

the Christian era, any thing in the shape of apologetic reasoning should be required, in favor of Normal Schools, and that they should not occupy a more prominent place in every enlightened nation's public buildings than all Hospitals or Jails or Penitentiaries, seeing that this is but restorative, and that that is conservative.

But enough as to the necessity of Normal Schools. And after what has been advanced on this point there is little need we should hope of enlarging on the nature of these institutions. This is sufficiently indicated by their very object. That object is primarily to impart all professional knowledge in its highest and most important philosophical bearings, and for this purpose Normal Schools or Colleges must be provided, with Professors or Lecturers to give prelections on these themes. But, whilst these themes constitute the primary object of these prelections, this is not to exclude the consideration of other subjects bearing more directly upon the qualifications of scholarship. Indeed this latter is found to be almost as essential as the other and, especially, in all young countries like this, where the means of a more advanced education are so scantily provided. Accordingly, we find in almost all the Normal Schools on this side the Atlantic as much, if not more, attention paid to the scholarship qualification as to the professional. This, perhaps, is needless in the circumstances, but it is to be hoped that as education advances in any country and the means of obtaining it is more amply provided, that the standard of admission qualification on the part of the pupil-teachers will be very considerably raised, and so enable both them and their Professors to devote more of their time and energies, to the more immediate and specific object of such institutions.

But theory is one thing and practice is another. Who does not know that an individual may possess a very profound knowledge of the theory of a subject, and yet fail, miserably fail, when he attempts to reduce it to practice. All the instruction that a master tradesman, however skilful, ever gave to his apprentices, never rendered them good tradesmen, and just so is it with physicians, lawyers, and ministers, aye, and teachers too. But will not a good and proper example effectuate what instruction cannot? No. It is, indeed, a powerful auxiliary to sound and wholesome counsel,—but it is nothing more than a step in the right direction.—And what then is necessary? Nothing short of the actual practice. And where is this practice to be had? In the Model Schools. This plainly points out the indispensable necessity of these schools as an integral part of a Normal School establishment,—whither the pupil-teachers may repair under certain regulations, to see the best exemplification of the principles in which they have been indoctrinated in the Normal College, and in due time to practise themselves, until they have arrived at something like proficiency. This can only be done by experience, protracted actual experience; and hence the necessity of pupil-teachers, if they would attain efficiency in their calling, attending Normal Schools not one or two terms merely, but five or six. The theory or the principles of education might be imparted in a few months, but the practice, nothing but time, and persevering, painstaking experience can give.

II.—THE RISE AND PROGRESS OF NORMAL SCHOOLS.

These institutions have been very gradual in their growth. They have sprung up in different nations, as these nations have advanced in their appreciation of the value and impor-

ance of education itself; they have carried on their operations altogether independently of one another; and have, of course assumed a form and a mould, in different countries, according to the system of education pursued therein, or the condition of their external arrangements in its furtherance.

These institutions evidently originated in Germany, under the auspices of the philanthropist Franke. According to his biographer, the first teacher's class was founded by Franke in 1697, by providing a table or free board for such poor students as stood in need of assistance, and selecting a few years later, out of the whole number, twelve who exhibited the right basis of piety, knowledge, skill and desire for teaching, and constituting them his *Seminarium Præceptorum*, or Teacher's Seminary. These pupil-teachers received separate instruction for two years, and obtained a practical knowledge of methods in the classes of the several schools. For the assistance thus rendered they bound themselves to teach for three years in the institution after the close of their course. In 1704, according to Maumer, this plan was matured, and the supply of teachers for all the lower classes was drawn from this seminary. But besides the teachers trained in this branch of Franke's great establishment, hundreds of others, attracted by the success of his experiment, resorted to Halle from all parts of Europe, to profit by the organization, spirit and method of his various schools. Among the most distinguished of his pupils and disciples may be named Count Zinzen-dorf, the founder of the communities of United Brethren, or Moravians, in 1722; Steinmetz, who erected a Normal School in Klosterberger, in 1730; Hieker, the founder of the first Real School in Berlin, to which a seminary for teachers was attached, in 1748; Rumbalt, who lectured in the Universities in Jena and Giessen in Pedagogy, and reformed the schools in Hesse Darmstadt; Felliger, who reorganized the schools of Silesia, and afterwards those of Austria;—these and others scarcely less distinguished were among the most eminent and successful teachers of the day, and were known as the school of Pietists.

The educational school of Franke was followed by Basedow, Campo and Salzman, who acquired for themselves a European reputation by their Philanthropinum, founded by the former at Daseau, in 1781. This institution gave its name to the school of educationists known as philanthropic, and which prevails at this day in some sections of Germany.

About this time appeared Henry Pestolozzi, who followed in the tract of the Philanthropic school, and, by his example and writings, diffused a new spirit among the schools of primary instruction all over Europe. Thus commenced the career of Normal Schools, and now in the German States they number 120. In Prussia there are 45; in Austria, 11; in Saxony, 10; in Bavaria, 9; in Wurtemberg, 8; in Hanover, 7; in Baden, 4; in Hesse Cassel, 3; in Hesse Darmstadt, 2; in Anhalt, 3; in Reuss, 3; in Saxe Coburg Gotha, 2; in Saxe Meiningen, 1; in Saxe Weimar, 2; in Oldenberg, 2; in Holstein, 1; in Saxe Altenberg, 2; in Nassau, 1; in Brunswick, 1; in Luxemburg, 1; in Lippe, 1; in Mecklenburg Sweren, 1; in Mecklenburg Strelitz, 1; in Schwarzburg, 1; in Lubeck, 1; in Bremen, 1; in Hamburg, 1; in Frankfort, 1. In Switzerland there are Normal Schools in almost every Canton of any note. The most celebrated are those established at Hofwyl, Krutzlingen, Thussnacht, Zurich, Lausanne, Lucerne. In Holland there are 2, in Belgium 2, in Denmark 2; and in Sweden 1. In 1808