

of his scholars, and duly appreciated by parents, as well as by all reflecting public-spirited men in the locality where he labors. Gradually the impression gains ground that there is something besides the name in the Normal training of Teachers. School Trustees exert themselves to the uttermost to obtain Teachers who have undergone a similar system of training. This creates competition for such Teachers, and, wherever they are settled, their superiority is felt and acknowledged. This increase of demand raises the reward of their labors—the amount of their remuneration. Thus, this other benefit of Normal Schools is both direct and indirect;—propagating far and wide the desire for a higher grade of Teachers, and raising, very considerably, their income.

8. But the economical benefit of Normal Schools, the saving of time to the pupils and of expense to the parents and guardians must not be overlooked.

But this point is so well put by the Chief Superintendent of Education for Upper Canada that we cannot do better than here repeat, *verbatim*, his statement.

"The testimony of experience and observation on this subject is, that a trained Teacher will, as a general rule, by the superior organization and classification of his School, and by his better method and greater ability for teaching, impart at least twice as much instruction, in any given time, as an untrained one. Suppose now that the salary of the former should exceed that of the latter in the same proportion, there would still remain a clear saving of half the time of the pupil, with the additional advantage of good habits and accurate views of what he had learned. Hence, in the same period during which pupils usually attend common Schools, they would acquire, at the lowest allowed estimate, twice the amount of knowledge, and that correctly and thoroughly, which they are now imperfectly taught.

"The time thus saved, and the additional knowledge and improved modes of study and habits of explanation thus acquired, are indefinitely enhanced in value from the prospective advantages, irrespective of present benefits."

We might extend this train of observation to a much greater length; but we think we have said enough to satisfy any reflecting mind that the benefits of Normal Schools are neither few nor small; that they are sufficient to enlist every true patriot and every genuine christian in their encouragement and support; that they are sufficient to establish the position that the nation which upholds a popular system of education can only do so, efficiently and successfully, by the establishment and complete equipment of these institutions.

### SECTION III.

#### HISTORY OF NORMAL SCHOOLS—ACT OF PROVINCE ANENT NORMAL SCHOOL—BYE-LAWS, &c.

In surveying the cause of Education for a century bygone, it is evident that National Education and Normal Schools have gone hand in hand. Of all the countries in the Old World that have made Education a matter of national consideration and interest, there was none so early

in the field, or which has cultivated that field with such success, as Prussia. Late in the seventeenth century, when the benevolent Franke turned his attention to the subject of popular education, he soon found that children could not be well taught without good Teachers, and that but few good Teachers could be found unless they were regularly trained for their profession. Impressed with this conviction he bent all his energies towards the establishment of a Teachers' Seminary, in which he finally succeeded, at Halle, in Prussia, about the year 1704, and now Prussia possesses not less than 51 Normal Schools. About 20 or 30 years afterwards the several States in Germany commenced their systems of popular instruction, and their Normal Schools kept full pace with their Educational progress, and now Saxony possesses 10, Austria 11, Bavaria 9, Württemberg 7, Hanover 7, Baden 4, Hesse Cassel 3, Hesse Darmstadt 3, &c. In 1817, Holland erected 2, Belgium 2, Denmark 2, Sweden 1. In 1808 France erected its first Normal School, and now it has 97. In 1835 Scotland built 2, the one in Glasgow and the other in Edinburgh; though the former, on an inferior scale, had been in existence for a considerable period beforehand. In 1836, Ireland erected 1. In 1840, England commenced its operations in this respect, and now, along with Wales, possesses 23.

In the New World Normal Schools are of more recent date. Though the subject of Normal Schools was agitated in Massachusetts in 1825, it was not till 1839 that they were formally set a-going,—and now there are three in that State, with one in the City of Boston, for the purpose of providing properly qualified Teachers for that City alone. In 1845 one was established at Albany for the State of New York; in 1848, another at Philadelphia, for the State of Pennsylvania; in 1849, another at New Britain, for the State of Connecticut; in 1850, another at Uxanti, for the State of Michigan. Within the last two years Normal Schools have been in progress of erection in other States and the probability is that many years will not elapse till there is not a State in the Union without its Normal School or Schools. In 1846 a Normal School was opened at Toronto, for the purpose of qualifying Teachers for Upper Canada, and such was the felt necessity for its enlargement that a new and permanent building has been erected within these three years, at the cost of £25,000,—the most perfect, perhaps, in external arrangement and commodiousness, either in the Old or New World.

The Legislature of Nova Scotia, in the Session of 1854, passed a Bill for the erection of a Normal School in some central locality of the Province. The Commissioners appointed for the purpose of carrying out said Bill, made choice of Truro, as the most central, and, in many respects, the most advantageous locality. The building is rapidly advancing to completion, and will, it is hoped, be formally opened, with inaugural ceremonies, at the beginning of November next. The following is the enactment referred to:—

### An Act to establish a Normal School.

(Passed the 31st day of March, 1854.)

Be it enacted by the governor, council, and assembly, as follows:

1. A Normal school for the training of teachers, shall be founded in a central and convenient locality.
2. A Building for such purpose, provided with all necessary furniture and apparatus, shall be erected under the direction of commissioners appointed by the governor in council, upon a site, and according to plans approved of by the governor and council, and such commissioners may draw from the treasury, for the cost of the building, with its furniture and site, a sum not exceeding one thousand pounds.
3. The teachers of the Normal school shall be a principal