

France erected its first Normal School, and now it has no less than 37. Besides those we have specified there are others of inferior note scattered up and down the continent of Europe.

Shortly after the commencement of the present century the cause of education, and especially the education of the sunken masses in the large cities, aroused the sympathies and called forth the energies of the most distinguished philanthropists of the day. Among the most prominent of these were John Wood, Esq., and Dr. Andrew Thomson, Minister of St. George's Church, Edinburgh; and David Stow, Esq., and Dr. Thomas Chalmers, of Glasgow. Along with the revolution effected by these gentlemen in the whole style and character of education, the subject of Normal Schools for training of teachers to carry out these improvements engaged their attention. Though they had existed for a number of years on the Continent of Europe, their operations were comparatively little known or cared for by the educationists of Britain, and Normal Schools may therefore be said to have originated in Britain entirely from the felt necessity of the case and not from the example set by their establishment on the Continent. "To Glasgow," says Frazer on the state of our educational enterprises, 1858, "belongs the honour of having the first Normal School in Britain regularly organized for the systematic training of teachers. At the Borough Road School in London and the Sessional School in Edinburgh, teachers, and others interested in education, attended for a few weeks, as many did in Glasgow, for the purpose of getting hints and an example; but the first to demand a professional training for the office of teacher was Mr Stow. This demand will ever be associated with the Glasgow Society of 1826, but chiefly with the well known name referred to. Teachers then first passed an entrance examination, had the principles of their arduous work expounded, and were trained to their practice. Many improvements have since then been made in the details of method and organization, and in the intellectual equipment of the teacher; but almost no addition has been made to the broad basis of physical, intellectual and moral training then laid down. The Glasgow Educational Society had for its objects—"to obtain and diffuse information regarding the popular schools of our own and other countries; their excellencies and defects; to awaken our countrymen to the educational wants of Scotland; to solicit parliamentary inquiry and aid on behalf of our parochial schools; and, in particular, to maintain a Normal Seminary, in connection with our parochial institutions, for the training of teachers in the most improved methods of intellectual and moral training, so that schoolmasters may enjoy a complete and professional education."—The Society erected, through local contribution and Government assistance, an attractive and imposing building; and in 1837 transferred to it their educational agencies, where they continued to carry out their purposes with enthusiasm and increasing success until the Disruption of 1843. Now there are five Normal Schools in Scotland, all receiving stimulus and support from the Committee of Council on Education; two connected with the Established Church of Scotland, two with the Free Church, and one with the Episcopal Church.

In England the experiment is being made of accomplishing a national education through denominational action. The four principal agencies that are at work are, 1. The British and Foreign Society; 2. The Church of England; 3. The Wesleyans; 4. The Roman Catholics. Each of these agencies has one or more Normal Schools.

*The Normal Institution of the British and Foreign Society is the Borough Road.* It is divided into two departments—for male and female students—who are admitted quarterly, and number throughout the year about 300. The average appointments to situations are 100 annually. There are two large and well-conducted practising Schools, the one for boys and the other for girls, with 400 and 300 pupils respectively. The teachers trained in this institution have long held an honourable place in public opinion, and have been sent to all parts of the world.

*Church of England* has no fewer than 25 training Colleges in active operation—14 for males, and 11 for females. In the Colleges for males, there were, at last inspection, 632 pupil-teachers; of these, 377 were in their first year of residence, 221 in their second, and 34 in their third; 428 obtained places in the class list at Christmas 1856, 73 on the schedule, 63 failed, and 63 did not present themselves for examination.

In the Colleges for female teachers, having accommodation for 783, there were in attendance about 600. Of these, 447 had completed their first year at last examination. In the competition, 236 obtained class places, 137 were placed on the schedule, and 74 failed. Of the number in residence, 163 had completed their second year; and, with 3 exceptions, all succeeded in the competitive examinations. When the Institutions are full—and the students generally remain two years—the annual supply will be 400. Last year, 356 were sent forth.

The expenditure for all the male training Colleges was £32,714, and the total income about £35,468; of which, £16,481 was paid in Privy Council Grants, £3824 by the students, and £15,163 by the managers and subscribers. The total current expenditure for 716 students in the female Colleges, was £22,812. To meet this last year, there was paid, in Privy Council Grants, £9513; by students or private patrons, £7289; and by subscriptions, grants from boards, &c., £6316. The whole outlay in the maintenance of the Normal Colleges, apart from Government assistance, was met by £11,113 on the part of the students and their patrons, and by £21,509 on the part of subscribers. This outlay, it must be borne in mind, is for Normal Schools alone, and distinct from the expenditure necessary for the maintenance of Common Schools.

This sketch but faintly outlines the extent and nature of the educational work, as conducted through Normal School Colleges connected with the Church of England.—Besides these Diocesan efforts, she possesses several educational societies. The most prominent and longest known of these, are, 1. The National Society; and 2. The Home and Colonial. The National Society originated in 1811, and was incorporated by Royal Charter in 1817. The objects of the society are thus stated in its papers:—"The great end proposed is, to aid in providing for every part of the country, daily, instruction in suitable learning, works of industry, and the principles of the Christian religion, according to the Established Church; such as shall fit her sons and daughters for the discharge of every duty to God and their neighbour in after-life. For this purpose the labors of the society may be classed under two heads: 1. The increase of the *means of education*; by increasing the number of the schools. 2. The promotion of a good *system of education*; by training teachers, inspecting and organizing schools, supplying the best school-books