

school-teaching do, as a general rule, follow it, and that in the few instances of their being compelled or induced to leave the profession, they are not lost to the interests of common schools. On this point it will be sufficient for me to quote the following statements and remarks of the Executive Committee for the management of the New York State Normal School, in their Report of January, 1847 :—

"It is found upon examination of the School Register, that since 1844, 508 students have attended the schools for a longer or a shorter period. Of this number 178 are now in the school; 6 have died; 14 were found to be incompetent for teaching, at an early day, advised to engage in other pursuits; 11 left on account of ill health, unfitting them alike for study and teaching; and 29 left at an early period of their connection with the school, relinquishing for various reasons the purpose of teaching. If these numbers be added, their sum will be found to be 238; and if this last number be subtracted from the whole number on the register, the remainder to be accounted for is 270. Of these 270, 144 are graduates of the school, and the Committee know that 129 of them have been engaged in teaching since their graduation; and of the remaining 15 graduates, one has died, and the rest, with the exception of four, are believed to be teaching, though no definite knowledge of their pursuits has been obtained. It may also be proper to state, that those persons who have not been heard from were graduates of last term, and sufficient time has hardly elapsed to afford an opportunity of learning their pursuits. Of the remainder of the 270, numbering 126, who left the school prior to graduation, nearly all, on leaving, declared that it was their intention to teach; 84 are known to have taught since they left, and but few of the others have been heard from. Thus it appears that the school has sent out 213 persons, who, when heard from, were actually engaged in teaching. In many instances, also, accounts have been received of the manner in which these students were acquitting themselves as teachers, and the Committee are happy to say, that, as far as heard from, they are giving great satisfaction.

"From these statements it will appear that the assertion is without facts to warrant it, that the students of the school do not design to teach. The most of those who have gone forth, and were competent to teach, are actually engaged in teaching. Furthermore, the Committee have the facts to prove, that four-fifths of the pupils who have entered the school had taught before they came, and this, independent of the facts above named, would justify the presumption, that in coming to the Normal school they wished to fit themselves the better for the work of teaching, and expected to devote themselves to it; for why would they come to a school, the exercises of which are designed for the benefit of teachers, unless they wished to fit themselves to become such.

"It appears, therefore, to the Committee, that the school must do great good, because it has already done much. It has sent out 213 persons (the most of whom had taught before) with higher aims, increased order, more extensive acquirements, and with greater aptness to teach than it found them; facts prove this to be true, and what has been already done can be done again, and it is confidently believed it will be.

"But thus far the indirect good influence of the school has been greater than the direct influence. The pupils returning to their homes have awakened a deeper interest in the subject of education in their own counties.—The teachers have in general received them kindly; no jealousies have been awakened, and whatever improvements the normals could suggest, or information they could give, was kindly received, and turned to good account.

"A pleasant spirit of emulation has also been excited in some counties. The teachers have sought to surpass the Normal pupils by having better schools than they, and thus an honest rivalry has been excited, all striving to do their best.

"Hence it would seem that, independent of actual teaching in the District schools, the Normal students are making a deep and salutary impression upon every portion of the State. Furthermore, the community at large is becoming convinced that Normal schools are valuable; nay, necessary. Hence, independent schools of this kind are already instituted, and it is hoped and believed that more will be instituted. This is well, very well. It is just what was hoped for; and if the Normal school did no more than excite attention, and cause ten or twenty independent Normal institutions to be started through the State, the money, and time, and labour expended in its formation and guardianship, would be a most profitable outlay."

#### XVII. GENERAL RESULTS.

It would be too much to expect any very marked results in advance from the first year's operations of the general school law, against the misconceptions, prejudices, and opposition, which, as the school history of all countries shows, has invariably attended the introduction of any general law on the subject, and under the dis-

advantages common to the working of every new law, the entire efficiency of which, with the bare exception of the Legislative Grant, depends upon the voluntary action of the people themselves, in their local district or school section municipalities, or isolated domestic and individual relations. The common school proceedings of the year 1847 may, therefore, be considered as the voluntary educational development of the public mind of Upper Canada, during the first year's operations of the present School Act, and the system founded under it; and the preceding sections and accompanying statistics of this Report show that development has resulted in an increase of local assessment, of local rate-bills, of attendance of pupils at the schools, and of the collection of a mass of information which, however defective in its details, is of a varied and most important character, and will serve as the basis of useful inquiries, calculations, and improvements in the common schools of every District in Upper Canada. In addition to this, and apart from the successful establishment of the Provincial Normal School, I think every intelligent man of any party will bear witness, that a greatly increased interest has been created among the people at large on the importance and character of common school instruction; and this, after all, is the object of the greatest importance and the most difficult of accomplishment in laying the foundation of a system of universal education. The deficiency in this respect is still wide-spread and lamentable; but it is a cause of congratulation that it is very much less than heretofore, and that an organization and interest have been commenced, which, if fostered and encouraged, promise auspicious developments and beneficial results.

I regret that all the District Superintendents have not accompanied their statistical reports with general remarks. I will here insert all that have been forwarded to me of a general character; and they may perhaps be regarded as indicating what is common to the country at large, on the subjects to which they refer.

*The School Superintendent of the Dalhousie District*, (the Honourable HAMNETT PINHEY,) says :—"I have to add, that although the schools in the rural parts of the District are still below mediocrity, as to their construction, furniture, and convenience, and the teachers, in many instances, far from being efficient, but of good moral character and application to their duties; and the trustees, instead of being the most intelligent among the settlers, are more generally the most untutored; yet, upon the whole, a valuable improvement has been effected, and is progressing, as is also the desire for general education; and I believe it would be greatly encouraged by the circulation of an educational journal."

*The School Superintendent of the Bathurst District*, (the Rev. JAMES PADFIELD) remarks :—"So far as I have had an opportunity of judging, I believe common school education to be gradually progressing toward a better state than formerly in this District."

*The School Superintendent of the Midland District*, (JOHN STRACHAN, Esquire,—remarkable for his industry in school visiting, &c. &c.) says :—"I am happy to state that the schools in general are improving, and that parents now take a far more lively interest in them than formerly. Public examinations are generally very well attended, especially where there is a good teacher. I consider that where visitors have done their duty, it has been attended with very beneficial results in stimulating teachers, parents and pupils. It is impossible as yet to get a properly qualified teacher for every school; but I trust the time is not distant when all who are willing to pay for a good teacher may have one. Almost every teacher who has attended the Model school for any length of time is now teaching with good success."

*The School Superintendent of the Prince Edward District* (THOMAS DONNELLY, Esquire) states :—"Our schools, I am happy to be able to say, on the whole, are improving. Some of them are in a highly satisfactory condition, and would, I think, suffer nothing in comparison with the schools of any District in the Province; and though the number of such schools is at present small, I confidently anticipate an increase, as their good effects in the neighbourhoods in which they are established, cannot fail to be seen by the most unobserving.

"I have much pleasure in stating that the admirable series of reading books published by the Irish National Board, are coming into extensive use in this District. Wherever they have been introduced they have, I believe, given satisfaction; they are calcu-