

inary at Toronto to educate teachers of common schools on the German plan; Canada East has similar institutions.

It appears, therefore, that we have thirteen Normal schools in eight States of the Union, four of which are in Massachusetts—not one-half the number which the Spanish government established in Spain in 1848, and about one fourth of the number in Germany, and one seventh of the number in France, at the same date. In addition to these Normal schools, teachers' institutes are holden in several of the States with marked success. The difference between the teachers' institute and the Normal school is not unlike that between a muster-drill of a few weeks and a regular course at West Point.

These facts evince the prevalence, to a certain extent, of sound sentiments with respect to the only way thoroughly to educate the rising generation. To educate the uneducated world, you must first educate its teachers. To educate the three and a half millions of children in the United States, you must first educate 92,000 teachers. Reason, philosophy, common sense, the results of the practical application of this doctrine to the elevation of the standard of education in Europe and America, during the last century and a quarter, commend it to all mankind for adoption. It is encouraging and hopeful to see these sentiments ruling in our highest educational councils. But let us not mistake our present extremely low position in this matter. For example, Kentucky has a Normal school; but what can that do to qualify 2,306 teachers for the responsible charge of the 71,492 pupils of its 2,234 schools? In Connecticut, what can one Normal school do, with its 250 or 300 pupils, toward furnishing 1,787 able and accomplished teachers, to educate the 71,267 children and youth attending her 1,656 schools? So in Pennsylvania: what can a single teacher's seminary in the city of Philadelphia do to give the 10,025 able and accomplished teachers to the 413,706 scholars repairing for instruction, to its 9,061 schools?

Again: New York has a most excellent system of popular education, and its crowning excellence in its provision for the education of teachers. But what toward accomplishing this noble purpose can two teachers' seminaries, with their 1,000 pupils do, since the State must have 13,965 able and accomplished instructors to educate the 675,221 children and youth who flock to its 11,580 schools for instruction?

To present this aspect of the subject in a more general manner, what can thirteen teachers' seminaries, located in eight different States, with their less than 5,000 pupils, do toward supplying the pressing demand for well-qualified teachers for the million of scholars asking to be well educated in those States? To say nothing of the urgent necessities of the twenty-five remaining States and Territories, in which there is not a solitary Normal school to educate the 54,744 teachers wanted to take charge of the 1,500,000 of scholars found in their 49,060 schools?

Surely the great and essential work of educating and duly qualifying the instructors of nineteen twentieths of mankind who get no education, not acquired in the primary school, and of the common-school teacher, has but commenced. But what wiser and more philanthropic economy can characterise human counsel and action than would be exhibited by the prosecution of it, until every child that is born shall early sit at the feet of the instructor, whose thorough and familiar acquaintance with literature and the sciences gives him ability to teach whatever is necessary to be taught, and whose knowledge of the science of teaching enables him to give his instruction in the wisest and best manner?

If wisdom, magnanimity, and philanthropy ever prescribed a plain course of imperious duty, it is this. By the unalterable ordination of Heaven, it is made the duty of every generation to educate every succeeding generation, and to give that generation that is to follow, and soon assume the onerous responsibilities of the world, in the departments

of Church and State, as good an education as possible. What, then, can be plainer than the obligation requiring all appropriations made for that purpose, to be expended so as to secure its accomplishment, to the greatest possible extent? How can that be done? Not by expending your money on incompetent teachers who know nothing as they ought to know it, and do nothing as they ought to do it, but by first expending a portion of your funds, to qualify your instructors for their difficult and delicate work, thus doing your work in the only way in which it can be well done, and so accomplishing, by the same means, ten thousand-fold more to effect your high purpose than could have been effected by less enlightened agents.

The principle advocated here is one to whose application, in other relations, wise men are no strangers. When the Czar of Russia would teach his subjects the arts and practice of war, he supports at military schools, in different parts of his empire, 9,000 cadets, and educates them thoroughly in theory and practice, that they may communicate military knowledge through the army. This is a wise, an economical investment in the military talent of young men. He proceeds in the same way when he would disseminate through his realm a scientific knowledge of mining, agriculture, of the construction of roads and bridges. He educates young men to educate others. England acted on the same wise principle when, in 1856, she appropriated \$270,000, of the \$4,000,000 which she expended for education, to support fifty-four Normal schools to educate teachers of primary schools. Doubtless the expenditure of every dollar of the \$270,000 rendered every other dollar of the \$3,730,000 devoted to primary schools a thousand times more available to educate the rising generation than it would have been had the teachers employed been destitute of special training for their work. The greatly improved education of 2,108,473 scholars in England and Wales corroborates this statement. The same truth is illustrated, as well as confirmed, by the history of popular education in Germany during the last century. It is visible in Prussia, Austria, and every other German State. In Prussia, the influence of the forty-six Normal schools, at which the 34,030 teachers of 2,540,775 scholars have all been educated, attests the same. The same may be learned by the elevation of the standard of popular education in France, within the last twenty-five years, by the influence of about 100 Normal schools over its three or four millions of scholars. And doubtless were one-fourth of the \$9,000,000, or \$10,000,000, annually expended on primary schools by our nation, appropriated to educate and train teachers for their work, the good accomplished would be increased ten, if not twenty-fold above present results.

Therefore, while a choice selection of the best scholars found among the graduates of our colleges, to preside over our higher institutions of learning, is deemed wise, shall not proper and early measures be taken to qualify instructors successfully to perform the more difficult and delicate part of education, that of the primary school? What magnanimous and benevolent scheme could have stronger claims of the Patriot, Philanthropist, and Christian? The evils of past experience, the present urgent necessities of children and youth throughout the world, and the wants and imperious claims of unborn generations, down to the end of time, upon the fathers who have their education in charge, urge to early and appropriate action.

This subject addresses itself to governments—the constituted guardians of the public interest, and especially of the education of the youth. It is a primary duty of the State to educate the children of the State. This is the opinion of all great legislators and statesmen, of great political philosophers of all ages and nations, of all the great champions of civil and religious liberty in the Old World and the New. This has ever been the doctrine of American statesmen. "Educate the people," was the first admonition addressed by