

this side of the water, is equally favorable. The Superintendent of Public Instruction in the State of New York, reports that the Normal School has been in operation ten years in that State, and that during that period, there have been in attendance 2,263 pupils. The influence of these teachers has been highly beneficial. They have attracted attention to the improved modes of instruction and discipline, which have been introduced in many of the Schools. They have prosecuted their mission under the conviction that activity, enthusiasm, and devotion to the interests of the young, are more potent in controlling them, and developing their minds, than all the modes of physical torture to which ignorance is accustomed to resort. The following account is given of the working of the Normal School in Connecticut, by the Superintendent of Common Schools in that State:—"The Normal School has tended, more than any other single cause, to advance the standard of Common School education in Connecticut. It is a School for the instruction of teachers, and its influence, in giving correct views on the whole subject, as well as in furnishing the best instructors, is of incalculable benefit to the State." The Secretary of the Massachusetts Board of Education, in reviewing the history of the Normal Schools in that State, says—"That the graduates in the Normal Schools soon attracted the attention of School Committees who sought their services, and mentioned them with commendation." The Normal School of Rhode Island, founded in 1854, has already commended itself to the citizens of that State, and disarmed all opposition.

In Pennsylvania the system of Normal Schools is beginning to do its work most successfully. In Maine and New Hampshire the same good work is gaining ground, Maryland, has it in her power to inaugurate the noble work among the Southern States. We suppose there can be no doubt that the South ought to have training Schools on her own soil for the sons of her soil, if she has not, she must be contented with the present imperfectly trained and incompetent teachers, or look abroad for men who are entirely unacquainted and unsympathetic with her modes of thought and life. The sense of this necessity, has animated the Governors in some of the Southern States, to call the attention of the several State Legislatures to the subject. It is the thorough conviction of your committee that nothing would tend so much to give system and symmetry to general education throughout the State, as the foundation of a training School for teachers. It would form the centre of educational life, its great moulding and controlling power.

The other topic in relation to the Normal School which your committee feel they must treat in order to a full discussion of the question, is, that of its connexion with some seat of learning, with high capabilities of expansion. On which point a gentleman, whose opportunities for accurate knowledge are very ample,