

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 improvement 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 State Normal School did no more than to 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 ARRIVED AT IN UPPER CANADA IN 1847.

It would be too much to expect any very marked results in advance for the first year's operations of the School Law of 1846, against the misconceptions, prejudices and oppositions, which, as the School history of all Countries shows, has invariably attended the introduction of any general law on the subject, and under the disadvantages common to the working of every new law, the entire efficiency of which, with the bare exception of the apportionment of the Legislative School 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 of 1846, and the Common School System founded under it; and the preceding portions, 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 some of 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 Municipal District in Upper Canada.

1. Evidence of satisfactory progress in the future.

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 that 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 difficulty in this respect is still widespread 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 in the future.

2. Personal reports of Local District School Superintendents.

I regret that only some of the District Superintendents of Schools have accompanied their Statistical Reports with general remarks. I will here insert extracts from those

* "The Normal Schools and Their Work in Ontario" is the title of a paper in the "Special Report of the Bureau of Education," Part II., pages 223-228, by Mr. Joseph H. Smith, public School Inspector, County of Wentworth, Ontario, Canada, published at Washington, in 1886.