

EDUCATIONAL SELF-DEVELOPMENT.

A WRITER in the North British Review furnishes us with the following thoughts on this subject: "It cannot be too earnestly insisted upon, that in education the process of self-development should be encouraged to the greatest possible extent. Children should be led to make their own inferences. They should be told as little as possible, and induced to discover as much as possible. They should be put in the way of solving their own questions. To tell a child this, and to show it that, is not to show it how to observe, but to make it a mere recipient of another's observations; a proceeding which tends to weaken rather than to strengthen its powers of self-instruction; which deprives it of the pleasures resulting from successful activity; which presents this all-attractive knowledge under the aspect of formal tuition; which thus generates that indifference and even disgust with which its lessons are not unfrequently regarded. On the other hand, to pursue the natural course, is simply to guide the intellect to its appropriate food, to join with intellectual appetite their natural adjuncts; to induce, by the union of all these, an intensity of attention which insures perceptions alike vivid and complete; and to habituate the mind from the very beginning to that practice of self-help that ultimately follow."



THE EDUCATIONALIST.

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TO OUR READERS.

The Prospectus of the Educational *Advocate* has been in the hands of our friends for a short time, and we respectfully remind them and other friends of education who have heard of our enterprise that we are resolved to make the *Advocate* the best literary journal in Canada. We publish this statement in full view of the difficulties which must be encountered in issuing a periodical which receives no support from the public chest. We rely altogether on the good taste, intelligence and public spirit, of the friends of general education in the Province for the success of our undertaking, and we have confidence that we shall not be disappointed. On the other hand we will spare no pains to make the *Advocate* worthy of the reasonable expectations of an enlightened community. It will form no part of our duty in striving to promote the cause of education to write flaming editorials for the support or censure of a

political party, or any sectarian religious creed. Our main object will be to make the best and most judicious selections from the latest and most approved works on all the subjects which ought to receive the attention of a literary editor. There are many books, lectures, and periodicals on education being published in Europe and America which are inaccessible to the generality of readers and we shall make the best possible arrangements to transfer to the columns of the *Advocate* whatever these books, lectures, and periodicals, may contain, in a cursory and condensed form.

We hope to be favoured with original communications from time to time from teachers and others who desire to promote the advancement of knowledge, and the moral and intellectual development of our highly favoured land. We desire to see our country great, and this desire can be accomplished by no other means, than intelligence, morality and virtue.

If the merits of the *Advocate* fall below the expectations of friends we will retire from the enterprise, cheered at last with the reflection that we made an humble effort to scatter the seeds of knowledge over the land of our birth, a land which we consider second to none in her capabilities; and also in her title to moral and intellectual elevation.

NORMAL SCHOOLS, OR TEACHERS' SEMINARIES.

By a Normal School, or Teachers' Seminary, is meant an institution for the training of young men and young women who aim to be teachers, to a thorough and practical knowledge of the duties of the school-room, and to the best modes of reaching the heart and intellect, and of developing and building up the whole character of a child. It aims to do for the young and inexperienced teacher, all that the direction and example of the master-workman, and all that the experience of the workshop do for the young mechanic—all that the naval and military schools do for those who lead in any capacity in the army or navy—all that the law school, or the medical school, or the theological seminary do for the professions of law, medicine or theology. In every department of mechanical, artistic, or professional labour, the highest skill is attained only after long and appropriate training under wise superintendence; and the Normal School aims to impart this previous training by providing a thorough course of instruc-

tion, under competent teaching, with reference to teaching the same things to others. This course of instruction involves the whole art of teaching—a knowledge of human nature, and of a child's nature in particular—of the human mind and especially of a child's mind and of the order in which its several faculties should be called into exercise, of the best motives by which good habits of study can be cultivated in the young; of the arrangement and classification of scholars, and of the best means and appliances for securing obedience and order, and keeping alive an interest in the daily exercises of the school. And this art of teaching must be illustrated and exemplified by those who are to apply it in a model school.

The first school specially designed for educating the teacher in the principals and practice of his profession, was instituted by Franke, in connection with his Orphan House, at Halle, in 1704. Previous to this date, lectures on the art of teaching were delivered in connection with the higher seminaries of education, at Gotha, Wesel, and Brunswick.

In 1735, the first regular seminary for teachers in Prussia was established in Pomerania, and the second at Berlin in 1748, by Hecker, a pupil of Franke. By a royal ordinance in 1752, Frederic 2nd enjoined that all vacancies in the county schools on the crown lands in certain sections of his kingdom, should be supplied by pupils from Hecker's Seminary. The King at the same time allowed an annual stipend for the support of twelve alumni of this establishment, a number which in 1788 was raised to sixty. In 1773 the schools established at Re Kahn, in Brandenburg, became the model school to which young men resorted from every part of Germany to be trained in the principals and practice of primary instruction. Prior to 1800 there were but six of these institutions in Prussia. The establishment of teachers, seminaries still went forward; that at Konigsburg in 1809, at Branerburg in 1810, and at Breslau in 1812. But content with establishing these seminaries at home, the most promising young teachers were sent into other countries to acquire a knowledge of all improvements in the science and art of education.

Normal Schools were introduced into Hanover in 1757 into Austria in 1767; into Switzerland in 1805; into France in 1808; into Holland in 1816; into Bel-