

unity of the French nationality; finally, by moral and religious instruction, it provides for another class of wants, quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as of the richest in this world, for upholding the dignity of human life, and the protection of social order. The first degree of instruction is enough to make a man of him who will receive it, and is, at the same time sufficiently limited to be every where realized. It is the strict debt of the country towards all its children."

In relation to the professional training of teachers, M. Guizot, thus eloquently discourses:—"All the provisions hitherto described should be of non-effect, if we took no pains to procure for the Public School thus constituted an able master and worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the *Master* that makes the *School*. And, indeed, what a well assorted union of qualities is required to constitute a good school-master! A good school-master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in a humble sphere, and yet to have a noble and elevated mind, that he may preserve that dignity of sentiment and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be in station to many individuals in the *commune*, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of good; and who has made up his mind to live and die in the service of primary instruction, which, to him, is the service of God and his fellow creatures. To rear masters approaching to such a model, is a difficult task; and yet we must succeed in it, or else we have done nothing for elementary instruction. A bad school-master, like a bad parish priest is a scourge to a *commune*: and although we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality. We have, therefore, availed ourselves of a bright thought struck out in the heat of the revolution, by a decree of the National Convention, in 1794, and afterwards applied by Napoleon, in his decree, in 1808, for the organization of the university, to the establishment of his Central Normal School at Paris. We carry its application still lower than he did in the social scale, when we propose that no school-master shall be appointed, who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed."

Normal Schools were first organized in England, about the year 1805. Lord Brougham, ever an able and eloquent advocate of popular education, in a speech in the House of Lords, on the education of the people, in 1835, thus remarks:

Place Normal Schools—Seminaries for training teachers,—in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify five hundred persons fitted for diffusing a perfect system of instruction all over the country. These Training Seminaries will not only teach the masters the branches of learning and science in which they are now deficient, but will teach them what they know far less—the Didactic Art—the mode of imparting the knowledge they have or may acquire, the best methods of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion, and controlling their aberrations." This able champion of popular education, has lived long enough to see thirty-six Normal Schools, or Training Colleges, in England and Wales, four in Scotland, and one in Ireland, in successful operation.

Prussia, in 1846, had in active and successful operation, forty-six Normal Schools, including five for female teachers. In the forty-one schools for males, there were, at the above date, over twenty-five hundred pupil-teachers.

Says Mr. Kay, an intelligent English writer, "The Prussians, would ridicule the idea of confiding the education of their children to uneducated masters and mistresses, as in too many of our schools, in this country. They cannot conceive the case of a parent who would be willing to commit his child to the care of a person who had not been educated most carefully and religiously, in that most difficult of all arts, the Art of Teaching. They think that a teacher must either improve and elevate the minds of his pupils, or else injure and debase them. They believe there is no such thing as coming into daily contact with a child without doing him either good or harm. The Prussians know that the minds of the young are never stationary, but always in progress, and that this progress is always a moral or immoral one, either forward or backward, and hence the extraordinary expenditure the country is bearing, and the extraordinary pains it is taking, to support and improve its Training Schools for teachers."

In reference to Switzerland, the same writer says:—"This small country, beautified but impoverished by its Alpine ranges, containing a population less than that of Middlesex, and with less than one half

its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country, without first raising the character and position of its school masters, Switzerland has established, and at the present moment supports, thirteen Normal Schools, for the instruction of her school-masters and school-mistresses, while England and Wales rest satisfied with six."

This statement was made, however, anterior to the year 1846, and before the English government had awakened to the importance of providing a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among the dynasties of Europe, that does not recognize this class of institutions, as an indispensable part of its educational machinery. They are *there* no experiment. As we have seen, their ages are counted by centuries. From the unpretending *Model* or *Pattern* School of Neander, in 1570, and of the Abbé de Lasalle, in 1681, they have grown to the full stature of the nobly endowed, and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivalled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves feel the deepest interest. In birth, early recollections, and associations, they are often peasants, but in education, in character, and social position, they are gentlemen, in every sense of the term, and acknowledged officers of the county governments. In Prussia, there are 28,000 such teachers, the legitimate fruits of her Normal Colleges.

The Prussians have a wise maxim, that whatever you would have appear in a nation's life, you must put into its schools. This maxim, practically applied, renders the highest degree of mental culture in the subject, perfectly reconcilable with the most rigorous despotism in the government. In pursuance of its teaching, obedience to the sovereign, and laws, however despotic, and the doctrine of the divine right of kings, are thoroughly instilled into the mind of every child in the kingdom; for be it understood, that in Prussia, every child is required by law to attend school until fourteen years be attained, except in special cases which are otherwise provided for. It is thus, that the best conceived, and most efficiently executed system of public education in the world, is made the strong arm of a monarchical government.

Less than fifty years ago, the condition of the Prussian Schools was, according to the testimony of Dr. Julius before a committee of the British House of Commons, anything but flattering. In reply to the inquiry, "Do you know from your own knowledge what the character and attainments of the school-masters were, previous to the year 1819?" he says: "I do not recollect; but I know they were very badly composed of non-commissioned officers, organists, and half-drunken people! Since 1770, there has been much done in Prussia and throughout Germany for promoting a proper education of teachers, and by them of children." This signifies that the present efficiency and perfection of their Elementary Schools are mainly due to the energizing and life-giving power of their unequalled Normal Schools.

The kingdom of Saxony had nine Normal Schools in operation in 1848, with three hundred and sixty-two pupil-teachers. The annual graduates of these institutions, are now sufficient to supply all vacancies which occur in the schools. The prescribed course of instruction occupies four years, and no one can now receive a certificate of qualification as a teacher, without having gone through this course, or shewing on examination, an amount of attainment and practical skill which shall be deemed its full equivalent. The Royal Seminary for teachers at Dresden was established in 1785. In 1843 it had graduated six hundred and fifty-five teachers, who had pursued a four years course of study and practice—a course which Mr. Kay, a graduate of Oxford, before quoted, pronounces more liberal than nine-tenths of the undergraduates of either Oxford or Cambridge receive. In 1842 there was one thoroughly educated and trained teacher for every five hundred and eighty-eight inhabitants. In consequence of their thorough, liberal and practical education, the common school teachers of Saxony enjoy a social position which is not accorded to the profession in any other country.

The Electorate of Hesse Cassel, with a population of seven hundred and fifty thousand inhabitants, has three Seminaries for Teachers. The course of instruction in them embraces three years. The Duchy of Nassau, with a population of four hundred and twenty thousand, supports one Normal School, which, in 1846, had one hundred and fifty-four pupils. The course of study and practice continues five years, four of which are devoted to study, including a thorough review of the branches pursued in the elementary schools, and the acquisition of such others as facilitate the illustration and teaching of the former. The remaining year is devoted exclusively to the Principles of Education, and the Art of Teaching.