

common with the other Grammar Schools in each County. The Senior County Grammar School thus receives \$400 per annum, besides sharing with the other Grammar Schools in the distribution of the Grammar School Fund. The duty of taking Meteorological Observations has been imposed upon the Head Master, in order to ascertain the character and Annual variations of Climate at different points in Upper Canada; and the best Scientific Instruments were procured for that purpose as detailed in a previous Report. No practical results have yet ensued in Canada from this provision of the law; but a collection of the Returns received from these Stations were sent, by request to the Smithsonian Institution at Washington, and, on being returned, were spoken of as containing much valuable information. (See Journal of Education for Upper Canada for 1861.

IX. TABLE I.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This Table presents a view of the subjects taught in the Grammar Schools, and the classification of Pupils. It appears that there were 4,618 Pupils in different branches of English,—increase, 212; in Latin, 2,515,—increase, 139; in Greek, 703,—increase, 145; in French, 1,375,—increase, 129; in Mathematics, 4,555,—increase, 265; in Geography 4,109,—increase, 37; in History, 3,805,—increase, 217; in Physical Science, 2,751, decrease, 209. For the division of subjects, and the classification of Pupils under these several heads, I refer to the Table.

X. Table K shows the various Text-books which are used and read in the Schools, respecting which no analysis or remark is required.

XI. Table L contains the returns and information which have been given respecting the Colleges, Certificates, Religious profession and Salaries of the Head Masters of the Grammar Schools the character and Furniture of the School-houses, etcetera.

XII. TABLE M.—OPERATIONS OF THE NORMAL AND MODEL SCHOOLS DURING 1861.

1. The School year is divided into two Sessions of five months each, the one beginning on the 8th of January, and the other on the 8th of August. The object of the Normal School is to train Teachers to teach the subjects of a Common School education. All who are admitted engage to devote themselves to teaching. The Model School,—one for Boys and the other for Girls, each limited to 150 Pupils,—are connected with the Normal School, are under the same oversight, and taught by Teachers trained in the Normal School. In these Model Schools the Teachers-in-training in the Normal School spend some time in each week, where they not only observe how a School should be organized and managed, and how the several subjects should be taught, but are taught to teach themselves as Assistants, and under the observation and instruction of the regular Teachers of these Schools.

2. Table M presents a complete statistical view of the operations of the Normal School from the beginning. During the first Session of 1861 the number of applicants for admission was 182; the number found qualified, on examination, and actually admitted, was 161. The number of applicants for admission to the second Session was 165; the number admitted was 148. The number of Provincial Certificates given at the close of the first Session, after an examination of several days, on paper, in all the subjects taught, was 89; the number given at the end of the second Session was 102; total, 191. That is, nearly 200 qualified Teachers have been sent out from the Normal School during the year. Of these, however, 50 had been in attendance before and had obtained Certificates previously.

3. It will be seen, by referring to the Table, that of the 309 Students—Teachers admitted to the Normal School during the year, 178, or more than one-half, had been Teachers before,—a sufficient proof that their object in coming to the Normal School was to qualify themselves better for their profession. The demand for Normal School Teachers is increasing rather than abating, and the influence of the Institution is felt