

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/  
Couverture de couleur

Coloured pages/  
Pages de couleur

Covers damaged/  
Couverture endommagée

Pages damaged/  
Pages endommagées

Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées

Cover title missing/  
Le titre de couverture manque

Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées

Coloured maps/  
Cartes géographiques en couleur

Pages detached/  
Pages détachées

Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/  
Transparence

Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur

Quality of print varies/  
Qualité inégale de l'impression

Bound with other material/  
Relié avec d'autres documents

Continuous pagination/  
Pagination continue

Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/  
Comprend un (des) index

Title on header taken from:/  
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/  
Page de titre de la livraison

Caption of issue/  
Titre de départ de la livraison

Masthead/  
Générique (périodiques) de la livraison

Additional comments:/  
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X



stone must be applied to them as is applied to Common or more advanced Schools, viz: What is the system adopted, and how is it worked?

But whence, it may have been asked, is the necessity of these Institutions at all? There are some in this and in other Provinces of North America,—and these too reputed men of enlightened understanding,—who look upon them entirely as novelties or experiments; and there are others who seem unwilling even to go this length, consider them as useless, and, at all events, that the money necessary for their support is far more profitably expended, in the furtherance of the Common School education of the Province or country. Now we might meet these and similar objections by at once appealing to the fact of their existence, that there is not one country signalized for its efforts in behalf of popular education where Normal Schools of some shape or other do not exist, and their usefulness openly acknowledged. But however convincing the argument derived from example may be, it possesses no weight in the eye of these objectors; for they immediately protect themselves by repairing to the refuge of their inapplicability to a young Province like this; maintaining that however valuable they may be in other lands, we are altogether in different circumstances,—and that the money required for their support would be vastly more profitably spent in the promotion of the Common School education of the country.—Well, we are bound to believe from these assertions that such individuals are the friends of a Common School education, and that they are sincerely and earnestly desirous for its extension and elevation. Now, we calmly and soberly ask them, in what way they think that the cause of the Common School education of the country can be most successfully promoted? If they say that the only way of doing this is by a more adequate remuneration of the teacher, and that through direct taxation, then we readily reply, that this constitutes one essential element in the elevation of the Common School education of the land, and one for which we are constantly contending. But it is nothing more than an element. Suppose that an ample remuneration were provided to-morrow, would there not that instant be demanded a larger compensation for value given, in the shape of a better and more efficient style of education? And how could this be rendered? In no other way than by raising the standard of qualification of the teachers; and this can only be done to any extent by Normal Schools or some such Institutions. If, again, they say that the only way of promoting the Common School education of the Province, is the abandonment of the old-fashioned mechanical rote system, and the establishment, in its room, of one vastly more in accordance with the nature of man as a rational, moral being, and with the spirit of progression of the age. And here again we are completely at one with them. But, suppose the best possible system introduced to-morrow with all the sanction and authority of a legislative enactment, what would it avail without the qualified living agent to work it out? System does a great deal here as elsewhere, but without a class of teachers who thoroughly understand its principles, and are prepared enthusiastically to carry them out, it is of no use. And where or how can teachers obtain knowledge theoretical or practical of this or any other system, except at Normal Schools or some similar Institutions?

The fact is that not one step can be taken in the furtherance of the cause of Common School education, without raising the qualifications of teachers, and for this end certain

means must be used, and what means more efficient than that of Normal Schools?

But the necessity of these Institutions will become still more apparent when we consider the nature of the teaching qualifications required. These are two-fold. They either appertain to the general scholarship of the Teacher, or to the duties of his profession; in other words, they are either literary or professional. Now, all are ready to admit the necessity of the first class of qualifications, that it is indispensable, in order to be an efficient teacher of any one branch of knowledge, that he—the teacher—possess an extensive knowledge himself of that branch, that in very proportion to the measure of his attainment will be his competency to teach it. And hence it is that in the minds of many,—even of many enlightened individuals,—simple scholarship constitutes the perfection of all excellence in the teacher; and hence, too, it is, that in almost all systems of national education, the most ample provision is made for testing this qualification, and the whole status and emolument of the School-master made to rest upon it, irrespective of any other. Now, far be it from us to utter one disparaging word in reference to the matter of scholarship. We unhesitatingly give in our adherence to the sentiment, that no one can efficiently teach any one branch of learning without possessing a thorough and an extensive acquaintance with that branch himself. But whilst we cordially make this admission, we must express our dissent to the doctrine that the mere fact of good scholarship renders, of necessity, the possessor a good teacher. How often have we seen the most erudite and polished scholar, without the least vestige of an aptness to teach; how often, the most profound genius in some walk of science utterly destitute of the power of communicating a knowledge of the same, in an interesting and fascinating manner, to the minds of others. However important, then, may be the matter of scholarship in teaching, there are other qualifications of even greater and more vital importance. These we designate professional; and embrace such as the following: 1st. A thorough knowledge of all the principles involved in education as a science, in education as an art; 2ndly. A practical acquaintance with everything appertaining to the organization and government of schools,—with the most improved methods of teaching the various branches of a common or a more advanced education;—in one word, the teacher must possess not only a theoretical, but a practical, knowledge of his profession; so that he shall start as a skillful workman. And how is all this professional skill to be acquired? In no other way, we apprehend, but by serving an apprenticeship, and to serve an apprenticeship to any business implies the providing of competent masters, and a commodious workshop.—And what is all this but the full equipment of a Normal School establishment. And shall it be said that every tradesman or professional man, be he Physician, or Lawyer, or Minister, must needs pass through a preparatory training for the right discharge of the duties of his future office or trade, and yet that no such ordeal be required for the future educators of the young—of those who are to mould, and fashion, and develop, that most delicate, complicated, and wonderful piece of mechanism,—the human being,—the most delicate and wonderful of all God's creation,—to make him useful in life and blessed in eternity, strong and happy in the Godlike union of right feelings with correct principles? Surely not. Is it not lamentable to think, that in this, the 19th century of

the Christian era, any thing in the shape of apologetic reasoning should be required, in favor of Normal Schools, and that they should not occupy a more prominent place in every enlightened nation's public buildings than all Hospitals or Jails or Penitentiaries, seeing that this is but restorative, and that that is conservative.

But enough as to the necessity of Normal Schools. And after what has been advanced on this point there is little need we should hope of enlarging on the nature of these institutions. This is sufficiently indicated by their very object. That object is primarily to impart all professional knowledge in its highest and most important philosophical bearings, and for this purpose Normal Schools or Colleges must be provided, with Professors or Lecturers to give prelections on these themes. But, whilst these themes constitute the primary object of these prelections, this is not to exclude the consideration of other subjects bearing more directly upon the qualifications of scholarship. Indeed this latter is found to be almost as essential as the other and, especially, in all young countries like this, where the means of a more advanced education are so scantily provided. Accordingly, we find in almost all the Normal Schools on this side the Atlantic as much, if not more, attention paid to the scholarship qualification as to the professional. This, perhaps, is needless in the circumstances, but it is to be hoped that as education advances in any country and the means of obtaining it is more amply provided, that the standard of admission qualification on the part of the pupil-teachers will be very considerably raised, and so enable both them and their Professors to devote more of their time and energies, to the more immediate and specific object of such institutions.

But theory is one thing and practice is another. Who does not know that an individual may possess a very profound knowledge of the theory of a subject, and yet fail, miserably fail, when he attempts to reduce it to practice. All the instruction that a master tradesman, however skilful, ever gave to his apprentices, never rendered them good tradesmen, and just so is it with physicians, lawyers, and ministers, aye, and teachers too. But will not a good and proper example effectuate what instruction cannot? No. It is, indeed, a powerful auxiliary to sound and wholesome counsel,—but it is nothing more than a step in the right direction.—And what then is necessary? Nothing short of the actual practice. And where is this practice to be had? In the Model Schools. This plainly points out the indispensable necessity of these schools as an integral part of a Normal School establishment,—whither the pupil-teachers may repair under certain regulations, to see the best exemplification of the principles in which they have been indoctrinated in the Normal College, and in due time to practise themselves, until they have arrived at something like proficiency. This can only be done by experience, protracted actual experience; and hence the necessity of pupil-teachers, if they would attain efficiency in their calling, attending Normal Schools not one or two terms merely, but five or six. The theory or the principles of education might be imparted in a few months, but the practice, nothing but time, and persevering, painstaking experience can give.

## II.—THE RISE AND PROGRESS OF NORMAL SCHOOLS.

These institutions have been very gradual in their growth. They have sprung up in different nations, as these nations have advanced in their appreciation of the value and impor-

ance of education itself; they have carried on their operations altogether independently of one another; and have, of course assumed a form and a mould, in different countries, according to the system of education pursued therein, or the condition of their external arrangements in its furtherance.

These institutions evidently originated in Germany, under the auspices of the philanthropist Franke. According to his biographer, the first teacher's class was founded by Franke in 1697, by providing a table or free board for such poor students as stood in need of assistance, and selecting a few years later, out of the whole number, twelve who exhibited the right basis of piety, knowledge, skill and desire for teaching, and constituting them his *Seminarium Præceptorum*, or Teacher's Seminary. These pupil-teachers received separate instruction for two years, and obtained a practical knowledge of methods in the classes of the several schools. For the assistance thus rendered they bound themselves to teach for three years in the institution after the close of their course. In 1704, according to Maumer, this plan was matured, and the supply of teachers for all the lower classes was drawn from this seminary. But besides the teachers trained in this branch of Franke's great establishment, hundreds of others, attracted by the success of his experiment, resorted to Halle from all parts of Europe, to profit by the organization, spirit and method of his various schools. Among the most distinguished of his pupils and disciples may be named Count Zinzen-dorf, the founder of the communities of United Brethren, or Moravians, in 1722; Steinmetz, who erected a Normal School in Klosterberger, in 1730; Hieker, the founder of the first Real School in Berlin, to which a seminary for teachers was attached, in 1748; Rumbalt, who lectured in the Universities in Jena and Giessen in Pedagogy, and reformed the schools in Hesse Darmstadt; Felligier, who reorganized the schools of Silesia, and afterwards those of Austria;—these and others scarcely less distinguished were among the most eminent and successful teachers of the day, and were known as the school of Pietists.

The educational school of Franke was followed by Basedow, Campo and Salzman, who acquired for themselves a European reputation by their Philanthropinum, founded by the former at Daseau, in 1781. This institution gave its name to the school of educationists known as philanthropic, and which prevails at this day in some sections of Germany.

About this time appeared Henry Pestolozzi, who followed in the tract of the Philanthropic school, and, by his example and writings, diffused a new spirit among the schools of primary instruction all over Europe. Thus commenced the career of Normal Schools, and now in the German States they number 120. In Prussia there are 45; in Austria, 11; in Saxony, 10; in Bavaria, 9; in Wurtemberg, 8; in Hanover, 7; in Baden, 4; in Hesse Cassel, 3; in Hesse Darmstadt, 2; in Anhalt, 3; in Reuss, 3; in Saxe Coburg Gotha, 2; in Saxe Meiningen, 1; in Saxe Weimar, 2; in Oldenburg, 2; in Holstein, 1; in Saxe Altenberg, 2; in Nassau, 1; in Brunswick, 1; in Luxemburg, 1; in Lippe, 1; in Mecklenburg Sweren, 1; in Mecklenburg Strelitz, 1; in Schwarzburg, 1; in Lubeck, 1; in Bremen, 1; in Hamburg, 1; in Frankfort, 1. In Switzerland there are Normal Schools in almost every Canton of any note. The most celebrated are those established at Hofwyl, Krutzlingen, Thussnacht, Zurich, Lausanne, Lucerne. In Holland there are 2, in Belgium 2, in Denmark 2; and in Sweden 1. In 1808

France erected its first Normal School, and now it has no less than 37. Besides those we have specified there are others of inferior note scattered up and down the continent of Europe.

Shortly after the commencement of the present century the cause of education, and especially the education of the sunken masses in the large cities, aroused the sympathies and called forth the energies of the most distinguished philanthropists of the day. Among the most prominent of these were John Wood, Esq., and Dr. Andrew Thomson, Minister of St. George's Church, Edinburgh; and David Stow, Esq., and Dr. Thomas Chalmers, of Glasgow. Along with the revolution effected by these gentlemen in the whole style and character of education, the subject of Normal Schools for training of teachers to carry out these improvements engaged their attention. Though they had existed for a number of years on the Continent of Europe, their operations were comparatively little known or cared for by the educationists of Britain, and Normal Schools may therefore be said to have originated in Britain entirely from the felt necessity of the case and not from the example set by their establishment on the Continent. "To Glasgow," says Frazer on the state of our educational enterprises, 1858, "belongs the honour of having the first Normal School in Britain regularly organized for the systematic training of teachers. At the Borough Road School in London and the Sessional School in Edinburgh, teachers, and others interested in education, attended for a few weeks, as many did in Glasgow, for the purpose of getting hints and an example; but the first to demand a professional training for the office of teacher was Mr Stow. This demand will ever be associated with the Glasgow Society of 1826, but chiefly with the well known name referred to. Teachers then first passed an entrance examination, had the principles of their arduous work expounded, and were trained to their practice. Many improvements have since then been made in the details of method and organization, and in the intellectual equipment of the teacher; but almost no addition has been made to the broad basis of physical, intellectual and moral training then laid down. The Glasgow Educational Society had for its objects—"to obtain and diffuse information regarding the popular schools of our own and other countries; their excellencies and defects; to awaken our countrymen to the educational wants of Scotland; to solicit parliamentary inquiry and aid on behalf of our parochial schools; and, in particular, to maintain a Normal Seminary, in connection with our parochial institutions, for the training of teachers in the most improved methods of intellectual and moral training, so that schoolmasters may enjoy a complete and professional education."—The Society erected, through local contribution and Government assistance, an attractive and imposing building; and in 1837 transferred to it their educational agencies, where they continued to carry out their purposes with enthusiasm and increasing success until the Disruption of 1843. Now there are five Normal Schools in Scotland, all receiving stimulus and support from the Committee of Council on Education; two connected with the Established Church of Scotland, two with the Free Church, and one with the Episcopal Church.

In England the experiment is being made of accomplishing a national education through denominational action. The four principal agencies that are at work are, 1. The British and Foreign Society; 2. The Church of England; 3. The Wesleyans; 4. The Roman Catholics. Each of these agencies has one or more Normal Schools.

*The Normal Institution of the British and Foreign Society is the Borough Road.* It is divided into two departments—for male and female students—who are admitted quarterly, and number throughout the year about 300. The average appointments to situations are 100 annually. There are two large and well-conducted practising Schools, the one for boys and the other for girls, with 400 and 300 pupils respectively. The teachers trained in this institution have long held an honourable place in public opinion, and have been sent to all parts of the world.

*Church of England* has no fewer than 25 training Colleges in active operation—14 for males, and 11 for females. In the Colleges for males, there were, at last inspection, 632 pupil-teachers; of these, 377 were in their first year of residence, 221 in their second, and 34 in their third; 428 obtained places in the class list at Christmas 1856, 73 on the schedule, 63 failed, and 63 did not present themselves for examination.

In the Colleges for female teachers, having accommodation for 783, there were in attendance about 600. Of these, 447 had completed their first year at last examination. In the competition, 236 obtained class places, 137 were placed on the schedule, and 74 failed. Of the number in residence, 163 had completed their second year; and, with 3 exceptions, all succeeded in the competitive examinations. When the Institutions are full—and the students generally remain two years—the annual supply will be 400. Last year, 356 were sent forth.

The expenditure for all the male training Colleges was £32,714, and the total income about £35,468; of which, £16,481 was paid in Privy Council Grants, £3824 by the students, and £15,163 by the managers and subscribers. The total current expenditure for 716 students in the female Colleges, was £22,812. To meet this last year, there was paid, in Privy Council Grants, £9513; by students or private patrons, £7289; and by subscriptions, grants from boards, &c., £6316. The whole outlay in the maintenance of the Normal Colleges, apart from Government assistance, was met by £11,113 on the part of the students and their patrons, and by £21,509 on the part of subscribers. This outlay, it must be borne in mind, is for Normal Schools alone, and distinct from the expenditure necessary for the maintenance of Common Schools.

This sketch but faintly outlines the extent and nature of the educational work, as conducted through Normal School Colleges connected with the Church of England.—Besides these Diocesan efforts, she possesses several educational societies. The most prominent and longest known of these, are, 1. The National Society; and 2. The Home and Colonial. The National Society originated in 1811, and was incorporated by Royal Charter in 1817. The objects of the society are thus stated in its papers:—"The great end proposed is, to aid in providing for every part of the country, daily, instruction in suitable learning, works of industry, and the principles of the Christian religion, according to the Established Church; such as shall fit her sons and daughters for the discharge of every duty to God and their neighbour in after-life. For this purpose the labors of the society may be classed under two heads: 1. The increase of the *means of education*; by increasing the number of the schools. 2. The promotion of a good *system of education*; by training teachers, inspecting and organizing schools, supplying the best school-books

and materials, and diffusing information on the subject of school-keeping. There are four Normal Schools under the immediate management of this society: 1. St. Mark's College, Chelsea, for masters; 2. Battersea College, for masters; 3. Whitelands, Chelsea, for Schoolmistresses; 4. Smith-square, Westminster, for Schoolmistresses. These Institutions last year sent forth 178 trained teachers.

*The Home and Colonial Society* was instituted in 1826.—It has rendered eminent services to the cause of scriptural education. "Its objects are the extension and improvement of the Infant School system, and of education in general on christian principles, as such principles are set forth and embodied in the doctrinal standards of the Church of England." The society is singularly exact; requiring that all appointed in its Central Institution, whether as teachers, housekeepers, or other officers, shall sign in presence of the Committee, a declaration setting forth their belief in the great fundamental truths of Christianity, as defined in the doctrinal articles of the Church of England, and, (as to teachers) pledging themselves that all their religious instructions shall be in conformity therewith. In the infant, mixed, juvenile, and practising schools there are upwards of 700 scholars in attendance. The society has sent out many teachers, influenced by Bible truth, and imbued, as educationists, with the spirit of Pestolozzi, and has gladdened and generalized many an infant school.—The number of teachers trained by the society is large, and the number in annual attendance larger than at any other institution in England; but this last result is produced by the society admitting students to different courses of training, varying from two to three months to two years, whereas, in other institutions, the time specified in the Government minutes is met.

*The Wesleyan Educational Organization.*—The Wesleyans have for many years been distinguished for educational enthusiasm. Recognizing the necessity of preparing their teachers by regular training, they sent them to Glasgow, in all 442, to be trained in the seminary ever associated with the name of Mr. Stow, and now connected with the Free Church of Scotland, until their own princely educational establishment, occupying in the centre of Westminster nearly two acres, and erected at a cost of about £40,000, was opened. They now conduct the training of their own teachers, giving board and education to 100 students yearly—sixty males and forty females—and finding employment for all. They appoint none save trained men and women, in whose character and efficiency they have confidence. They have undertaken to build 700 schools in seven years, and they are doing it. Their organization is a model. The religious standard is high and decided, neither leaning to latitudinarianism nor cumbered by form or ceremony. Their principles are thus enumerated—"The schools shall be of a distinctly religious character. The Bible shall be the basis of all religious instruction, and a certain portion of the day shall be set apart for the devotional reading of the Holy Scriptures, with explanations; and every teacher employed in the day or infant schools shall be of a decidedly religious character."

*The Roman Catholics* have recently established 3 Normal Institutions, one for male teachers at Hammersmith, and two for schoolmistresses, one at St. Leonard's-on-sea, and the other at Liverpool. Hammersmith, having accommodations for 50 students, was built at a cost of £13,830, of which sum, Government paid £3900, the remainder, £9630, was raised

by subscription. St. Leonard's-on-sea, having accommodations for 60 students in residence; and Liverpool, for 80 students, cost the committee nothing.

*The Congregationalist or Voluntary department.*—Their training Institution at Haverton cost about £12,000, and the yearly outlay of the board for training students is about £1000. The number of students trained last year, and appointed to situations, was 36—the total number sent out by the Board being 286—a large number, all things considered. This is one of the first Normal Schools in England.

*Ireland.*—Here there are two Schools of the kind we are now describing—the National Normal Institution, and the Normal Institution of the Church Education Society.

*National Normal Institution at Dublin.*—The situation is good, the ground spacious, and the otherwise formal and heavy buildings are well distributed. There are separate buildings for the three Model Schools, for the Students' Lecture Halls, and for the Commissioners, Secretaries, and others.—The practising schools are usually full, and are taught with spirit. The average daily attendance is 1076. Originally constructed with a view to the monitorial methods of Bell and Lancaster, they are ill adapted to exemplify recent improvements. There is play-ground superintendence, and a desire to train morally; but this, on the theory adopted, is impracticable.—The highest authority is the human, not the Divine, the will of the creature, not the will of the Creator, is the power that can publicly be acknowledged. The general tone of the teaching is decidedly unfavorable to that higher and purer morality which should be carefully inwrought in early life. There is no prayer at the commencement and close of the public school—not even the Lord's Prayer nor the Benediction. There is no Bible read, not even the Scripture Extracts adopted and recommended by Archbishop Whately, Dr. Carlisle, and Archbishop Murray. All these are now excluded by the Commissioners themselves from the Model Schools, except at the hour of separate instruction.

*The Student or Training department.*—The students are divided into three classes. 1. Ordinary, 2. Special, consisting of those of higher attainments and greater aptness to teach, who are maintained through the second and higher course of training; and, 3. *The Extern Class*, made up of those who are not maintained by the Board, but who study for improvement, and with a view to school appointments. They are, in age and appearance, much the same as students in English and Scotch Normal Institutions.

The programme of study is, in comprehensiveness of outline, and minuteness of detail, judicious and satisfactory. In estimating the intellectual training of the students, we must not overlook the difficulties which the Board and the Lecturers have to meet, springing not so much from sectarian controversies, as from the meagre attainments of the applicants. Up till 1854 the period of training was only four and a half months, and now it is little more. Why the Board does not now insist on a longer training, seeing they bear the students' expenses, it is difficult to understand. The numbers in attendance vary little, averaging about 300. In 1851 the number was 303, of which 33 were Episcopalians, 47 Presbyterians, 2 Dissenters, and 221 Roman Catholics. The relative numbers of male and female students were 211 males and 92 females. These various proportions have remained pretty stationary for the last five years. While mental equipment may be made more effective by additional Tutors and Lectu-



ness, there is none of that higher culture which is based upon, and springs from, the recognition and study of the Word of God, and which alone gives dignity and honour to the teacher's character. The students meet and are dismissed morning and evening, without a shadow of that homage which even the Deist might pay to the Creator. The only homage paid during public work is when, once a week, for two hours, their respective pastors confer with them. In the Lecture Room, and in the public work of the Model Schools, they never see the application of Bible truth to the direction of life—they never see taught, nor are they called to teach, those doctrines and precepts, a knowledge of which lies at the foundation of all right action. They may refer at will to the ethics of Socrates, but must be silent as death on that purest and loftiest morality as given by Him who spoke as never man spake.—In the class-room and lecture-hall the Bible has no recognized authority. But further. Not only in the student's training is there silence on Bible truth as regards religious teaching, but silence on general history as regards its facts, philosophy, and evidences of true civilization. To teach history on this theory is unprofitable.

*The Normal Institution of the Church Education Society.*—This institution is divided into two departments—the one for the education of students or future teachers, the other for teaching children, and exemplifying the best methods. About one hundred students, male and female, are trained annually; but, as in the national institution, the period of training is much too short—only five months. The course of study embraces the Bible, the Church Formularies, Vocal Music, and Drawing, in addition to the ordinary branches—English Grammar, History, Geography, Arithmetic, and Mathematics. The schools exemplify, to a considerable extent, the method of Pestalozzi, as wrought out in the Home and Colonial Society's Training School in London, while the National Normal School exhibits more of the Lancasterian arrangements, as wrought out in the London Borough Road Institution, with adaptations to other systems. The schools are pervaded by a healthy moral tone, and have much of that subtle element which expresses itself generally in the quick and cheerful movements of the pupils, and the obviously happy understanding between them and their teachers. The Bible is not used as a class-book for teaching to read and spell, but for religious instruction alone. The students are surrounded by influences that must have the best effect on their character, and which will, in all likelihood, be happily re-produced in their country schools.\*

#### CONTINENT OF AMERICA NORMAL SCHOOLS.

*United States.*—The venerable Henry Barnard, of Connecticut, one of the most devoted and enlightened educationists of the day, has, in his elaborate Treatise on Normal Schools, presented us with a very interesting account of the rise and gradual development of these institutions on this Continent. It would seem that these institutions began to be advocated in America pretty much about the same time that they did in Britain, namely, about the year 1825, and that this advocacy, here as there, seemed to have arisen more from the felt necessities of the case than from the influence of example or the doings of others.

*Massachusetts.*—To James G. Carter, of Lancaster, belongs the credit of having first called public attention in Massachusetts to the necessity and advantages of an institution devoted exclusively to the professional training of teachers, in a course of articles in the *Boston Patriot*, with the signature of "Franklin," in the winter of 1824-5. After fifteen years of constant appeals to the people and the Legislature by himself and others, through the Press and in every form of public address, report and memorial, he had the satisfaction of seeing his plan realized by two brief resolves of the Legislature, passed on the 19th of April, 1838. For this action of the Legislature the gratitude of the friends of education in Massachu-

\* We are indebted, for the above account of Normal Institutions in Great Britain and Ireland, to Mr. Fraser's Pamphlet, as containing the most recent information, and gathered up from personal inspection and documentary evidence.—Ed.

setta and in the whole country, is specially due to the munificence of the late Edmund Dwight, of Boston. It was resolved by the Legislature that there should be three Normal Schools for the benefit of the State—the one for the north-eastern, the other for the south-eastern, and the other for the western. Accordingly one was opened at Lexington, in the County of Middlesex, on the 3rd of July, 1839. This school, having outgrown its accommodations at Lexington, was removed to West-Newton, in the same county, in September 1844, where it now occupies a commodious building.

The second Normal School was opened at Barre, in the county of Worcester, on the 4th day of Sept., 1839. This school has since been removed to Westfield, in the county of Hampden, both on account of the insufficiency of the accommodations at Barre, and because the latter place is situated east of the centre of population of the western counties.

The third school was opened at Bridgewater, on the 9th day of Sept., 1840, and is permanently located at that place.

For the two last-named schools, there had been, from the beginning, very inadequate school-room accommodations. In the winter of 1845, a memorial, on behalf of certain friends of education in the city of Boston and its vicinity, was presented to the Legislature, offering the sum of five thousand dollars, to be obtained by private subscriptions, on condition that the Legislature would give an equal sum, for the purpose of erecting two Normal School-houses; one for the school at Westfield and one for that at Bridgewater. By resolves of March 20, 1845, the proposition of the memorialists was accepted and the grant made; and by the same resolves it was ordered 'that the schools heretofore known as Normal Schools, shall be hereafter designated as State Normal Schools.'

The school at West Newton is appropriated exclusively to females; those at Bridgewater and Westfield admit both sexes.

Among the standing regulations adopted by the Board, for the government of the State Normal Schools, are the following—most of which were adopted in the beginning, and have been constantly in force; only a few modifications, and those very slight ones, having since been introduced:

**ADMISSION.** As a prerequisite to admission, candidates must declare it to be their intention to qualify themselves to become school teachers. If they belong to the State, or have an intention and a reasonable expectation of keeping school in the State, tuition is gratuitous. Otherwise, a tuition-fee is charged, which is intended to be about the same as is usually charged at good academies in the same neighborhood. If pupils, after having completed a course of study at the State Normal Schools, immediately engage in school keeping, but leave the State, or enter a private school or an academy, they are considered as having waived the privilege growing out of their declared intention to keep a Common School in Massachusetts, and are held bound in honor to pay a tuition-fee for their instruction.

If males, pupils must have attained the age of seventeen years complete, and of sixteen, if females; and they must be free from any disease or infirmity, which would unfit them for the office of school teachers.

They must undergo an examination, and prove themselves to be well versed in orthography, reading, writing, English grammar, geography and arithmetic.

They must furnish the satisfactory evidence of good intellectual capacity and of high moral character and principles.

Examinations for admission take place at the commencement of each term, of which there are three in a year.

**TERM OF STUDY.** At West Newton and Bridgewater, the minimum of the term of study is one year, and this must be in consecutive terms of the schools. In regard to the school at Westfield, owing to the unwillingness of the pupils in that section of the State to remain at the school, even for so short a time as one year, the rule requiring a year's residence has been from time to time suspended. It is found to be universally true, that those applicants whose qualifications are best, are desirous to remain at the school the longest.

**COURSE OF STUDY.** The studies first to be attended to in the State Normal Schools, are those which the law requires to be taught in the district schools, namely, orthography, read-

ing, writing, English grammar, geography and arithmetic. When these are mastered, those of a higher order will be progressively taken.

For those who wish to remain at the school more than one year, and for all belonging to the school, so far as their previous attainments will permit, the following course is arranged:

1. Orthography, reading, grammar, composition, rhetoric and logic.
2. Writing and drawing.
3. Arithmetic, mental and written, algebra, geometry, book-keeping, navigation, surveying.
4. Geography, ancient and modern, with chronology, statistics and general history.
5. Human Physiology, and hygiene or the Laws of Health.
6. Mental Philosophy.
7. Music.
8. Constitution and History of Massachusetts and of the United States.
9. Natural Philosophy and Astronomy.
10. Natural History.
11. The principles of piety and morality, common to all sects of Christians.

12. THE SCIENCE AND ART OF TEACHING WITH REFERENCE TO ALL THE ABOVE NAMED STUDIES.

**RELIGIOUS EXERCISES.** A portion of the Scriptures shall be read daily, in every State Normal School.

**VISITERS.** Each Normal School is under the immediate inspection of a Board of Visitors, who are in all cases to be members of the Board of Education, except that the Secretary of the Board may be appointed as one of the visitors of each school.

The Board appoints one Principal Instructor for each school, who is responsible for its government and instruction, subject to the rules of the Board, and the supervision of the Visitors. The Visitors of the respective schools appoint the assistant instructors thereof.

To each Normal School, an Experimental or Model School is attached. This School is under the control of the Principal of the Normal School. Here, the knowledge which they acquire in the science of teaching, is partially applied. The art is made to grow out of the science, instead of being empirical. The Principal of the Normal School inspects the Model School more or less, daily. He observes the manner in which his own pupils exemplify, in practice, the principles he has taught them. Sometimes, all the pupils of the Normal School, together with the Principal, visit the Model School in a body, to observe the manner in which the teachers of the latter, for the time being, conduct the recitations or exercises. Then, returning to their own school-room, in company with the assistant teachers themselves, who have been the objects of inspection, each one is called upon to deliver his views, whether commendatory or otherwise, respecting the manner in which the work has been performed. At this amicable exposition of merits and defects, the Principal of the Normal School presides. After all others have presented their views, he delivers his own; and thus his pupils, at the threshold of their practice, have an opportunity to acquire confidence in a good cause, of which they might otherwise entertain doubts, and to rectify errors which otherwise would fossilize into habit.

The salaries of the teachers of the State Normal Schools are paid by the State.

We have been thus particular respecting the Normal Schools of Massachusetts, as they form a kind of type or representation of all the leading Normal Schools in the States.

The next in point of seniority is the Normal School at Albany for the State of New York, which was opened in 1845; then the one at Philadelphia for the State of Pennsylvania, opened in 1848; then the one at New Britain for the State of Connecticut, opened in 1849; and then the one at Upsalanti for the State of Michigan, opened in 1850. Barnard's account of the history of these institutions only brings us down to the year 1851. Since that time several Normal Schools have commenced operations, and their number is still increasing, and will continue to increase, till there is not a State in

the Union without its well-equipped Normal School Establishment. In all the States signalized for Educational advancement, these institutions have already passed through the tentative crucible, and their establishment in the other States is only a matter of time and convenience.

#### BRITISH PROVINCES.

**Upper Canada.**—The Provincial Normal School for Upper Canada was established at Toronto, in 1846, and, since its first organization, has been under the immediate instruction of Professor J. B. Robertson, who was for many years one of the chief Inspectors of Schools, in connection with the Board of National Education for Ireland. In 1860, the Provincial Legislature appropriated the sum of £15,000 for procuring a site, and erecting buildings for the Provincial Normal and Model School. The foundation-stone was laid in July 1851, and the building was finished and opened in the month of December 1852. The entire cost, including the purchase of 7 and a half acres of land in the midst of the city, was a little above £22,000. The main building has a frontage of 184 feet 4 inches, and is 85 feet 4 inches deep. The design of the building has been rather for utility than effect, still, a fitness of decoration has been observed, in good keeping with the object of the erection. The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment surrounded by an open doric cupola, 95 feet in height. The offices of the department are on the ground floor of the main structure. The Theatre or Examination Hall is on the ground floor of this building, surrounded by a gallery and lighted from the roof. It will accommodate between 600 and 700 persons. A room on the east of the building is appropriated for the use of the male students, and the rest for female. The Model School buildings are in the rear of the main structure, and are approached by corridors from each side of the theatre. There is also an entrance from the east for boys, and from the west for girls. There are spacious yards on each side of the Model School for the recreation of the scholars. The grounds have also been prepared for conveying practical instruction in Agricultural Chemistry, Botany and Vegetable Economy.—Altogether, this is one of the most magnificent structures of the kind on this side the Atlantic. As to the system of education adopted and pursued within its walls, it is unnecessary to enlarge. Suffice it to say that this institution stands forth, in some respects, the personification of the main spring of that system, which has extended its ramifications throughout every part of the Province, and which was detailed at some length in a recent number of this Journal. The average attendance of pupil-teachers at the Normal School for the last five sessions amounts to about 120—and the attendance of scholars at Model Schools is upwards of 400, the half males, and the other half females.

**New Brunswick.**—By an act of the Provincial Legislature of New Brunswick, in 1848, two Training Schools were established, one at Fredericton and the other at St. John, as an experiment for a period of two years. In 1850 the act was continued in force two years longer to give time to prepare a more comprehensive measure for the education of teachers.—In 1856 the school at Fredericton was united with that of St. John, which continued in operation, under the charge of Mr. E. M. Duval, till last spring. The Educational Enactment passed by the last session of the Legislature makes provision for the re-modelling of the Normal School Establishment; and it is earnestly hoped that the Council of Public Instruction, assisted by the talented and energetic Chief Superintendent of Schools, will ere long be able to mature and carry into effect a plan which will render this branch of the educational service worthy of the position and enterprize of this fine Province.

**Nova Scotia.**—The Legislature of this Province, in 1854, passed a Bill for a Normal School for the training of teachers, to be founded in a central and convenient locality, made provision for the building and appointed Commissioners to fix the site and overlook its erection. The Commissioners chose



Truro as the most central locality, and took the necessary steps for the erection of a commodious building.

The Normal School was opened at Truro in November, 1855. Since then the average annual attendance is about 100. Of the Pupil Teachers 110 have graduated, of whom about 120 are now employed as teachers in different parts of the Province. There are four Teachers in Normal College. The whole current expenses do not exceed £300. Model Schools have also been erected, and are now attended by about 200 children. Here there are also four Teachers.— These schools are supported by fees of scholars and an endowment of £200 by the Legislature and £25 by Commissioners of Schools for District. The system of education adopted in the Model Schools, and whose principles are inculcated in the Normal College, is that which is commonly designated the Natural or Training System, in so far as that system is practicable.

*Prince Edward Island.* An Act to establish a Normal School was passed by the Legislature of this Island in 1855. This school was opened in Charlottetown on the 1st October, 1856.

*Newfoundland.*—There is no Normal School in this Colony. In the Educational Act passed last session of Legislature, however, the sum of £750 is set apart for the training of teachers, to be proportionally divided between Roman Catholic and Protestant teachers.

Such is a brief sketch of the rise and progress of these Institutions. Had our space permitted, we might have thrown in many interesting incidents connected with the struggles of those, through whose agency, amid opposition and obloquy, many of them have been founded. But we cannot indulge in these topics. From the sketch which has been given we may deduce certain inferences, applicable to the whole, and even these we can do no more than specify. And from what has been advanced it is plain—

1st. That these Institutions have sprung up in different countries in a great measure irrespective of one another, and are thus the creatures of felt want and necessity.

2nd. That popular education and Normal Schools have progressed simultaneously or gone hand in hand.

3rd. That in consequence of their diversified origin, whilst they have all one object in view, they are not less diversified in character.

4th. That whilst their utility is universally acknowledged, even in reference to the most indigent and worst equipped, that utility must mainly depend on their nature and character.

5th. That wherever they have existed they have, with a very few exceptions indeed, attested their usefulness and elevated the whole cause of popular education.

6th. That they constitute at once the best exponent and the speediest propagator of the most approved system of education.

7th. That they are no longer to be regarded in the light of novelty or experiment.

8th. That if they are the surest guarantee of the best and cheapest education in any country, they are entitled to a far larger amount of public patronage and support.

### III.—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 di-

ligence 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 individual, 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 disciplinary perplexities of the School-room. They accordingly require much more physical force in preserving order, and not infrequently 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 temper 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 second 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 sentiments on professional topics, they not only contract valuable and lasting friendships, but 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 of their 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 correspondence, 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. Tho' 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 soon 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 un-

trained 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.

### PROVINCIAL NORMAL SCHOOL AT TRURO.

#### ITS CHARACTERISTICS OR GRAND PECULIARITIES.

We have already, in our general historical sketch, referred to this Institution. It may not be unprofitable, if, at this stage, we point out a few of its essential distinctive features.

And in introducing this subject to the notice of our readers, we have no hesitation in congratulating the Province of Nova Scotia on the completeness of this department of the educational service. Everything, it is true, is on a comparatively small scale, but in proportion to its size,—and that size is sufficient for the Province,—its equipment is, in our opinion, pretty complete. The buildings themselves are commodious, and well adapted for the purpose of imparting a knowledge at once of the theory and of the practice of education. The staff of teachers, both in Normal College and in the Model Schools, is as full and as well-equipped as any similar institution we have visited, either in the old or new world. The internal fittings, apparatus, &c., are all suitable for the accomplishment of the end in view. We do not mean to say that there is nothing wanting or incapable of improvement. We stand still in need of a Musical and Drawing master. The Chemical and Natural Philosophy apparatus, and Museum of Natural Science, are all requiring replenishing. The Experimental Garden and Farm for illustrations in Vegetable Physiology and Agricultural Chemistry, are yet untouched. And yet without, looking at the whole establishment in a purely educational point of view, there is, we think, abundant cause for thankfulness. And we may rest assured, from the experience of the past, that, should the institution continue to merit the approbation of the intelligent and reflecting in the community, the Legislature will not be lacking in supplementing any deficiencies that may exist.

But what, it may be asked, in its leading features, is the system of education here adopted and pursued? It may be called the *natural* or the *training* system, according to the view we take of it. If we view it in reference to its subjects or recipients, the first is the more appropriate; if we view it in reference to the mode in which instruction is imparted, or the way in which it is carried on, the second is the preferable epithet.

1. It is designated the *natural* system, because it is in adaptation to our nature, meeting man as he is—a compound being, made up of body, intellect, and conscience; and educates him accordingly. But it may be said that this is a universally acknowledged truth, and that there is scarcely a teacher worthy of the name who does not profess at least to be regulated by this view of the matter. And in corroboration of this position, we are directed to look at this teacher and at that who carefully apportion a certain period of

their school hours to physical, another to intellectual, and another to religious and moral exercises. Now, whilst we unhesitatingly admit that this is a great improvement on the old routine intellectual process, dragging the faculties of the memory until a certain fact or truth or principle was supposed to be deposited therein, it still comes short of the mark—it does not meet man as he is. For not only is he possessed of these constituent parts, but they exist in inseparable union, and deeply and extensively influence the one the other,—the body, the intellect, and the intellect, the conscience; and, backward, the conscience, the intellect; and the intellect, the body. And what is it to act according to nature here, so that due advantage shall be taken of this reciprocity of influence, or of this succour which the one ministers to the other? It is plainly to use all these parts simultaneously, and through the one to operate upon the other. If, for example, the scholars are listless and inattentive to their studies, the teacher, if he would avail himself of the dependence and influence referred to, must arouse their attention and call forth their intellectual energy through the means of some sort of physical exercises, or by singing some cheerful exciting tune. If, again, their conscience should happen to be so insensible and so obtuse, as to be incapable of discerning the moral turpitude of any particular act, by all the appeals and remonstrances that may be directly addressed to it, the teacher should then call in the aid of their intellect, and, by a process of ratiocination, shut them up to certain conclusions which can neither be gainsaid or averted. And this influence is retrogressive as well as progressive. The conscience operates upon the intellect, and the intellect upon the body, and when the latter method fails in producing the desired effect, the former may be resorted to; nay, they should be all blended and mingled together into one harmonious whole.

2. Again, our system is worthy of the designation of *natural*, because it adapts itself to the diversity of natural gifts in children. There are not two children exactly alike intellectually and morally, just as there are not two exactly alike physically. Some possess strong observational powers; others from voracious fancy are reflective and abstractive; and others are signalized by a glowing imagination, &c.—Some are distinguished for an amiable, and others for an irascible temper, &c. And how is the teacher to accommodate himself to all this natural diversity of gifts and tempers? That they are at the very outset to be treated as thinking, rational beings, and that nothing should be done without a reason assigned; and that every thing should be done to impart to the subject a practical bearing, are self-evident truths and in need adaptation to their nature. But not only are all by nature thinking beings and equally possessed of a spirit of enquiry, there is the greatest possible diversity of natural gifts in the young, though all may be yet in a state of embryo; and we are only accommodating ourselves to this state of things, when we bring before their minds a corresponding variety of appropriate subjects. And here again our system adapts itself to the nature of the scholars. Instead of confining their attention for week after week to a tiresome and unmeaning repetition of the names of the letters of the Alphabet, they are taught the forms and the sounds of these letters, and taught in a way that interests them; whilst at the same time they are receiving oral lessons in Mental Arithmetic, in Linear Drawing, in Geography, and even in the Elements of English Grammar. And how is instruction in all these branches made level to their limited capacity? By presenting the very shadow, or skeleton, or outline of the subject; and, as their powers develop, by filling up the details, and so filling them up that what is once done, is done and done at the right time and in the proper place. By the pursuance of this course, not only is there an adaptation to the diversity of natural gifts in the minds of the young, but by the changes which this course induces an exhilarating and an invigorating influence is diffused over the whole of their mental constitution which cannot fail to interest and excite.

3. But, still further, our system is entitled to the designa-

tion *natural* because it stimulates to diligence and good conduct through the power of the sympathy of numbers, and renders the diversity of endowments and attainments and dispositions subservient to the improvement and the good of the whole. We cannot here enlarge upon the power of this principle—the sympathy of numbers, founded as it is on the very nature of man as a social being. Witness, for example, the enthusiasm of a crowded public meeting and the chilling effect of a thin assembly. What clergyman's feelings are insensible to the influence of numbers compared to half-filled benches? What listener does not catch something of the enthusiasm of the speaker in the one case, and of the damping influence in the latter? See the ardour of a crowd of children at play, compared to the solitary game engaged in by one or two individuals. But there is no need of furnishing examples of the power of this principle. Every person feels its influence in the Church—the public meeting—the place of public resort—in music—in politics—in private or social life,—and this principle is more or less powerful in proportion to the proximity and concentration of numbers. Now we hold it to be one main glory of our system that it professes to levy a tribute upon this very principle, and renders it eminently serviceable for the good of the whole. And this it does by a process of simultaneous questions and answers. Suppose that the scholars are all graded or classified and seated in the gallery, (the gallery is very essential in working out this principle,) the master proposes his question to the whole of the scholars. It may be that question involves a matter of perception, or of memory, or of abstraction, or of reasoning, or of imagination, or of literary attainment, or of high moral integrity, the child, or the class of children within whose range of knowledge or of gifts that question falls, will naturally answer it: and thus he, or she, or they, render apparent any phase or peculiarity of intellectual power or of moral character they possess, and for the time being stand pre-eminent in the class—stimulating and exciting all around the whole class. And how are all to be profited by the knowledge of one or of two so that it shall become common property? The master converts the reply given into the form of a question, throws it back on the class, and thereby fixes it in the understanding and the memory of one and all. By this means not only are the individual peculiarities of mind discovered, but whetted and made to contribute to the general improvement. And all this by operating on a principle deeply imbedded in our very nature. Hence the superiority of public to private education; and hence too the greater number of children in attendance, the more powerful will be the operation of our principle, and the greater the efficiency of our system, and the higher the style of education.

4. But our system of education is sometimes called the *training* system. And if we applied to it the term *natural* because it meets and adapts itself to our nature, we apply the term *training* because of the mode in which it conveys instruction, because of the end it aims at in the whole matter of education.

And what is that end? It is nothing short of the expansion, the development, and the strengthening of all the powers and sensibilities of our compound being. It regards the communication of knowledge as of vast importance, but this only in the light of a mean leading to the accomplishment of this end—and the better adapted this mean is for this end, the greater value it assumes. And what provision is made, according to our system, for the effecting of such an end through such an instrumentality? It professes to provide the food that is congenial to our varied powers, and so to administer that food as that it shall be thoroughly and properly digested. Or, to speak without a figure, it undertakes to present those subjects to the mind best adapted to its faculties, and so to present them as that these faculties shall be used or exercised, and thereby strengthened. And what are the means employed for the securing of these results? The *theory* consists in the employment of figures or representations or parabolic illustrations—and the *practice*, in the mechanical process of question and ellipses. By the former,

the teacher comes down to a level with the scholars, and leads them from the known to the unknown, from the easy to the difficult, from the simple to the complex, from the visible to the invisible, from the finite to the infinite. By the latter, the means are employed for the scholars using, and thereby strengthening, their own faculties. The questioning process enables the teacher to ascertain the amount of knowledge of the scholars, and to be guided accordingly; the elliptical compels the scholars to exercise their own reflection and lingual powers. The one sets the ball in motion, and the other keeps it in motion; the one props up the child in its endeavors mentally to walk, and the other impels him forward, till he is inspired with confidence in his own capabilities; and thus he acquires the power of mental walking.—And this is a greater and nobler achievement than the possession of all knowledge. It enables the individual to act, during the whole of his future career, in a manner worthy the dignity of his nature, as the reflection, naturally and morally, of his Creator and Redeemer. He has earned and procured for himself an instrument by which he can cope with every subject, endure every hardship, and triumph over all opposition. He has, in short, obtained that philosopher's stone which converts every thing it touches into gold.

Such, in its essential features, is that system which it is our desire and endeavor to extend throughout the length and breadth of the Province.

It would require volumes to present anything like a detailed account of the practical workings of its fundamental principles. We have said enough, we hope, to show its title to the honorable designation we have given it—as the *natural* and *training* system. It has, no doubt, much in common with other systems, but these epithets bring out its grand distinguishing characteristics. And if this claim is well-founded,—if it gives an education adapted to the very nature of our being, it must be the system, as sound in its philosophical principles as it is accordant with the dictates of our common faith.—And if so, then it is the system that shall and must prevail.

#### HOW IS THE NATURAL OR TRAINING SYSTEM TO BE PROPAGATED?

If the system we have adopted and briefly propounded is sound and good, the next question to be settled—and it is a vastly important one—is, how is it to be most rapidly and most fully extended? In no other way, we reply, but by indoctrinating the minds of the future Teachers of the Province with correct views regarding it, both theoretically and practically, and this is just what we are laboring to effect. They, that is, the pupil-teachers, acquire the theoretical knowledge in the Normal College, and the practical in the Model Schools; and this brings out not only the connection but the dependence of these component parts of a well-equipped Normal School establishment. If we were required to assign any superiority to the one or the other of these separate compartments, we should certainly say the Model Schools. For what signifies the most extensive theoretical knowledge without the practice? And yet, shall we not arrive at higher proficiency in the practice, the more accurately we understand the nature of the principles on which it proceeds.—Both, then, are indispensably necessary. Each should hold its legitimate province, and be plied with all possible assiduity and perseverance. The way in which this connection between the Normal College and Model Schools at Truro is maintained, will furnish abundant material for a long and important article, but which we cannot now even touch.

In addition and in subserviency to all this professional attainment as respects the system adopted, there must be accurate and enlarged scholarship. No one can teach any branch of knowledge, however elementary that may be, in accordance with our system, unless he is himself thoroughly acquainted with that branch. How, for example, can he simplify any one subject, unless he possesses a clear and definite knowledge of the subject itself. How can he borrow

apt imagery or illustrations from what he sees around him, in explanation of any fact or principle, unless he can at once seize upon its more prominent and salient points. But in how few instances are the opportunities enjoyed of obtaining such scholarship,—and how necessary is it to combine in Normal School Establishments thoroughness of scholarship with high professional attainments. The former is now considered indispensably necessary in the best equipped Normal Schools in Great Britain, and it must be far more so in a young country such as this. Superficiality and extent are perhaps the two reigning peculiarities in the present condition of education on this side the Atlantic. Let us aim and labour for greater depth in all the elementary departments—for it is here that the grand error lies—and soon shall there be greater proficiency in the more advanced stages; and soon too shall we outrival older countries in the quality even as we now do in the quantity. This is what we are striving after in the Provincial Normal School. For presiding over this department there are two well qualified teachers, the one for the English and Classical, and the other for the Mathematical and Natural Philosophy department, whilst for the Principal are reserved all matters appertaining to the Science and the Art of Teaching—whether in the Normal or Model Schools. And it is upon these two kinds of qualifications that all Diplomas, whether for Grammar Schools or for Common Schools, are made to depend.

PROCEEDINGS CONNECTED WITH THE CLOSE OF THE SUMMER SESSION OF THE PROVINCIAL NORMAL SCHOOL ON THE 23RD OF LAST MONTH.

During the course of a five month's session, the Teachers in the different departments of the Normal School have ample opportunities of judging of the powers and capabilities of the pupil-teachers under their charge. But over and above their average appearances carefully registered, there is another and a more severe ordeal through which pupil-teachers are made to pass, and upon which their position in the certificate list mainly hinges. We refer here to the private examination which took place on the week preceding the one that closed the summer session. This private examination is conducted in the following manner:—Each teacher has allotted him a separate day for the various branches connected with his department. He goes to the School with the composition questions on any branch all written out; prescribes them to his pupils, and sees that they have taken a correct copy; debars them from all assistance from books or their fellow-students; receives their written answers at the time fixed and proceeds to prescribe the questions belonging to another branch—and so on till the whole is finished. On Thursday, the 15th, the pupil-teachers passed through this ordeal with Mr. Randall; on the 16th, with Mr. Mulholland; and on the 17th, with Dr. Forrester. We give below a list of these questions. We may afterwards furnish some specimens of the answers given. In the mean time it may be stated that all who obtained first class diplomas answered creditably fully three-fourths of the whole.

MR. RANDALL'S DEPARTMENT.

GRAMMAR AND COMPOSITION.

*I. For Grammar School Diploma.*

1. Enumerate the principal qualities of a good style, and state which you consider the most important.
2. Give an example, original or selected, of sentences deficient in each of these properties, and show how they might be improved.
3. How are Figures of Speech divided, and what are the names of those which belong to each division?
4. Give an example of Apocope, of Enallage, and of Metonymy, and mention in what species of writing alone, the second is, strictly speaking, allowable.

*II. For 1st Class Diploma.*

1. What is the origin of words in which Triphthongs occur?

2. What three Figures of Rhetoric are nearly allied, and how would you define each?

3. Give an example of Heroic verse, and tell of what feet it consists.

4. To what kinds of verse do the following passages respectively belong:—

"I am out of humanity's reach."

"Haste thee, Nymph, and bring with thee."

5. In what are the following sentences faulty:—

"I will pursue, and I will overtake, and I will divide the spoil."

"The eagle killed the hen, and ate her in her nest."

6. Give an example of the Figure Apostropho.

*III. For 2nd Class Diploma.*

1. What is the general rule for the division of words into syllables?

2. State what are the three departments of Etymology.

3. How many of the subordinate rules for the formation of the plural of nouns are based on a regard for Euphony.

4. What is the difference between a complex and a compound sentence?

5. In how many ways may a compound sentence be constructed, and when so constructed, how may it be regarded?

HISTORY.

*I. For Grammar School Diploma.*

1. Who was the leader of the Moors in their first invasion of Spain?—how long did their dominion in the country continue?—and by whom were they finally expelled?

2. To whom were the Ancient Persians indebted for their system of Religion, and what was the name of the book in which its doctrines were contained?

*II. For 1st Class Diploma.*

1. Who were the Ptolemys and who the Solencidas?

2. What was the name of the first Moorish monarch of Spain?

3. Who was the founder of the Franco-Germanic Empire, and what the date of its establishment?

4. State what is meant by the Era of Nubonassar,—the 1st Olympiad,—and the Era of Dioclesian.

*III. For 2nd Class Diploma.*

1. What was the comparative extent of the Four Great Empires of Antiquity?

2. Who were the two Legislators of the Athenians?

3. By what monarch was Egypt rendered a province of the Medo Persian Empire?

GEOGRAPHY.

*I. For Grammar School Diploma.*

1. What were the ancient names of the two promontories which were denominated "the Pillars of Hercules," and what are they now called?

2. Give a brief description of the Equatorial current.

3. What are the Trade Winds, and how are they occasioned?

4. Mention the British possessions in Asia in the order of their distance from the seat of empire.

*II. For 1st Class Diploma.*

1. What is to be understood in History as "The Peninsula"—what was it called by the Ancients and why?

2. How many reasons can be assigned for the tides being higher in the Bay of Fundy than in the Mediterranean Sea, and what are they?

3. How are the land and sea breezes occasioned?

4. Explain how it is that the Degrees of Latitude are longer in the Polar regions than in the Equatorial.

5. What is the length of a degree of Longitude at the Polar Circles?

6. How many celebrated ancient cities were there of the name of Thebes, and where were they situated?

7. Mention how many of the Seven Wonders of the Ancient World were in Asia Minor, and state which they were.

*III. For 2nd Class Diploma.*

1. What is the form of government of the countries of South America generally, and what is the government of the remainder?
2. How many Empires embrace possessions in all the Grand Divisions of the Globe?
3. Mention the different forms of Religion which prevail in the several countries of Europe.
4. What is the cause of the regularity of the rise and fall of the waters of the Nile?
5. Give a description of the Dead Sea.

## ASTRONOMY.

*I. For Grammar School Diploma.*

1. What is the effect of the Diurnal Parallax upon the apparent altitude of the heavenly bodies? and where must the body be situated in order that this effect may be greatest?
2. Explain what is meant by Binary Stars, and give an example.

*II. For 1st Class Diploma.*

1. What is the effect of Refraction in the apparent situation of the heavenly bodies, and why is it?
2. What are the two species of Parallax respectively called, and wherein do they differ?
3. Of what use are the Eclipses of Jupiter's Satellites in Practical Astronomy?
4. What are the two great laws of the Attraction of Gravitation?

*III. For 2nd Class Diploma.*

1. From what circumstance is it conjectured that Mars has an atmosphere?
2. How long is Venus the Morning and the Evening Star alternately?
3. State how many kinds of Eclipses of the Sun there are, and what they are called.

## MR. MULHOLLAND'S DEPARTMENT.

*Grammar School Diploma.*

## ARITHMETIC.

1. If ten per cent. be gained by selling tea at 5s. 4d. per lb., how must it be sold to gain 25 per cent?
2. What will £251 16s. 6d. amount to in 9 years at 5 per cent. compound interest?
3. If three men or 4 women, can do a piece of work in 56 days, in what time will one man and one woman together do it?

## ALGEBRA.\*

3. A person paid a bill of £100 with half guineas and crowns, using in all 202 pieces; how many were there of each sort?
4. Some bees were sitting on a tree; at one time the square root of half their number flew away. Again, eight ninths of the whole flew away the second time; two bees remained, how many were there?

## GEOMETRY.

1. Two parallel chords in a circle are respectively 6 and 8 inches in length, and are one inch apart; how many inches in length is the diameter.
2. Inscribe a square in a given isosceles triangle.
3. Construct an isosceles triangle equal to a given scalene triangle, and with the same vertical angle.

## PRACTICAL MATHEMATICS, &amp;c.

1. The chord of an arc = 36, and its apothem is = 25; find the radius of the circle.
2. What is the area of a surface, the common distance between the ordinates being 20 yards and the ordinates in = 40, 30, and 24 yards.

\* The first two questions in Algebra for the Grammar School Diploma, and the whole of those for the first and second class Diplomas, have been omitted for want of the requisite signs to make them intelligible. Some of the questions in Practical Mathematics and Arithmetic have been omitted from the same cause.

*First Class Diploma.*

## ARITHMETIC.

1. If 6400 paving stones, each 18 in. long and 10 wide, pave a certain street, how many would it require to pave another twice the size of the former when the stones are 16 in. long and 12 in. wide?
2. What principal lent 1st January at 5½ per cent. per annum would amount to £1000 on the 29th September in the same year?
3. How must linen, which cost 3s. 1½d. per yard, be sold to gain 16 per cent?
4. Divide £2000 among three children in inverse proportion to their ages, so that the younger may receive the greater share; their ages are 10, 12 and 15 years; what must be the share of each child?
5. How many lbs. of sugar worth 6d., 8d., 10d. and 12d. per lb., may be mixed with 200 lbs. at 7½d., that the whole may be worth 9d. per lb.?
6. Extract the cube root of 900,000.

## GEOMETRY.

1. Name the propositions to which it is necessary to refer in the construction and proof of the 13th of the second book.
2. Prove the 12th proposition of the first book without the aid of the 8th.
3. Trisect a right angle.
4. From a given isosceles triangle cut off a trapezium, which shall have the same base as the triangle and its remaining three sides equal to each other.
5. Any rectangle is half the rectangle contained by the diameters of the squares upon its two sides.

## PRACTICAL MATHEMATICS.

1. The side of a square is 56 feet, what is the area of a square described on half its diagonal?
2. What is the height of a hill; its angle of elevation, taken at the bottom of it, being 46°, and 200 yards farther off, on a level with the bottom, the angle being 31°?

## NATURAL PHILOSOPHY.

1. How are the properties of matter usually divided, and enumerate these properties?
2. State the difference between statics and dynamics, and between Hydrostatics and Hydraulics?
3. On what do the peculiar mechanical properties of fluids depend?
4. Illustrate the downward, upward and lateral pressure of water?
5. What advantage is gained by a screw whose threads are ½ inch with a lever which sweeps a circle of 20 feet?
6. What must be the horse power of a locomotive engine which moves at a steady rate of 30 miles per hour on a level rail, the weight of the train being 25 tons, and the resistance of friction at the rate of 8 lbs. per ton.

*Second Class Diploma.*

## ARITHMETIC.

1. How many lbs. of sugar, at 8½ per lb., should I receive for 18 lbs. of tea at 5s. 4d.?
2. If 18 men build a wall 90 feet long, 4 feet thick, and 10 feet high, in 24 days, working 12 hours a day, what length of wall 3 feet thick, and 6 feet high, will 48 men build in 36 days, working 8 hours per day?
6. 186 cwt. 3 qrs. 17 lbs. at £1 6s. 8d.
7. Find the interest on £186 10s. for 183 days at 5½ per cent.
8. If £2 3s. 9d. amount to £4 1s. 3d. in 2½ years at simple interest, at what rate must it have been lent?

## GEOMETRY.

1. What is geometry, and on what is it based?
2. Of what does theoretical geometry treat?
3. State the practical utility of geometry.
4. State the difference between a problem and a theorem.
5. Enunciate the 9th Prop. and write it out in full.



## GLOBES.

1. Name the principal lines on the Globes.
2. Give the rule for finding the latitude and longitude of any place.
3. State the rule for finding the difference of time between any two places.
4. Give the rule for finding the Sun's meridian altitude at a given place on a given day.
5. Give the rule for finding the time the Sun rises and sets at any given place, for any given day.

## DR. FORRESTER'S DEPARTMENT.

## QUESTIONS FOR FIRST SECTION IN NATURAL SCIENCE.

1. What are the two antagonistic forces in all inorganic bodies, and how do they operate?
2. What is to be understood by the Atomic Theory in the Science of Chemistry?
3. What are the characters by which we find out the properties of Minerals, and in which do we see the most palpable evidences of design?
4. How would you proceed in discovering the name of a plant, first, according to the artificial, and then according to the natural method of arrangement?
5. What is the difference between Physical Geography and Geology?
6. State the principles on which Geologists proceed in classifying the Minerals composing the earth's crust, and give an outline of the most advanced system of classification.

## QUESTIONS FOR SECOND SECTION IN NATURAL SCIENCE.

1. What is to be understood by Natural Science, and what are the branches of knowledge it embraces?
2. What are the three grand departments in any branch of Natural Science?
3. Point out the two processes pursued in all Chemical investigations, and give examples.
4. Describe the three organs of vegetation, the office each performs, and their mutual dependence.
5. Give an outline of the classification of the Animal Kingdom.
6. What is the leading object of the science of Geology, and what are the practical benefits of this science?

## QUESTIONS FOR FIRST SECTION IN PROFESSIONAL SUBJECTS, AS WELL AS FOR GRAMMAR SCHOOL CANDIDATES.

1. Show how in a public school, the diversity of intellectual endowments may be most extensively rendered subservient to the improvement of the whole.
2. On what is Moral Education based, and when and how should it be imparted?
3. State the deficiencies of natural conscience, of the works of nature, and of the events of Providence, as a guide in Moral Education, and how it is that the Bible exactly meets and supplies these deficiencies.
4. In what light is the system of rewards usually pursued in schools to be regarded, is it, or is it not, in accordance with the dictates of the Bible, as the only infallible standard in Moral Education?
5. Whence is the power of the Teacher in corporal punishment derived, and when may that species of punishment be resorted to, and when may it not?
6. Describe how English Grammar ought to be taught in accordance with the Training System.

## QUESTIONS FOR SECOND SECTION IN PROFESSIONAL SUBJECTS.

1. Give the derivation of the words Instruction and Education, and trace their differences and relations.
2. What is to be understood by the organization, and what by the management of Schools?
3. In what light is the government of Schools to be regarded,—as a means or as an end?
4. Enumerate the leading internal systems of Education that have obtained, and point out the distinctive features of the natural or training system.

5. Show in what way English reading, in all its branches, from the Alphabet upwards, ought to be taught, so as to be in strict accordance with the essential principles of the Natural or Training system.

6. What are the advantages of Mental Arithmetic, and when and how ought it to be taught?

7. Relate the advantages of a knowledge of Natural Science to the Educator.

The written answers to these questions are all carefully examined by the teachers of each department, and the Pupil-Teachers' names are all graded according to merit. These lists are handed over to the Principal, who, after a conjunct view of the whole, awards the Diplomas.

## PUBLIC REVIEW.

This took place on the 22nd and 23rd of last month. On the first of these days each of the Teachers took a rapid review of the work that had been done in his respective department. Dr. Forrester commenced by an examination on the great principles involved in Natural Science, and thereafter, at the request of the Rev. Professor Smith, tested the knowledge of the Pupils on the classification of the Vegetable Kingdom, according to the Natural method. Mr. Randall furnished some specimens of what the pupils had done during the course of the Term, in Elocution, English Grammar, Composition, Geography, History, and Astronomy; and Mr. Mulholland in Mental and Slate Arithmetic, Algebra, Geometry, and Natural Philosophy. Mr. Dickie, Teacher of Music, also furnished satisfactory evidence of the progress the Pupil-Teachers had made in the theory and practice of Music. At the end of every hour one or two tunes were sung, which tended not a little to enliven the other exercises. The second day was entirely devoted to professional subjects. The first two hours were spent in a searching examination on the leading features of the Training System. Thereafter the whole assembly repaired to the Model Schools, where, for the space of two hours, the Pupil-Teachers had an opportunity of furnishing proof of their skill in the practice of that system. On returning to the Normal School the Principal read out the names of those who had been successful in obtaining Grammar, First and Second Class Diplomas. The following is the list, with the counties whence they came:—

## GRAMMAR SCHOOL DIPLOMA.

Mr. Somerville Dickie, King's Co.

## 1ST. CLASS DIPLOMA.

*Ladies.*

Miss Janet Crocket, Sydney County.

Jane Fleming, Colchester.

Mary A. Waugh, do.

Susan Bentley, do.

Sarah Bentley, do.

Amelia Archibald, Halifax.

Mary E. Delaney, Colchester.

Martha Dickie, do.

Susan Johnstone, do.

Caroline McKenzie, Pictou.

Thirza Dodson, Colchester.

*Gentlemen.*

Mr. Samuel F. Raymond, Yarmouth.

Caleb Phinney, Digby.

James H. Doane, Shelburne.

Jacob Layton, Colchester.

James Little, do.

John D. Bruce, Pictou.

John Gunn, Inverness, C. B.

Charles Archibald, Halifax.

## 2ND CLASS DIPLOMA.

*Ladies.*

Miss Catherine Archibald, Guysboro'.

Sarah McLeod, Colchester.

S. Walker, Lunenburg.

Mary Annand, Colchester.

Nancy Barnhill, do.

Maria Kennedy, do.

Charlotte Fletcher, do.

## Gentlemen.

Mr. James Frazer, Pictou.  
 Dan. Cameron, do.  
 John Blackadar, Yarmouth.  
 Duncan Duff, Pictou.

The attendance on the days of the public review was as large as on any former occasion, every inch of available space being occupied, and crowds standing around the doors. Among the other visitors, we observed the Rev. Dr. Burns of Knox's College, Toronto; the Rev. Professor Smith, of Presbyterian College, Truro; the Rev. Messrs. Forsyth, of Episcopal Church, Dinmoock of Baptist, McMurray of Wesleyan, and Munro of Wallace Free Church. After the Principal had gone through the usual exercises, he invited any of the gentlemen present to express their views and sentiments on any point connected with what they had been witnessing for the past two days. S. Creelman and A. G. Archibald, Esquires, the only two of the Commissioners who were present, then addressed the audience, the former on the excellence of the *training* system, and the latter on the improvement which the Province had undergone in educational matters during the last ten years,—and both expressing their high satisfaction with all they had seen and heard. Dr. Burns thereafter delivered a long, able and eloquent address, on some of the more prominent features of the Institution with which he had been struck, dwelling specially on the high-toned moral character that pervaded the whole arrangements without the slightest tinge of sectarianism or bigotry, and concluded by a pathetic and touching appeal to all parties present to improve the advantages which the Institution presented, and to give it their cordial and determined support. The Rev. Messrs. Dinmoock and McMurray then made a few observations, and took special notice, on their own behalf and on behalf of the community of Truro generally, as to the security and besitting conduct of the students during the course of the session.

The Principal then intimated that the next Term of the Normal School would commence on the second Wednesday of November next, being the tenth day of that month; and dismissed the meeting by pronouncing the Benediction.

## OFFICIAL NOTICES.

The Superintendent of Education is sorry that, owing to an attack of sickness, he is under the necessity of postponing his educational tour to the eastward for one week. He hopes, however, to be able to visit all the places already announced on the day and time fixed, only one week later,

The Superintendent of Education will hold Teachers' Institutes, meet the Boards of School Commissioners, and address Public Meetings, at

Parrsborough, November 5th.

Amherst, November 8th.

The Teachers' Institutes will meet on the days fixed at 10 o'clock, A. M.; the Boards of School Commissioners at 3 o'clock, P. M.; and the Public Meetings at 7 o'clock, P. M.

Dr. Forrester also intends to hold Public Meetings at Main-dieu, Napan, Joggins, and River Philip. Due intimation of the time and place of these meetings will be forwarded.

## AGRICULTURAL.



The Editor of the Journal owes an apology to his Agricultural friends for the small portion of space given to the pursuits of the field in this number. He pledges himself to make up all deficiencies in this respect in subsequent numbers.

## MEMORABLE SAYINGS FOR ALL FARMERS.

1st. Thorough drainage of clay soils, wet slopes and bottoms, and marsh or dyked lands, where the fall is sufficient to admit of a ready outlet, and a sufficient depth of drain.

2nd. Better clearing and deeper ploughing the soil.

3rd. More care in saving, collecting and applying manures of all kinds, liquid and solid.

4th. An abandonment of the system of cutting repeated crops of hay off the same land till it is exhausted.

5th. An abandonment also of the custom of taking repeated successive crops of corn off the same land, without alternation with other crops, and without manure.

6th. Cutting down grain of all kinds before it is fully ripe, and grass before it runs to seed.

7th. Cutting down Indian corn with a knife, as is done in New York, and use of the stalks in feeding milch cows and other stock.

8th. Sowing buckwheat or rye to plough in green, and use of bone dust to renovate exhausted or worn out lands.

9th. Ploughing deeper, in all cases, than has hitherto been usual, but especially such land as has ceased to be productive as formerly.

10th. Taking advantage of every open day in the fall, to plough and prepare the land for the spring sowing.

11th. Selecting good stock of cattle, pigs, and sheep, for keeping through the winter.

12th. Providing warm but well ventilated housing for them.

13th. Feeding them plentifully, that they may be in good condition when the spring arrives.

14th. Growing turnips and linseed, with the view of adding to the quantity and enriching the quality of the food he has at his disposal.

15th. Collecting carefully, and preserving under cover, all the manure made by his stock during the winter, that he may have it abundantly and in good condition for his potato and green crops when the time of planting or sowing comes.

16th. Manuring annually by top-dressing his worn out hay lands, when the land is not stumped, and therefore cannot be ploughed up.

17th. Collecting carefully all waste bones, breaking them, and applying them to the land; especially the use of bones is to be recommended upon land which has been worn out by over-cropping with corn.

18th. Sowing down always with artificial grasses when land, after a corn crop, is to be left with a view of its producing hay.

19th. To provide shelter, by fences or plantations, for his fields and stock.

## ORNAMENTAL TREES.

Thorns, and Sweet Briars for sale.

—The subscriber offers for sale:—

500 Ornamental Trees; 12,000 Thorns for Hedges; 100 Sweet Briars  
All in first rate order, for either Fall or Spring planting.

JAMES MACKAY,  
Opposite Admiralty House, Halifax, N. S.

October 15.

## Irish National School Books.

FIRST BOOK OF LESSONS, Second Book of Lessons,

Third do do, Fourth do do,

Fifth do do,

Spelling Book Superseded, First Book of Arithmetic,

Arithmetic advanced treatise, Sullivan's Grammar,

Sullivan's Geography, do Geography Generalised,

With all others belonging to the above series.

October 15.

A. & W. MACKINLAY,  
No. 16 GRANVILLE ST.

## NEW SCHOOL TEXT-BOOKS.

The attention of Teachers and friends of Education is respectfully called to the following School Text-books, now in use in many of the best Schools in Nova Scotia and New Brunswick:—

Worcester's Universal and Critical Dictionary, 8 vo., 1031 pp.  
Worcester's Academic Dictionary, Pronouncing, Explanatory, and Synonymous, 8 vo., 865 pp.

Worcester's Comprehensive Dictionary, 12 mo., 626 pp.

Worcester's Primary Dictionary, 18 mo., 352 pp.

Tate's Natural Philosophy, 12 mo., 529 pp.

Tate's First Lessons in Philosophy, 12 mo., 252 pp.

Cartier's Physical Geography and Atlas.

Weber's Outlines of Universal History, 8 vo., 378 pp.

Outlines of English History, Mrs Edwards, 12 mo., 106 pp.

Hillard's Series of Readers, 6 in No.

Worcester's Pronouncing Spelling Book.

Descriptive Catalogues of the above, including many other text-books not named, can be obtained, free, of the undersigned publishers of the same, or W. H. McLEOD, Normal School, Truro. The Books can be had at all the Principal Book Stores, and at the Normal School, Truro.

HICKLING, SWAN & BREWER,

Sept 15—6m.

151 Washington Street, Boston.

HALIFAX, N. S., JULY, 1858.

## A. & W. MACKINLAY,

Publishers, Booksellers, and Stationers,  
NO. 16 GRANVILLE STREET.

HAVE on hand an extensive Stock of the following Books:—  
IRISH NATIONAL SERIES.

Consisting of—

First Book of Reading,  
Second Book of do.  
Third do do.  
Fourth do do.

Fifth Book of Reading,  
Spelling Book Superseded,  
First Book of Arithmetic, &c., &c.

—ALSO—

Iennie's English Grammar,  
Murray's do do.  
Sullivan's do do.  
Carpenter's Spelling,  
Murray's do.  
Mayor's do.  
Universal do.  
Murray's English Reader,  
do Introduction,  
Sullivan's Geography,  
Reids do.  
Stewart's do.  
Goldsmith's do.  
Morse's do.  
Mitchell's do.  
Woodbridge's do.  
Smith's do.  
Chambers' do.  
Dawson's Geography of Nova Scotia,  
Blake's Philosophy,  
Swift's do.  
Parker's do.  
Chambers' Educational Series,  
McCulloch's do do.  
Letch's do do.  
Grey's Arithmetic,  
Town's Educational Series,  
Walkingham's Arithmetic,  
Thomson's do.  
Reid's Composition,  
Colburn's Arithmetic,  
Ahn's French Grammar,  
Coe's Drawing Cards, Drawing Paper, Drawing Pencils, etc., etc.  
All of the above are offered on the lowest terms. A liberal discount to the trade.

Ollendorff's French Grammar,  
Nool & Chapral's do.  
Chambers' French Fables,  
Paul and Virginia in French,  
DePiva's French Reader,  
Arnold's Latin Prose Composition,  
do Greek Prose Composition,  
do First & Second Latin Books,  
Author's Anabasis,  
do Cicero,  
do Virgil,  
do Caesar,  
Hullion's Latin Grammar,  
Edinburgh Academy's Latin Grammar,  
do do Greek do.  
do do Latin Doctus,

Hebrew Bible,  
do Grammars,  
Phillips' School Atlas,  
Lardner's Euclid,  
Davie's Algebra,  
do Trigonometry,  
Hughes' Reading Lessons,  
Colenso's Algebra,  
Walker's School Dictionary,  
Pinnock's History of England,  
do do Greece,  
do do Rome,  
Chambers' School Maps, } Imported to  
Phillips' do. } order.  
Globes,

## SECOND EDITION—PRICE 1s. 10d. REID'S SCHOOL GEOGRAPHY FOR BRITISH AMERICA.

THE author solicits the attention of School Commissioners, Teachers, &c., to this work. He has prepared it with much care, with the view of supplying an acknowledged want—viz.: a School-Book, which, along with the General Principles of Geography, and the Geography of the great divisions and countries of the world, shall give full information on *BRITISH AMERICA, the UNITED KINGDOM, and the UNITED STATES*. One fifth of the work is devoted to British America, including ten pages on Canada, seven on Nova Scotia, and fourteen on Newfoundland, Prince Edward Island, and the general features of British America.

Some such work is considered an educational necessity in every country. As a Teacher, the author found the want of such a book, and has now used it for two years, as a text-book for his own classes, with great advantage. It has also been introduced in other Schools. As it supplies (which no other single work does) the leading geographical matter essential for the Teacher's work in British America, whatever method of teaching be adopted, he has published it at his own risk, believing that it may prove generally useful, and relying on support from all who are interested in the improvement of Education in these Provinces.

### OPINIONS OF THE PRESS.

The first edition was a vast improvement on what we previously had.—The present one embraces a larger amount of information, and much new matter not before published in any similar work.—*Sun*.

— Contains a greater amount of correct information relative to the American Continent in general and the British Provinces in particular, than we ever before recollect to have met with in any similar work.—*Antigonish Courier*.

— This most useful School-book. It will supply a long felt want amongst the educationists of this Province.—*Morning Chronicle*.

Meets our hearty approval.—*Western News*.

Deserving of the thanks of this community.—*Recorder*.

The School Geography for Nova Scotia.—*Yarmouth Tribune*.

— Will be universally adopted in the Schools of this Province.—*Morning Journal*.

— A book of facts and principles,—containing just the things which are required in a text-book for general use.—*Christian Messenger*.

See also *Express, Wesleyan, Cape Breton News, Liverpool Transcript, &c.*

### IN THE PRESS,

BY THE SAME AUTHOR,

## The Principles of Arithmetic,

with numerous examples for MENTAL EXERCISE.

### AN INDISPENSIBLE SCHOOL-BOOK.

## BEAUTIFULLY ILLUSTRATED GEOGRAPHY AND HISTORY

OF

Canada, Nova Scotia, New Brunswick, Prince Edward Island,  
Newfoundland, Hudson's Bay Territory, East and West  
Indies, and all the other British Colonies, &c. &c.

With an interesting Sketch of General Geography, and Sketches of the Indian Tribes, and of Eminent Persons connected with our Colonial History. Second Edition enlarged and improved.

BY J. GEORGE HODGINS, M. A.

With eighty handsome engravings; cloth, gilt lettered; 128 pp.; Price 50 cents; \$5.50 per dozen. Toronto: Maclear & Co., and James Campbell. Montreal: B. Dawson & Son. May be ordered through any Bookseller. August 15

## GAMMELL and TUPPER,

—IMPORTERS, AND WHOLESALE AND RETAIL DEALERS IN—

## Agricultural and Horticultural IMPLEMENTS AND MACHINES.

—ALSO—

Garden, Field, and Flower SEEDS;  
Guano, Bone Dust, Phosphate Lime, Muriate Lime, &c.  
**AGRICULTURAL WAREHOUSE,**  
14 and 15 SACKVILLE STREET.

## THE JOURNAL

OF

## Education and Agriculture, FOR NOVA SCOTIA,

IS EDITED BY

THE REV. ALEXANDER F. GRESTER, D. D.,  
Superintendent of Education of the Province,

AND PUBLISHED BY

**A. & W. MACKINLAY,**  
BOOKSELLERS & STATIONERS, GRANVILLE STREET, HALIFAX.  
on the 15th day of each month.

TERMS—One Dollar per annum, payable in all cases in adv. neco.—  
This Journal will furnish a good medium for all Advertisements connected with Education and Agriculture. Advertisements not exceeding six lines, inserted for 2s. 6d., those exceeding six lines, at a proportional rate.

JAMES BARNES, Printer, 179 HOLLIS STREET, HALIFAX,