

and out of it, who like to hear themselves talk, make the Normal school their occasion, and the frequent and sharp criticism sometimes heard on this floor, are not evidence of weakness, but of strength. The Normal schools are not perfect, and agitation of these questions of detail will and ought to continue; but the rock of their foundation is not shaken."

Dr. Highbee, State superintendent, said:—

"Perhaps the severest criticism of the Normal schools has come from myself—not because I am opposed to Normal instruction, for I have seen and felt the need of it for years; but as Dr. Wickersham has said, it is not the principle that is under discussion, but the details, and some of these questions of detail are highly important. There is such a thing as academic instruction—there is such a thing as Normal instruction—there is such a thing as combining them; but our Normal schools do not make the combination: that is my criticism. The study of psychology is important—the study of psychology as applied to teaching is needed in our Normal schools—but we teach it as we would in a university. What we want is the teaching of psychology as applied to the teacher's craft—and we will not rest satisfied until we get it. But the difficulty, of course, is that our material does not come to us in condition for Normal instruction—our pupils are poorly or improperly prepared, and must be stuffed and crammed year after year until they graduate as teachers. We cannot have Normal schools worthy of the name until the colleges, and high schools, shall send us pupils grounded in scholarship, and ready for the professional instruction that bears on teaching. God grant that our ten Normal schools may some day become such!—but we all know they are not such now. We must have teachers. Parents cannot do the work. The clergy cannot, and indeed the church is so divided in its confessions as to be unable to furnish any common confessional ground. Teachers the State must have. Where shall we find them? Shall we pick them up at random, and put them to a work so significant, and so far-reaching for good or for evil? While we pay large sums for the highest skill in analyzing oils and testing the quality of iron, shall we forget the greater necessity of skilfully-trained inspectors and promoters of the growth of mind and soul? We must have schools to give us trained teachers and superintendents, fully acquainted with the best methods of instruction, and with clear grasp of the philosophy of their work. Such schools are not for children, however, but for those whose attainments are already such as to enter upon this professional study with some consciousness of its particular import and responsibility. Such schools, therefore, should have for their professors the very best talent at hand. Colossal men are needed—men like Pestalozzi, Froebel, Rosenkrantz, Wickersham, and others—men not only of the very highest and broadest scholarship, but men of great professional experience. With infinite pleasure shall we hail the day, when with such professional schools for teachers, we may receive the graduates of our colleges and higher schools of learning, as do the schools of medicine and law. The time may come, yea, ought to come, when our most learned and experienced men will see the necessity of furnishing our common schools with such professional teachers as can be safely allowed to guide and inspire and control the civilization of the age."

REPORTS OF CASES.

In the intermediate and higher grades of the schools, a teacher writing, gives her experience as follows:—

"I have not yet been able to give a definite time for the independent study of temperance; but I introduce it in every class. In my physiology class, as the pupils study the different organs of the body, one of my standing questions is: 'What

would be the effect of alcohol or narcotics on that organ?' And the pupils, soon learning that this is a standing question, always read up on the subject, and come prepared with the answer. And I can testify that at the close of the term my examinations show that the diseased stomach, the paralysed nerves, the hardened brain, the hob-nailed liver of the drinker, is as much a physiological fact in the mind of my pupils as the circulation of the blood, or the office of the gastric juice.

"In my class in literature, I ask, in connection with each author's history: 'Did he use stimulants as a beverage?' and link their knowledge of physiology and alcohol with the history of the man. In geography, as we study the map of those wine-growing countries, Italy, France, and Portugal, and of Germany, the land of beer, I ask the pupils to read up and find whether these nations are temperate nations or not. We having procured for the use of our school a small 'temperance library' for reference.

"Even in my arithmetic classes, I am able, incidentally, to give a temperance lesson. Many of my original questions are made up of figures taken from 'Our Wasted Resources,' by Hargraves, and from other books, showing the loss and cost to the nation and citizen occasioned by the use of alcoholic drinks. For example, to my class in addition, I one morning gave the question: 'If the rent bill of Ireland, now so poverty stricken as to be on the point of revolution, is annually \$57,000,000, and her drink bill for the year 1880 was \$69,000,000, what is the sum total of these two bills?' And to my class in subtraction: 'If Ireland's drink bill is \$69,000,000, and her rent bill is \$57,000,000, what is the excess of the drink bill over the rent bill?'"

The following story was originally published in the *Massachusetts Teacher* for 1834. The lesson is still fresh, and so is the genial writer:—

"In one of the most populous cities of New England, some years since, a party of lads, all members of the same school, got up a grand sleigh ride. There were about twenty-five or thirty boys engaged in the frolic. The sleigh was a very large and splendid establishment, drawn by six grey horses. The afternoon was as beautiful as anybody could desire, and the merry group enjoyed themselves in the highest degree. It was a common custom of the school to which they belonged, and on previous occasions their teacher had accompanied them. Some engagement upon important business, however, occupying him, he was not at this time with them. It is quite likely, had it been otherwise, that the restraining influence of his presence would have prevented the scene which is the main feature of the present story.

"On the day following the ride, as he entered the school-room, he found his pupils grouped about the stove, and in high merriment, as they chatted about the fun and frolic of their excursion. He stopped awhile and listened; and, in answer to some inquiries which he made about the matter, one of the lads—a fine, frank, and manly boy, whose heart was in the right place, though his love of sport sometimes led him astray—volunteered to give a narrative of their trip and its various incidents. As he drew near the end of his story, he exclaimed: 'Oh, sir, there was one little circumstance which I had almost forgotten to tell you. Toward the latter part of the afternoon, as we were coming home, we saw, at some distance ahead of us, a queer-looking affair in the road. We could not exactly make out what it was. It seemed to be a sort of half-and-half monstrosity. As we approached it, it proved to be a rusty old sleigh, fastened behind a covered wagon, proceeding at a very slow rate, and taking up the whole road. Finding that the owner was not disposed to turn out, we determined on a volley of snowballs and a good hurrah. These were given with relish; and they produced the right effect; and a little more; for the