

PROVINCIAL NORMAL, AND MODEL SCHOOLS, TRURO, N. S.

FOR THE PROVINCE OF MOVA SCOTIA:

PAGE.	PAGE	ŗ.
RDUCATIONAL DEPARTMENT. Normal Schools, in their Nature, Rise and Progress, Benefits, &c.— Provincial Normal School at Truce—Close of Summer Term, &c. 49 The Necessity and Nature of Normal Schools, 49 The Rise and Progress of Normal Schools, 51 Continent of Europe, 51 Great Britain, 52 United States, 54 British Provinces, 55 The Benefits of Normal Schools, 50	PROVINCIAL NORMAL SCHOOL AT TRURO, Its Characteristics and Grand Peculiarities, How is the Natural or Training System to be propagated? Proceedings connected with the close of the Sammer Session of the Normal School, Public Review, AGRICULTURAL DEPARTMENT. Memorable Sayings for all Farmers,	5
	1	

Vol. I.

Halifax, Nova Scotia, October, 1858. -

No. 4.

EDUCATIONAL.

NORMAL SCHOOLS.

IN THEIR NATURE, RISE, AND PROGRESS, BEN-EFITS, &c.—PROVINCIAL NORMAL SCHOOL AT TRURO, GLOSE OF SUMMER TERM, &c.

As the Summer Session of the Provincial Normal School terminated on the 23rd of last month, it naturally devolves upon us, in the carliest number of our Journal, to present to our readers a full and detailed account of the proceedings connected therewith. Ere, however, we take up this matter, we purpose, as hinted in our last, to discuss the whole subject of Normal Schools—their necessity and nature, their rise and progress, their henefits, and the provision that ought to be made for their support in every national system of education. Then we shall, we trust, be in a more advantageous position to give an outline of the leading features of the Provincial Normal School at Truro, with the concluding exercises of the Term of that institution so recently brought to a close.

I. THE NECESSITY AND NATURE OF NORMAL SCHOOLS.

The term *Normal* is evidently derived from the Latin word *Norma*, which signifies, a square or rule. In accordance with this derivation, it has assumed three shades of meaning:—

1st. According to a square or rule; 2nd. Regular, according

to an established law, rule or principle; 3rd. Relating to rudiments or elements. When the epithet came to be applied to those institutions which have for their object the training up or the qualifying of persons for the office of teaching the young, does not very plainly appear. In this application, however, the term seems exceedingly appropriate, and evidently implies that these Institutions are or ought to be conducted according to a fixed law or principle. Whatever the system or principle adopted, that system ought to pervade the whole establishment, in organization, government, and in the whole style and character of the education given. We believe there is scarcely a Normal School in existence that has not some one system or other. The system may not be so good in the one, as in the other, and the apparatus and machinery for carrying it out may be more amply provided for in some than in others, but there is none without some system, whatever may be thought of it. And yet whilst this is the case, it must not be imagined that there is any thing in the shape of a general Normal School system, characteristic of the whole of these institutions.—Though the object of them all is the same—the training of a class of duly qualified teachers—there is great diversity in the way in which this object is accomplished, and even when the same system is adopted. there is oftentimes no small modification in the carrying of it out. And, therefore, to come to a sound judgment as to the efficiency of one or other of these institutions, the same touch-