

And chiefly thou, O Spirit, that dost prefer  
Before all temples the upright heart and pure,  
Instruct me, for thou know'st.—*Milton.*

MRS. FLETCHER'S

Boarding and Day School

FOR YOUNG LADIES



CALENDAR - 1887-8

— The Poplars —

42 BLOOR ST., OPP. THE QUEEN'S PARK

TORONTO, - - CANADA.

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MRS. FLETCHER'S

# Boarding and Day School

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TORONTO,

CANADA.

Printed by C. Blackett Robinson, Toronto.

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# THE

**FALL TERM**  
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# THE SCHOOL CALENDAR.

FOUR TERMS OF TEN WEEKS.

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- FALL TERM** begins Thursday, 8th September, and closes Wednesday, 16th November, 1887.
- WINTER TERM** begins Thursday, 8th November, 1887, and closes Thursday, 8th February, 1888.
- SPRING TERM** begins Friday, 9th February, and closes Thursday, 18th April, 1888.
- SUMMER TERM** begins Friday, 19th April, and closes Wednesday, 26th June, 1888.
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## TERMS FOR BOARDERS.

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Board, per term.....	\$50 00
Laundry, per doz.....	0 40
Furnishing.....	12 00
Seat in Church.....	2 00

The Boarders are expected to have all their linen marked with their names.

NOTE 1.—All fees payable in advance.

" 2.—One term's notice is required before removal of any pupil.

" 3.—A reduction will be made in case of two or more pupils from the same family.

" 4.—An hour in an evening once a week will be devoted to instructing the Boarders how to read and what to read.



### Mrs. Fletcher's House, "The Poplars."

---

The Poplars is situate on Bloor Street West, adjoining the Rectory of the Church of the Redeemer, opposite the Queen's Park, and within easy distance of several street car routes.

The grounds are large, extending from Bloor to Cumberland Streets, and the trees, shrubberies and flowers give the place a very pleasing appearance. The lawns are spacious enough for tennis and other sports.

The building is of solid brick, is heated throughout by hot water, and is well lighted, drained and ventilated.

The school-rooms are large and cheerful, and equipped with very comfortable seats and desks, and with all other furnishings requisite for instruction and study.

There is accommodation for thirty boarders. The bedrooms are pleasantly located, neatly and comfortably furnished, and of a size such that not more than three persons will be permitted to occupy any one room.

The dining-rooms and parlours are cheerful, commodious and well furnished.



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### To Intending Patrons.

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**D**URING the eleven years Mrs. Fletcher has had the pleasure of instructing young ladies, first in the Girls' Model School for Ontario, and later as Senior Teacher in English and Mathematics at what then was one of the leading private ladies' schools in Toronto, she has carefully observed and reflected upon the advantages and disadvantages peculiar to the schools conducted on the one hand under public supervision, and on the other by private enterprise alone. Both the strength and weakness of the State schools are obvious to all who have given the subject that degree of consideration to which it is entitled. In their favour it may be set down that their patrons are guaranteed by the State that the teachers employed are competent, at least so far as scholarship goes, and that the time provided for in the regulations issued by the Honourable the Minister of Education is given up to the prosecution of the studies enumerated, classified and limited by the same authority. But this much is all that can be put down to their credit, setting aside the benefits conferred by them on the poorer classes of the community, a thing, for the purposes of this prospectus, it may be permitted to be done. On the other hand, the weaknesses and evils of the State schools are very numerous, and of a character so momentous that all parents and guardians, who are not com-

pelled by circumstances to make economy, in the narrowest sense of the word, their rule of conduct in the matter under discussion, will do wisely if they weigh carefully what is here said by one who has had ample opportunity for verifying her impressions.

Perhaps the most objectionable feature of the State schools is that all persons (with very few exceptions) within certain ages are entitled *as of right* to attend them, either gratis or on payment of a nominal fee. This leads to the consequence that young ladies, from families distinguished for refinement and culture, are often compelled to associate during the school hours with persons who belong to families distinguished for anything but refinement and culture. Even when the grosser types are fortunately absent there may be present representatives of that large class whose temper and moral fibre lead them into something like the self-seeking indulgence of passion, in contempt of the rights and dignity of others, which the Greeks called *ἰβρις*. Again, over the State schools sits enthroned the goddess Routine. The mill-wheel revolves from year's end to year's end without the slightest variation, grinding up into one uniform mass the delicate, the refined, the coarse, the stupid and the bright. It was the boast of M. Victor Duruy, the French Minister of Education, that at the word of command given by him the same lesson commenced at the same moment in all the schools of France. Is M. Duruy the only Minister of Education who could thus boast? But one more objection to the State schools need be here pointed out. They have not the facilities requisite for giving that moral and religious training which is the essential complement of the intellectual training now held indispensable by thoughtful people of all shades of view, and, indeed, made so by the condition of the times.

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Nor are private schools, as they are usually conducted (there is here and there an exception), exempt from adverse criticism. To those who have looked behind the scenes with a curious eye, the ridicule poured on them in the case of Miss Pinkerton's establishment, their perennial type, by Thackeray in "Vanity Fair," will commend itself as apt and well-deserved.

## MISS PINKERTON TO MRS. SEDLEY.

In music, in dancing, in orthography, in every variety of embroidery and needlework, Miss Amelia Sedley will be found to have realized her friends' *fondest wishes*. In geography there is still much to be desired; and a careful and undeviating use of the blackboard, for four hours daily during the next three years, is recommended as necessary to the acquirement of that dignified *deportment and carriage*, so requisite for every young lady of *fashion*.

## MISS PINKERTON TO LADY FUDDLESTONE.

Presenting my respectful compliments to Lady Fuddlestone, I have the honour (epistolarily) to introduce to your ladyship my two friends, Miss Tuffin and Miss Hawky.

Either of these young ladies is *perfectly qualified* to instruct in Greek, Latin, and the rudiments of Hebrew; in mathematics and history; in Spanish, French, Italian, and geography; in music, vocal and instrumental; in dancing, without the aid of a master; and in the elements of natural sciences. In the use of the globes both are proficient. In addition to these, Miss Tuffin, who is daughter of the late Reverend Thomas Tuffin (Fellow of Corpus College, Cambridge), can instruct in the Syriac language, and in the elements of Constitutional Law. But as she is only eighteen years of age, and of an exceedingly pleasing personal appearance, perhaps the young lady may be objectionable to Sir Huddlestone Fuddlestone's family.

That is quite as true to-day as when it was written, and gives a fair view of schools conducted by persons who have not been trained in the science and practice of teaching, who have taken to "keeping a school" as the only available means

of increasing a slender income, and who greatly misconceive both the functions of the school and the dignity and difficulties of the teacher's office.

It remains but to give the writer's views of what a young ladies' school *should* be, and what she is resolved hers shall be. The characteristic features of such an institution may be described in a few words, and the description may be made the easier by transcribing a passage from Lieut.-Col. Smith's letter, which was delivered just as the first words of this sentence were written. "You seem to have the faculty and the training which secure thoroughness, and which lay a solid foundation for the 'accomplishments' that so frequently form the staple of private seminaries." So writes a man of the world, whose letter in full will be found on another page. Can there be any doubt that that gentleman's clear-sightedness and command of apt expression have enabled him to point out at once both the weakness of the Miss Pinkerton type of schools, and wherein lies the strength of schools organized and conducted in accordance with the writer's ideal? Or can there be any doubt that all thoughtful men and women will heartily join with him in commending a school in which such a solid foundation is laid?

The features yet to be distinguished shine out so clearly, and are of so nearly equal importance, that it is difficult to settle the order in which it would be judicious to enumerate and describe them. Perhaps it is best to confess at once that the writer is willing to leave that difficult task to her readers, and be content herself with simply "calling off" while they discuss.

Well, then, in her opinion, extreme care should be taken to discriminate between desirable pupils and those whom it would be wise to reject. On the one hand, neither the gross

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nor the extremely selfish class, as already pointed out, should be admitted; and, on the other, no child of good manners and of respectable parentage should be held disqualified.

What should be the tone of the relations between the Principal and her pupils? It is scarcely necessary to say that the writer will not take a Madame Tabby for her exemplar. "I feel now," writes an old pupil (see a fuller extract on another page), "as if I might tell you something that I would have told you at school, had I not felt all the affectionate part of my nature frozen out." With the words before her the writer is too indignant to trust herself to choose the terms in which such treatment should be characterized, the harshness and coldness that could make a good-hearted girl look back on her school-life years after its close with such a keen sense of pain.

While the graces and refinements of manner should receive the attention they merit, the graces and refinements of mind and heart should not be neglected. Mrs. Fletcher will ever keep before her the lovely and restful presence of Wordsworth's ideal Woman:

She was a woman of a steady mind,  
Tender and deep in her excess of love;  
Not speaking much, pleased rather with the joy  
Of her own thoughts: by some especial care  
Her temper had been framed, as if to make  
A Being, who by adding love to peace,  
Might live on earth a life of happiness.

The moral and religious training of her pupils is the only other feature of her school Mrs. Fletcher will specifically mention. As to such, what better can she do than repeat the

verses from Milton, which are printed on the title-page of this Prospectus?

And chiefly thou, O Spirit, that dost prefer  
Before all temples the upright heart and pure,  
Instruct me, for thou know'st.

In conclusion, the writer has only to add that Ladies and Gentlemen who entrust to her the education of their daughters may feel assured that she will devote to their interests all the skill and care she modestly claims to possess.

ANNA FLETCHER.



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## SCHOOL COURSE.

HIGHEST CLASS—SENIOR DIVISION.

(The work prescribed for matriculation in the University of Toronto.)

### CLASSICS.

#### (1) *Pass Examination* :

1888.	{ Xenophon, Anabasis, I. Homer, Iliad, IV.	{ Cicero, In Catilinam, I. Virgil, Æneid, I. Cæsar, B. G., I., 1-33.
1889.	{ Xenophon, Anabasis, II. Homer, Iliad, IV.	{ Cicero, In Catilinam, I. Virgil, Æneid, V. Cæsar, B. G., I., 1-33.

#### (2) *Honor Examination* :

1888.	{ Demosthenes, Olynthiacs. Homer, Odyssey, VI.	{ Horace, Odes, III. Livy, XXII.
1889.	{ Demosthenes, Philippics, I., II. Homer, Odyssey, VI.	{ Horace, Odes, III. Livy, XXIII.

Translation from Greek and Latin authors not specified.  
Translation from English into Latin prose.  
Paper on Latin Grammar.  
Paper on Greek Grammar.

### MATHEMATICS.

#### (3) *Pass Examination*.

Arithmetic.  
Algebra, to the end of Quadratic Equations.  
Euclid, Bb. I., II., III.

#### (4) *Honor Examination*.

Plane Trigonometry (the Solution of Triangles).  
Algebra, to the end of Binomial Theorem.  
Euclid, Bb. IV., VI., and Definitions of Book V.

## ENGLISH.

(5) *Pass Examination.*

1888. Cowper, The Task, Books III., IV.  
 1889. Scott, Lay of the Last Minstrel.  
 A Paper on Grammar,  
 Composition.

(6) *Honor Examination.*

1888. Julius Cæsar.  
 1889. As You Like It.

## HISTORY AND GEOGRAPHY.

(7) *Pass Examination.*

- English History from William III. to George III., inclusive.  
 Roman History from the commencement of the Second Punic  
 War to the death of Augustus.  
 Greek History from the Persian to the Peloponnesian Wars, both  
 inclusive.  
 Ancient Geography : Modern Geography : Map Drawing.

(8) *Additional for Honors.*

- English History under the Houses of Tudor and Stuart.  
 (9) History of English Literature : Pailology of the English Lan-  
 guage : Rhetoric.

## FRENCH.

(10) *Pass Examination.*

1888. Souvestre, Un Philosophe sous les Toits.  
 1889. Lamartine, Christophe Colomb.  
 History of French Literature, Grammar, Dictation, Conversa-  
 tion and Composition.

(11) *Additional for Honors.*

1888. Scribe, Bertrand et Raton.  
 1889. Scribe, Le Verre d'Eau.

## GERMAN.

(12) *Pass Examination.*

1888. { Grimm, Kinder-und Haus-Märchen.  
 { Schiller, Der Taucher.  
 1889. Hauff, Das Kalte Herz.  
 Schiller, Der Gang nach dem Eisenhammer.  
 History of German Literature, Grammar, Dictation, Conversa-  
 tion and Composition.

1888. { Schiller,  
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 1889. { Schiller,  
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 Algebra, Notati  
 Factoring.

Conversational

(13) *Additional for Honors.*

1888. { Schiller, Egmont's Leben und Tod.  
 { Schiller, Das Lied von der Glocke, and Hero und Leander.  
 1889. { Schiller, Belagerung von Antwerpen.  
 { Schiller, Die Kraniche des Ibycus.

## SCIENCE.

(14) *Pass and Honor Examination.*

Elements of Botany.

(15) READING: WRITING.

(16) SCRIPTURE LESSONS.

NOTE 1.—Nos. 1, 2, 4, 11, 12, 13 are optional and extra.  
 Nos. 3, 5, 6, 7, 8, 9, 10, 14, 15, 16 constitute the School Course,  
 for which the fee is \$20 per term. With Drawing, \$25 per  
 term.

NOTE 2.—As the work is heavy it will be made a two-year course, taking  
 the subjects appointed for 1889. This will give ample time  
 for thorough study and careful review.

NOTE 3.—Students who wish to take the subjects for 1888 may do so by  
 making special arrangements with the Principal.

## HIGHEST CLASS—JUNIOR DIVISION.

## (1) ENGLISH.

Scott, Lady of the Lake.  
 Wordsworth, Nutting and The Solitary Reaper.  
 Tennyson, In Memoriam, Cantos cxxvi, cxxvii.  
 History of English Literature.  
 History and Etymology of the English Language.  
 Grammar, Dictation and Composition.

## (2) MATHEMATICS.

Arithmetic, Review of Intermediate limit, Simple Problems, Fractions,  
 Simple Interest and Percentage, Mental Arithmetic.  
 Mensuration, Simple Problems.  
 Algebra, Notation, Simple Rules, Easy Problems and Elementary  
 Factoring.

## (3) SCIENCE.

Conversational lessons in Domestic Economy.

## (4) HISTORY AND GEOGRAPHY.

Fyffe's Primer of Greek History.  
 History of Canada,  
 Geography of Europe, Canada and United States.  
 Geography of Ancient Greece. Map Drawing.

## (5) FRENCH.

Lamartine, Christophe Colomb.  
 Grammar, Conversation, Dictation and Composition.

## (6) READING : WRITING.

## (7) SCRIPTURE LESSONS : BIBLE VERSES.

## (8) GERMAN.

Grimm, Kinder-und Haus-Märchen.  
 Grammar, Conversation, Dictation and Composition.

## (9) LATIN.

Cæsar, B. G., I., 1-33.  
 Grammar, and Translation from English into Latin Prose.

NOTE.—Nos. 8, 9 are optional and extra.

Nos. 1, 2, 3, 4, 5, 6, 7 constitute the School Course, for which the  
 fee is \$20 per term. With Drawing, \$25 per term.

## INTERMEDIATE CLASS.

## (1) ENGLISH.

Irving, Rip Van Winkle.  
 Wordsworth, To the Daisy.  
 Lessons Introductory to English Literature.  
 Lessons Introductory to English Etymology.  
 Composition, Grammar, Dictation.

## (2) MATHEMATICS.

Arithmetic, Easy Problems, Tables, Simple and Compound Rules, Lowest  
 Common Multiple and Highest Common Factor.  
 Mental Arithmetic.

## (3) HISTORY AND GEOGRAPHY.

Green's Readings from English History.  
 Geography, Province of Ontario, with some degree of minuteness; the  
 Continents, very generally. Map Drawing.  
 Elements of Physical Geography.

## (4) READING : WRITING.

## (5) SCRIPTURE LESSONS AND BIBLE VERSES.

## (6) FRENCH.

Grammar, Conversation, Dictation, Reading and Translation.

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## (7) GERMAN.

Grammar, Conversation, Dictation, Reading and Translation.

## (8) SEWING AND FANCY WORK.

NOTE.—No. 7 optional and extra.

Nos. 1, 2, 3, 4, 5, 6, 8 constitute the School Course, for which the fee is \$15 per term. With Drawing, \$18 per term.

## PRIMARY.

## (1) ENGLISH.

Cowper, John Gilpin.  
Wordsworth, Lucy Gray.  
Composition, Dictation.  
Language Lessons.

## (2) MATHEMATICS.

Arithmetic, Notation, Addition and Multiplication Tables, Selected Tables of Weights and Measures, the Simple Rules, very easy Problems.  
Mental Arithmetic.

## (3) HISTORY AND GEOGRAPHY.

Conversational Lessons in English and Canadian History.  
Map Notation, Definitions, Outlines of the World, Geography of the Neighbourhood and City, Map Drawing.

## (4) READING AND WRITING.

## (5) OBJECT LESSONS.

## (6) FRENCH.

Conversation and Translation.

## (7) DRAWING.

## (8) SEWING AND FANCY WORK.

## (9) SCRIPTURE LESSONS AND BIBLE VERSES.

Fee, \$10 per term.

NOTE.—A reduction is made in case of two or more pupils from the same family. This applies to all Classes.

The Principal wishes to direct particular attention to this Class. It will be in charge of Miss Meneilley, who has been for some years in charge of the Junior Department in the Girls' Model School, Toronto, where she was very successful in teaching the little ones. Patrons may feel assured that their little ones will be very tenderly and skilfully looked after by Miss Meneilley.



# TEACHERS, Their Classes and Subjects.

## HIGHEST CLASS.

THE PRINCIPAL.—First Class Provincial Certificate, Grade A.; for several years First Assistant in the Girls' Model School for Ontario, and later Senior Teacher in English and Mathematics at Mrs. Nixon's School.

MR. FLETCHER.—First Class Provincial Certificate, Grade A. (Medallist), and Undergraduate of the University of Toronto.

## INTERMEDIATE CLASS.

MISS LAWSON.—Late of the Hamilton Collegiate Institute, and Johns Hopkins University.

## PRIMARY CLASS.

MISS MENEILLEY.—First Class Provincial Certificate, Grade A.; and late of the Girls' Model School for Ontario.

*(resident)* FRENCH.

Mlle. LAPORTE.—Late Senior French Teacher at Mrs. Nixon's School.

## GREEK AND LATIN.

W. S. JACKSON, M.A., of Upper Canada College.

## SPANISH AND ITALIAN.

D. R. KEYS, B.A., Lecturer at University College.

*(resident)* GERMAN.

MISS LAWSON..... \$6 per term.

## BOOK-KEEPING.

THE PRINCIPAL ..... \$6 per term.

THEODORE MA  
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MISS GRAHAM  
J. BAYLEY (Vic  
MISS FLORENCE  
Teacher to be s

MRS. BRADLEY

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**MUSIC.**

(1) *Instrumental.*

THEODORE MARTENS.....	\$20	per term.
S. H. PRESTON .....	14	"
MISS GRAHAM .....	8	"
J. BAYLEY (Violin) .....	20	"
MISS FLORENCE KEYS, of the Conservatory of Music, Leipsic	12	"
Teacher to be selected (Organ).....		

(2) *Vocal.*

MRS. BRADLEY .....	20	"
" " (Choral Singing) .....	1	"
THEODORE MARTENS.....	20	"
MISS GRAHAM .....	8	"
NOTE.—Use of Piano.....	2.50	"

**DRAWING.**

WILLIAM ARMSTRONG, C.E. ....	6	"
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**WATER COLOURS.**

WILLIAM ARMSTRONG, C.E. ....	6	"
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**PAINTING IN OILS—DECORATIVE ART.**

**ELOCUTION.**

MRS. HOWARD—First Class.....	6	"
" " Second Class .....	3	"

**DANCING.**

PROFESSOR DAVIS ..	8	"
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**CALISTHENICS.**

PROFESSOR DAVIS .....	2	"
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**RIDING.**

Master to be selected and charges fixed.

**STENOGRAPHY AND TYPE-WRITING.**

Arrangements can be made for instruction in these subjects.



## INTRODUCTION FROM M. & MADAME RICHARD.

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IT gives M. and Madame Richard very much pleasure to introduce to the patrons of their School their successor, Mrs. Fletcher. Mrs. Fletcher is a most amiable lady, of refined manner, and a skilful and experienced teacher. M. and Madame Richard assure their late patrons that they may with all confidence entrust the education of their daughters to Mrs. Fletcher. And they can further assure them that Mlle. Laporte, Mrs. Fletcher's French Governess, is thoroughly competent to have charge of the French Department of the School, and that they need not fear any lowering of the School's status in respect of that department.



DEAR MADAM

I am directed to inform you that he has given up his situation of six years ago and that during that time he was most energetic and able disciplinarian.

MRS. A. FLETCHER

Mrs. Fletcher has been in the School for the last four years and her power of teaching and her fidelity to her duty are her valuable additions to the well-received.

9th July,



## TESTIMONIALS.

TORONTO, 29th November, 1881.

DEAR MADAM,—

I am directed by the Honourable the Minister of Education, to state that he has great pleasure in acknowledging officially your long service of six years as Assistant Teacher in the Girls' Model School for Ontario, and that during that time the report of the Principal is, that such service was most energetic and conscientious, and that you were also an admirable disciplinarian, and remarkably successful in imparting knowledge.

I have the honour to be, dear Madam,

Your obedient servant,

MRS. A. FLETCHER,  
Toronto.

ALEX. MARLING,  
*Secretary.*

Mrs. Fletcher has held the position of teacher of the "Higher English Course and Mathematics" (non-resident) at Mrs. Nixon's School for the last four years and a half. Her ability and qualifications are indisputable, and her power of maintaining discipline is especially commendable, while her fidelity to duty and her unvarying punctuality combine to make her a valuable adjunct to any educational establishment able to avail itself of her well-recognized talent.

MARY NIXON.

9th July, 1887.

*Extracts from Letters from Parents of Young Ladies whom  
Mrs. Fletcher has had the Pleasure of Teaching.*

FROM LIEUT-COL. SMITH, NEW FORT, TORONTO.

MY DEAR MADAM,—

It pleases me very much to learn that owing to the discontinuance of \_\_\_\_\_ School, you are about to start one on your own account. It must be confessed that I had not always a high opinion of "Ladies' Schools." In too many cases there have been both lack of system and want of discipline on the part of the tutors. Your method has been free from these defects, and your instruction, so far as regards my children, has been very satisfactory. You seem to have the faculty and the training which secure thoroughness, and which lay a solid foundation for the "accomplishments" that so frequently form the staple in private seminaries.

\_\_\_\_\_ was fortunate in having so able an assistant, and I have all confidence that the new School under your management will equal, to say the least, her late excellent establishment.

FROM GEO. GUILLET, ESQ., M.P., COBOURG.

In response to an intimation from my sister Elise, I beg to say that you are at liberty to use my name in your prospectus. Permit me also to add that you have my best wishes for that full measure of success your ability and experience deserves.

FROM ALEXANDER JOHNSTON, ESQ., STRATHROY.

My daughter Mary speaks so highly of you as being the backbone of \_\_\_\_\_ School, that if my name is of any assistance to you it will give me pleasure to have you make use of it.

FROM HENRY WINNET, ESQ., QUEEN'S HOTEL, TORONTO.

It will give me much pleasure to have my name used as reference in regard to Mrs. Fletcher's ability as a thorough and efficient teacher; also in regard to her kind, just and fair treatment to those under immediate care.

LETTER FROM

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*Extracts fr*

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LETTER FROM T. C. L. ARMSTRONG, ESQ., M.A., EXAMINER IN THE UNIVERSITY OF TORONTO.

I take pleasure in stating that I was very favourably impressed with the work of your classes as evidenced by the papers examined by me in 1885. And I am quite willing that you should use my name if you think it will be of any service to you. I shall have full confidence in the efficiency of all work done in any school established and conducted by you.

FROM \_\_\_\_\_, GODERICH.

I shall be happy to act as reference for Mrs. Fletcher as both my daughters speak in the highest terms of her.

FROM \_\_\_\_\_, PORT HOPE.

I trust that you will meet with success in your new undertaking, and if in any way I can further your interests, I shall be pleased to do so.

NOTE.—Many more could be given were not space lacking.

*Extracts from Letters from Young Ladies whom Mrs. Fletcher has Taught.*

NAMES ARE FOR OBVIOUS REASONS WITHHELD.

I feel now as if I might tell you something that I would have told you at school, had I not felt all the affectionate part of my nature frozen ont. Often at intermission, or at the close of our class, did I long to go up to the desk, and tell you how I loved to have you for my teacher, and liked to study for you as well as for myself. My father says he will esteem it an honour to have his name placed on your prospectus, "as any one who could so firmly impress every minute incident of the 'Merchant of Venice' on my mind, and give me such a love for Shakespeare must be a pretty good teacher." You may be sure, Mrs. Fletcher, that father, mother and myself will tell all our friends and acquaintances of your excellent school.

Dear Mrs. Fletcher, I only wish I could be a little girl once more and come to your school for some of your thorough teaching and "brain oiling," as you used to call the mental arithmetic,

I shall be very glad to do all I can to assist you, and I know that the other girls will also be pleased to do so, as I am sure they have proved you to be, as I have, an excellent teacher and kind friend.

I am proud to tell you, dear Mrs. Fletcher, that ever since I left \_\_\_\_\_ School I have been helping father with his books, and a year ago last winter I had charge of them altogether while he was at Ottawa. I shall indeed speak favourably of you to all my friends, and recommend your school. If ever I go to Toronto I shall have much pleasure in calling upon you.

I wonder if you will give your girls every Saturday.

I can conscientiously speak of you as an excellent teacher, and kind and good to all in your charge. You may depend upon my help in any way possible.

I do not think you ever had a pupil who loved, respected and revered you as much as I did, and it was in your classes alone that I lost the dreadful home-sickness that I had during all my stay at school.

At the late examination for matriculation at Toronto University, I have been successful, not only in passing but also in obtaining honors in English, French, and History and Geography. I attribute this to your excellent training, which has not only been the means of imparting to your pupils certain branches of *book-learning*, but has also shown them good methods of studying for themselves, and applying practically what has been learned,

CLARIBEL SMITH.

NEW FORT, Toronto.

NOTE.—Many more could be given were not space lacking.

The Rt. Rev. D  
of Toronto,  
Rev. H. W. I  
Trinity, Tor  
Rev. Alex. W  
Toronto.  
Rev. H. M. Par  
Mrs. Crawford  
Mrs. Towner,  
Mrs. Wadswor  
Toronto.  
Thos. Hodgins  
Z. A. Lash, Q.  
Lieut -Colonel  
Toronto.  
W. H. Beatt  
Toronto.  
Alfred Gooder  
J. E. Thomps  
Wm. Thomps  
T. G. Bright,  
James E. Smi  
J. H. Langmu  
T. H. McGaw  
Toronto.  
H. Winnett,  
Toronto.  
W. Mortimer  
ter, Toronto  
Geo. Macdon  
Toronto.  
Goodwin Gib  
Toronto.  
Dr. Temple,  
Dr. King, She  
T. C. L. Armst  
Toronto.  
Dr. Oldright,



## REFERENCES.

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