

champion of popular education has lived long enough to see thirty-six Normal Schools, or Training Colleges, in England and Wales, four in Scotland, and one in Ireland, in successful operation.

Prussia, in 1846, had in active and successful operation forty-six Normal Schools, including five for female teachers. In the forty-one schools for males there were, at the above date, over twenty-five hundred pupil teachers.

Says Mr. Kay, an intelligent English writer:—"The Prussians would ridicule the idea of confiding the education of their children to uneducated masters and mistresses, as in too many of our schools in this country. They cannot conceive the case of a parent who would be willing to commit his child to the care of a person who had not been educated most carefully and religiously, in that most difficult of all arts—the Art of Teaching. They think that a teacher must either improve and elevate the minds of his pupils, or else injure and debase them. They believe there is no such thing as coming into daily contact with a child without doing him either good or harm. The Prussians know that the minds of the young are never stationary, but always in progress, and that this progress is always a moral or an immoral one, either forward or backward, and hence the extraordinary expenditure the country is bearing, and the extraordinary pains it is taking, to support and improve its Training Schools for teachers."

In reference to Switzerland, the same writer says:—"This small country, beautiful but impoverished by its Alpine ranges, containing a population less than that of Middlesex, and with less than one half its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country, without first raising the character and position of its school-masters, Switzerland has established, and at the present moment supports, thirteen Normal Schools, for the instruction of her school-masters and school-mistresses, while England and Wales rest satisfied with six."

This statement was made, however, anterior to the year 1846, and before the English government had awakened to the importance of providing a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among the dynasties of Europe, that does not recognize this class of institutions, as an indispensable part of its educational machinery. They are *there* no experiment. As we have seen, their ages are counted by centuries. From the unpretending *Model* or *Pattern* School of Neander, in 1570, and of the Abbé de Lasalle, in 1681, they have grown to the full stature of the nobly endowed, and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivalled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves, feel the deepest interest. In birth, early recollections and associations they are often peasants, but in education, in character, and social position, they are gentlemen in every sense of the term, and acknowledged officers of the county governments. In Prussia there are 28,000 such teachers, the legitimate fruits of her Normal Colleges.

The Prussians have a wise maxim, "that whatever you would have appear in a nation's life, you must put into its schools." This maxim, practically applied, renders the highest degree of mental culture in the subject, perfectly reconcilable with the most rigorous despotism in the government. In pursuance of its teaching, obedience to the sovereign and laws, however despotic, and the doctrine of the divine right of king, are thoroughly instilled into the mind of every child in the kingdom; for be it understood, that in Prussia, *every* child is required by law to attend school until fourteen years be attained, except in special cases, which are otherwise provided for. It is thus, that the best conceived, and most efficiently executed system of public education in the world, is made the strong arm of a monarchical government.

Less than fifty years ago, the condition of the Prussian Schools was, according to the testimony of Dr. Julius, before a committee of the British House of Commons, anything but flattering. In reply to the inquiry, "Do you know from your own knowledge what the character and attainments of the school-masters were, previous to the year 1819?",