

Doctr.

Friendly Words.

Dear thou and I are gleaners, In the harvest-field of Time; Day by day the grain is ripening For a sunnier clime.

Whether, in the early morning, Going forth with busy feet, Or, as weary laborers, resting 'Mid the noon-day heat, Let us strive with cheerful spirit Each our duty to perform; Till the time of harvest, subject To the master's will.

Let us garner up sweet memories, Bound round with the ties of love, Pleasant thoughts to cheer the pathway To our home above; Trusting that these precious gleanings, Bound thus well, with loving hands, May in golden sheaves be gathered To the spirit-land.

Arthur's Home Magazine.

A True Emblem.

The painful bee, who many a bitter sorrow, And storm had felt, far from his hive away, To seek the sweetest honey-bearing flower, That might be found, and was the pride of May.

Here lighting on the fairest he might spy, In beat by dross, by wasp and butterfly. So men there are sometimes of good deed, Who painfully have laboured for the hive, Yet must they with their merit stand apart, And give a far inferior leave to thrive; Or be perhaps, if gotten into grace, By waspish envy beaten out of place.

Quincy.

Educational.

From the Toronto Journal of Education.

The History of Normal Schools.

As the question of Normal School Instruction is attracting some attention at present, we give the following sketch of the "History of Normal Schools" taken from a recent New Jersey Report on the subject. The Report was drawn up by the Principal of the New Jersey State Normal School and embodied in the report of the Board of Trustees to the Legislature, for the year 1853.

Before proceeding to detail the progress of the institution committed to your care, it may not be improper to sketch briefly the history of this important class of educational facilities, and to indicate a few of the fundamental ideas upon which their organization is based. The original significance of the word Normal, as applied to schools, was that of Pattern or Model. A Normal School was therefore a Pattern or Model School. It was an elementary institution in which the student was to acquire a discipline were practiced, and to which the candidate for the office of teacher resorted, for the purpose of learning by observation, the most approved modes of conducting the education of youth. Of this class were the schools of Neander, established at Halle, Germany, as far back as the year 1774, and the school of the Brothers La Salle, at Rheims, France, in 1681. These establishments, with numerous others of a similar character, successively established prior to the beginning of the eighteenth century, were not simply schools for the education of children, but were so conducted as to test and exemplify principles and methods of instruction, which were expounded and disseminated by means of books in which they were embodied, or of pupils and disciples, who transported them to other places.

These schools served as a kind of forum, to prepare the way for the more efficient and perfect institutions of the same designation at a later day. According to the present conception of the term Normal School, as used in many of the European countries, it denotes an establishment composed of young men and women who have completed an elementary or even superior school, and who are preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind and the principles of education as a science and its methods as an art. The Normal School of the present day, includes also a few of the more advanced students of the country, who are preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind and the principles of education as a science and its methods as an art.

The first regularly organized Teacher's Seminary or Normal School, as at present understood, was established at Halle, in a year of Hanover, about one hundred and fifty years ago. A similar institution was opened at Rheims, in France, in 1794, by the National Assembly, to furnish professors for the Colleges and Higher Seminaries. But the first Normal School for the training of Elementary Teachers in France, was organized at Strasbourg, in 1810. Now, each department of the Empire is obliged either alone, or in conjunction with other departments to support one Normal School for the education of its school-masters. In 1819, there were ninety-three such schools in France, and in the following five hundred and forty-five of their graduates were actually employed in the Primary Schools of the Empire.

Says M. Guizot, in a report to the King, in 1833, on the state of Primary Education in the departments constituting the Academy of Strasbourg: "In all respects the superiority of the popular schools is striking, and the conviction of the people as general, that this superiority is mainly due to the Normal School."

In a powerful speech before the Chamber of Deputies, in 1832, on the occasion of the introduction by him of a bill providing a great and comprehensive system of Elementary Education for France, this great statesman and profound philosopher remarks: "All of you are aware that primary instruction depends altogether on the corresponding Normal Schools. The measure of these establishments, is the measure of the progress The Imperial Government, which first pronounced with effect the words 'Normal Schools,' left us a legacy of one Normal School added five or six. Those, of whom some were in their infancy, we have greatly improved within the last two years, and have at the same time established thirty new ones, which are in full operation, forming in each department, a vast focus of light, scattering its rays in all directions among the people."

The bill introduced by M. Guizot, provided for two degrees of primary instruction, viz: "The first degree of instruction should be common to the country and the towns; it should be met with in the humblest borough, as well as in the largest city, within our land of France. By the teaching of Reading, Writing, and Accounts, it

provides for the most essential elements of the legal system of weights and measures, and of the French language, it implants, enlarges, and spreads everywhere the spirit and 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 poor, as well as in those of the rich 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, at the same time sufficiently limited to the most necessary and useful, and which the country towards all its children."

In relation to the professional training of teachers, M. Guizot, thus eloquently described his view of it: "All the professions hitherto described should be of non-effect, if we took no pains to procure for the Public Schools constituted an able master and worthy teacher, the high reputation 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 called upon to do many things, which he may teach with intelligence and 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 retain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness, and who is able to command attention 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, and content to give 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 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, and struck out in the heat of the revolution, the idea of a Central Normal Seminary, which 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 to 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 which 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 1802. Lord Brougham, 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 fit for different parts of the 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 knowledge to the mind, and the principles of Education and the Art of Teaching. Hanover, with a population of 1,790,000, supports seven Normal Schools. The course of study extends through three years. In Bavaria, there are nine in operation with nearly seven hundred pupils. In Prussia, a Normal School, in 1848, had one hundred and fifty-four pupils. The course of study extends through three years. In Saxony, the 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 showing on examination, an amount of attainment and practical skill which shall be deemed its equivalent. The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are at the present time, about three hundred pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to pay the expenses of their own education. In addition to the above, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source."

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for this support, is now twelve thousand dollars. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

lections 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 government. In Prussia there are 25,000 such schools. 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 of the Government. In testimony of its teachings, 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 it is undeterred, that in Prussia, every child is required by law to attend school until fourteen years of age, 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 monarchical government.

Less than fifty years ago, the condition of the Prussian school system, 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 the Prussian school system, as it is now, is very badly composed of 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 the Prussian system, 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 that 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 showing on examination, an amount of attainment and practical skill which shall be deemed its equivalent. The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are at the present time, about three hundred pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to pay the expenses of their own education. In addition to the above, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source."

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for this support, is now twelve thousand dollars. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

the Hon. Henry Barnard, on the Educational Systems of Europe. Could these details be continued, they would undoubtedly prove useful for dissemination among the people. They would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of these countries whose experience is far greater than our own, and whose well directed efforts to promote this paramount interest of humanity, have been crowned by a noble success. They would be more deeply impressed upon the truth of the maxim of Guizot, "It is the master that makes the school," while we might also be more strongly confirmed in the belief that it is the careful special training that makes the master. It would be useful, too, to exhibit the guards and securities that are made to surround the education of the teacher, in as far as these countries, when none who have failed in other pursuits, are encouraged to look upon school-teaching as an ultimate resource; but the limits of a communication will not permit a more extended discussion of this branch of our subject, and the undersigned leaves the documents before named, to the perusal of all who feel an interest in the education of the people.

The Normal Schools of the United States comprehend, firstly, the Model, or Pattern School of earlier times; secondly, the professional characteristics of the European establishments, which have been introduced into our country; and thirdly, the academical features of the ordinary school. That is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools, to be obliged to do what the latter are unable to do, to exhaust much of their strength in imparting a knowledge even of the lower elementary studies. In the Prussian Normal Schools a high standard of literary qualifications is required of a candidate as a condition of admission to them. Nor is this all. There are Preparatory Schools, for the training of the requisite amount and quality of scholarship imparted to the candidate, in which, also, his peculiar fitness and adaptation to the calling of a teacher is tested, before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to deal more extensively upon the Science of Education and the Art of Teaching, which constitutes their true field of labour.

The disadvantages under which American Normal Schools now labour will, however, gradually disappear. They will themselves correct the evil by elevating the standard of their own studies. They are rapidly multiplying, and are introducing improved modes of teaching in the public schools, through the graduates who become the teachers in them. And thus the public schools will reciprocate by sending to the Normal School candidates of higher attainments and more elevated aims. The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are at the present time, about three hundred pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to pay the expenses of their own education. In addition to the above, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source."

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for this support, is now twelve thousand dollars. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty-nine males. So successful has been the operation of this school, in the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State."

The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be met. The Government is already on foot for the establishment of a similar institution in the western part of the State. The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000, and the number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that for a longer