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THE NORMAL SCHOOL FOR ONTARIO.

The establishment of a Normal School for the training of teachers, as a necessary part of a national system of education, engaged attention in Upper Canada in 1836. But no detailed plan, by which that object could be accomplished, was recommended to the Legislature until the presentation, in 1846, of a *Report on a system of Public Elementary Instruction for Upper Canada*, by the Chief Superintendent of Education. Practical effect was immediately given to those recommendations by the passing of a School Law—embodying the general features of the system detailed in that report—appropriating \$6,000 for furnishing suitable buildings, and an annual grant of \$6,000 for the support of the Normal School, and placing it under the management of a Board of Education and the Chief Superintendent of Education.

The first attention of the Board, on its appointment in July, 1846, was directed to procuring suitable premises for the Institution; and application was made to the Government for permission to occupy the Government House of the late Province of Upper Canada, at Toronto, until proper buildings could be erected. The application was granted; and after the necessary arrangements had been completed, the Normal School for Upper Canada was opened on the 1st of November, 1847, in the presence of a large number of gentlemen from different parts of the Province.

The removal of the seat of Government from Montreal to Toronto, 1849, in consequence of the burning of the Parliament House on the passing of the "Rebellion Losses Bill," necessitated the removal of the Normal School to some other premises, and the adoption of measures for the immediate erection of

buildings for the Institution. Accordingly the Legislature at its session in 1850 appropriated \$60,000 for the purchase of a site and erection of buildings, and an additional \$40,000 in 1852—making in all \$100,000. The corner stone of the new buildings was laid on the 2nd July, 1851, by His Excellency the Earl of Elgin and Kincardine, K.T., Governor-General, in the presence of the members of the Legislature and the citizens of Toronto, and the premises were formally opened by a public meeting in the theatre of the Institution on the 24th November, 1852. On the 15th of May, 1858, the Normal School was removed into the new building on Gerrard Street, and the old apartments were applied to the purposes of an Educational Museum, and a projected School of Art and Design for Upper Canada, since formed into an Educational Museum.

The Institution consists of a Normal School and two Model Schools; the former, the school of instruction by lecture; the latter, the school of instruction by practice. The students in the former are teachers-in-training, whose ages vary from 17 to 30, while the pupils in the latter are children between the ages of 5 and 18 or 20 years. In 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 School. 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.

The Institution is designed to train Public School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a *training school*, rather than a mere school of instruction, in the ordinary sense of the term, the majority of those received as students-in-training, are so deficient in scholastic attainments, that it is found necessary to include in its course of instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Public School study. It is conceded by all who have devoted any attention to the subject, that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advanc-