

## Miscellaneous.

### THE THREE HOMES.

"Where is thy home?" I asked a child,  
Who, in the morning air,  
Was twining flowers most sweet and wild,  
In garlands for her hair.

"My home," the happy heart replied,  
And smiled in childish glee,  
"Is on the sunny mountain's side,  
Where soft winds wander free."  
Oh, blessings fall on artless youth,  
And all its rosy hours,  
When every word is joy and truth,  
And treasures live in flowers.

"Where is thy home?" I asked of one,  
Who bent with flushing face,  
To hear a warrior's tender tone,  
In the wild wood's secret place.  
She spoke not, but her varying cheer,  
The tale might well impart:  
The home of that young spirit meek  
Was in a kindred heart.  
Ah! souls that well might soar above,  
To earth will fondly cling,  
And build their hopes on human love,  
That light and fragile thing.

"Where is thy home, thou lonely man?"  
I asked a pilgrim gray,  
Who came with furrowed brow and wan,  
Slow moving on his way.  
He paused, and with a solemn mien  
Upturned his holy eyes:  
"The land I seek thou ne'er hast seen—  
My house is in the skies!"  
Oh! blest—thrice blest—the heart must be,  
To whom such thoughts are given;  
That walks from worldly fetters free—  
His only home in heaven!

### HISTORICAL SKETCH OF NORMAL SCHOOLS.

The following condensed historical sketch of Normal Schools was prepared by the Editor of the Dedham, Mass. Gazette, who is Chairman of the joint committee of the Legislature on Education:—

Normal schools, or schools for the instruction and preparation of teachers of youth, although new to us, are not new in the history of the world. In several of the states of Europe, particularly in Prussia, schools of this character were found in operation more than a century ago. At a meeting of the friends of Education, held at Halifax, in the county of Plymouth, in 1838, John Quincy Adams used the following language: "We see monarchs expending vast sums in establishing normal schools throughout their realms, and shall we be outdone by kings?" In 1748 a private school was established for teachers, at Berlin, by the Rev. John Julius Hecker, which in 1754 was raised to the rank of a royal school under the patronage of the State. By the provisions of a royal ordinance of the year 1819, normal schools are established in each of the ten provinces of the kingdom of Prussia, as a part of the school system. Saxony, Bavaria, Wirtemberg, Baden and other German States, also, early adopted the plan, and at a later date, Holland and England. There are at present 264 normal schools in Europe, of which 97 are in France, 51 in Prussia, and 23 in England, &c.

The attention of the people of Massachusetts was first directed to the subject chiefly by the writings of the late James G. Carter, of Lancaster, who published several Essays upon the subject as early as the year 1824 and 25. In 1830, a teacher's seminary was established in Andover, as a department of Phillips Academy. Owing to a want of funds for its support, it was abandoned in 1842, but not until the State had made provision for other schools of a similar character. The name of Samuel Farrar is honourably connected with this project.

Rev. Charles Brooks, of Hingham, took an active part in the labours which resulted in the establishment of the Board of Education and the normal schools. He commenced his efforts as early as 1835, and was unwearied in his exertions, until his objects were accomplished. The Board of Education was established in 1837, and in its first annual report it called the attention of the Legislature to the subject of normal schools. During the session of 1838, a donation of \$10,000 was offered by Edmund Dwight, to be

appropriated for the qualification of teachers, on condition that the State would provide an equal sum. The proposition was accepted, and normal schools were established at Barre, Lexington and Bridgewater: the two first in 1839, and the latter in 1840.

The Lexington schools was transferred to West Newton in 1844, a building for the accommodation of the same having been given by Hon. Josiah Quincy, Jr., of Boston. The school established at Barre has been removed to Westfield. The sum of five thousand dollars, obtained by private subscription, was offered in 1845, on condition of a grant by the State of an equal sum, for the purpose of erecting more commodious houses for the accommodation of the schools at Westfield and Bridgewater. The proposition was accepted, and the houses built.

The sum of \$7,000 per annum is now allowed from the treasury for the support of these schools. Pupils of both sexes are taught at Westfield and Bridgewater, but the school at West Newton is designed for females only.

Massachusetts was the first State in the Union to adopt the plan of normal schools. New York followed, and in 1844, a State normal school was established at Albany, and \$10,000 annually appropriated for its support. A spacious and handsome building for its use, was erected in 1848, at an expense of \$25,000. Previous to the establishment of the normal school for the education of teachers, New York had appropriated large sums to her academies for the same purpose, but without success.

In Pennsylvania there is a normal school for female teachers, established in 1848, in Philadelphia, and supported at the expense of that city.

By an act approved June, 1849, provision was made for the establishment of a normal school in Connecticut, and for its support. The public spirit of the inhabitants of New Britain, in order to secure the location of the institution in that town, raised about \$18,000 for its benefit, on a guaranty of its continuance for a period of only four years. The principal of the school is Hon. Henry Barnard, for many years an active and devoted servant of the cause of popular education, and recently commissioner of common schools for the State of Rhode Island. The subject of normal schools was early agitated in Connecticut by Thomas H. Gallaudett, formerly Principal of the Deaf and Dumb Asylum. His efforts, in conjunction with those of Mr. Barnard, have at length been crowned with success, and we trust that the institution at New Britain will prove worthy of the long continued efforts that have been made for its establishment.

The youthful State of Michigan has entered the field in competition with her elder sisters. In 1849, an act was passed to establish a state normal school, and public lands appropriated as a fund for its support. In this school provision is made for instruction in the mechanic arts and agricultural chemistry. It is located at Ypsilanti, whose citizens contributed an eligible lot of land, and a subscription of \$13,500 towards a suitable building, besides paying the salary of the instructor of the model school.

We have enumerated above, all the normal schools now in operation in the United States.

In the British provinces on this continent—at Toronto, in Upper Canada, and at St. John's, in New Brunswick, normal schools have been established on a scale of great liberality. That at Toronto was established in 1846, and last year the Provincial Legislature appropriated \$60,000 for procuring a site and erecting buildings. A beautiful site, containing seven acres and a-half, has been procured in the heart of the city, which will afford facilities for a botanical garden, and experiments in agriculture. Great progress has been made in the cause of education in Upper Canada within the past six years, for which the people of that province are much indebted to the labours of the Rev. Dr. EMMET RYERSON.

EDUCATION is a companion which no misfortune can depress—no clime destroy—no enemy alienate—no despotism enslave. At home, a friend—abroad, an introduction—in solitude, a solace—in society, an ornament. It chastens vice—it guides virtue—it gives at once a grace and government to genius. Without it, what is man? A splendid slave! a reasoning savage! vacillating between the dignity of an intelligence derived from God, and the degradation of passions participated with brutes.—*Phillips.*