

Cambridge), mathematical master and lecturer in chemistry and natural philosophy, gave an eloquent and lucid exposition of the subjects of instruction appertaining to his own department, and of their adaptation to the pursuits and employments of the people of this country. Twenty students presented themselves, with the requisite certificates of character, &c., at the opening of the Normal school; but their number increased in a few weeks to 54.—The first session was closed in the middle of April by a public examination, which, notwithstanding the disadvantages incident to the first session of a new institution, gave the highest satisfaction to the many distinguished and intelligent gentlemen who witnessed it, and received the unanimous and warm eulogiums of the public press. The second or present session commenced the middle of May; and there are now 118 students in attendance, of whom 20 are females; a female department having been established at the commencement of the session. Upwards of ninety of the present students have been teachers of common schools, and come to the Normal school to qualify themselves better for the duties of their profession.

7. *The Subjects of Instruction.*—The Head Master gives instruction in the elements and philosophy of grammar, orthography, composition, art of reading, rudiments of logic, geography, mathematical, physical and political, with rudiments of the use of the globes, elements of general history, linear drawing. Mulhauser's system of writing,* rudiments of trigonometry, with a view to land surveying with the theodolite, art of teaching, with daily teaching in the Model school, mode of teaching the National school books. The mathematical master gives instruction in the science and practice of arithmetic, including the use of the logarithm tables, algebra as far as quadratic equations, the progressions and the binomial theorems inclusive, geometry, six books of Euclid, heat, electricity, galvanism and magnetism, mechanics, hydrostatics, pneumatics, animal and vegetable physiology, elements of astronomy, and agricultural chemistry. Animal physiology is treated of in special reference to the laws of health, and the proper means of preserving it, with various practical observations on the ventilation and temperature of school-houses. Under the head of mechanics, besides a general exposition of the five mechanical powers, isolated and confined, the steam engine, the locomotive, the different varieties of pumps and hydraulic engines, have been practically illustrated and explained. In agricultural chemistry, that important science (as far as time will permit) is treated in special reference to the soils, climate, and productions of this country, illustrating particularly the mode in which experiments of an agricultural character should be conducted. During the present summer session, upwards of fifty agricultural experiments are being made in the grounds attached to the Normal school, under the direction of the mathematical master, whose taste for horticulture and agriculture is not less ardent than his talents as a mathematician and lecturer are pre-eminent. The grounds are placed under his immediate care, and the students derive no small advantage from his refined taste and rural sympathies; and I must not omit to add, that regular instruction is given by a competent person regularly employed, in vocal music, according to the German system of Wilhem, as anglicized by Hullah, under the sanction of Her Majesty's Privy Council Committee of Education. This system is specially adapted for popular use, and it has been formally recommended by the Governments of France and England.†

8. It is scarcely necessary for me to remark that the mode of teaching these subjects is of the most thorough and practical character, exercising the powers of perception, understanding, and judgment, rather than burthening the memory, elucidating the reason of rules, rather than merely teaching rules themselves, inculcating the habit of thinking, of investigation, of reasoning, and not of a slavish reliance upon the recollection of rules, or upon

* On the importance and advantages of this system of writing which has been officially sanctioned and recommended by the French and English Governments, see *Report on a System of Public Elementary Instruction for Upper Canada*, pp. 91—96.

† Respecting some characteristics of this system, the manner in which it has been adopted in France and England, together with the great advantages connected with the teaching of vocal music in common schools, see *Report on a System of Public Elementary Instruction for Upper Canada*, p. p. 124—132.

their authority; and enforcing and illustrating the whole in connexion with the future duties and profession of the students. Mr. Robertson, from his high talents and qualifications as a teacher, his long experience and standing, as a school inspector, under the National Board of Education in Ireland, is most admirably adapted for the varied and important instructions and duties which appertain to his department as a teacher, and to his position as head master; and Mr. Hind, to the qualifications already mentioned, unites the rare advantage of a practical acquaintance with the thorough and profound German system of teaching the exact sciences, and the different branches of natural philosophy, having attended lectures two years in the celebrated Royal Commercial School at Leipsic, in Germany. The school is also provided with excellent models and apparatus for illustrations and experiments in the courses of lectures, or rather teaching by lecture; that is, blending continuous examinations with oral lectures. The immense advantages to the students themselves of such a preliminary course of training, and the benefits to the Province at large of sending out annually from 150 to 200 teachers thus prepared into its various Districts, can be more easily conceived than described. A process of this kind for a few years will render our common schools worthy of being the schools of the people.

9. It is also worthy of special remark, that every Friday afternoon, from two to four o'clock, is devoted to religious instruction, when the clergy of the different religious persuasions attend, and give such courses of religious instruction to the members of their respective churches as they judge expedient. This arrangement is found to be both convenient and satisfactory, and I have no doubt, very beneficial. The students are also required to attend their several places of worship on Sabbath.

10. The terms of admission, which, after mature deliberation, were adopted by the Board of Education, will be found in the Appendix to this Report, marked No. 6; as also the General Rules and Regulations, marked No. 7.

In a printed Circular, the Board announced as a regulation applicable to all students, "a trial of three months as to capacity and disposition to learn and to teach." The Board has extended this condition to the whole period of the student's attendance, so that if at any time any student relax in his application, and manifest inattention to his duties and studies, the weekly assistance is no longer allowed him. The Board being determined to expend whatever means the Legislature has placed or may place at its disposal, with the most careful economy, and to advance most effectually the objects of Normal School instruction in Upper Canada. The aiding of students to the amount of five shillings per week each, in addition to providing them with books and giving them instruction, has been adopted after the example of the Executive Committee of the New York State Normal School at Albany, and from the circumstances and too little encouragement given to common school teachers. The continuance of it must depend upon the liberality of the Legislature, as this expenditure was not taken into consideration, when the original estimate of the probable current expenses of the Institution was laid before the Government. But I know of no way, as the experience of other countries has shewn, in which so much may be done to promote, directly and indirectly, the great interests of sound popular education; in some countries of Europe all the expenses of Normal school students are defrayed by the Government.

The only point on which, as far as I know, any doubt or apprehension has been expressed, relates to the declaration required by the Board from candidates for admission to the Normal school respecting their intention to teach schools, and that their object in coming to the Normal school is to qualify themselves better for that profession. It has been supposed by some that this voluntary obligation of morality and honour is not sufficient to secure the students to the profession of school teaching. The reply is, that this condition is the same as is required by the authorities of Normal Schools in the neighbouring States, where the temptations and habits of various enterprise and adventure are more common and powerful than in this country; that it is better for a man to pursue any profession and employment as a freeman than as a slave; that if a man does not pursue school-teaching voluntarily, he will not do so successfully and usefully; that it has been found by actual experiment that those who have regularly qualified themselves for