 22ND DECEMBER, 1870.	
NAME	REGISTER NO.	NAME	REGISTER NO.
Chambers, Annie Catherine.....	2300	Hightburne, Annie Eliza.....	2025
Moran, Alice.....	2314	Lough, Mary.....	2020
Ray, Agnes.....	2313	McKenzie, Susan (2815).....	2027
Simpson, Jennie Ann.....	2310	McTavish, Margaret.....	2028
Tamblyn, Elizabeth Ann.....	2320	Murison, Annie.....	2020
		Murphy, Anne.....	2030
		Ramsay, Annie.....	2031
		Riddell, Sarah Jane.....	2032
		Richardson, Caroline Amanda.....	2033
		Richardson, Jennina.....	2034
		Robertson, Jane.....	2035
		Rutherford, Grace.....	2036

Total number of Certificates granted.....	2936
Less Certificates expired or superseded by others subsequently granted.....	1144
Total valid on 31st December, 1869, as per above list.....	1792

Male Students:

Honor first class.....	1
First Class, A.....	90
Ditto, B.....	113
Ditto, C.....	133
Ditto, not graded.....	19
Second Class, A.....	150
Ditto, B.....	296
Ditto, C.....	31
Ditto, not graded.....	80

Female Students:

First Class, A.....	66
Ditto, B.....	77
Ditto, C.....	130
Ditto, not graded.....	36
Second Class, A.....	110
Ditto, B.....	251
Ditto, C.....	55
Ditto, not graded.....	86

1792

Of which a considerable number have become unavailable by deaths and removals.

(Certified) ALEXANDER MARLANU,
*Registrar.*EDUCATION OFFICE, }
Toronto, January, 1870. }

NOTE. It is sometimes stated that comparatively few of the teachers trained in the Normal School are now teaching school. Now, out of the above number of 1,792 valid certificates at the close of 1869, 66 were held by students who were attending the school during the last half of 1869, and consequently could not have been teaching school at that time. This leaves the number to be accounted for, 1,726. The Annual Report shows that of these there were teaching 601, leaving 1,125 as having died, removed, or taken up other professions during the 16½ years from June, 1853, or else not reported, and of this latter class there are probably many; for instance, since the publication of the Report, it has been ascertained that nine of the nine teaching separate schools in Toronto were trained here, but not so reported. It is pretty evident that the trained teachers on an average teach over three years. Of the whole number of teachers holding valid certificates, without any deduction for deaths or casualties during 16½ years, 33 per cent. at least are now teaching.

CEREMONY OF LAYING THE CHIEF CORNER STONE OF THE NEW NORMAL AND MODEL SCHOOLS AND EDUCATION OFFICES FOR UPPER CANADA.

The ceremony of laying the chief corner stone of the new Normal and Model Schools for Upper Canada took place on Wednesday, July 2nd, 1851, in the presence of members of the Provincial Legislature and of the Corporation of Toronto, with the Clergy and other professional gentlemen, while the mass of spectators occupied the vacant space on the north side. The following were the members of the Council of Public Instruction at that time, viz., Rev. Dr. Ryerson, Chief Superintendent of Education, the Right Reverend A. P. M. de Charbonnel, D.D., the Reverend H. J. Grasett, A. M., Joseph C. Morrison, Esq., M. P. P., Hugh Scoble, Esq., James S. Howard, Esq., and the Reverend John Jennings. The architects were Frederic W. Cumberland, Esq., and Thos. G. Kidder, jr., Esq.; and Mr. J. Metcalfe, of the firm of Metcalfe, Wilson, and Forbes, the contractors.

An appropriate prayer having been offered up by the Rev. H. J. Grasett, A. M., a member of the Council, the Rev. Dr. Ryerson, Chief Superintendent of Education, addressed His Excellency the Governor General as follows:—

MAY IT PLEASE YOUR EXCELLENCY,

The Normal and Model Schools for Upper Canada have been established for the instruction and training of school teachers. The special education of teachers is an essential element in systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance. Experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community. Acting under a conviction so strongly and generally established, our Legislature provided, in 1846, for the establishment of a Normal and Model School for Upper Canada. This was done, not by making a new or special grant out of the public revenue, but by appropriating for that purpose a small part of the Upper Canadian portion of the legislative grant for the support of common schools. The success of the experiment has rendered indispensable the erection of the structure, the corner stone of which is about to be laid by your Excellency.

This institution is designed to accommodate 200 teachers-in-training, and 600 pupils in the Model School—a school intended not merely as a pattern, according to which common schools generally should be conducted, but a school in which the teachers-in-training will practise in teaching the subjects of the instructions and lectures given in the Normal School. In addition to this, accommodation has been provided for the offices of the Department of Public Instruction; a depository for maps, apparatus, text and library books for schools throughout Upper Canada; a library and museum; rooms for a school of art and design, in which it is proposed, by the aid of a legislative grant of about £500 per annum, to give a special course of instruction adapted to the interests and progress of the mechanical arts and manufactures.

The land on which these buildings are in the course of erection is an entire square, consisting of nearly eight acres, two of which are to be devoted to a botanical garden, three to agricultural experiments, and the remainder to the buildings of the institution and grounds for the gymnastic exercises of students and pupils. It is thus intended, that the valuable course of lectures given in the Normal School in vegetable physiology and agricultural chemistry, shall be practically illustrated on the adjoining grounds, in the culture of which the students will take a part during a portion of their hours of recreation.

The system of instruction and discipline adopted in this institution is founded upon Christian principles, and, I hope, pervaded to a great extent by a Christian spirit; and though free from the slightest tinge of sectarianism in its management, the provision made for watching over the moral interests of the students and their religious instruction has been found, during the last three years, to be more effective than that of any other public educational institution with which I am acquainted.

The principles on which the Normal School is established and conducted, form the basis of our whole system of public elementary instruction for Upper Canada—a system

which recognizes Christianity as an essential part of education, and unites the clergy with their people in providing for it, and in imparting it—a system in support of the teachers of which alone, the people of Upper Canada have, during the last year (according to returns which are prepared, and which will shortly be laid before Parliament) paid, by self-imposed taxation, the sum of £88,526, besides £14,189 for the erection of school-houses, and which includes in its 3,059 schools, 151,891 children.

The institution, the corner stone of which your Excellency has graciously consented this day to lay, is erected by a public grant of £15,000—an enlightened liberality for this object on the part of our Legislature, in advance of that of any other Legislature on the American continent—a liberality which, I trust, will be more than justified by the practical and simple, but comprehensive operations of the system of which it is the mainspring and the exponent.

In furtherance of the same great object, arrangements have recently been made, and will be carried into effect in the course of a few months, by which maps, school-books, and every description of school apparatus will be provided for and rendered accessible upon the same terms to all the public schools of Upper Canada; also books for libraries, including a large selection of the books best adapted for popular reading, that issue from both the British and American press. By the arrangements which have been entered into, and which have been effected in England by the aid of the Imperial Government, through the cordial and active exertions of Earl Grey, these facilities for school improvement and general knowledge will be rendered accessible to the municipal and school authorities throughout Upper Canada at an average expense of more than twenty-five per cent. less than they could have otherwise been procured, if procured at all—facilities which obstacles hitherto insuperable have prevented any educational department in the neighbouring States from providing for the advancement of popular education and the diffusion of useful knowledge.

It is my gratifying duty to add that this Normal School has been established, that these buildings are in the course of erection, that general regulations for schools are adopted, and books selected, by the aid and under the direction of a Council of Public Instruction, whose proceedings have been harmoniously conducted from the commencement, and the members of which, with one exception, receive no other remuneration than the gratitude of their country and the pleasing consciousness of promoting its educational interests in every way in their power.

Among the influences which have contributed to the gratifying spectacle of this day, not the least is the deep interest which your Excellency has always manifested in the education of the Canadian people; and I doubt not that in all time to come, the recollection of the educational progress of Canada under the fostering auspices of your government, will be a source of real pleasure to your Excellency. There are four circumstances which encourage the most sanguine anticipations in every patriotic heart in regard to our educational future: the first is the avowed and entire absence of all party spirit in the school affairs of our country, from the Provincial Legislature down to the smallest municipality; the second is the precedence which our Legislature has taken of all others on the western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantage; the third is that the people of Upper Canada have, during the last year, voluntarily taxed themselves for the salaries of teachers in a larger sum, in proportion to their numbers, and have kept open their schools, on an average, more months than the neighbouring citizens of the old and great State of New York; the fourth is that the essential requisite of a series of suitable and excellent text-books has been introduced into our schools and adopted almost by general acclamation, and that the facilities of furnishing all our schools with the necessary books, maps and apparatus, will soon be in advance of those of any other country. I confidently hope, therefore, by the Divine blessing, that many assembled on the present important occasion, will live to see Canada compare as advantageously with other portions of America in the Christian education and general intelligence of her people as she now does in the specimens of her latent resources and productive industry and enterprise at the World's Exhibition in London.

To which the Governor-General replied as follows:—

Rev. Dr. RYERSON—I thank you, sir, for the very courteous reference to my attendance upon this occasion which you have introduced into the address which you have just now read. I come here, sir, to-day in the discharge of what is to me a most agreeable duty,

and I beg, sir, to say, that the gratification which I experience in the discharge of that duty is greatly enhanced by the very gratifying and interesting account of the progress and prospects of Common School Education in Upper Canada which you have had it in your power to furnish.

I certainly think that no government, which is conscious of its own responsibilities, can possibly feel indifferent to an institution such as that of which we are now about to lay the foundation stone; an institution which promises, under God's blessing, to exercise so material an influence in the formation of the mind and character of the rising generation of the Province, and, through that powerful instrumentality, upon its destinies and its future; an institution, too, allow me to remark, which we must not regard as a novelty or an experiment, but one which has already—and on this point I may speak in some measure from my own experience, for I have had opportunities of observing the skill of the masters and the proficiency of the pupils in the Normal School—established its claims to the confidence of the people of the Province. Although, therefore, sir, I am of opinion that there are limits—and pretty narrow limits, too—beyond which the interference of government in matters of education cannot be carried without hazard to those great interests which it is its desire to foster and to protect; I think that an institution such as this has special claims upon its countenance and support, and that I am, therefore, not transcending those limits, but, on the contrary, that I am confining myself strictly within them, when I consent to take the prominent part in the ceremonial of this day which has been assigned to me.

Sir, I observe that in the early part of this address you remark that "the special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance, and that experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized nation." Sir, nothing can be more unquestionably true than these sentiments; but perhaps I may be permitted to observe that their truth has not been at all times recognized. It has often appeared to me that, within the whole range of human experience, it would be difficult to point out a more flagrant—a more instructive—instance of the error of putting the effect before the cause than was exhibited in the course pursued by the friends of education in England and other countries, who, for a series of years, busied themselves in building schools, and endeavouring to induce children to attend those schools, without ever inquiring whether competent persons to conduct them could be procured, and without taking any efficient and vigorous steps to supply the admitted want of competent teachers. Sir, it appears to me that, in this instance, as in many others, this young country has had the advantage of profiting by the experience of older countries, by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment [for I should neither satisfy my own feelings nor the claims of justice if I were not on this occasion to express my high sense of the ability and the zeal with which you have conducted the important department which has been committed to your care.] I say, that experience, so improved and fortified by the support of the Council of Education, the Government and the Parliament of the Province, has enabled Upper Canada to place itself [as you justly observed in your address] in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. And now let me ask this intelligent audience, who have so kindly listened to me up to this moment—let me ask them to consider in all seriousness and earnestness what that great work really is. I do not think that I shall be chargeable with exaggeration when I affirm that it is the work of our day and generation, that it is the problem in our modern society which is most difficult of solution, that it is the ground upon which earnest and zealous men unhappily too often, and in many countries, meet, not to co-operate, but to wrangle; while the poor and the ignorant multitudes around them are starving and perishing for lack of knowledge. Well, then, how has Upper Canada addressed herself to the execution of this great work? How has she sought to solve this problem—to overcome this difficulty? Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common School Educational system, that its foundation is laid deep in the firm rock of our common Christianity. I

understand, sir, that while the varying views and opinions of a mixed religious society are scrupulously respected—while every semblance of dictation is carefully avoided—it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child who attends our Common Schools, shall learn there that he is a being who has an interest in eternity as well as in time; that he has a Father, towards whom he stands in a closer and more affecting, and more endearing relationship than to any earthly father and that Father is in heaven; that he has a hope, far transcending every earthly hope—a hope full of immortality—the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his moral obligations, shedding upon them a hallowing light which they, in their turn, reflect and absorb—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in Heaven. I understand, sir, that upon the broad and solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care—aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation.

Ladies and Gentlemen, this is not the fitting or proper time to enter into details. Indeed, I have not voice or strength to enter now at any length into the details of the excellent system of secular education which is provided in our Common Schools. When, however, you tell us, sir, that an increasing supply is going forth, from year to year, from this Normal School, of well-qualified teachers—that you have procured in abundance, excellent, well-selected and cheap text books—that libraries in connection with the Common Schools are being multiplied all over the country—and, above all, that the zeal of the people themselves in the cause of education is evinced by the augmented taxation, self-imposed for the promotion of that great object; when you tell us all this, I feel that little is wanting to fulfil the desires of the most ardent philanthropist and lover of education; I feel that if these influences are left to operate freely—if no untoward causes arise to disturb them—they must eventually leaven the whole mass of our society. Permit me, then, without detaining you any further from what is the special business of the day—permit me, in conclusion, to say, both as a humble Christian man, and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, of all denominations, who are destined in their maturer years to meet in the discharge of the duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of those important duties, and that while their hearts are yet tender, and their affections green and young, they are associated under conditions which are likely to promote among them the growth of those truly Christian graces—mutual respect, forbearance and charity. [Loud applause.]

At the close of HIS EXCELLENCY'S remarks, the Right Rev. Dr. DE CHARBONNEL presented to the GOVERNOR-GENERAL, on behalf of the Council of Public Instruction, a Silver Trowel, addressing His Excellency as follows:—

“MONSIEUR,—Je suis très heureux et très honoré d'avoir, été choisi par le Conseil de l'Instruction Publique, dont votre Excellence a daigné me faire membre, pour lui présenter cette truelle d'argent, aux industrieuses emblèmes du blazon des Brucés.

“L'établissement dont votre Excellence va poser la pierre angulaire, Monseigneur, sera un des plus glorieux monuments de tout ce que son libéral Gouvernement aura fait pour la prospérité, de ce pays: ad ædificationem.”

The trowel was beautifully carved, having the armorial bearings of the Earl of Elgin; the handle, of ivory, being ornamented with a coronet wrought in silver. His Excellency and the Council of Public Instruction then descended to the stone, where the inscription on the plate was read by Joseph C. Morrison, Esq., M. P. F.

A bottle, containing several documents, was handed by Hugh Scobie, Esq., to His Excellency, who deposited it in the cavity of the stone prepared for it, the inscription plate was placed, and His Excellency, having spread the mortar with his trowel, the stone was then formally lowered to its bed, His Excellency saying, “I declare this stone to be

the chief corner stone of the Normal and Model Schools for Upper Canada." Mr. Cumberland, the Architect, then handed His Excellency the square and mallet, which he applied to the stone in the usual way on such occasions.

DESCRIPTION OF THE BUILDING.

The Normal and Model Schools for Ontario are situated upon the centre of Victoria Square, bounded on the north by Gerrard Street, on the east by Church Street, on the south by Gould Street, and on the west by Victoria Street, in the city of Toronto. The distance from the Bay is about three-quarters of a mile; the situation is a very beautiful one, being considerably elevated above the business parts of the city, and commanding a fine view of the Bay, Island and Lake. The square, which contains seven acres and a half of ground, was purchased in August, 1850, from the Hon. Peter McGill, of Montreal, by the Council of Public Instruction for \$18,000 in cash.

In a building of so great an extent, it appeared to be neither desirable nor expedient to adopt a rich or highly finished style of embellishment. The whole has been designed with a view rather to utility than for effect, care being taken however to maintain that fitness of decoration by which the purpose and importance of the institution may be characterised and upheld.

The principal Normal School Building is 184 feet 4 inches frontage, by a depth on the flanks, east and west, of 85 feet 4 inches.

The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment, surrounded by an open Doric entablature, of the extreme height of 95 feet. The principal entrance (to the Offices of the Education Department, &c.) is in this front. In the centre of the building is a large central hall (open to the roof, and lighted by a lantern), with a gallery around it, at the level of the upper floor, approached on each floor by three corridors—south, east, and west and opening on the north to the Theatre or Examination Hall.

North of the Central Hall is the Theatre, with lecturer's entrance in the centre, and side entrances east and west. This portion of the Theatre is designed to accommodate 470 persons, and, including the galleries, 620. Around the theatre, and beneath its gallery, are east and west corridors, by which to reach the Model School.

Passing (by the corridors last-named) to the Model School, which is 175 feet 6 inches frontage, by 59 feet 6 inches, the students enter the boys and girls' schools by doors to the east and west, each of which has a large school room at its centre, 56 feet 6 inches by 33 feet, capable of accommodating 300 children, with four smaller class rooms adjoining it, about 17 feet by 15 feet 6 inches each. The boys and girls' entrances (like those for the students of the Normal School already described) are at the east and west ends of the building, such entrances having each a hat and cloak room and master's (or mistress's) room on either side. These schools, therefore, will, together, accommodate 600 children.

Returning to the Normal School, and passing to the upper floor.—On the landing of the staircase are entrances to the gallery of the Theatre, which is designed to accommodate 150 persons.

On the upper floor is the Central Hall, with its gallery connecting the east and west corridors.

In addition to the accommodation thus enumerated, there are, in the basement, rooms for the residence of the Janitor, together with furnace rooms, from whence warm air will be served to the whole building.

CEREMONY OF OPENING THE NEW BUILDINGS OF THE NORMAL
AND MODEL SCHOOLS FOR UPPER CANADA.

The ceremony of publicly opening the New Normal and Model Schools for Upper Canada, took place on November 24th, 1852.

The Hon. Mr. HARRISON, said it had fallen to his duty, as Chairman of the Council of Public Instruction, to preside at this meeting, and the Council were exceedingly gratified with so large an assemblage on the occasion of the inauguration of these buildings, which have been fitted up for the purposes of Common School education. It would be out of place for him to make any remarks at this time, and more especially when there are so many gentlemen anxious to make some observations. He would simply state the order of the proceeding, and the first upon this occasion would be a short and appropriate prayer, after that, those gentlemen prepared to make observations will be heard. The Rev. H. J. Grasett, a member of the Council, who was to have taken part in the proceedings, by offering up prayer, having been called away to Hamilton had, with the concurrence of the Council, appointed the Rev. A. Lillie to take his place. He would, therefore, call upon the Rev. Mr. Lillie to open the proceedings in the absence of the Rev. Mr. Grasett.

Rev. Mr. LILLIE having offered up a very appropriate prayer, the Chairman called upon the first speaker.

The Honorable J. B. ROBINSON, Chief Justice of Upper Canada, on being announced by the Chairman, said—

Mr. CHAIRMAN,—It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that the building which the Province has erected for the accommodation of the Normal and Model Schools, is completed; and has been taken possession of by the officers of the Department. The ceremony by which it has been thought proper to mark the occasion, occurs at a moment when my time and thoughts are unavoidably so engrossed by the judicial duties in which I am daily engaged, and of which the performance cannot be postponed, that I have found it difficult to comply with the request of Dr. Ryerson, that I would take a part, however unimportant, in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Superintendent of this most important institution had a right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged, than on account of the ability and industry and the unabated zeal with which he devotes himself to the duty. I must hope that from a consideration of the circumstances I have mentioned, you will be disposed to receive with indulgence the observations which I venture to offer, however little worthy they may seem of the cause and of the occasion, and of the spacious and elegant hall devoted to education in which they are delivered. The larger portion of this audience are probably, like myself, not entitled to speak with confidence of the grace and propriety of architectural designs; but it is acknowledged that so far as may be consistent with strength and durability, what the art of the builder aims at is, to please,—and to please not only those who can appreciate his difficulties, but the greater multitude of observers who are ignorant of rules, and who, when they admire, they know not why, give a strong testimony that one great object of the artist has been attained. I believe I am expressing the general sentiment when I declare my admiration of the handsome edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new country, to have expended much of the revenues necessary for the supply of so many pressing and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect; but we have here provided in a style fairly in keeping with the country, and with the object, a large, substantial and well proportioned building—of durable materials, and yet of light appearance, and in its interior arrangements, I doubt, not, perfectly well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the city in which it occupies a convenient and appropriate position, and by whose inhabitants I trust it will come to be regarded in successive gene-

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rations with growing favour. In my own judgment it does great credit to the taste and talents of the architect, and I wish for the sake of Mr. Cumberland, that the opinion came from a quarter which could give it value. (Applause.) But these are minor matters. It is to the system of religious, intellectual and moral training that is to be carried on within these walls that the deeper interest attaches; for we stand now around the fountain from which are to flow those streams of elementary instruction, which, while the common school system endures, must be conducted from it into every city, township and village in Upper Canada,—I might almost say, conducted to every farmer's, mechanic's and labourer's dwelling; for the law has provided amply and certainly, for placing, at no distant day, the education which can be obtained in this Normal School, within the easy reach of all. There will be no impediment from distance, no difficulty from straitened means; the most densely crowded quarters of our towns and cities, and the remotest corners of our rural districts, will be sure to have their school houses, their teachers, their books and their maps.

Whoever reads the common school acts and considers the provision which they make for diffusing the system of instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to agriculture and commerce, the spirit of enterprise called forth by the improvements in science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be difficult, I think, to point out a country in which at any period of its history the results of such a system could have deserved to be regarded with greater interest—or watched with more intense anxiety. It is not only the city which this building adorns that is concerned in these results,—not merely the surrounding country, whose inhabitants will enjoy more convenient access to this institution—not *Upper Canada* alone, for the *Lower* portion of the Province is scarcely less directly interested in whatever must influence the composition and acts and counsels of a government and legislature common to both. We may say with truth, that the interest even extends much farther. It is common for us to hear of that great experiment in government in which the vast republic near us is engaged. The world, it is said, has a deep interest in the result, and none, it is most true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments, by preserving order within the boundaries of the country governed for it is unfortunate to live near unruly neighbours, foreign or domestic, and unsafe while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding—and an experiment of no light interest to our glorious mother country, or to mankind. We occupy a peculiar and a somewhat critical position on this continent, and more than we can foresee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a constitutional monarchy as fully as under the purest democracy on earth—to prove that in proportion as intelligence increases what is meant by liberty is better understood, and what is soundest and most stable in government is better appreciated and more firmly supported. The glorious career of England among the nations of the world demands of us this tribute to the tried excellence of her admirable constitution; it should be our pride to show that far removed as we are from the splendours of Royalty and the influences of a Court, monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty or a dread of change; but that, on the contrary, it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased—a people who regard with loyal pleasure the obligations of duty which bind them to the Crown, and who value their kingly form of government not only because they believe it to be the most favourable to stability and peace, but especially for the security it affords to life and property, and the steady support which it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom. As soon as the legislature of Canada determined to apply so large a

proportion of its revenue to the support of common schools, it became necessary to the satisfactory and useful working of the system that an institution should be formed for the instruction of the teachers, and it was a great advantage that before the circumstances of this country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other countries had been for years directed to the subject; and all the questions of discipline, distribution of time, methods of imparting knowledge, subjects of instruction, and the extent to which each can be carried, had engaged attention, and had stood the test of experience. Many valuable books had been compiled expressly for the use of such schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as those political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately profit without hesitation by all these important aids, being bound by the common tie of allegiance to the same Crown, and having the same predilections in favour of British institutions as our fellow-subjects of the United Kingdom. Without such a general preparatory system as we see here in operation, the instruction of the great mass of our population would be left in a measure to chance. The teachers might be many of them ignorant pretenders, without experience, without method, and in some other respects very improper persons to be entrusted with the education of youth. There could be little or no security for what they might teach, or how they might attempt to teach, nor any certainty that the good which might be acquired from their precepts would not be more than counter-balanced by the ill effects of their example. Indeed, the footing which our common school teachers were formerly upon, in regard to income, gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is removed, as well as other obstacles, which were inseparable from the condition of a thinly peopled and uncleared country, traversed only by miserable roads, and henceforward, as soon at last as the benefits of this great Provincial institution can be fully felt, the common schools will be dispensing throughout the whole of Upper Canada, by means of properly trained teachers, and under vigilant superintendence, a system of education which has been carefully considered and arranged, and which has been for some time practically exemplified. An observation of some years has enabled most of us to form an opinion of its sufficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained, goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident, indeed, that the details of the system have been studied with great care, and that a conformity to the approved method has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School, without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited, should be carried on with unrelaxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination. There is, we all know, a difficulty which has met at the threshold those who have been influential in establishing systems of national education; I mean that which arises from the number of religious sects into which the population is divided. This is not the occasion for entering into any discussion upon that painfully interesting question. Whatever difficulty it has occasioned in England or Ireland must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question; and scarcely less unwilling to be thought so unjust and uncanonid as not to acknowledge and make allowance for the difficulties which surround it. They are such, I believe, as no person can fully estimate, until he has been called upon to deal with them, under the responsibilities which the duties of government impose. In the meantime, resting assured as we may, that no general system of instruction can be permanently successful which has not the confidence and cordial approval of the sincerely religious portion of the community—that portion, I mean, who will think it worse than folly to aim at *being wise above that which is written*—we must wait with hope and patience for the solution which this difficulty, to which I allude, may receive in other countries more competent to grapple with it—trusting that what may ultimately be found to be the safe and satisfactory course, may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have

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been reconciled, so as to secure the full confidence and approval of those who are not indifferent to religious duties and considerations, it may be hoped that the system which is now being matured may arrive at that state of perfection, in regard to the regulations connected with it, that the Legislature may be able to leave it to operate from year to year without disturbance or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery. For it is not under such disadvantages that institutions like this can do their work. They require to be able to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change. (Applause.)

I close these observations by again adverting to the very remarkable period in the history of this Province, at which the Normal School of Upper Canada has taken possession of its magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other countries, who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the *Westminster Review*, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them, and claiming the attention of the mother country. In order to give force to his statements, the writer of this article speaks of it as a fact, which he evidently supposes will take his readers by surprise, that the British North American Provinces contain among them a population of not less than 1,700,000 souls; not imagining by authentic returns which had been published some months before he was writing, Canada alone contained nearly 150,000 more people than he gave credit for to all these Provinces,—and that in speaking of the whole collectively as he did, with the full purpose of saying as much as he could honestly say of their importance, he had sunk in his statement about 800,000 of their actual population. In all of these extensive Colonies of the British Crown, distinguished as they are by a loyal and generous appreciation of their position as a portion of the British Empire, the same spirit of enterprise is at this moment in active employment, with the aid of singular advantages, in developing their great national resources. Every thing that we can see and feel at the present time, or can discern in the future, is full of encouragement to the farmer, the mechanic, and the labourer,—and as for the liberal professions, it is impossible that they can languish among a prosperous people. When it was proposed to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer municipal institutions, by erecting in the whole territory five great District Councils for municipal purposes, with power to a very considerable extent of controlling the action of the Provincial Legislature. But this suggestion was wisely, I think, abandoned, for these five Councils would have constituted so many *little*, but not *sufficiently little* Parliaments, inconveniently clashing with the Provincial Legislative body. In place of these we see established in our numerous counties, townships, cities, towns and villages, councils which better comport with the idea of purely municipal corporations, occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough—because a new country. That these corporate bodies may know how to use, without abusing, their powers, it is indispensable that the great body of the people by whom they are elected should be intelligent and well disposed—able to distinguish between the evil and the good, not in morals only, but in what we may call in some degree matters of policy and government. Nothing can insure this but early discipline, and early and sound instruction. It is true that a little learning may in some cases do harm rather than good to the individual who possesses it, and may make him a less valuable, because a more dangerous, member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of railways, because an occasional train runs off the track, as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it will be, to bad purposes. But in truth this question is now decided in every free country, and speculations about the comparative advantages of promoting or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties

of employment which are daily increasing—the wonderful cheapness and facility which improvements in the art of printing have given in the production of books and newspapers, and the quickened circulation of intelligence, which we derive from the liberal postal arrangements and the magic wonders of the telegraph, must make the necessity of being able to read and write so great, and the desire so nearly universal, that the few who may remain without such instruction will be made to feel the marked inferiority of their position. And soon it will be literally true that in Upper Canada there will be no excuse for any person endowed with ordinary capacity, being found in a condition so degrading to a freeman, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise than feel that in their case emphatically "*poverty and shame shall be to him that refuseth instruction.*" It must take time, no doubt before the prevailing influence of education can be so fully felt. The dispersion through so large a country, of a sufficient number of well qualified teachers by the instrumentality of this Normal School, cannot be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages—but the advance will still be rapid. It will be a quickly multiplying process. Each well informed and well trained teacher will impart what he has learned to many, who in their turn, though they will not all be teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence—crimes and vices, no doubt, there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, for there will be fewer to countenance, and more to reprove them. But I have already detained you too long. We shall have, I hope, from the Rev. Superintendent, and from other gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded by the Legislature on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish that they may become powerful instruments in the hands of Providence for advancing the welfare of this Province, and promoting the temporal and eternal happiness of its people. (Great applause.)

The Honourable FRANCIS HINCKS, Inspector General of Public Accounts, rose amidst great applause. He said—

Ladies and Gentlemen,—I have seldom found myself in the position of a greater embarrassment than I do on the present occasion, having to follow a gentleman of the ability and eloquence of the Chief Justice, who has just addressed you. I feel particularly embarrassed on the present occasion, because I am under the necessity of saying that I present myself before you totally unprepared to address you in that manner which you have certainly a right to expect from the announcement made in connection with this opening ceremony. When the Reverend the Superintendent of Education spoke to me in Quebec, two or three weeks ago, upon the subject, I had no idea that I should be called upon to do more than to move a resolution. He then stated to me that this building was to be opened, and was kind enough to invite me to take a part in the proceedings. I felt, not only from the interest I have taken in Common School Education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a ceremony. I feel that it is the duty of members of the Government to endeavour to be present upon occasions like this, and I only regret that since I have been a member of the Government, I have so seldom been able to avail myself of meetings of a similar character to the present. The responsibility of my want of preparation must rest with the Rev. Superintendent, but I have not the slightest doubt that he will be able to give a full explanation of the system which will be pursued here, and I am sure no one is more capable than he is to give such an explanation. My own remarks will be brief indeed, for since my arrival in town it has been impossible for me to arrange my thoughts upon the subject. As my worthy friend the chairman has said I have taken an interest in the various bills which have been introduced upon the subject of Education. I may say with regard to this, as well as to our Municipal and our assessment laws, and other great measures, I am one of those who think that we cannot arrive at perfection at first. It requires the practical experience of the people themselves in the working out these systems before we can reach anything like perfection. All the various measures introduced upon the subject of Common School Education, have been

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improvements upon the measures that have preceded them (applause), and I certainly think that the friends of the system of education which has prevailed in this Province, must feel proud upon the present occasion, for this is a great trial to their principles. There has been a great deal of opposition to anything like a system of education, from persons who have not given so much attention to the subject as those who have matured this measure. There has been much alarm expressed by many people that there was too great a system of centralization aimed at, and a great deal of opposition has been manifested in consequence. I have never been an advocate of a system of centralization; but I believe our system has been managed in such a way that no offence can be taken at it. It has been worked in such a way as to give advice rather than to coerce the people. A great deal of power has been left with the people, and the Chief Superintendent has rather endeavoured by moral influence to induce the people to adopt a uniform system of education, and a uniform series of school books, &c., that there might be as uniform a system as possible throughout the country. (Applause.) It is impossible without a central organization of this kind, that the necessary statistics can be obtained, or a correct view be given of an educational system, and I believe a great deal of good must result from the obtaining of these statistics. With regard to this institution so far, it has been most successfully conducted, and I feel bound to say that we must attribute all the merit of that success to the Rev. Gentleman who has been at the head of our Common School system. (Great applause.) It is only due to that Rev. gentleman that I should take this public opportunity of saying that since I have been a member of the Government, I have never met an individual who has displayed more zeal, or more devotion to the duties he has been called upon to discharge, than that Rev. gentleman. (Great applause.) A good deal of opposition has been manifested, both in and out of Parliament, to this institution, and a good deal of jealousy exists with regard to its having been established in the city of Toronto. I can speak from my own experience as to the difficulties experienced in obtaining the co-operation of Parliament, to have the necessary funds provided for the purpose of erecting this building. I will say, however, that there never was an institution in which the people have more confidence that the funds were well applied than in this institution. There is but one feeling that pervades the minds of all those who have seen the manner in which this scheme has been worked out. In regard to the school itself, the site has been well chosen, the buildings have been erected in a most permanent manner, and without anything like extravagance, and I have no doubt, there will be no difficulty in obtaining additional Parliamentary aid necessary to finish them. I feel, ladies and gentlemen, that I must again apologize for the total want of preparation. The hon. gentleman sat down amidst applause.

The Rev. Dr. McCaul, President of the University of Toronto, who, upon being announced by the Chairman, was greeted with much warmth, said—

That in addressing a few observations on this interesting occasion, he would follow the example set by the hon. gent., who had just sat down, as far as brevity is concerned, not merely because no intimation had been given him until a short time since that it was expected he should appear before them, and he was not as familiar as he could desire, with the details of the institution, but also because he considered it unnecessary to dilate on topics which had been so ably handled in the addresses which had already been delivered by the speakers who had preceded him. He would commence by congratulating the Chief Superintendent of Education, and the members of the Council of Public Instruction, on the success which has attended their exertions. The building itself is an ornament to the city, and a credit to the architect, and as we look around upon this beautiful theatre,—and bear in mind the admirable arrangements which have been made throughout every part of the edifice, we cannot but feel satisfied that the remark has been justly made by the Inspector-General,—that the appropriated funds have been most judiciously expended in the erection of this pile of buildings, whose inauguration we are now celebrating. But what, he would ask, is the chief thing which gives interest to this meeting? It is not the pile of buildings, however tasteful the design and substantial the execution—not the rooms, however capacious and convenient; no, it is something which commands a higher and a deeper interest than the graces of architecture or the commodiousness of arrangement—it is the work that is to be carried on within these walls,—a work second in importance to none in the Province, for it is destined to perpetuate its benign influences throughout successive generations. Yes, the stamp

which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—so that whatever be the national characteristics of the population of Canada, the influence of that system of instruction brought forward, as has been stated, in 1841, and spread throughout the country by the agency of the Normal School will be perceptible in its distinctive features. The diffusion of education by properly qualified instructors is the grand and ultimate end of the work to be pursued within these walls, but the immediate object is the preparation of the teachers, through whose agency this end is to be attained. Now the work of preparing competent instructors comprehends not merely the necessary literary and scientific qualification, but also the teaching them how to teach—a most important distinction; because, in the experience of those best acquainted with this subject, it is not the most finished scholar, nor the man of the greatest information that is best qualified to communicate it; for it frequently happens that those who have the highest attainments are not the most effective teachers. Hence the necessity of the Normal School, with its drill and its discipline. Even though it be true that the aptitude to teach is the gift of nature, yet who does not know that the gifts of nature are susceptible of improvement by art—that endowments which might have lain inactive, or been but imperfectly developed, are thus matured and called into effective operation?—that the most favourable direction and the most advantageous exercises of the faculties are communicated by rules, the result of experience? And how important is it that teachers should be properly qualified for the duties of their responsible office! of what immense consequence to the community at large, whose interests are so deeply involved! Of what vast importance too to the body of teachers themselves, as forming a profession! Time was, when but little attention was paid to the dignity of the most honourable occupation—when neither the community nor the teachers themselves seemed to have adequate ideas of the importance of the office of instructor. But these things have happily been in a great measure remedied. (Applause.) Teaching is now pursued, not as an occupation, hastily taken up for want of a better, to be as hastily thrown off when something more advantageous presents itself, but as a permanent pursuit, requiring much previous study and training, and calling into exercise the highest and best of man's intellectual and moral endowments. The community too, while they have become sensible of the danger of trusting their children, whose happiness both here and hereafter may depend on the character of the instruction received, to persons incompetent for the task, have also learned that they cannot expect that task to be properly discharged if they treat those who devote themselves to it, with little liberality and less respect, and force the best qualified among them, from the want of remuneration which they have a right to expect, or of the consideration which is their due, to apply their abilities to other pursuits. But I have said the diffusion of the blessings of education throughout the land is the ultimate end of the work which is to be pursued within these walls. What mind can justly estimate—what tongue can adequately express—the benefits which must flow from such a diffusion? What influence will it have in elevating the tastes, and in repressing low and debasing habits? And oh! how many are there who if they had but the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which have ruined both themselves and their families. But in another respect too, the diffusion of education must exercise a most important influence throughout the country. We live in times when the tendency is to a diffusion throughout the masses of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges (applause), and if so, of what immense importance is it that the masses should be educated—that they should be placed in such a position that they should know their independence and understand their rights—that they should possess that power, which education gives, of protecting themselves against religious or political imposters.

The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of what consequence it is that the people should be able to understand and be prepared to show, that they maintain their allegiance to the British Crown, and their adherence to the limited monarchy under which they live, not through any antiquated prejudices, nor yet through any traditional veneration, but because, though familiar with the operation of another form of government on the opposite side—I underrate not the advantages of that system, for there are many things we might

safely imitate—they prefer that which they have, entertaining the well grounded conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, and under it have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. (Great applause.) So far as he had spoken (he said,) he had referred to the diffusion of intellectual and moral education. But there is another most important element which he would briefly notice, with reference to religious education. The Chief Justice touched upon it slightly, with that caution which the importance of the subject required, and that skill which characterises everything that falls from that learned gentleman. (Applause.) In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision is made for religious instruction. (Applause.) The difficulties of this question, on which such strong feeling exists, arise from the diversity of opinions which prevails throughout the Province, and the necessity of respecting such opinions, however opposed to each other. He said the necessity, for all are bound to respect the rights of conscience; nor is there anyone more likely to treat with deference the conscientious scruples of his neighbour than the man who most strictly regards his own; nor, on the other hand, is there any one more likely to treat such scruples with indifference or contempt, than he who has never himself felt the force of such curbs, nor been checked by their restraint. How then, under such circumstances, is religious education to be provided for? Some persons believe that no system of education ought to exist, in which the persons who conduct it, do not at the same time communicate religious instruction. Others believe that secular instruction may be given by one party, and that religious instruction should be communicated by those whose especial province it is to give such instruction. But, however that may be, whether the same or different persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt, that there is no party in the Province whose influence is worth considering, that does not believe that religious instruction is indispensable, that every system of education is imperfect, unless accompanied by training in the nurture and admonition of the Lord. When he considered the advances already made in Common School education in this Province, the number of competent teachers sent out from the Normal School, and the multitude of children receiving instruction, he could not but feel that there is a prospect of the realization of that hope which he had long cherished, that there would yet be attained in this Province what he regarded as perfection in a system of public education under public grants. He conceived that the public funds should provide means whereby the successful but indigent scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God has given him. (Applause.) That he conceived to be the perfection of national education, which places the humblest man in, so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew many, who have sprung from that class, who have done honour to England, and he doubted not, that ere his own career was closed, he would have the gratification of seeing some of the same class gracing the highest positions in the Province—who were originally educated at the Common Schools from the public funds—who from the Common School proceeded to the Grammar School, where they also received free education—and from that were admitted to the University, where, by means of the Scholarships provided by that Institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favour of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from the splendour of ancestry or the dazzle of wealth, yet shines with a lustre, peculiarly its own, the radiance of those purer and brighter beams, which emanate from the self-reliance and independence that characterise the man who, under God, has been the maker of his own fortune. (Great applause.)

The Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada, rose amidst applause. He said it had not been his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the Council to present the result of their joint labours. But as allusions have been made to himself personally,—allusions which laid him under deep obligations, and of

which he felt himself entirely unworthy, but which could not otherwise than excite the most grateful feelings of the heart that his humble exertions were so highly approved by those whose good opinion was worth his highest ambition to deserve,—he felt called upon to make a few explanatory remarks. The Inspector-General has observed that he understood that certain resolutions were to be proposed, and that all that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavoured to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they desired to address the assemblage, unless they brought some expression of praise to the Council. They had themselves asked certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment. He thought this course had been found most proper, and although it had involved the Inspector-General in a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, or whatever the circumstances in which he comes before the public, the Hon. Inspector-General comes as a man of business, ready for the work assigned to him. He was disappointed that one or two gentlemen whose names had been publicly announced, were absent. He had a promise that, if health permitted, Sir Allan MacNab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition had deprived us of his presence, and observations. Although thus sustaining a loss, they had acquired a gain which they would all deeply appreciate, in the eloquent address of the President of the Toronto University, the Rev. Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible, from the limited accommodation of the theatre, to afford seats to all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause.)

This institution stands forth in some respects the personification, or the main spring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of these buildings. Though he had given as much attention to this subject as ordinary persons, yet when this task was assigned him, he felt entirely unprepared to incur the responsibility of devising and introducing a system of public instruction, without further enquiries, and further investigation, and he was satisfied that but for these previous enquiries, it would never have arrived at its present position. The erection of this building alone is sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe and America, he could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this description. He felt that the allusions which had been made to the taste and skill of Mr. Cumberland, the architect of these buildings, were fully merited; and he would say further, that they never would have attained to this state, had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the architect. He (Dr. R.) only found it necessary from time to time, in submitting the details, to tell him what he wanted, when his acute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He, therefore, felt himself under the greatest obligations to the ability and cordial co-operation that he had received from the architect of the building—a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establishment. (Applause.) Allusion has been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector-General, and subsequently, another prepared in 1846 was merely a perfection of that, and the present law is an improvement and extension of the previous laws. The first law, however, has not been changed; but the subsequent bills have been merely supplying deficiencies which the progress of the system rendered necessary. While the Inspector-General had been pleased to refer in a complimentary manner to himself, he (Dr. R.) had much pleasure in saying that although he had more to do with the Inspector-General than with any other public man, yet he had never found him refuse any proposition that was fairly submitted to him, and the reasons for it satisfactorily explained. He would say that from the

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time he first took charge of this department, he had never submitted a measure or application which had not been entertained. He had been assisted in every possible way, and to the utmost extent, that each successive government was able to assist him. In regard to the estimate originally made for the establishment of a Normal School, and submitted to the Legislature by the Hon. Mr. Draper, it was intended merely as an experiment. Mr. Merritt said it was entirely too small for the purpose proposed, and Mr. Baldwin rose in his place and stated that the sum of £1,500 per annum was altogether too little. But Mr. Draper (then Attorney-General), said that the estimate had been made, and he was not prepared to ask a larger sum; but that when a larger sum should be found necessary, a proposition to that effect would be submitted. The Normal School up to the present time has been carried on at the original estimate made for its support. We have acted upon a small scale at first, that the country might see the adaptation of the system, that upon that ground we might come at a future day and ask for a further appropriation. That period has now arrived. We feel it necessary to say that in the new buildings we shall require a larger sum for its annual support than we have received heretofore. There are some who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but he was prepared to meet these persons, and would say that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction beyond that which exists in the neighbouring State of New York, and at a less expense. The Legislature of New York has appropriated \$10,000 per annum for the support of their Normal School. That includes 90 pupils in the experimental school, and two weeks practice of teaching. The school is built on one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have an acre and a half of a botanical garden, half an acre for an experimental fruit and vegetable garden, about two acres for agricultural experiments, besides a small arboretum for foreign and domestic shrubs, &c.; and we have a Model School, with from 400 to 500 pupils. We are prepared to teach as large a number of pupils as in the State Normal School, in Albany, and we have had 140 applications within the last week. We are prepared to conduct all these operations \$2,000 a year less than they conduct the school at Albany without these appendages of grounds and Model Schools. He would say that the only instance in which there has been an excess of expenditure beyond the original grant is in the erection of this building. When you look at the extent of it, and go through the ample school rooms in connection with it, and consider that the ground has been levelled and drained, and the entire building completed and furnished for £17,200, he thought every one would say that there is not, perhaps, so cheap a building on the whole continent of North America. He had stated that there was in connection with this institution grounds to illustrate the whole course of instruction given in the school by the operations carried on in the neighbourhood of the building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the country, so far acquainted with botany and elements of agriculture as to afford useful and entertaining conversation to the agriculturists among whom they may associate. The tastes and feelings and social advantages of the country will be advanced by examples of this kind. There is not an institution in North America in which these accompaniments are connected with any Normal School, although every writer on the subject has spoken of the great advantages that would result from such accompaniments. As to the annual expenditure for the accomplishment of all these objects, we shall be able to carry them into effect with the small addition of £500 per annum. He had seen in a paper of this city published that morning, that the Normal School has not accomplished the object aimed at. That remark has been made in the absence of evidence, and in contradiction of existing fact. The Dr. here referred for a refutation of the rash and unfounded statement, to the appendix of the last annual report, which contained, not speculations or statements of his own, but the statements of local Superintendents in the various counties, who visited the schools and were competent to judge as to the character and success of teachers. As a further refutation of the statement to which he had referred, he also alluded to the great demand made for teachers from the Normal School—marking that the credit of the admirable instructions given in that institution, was due to the ability and diligence of the masters employed, and especially to the amiable disposition and high qualifications of the Head

Master. He alluded to the facilities of text books and other things, and said that he could not have accomplished so much, except for the valuable assistance received from those associated with him in the Department. He did not, therefore, take the credit to himself, but wished to divide it with those whom he had selected, and who had been appointed, to assist him. He said allusion had been made to the religious question. That question he would not shrink from. He considered every system of education as worthless, which did not recognize as the basis of all human dignity and honor, the christian religion. (Applause.) He would be the last to support an institution of this kind, if it did not include provision for religious instruction, and he appealed to the past as a proof that the young people have felt as much improved in the religious feelings as in their intellectual qualifications. For this they were indebted to the clergymen of the several churches with which they are connected. The principle acted upon was to ascertain the church to which each pupil belonged, and send a list to the respective clergymen of the names of the various parties which belong to each. The clergyman attends every Friday afternoon, and the pupils are required to attend, and also to appear at least once on Sabbath in the church to which they belong. The religious improvement of the young people, he believed, had been equal to their intellectual improvement. His earnest desire was that the institution, the opening of which they were now celebrating, may send forth to various parts of the country a class of teachers to which he would be proud to look. The Dr., in conclusion, alluded to the claim which the Normal School had upon the Corporation for sidewalks and a proper approach to the School. (The Rev. gentleman sat down amidst great applause.)

The Rev. Mr. JENNINGS pronounced the Benediction, and the proceedings terminated.

THE HISTORY OF NORMAL SCHOOLS.

Before proceeding to detail the progress of the institution committed to our care, it may be proper to sketch briefly the history of this important class of educational facilities, and to indicate a few of the fundamental ideas upon which their organization is based. The original signification of the word *Normal*, as applied to schools, was that of a *Rule*, a *Pattern*, or *Model*. A Normal School was, therefore, a *Pattern* or *Model* School. It was an elementary institution, in which the best methods of instruction and discipline were practised, and to which the candidate for the office of teacher resorted, for the purpose of learning by observation the most approved modes of conducting the education of youth. Of this class were the schools of Neander, established at Hefeld, Germany, as far back as the year 1570, as also those of the Abbé de Lasalle, at Rheims, France, in 1681. These establishments, with numerous others of a similar character, successively established, prior to the beginning of the eighteenth century, were not simply schools for the education of children, but were so conducted as to test and exemplify principles and methods of instruction, which were perpetuated and disseminated by means of books in which they were embodied, or of pupils and disciples, who transplanted them to other places.

These schools served as a kind of a forerunner, to prepare the way for the more efficient and perfect institutions of the same designation, at a later day.

According to the present acceptation of the term *Normal School*, as used in many of the European countries, it denotes an establishment composed of young men and women who have passed through an elementary or even superior school, and who are preparing to be teachers, by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and its methods as an art. The Normal School of the present day includes also the *Model* or *Pattern* School of earlier times. It thus combines theory with practice, there being Model Schools, "Experimental Schools," or "Schools for Practice," as they are variously called, established in connection with them, to afford an opportunity for testing practically, the modes of instruction which they inculcate.

The first regularly organized Teacher's Seminary, or Normal School, as at present understood, was established at Halle, in a part of Hanover, about one hundred and fifty year ago. A similar institution was opened at Rheims, in France, in 1794, by ordinance of the National Assembly, to furnish Professors for Colleges and Higher Seminaries.

But the first Normal School for the training of Elementary Teachers in France, was organized at Strasbourg in 1810. Now, each Department of the Empire is obliged, either alone or in conjunction with other Departments, to support one Normal School for the education of its schoolmasters. In 1849, there were ninety-three of these schools in France, and ten thousand five hundred and forty-five of their graduates were actually employed in the Primary Schools of the Empire.

Says M. Guizot, in a report to the King, in 1838, on the state of Primary Education in the Departments constituting the Academy of Strasbourg: "In all respects the superiority of the popular schools is striking, and the conviction of the people is as general, that this superiority is mainly due to the existence of the Normal School."

In a powerful speech before the Chamber of Deputies, in 1832, on the occasion of the introduction, by him, of a bill providing a great and comprehensive system of Elementary Education for France, this great statesman and profound philosopher remarks:

"All of you are aware that primary instruction depends altogether on the corresponding Normal Schools. The prosperity of these establishments is the measure of its progress. The Imperial Government, which first pronounced with effect the words 'Normal Schools,' left us a legacy of one. The restoration added five or six. Those, of which some were in their infancy, we have greatly improved within the last two years, and have at the same time established new ones, which are in full operation, forming in each Department a vast focus of light, scattering its rays in all directions among the people."

In relation to the professional training of teachers, M. Guizot eloquently discourses:— "All the provisions hitherto described should be of non-effect, if we took no pains to procure for the Public School thus constituted an able master and worthy the high vocation of instructing the people. It cannot be too often repeated that it is the *Master* that makes the *School*. And, indeed, what a well assorted union of qualities is required to constitute a good school-master! A good school-master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet to have a noble and elevated mind, that he may preserve that dignity of sentiment and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be in station to many individuals in the *commune*, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all, a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of good; and who has made up his mind to live and die in the service of primary instruction, which, to him, is the service of God and his fellow creatures. To rear masters approaching to *such* a model, is a difficult task; and yet we must succeed in it, or else we have done nothing for elementary instruction. A bad school-master like a bad parish *priest*, is a scourge to a *commune*: and although we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality. We have, therefore, availed ourselves of a bright thought struck out in the heat of the revolution, by a decree of the National Convention, in 1794, and afterwards applied by Napoleon, in his decree, in 1808, for the organization of the University, to the establishment of his Central Normal School at Paris. We carry its application still lower than he did in the social scale, when we propose that no school-master shall be appointed, who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed."

Normal Schools were first organized in England about the year 1805. Lord Brougham, ever an able and eloquent advocate of popular education, in a speech in the House of Lords, on the education of the people, in 1835, thus remarks:—

"Place Normal Schools—Seminaries for training teachers—in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify five hundred persons fitted for diffusing a perfect system of instruction all over the country. These Training Seminaries will not only teach the masters the branches of learning and science in which they are now deficient, but will teach them what they know far less—the Didactic Art—the mode of imparting the knowledge they have or may acquire, the best methods of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion, and controlling their aberrations." This able

champion of popular education has lived long enough to see thirty-six Normal Schools, or Training Colleges, in England and Wales, four in Scotland, and one in Ireland, in successful operation.

Prussia, in 1846, had in active and successful operation forty-six Normal Schools, including five for female teachers. In the forty-one schools for males there were, at the above date, over twenty-five hundred pupil teachers.

Says Mr. Kay, an intelligent English writer:—"The Prussians would ridicule the idea of confiding the education of their children to uneducated masters and mistresses, as in too many of our schools in this country. They cannot conceive the case of a parent who would be willing to commit his child to the care of a person who had not been educated most carefully and religiously, in that most difficult of all arts—the Art of Teaching. They think that a teacher must either improve and elevate the minds of his pupils, or else injure and debase them. They believe there is no such thing as coming into daily contact with a child without doing him either good or harm. The Prussians know that the minds of the young are never stationary, but always in progress, and that this progress is always a moral or an immoral one, either forward or backward, and hence the extraordinary expenditure the country is bearing, and the extraordinary pains it is taking, to support and improve its Training Schools for teachers."

In reference to Switzerland, the same writer says:—"This small country, beautiful but impoverished by its Alpine ranges, containing a population less than that of Middlesex, and with less than one half its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country, without first raising the character and position of its school-masters, Switzerland has established, and at the present moment supports, thirteen Normal Schools, for the instruction of her school-masters and school-mistresses, while England and Wales rest satisfied with six."

This statement was made, however, anterior to the year 1846, and before the English government had awakened to the importance of providing a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among the dynasties of Europe, that does not recognize this class of institutions, as an indispensable part of its educational machinery. They are *there* no experiment. As we have seen, their ages are counted by centuries. From the unpretending *Model or Pattern School* of Neander, in 1570, and of the Abbé de Lasalle, in 1681, they have grown to the full stature of the nobly endowed, and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivalled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves, feel the deepest interest. In birth, early recollections and associations they are often peasants, but in education, in character, and social position, they are gentlemen in every sense of the term, and acknowledged officers of the county governments. In Prussia there are 28,000 such teachers, the legitimate fruits of her Normal Colleges.

The Prussians have a wise maxim, "that whatever you would have appear in a nation's life, you must put into its schools." This maxim, practically applied, renders the highest degree of mental culture in the subject, perfectly reconcilable with the most rigorous despotism in the government. In pursuance of its teaching, obedience to the sovereign and laws, however despotic, and the doctrine of the divine right of king, are thoroughly instilled into the mind of every child in the kingdom; for be it understood, that in Prussia, *every* child is required by law to attend school until fourteen years be attained, except in special cases, which are otherwise provided for. It is thus, that the best conceived, and most efficiently executed system of public education in the world, is made the strong arm of a monarchical government.

Less than fifty years ago, the condition of the Prussian Schools was, according to the testimony of Dr. Julius, before a committee of the British House of Commons, anything but flattering. In reply to the inquiry, "Do you know from your own knowledge what the character and attainments of the school-masters were, previous to the year 1819?"

He says: "I do not recollect; but I know that they were very badly composed of non-commissioned officers, organists, and half-drunken people! Since 1770, there has been much done in Prussia and throughout Germany for promoting a proper education of teachers, and by them of children." This signifies that the present efficiency and perfection of their Elementary Schools are mainly due to the energizing and life-giving power of their unequalled Normal Schools.

The kingdom of Saxony had nine Normal Schools in operation in 1848, with three hundred and sixty-two pupil teachers. The annual graduates of these institutions are now sufficient to supply all vacancies which occur in the schools. The prescribed course of instruction occupies four years, and no one can now receive a certificate of qualification as a teacher, without having gone through this course, or showing on examination an amount of attainment and practical skill which shall be deemed its full equivalent. The Royal Seminary for teachers at Dresden was established in 1785. In 1842 it had graduated six hundred and fifty-five teachers, who had pursued a four years' course of study and practice—a course which Mr. Kay, a graduate of Oxford, before quoted, pronounces more liberal than nine-tenths of the undergraduates of either Oxford or Cambridge receive. In 1842 there was one thoroughly educated and trained teacher for every five hundred and eighty-eight inhabitants. In consequence of their thorough, liberal and practical education, the common school teachers of Saxony enjoy a social position which is not accorded to the profession in any other country.

The Electorate of Hesse-Cassel, with a population of seven hundred and fifty thousand inhabitants, has three Seminaries for teachers. The course of instruction in them embraces three years. The Duchy of Nassau, with a population of four hundred and twenty thousand, supports one Normal School which, in 1846, had one hundred and fifty-four pupils. The course of study and practice continues five years, four of which are devoted to study, including a thorough review of the branches pursued in the elementary schools, and the acquisition of such others as facilitate the illustration and teaching of the former. The remaining year is devoted exclusively to the Principles of Education, and the Art of Teaching.

Hanover, with a population of 1,790,000, supports seven Normal Schools. The course of study extends through three years. In Bavaria, there are nine in operation, with nearly seven hundred pupils. The oldest is at Bamberg, and was founded in 1777, as a Model School of the old type. It was raised to a Seminary, composed of pupil teachers in 1791. In many of the Normal Seminaries of the German States, in addition to the liberal course of studies before alluded to, vocal as well as instrumental music is cultivated to the highest degree. Their graduates are proficient in the use of the violin, the piano-forte and the organ, and have thus made the Germans proverbially a nation of musicians.

Numerous other examples of the establishment and support of these Training Schools might be adduced, but this is not necessary. The more important cases have been enumerated to an extent sufficient to demonstrate the strong hold which they have secured upon the governments and people of the Old World. That the elementary schools of these countries have attained to an extraordinary degree of efficiency and perfection is undeniable. That this efficiency and perfection are mainly due to the operation of the Normal Schools and Colleges is equally true. If it be objected, however, to the systems of these states, that they tend to produce a blind acquiescence to arbitrary power, to enslave and not enfranchise the human mind, it is replied that the evils imputed to them are no necessary part of, and may easily be separated from, them. Says Horace Mann: "If the Prussian school-master has better methods of teaching Reading, Writing, Grammar, Geography, Arithmetic, &c., so that in half the time he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world, and hence the best means for their development and growth in one place must be substantially the best for their development and growth every where." Again he says: "If Prussia can pervert the benign influences of education to the support of arbitrary power, we, surely, can employ them for the support and perpetuation of republican institutions. A national spirit of liberty can be cultivated more easily than a national spirit of bondage; and if it may be made one of the great prerogatives of education to perform the unnatural

and unholy work of making slaves, then, surely, it must be one of the noblest instrumentalities for rearing a nation of free men. If a moral power over the affections and understandings of the people may be turned to evil, may it not also be employed for the highest good? A generous and impartial mind does not ask, whence a thing comes, but what it is. Those who, at the present day, would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost, had that party been punished by success."

For many of the interesting facts which have been enumerated, the undersigned is indebted to the reports of Professor A. D. Bache, now of the United States Coast survey; Professor C. E. Stowe, of Lane Seminary, Ohio; the Hon. Horace Mann and the Hon. Henry Barnard, on the Educational Systems of Europe. Could these details be continued, they would undoubtedly prove useful for dissemination among the people. They would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of those countries whose experience is far greater than our own, and whose well directed efforts to promote this paramount interest of humanity, have been crowned by a noble success. They would the more deeply impress us with the truth of the maxim of M. Guizot: "It cannot be too often repeated, that it is the *master* that makes the school," while we might also be the more strongly confirmed in the belief that it is the *careful special training* that makes the *master*. It would be useful too, to exhibit the guards and securities that are made to environ the sacred calling of the teacher in some of these countries, where none who have failed in other pursuits, are encouraged to look upon school teaching as an ultimate resource; but the limits of this communication will not permit a more extended discussion of this branch of our subject, and the undersigned leaves it with an earnest commendation of the documents before named, to the perusal of all who feel an interest in the education of the people.

The Normal Schools of the United States comprehend, firstly, the Model, or Pattern School of earlier times; secondly, the professional characteristics of the European establishments of the present day, as far as circumstances will allow; and thirdly, the academical features of the ordinary school.

That is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools, to assume the work of the latter. They are compelled to exhaust much of their strength in imparting a knowledge even of the lower elementary studies. In the Prussian Normal Schools a high standard of literary qualifications is required of a candidate as a condition of admission to them. Nor is this all. There are preparatory Schools, in which not only are the requisite amount and quality of scholarship imparted to the candidate, but in which, also, his peculiar fitness and adaptation to the calling of a teacher are thoroughly tested, before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to dwell more extensively upon the Science of Education and the Art of Teaching, which constitutes their true field of labor.

The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre, on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are, at the present time, about three hundred and fifty pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to bear the expenses of their own education. In addition to the above amount, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source.

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for its support is now twelve thousand dollars. The total cost of buildings and fixtures to this time is more than thirty thousand dollars. The total number of pupils instructed for a longer or shorter period up to September, 1854

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was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty, of which three hundred and ninety-one were females, and three hundred and eighty-nine males. So successful has this institution been, that according to the report of the Executive Committee for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State." The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be supplied, and a movement is already on foot for the establishment of a similar institution in the western part of the State.

The State of Connecticut has a Normal School in a very flourishing condition at New Britain. It was opened in May, 1850. The total cost of buildings is about \$25,000; the present number of pupils is one hundred and eight-one. From the last annual report of the Trustees, it appears that "the applications for Normal pupils as teachers in the public schools of the State, has continued to multiply far beyond the ability of supply—a fact which demonstrates both the utility of the institution, and its advancement in the just appreciation of a discerning people." From the report of the Hon. John D. Philbrick, State Superintendent for the past year, it also appears that "the opposition from ignorance and prejudice which it had to encounter in the first stages of its history, has gradually given place to public confidence, and earnest, cordial co-operation from all classes in the community." Mr. Philbrick further remarks, that "wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art to be learned by an apprenticeship, like any other art, and that special training for the business of teaching is as indispensable as for any other pursuit or profession; and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained to the principles and methods of instruction, than to employ a surgeon who has never made himself acquainted with the science of human anatomy."

Rhode Island provides for the special training of her teachers, by the endowment of a Normal Department in Brown University. The undersigned has not had access to the reports and other documents of this establishment, but it is represented as being in a very flourishing condition.

The states of Wisconsin and Iowa have recognized the necessity of providing for the special training of their teachers, by endowing a department similar to that just named in their State Universities. This plan has not succeeded so well in the Old World—indeed, it is believed to have proved a failure there. Whether success will attend the experiment here, remains to be seen.

The State Normal School of Michigan was established by an Act of the Legislature, passed March 28th, 1849, and was opened in March, 1853. The School was established for "all time," and not as an experiment. The cost of buildings, &c., was twenty-seven thousand dollars. It is partly supported from the income of a fund derived from the sale of certain salt-spring lands, and partly by direct appropriations from the State treasury. The fund is now about sixty thousand dollars. It will eventually reach, as is estimated, one hundred and fifty thousand dollars. The whole number of pupils instructed, to the present time, is about six hundred; the number now in the school, two hundred.

The Provincial Normal School, at Toronto, Canada West, is one of the most liberally endowed and successful on this continent. It was established by an Act of Parliament, in 1846, and was opened in the old government house, in 1847. In 1852, buildings were erected for the school and for the offices of the Department of Public Instruction, at a cost, including grounds, furniture, and apparatus, of one hundred thousand dollars.

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