

esting pages in history, especially to such as I now address. At some other time I may possibly have an opportunity of entering more fully into the matter. Suffice it to say, that somewhere between the years 1811-16, David Stow started a school in a rented room off the salt market of Glasgow. Those who know the locality even now, when half a century of Christian enterprise has been lavished upon the inhabitants, will not judge me guilty of exaggeration when I say, that never was a spot more utterly hopeless selected to begin the work of Educational Reform. Alone for years unassisted and unbefriended—oftener still exposed to the laughter and contempt of the higher circles of society, did he labor on until his method of training the young, commended itself to the most bitter opponents of the system, as not only signally successful in imparting knowledge but in stimulating thought and enquiry. Attention having now been partly aroused, Mr. Stow next set himself to agitate the *establishment of Normal Schools*; where young men and women, might be trained to a partial knowledge of the art of teaching. The result after many trials and disappointments, was the formation of the Glasgow Normal Seminary—an institution that has now sent forth thousands of trained teachers to every part of the globe, and has been a blessing to the world.

Horace Mann in his educational tour, has the following remarks regarding the Prussian system of education: 'Let us look for a moment at the guards and securities, which in that country, environ this sacred calling. In the first place, the teacher's profession holds such a high rank in public estimation, that none who have failed in other employments or departments of business are encouraged to look upon school keeping as an ultimate resource. Those too, who, from any cause, despair of success in other departments of business or walks of life, have very slender prospects

in looking forward to this. These considerations exclude at once all that inferior order of men, who, in some countries, constitute the main body of teachers. Then come those preliminary schools, where those who wish eventually to become teachers go, in order to have their natural qualities and adaptation for school keeping tested; for it must be borne in mind that a man may have the most unexceptionable character, may be capable of mastering all the branches of study, may even be able to make most brilliant recitations from day to day; and yet, from some natural defect in his person or in one of his senses, from some coldness, repulsiveness of manner, from harshness of voice, he may be adjudged an unsuitable model or archetype for children to be conformed to, or to grow by; and here he may be dismissed at the end of his probationary term of six months.

Moral character being granted at the outset, there is nothing so well fitted to prepare for usefulness, as the practical exercises of the Normal School. I do not say that there have not been, that there are not now, many most efficient educators who have never been within the walls of such an institution. Some men seem to possess by nature all that art or science can furnish. Hugh Miller was doubtless a much greater man in his special field of research, than he would have been, had he spent the earlier portion of his life within the walls of a college. General Scott had little early training in military tactics, yet his skill and success on the field of battle more than rivalled the graduates of West Point. But because here and there we have soldiers and lawyers, teachers and preachers, who by virtue of *inherent natural genius have risen as it were unaided to positions of fame*, and left far behind men less gifted though more plodding and persevering, we are not hastily to conclude that all may be successful Educators without a regular course of