

13 still remain. The studies pursued are reading, writing, grammar, geography, arithmetic, book-keeping, mathematics, and algebra. The school is now held in the stone school-house in the village of Frankville, in the township of Kitley. It is supplied with globes, school maps, and a map of the world on rollers, and a library of 49 volumes, which have been purchased with the surplus funds since I made my last report. Much good has been done by the establishment of the Model school in this District. Several teachers whose education was by no means good, have acquired a sound knowledge of the subjects which are required to be taught in the common schools." The Superintendent of Schools in the Midland District says—"Almost every teacher who has attended the Model school for any length of time, is now teaching with good success."

XV. SCHOOL REQUISITES AND LIBRARIES.

With a view of ascertaining the extent of facilities for instruction in the schools, and for the diffusion of general knowledge by book associations, I provided columns in the blank forms of reports for the returns of *School Requisites and Libraries*.

In respect to school requisites, it will be seen from Table and Abstract E, that in 486, or about *one-fifth* of the whole number of schools reported, large maps are hung up; and that in 255, or about *one-twelfth* of the schools reported, Black-boards, &c., are provided. As to libraries, in the returns made, three kinds of libraries are reported,—Common school, Sunday school, and Public libraries; Common school libraries 32, containing 2,729 volumes; Sunday School libraries 33, containing 3,915 volumes; Public libraries 20, containing 3,960 volumes. I think the reports of Sunday school, if not of Public, libraries, are very defective.

On the importance of school requisites and school libraries, I need not here remark, as I have dwelt upon them so fully in other reports and papers, and as the necessity and great utility of them are universally admitted.

XVI. PROVINCIAL NORMAL SCHOOL.

1. The establishment of a Provincial Normal School for the express purpose of giving instruction in the arts of school teaching, forms a new epoch in the history of popular education in this country, and is destined, I have no doubt, to produce, directly and indirectly, an 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.

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 these countries Normal schools are, in the largest sense, *free* schools, giving instructions without charge, and generally furnishing some additional aid to the pupil teachers attending them.

2. In every country where Normal schools have been established, the introduction of them as a constituent element of the popular school system, has been preceded by much inquiry, and attended with much discussion and delay; and 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, have 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 Normal School, and it has already been in operation nearly a twelvemonth, 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 manage-

ment 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 operations, exceeds the maximum of the success anticipated. Thus has this most difficult, as well as most important, branch of public elementary 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. The plan adopted for the establishment and management of our Normal School is analogous to that which had been adopted in the State of New York, for the establishment of a Normal School at Albany; but with this difference, that a much larger sum was appropriated out of the School Fund there than here for the establishment and support of the Normal School; the Superintendent of Schools has greater individual power there than here in relation to the school—and we have a Model school as part of the Normal school establishment, in which 120 pupils are taught, and in which each Normal school student practices teaching an hour a-day, during three days of each week, under the direction of the 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.

4. In my "*Special Report*," of June, 1847, I detailed the steps which had been taken to procure and fit up the buildings and premises formerly occupied by the Lieutenant-Governor of Upper Canada, the appointment of a Head Master, and the selection of a suitable Apparatus for the illustration of lectures in chemistry and natural philosophy. In the Statistical part of this report, Table G, will be found an account of Receipts and Expenditures of moneys granted for the establishment and support of the Normal School. The Legislature made a special grant of £1500 for "procuring and furnishing suitable buildings." Under this head it will be seen that the sum of £1355 13s. 1½d. has been expended by the Board of Education. The account of the expenditure of the Special Grant is brought down to the 28th of the present month. There yet remains to be provided under this head, the fitting up of the playground and gymnastic apparatus in connexion with the Model school. The amount of the current and contingent expenses of the Normal School is brought down to the commencement of the current year, according to the provisions of the Act relative to the annual reports of the expenditure of the Legislative School Grant. It will be seen that there was expended under this head for the year 1847, the sum of £1002 12s. 10½d. There were considerable contingent expenses in procuring Apparatus, Books, &c., at the establishment of the Institution, which will not soon occur again. The premises and apparatus are admirably adapted to the objects of the Normal school, as Your Excellency was pleased to state, on your personal examination of them during your welcome and gratifying visit to Upper Canada, in the autumn of 1847.

5. The establishment consists of the Normal School proper and the Model School; the former, the school of instruction, by lecture; the latter, the school of instruction, by practice. The pupils of the former are teachers in training; the pupils of the latter are 120 children from the City of Toronto, who pay two pence a-week each. In the former, two professors are employed; in the latter, there are two regularly trained teachers, under the superintendence of the Head Master. In the latter, each of the pupils of the former teachers, under proper oversight and direction, teach an hour a-day during three days of each week; so that from six to twelve teachers are employed in the Model school during the greater part of the time. The Model school is designed to be a practical exemplification of the system of school teaching and discipline taught in the Normal school. The Model school was opened in February last, and the applications for admission into it have, from the beginning, been far more numerous than could be entertained.

6. The Normal School was opened the 1st of November, 1847, in the presence of a large number of influential gentlemen from different Districts of Upper Canada. After a brief explanatory statement by the Superintendent of Schools, the Head Master, Mr. T. J. Robertson, (of Trinity College, Dublin) delivered an admirable introductory address on the importance of Normal school instruction, and the system intended to be pursued in that for Upper Canada; and Mr. H. Y. Hind, (late scholar of Queen's College,