

to the House of Lords, said, "These seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. It is this, above all things, that we ought to labor to introduce into our system. Place Normal schools—seminaries for training teachers—in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify 500 persons, fitted for diffusing a perfect system of instruction all over the country. These training seminaries will not only teach masters the branches of learning and science, in which they are now deficient, but will teach them what they know far less—the mode of imparting what they have or may acquire—the best mode of training or dealing with children, in all that regards temper, capacity, and habits, and the means of stirring them to exertions and controlling their aberrations." The result was that, in 1853, there were 36 Normal schools, or training colleges in England and Wales, four in Scotland, and one in Ireland, in successful operation. These institutions are doing the same great work in Britain that they have accomplished in Germany and France. They are regarded as among the most useful institutions of the British empire.

In 1849, the Spanish government, by royal decree, established a central Normal school at Madrid—nine superior schools, twenty elementary schools on the Peninsula, and two in the Balearic and Canary Isles.

Normal schools exist also in Belgium, Denmark, Sweden, and Greece. In all foreign countries, wherever the inestimable blessings of universal education are appreciated, and a system for their diffusion exists, seminaries to educate teachers are established. They are the principal element in every organized system for the advancement of popular learning. The people say, "What constitutes a good school?" Not a building constructed on the best model of school-house architecture—nor its furniture and conveniences—nor its spacious, elegant, healthful playgrounds—nor excellent textbooks—nor library well furnished with books, apparatus, maps, charts, and instruments—nor numerous healthy and bright scholars. None, nor all of these things. But an able and accomplished teacher. The school is what the teacher is. Therefore wisdom everywhere decides—Educate your teachers, and thus come good schools. This is the universal doctrine of the friends of popular education in foreign nations.

Similar sentiments are entertained by the same class of enlightened citizens in the United States and in Canada.

In 1834, when the citizens of Massachusetts discovered that a great part of their money annually expended for the purpose of educating the rising generation was wasted, in consequence of the incompetency of instructors, as wise men they immediately took effectual measures to establish seminaries to educate teachers. Among the leading advocates of the establishment of such institutions were the Rev. Dr. Putnam, J. Q. Adams and Daniel Webster. M. Putnam said: "If there be any department for the able and proper performance of whose duties special instruction is absolutely necessary, it is that of the educator. I have once taught school, I believe with tolerable acceptance to my employers, but though just from college I found myself deficient in the first steps of elementary knowledge. I had studied all the mathematics required at Cambridge, but did not know how to come to a young mind so as successfully to teach numeration. I had studied the classics, but could not teach a boy how to construct a simple English paragraph. I found myself wanting in that highest of arts, the art of simplifying things so that children can grasp them. From my own experience, I venture to say, that no liberal profession comes short of its objects as that of the instructor. Teachers need specific preparation for their work, and this very preparation is what Normal schools confer. If there is a province in which specific preparation is necessary, it is this. We want

no law schools, or any higher schools or colleges, at this time, so much as we want seminaries to qualify teachers for their important duties."

Mr. Adams said: "Our old system has made us an enlightened people, and Normal schools would elevate the town schools to the new wants of a growing community. On this great and glorious cause let us expend freely, yes, *more* freely than on any other." Mr. Webster said, "I am anxious to concur with others in aid of this project. The ultimate aim is to elevate and improve our common schools, and secure competent instruction to every child that is born. No object is greater than this, and the means, and the forms, and the agents are each and all important." Regarding common schools as the foundation of our social and political system, and rejoicing in the noble efforts made to advance them, Mr. W. expressed his readiness gladly to bear his part of the expense of supporting teachers' seminaries.

Massachusetts has four Normal schools for the education of teachers for common schools, and forty-eight scholarships connected with colleges for the education of teachers of high schools. Annual appropriation, \$11,000.

In 1838, four years after the establishment of teachers' seminaries in Massachusetts, H. Bernard, of Connecticut, commenced a series of efforts, which resulted in the opening of a similar institution in that State. His doctrine was, As are the teachers, so are the schools; poor instructors make poor schools; good teachers make good schools.

A Normal school was established at New Britain, Connecticut, in 1850. Within the five following years, 867 pupils were connected with it. During 1853, 294 were in attendance.

New York has a State Normal School at Albany, the average number of whose students from every county in the State is 250. It has graduated 780 instructors, of whom 391 were males and 387 females. It has a library of 7,000 volumes, 1,000 miscellaneous books, and 6,000 text-books. The State appropriates \$12,000 annually to sustain it. There is also in the city of New York a Normal school which has 21 teachers and 782 pupils, of which Hon. S. S. Randall, the city superintendent of schools, speaks in the following manner: "No portion of our system of public instruction is of greater practical value and importance than that which provides for the complete and continued preparation of the several teachers employed for their responsible position. With the sole exception of those already holding, from the city superintendent, certificates of qualification of the highest grade, each female teacher, in the employment of the Board, is required to attend the Normal school on Saturday of each week, and the several male teachers on the evenings of Tuesday and Friday. In these institutions they are thoroughly and systematically carried forward, in the several branches of education requisite to a complete knowledge of their profession; and on the completion of the full course of instruction prescribed for that purpose, they are entitled to the highest certificate of qualification. In the mean time, they are constantly engaged in the practical work of instruction and discipline, in their respective schools, under the immediate supervision of experienced teachers. The combination of theory and practice, thus afforded, constitutes a peculiar and crowning excellence of our system of public instruction."

Pennsylvania has a seminary in Philadelphia for the education of teachers. In 1855, the Legislature of New Jersey established one at Trenton, to which it appropriated \$50,000, to be paid in annual instalments, \$5,000 each. Rhode Island has a similar institution at Providence, established by the Legislature in 1854. The Legislature of Michigan established a Normal school at Ypsilanti in 1850. The citizens of the place gave \$13,000 to furnish buildings. The State of Kentucky has a teachers' seminary at Frankfort. In 1847, the Parliament of Canada West established a semi-