

amazing and most beneficial change in the whole character of our Common Schools. It is now a settled point among all enlightened Nations and States, that School Teaching is an art that requires to be both theoretically and practically studied and acquired, in order to be successfully and beneficially pursued,—as much so as the art of printing, or building, or the profession of law, or medicine.

As the few examples of self-educated men are no argument against the necessity and importance of Schools, and Colleges; so the instances of able and successful Teachers, without the preparation of a professional training, has been justly considered as no argument against the establishment of Normal or Teachers' Training Schools.

### 1. *Normal Schools are Essential in all Educating Countries.*

Thus, in the various States of Germany, in France, Great Britain and Ireland, and the neighbouring United States, provision is made for the establishment of Normal as well as Common Schools, and, in all of these Countries, Normal Schools are, in the largest sense, free schools, giving instruction without charge, and generally furnishing some additional aid to the Pupil-Teachers attending them.

In every Country where Normal Schools have been established, the introduction of them, as a constituent element of the Popular School Systems, has been preceded by much inquiry, and attended with much discussion and delay.

### 2. *How much the Upper Canada Normal School is appreciated.*

I know of no Country in which the establishment of this all-important department of the Common School System has been attended with so little delay and opposition as in Upper Canada, and in which its operations, in proportion to the population of the Country and the means expended in its establishment, has been so successful in so short a time. It is only a little more than two years since the first definite and decisive measure was submitted to the Government and Legislature for the establishment of the Provincial Normal School; and it has been already in operation nearly a twelve-month, and is resorted to by upwards of one hundred Candidates for School Teaching, more than nine-tenths of whom have already been Teachers; and not a failure, or difficulty, or even friction, has attended any of the plans adopted for the establishment, the selection of Masters, and the management of the Institution down to the present moment. The whole has been effected within the low estimate of expense originally submitted to the Government; and the attendance of Teachers-in-Training, before the end of the first year's operation, exceeds the maximum of the success anticipated. Thus has this most difficult, as well as most important, branch of Public Instruction been brought within complete and successful operation, under circumstances affording unmingled satisfaction, in respect to the past, and the most sanguine expectations in respect to the future.

### 3. *Mode of Putting the Provincial Normal School into operation in 1847.*

The plan adopted for the establishment and management of our Normal School is analogous to that which has been adopted in the State of New York, for the establishment of a State Normal School at Albany; but, with this difference, that a much larger sum was appropriated out of the School Fund of that State, than in Upper Canada, for the establishment and support of the Normal School; the State Superintendent of Schools has greater individual power there than here, in relation to the School;—and we have a Provincial Model School, as part of the Normal School establishment, in which 120 Pupils are taught, and in which each Normal School Student practises teaching an hour a day, during three days of each week, under the direction of the Model School Head-Master,—an essential accompaniment of Normal School instruction, which, I understand, is now being introduced into the Albany Institution, as completely as it has been in ours.