

be discovered and discountenanced, and distinctly told that teaching is not the employment suited for them—that, in fact, they have mistaken the nature of the business, and thus, without perpetrating an injury on others, they may be induced to abandon altogether the idea of prosecuting the calling of Teachers. Let, however, the pupils in attendance at the Normal School possess even the slightest taste for the pursuit,—let them be but willing to give the preparatory process a fair trial, and what is the result? They acquire rapidly the requisite qualifications for efficient Teachers. The habits of their mind and life become thoroughly moulded to the occupation, their whole soul is imbued with the spirit of the profession; and all the less likely are they, all the less capable are they of changing their career, all the more fortified are they against the temptations to forsake it. And this spirit, by all the influences of association, is spread, propagated, and perpetuated. And what a service is thus rendered by Normal Schools to the cause of education!

5. Normal Schools cherish and foster a professional feeling among Teachers.

This feeling it is of the utmost consequence to strengthen. It is productive of the most beneficial results in other professions; and it is equally so, perhaps more extensively so, in the profession of teaching. This feeling is usually generated when the individuals or the candidates for any profession are passing through the prescribed preparatory course of training—whether it be in the workshop, or office, or School, or College. By the intercourse held during this period, by the assistance rendered to each other in the prosecution of their calling or studies, by the discussions and interchange of sentiment on professional topics, they not only contract valuable and lasting friendships, but they are imbued with a kind of *esprit de corps*, an attachment to the profession they have chosen, which proves of the utmost service in the elevation of their social position, as well as in the extension of their future usefulness and influence. Such a feeling, till of late, had scarcely any existence among Teachers, simply because there was no preparatory training. Good Teachers have sprung up here and there, and, by reason of their acknowledged superiority, obtained something like a social position and adequate remuneration. But they have remained, in a great measure, isolated. Their influence has scarcely been felt beyond their own School-room, or, at most, beyond their own immediate vicinity. They have given neither elevation, nor character, nor amelioration to the profession generally. And all because there was no channel or means for the purpose—for the extension of their influence. Now Normal Schools open up just such a channel; they furnish an admirable means for the cherishing and fostering of a professional feeling. There the young Teachers-in-training become acquainted with one another, and the warmest friendships are formed. There have they awakened in their bosom a true love for the profession. They go forth to their respective fields of operation with all these friendships and attachments in deep and lively exercise. These prompt them to mutual correspond-

ence and to an interchange of thought on professional subjects, on the findings of their experience. And the result of all this is, the building up of a professional literature, the establishment of educational periodicals, the convention of district or county Teachers, the organization of Teachers' Institutes, &c., and in this way a living and an enduring embodiment is given to the best methods of teaching, and made the common property of all.

6. Normal Schools introduce and disseminate improved methods of teaching.

Whilst science, commerce, and arts have, within the circle of a very few years, been making the most rapid, the most gigantic strides of advancement, education—the main-spring of the whole—has not been lagging in the rear. We do not here refer to education in its national aspects or in its external arrangements—but to the whole style and manner of teaching, not merely in its more advanced but in its rudimentary branches. And in this respect, who, at all acquainted with the subject, can contrast the methods now generally in operation with what existed some fifty years ago, without perceiving that an entire revolution has taken place. Now there is not one species of instrumentality that has contributed more largely to the accomplishment of this advancement than Normal Schools. There the various methods of teaching and of order are fully and elaborately discussed. There every improvement is calmly considered, cast into the crucible and fairly proved both in principle and practice, and, if it stand the test, it receives the most authoritative imprimatur. The Teachers-in-training adopt it as sound, not merely because it comes recommended by the highest sanction, but because of its intrinsic and proved merit and excellence. These Teachers diffuse that improvement throughout the district of the country where their lot is cast, and thus there is not only every publicity given to it, but it is, at once, extensively and efficiently, carried into operation.

6. Normal Schools are admirably fitted to bring about a uniform system of education.

Too much stress cannot be laid on system in the School. It constitutes the grand regulator of the Teacher. It operates as a charm, an ever-recurring novelty, with the children. The best system, vigorously worked, is the very perfection of education. And if such is the advantage of system in a school, what must the uniformity of system be in a city, in a province, in an empire, where the same architecture in buildings prevails, where the same text-books are used, where the same style of education is carried out, even in minutest detail, and where the same physical, intellectual, and moral training obtains? The benefit of such a uniformity is incalculable, and who does not perceive that the only effectual way of securing such an object is through the medium of Normal Schools?

7. The influence of the example of one Normal-trained Teacher is great and beneficial.

His practical skill, his indefatigable zeal, his amazing tact in all that appertains to his office, are soon apparent from the progress, the habits, and diligence