who often are too *lazy* to train their children to work; it is easier to do it themselves. There are, doubtless, exceptions, but as a rule it is for parents to say whether their children shall grow up with a distaste for manual labor; the school is almost neutral in the matter.

Thanking you, Mr. Editor, for the space,

I remain, yours truly,

TEACHER.

To the Honorable THE MINISTER OF EDUCATION.

SIR,—I have the honor to submit the accompanying *résumé* of the result of the visits made by Principal MacCabe and myself, in accordance with instructions received from you.

The Normal Schools visited were the City Normal School in Boston, and the State Normal Schools at Bridgewater and Salem, in the State of Massachusetts. In the State of New York we visited the following: Albany, Oswego, and Buffalo. Besides these, as the opportunity presented itself, we visited the Collegiate and Polytechnic Institute in Brooklyn, and the Stevens Institute of Technology in Hoboken, in order that we might ascertain how the Physical Sciences are taught. In the former especially, we saw good points, particularly their mode of dealing with backward pupils. The Drawing done by the pupils was especially commendable. The arrangement of the Laboratories for Chemical manipulations is very complete.

In the Stevens Institute we met Professor Meyer, of the Physical Department, who took great pains to show us though his Laboratory and to perform some experiments for us. Similar kindness had been shown us by Dr. Thurston, Professor of Mechanical Engineering. We also had the pleasure of seeing the pupils at work in the workshop. Our next visit was paid to the City Normal School in Boston, under Dr. Dunton. Here as elsewhere we were unfortunate in the time of our visit. With the exception of this school a new term has just begun in all the Normal Schools, while here the Principal had sent out his graduating class to teach in the Public Schools of the city, so that we had no opportunity of seeing any classwork. We, however, gained a good deal of information from conversation with the Principal. We also had an opportunity of watching the teaching done in one class of the Primary school by a lady teacher of marked activity and fertile in expedients.

At Bridgewater we found that, while each sex has an ante-room, the general class room was used as a waiting room, in which ladies and gentlemen mingled freely, while some were availing themselves of the Reference Library, which occupies one end of the class room. Attached to this school is a boarding house, under the charge of the Principal, in which all students who are not residents of the town are required to board. We had the pleasure of dining in Hall and witnessing this peculiar feature of Normal School home and family life. In this school printed instructions for the guidance of the students, both in school and boarding hall, are given to each student. We obtained copies of these instructions. They are an admirable code of laws.

At Salem we found a class of 207 ladies, and had an opportunity of witnessing the teaching of certain classes by several of the Normal School Faculty. Here, as in Bridgewater, great attention is paid to Vocal Culture, both in connection with the exercises in Reading and Music and to pose of body. A similar remark may be made respecting Constitutional History. We saw a class in Experimental Chemistry: the work being performed by the students themselves, under direction of the Professor, but without any previous illustration by him. They were required to perform the experiment; to observe carefully, the essential points of the observation being written on the blackboard by one of the class; and lastly to draw the inference, the references being placed on the blackboard, in another column, thus:—

Experiment.	Observation.	Inference.

In every study the students, in turn, occupy temporarily the place of the teacher of their class-mates; and are subject to their catechisms as well as those of their regular teacher. Teaching exercises of various kinds form a large and important part of the school work. During the senior term object teaching is made a specialty.

One very peculiar feature of this school is the teaching of Carpentry to such ladies as desire to learn. We saw some very creditable work that had been done by the young ladies. Besides the physical exercise involved, this work makes them practically familiar with straight lines, angles, and measurements, besides rendering them independent in their own schools if they desire to hang a blind or repair a map.

A most noteworthy feature in connection with this school is the extremely small amount of trouble given by the heating apparatus. There is no regular engineer: the janitor attends to the furnace and boilers. When we were at the school at one o'clock, the janitor had not visited the boiler room since seven a.m.

Albany.—At this school we found 258 students, of whom about 200 were ladies. We had the pleasure of listening to Principal Waterbury's Lecture on Moral Philosophy, which was of a conversational character, interspersed with questions. We attended recitations in several classes, the topical plan being used here as it generally is in the Normal Schools. In the Physical Science Room we listened to a topical explanation of the three kinds of lever.

Here, as in Bridgewater, free intercommunication between the sexes is allowed with certain restrictions. At the beginning of the session the Principal hands to each student a card on which is a suggested distribution of the whole twenty-four hours. Each student reports at the end of the first five weeks how far this suits her or him. When decided on, each student reports every five weeks how far he or she has observed this rule of distribution. A very curious practice obtains here: the students are weighed every five weeks, with the double object of determining their physical development and of keeping up the fare at their boarding-house. We found the Practice School under the charge of a lady teacher and her assistant, who do no teaching, but simply illustrate methods to the Normal School students and criticise the work done in their presence. The pupils of the Practice School are broken up into a number of sections of two or three, and sometimes more. Each of these sections is in charge of a Normal School student. All the sections of the same class have the same work, and when the Normal School teachers have finished the pupils are subjected so an oral examination by the Lady Principal and her assistant, who supplement and, if necessary, rectify the students' work. In the afternoon the students have to visit the city schools and submit to the President their written criticisms. The students are set to work at once to teach, without having any opportunity of seeing a class taught either in the Normal or the Practice School.

Oswego.—In this school, under Principal Sheldon, we witnessed more practical work than in all the other schools visited. We attended many of the classes, and were delighted with what we saw and heard. There is an amount of real downright honest work done in this school, which has to be seen to be thoroughly appreciated.

We had an opportunity of listening to a special and a general criticism, given by the Lady Principal of the School of Practice, who, besides being a teacher of Methods of Teaching Geography