

gium in 1843, and into England in 1842. In Prussia and most of the German States, there are now enough of these institutions to support the demand for teachers in the public schools.

Saxony, with a population about equal to that of Canada West, supports five Normal Schools, and Saxo-Weimar with a population nine times less than Canada West supports two. Prussia with a population of fourteen millions, has at this time forty-nine Seminaries for training teachers. In the State of New York there is one Normal School located at Albany, but in some twenty Academies there are departments for the training of teachers, which department receives an annual appropriation from the State.

In the State of Massachusetts, with a population much smaller than the population of Canada West, there are three Normal Schools located respectively at West Newton, Bridgewater and Westfield. The School at West Newton is appropriated exclusively to females; those at Bridgewater and Westfield admit both sexes.

The terms of admission require that male pupils must have completed the age of seventeen years, and females, of sixteen; and they must be free from any disease, or infirmity. They must undergo an examination, and prove themselves to be well versed in orthography, reading, writing, English Grammar, Geography and arithmetic.

Term of Study.—The minimum, or shortest term of study is one year, and this must be in consecutive terms of the schools. For those who wish to remain at the school for more than one year, and for all belonging to the school as far as their previous attainments will permit, the following course is arranged.

First orthography, reading, grammar, composition, rhetoric and logic.

2. Writing and drawing.

3. Arithmetic, (mental and written,) algebra, geometry, book-keeping, navigation, surveying.

4. Geography, (ancient and modern,) with chronology, statistics and general history.

5. Human Physiology and hygiene, or the laws of health.

6. Mental Philosophy.

7. Music.

8. Constitution and History of Massachusetts and of the United States.

9. Natural Philosophy and Astronomy.

10. Natural History.

11. The principals of piety and morality, common to all sects of Christians.

12. The Science and art of Teaching.

NORMAL SCHOOL, TORONTO, CANADA.

It will be seen by comparison that Canada West, with a population of over one million and a half, has only ONE training establishment for teachers, while Saxony, with about an equal population, has five, and the State of Massachusetts, with a population of about one million, has three. In Toronto, by a hot-house operation, teachers can be trained and qualified in one session of five months, while in Massachusetts it requires three sessions, or a period of twelve months. The shorter time required in the Normal School in Toronto may be accounted for in various ways; and among these, the superior qualifications of those who enter for training combined with the superior system pursued by the training masters in Toronto, must be taken under consideration. Their reasons, however, do not satisfy our minds that a session of five months is any thing like sufficient to qualify the great majority of those who enter the Provincial Normal School to become teachers adequate to the increasing requirements of Canada. We state facts; and the Archbishop of Dublin says they are stubborn things. We say that having undertaken a system of public instruction, it is the solemn duty of all to make that system as perfect as possible. The following question from the *Globe*, bearing on this subject, will be found in 147th page of the Journal of Education for Upper Canada, 1848:—

"We look to the Normal School, to the intelligence and earnestness of Trustees, to have first rate teachers and to the young men qualifying themselves by study, and by attending several sessions.

The idea, that because a man has been six months at the Normal School, he is therefore qualified as a Teacher is absurd. We know not what the rule is, or if there is any rule, but most decidedly we would have a law, that none be licensed as qualified teachers till they have attended THREE sessions, and had a diploma."

As we gave the course of study in the Massachusetts Normal School, where three sessions are required, we will conclude by giving from the British Colonist a list of the subject in which the students were instructed during five months session of the Normal School in Toronto, leaving our readers to form their own opinion of the

thoroughness which they could have acquired in the time. "The students," says the colonist, "were instructed in Grammar—the Philosophy and rudiments of Logic" (a new science this philology of Logic)—"Geography—Mathematical, Physical, Political, with the rudiments of the use of the Terrestrial Globe; Linear Drawing, Mulhauser's system of writing, rudiments of Trigonometry, with a view to land surveying with the Thodolite; Composition, Orthography, art of teaching, with daily practice in the Model School; General History, mode of Teaching the National School Books, the art of reading, science and practice of Arithmetic, Algebra, Geometry, Heat, Electricity, Galvanism and Magnetism, Mechanics, Hydrostatics, Pneumatics, Agricultural Chemistry and Animal Physiology. They also received instructions in Music according to Wilhelm's system, as Anglicized by Hullah.

EVILS OF MENTAL PRECOCITY.

The following paragraph from Dr. W. A. Cornell's late work, entitled "How to Enjoy Life," presents a subject which should be well understood by parents and teachers of precocious children:

"The premature development of the mind and neglect of the body, have long been prominent evils in our educational system. It is often very pleasant to fond parents to see how bright, intelligent and witty their child is; and they often find great satisfaction in showing to others the brilliancy and mental sprightliness of their precocious darlings. Such parents know not what they are doing. All the praise lavished by such parental folly, and fond aunts, and doting grand-parents, and injudicious friends, tends to the serious injury, and almost certain destruction of their children. Their keen flashes and sparkling witticism are but the indications of an overstretched mind, and a neglected body. Our many systems of education thus destroy many children every year. This neglect of the physical, and stimulating the mental man, is the more to be deplored, from the fact that this early precocity is wholly unnecessary; because, many of the best educated and useful men the world has ever seen, were very dull pupils, in early childhood. Andrew Fuller, Sir Walter Scott, and Daniel Webster, were all very dull scholars when children; and yet, who has ever done more in theological discussion than the former? Or who in the whole world of intellect, than the second? Or who, at the Bar and in the Senate, than the latter?"

It is not wisdom, but ignorance, which teaches men presumption. Genius may be sometimes arrogant, but nothing is so diffident as knowledge.

The greater a man is, the less he necessarily thinks of himself; for his knowledge enlarges with his attainments.