

Hanover, with a population of 1,790,000, supports seven Normal Schools. The course of study extends through three years. In Bavaria, there are nine in operation with nearly seven hundred pupils. The oldest is at Bamberg, and was founded in 1777, as a Model School of the old type. It was raised to a Seminary, composed of pupil teachers, in 1791. In many of the Normal Seminaries, of the German states, in addition to the liberal course of studies before alluded to, Vocal, as well as Instrumental Music, is cultivated to the highest degree. Their graduates are proficient in the use of the violin, the piano-forte, and the organ, and have thus made the Germans proverbially a nation of musicians.

Numerous other examples of the establishment and support of these Training Schools, might be adduced, but this is not necessary. The more important cases have been enumerated to an extent sufficient to demonstrate the strong hold which they have secured upon the governments and the people of the Old World. That the elementary schools of these countries have attained to an extraordinary degree of efficiency and perfection is undeniable. That this efficiency and perfection are mainly due to the operation of the Normal Schools and Colleges, is equally true. If it be objected, however, to the systems of these states, that they tend to produce a blind acquiescence to arbitrary power, to enslave and not enfranchise the human mind, it is replied that the evils imputed to them, are no necessary part of, and may easily be separated from them. Says Horace Mann: "If the Prussian school-master has better methods of teaching Reading, Writing, Grammar, Geography, Arithmetic, &c., so that in half the time, he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world, and hence the best means for their development and growth in one place, must be substantially the best for their development and growth every where." Again he says: "If Prussia can pervert the benign influences of education to the support of arbitrary power, we, surely, can employ them for the support and perpetuation of republican institutions. A national spirit of liberty can be cultivated more easily than a national spirit of bondage; and if it may be made one of the great prerogatives of education to perform the unnatural and unholy work of making slaves, then, surely, it must be one of the noblest instrumentalities for rearing a nation of free men. If a moral power over the affections and understandings of the people may be turned to evil, may it not also be employed for the highest good? A generous and impartial mind does not ask whence a thing comes, but what it is. Those who, at the present day, would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost, had that party been punished by success."

For many of the interesting facts which have been enumerated, the undersigned is indebted to the reports of Professor A. D. Bache, now of the United States Coast Survey; Professor C. E. Stowe, of Lane Seminary, Ohio; the Hon. Horace Mann, and the Hon. Henry Barnard, on the Educational Systems of Europe. Could these details be continued, they would undoubtedly prove useful for dissemination among the people. They would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of those countries whose experience is far greater than our own, and whose well directed efforts to promote this paramount interest of humanity, have been crowned by a noble success. They would the more deeply impress us with the truth of the maxim of M. Guizot: "It cannot be too often repeated, that it is the *master* that makes the school," while we might also be the more strongly confirmed in the belief that it is the *careful special training* that makes the *master*. It would be useful, too, to exhibit the guards and securities that are made to environ the sacred calling of the teacher in some of these countries, where none who have failed in other pursuits, are encouraged to look upon school-teaching as an ultimate resource; but the limits of this communication will not permit a more extended discussion of this branch of our subject, and the undersigned leaves it with an earnest commendation of the documents before named, to the perusal of all who feel an interest in the education of the people.

The Normal Schools of the United States comprehend, firstly, the Model, or Pattern School of earlier times; secondly, the professional characteristics of the European establishments of the present day, as far as circumstances will allow; and thirdly, the academical features of the ordinary school.

That is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools, to assume the work of the latter. They are compelled to exhaust much of their strength in imparting a knowledge even of the lower elementary studies. In the Prussian Normal Schools a high standard of literary qualifications is required of a candidate as a condition of admission to them. Nor is this all. There are Preparatory

Schools, in which not only are the requisite amount and quality of scholarship imparted to the candidate, but in which, also, his peculiar fitness and adaptation to the calling of a teacher are thoroughly tested, before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to dwell more extensively upon the Science of Education and the Art of Teaching, which constitutes their true field of labor.

The disadvantages under which American Normal Schools now labor will, however, gradually disappear. They will themselves correct the evil by elevating the standard of instruction in the lower schools. They are rapidly multiplying, and are introducing improved modes of teaching in the public schools, through the graduates who become the teachers in them. And thus the public schools will reciprocate by sending to the Normal School candidates of higher attainments and more elevated aims.

The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre, on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are, at the present time, about three hundred and fifty pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to bear the expenses of their own education. In addition to the above amount, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source.

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for its support, is now twelve thousand dollars. The total cost of buildings and fixtures to this time is more than thirty thousand dollars. The total number of pupils instructed for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty, of which three hundred and ninety-one were females, and three hundred and eighty-nine males. So successful has this institution been, that, according to the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State." The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be supplied, and a movement is already on foot for the establishment of a similar institution in the western part of the State.

The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000; the present number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that "the applications for Normal pupils as teachers in the public schools of the State, has continued to multiply far beyond the ability of supply—a fact which demonstrates both the utility of the institution, and its advancement in the just appreciation of a discerning people." From the report of the Hon. John D. Philbrick, State Superintendent for the past year, it also appears that "the opposition from ignorance and prejudice which it had to encounter in the first stages of its history, has gradually given place to public confidence, and earnest co-operation from all classes in the community." Mr. Philbrick further remarks, that "wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art to be learned by an apprenticeship, like any other art, and that special training for the business of teaching, is as indispensable, as for any other pursuit or profession; and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained to the principles and methods of instruction, than to employ a surgeon who has never made himself acquainted with the science of human anatomy."

Rhode Island provides for the special training of her teachers, by the endowment of a Normal Department in Brown University. The undersigned has not had access to the reports and other documents of this establishment, but it is represented as being in a very flourishing condition.

The states of Wisconsin and Iowa have recognized the necessity of providing for the special training of their teachers, by endowing a department similar to that just named in their State Universities. This plan has not succeeded so well in the Old World—indeed it is believed to have proved a failure there. Whether success will attend the experiment here, remains to be seen.

The State Normal School of Michigan, was established by an Act of the Legislature, passed March 28th, 1840, and was opened in March,