

the Normal School, the teachers-in-training are instructed in the principles of education and the best methods of communicating knowledge to the youth placed under their care—are "taught how to teach;" in the Model Schools they are taught to give practical effect to those instructions, under the direction of teachers previously trained in the Normal Schools. The Model Schools for boys and girls, are designed, by both the system of instruction pursued and general arrangements, to be the *model* for all the public schools of the Province.

#### STATISTICS RELATING TO THE NORMAL AND MODEL SCHOOLS.

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole system has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe; yet the applications for admission during the present session (August, 1870) have been 180 (larger than for some years), and the failures in examination have been less than ten—much less proportionally than at the commencement of previous sessions. Upwards of 80 of those admitted have been teachers. The applications now on the books for admission to the *Model* Schools, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of the students.

The Table shows that of the 5,737 admitted to the Normal School (out of 6,388 applications) 2,847 of them had been teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male candidates admitted, 2,001 of them had been teachers; of the 2,745 female candidates admitted, 846 of them had been teachers. The number admitted the first session of 1869 was 166, the second session, 174—total 340—of whom 201 attended both sessions. Of the whole number admitted, 158 were males, and 182 females. Of the male students admitted 93 had been teachers; of the female students admitted 42 had been teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is, that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which de-

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