

separate libraries, and appoint some of their own number to be librarians for the School Districts in their vicinity.

11. The Clerk and Commissioners who may act as librarians, shall make an annual statement to the Board of the number of books in the library, the number in the hands of Teachers, and the number lost or missing. These statements, or an abstract of them, to be forwarded to the Government with the Commissioners' Report.

Normal School of Connecticut.

The State Normal School of Connecticut is one of the most recently established in America, and was organized under the able auspices of the Hon. H. Barnard, at present probably the best authority on such subjects in America. To personal intercourse with this gentleman and his able coadjutor, the veteran T. H. Gallaudet (since deceased) the present Superintendent of Education in Nova Scotia is indebted for much of the information which he has been endeavouring to bring to bear on the Schools of this Province. Some information respecting the arrangements of this school may therefore be interesting, in the prospect of the speedy establishment of a similar institution in this Province.

The School was founded in 1849, and funds were provided for its support by means of a bonus of \$11,000 paid by two banks for their charters. A Committee was appointed to select a site and receive the offers of towns desirous of having the school located in them, and in 1850 the School was placed permanently in the Village of New Britain, "on account of its central position, and also in consideration of the liberal offer on the part of its citizens to provide a suitable building, apparatus and library, to the value of \$16,000 for the use of the Normal School, and to place all the schools of the village under the management of its principal as schools of practice."

The course of instruction will embrace:—1. A thorough review of the studies pursued in the lowest grade of common schools. 2. An acquaintance with such studies as are embraced in the highest grade of common schools authorized by law, and which render the teaching of the elementary branches more thorough and interesting. 3. The art of teaching and its methods, including the history and progress of education, the philosophy of teaching and discipline, as drawn from the nature of the juvenile mind, and the application of those principles under the ordinary conditions of our common schools.

The members of the school will be arranged in three classes—Junior, Middle and Senior. All pupils, on being admitted to the school, will be ranked in the Junior Class, until their familiarity with the studies of the lowest grade of common schools has been satisfactorily tested. The Middle Class will embrace those who are pursuing the branches usually

taught in Public High Schools. The Senior Class will comprise those who are familiar with the studies of the Junior and Middle classes, or who are possessed of an amount of experience in active and successful teaching, which can be regarded as a practical equivalent. All the studies of the school will be conducted in reference to their being taught again in common schools.

Practice in the Art of Teaching and Governing Schools—The several schools of the First School District, comprising the Village of New Britain, are placed by a vote of the District, under the instruction and discipline of the Associate Principal, as Model Schools and Schools of Practice, for the Normal School. These schools embrace about four hundred children, and are classified into three Primary, one Intermediate, and one High School. The course of instruction embraces all the studies pursued in any grade of common schools in Connecticut. The instruction of these schools will be given by pupils of the Normal School, under the constant oversight of the Associate Principal and Professors.

Normal pupils must board and lodge in such families, and under such regulations as are approved by the Associate Principal.

The discipline of the Institution is committed to the Associate Principal, who is authorized to secure the highest point of order and behaviour by all suitable means, even to a temporary suspension of a pupil from the Schools. The age of the pupils, the objects which bring them to a Normal School, and the spirit of the Institution itself, will, it is believed, dispense with the necessity of a code of rules. The members are expected to exemplify in their own conduct, the order, punctuality and neatness of good scholars, and exhibit in all their relations, Christian courtesy, kindness and fidelity.

Phonotypy.

Phonetic spelling, by means of the alphabet contrived by Pitman and others, to express all the sounds of our language in an invariable manner, is now attracting much attention, and bids fair ultimately to supersede all other methods of giving initiatory lessons in reading to children. It has been introduced into schools both in England and the United States; and the following is the substance of a report on its advantages, by a committee of the Legislature of Massachusetts, who examined classes of children "first in Phonotypy, or the printed Phonetic alphabet; next in the usual or roman print, and lastly in Phonography or the written shorthand."

1. That it will enable the pupil to learn to read *phonetically*, in one tenth of the time ordinarily employed.

2. That it will enable the learner to read the *common type* in one fourth of the time necessary according to the usual mode of instruction.

3. That the truth and accuracy of the system will induce millions to teach themselves to read who are now ignorant.

4. That its acquisition leads the pupil to a correct pronunciation of every word.

5. That its certainty teaches a distinct enunciation, which will not be lost when the pupil comes to read from the Roman text.

6. That its adoption, merely as a means of learning to read our common print, will tend to banish provincialisms.

7. That, by directing attention to the different methods of representing sound, the pupils will, in the end, become better orthographers than by the present method.

8. That it will have a tendency to make many derivations, which have now been almost lost, familiar to the eye.

9. That it will be of vast benefit in enabling an individual rapidly to preserve his own thoughts and those of others.

10. That to any one familiar with the system, it will furnish a means of representing the pronunciation of foreign languages with precision.

11. That it will present to the Missionary a superior alphabet for the representation of hitherto unwritten languages.

12. That our own language may, by means of it, be subjected to a few simple rules of accent; a thing which has hitherto been almost unattainable.

The Committee, therefore, deem the subject of sufficient importance to be worthy the attention of school committees, and of those who have charge of common school instruction.

Black Boards for Schools.

The New York District School Journal gives the following instructions relative to the preparation and use of the plaster black wall, which in every school should take the place of the inconvenient black board.

In the first place, the *scratch coat*, made with coarse sand, is spread upon the laths as usual, and the *brown coat* follows, being left a little rough under the "float." When the brown coat is perfectly dry, the *black coat* is laid on.

This is prepared of mason's "putty," and ground plaster and beach sand, mixed in the usual proportions for hard finish. The coloring matter is lampblack, wet with alcohol or whiskey, forming a mixture of the consistency of paste. This is mixed with the other ingredients just as they are about to be spread upon the wall. The quantity of coloring to be used must be sufficient to make a black surface; the sufficiency being determined by experiment, no rule can be given.*

An intelligent mason can very soon try experiments so as to insure success. It is to be remembered that the black surface requires much more *working* with the smoothing trowel, than ordinary white finish. It should be finished by being softly smoothed with a wet brush. When perfectly dry, it is nearly as hard as slate, and almost as durable, if carefully used. Great care should be taken not to put in too much lampblack. The advantages of this kind of black surface over the ordinary black board, are. 1. The chalk easily takes effect upon it. 2. The chalk is much more easily wiped off. 3. There is but little noise made in writing upon it. 4. There is no reflection of light upon it.

* Mr. Peter Le Page, Albany, has furnished the following recipe for black wall:

For 10 square yards of black finish, take 1 1-4 pecks of Mason's Putty; 1 1-2 pecks of Beach Sand; 1 1-2 pecks Ground Plaster; 1 1-4 pounds of Lampblack, wet up with 1 1-2 gallons of Whiskey.