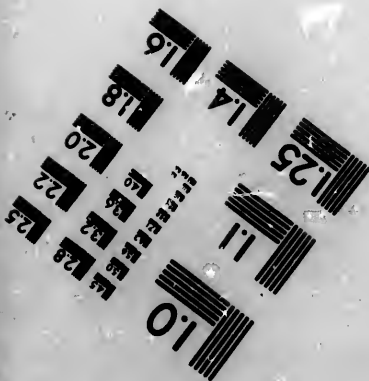
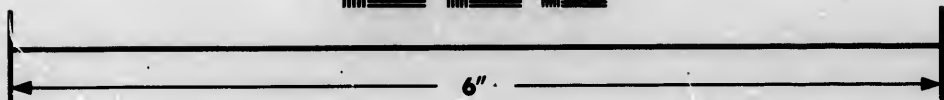
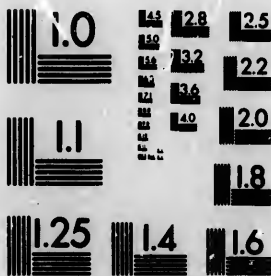


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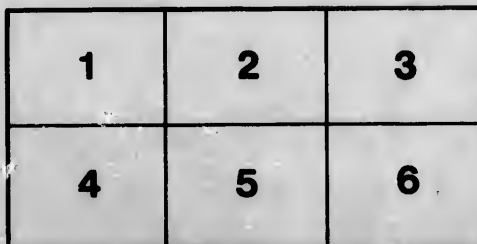
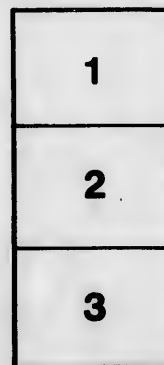
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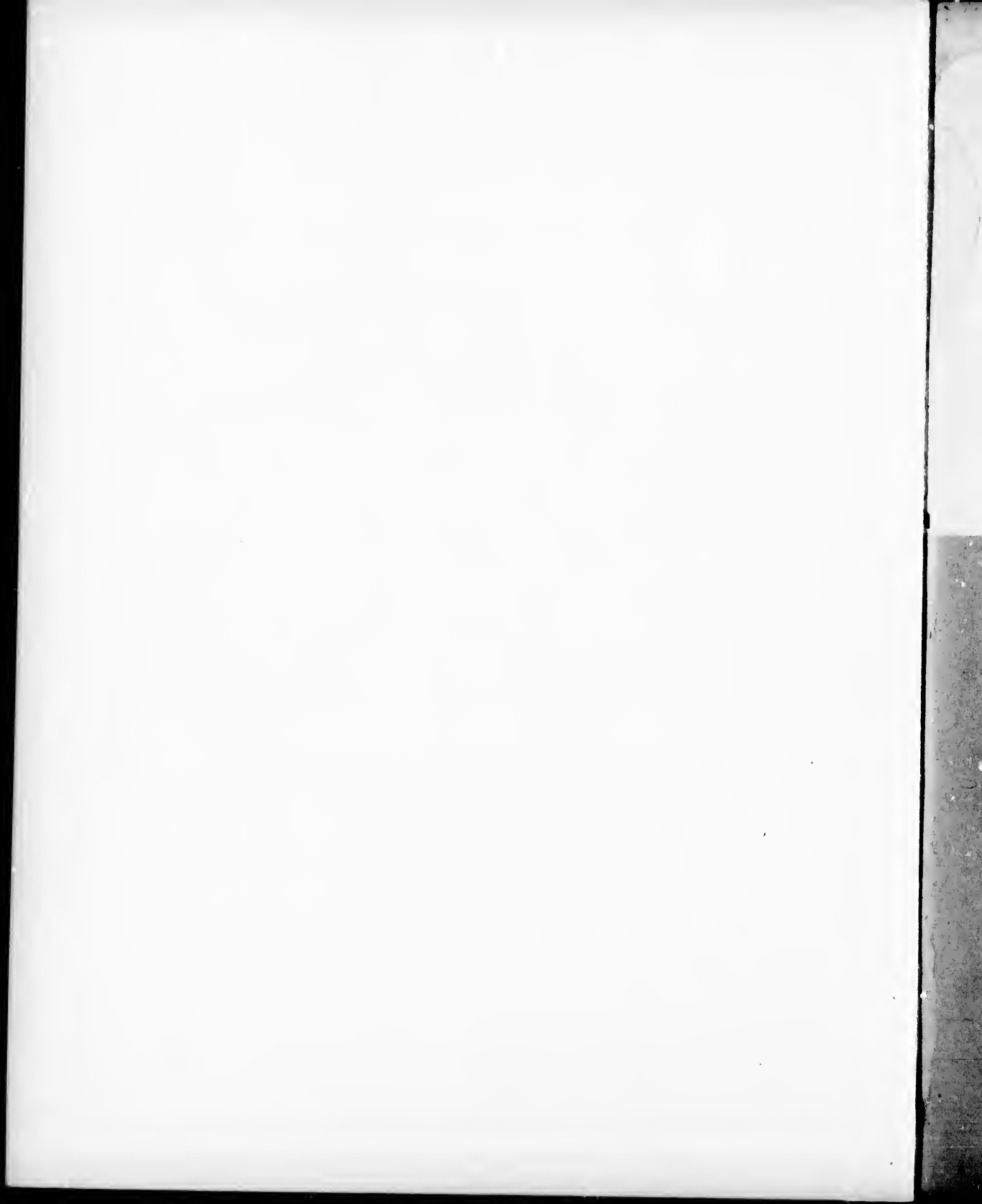
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THE OBJECT, BENEFITS AND HISTORY OF NORMAL SCHOOLS,

WITH ACT OF LEGISLATURE OF NOVA SCOTIA ANENT NORMAL SCHOOL, &c.

BY THE REV. A. FORRESTER,
SUPERINTENDENT OF EDUCATION AND PRINCIPAL OF THE NORMAL SCHOOL.

It is pleasing to observe the deep interest at present taken in the cause of national education. Whatever be the diversity of opinion respecting the mode, all seem to be agreed respecting the thing itself—that it is alike the duty and the privilege of every enlightened Government to provide and foster that system of popular education best adapted to the condition and circumstances of the nation at large,—that system which is commensurate with the population, and which will best qualify all, of every rank and degree, for their appropriate duties and employments, whether as citizens or as christians.

And this interest is of no evanescent or transient character. It will deepen and widen as society progresses, and as the bearing of a nation's prosperity on a nation's education is apprehended and appreciated. There are no countries on the face of the earth for which a national education has done more than for Scotland, Prussia, several States of Germany, the United States of America and Upper Canada; and though the system of education in these countries varies considerably, there is not the semblance of pretension on the part of one of them to any thing like perfectibility. On the contrary, with one voice they declare the felt deficiencies of their educational schemes and operations, and their susceptibility of improvement; and this conviction seems to grow in very proportion to their measure of advancement and the universally admitted efficiency of their educational institutions.

Now one of the most substantial results that has flowed from the recent agitation of the whole question of education has been, the elevation of teaching to something like its legitimate position—the rank of a science—the dignity of a profession. Along with this as a natural consequence, has been raised the standard of qualification of Teachers—of qualifications not merely as to scholarship, but as to the real

business of their profession—their capability of teaching. Hence the noble efforts lately made by Teachers themselves with a view to mutual improvement, by the establishment of Associations, Teachers' Institutes, Annual Conventions, and the like. And hence, too, the praiseworthy endeavours of societies, of Churches, and of States, in providing the requisite means for the training of Teachers, by assigning to this work particular departments in High Schools and Academies, or, still more formally, by the setting on foot and supporting of Normal Seminaries with their varied equipments of Model Schools, of Professors, Lecturers, and Teachers.

The Province of Nova Scotia has imitated, in this respect, the example of all enlightened countries both in the old and new world, and is now erecting at Truro, in the County of Colchester, a Normal School, which it is proposed to open about the beginning of November next. As the Superintendent of Education has been appointed the Principal of this Seminary, he has felt it his duty to lay before his fellow-colonists a brief statement of the object, benefits, and history of Normal Schools in general, with a few explanatory remarks on the Enactment passed by the Legislature in 1854, along with its Bye-laws, in the hope that prejudices may thereby be removed, and public sympathy awakened in favor of the enterprise, in some measure, at least, proportioned to its importance.

1.—OBJECT OF NORMAL SCHOOLS.

The epithet *Normal* is derived from the Latin word *norma*, a rule or law; and when applied to a School, it primarily signifies one conducted according to a particular rule, or a prescribed, fixed plan. Generally speaking, however, the term has received a more extensive signification, and is employed to designate those institutions which have for their object the training or the qualifying of Teachers for the bet

ter and more efficient discharge of the duties of their important office. This constitutes the grand object of Normal Schools,—an object whose magnitude can scarcely be overestimated, seeing that the due qualification of Teachers lies at the very foundation of all systems of popular education, and forms the surest guarantee of their success.

The possession of knowledge, and the ability to communicate it to other minds, are two things quite distinct. An individual may be, in every sense of the term, an accomplished scholar, a man of vast erudition, and yet he may be utterly incapable of imparting his stores of learning to others, and especially to the young. And of what use would the knowledge of Sir Isaac Newton be to a School, while it is locked up with all safety in the head of the Schoolmaster? But supposing he were capable of communicating his knowledge to others, in language so simple and in manner so graceful and attractive, that the youngest understand him, he is not in consequence entitled to be considered a thorough Teacher. He may be a good instructor of youth and yet be no educator. Instruction and education are just as distinct as knowledge and the power to communicate it; the one is the bare conveyance of information to the mind and the storing of the memory therewith; the other is, in addition to all this, the culture and development of all the powers of our nature, physical, intellectual, and moral, for the accomplishment of which an immense amount of professional attainment, both theoretical and practical, is absolutely necessary. And here the question naturally arises, how is this attainment to be reached? In no other way, we reply, than by a diligent course of preparation and a long discipline in the School of experience. This is considered indispensable for the learned professions. We have our theological, legal, and medical institutions, in which our young men are fitted for the pursuit of their respective professions, by deriving benefit from the various sources of information, which libraries, lectures, and experiments afford. This training is deemed of equal importance in what are termed the liberal arts, such as painting, sculpture, and engraving. To foster these, Academies are formed; models are collected; lectures are delivered; and the young novice is willing to devote years of patient and assiduous labor to fit himself for success in his profession. And so, too, is it with the ordinary occupations of life, with the mechanical trades—a service of apprenticeship is gone through in them all. And if experience is thus the storehouse of knowledge in all these pursuits, why should it not be resorted to as an auxiliary in the education of youth? Why not make this department of human exertion a *profession*, as well as that of divinity, law, and medicine? Why not have an institution for the training up of Teachers for their sphere of labor, as well as institutions to prepare young men for the duties of the divine, the lawyer, and the physician?

And this is just the very object of Normal Schools. They are designed not for the purpose of communicating instruction. It is taken for granted that the pupils are already well instructed, that they are at

least versant in all the branches of a common education. And in proof of this, they are required, before admission, to stand a satisfactory examination: What, then, is their design? It is to impart the art of communicating the instruction already obtained to others,—to teach others how to teach with efficiency and success, so as fully to exercise and develop all the powers of our nature,—to serve in fact as apprentice workshops for the profession of teaching.—Not but in passing through such a process, the knowledge of the scholars-in-training will not be rendered a great deal more accurate and enlarged. Not but in a young country such as this, there will not be,—abundant need for instruction in the elementary branches of education, for a thorough and painstaking drilling. But this does not form the main design of Normal Schools. That, we again repeat, is the training of Teachers,—the qualifying of the students who attend for the organization, the management, and the discipline of schools,—the rendering of them in every way competent for the discharge of the duties of their future calling; and whatever they effectuate in the way of general instruction must be held and regarded as in entire subservience to their main and ultimate purpose,—the more complete accomplishment of the end intended.

And now it may be asked, How do they accomplish this object? In the very same way, and by the very same process that the mechanics' workshop trains and qualifies the apprenticed youth for their future calling, viz: by professional instruction, by the best exemplification, and by practice continued till proficiency is reached. For these ends, when complete, Normal schools usually consist of two grand departments—the Teachers' Seminary, properly so called, and the Model School. In the Teachers' Seminary, which is furnished with a staff of learned Professors, possessed not only of general scholarship, but of high attainment in the branch or branches assigned them, as well as of considerable experience in teaching, instruction is given in the theory or science of education and the art of teaching. In the Model School,—where there is an attendance of from 200 to 500 children, arranged and classified according to age and attainment, and taught by individuals of decided and proved reputation in their own department,—there is furnished an exemplification of the best and most approved style of teaching in all its compartments; and thither the pupils-in-training, in company with their Professors, repair, not merely for the purpose of inspecting, but of experimenting, and of reducing to practice the instruction they have already received. Both these departments are presided over by one individual, whose province it is to mould the whole into one harmonious system,—to see to it not only that the Model Schools are carrying out one general plan, but that the Teachers' Seminary acts in concert therewith, discussing and elaborating the principles or the philosophy of that plan, whether in the way of teaching or in the general management of schools.

And here we would invite special attention to the Glasgow Normal School, as presenting the finest

illustration as a whole of what such a species of school ought to be;—as vastly superior, in our view, to any thing we have witnessed either in the American States or in Upper Canada, whether in regard to the thoroughness of the education or the uniformity of its arrangements. This Seminary owes its origin to the indefatigable and philanthropic exertions of the celebrated David Stowe, who may be considered the father of that system of education which has been appropriately designated *The Training System*—a system applicable to any and every branch of education, religious, scientific, commercial and classical. The object contemplated by this institution was the practical exhibition of a simple practical rule, by which children might be trained to think aright, to feel aright, and to act aright, and to train Teachers to practice this rule. And what is the rule? It is neither more nor less than the educating of the child as a whole; i. e. physically, intellectually, morally, according to the principles laid down in the Divine Record—"Train up a child in the way he should go." And is not this the very essence and glory of all education? Not—as some would have it—to crowd into the mind of the child a given amount of knowledge—to teach the mechanism of reading and writing—to load the memory with words—to prepare for the routine of a trade; but to unfold and direct aright our whole nature. Yes, the high and sacred office of education is to call forth power of every kind—power of body, of mind, of heart, and of conscience; power to observe, to reason, to judge, to contrive. It is to make the young as far as possible their own Teachers, the discerners of truth, the interpreters of nature, the framers of science. It is to help them to help themselves. And along with all their physical and intellectual education, should go, hand in hand, their moral. As the child gains knowledge he should be taught how to use it well,—how to turn it to the good of mankind,—how to adopt good ends firmly, and pursue them efficiently,—how to govern himself and to influence others,—how to obtain and spread happiness. A spirit of humanity should be breathed into him from all his studies, springing from the purest source—the love and the fear of the Supreme Being.

And what is the training system as exhibited in the Seminary referred to but the full carrying out of such an education? There are, in the first place, gymnastic exercises performed by the children attending the Model Schools, some within and others without the School-room. Whilst the former, with the exercises of voice in articulation and singing, and the influence of the sympathy of number from the children being seated on a gallery, secure in the recitation room the best order and the most fixed attention; the latter is admirably calculated to strengthen the whole muscular system and to impart that robustness of frame so essential to the healthful and vigorous play both of the intellectual and moral powers. Then what a rich provision does this system make for the thorough education, the full development of the youthful intellect! It pictures out in words, or renders every term and every subject, clearly and

simply before the minds and eyes of the children, in the most natural form; and this, accomplished not by mere telling, or explanation, or questions and answers with children singly, but by questions and ellipses mixed, and simultaneously answered. Such is the training mode, picturing out the emblem or metaphor first, or borrowing familiar illustrations from real life, such as are within the experience of the children under training;—then drawing the lesson or the inference. Again, not the less complete is the provision made by this system for the culture of the moral powers. It imparts religious instruction. Whilst it repudiates all denominational peculiarities, it inculcates the great leading truths of the Bible. It superadds the reduction of Bible principle into practice, in the every-day habits of youthful intercourse. It adds moral training, based on the daily Bible training lessons, to the ordinary Bible reading and secular instruction of schools;—turning, in fact, every teaching school into one for training;—not merely teaching or instructing, but training up the child in the way he should go;—a practice this implying the almost constant presence of the master or mistress, or parent. Would that such a system, in all its parts, were carried into vigorous operation throughout the length and breadth of this and of other lands!—What a revolution would it effect on the whole aspect of society, as it respects alike their temporal and eternal interests!

Such is a brief outline of the nature and object of Normal Schools when the equipment is at all complete. There is, undoubtedly, considerable diversity in these Seminaries, in the amount of accommodation, the number of Professors, and in the method of education, as well as in their general management; but notwithstanding all this diversity—arising principally from a wise adaptation to external circumstances,—the end is the same in all—the qualifying of teachers for the efficient discharge of their arduous duties. And can there be an end of more vast, more momentous magnitude?

"We want," says an eloquent American writer, "better Teachers, and more Teachers, for all classes of society—for rich and poor, for children and adults. We want that the resources of the community should be directed to the procuring of better instructors, as its highest concern. One of the surest signs of the regeneration of society will be, the elevation of the art of teaching to the highest rank in the community; When a people shall learn that its greatest benefactors and most important members are men devoted to the liberal instruction of all its classes—to the work of raising to life its buried intellect, it will have opened to itself the path of true glory. This truth is making its way. Socrates is now regarded as the greatest man in an age of great men. The name of *King* has grown dim before that of *Apostle*. To teach, whether by word or action, is the highest function on earth."

SECTION II.

THE BENEFITS OF NORMAL SCHOOLS.

These are many and great, direct and indirect.

Normal Schools not only affect, materially and beneficially, the common School education of a country, but all its educational institutions, whether Academic or Collegiate. And if the intelligence, the industry, the refinement, the virtue, and the happiness of any nation are, as we know them to be, inseparably connected with its state of education,—if these rise or fall just as its educational institutions prosper or decline, then it is clear that Normal Schools possess an importance and value incalculably great. But to be more particular.

1. Normal Schools are of benefit because they supply the place where young men and women of requisite qualification may acquire the science and art of teaching.

There are to be found in every country talented and promising young persons, possessed of a natural aptness for teaching, and eagerly desirous to be engaged in the work. By diligence and perseverance, they obtain a pretty extensive knowledge of the branches usually taught in common Schools; they pass with credit the examination entitling them to teach and to draw a certain amount from the public funds, and they start a School in apparently propitious circumstances. But scarcely have they commenced operations when they find themselves literally encompassed with difficulties, and they are now thoroughly persuaded that something more is necessary for a Teacher than a bare knowledge of the branches requiring to be taught, even a knowledge of the best method of organizing, governing, and managing a School. Some become at the very outset disheartened, and, as soon as they conveniently can, retire from the employment altogether. Others resolutely hold on, and, after a series of experiments which are annually made at the expense of no ordinary amount of pain and drudgery, as well as oftentimes at the expense of the health, faculties, and affections of the children placed under their charge, they succeed in establishing their claim to respectability, if not to efficiency, in teaching. Now Normal Schools are designed as they are fitted for the obviating of these very difficulties,—and thereby enabling such individuals to commence at once the real work of teaching, instead of going through a process of painful and, oftentimes, of fruitless experimenting.

2. Normal Schools open an honorable and useful profession to the deserving and industrious young females of the population.

It is now, we believe, generally admitted by experienced educationists that female Teachers are more successful than male, at least, in primary Schools, that is, in Schools composed of children, from five to eight or nine years of age. Their moral influence is greater. The temperament, the mental constitution, and the moral impress of the males, are oftentimes not of that order which fit them for enduring the disciplinarian perplexities of the School-room. They accordingly require much more physical force in preserving order, and not unfrequently contract the habit of speaking harshly to maintain their dignity and authority. Female teachers, on the other hand, go into the School-room

with a natural fitness, both mental and moral, which enable them to control the tempers and the affections of the young, and to win from them the homage of kind and respectful deportment and attention. But the intellectual influence of female Teachers is not a whit less. Young men generally address the understanding, and oftentimes by their sternness and commanding tone, shut the hearts of their pupils to the important truths they communicate. Female Teachers, on the other hand, ply the affections as well as the understanding of their scholars; or rather, through the influence of the affections they get to the understandings of their pupils. And when we consider that Normal Schools are admirably fitted for the improvement of females, for qualifying them for such an honorable position in society, and for such a field of usefulness, we are furnished with another substantial proof of their value.

3. Normal Schools send forth, as a body, the best qualified Teachers.

We are far from saying that there are no qualified Teachers but those who emanate from Normal Schools;—such an assertion were altogether at variance with the past history of education, and even with the very existence of Normal Schools themselves. If teaching in the highest and most comprehensive sense of the term requires a peculiar aptness of mind, an innate enthusiastic ardour for the employment, those who possess such speciality of gift will arrive at proficiency in the art, and that altogether irrespective of Normal Schools. And such individuals have existed and will continue to exist. What then we mean to assert is this, that those Teachers trained at efficient Normal Schools, are, as a body, better qualified than those who have not enjoyed such an opportunity. This is a position which no sound educationist, no man of intelligence who has observed the workings of Normal Schools in those countries, where they have been for a lengthened period in operation, will venture to call in question. And this is not mere conjecture. It may be verified and ratified by a thousand facts; and what more substantial than the fact that not one Normal School has yet been able to meet the applications made to it for Teachers. What a testimony this to the universally admitted benefit of Normal Schools!

4. Normal Schools tend largely to make teaching a permanent employment.

It is an undeniable fact that many, too many, of those who betake themselves to teaching, do so, not as a calling, a mission, or a business for life, but as a kind of stepping-stone to a more elevated position, or to a more lucrative situation, or, it may be, as a kind of *dernier resort* because of their failure in every other pursuit. And when the opportunity presents itself, when a situation more congenial to their likings or more remunerative in its prospects offers, they abandon their calling without the least compunction or regret. And is not the effect of such a course detrimental to the cause of education,—does it not lower and degrade the profession? Now we know no remedy better fitted for the removal of this evil than Normal Schools. By attendance at these Seminaries such will

be discovered and discountenanced, and distinctly told that teaching is not the employment suited for them—that, in fact, they have mistaken the nature of the business, and thus, without perpetrating an injury on others, they may be induced to abandon altogether the idea of prosecuting the calling of Teachers. Let, however, the pupils in attendance at the Normal School possess even the slightest taste for the pursuit,—let them be but willing to give the preparatory process a fair trial, and what is the result? They acquire rapidly the requisite qualifications for efficient Teachers. The habits of their mind and life become thoroughly moulded to the occupation, their whole soul is imbued with the spirit of the profession; and all the less likely are they, all the less capable are they of changing their career, all the more fortified are they against the temptations to forsake it. And this spirit, by all the influences of association, is spread, propagated, and perpetuated. And what a service is thus rendered by Normal Schools to the cause of education!

5. Normal Schools cherish and foster a professional feeling among Teachers.

This feeling it is of the utmost consequence to strengthen. It is productive of the most beneficial results in other professions; and it is equally so, perhaps more extensively so, in the profession of teaching. This feeling is usually generated when the individuals or the candidates for any profession are passing through the prescribed preparatory course of training—whether it be in the workshop, or office, or School, or College. By the intercourse held during this period, by the assistance rendered to each other in the prosecution of their calling or studies, by the discussions and interchange of sentiment on professional topics, they not only contract valuable and lasting friendships, but they are imbued with a kind of *esprit de corps*, an attachment to the profession they have chosen, which proves of the utmost service in the elevation of their social position, as well as in the extension of their future usefulness and influence. Such a feeling, till of late, had scarcely any existence among Teachers, simply because there was no preparatory training. Good Teachers have sprung up here and there, and, by reason of their acknowledged superiority, obtained something like a social position and adequate remuneration. But they have remained, in a great measure, isolated. Their influence has scarcely been felt beyond their own School-room, or, at most, beyond their own immediate vicinity. They have given neither elevation, nor character, nor amelioration to the profession generally. And all because there was no channel or means for the purpose—for the extension of their influence. Now Normal Schools open up just such a channel; they furnish an admirable means for the cherishing and fostering of a professional feeling. There the young Teachers-in-training become acquainted with one another, and the warmest friendships are formed. There have they awakened in their bosom a true love for the profession. They go forth to their respective fields of operation with all these friendships and attachments in deep and lively exercise. These prompt them to mutual correspond-

ence and to an interchange of thought on professional subjects, on the findings of their experience. And the result of all this is, the building up of a professional literature, the establishment of educational periodicals, the convention of district or county Teachers, the organization of Teachers' Institutes, &c., and in this way a living and an enduring embodiment is given to the best methods of teaching, and made the common property of all.

6. Normal Schools introduce and disseminate improved methods of teaching.

Whilst science, commerce, and arts have, within the circle of a very few years, been making the most rapid, the most gigantic strides of advancement, education—the main-spring of the whole—has not been lagging in the rear. We do not here refer to education in its national aspects or in its external arrangements—but to the whole style and manner of teaching, not merely in its more advanced but in its rudimentary branches. And in this respect, who, at all acquainted with the subject, can contrast the methods now generally in operation with what existed some fifty years ago, without perceiving that an entire revolution has taken place. Now there is not one species of instrumentality that has contributed more largely to the accomplishment of this advancement than Normal Schools. There the various methods of teaching and of order are fully and elaborately discussed. There every improvement is calmly considered, cast into the crucible and fairly proved both in principle and practice, and, if it stand the test, it receives the most authoritative imprimatur. The Teachers-in-training adopt it as sound, not merely because it comes recommended by the highest sanction, but because of its intrinsic and proved merit and excellence. These Teachers diffuse that improvement throughout the district of the country where their lot is cast, and thus there is not only every publicity given to it, but it is, at once, extensively and efficiently, carried into operation.

6. Normal Schools are admirably fitted to bring about a uniform system of education.

Too much stress cannot be laid on system in the School. It constitutes the grand regulator of the Teacher. It operates as a charm, an ever-recurring novelty, with the children. The best system, vigorously worked, is the very perfection of education. And if such is the advantage of system in a school, what must the uniformity of system be in a city, in a province, in an empire, where the same architecture in buildings prevails, where the same text-books are used, where the same style of education is carried out, even in minutest detail, and where the same physical, intellectual, and moral training obtains? The benefit of such a uniformity is incalculable, and who does not perceive that the only effectual way of securing such an object is through the medium of Normal Schools?

7. The influence of the example of one Normal-trained Teacher is great and beneficial.

His practical skill, his indefatigable zeal, his amazing tact in all that appertains to his office, are even apparent from the progress, the habits, and diligence

of his scholars, and duly appreciated by parents, as well as by all reflecting public-spirited men in the locality where he labors. Gradually the impression gains ground that there is something besides the name in the Normal training of Teachers. School Trustees exert themselves to the uttermost to obtain Teachers who have undergone a similar system of training. This creates competition for such Teachers, and, wherever they are settled, their superiority is felt and acknowledged. This increase of demand raises the reward of their labors—the amount of their remuneration. Thus, this other benefit of Normal Schools is both direct and indirect;—propagating far and wide the desire for a higher grade of Teachers, and raising, very considerably, their income.

8. But the economical benefit of Normal Schools, the saving of time to the pupils and of expense to the parents and guardians must not be overlooked.

But this point is so well put by the Chief Superintendent of Education for Upper Canada that we cannot do better than here repeat, *verbatim*, his statement.

"The testimony of experience and observation on this subject is, that a trained Teacher will, as a general rule, by the superior organization and classification of his School, and by his better method and greater ability for teaching, impart at least twice as much instruction, in any given time, as an untrained one. Suppose now that the salary of the former should exceed that of the latter in the same proportion, there would still remain a clear saving of half the time of the pupil, with the additional advantage of good habits and accurate views of what he had learned. Hence, in the same period during which pupils usually attend common Schools, they would acquire, at the lowest allowed estimate, twice the amount of knowledge, and that correctly and thoroughly, which they are now imperfectly taught.

"The time thus saved, and the additional knowledge and improved modes of study and habits of explanation thus acquired, are indefinitely enhanced in value from the prospective advantages, irrespective of present benefits."

We might extend this train of observation to a much greater length; but we think we have said enough to satisfy any reflecting mind that the benefits of Normal Schools are neither few nor small; that they are sufficient to enlist every true patriot and every genuine christian in their encouragement and support; that they are sufficient to establish the position that the nation which upholds a popular system of education can only do so, efficiently and successfully, by the establishment and complete equipment of these institutions.

SECTION III.

HISTORY OF NORMAL SCHOOLS—ACT OF PROVINCE ANENT NORMAL SCHOOL—BYE-LAWS, &c.

In surveying the cause of Education for a century bygone, it is evident that National Education and Normal Schools have gone hand in hand. Of all the countries in the Old World that have made Education a matter of national consideration and interest, there was none so early

in the field, or which has cultivated that field with such success, as Prussia. Late in the seventeenth century, when the benevolent Franke turned his attention to the subject of popular education, he soon found that children could not be well taught without good Teachers, and that but few good Teachers could be found unless they were regularly trained for their profession. Impressed with this conviction he bent all his energies towards the establishment of a Teachers' Seminary, in which he finally succeeded, at Halle, in Prussia, about the year 1704, and now Prussia possesses not less than 51 Normal Schools. About 20 or 30 years afterwards the several States in Germany commenced their systems of popular instruction, and their Normal Schools kept full pace with their Educational progress, and now Saxony possesses 10, Austria 11, Bavaria 9, Wirtemberg 7, Hanover 7, Baden 4, Hesse Cassel 3, Hesse Darmstadt 3, &c. In 1817, Holland erected 2, Belgium 2, Denmark 2, Sweden 1. In 1808 France erected its first Normal School, and now it has 97. In 1835 Scotland built 2, the one in Glasgow and the other in Edinburgh; though the former, on an inferior scale, had been in existence for a considerable period beforehand. In 1836, Ireland erected 1. In 1840, England commenced its operations in this respect, and now, along with Wales, possesses 23.

In the New World Normal Schools are of more recent date. Though the subject of Normal Schools was agitated in Massachusetts in 1825, it was not till 1839 that they were formally set a-going,—and now there are three in that State, with one in the City of Boston, for the purpose of providing properly qualified Teachers for that City alone. In 1845 one was established at Albany for the State of New York; in 1848, another at Philadelphia, for the State of Pennsylvania; in 1849, another at New Britain, for the State of Connecticut; in 1850, another at Uxanti, for the State of Michigan. Within the last two years Normal Schools have been in progress of erection in other States and the probability is that many years will not elapse till there is not a State in the Union without its Normal School or Schools. In 1846 a Normal School was opened at Toronto, for the purpose of qualifying Teachers for Upper Canada, and such was the felt necessity for its enlargement that a new and permanent building has been erected within these three years, at the cost of £25,000,—the most perfect, perhaps, in external arrangement and commodiousness, either in the Old or New World.

The Legislature of Nova Scotia, in the Session of 1854, passed a Bill for the erection of a Normal School in some central locality of the Province. The Commissioners appointed for the purpose of carrying out said Bill, made choice of Truro, as the most central, and, in many respects, the most advantageous locality. The building is rapidly advancing to completion, and will, it is hoped, be formally opened, with inaugural ceremonies, at the beginning of November next. The following is the enactment referred to:—

An Act to establish a Normal School.

(Passed the 31st day of March, 1854.)

Be it enacted by the governor, council, and assembly, as follows:

1. A Normal school for the training of teachers, shall be founded in a central and convenient locality.
2. A Building for such purpose, provided with all necessary furniture and apparatus, shall be erected under the direction of commissioners appointed by the governor in council, upon a site, and according to plans approved of by the governor and council, and such commissioners may draw from the treasury, for the cost of the building, with its furniture and site, a sum not exceeding one thousand pounds.
3. The teachers of the Normal school shall be a princ-

principal appointed by the governor in council, who shall superintend the Normal and model schools, and teach such classes as he may deem necessary, and shall also be superintendent of education, and shall receive a salary of three hundred pounds per annum, and two assistants, chosen by the principal, with the approval of the governor in council, and who shall respectively receive salaries of one hundred and fifty pounds per annum.

4. The superintendent may draw annually from the treasury a sum not exceeding one hundred pounds, for expenses of fuel, repairs, and books for the Normal school, and the expense of teachers' institutes, the expenditure of which he shall annually make return of to government.

5. The school shall be under the management of a board of five directors, appointed by the governor in council, who shall frame the bye-laws and regulations of the institution, and arrange the length of its terms of instruction.

6. The principal may enter into arrangements with the trustees of schools in the place in which the Normal school shall be situated, for the purpose of having such schools used as model schools, in which pupil teachers from the Normal school may practise the art of teaching; provided such model schools shall be maintained in the same manner as if they were ordinary schools.

7. The course of instruction in the Normal school shall be similar to that in the Normal schools of Upper Canada, New York and Massachusetts, or as nearly approaching thereto as circumstances will permit.

8. Each board of commissioners shall have the right of sending to the Normal school, at the commencement of any of its terms, one pupil, either male or female, for every one hundred pounds received by the board from the provincial treasury, and if necessary, they shall aid such pupils from the provincial grant at their disposal, in paying their travelling expenses to and from the Normal school, at the rate of three pence per mile: provided that such pupils shall not be less than sixteen years of age, and of good moral character, and shall have received an ordinary common school education before the commissioners shall give any order or orders for their admission to the school—such pupils shall give to the principal a written pledge that they will teach for at least three years within this province.

9. The principal of the school may receive an additional number of pupils not exceeding twenty in any one year, on their being examined by him and giving the necessary pledge; and all licensed teachers shall have free access to the school, either as spectators or regular pupils. Instruction and the use of text books shall be free to all pupils.

10. The principal may admit pupils not intending to teach in this province, at such rates of fees as he may think proper, such fees to be applied in improving the apparatus of the school; provided no greater number of such pupils than ten be in attendance on the school at any one time.

11. All pupils shall be examined by the principal after having attended the school for a term not less than five months, and if competent, shall receive certificates as graduates of the school,—such certificates shall be of three classes, denominated, A, B, and C, according to the capacity of the graduate; and pupils, who, after having studied one year, shall be found incompetent to act as teachers, may be dismissed or receive instruction for a second term at the discretion of the principal; and such graduates as may have received certificates of the class A or B, may be admitted anew, and after attending for one or more terms shall receive a certificate of such class as upon examination they shall be found entitled to.

12. Any person holding a certificate from the principal of the normal school shall be entitled to a license from any board of commissioners unless the holder of such certificate be of bad moral character, in which case, so soon as the fact

of any graduate having contracted immoral habits is made known to the principal, he shall erase the name of such person from his list of graduates.

13. The principal shall have the power of sending, as free students, to any college or academy receiving provincial aid, graduates of the normal school, who may desire instruction in mathematics and classics, with the view of becoming teachers of high schools; provided that no such institution be required to give instruction to more than three such pupils at any one time.

14. There shall be an annual public examination of such school.

15. The principal of the Normal school and his assistants, shall be exempted from the performance of statute labor on the highways,—from militia duty, and from serving in any town office, or on juries.

The following are the Bye Laws passed at a Meeting of the Directors, held at Truro, on Friday the 1st day of June, 1855.

Bye-Laws of Provincial Normal Seminary,

1. As the main object of this Institution is to prepare and qualify Teachers of common Schools, as well as to improve those who have been already engaged in teaching, that the course of study, the conditions of admission, the qualifications of graduation, &c., shall accord with that object.

2. That the first Autumn term shall commence on the first Wednesday of November next, and terminate on the last Wednesday of March; that the Spring term shall commence on the second Wednesday of April, and that the duration of this and subsequent terms be afterwards arranged.

3. That the Superintendent at the close of every term, shall apprise each Board of School Commissioners of the number of vacancies to be supplied by it, and shall specially instruct the Commissioners to use all diligence in enquiring after talented and promising young men and women residing within their respective bounds, and in encouraging them to prosecute their studies, with a view to their attending the Normal School:—that the Commissioners shall require from each applicant a certificate of moral character from the clergyman or minister of the religious denomination to which he belongs, and that they furnish each pupil with a certificate of his appointment, to be presented to the Principal on the day fixed for the examination.

4. That all applying under section 9th of the Act, if found qualified, as well as all licensed Teachers, shall be admitted in the order of their application.

5. That all applying under section 10th shall be received in the order of their application, on standing such an examination as the Principal shall deem satisfactory.

6. That none shall be admitted unless they present themselves within one week of the time of the opening of the School.

7. That all candidates for admission sustain a satisfactory examination in reading, spelling, the simple rules of arithmetic, the elements of Geography, and of English Grammar.

8. That all pupils on admission shall be required to subscribe the following declaration,—“We, the subscribers, hereby declare that it is our intention to devote ourselves to the profession of Teaching, within this Province, for three years at least, and that our sole object in attending this Normal Seminary is to qualify ourselves the better for discharging the important duties appertaining to said profession.”

9. That certificates, under section 11th of the Act, shall

in the mean time be confined to classes A & B, and that such certificates, subscribed by the Principal and Board of Directors, shall be granted to all pupils found qualified on the various subjects prescribed by the Principal, and that all holding the certificate B shall be entitled to the privileges of a First Class Common School Teacher.

10. That each Pupil entitled at the close of the first term to the certificate of class B, shall receive, out of the funds granted by the Legislature to aid pupils, for the first year, a scholarship of £5, and that each pupil entitled to a certificate of class A, shall receive a similar scholarship, on condition of attending the following term, payable at the commencement of that term,—and that such scholarships shall be granted only to those pupils who have been recommended by the Boards of School Commissioners, under section 8th.

11. That all Teachers-in-training shall board and lodge in such houses, and under such regulations as are approved by the Principal.

12. That all pupils attending the institution shall be required when practicable, to attend their respective places of worship on the Lords' day, and wait on such means of religious instruction as the Clergymen or Ministers thereof shall see fit to appoint, and that a certificate to this effect be produced at the close of every term, before any Diploma is granted.

13. That the regulations for the internal management of the Institution be prepared by the Principal, and submitted to the Board of Directors at its first meeting.

14. That the Board shall meet regularly, on the day appointed for each semi-annual examination, and that special meetings may be called by the Secretary, on the application of the superintendent.

The foregoing Act and Bye-Laws furnish, we think a pretty correct idea of the external arrangements of the Normal School at Truro. The regulations respecting the internal affairs and management of the institution have not yet received the sanction of the Board of Directors, and cannot therefore be authoritatively published. As, however, some may be desirous to know the subjects of study, and the manner of their being prosecuted, it may be proper that these be here briefly and generally indicated, bearing in mind that they may receive certain modifications according to circumstances.

In all probability, the Seminary will be in session six hours every week-day—Saturday excepted; four hours of which time the students will be engaged with the Teachers in their respective recitation rooms, and two hours with the Principal in the study, or large room. During each term, three stages of progress shall be aimed at; and in each department of study there shall be a junior and a senior section. The first part of the course shall consist of a thorough review of elementary common school studies, such as Reading, Writing, English Grammar, History, Mental and Written Arithmetic, Elements of Natural Science;—the first four departments to be conducted by the English master, and the last three, by the Mathematical. And, whilst this review is going on, the Principal will deliver a course of Lectures on the science of education, physical, intellectual, and moral; as well as give instruction on the best and most approved modes of teaching the various branches of a common school education. The second stage shall consist of the following branches of knowledge:—1. Critical study of English Language; 2. History of English Literature; 3. Survey of General History; 4. Physical and Historical Geography; 5. Algebra, on through Quadratic Equations; 6. Geometry, three books of Euclid; 7. Book-keeping; 8. Surveying; and 9. Navigation;—the Literary part to be under charge of the English, and the Mathematical, of the Mathematical Teacher. And whilst this higher department is being attended to, the Principal will deliver

some Lectures on Natural and Intellectual Philosophy—accompanying the former with experimental illustrations. The third and last stage of progress shall embrace the art of teaching, including theoretical instruction, or the development of the principles on which the art is founded, while the application of these principles will be illustrated, and the art acquired, by instructing in the Model Schools as soon as these are erected under the care of the Teachers, and subject to their direction and remarks. Here again the Principal will deliver a few Lectures on Natural Science, especially on Vegetable Physiology and Chemistry in their application to Agriculture, &c. And these Lectures again will be illustrated by a series of experiments in the Botanical Garden and Model Farm, which it is proposed immediately to establish in connection with the Normal School, abundance of land having been already purchased for that purpose. During the whole course, instruction will be given on the science and art of vocal music, as an essential part of a common school education. But we cannot enlarge on these topics. What has been stated is, we think, sufficient to indicate the general subjects and mode of study.

And now in drawing these observations to a close, we would earnestly bespeak, on the behalf of this important undertaking, the sympathy and co-operation of all the inhabitants of the Province, and especially of those who occupy the more influential positions of society. Let the Commissioners of Schools bestir themselves, and use all diligence and discretion in selecting the most talented, promising and enthusiastic young men and women within their bounds, in urging them to prosecute their studies with a view to their joining the Seminary, and in opening up to them every facility of transit to Truro; and let the Trustees of Schools lend their aid to the Commissioners by bringing under their notice the most suitable individuals in their respective localities. Let Teachers throughout the Province realize their responsibility, and let them encourage, in every possible way, the more advanced of their pupils which may evince an aptness for teaching, to prosecute their studies with the view of qualifying themselves for joining the Seminary, and, remembering the difficulties which they themselves have encountered in consequence of the want of preparatory training—let them press upon their junior fellow-Teachers the duty and advantage of availing themselves of the opportunity of professional improvement now held out. Let parents reflect on the dignity, and the honor, and the usefulness of the vocation of Teachers, and let them incite their sons and their daughters to dedicate their powers and their energies to the pursuits of this vocation. Let all, in fine, in their varied spheres and relationships, give to this movement a reasonable amount of co-operation; let them extend towards it their charitable judgments, and we have little fear that, by the blessing of God on the labors of the officers, the Normal School will prove an immense boon to this Province, and spread blessings of inestimable value amongst generations of its inhabitants yet unborn.

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