

STATE OF NEW-YORK.

No. 24.

IN SENATE,

January 31, 1845.

REPORT

Of the Superintendent of Common Schools, and of
the Regents of the University, on the Normal
School.

TO THE LEGISLATURE.

Pursuant to the provisions of the act for the establishment of a Normal School, the undersigned have the honor to state that the following persons were duly appointed an "Executive committee for the care, management and government of said school," viz :

THE SUPERINTENDENT OF COMMON SCHOOLS,
Rev. ALONZO POTTER, D. D.,
GIDEON HAWLEY,
Rev. WM. H. CAMPBELL, D. D., and
FRANCIS DWIGHT ;

and that the rules and regulations proposed by said committee have been approved by the Superintendent and the Regents of the University.

The following report has been received from the executive committee, and approved of, and it is herewith transmitted.

By order.

S. YOUNG *Sup't of Common Schools.*
PETER WENDELL, *Chancellor,*
in behalf of the Regents.

T. ROMEYN BECK, *Sec'y of the Regents.*

January 31, 1845.

[Senate, No. 24.]

REPORT

Of the Executive Committee of the State Normal School.

To the State Superintendent and Regents of the University :

In conformity to the provisions of the act establishing a State Normal School, the undersigned,

RESPECTFULLY REPORT :

That they received their appointment to act, in conjunction with the State Superintendent, as the executive committee of the State Normal School, from the Regents of the University, on the 1st of June, 1844, and held their first meeting on the 20th of that month. At that meeting the necessary measures for establishing such an institution as was contemplated by the act were carefully considered, and arrangements were made to ascertain whether a suitable building could be obtained.

The corporation of the city of Albany soon after offered to hire for the period of five years the depôt building of the Hudson & Mohawk Railroad Company, agreeing to put under the exclusive control of the committee all the rooms in State-street, above the basement story, the rooms on Maiden-Lane not occupied as a dwelling, and the yard belonging to the building. The corporation also agreed to pay \$500 towards fitting up the necessary rooms, making, with the five years' rent, the gross sum of \$5,750, to be paid by the city towards the establishment of the State Normal School.

The committee felt bound to make farther inquiries before accepting this liberal offer on the part of the city, inasmuch as a considerable additional sum would be necessary to prepare the proposed building for the reception of the school. But on examination, they were satisfied that no other suitable building could be obtained on as favorable terms, and accepted the offer of the city.

The corporation was not however, at that time, nor for many weeks thereafter, able to give title to the committee, and this caused the postponement of the repairs and alterations of the building, until the 17th of September.

On the first of October, the State Superintendent issued through the District School Journal, a circular to the county superintendents, making known the arrangements for organizing the Normal School, and directing those officers to present the names of suitable candidates for admission to the school, to the several boards of supervisors, who were requested to select a number from their respective counties, equal to the representation of said counties in the house of Assembly. A copy of the circular accompanies this report. (See document marked A.)

It was already the 23d of November, before the rooms were so nearly prepared for the reception of the school, that the committee were able to give notice when the school would be opened; and on the 18th of December, the State Superintendent, in behalf of the committee, opened its first session by an address, which also accompanies this report. (See document marked B.)

The committee organized the school by employing David P. Page, of Newburyport, Massachusetts, as principal, contracting to pay him a salary of \$1,500 per annum, for a period of five years; and with George R. Perkins, of Utica, as professor of Mathematics, for the same term, at a salary of \$1,200 per annum. F. I. Hsley as teacher of vocal Music, for one term, at the rate of \$250 per annum, and J. B. Howard, teacher of drawing, at the rate of \$200 per annum. Each of the above contracts may, however, be terminated at any time on thirty days' notice, by either party thereto.

The following general regulations were adopted by the committee:

REGULATIONS OF THE NORMAL SCHOOL.

1. That the first term, for both sexes, which is to commence on the 18th inst., shall continue *twelve weeks*, i. e. to the 11th of March,
2. That during the summer term, there shall be two daily sessions, except on Saturdays; viz. from 8 A. M. to 12 o'clock, and from 3

to 5 P. M. That during the winter term, there shall be but one daily session ; viz. from 9 A. M. to 2 P. M. ; with such *extra* sessions in the afternoon, for *general* exercises, as the principal, subject to the approbation of the executive committee, shall judge necessary.

3. That since the branches required by law to be taught in all the common schools, viz. reading, orthography, writing, arithmetic, geography and English grammar—are of primary importance, they shall receive in all cases primary attention in the Normal School ; nor shall the pupils be allowed to pass to the higher branches, till in the judgment of the teachers, they are thoroughly prepared to do so. The instruction in these branches, as far as the nature of the subjects will admit, shall for the present be given by *topics*, allowing to the pupils the use of any text-books, to which they have been accustomed or may have access

4. That exercises in drawing, vocal music and English composition shall be attended to by all the pupils throughout the whole course of study.

5. Among the branches to be pursued, in addition to the above, are Physiology, History of the United States, Natural Philosophy, Algebra, Geometry, Surveying, Application of Science to the Arts, Use of Globes, Intellectual and Moral Philosophy, with such other branches as the executive committee may from time to time direct.

6. That the State pupils shall be admitted at the commencement of any term, on presenting a certificate of their having been selected to attend the school, by the proper authorities of their respective counties. That all volunteer pupils shall, before they can be admitted, present satisfactory testimonials of their moral character from a county or town superintendent, and be able to sustain, to the satisfaction of the principal, an examination in reading, spelling, writing, arithmetic, geography and English grammar.

7. That the pupil's title to a *recommendation* or certificate as a well qualified teacher on leaving the school, shall depend on his moral character and literary attainments, and not on the length of time spent in the school ; though no pupil shall be entitled to such recommendation or certificate who shall not remain in the school one en-

tire term, and no certificate except one of full qualifications shall be given.

8. That the internal regulations of the school shall be left to take their form and character from the circumstances as they arise; and that such regulations as the teachers may hereafter suggest for the government of the school, shall be submitted to the executive committee for their approval, before they shall go into effect.

9. The year shall be divided into terms as follows: the first term commencing on the second Wednesday of April, in each year, and continuing twenty weeks. The second term commencing on the third Wednesday of October, and continuing twenty-one weeks.

10. All pupils intending to enter the Normal School at the next term must join it during the first week of that term.

11. After the close of the current term, an equal number of State and volunteer pupils will be received from each county, and in case of the failure of any county to send its quota of pupils, the committee will at their discretion receive volunteers from other counties, until the number in the school of State and volunteer pupils shall be two hundred and fifty-six.

NOTICE TO COUNTY SUPERINTENDENTS.

If the supervisors of any county shall not meet on or before the 10th day of March next, to make a selection of State pupils for said county, in that case, the county superintendent shall notify the several town superintendents to assemble within ten days thereafter at such convenient place as he shall designate, to form a board, and the said county and town superintendents shall by joint ballot, make selections of State pupils to supply any vacancies of such pupils for said counties.

The committee have agreed to allow the State pupils, during the current term, if females, \$1.25 per week, and if males \$1.00 per week, for their board, and they believe they will be able to allow the same sums for the summer term.

S. YOUNG.

NOTE. The county superintendents should ascertain at once whether there are or will be any vacancies in their respective counties, that they may be filled with pupils fit and ready to enter the school on the first day of the next term. Volunteer pupils will have their tuition free and be supplied with text-books.

The school opened with twenty-nine pupils, and has constantly increased during the five weeks it has been in session—at this time, numbering ninety-three pupils; sixty-seven of whom are State pupils, and the residue volunteers. The short notice the committee were able to give, and the general engagement of the pupils designated by the boards of supervisors, in teaching winter schools, prevented the attendance of many who were anxious to enter during the present term.

The committee have frequently visited the school, some of their number passing a part of almost every day in witnessing its various exercises; and they are confident that it will realize the anticipations of the most ardent friends of education. The educational committee of the Legislature, and many other members of that body, have also been present, and they are understood to express a similar conviction of the conduct and probable usefulness of this institution. It is hoped that all who may distrust these opinions, will test their soundness, by a full and deliberate examination of its actual operation.

The Experimental School, in which the pupils of the Normal School will practice the best methods of training and teaching children—testing theory by experience—will not be opened until the second Wednesday of April, the commencement of the next term. The committee have reluctantly come to this conclusion, conscious that this school would be the most interesting and possibly the most valuable part of the institution; but the constant and irregular accession of new pupils to the Normal School, has embarrassed the plans of the committee, by requiring the attention of the principal to the frequent and thorough review of the elementary branches; thus making the opening of the Experimental School, for the present, impracticable.

The committee are gratified to inform the Regents of the University that a donation for an educational library has been made to the

Normal School, by the executors of the Hon. James Wadsworth, out of certain funds left by that distinguished friend of education, to be disbursed in such manner as would best promote the interests of the schools of the people.

It is due to the principal publishers of school books, to state that they have, with great liberality, presented the school with large sets of their text-books, lessening, in this manner, materially, the expenses of the school, and enabling its pupils to examine and compare the best elementary books now before the public. The value of the donations in books and maps, already made, exceeds six hundred dollars, or nearly one half of the expenses of the State, in fitting up and furnishing the school-rooms.

The committee lay before your honorable body, the following statement of the receipts and expenditures up to this date. The vouchers of all the payments are ready for examination at the office of the secretary of the Normal School committee.

STATE NORMAL SCHOOL.

CR.

1844.			
Oct. 19.	By cash of the city of Albany,.....	\$500	00
Nov. 19.	do Comptroller,.....	700	00
Dec. 16.	do do	500	00
1845.			
Jan. 4.	do do	500	00
		<u>2,200</u>	00

DR.

1845.			
Jan. 21.	To amount paid by city for altering building, &c.,	\$500	00
"	To amount paid for repairs, furniture, &c., &c.,	1,422	33
		<u>1,922</u>	33
		<u>\$277</u>	67

Amount appropriated by the State for 1844-45,	\$9,600 00
Deducting amount paid by the Comptroller,	1,700 00
	<u>\$7,900 00</u>
Add amount on hand,	277 67
*Amount to the credit of the school,	<u><u>\$8,177 67</u></u>

All which is respectfully submitted.

WM. H. CAMPBELL,
 GIDEON HAWLEY,
 ALONZO POTTER,
 FRANCIS DWIGHT,
Executive Committee.

I concur in the above report.

S. YOUNG,
Superintendent of Common Schools.

January 29th, 1845.

* There are some small bills due for fitting up the rooms, not yet presented for payment. The current expenses for board of pupils and salaries of teachers, are also a charge on the balance on hand.

DOCUMENTS

Accompanying the Report of the Executive Committee of the State Normal School.

DOCUMENTS.

(A.)

To County Superintendents of Common Schools.

Preparations being in progress for the establishment of a Normal school in the city of Albany, under the law of the last session, it is deemed proper to call the attention of the county superintendents to the subject, and to apprise them of the services which will be expected of them in the premises. Without being able, at the present time to ascertain the exact amount which it will be necessary to expend for apparatus, and for securing the services of competent teachers, it is believed by the Executive Committee, that the means at their disposal, will enable them to maintain at the school, free of expense to the pupil for board and tuition, at least one hundred and twenty-eight scholars. In lieu of board, however, an equivalent in money will be paid, of seventy-five cents or a dollar per week, as the funds shall warrant. As the funds to sustain the school belong to the people of the State, it is just that this bounty should be equally distributed. Perhaps no rule more equitable can be devised, than to apportion the pupils among the several counties, on the ratio of the representation in the House of Assembly. And it is believed, that the several boards of supervisors, with the proper information before them, will constitute an unexceptionable tribunal to make the proper selection or selections for their respective counties.

It is to be presumed that no one will apply for admission as a pupil into the Normal School, who does not intend to pursue the business of teaching as a profession. Indeed, the great and only object of the school will be, to communicate in the best manner, both the science and the art of teaching; and it would therefore be, to a great extent, a loss of the time of the pupil who should afterwards pursue any other occupation. It is required of each county superintendent, that he should possess himself of the necessary information, either from his own knowledge, or by communication or correspondence with the town superintendents, and other intelligent individuals, to enable

him to present to the supervisors the names of all the worthy and well qualified applicants of his county, whether male or female; if males, of the age of eighteen years or over; if females, of the age of sixteen years or over. Where the county, however, is entitled to but one pupil, it is desirable that such pupil should be a male, so that there may be at least one male pupil from each county in the State.

The county superintendents will present to the supervisors, the names of none, who would not, in respect to moral character and literary acquirements, be entitled to receive a certificate as a teacher of common schools. It is not the design or province of a Normal School, to communicate to its pupils the elementary departments of knowledge; but to perfect them in those departments, and above all, to mould their habits and discipline their minds in the art of teaching. For this purpose model classes will be provided, of all the grades which are ordinarily presented in our common schools; which classes the pupils will be required alternately to teach, under the supervision of the principal. In selecting names to be presented to the supervisors, the merit, alone, of the applicants should be regarded. The general intellectual and scientific acquirements, the purity of moral character, the amenity of disposition, and the capacity to communicate instruction, (*aptitudinem docendi*), should be the only passports. Neither sect, nor creed, nor party, nor poverty, nor riches, nor connexions should have the least influence in the selection. He, by whom we are all to be judged is "no respecter of persons;" and any less perfect rule, any other standard than mental qualities and acquirements, would involve favoritism and partiality, and should be sedulously avoided.

If one hundred and twenty-eight pupils carefully selected, and with all the desired qualifications, can be properly and thoroughly trained at the proposed Normal School, in the best system of teaching, they will be able, on returning to their respective counties, not only to reduce this system to practice, but to communicate to a very great extent to teacher's institutes and other similar local institutions, all the improvements with which their minds may have been stored. And it is in the hope that these local institutions will be continued and multiplied throughout the State, that it has been deemed desirable to secure the attendance upon the Normal School of one male pupil, at least, from each county, who might afterwards become a member of the teacher's institute of his county, for the purpose and with the view of introducing the system and the principles adopted at the State institution. It is not to be understood, however, that the number of pupils in the Normal School will be limited to one hundred and twenty-eight. Additional numbers of well qualified pupils, from any part of the State, will be received to as great an extent as may consist with the accommodation of the institution, on such reasonable terms of tuition as may be deemed expedient by the executive committee. Reasonable notice will be given of the time when the school will be ready for the reception of pupils.

Such is the general outline of the plan in view. The establishment, by law, of a Normal School in this State, is a novelty which,

like all proposed changes or improvements, is doubtless destined to encounter prejudice and opposition. Mankind are so often imposed upon by quacks and impostors, who are stimulated alone or chiefly by theoretical impulses or by pecuniary or personal interest, that it is not strange that suspicion and incredulity should be awakened on every proposed alteration in the management of human affairs. Experience, to every observing mind, has established the fact that ninety-nine in the hundred of the assumed inventions, discoveries and changes which are trumpeted to the world as improvements, have derived their origin from the visionary brain of the theorist, or the pecuniary aspirations of the artful and interested. We ought, then, to expect, as a matter of course, that he who has been often cheated will be suspicious; and that those who have witnessed the exposure and explosion of hundreds of new visionary bubbles, will be strongly inclined to suspect that every new scheme is visionary. It has been the fate, in all ages, of every useful improvement to share this suspicion. Whoever can recollect back for thirty or forty years, will remember with what protracted doubt and suspicion, the present improved plough was able to supersede the old instrument with its wrought-iron share and coulter, and its wooden mould-board. It is only by repeated demonstrations of utility that changes, of any description, in the ordinary routine of life, can be established. If the contemplated Normal School shall be properly organized and judiciously conducted, it will, in a short time, obviate doubt and silence opposition. But any serious mistake in the commencement, would be fatal to its future progress: and every improvement in the education of the young, which may have been anticipated from such an institution, would thus be indefinitely postponed.

These schools were first established in Prussia; and since that period, have been gradually adopted by nearly every nation in Europe. Like all human improvements, their progress has been slow but sure.

As the word *Normal* is not of common occurrence in ordinary books, it may be well to spend a moment upon its etymology and meaning. It comes from the Latin *Normalis*, and that adjective from the Latin noun *Norma*,—a term used by the best Roman authors to designate a fundamental *rule, pattern, standard, or model*, as the following extracts will show:

“*Natura norma legis est.*”—CICERO.

“Nature is the rule of law.”

“*M. CURTIUS, exactissima norma Romanæ frugalitatis.*”—PLINY.

“*M. CURTIUS, the most exact pattern of Roman frugality.*”

“*si volet usus
Quem penes Arbitrium est et jus et norma loquendi.*”—HORACE.

“If custom wills, which is the arbiter, the right and the standard of speaking.”

“*Vitam ad certam rationis normam dirigens.*”—CICERO.

“Directing life to the true standard of reason.”

“*Demosthenes norma oratoris et regula.*”—PLINY.

“Demosthenes, the standard and rule of an orator.”

Both the Spaniards and Italians adopted the Latin noun *norma* into their languages ; and this word is now used by each of those nations to mean a *fundamental rule, pattern or standard*,* and sometimes also, as it was by the Romans, to mean a *square or rule* by which material objects are measured. The English, as well as the French and Germans, instead of the noun, adopted the adjective *normal* from *normalis* : and it is used by English authors as descriptive of any *rule, pattern or standard* which is *conformable to the laws of nature*. When, for instance, writers on animal or vegetable physiology speak of the *normal state* of an animal or a plant, they mean its *natural, healthful and vigorous state*. Medical writers also designate the *natural condition* of the human body, by the adjective *normal*. A *normal school* should, therefore, be understood to mean a *pattern school*, founded on the laws of nature,—a school, the instruction and discipline of which is adapted to the natural powers, faculties and propensities of the human mind.

Let a child of five or six years old be familiarly associated, for a week, with twenty-six other children, and he will learn to discriminate each one from all the rest, and to address each by his proper name. Or place him in a flower garden, pointing out to him its beauty and fragrance, and he will, in a short time, learn to call by their appropriate names, twenty-six different flowers, as the rose, the tulip, the peony, &c. How does it happen, then, that the same child, according to the ordinary method of instruction, must undergo a painful drilling of from three to six months to fix in his memory a recollection of the twenty-six letters of the alphabet ? The answer is, that the first is the *teaching of nature*, or the *normal method*, and the last is its antagonist ; the first is the wise plan of the Creator—the latter the despotic rule of the dark ages. Every human being, possessed of ordinary endowments, is born with the innate desire to learn and to know : hence, the inquisitiveness of children is universally proverbial. To cultivate and to gratify this propensity—to attract and not to repel—is the business of the educator. If a child could be inspired, by his preceptor, with the same desire to know the letters of the alphabet, as he entertains to become acquainted with his playmates and to discriminate the flowers—if he could be made to appreciate the beauty and the fragrance of that knowledge to which the alphabet is the key, he would master each letter with the same pleasure and alacrity that he exhibits in learning the face of a new companion, or in cultivating an acquaintance with the rose. That this, to a great extent, can be accomplished, there is no reasonable doubt. Every department of knowledge can be made interesting to the pupil, in the hands of an accomplished teacher : and in the same proportion that it becomes interesting, will its acquisition be rendered expeditious and easy. The old method of dull routine, compelling the pupil to commit to memory, without explanation, the abstruse

* In the beautiful ode to Solitude of the Spanish poet, Juan Melendez Valdes, the following line occurs :

“ I a su divina *norma* se compassa.”

“ And to thy divine *standard* (the mind) conforms itself.”

rules of some favorite text-book,—requiring him, for instance, to repeat, as an explanation of the rule of proportion, direct or inverse, that “where more requires more, or less requires less,” it is one way, but that “where more requires less, or less requires more,” it is another; requiring him in subtraction, to make the *big* figures in the lower line, *borrow* and *pay*, as though figures, like men, might become bankrupt, if not favored with a loan from a friend—all this repulsive and senseless jargon must be exploded, and a more natural or *normal* system, introduced into our schools before their practical usefulness can be fully realized.

Every teacher should be so much a master of the branches he professes to teach, as not to require, for his own use, any aid from text-books. To enable him, for instance, to communicate a knowledge of arithmetic, the powers and properties and laws of numbers, in all their details, should be so familiarized to his mind, that by the most clear and simple illustration, he may be able at once to explain and obviate every difficulty and impediment in the path of his pupils. Obstructions present themselves to the minds of the uninitiated, in every department of knowledge; and the skill of the teacher is best manifested in his ability to reduce both the number and magnitude of these obstructions,—to communicate a knowledge of the subject, instead of its mere definition,—to lead the mind of youth by a smooth, easy and regular ascent from the lesser to the greater, and from the known to the unknown—and thus to strew flowers and perfumes in the hitherto rugged path of science.

A spirit of improvement in the art of teaching, and in the science of education is now abroad in the State. Many able teachers are found, who, guided by the light of their own vigorous understandings, have successfully introduced *normal* methods of communicating instruction. The opinion that a school founded for this express purpose, will be wholly useless, may be, and doubtless is, entertained by some. But the mass of our fellow-citizens, who have witnessed within the past few years the great and numerous improvements which have taken place in many of the arts of life, will scarcely entertain the belief that education alone is to stand still, and to remain a solitary exception to the general rule. The assumption that the present and future generations of the young are destined to spend the same time and labor as their predecessors in acquiring a meagre knowledge of the multifarious works of the Creator, and of the beautiful and harmonious laws by which they are controlled; while it would afford the most melancholy reflection to the philanthropist, fortunately finds no countenance either in the experience of the past, or in the reasonable probabilities of the future. Upon every pillar of the great structure of modern civilization are legibly inscribed “Improvement and Progress,” and should we fail to be prompted to vigorous exertion in the cause of education, by this universal admonition, we should be untrue to ourselves, to our children and to our country.

S. YOUNG.

(B.)

Remarks of the Hon. Samuel Young on the opening of the State Normal School.

It is probably expected, on the opening of this school for the reception of pupils, that at least a brief exposition should be given of its design, of the general course of its studies and exercises, and in short of the paramount object of its institution.

There are in this State not far from eleven thousand teachers in our common schools, to whose care and skill is committed the tuition, in all the elementary branches of education, of upwards of seven hundred thousand children. The great mass of these teachers are conscientious individuals, possessing different grades of capacity and of acquirement, and exercising their important functions with a zeal and efficiency commensurate with their best ability and knowledge. But never having had any special training as teachers, they are thrown upon the resources of their own understandings, with no other guide than the dictates of an isolated and limited experience, in the selection and adoption of the best modes of imparting instruction to the youthful mind. And conscious of their susceptibility of improvement, it is highly creditable to the teachers of several of the counties in this State, to have formed voluntary associations, and at considerable expense to have assembled themselves together, to hear lectures, to interchange opinions, to submit to the regular drill of a well conducted school, and by every other available means to improve their usefulness by increasing their knowledge. These laudable efforts have been followed, in those counties, by visible improvements in the schools: and it is earnestly to be hoped that Teachers' Institutes will be continued and multiplied until they pervade the whole State.

The school which is now to be commenced, is founded on the assumption—an assumption which would seem to be self-evident—that the art and science of teaching, like every other art and science, is neither inherited, nor innate, nor instinctive; but like all human attainments must be acquired by careful previous preparation. The responsibilities which rest upon the teachers of the young, are of greater

magnitude, and involve more momentous consequences than those of the public duties of any other class of functionaries. The right or the wrong development of the moral and intellectual faculties of the seven hundred thousand children of this State, in the susceptible period of childhood, will give a coloring to the whole of their future lives. If strongly and durably impressed in early life, while the mind is plastic and tenacious, with sound principles and correct knowledge; if inspired with the eternal truth that virtue is happiness, and vice misery, the amount of crime and of suffering which will thus be averted, and of enjoyment which will thus be secured, is incalculable. And to "train up a child in the way he should go," so far as it respects an implicit acquiescence in the great and immutable laws of moral obligation, is a duty as incumbent on the teacher of a school as on the parents of its children. And next to parental influence, there is no human instrumentality which can affix so indelible an impress upon the disposition, the moral habits and future character of a child as its teacher. It is to aid in preparing teachers to as great an extent as practicable, to fulfil in the best manner all the duties of their station that this school is established. Every additional grade of usefulness that can be given to them, will benefit the community; and by rendering better and more efficient services, the instructors of youth will be more liberally rewarded by their employers, and will also elevate their standing in social estimation, in a corresponding manner.

It is not expected that individuals will be received as members of this institution, who are not already acquainted with those departments of education which are usually taught in our schools. Their knowledge of all the elementary branches is here to be reviewed and made perfect; and in addition to this, they will be carefully and practically exercised in the best modes of teaching all these branches. For this purpose, arrangements are now in progress, although not yet completed, for providing model classes of little children of the different ages and descriptions usually found in our country schools. These classes will be taught by the pupils of this institution under the supervision of the Principal, from the learning of the alphabet upwards through all the grades of common school education.

In the mental constitution of children, as well as of adults, great diversities are found. Some are timid and modest—others forward and presuming—some hasty and passionate—others mild and forbearing—some endowed with the faculty of rapid and almost intuitive apprehension—others slow in conception and hesitating in application—one is found obstinate in disposition and another yielding. Numerous shades and varieties present themselves in every school. In some children the organs of speech and powers of utterance are early developed—whilst in others, the inarticulate stammerings of childhood are protracted to a much later period. Some are corporeally delicate and feeble, and others robust; and between the two extremes there are many grades of moral and physical ability. No one can become an accomplished teacher who does not strive to understand both the mental and physical characteristics of his pupils. And he must not only

understand them ; but also where they are strongly predominant he must govern himself and his pupils accordingly.

The classification, management and government of the children of a school, will here form one of the subjects of instruction. The old system of school government, founded alone on fear and force, has already been to a great extent abandoned. Few advocates are now found of the Draconian code of corporeal infliction for every delinquency. No one who does not love children should aspire to be their instructor. And when the instructor possesses this and other proper requisites, the love and confidence and respect of the pupils are easily secured ; and these relations existing, moral government instead of the criminal code will secure good order. This should be regarded as the general rule, to which exceptions occasionally may be found.

In addition to the ordinary branches of study pursued in our common schools, it is intended that vocal music and drawing shall form a part of the course of instruction here to be communicated. Physiology also, so far as it embraces the science of vitality, and the laws to be observed in the preservation of health, will be taught.

Instruction in vocal music has already been introduced into a number of our schools, and instead of retarding, it has uniformly been found to accelerate the acquisition of all the ordinary branches of education. Nothing is more exhilarating to the young and tender mind than harmonious sounds ; and the relaxation and delight which are afforded by lessons in music, are regarded by children as a compensation for the uninteresting details of the more laborious exercises of the school. Drawing is also considered by the young as an amusement rather than a task ; and the command and control which its exercises give to the muscles of the hand and arm, facilitate in a great degree the acquisition of a good hand-writing. In all the departments of human industry drawing is useful, and in some of them indispensable. The ability to sketch a farm, an orchard, a garden, a house or other building, a carriage or machine, a tool or implement in the mechanic arts, a tree, flower, fruit, or plant, or animal, is frequently called into requisition ; and a sufficient degree of skill for all the ordinary purposes of life is easily acquired by the young, and might be communicated to every child in the State, without impediment to his advancement in the more indispensable branches of learning.

It is the dictate of humanity strongly to inculcate upon the young, the laws of health. It is a well established and melancholy fact, that one-half of the human race are consigned to the grave before they have attained the age of eight years ; and many of the survivors often linger out a brief and painful existence of sickness and disease.

Physiology teaches us that God has given to man a corporeal conformation at least as perfect as that of any animal whatever ; and it is therefore reasonably inferential that premature death, disease and sickness are ascribable to transgressions against the laws of our organization. During the present century some little encroachments have been made upon the gloomy domains of the King of Terrors, and

the average duration of human life in some portions of the world has been visibly lengthened. The progress of vaccination and of temperance has materially contributed to this beneficial result. Much, however, still remains to be done, to give that degree of longevity and of health, which seems to have been the design of the Creator in bestowing upon man his corporeal structure. To discover and to obey the laws which God has impressed upon matter as well as upon mind, constitute both the duty and the happiness of the human race; and it should be durably impressed upon the young, that they cannot transgress any of the laws which appertain to the health of the body or of the mind, without suffering the penalty. Much, doubtless, can yet be done to expel or to counteract disease, to protract life, and to promote human health and happiness, by the cultivation of temperance and regularity in all the corporeal requirements, and by controlling within sanatory limits all the various passions and affections of the mind. The constant breathing of pure air, the daily habit of healthful exercise, and strict attention to personal cleanliness, by frequent ablutions or otherwise, are also required by the laws of our organization.

The days of man are numbered, and a bound is set by the laws of his organization, beyond which he cannot pass. The same mandate of mortality is impressed upon the organization of the millions of animated beings which inhabit the water, the earth and the air. Not one of them is immortal; but each species has its appropriate limit of vitality which no individual of the species can transcend. The tortoise has been known to live more than two hundred years, whilst the existence of the ephemeron is limited to a few hours. No care can prolong the life of the dog to twenty years, nor that of the horse to fifty. A mechanic (to compare great things with small,) can make a clock which will run one day, or eight days, or other period, before its propelling power is exhausted. And the Great Architect of the Universe, with infinite wisdom, has constructed myriads of species of animated beings, each of whose ultimate duration of vitality is bounded by its organization. Individuals of each species may fall short of this bound, but can never exceed it. In modern times as well as anciently, human life has extended to one hundred and eighty-five years. And perhaps this may be considered as the ultimate limit to which it can be protracted in any case, by the most exact compliance with the laws of its organization. But how sadly is this power of longevity, which has been kindly bestowed by the Creator, abused by mankind? One half of them are cut off by disease in early life, before a moiety of the powers of either body or mind is developed, and before they are able to perform any of the important functions of human existence. And from this premature sickness and mortality, every other species of sentient being, within the reach of observation, is wholly exempt. In the dark ages, human ignorance shielded itself from responsibility, by regarding pain, sickness, premature death, and many of the other ills of life, as the special visitations of a benevolent and all-wise Creator. But the clouds which then envel-

oped the human mind are at least partially dispelled, and correct conceptions of cause and effect, and of the adaptation of means to ends, and a recognition of the immutable laws which pervade both the moral and physical universe, have commenced their sway; and as truth prevails, the great lesson of human responsibility in all the departments of life becomes the more striking and impressive. The time, it is to be hoped, will ultimately arrive, when the great mass of mankind will regard the terms fate, and chance, and destiny, and luck, as obsolete, and when each individual will act under a full sense of his personal accountability, in the discharge of all his duties, towards his Creator, his fellow creatures and himself.

Having indicated the prominent studies which *will* be pursued, it will not, perhaps, be amiss to designate what will *not* be taught, nor even tolerated in this school.

The religious world is divided into various denominations, who, as is well known, entertain feelings more or less partaking of uncharitableness towards each other. In these feelings, neither the preceptors nor pupils of this school will participate. Sectarianism of any kind, is too narrow and exclusive for an institution like this; and the word sectarian is as applicable to politics as to religion. Ignorance and prejudice are doubtless the causes of many of the differences which distract the world, and produce a vast amount of human misery. The efforts of this institution should be directed, as far as possible, to the extinction of these fertile sources of moral and physical evil, and thereby to the promotion of "peace on earth and good will to men." Previous to their becoming members of this institution, its present and future pupils will doubtless have attained an age in which their religious opinions will have been formed. For these opinions they are not responsible to any human tribunal. Each will attend, at his or her option, at such house of worship as former habit and reflection may have selected, and in such form as to each shall seem most acceptable to the Supreme Being, will offer up the homage of a grateful heart.

Throughout the civilized world during the last hundred years, the spirit of religious intolerance, with the exception of occasional outbreaks, has gradually assumed a milder form; and the peace and happiness of the human race will be vastly promoted by the advent of an era, when each individual shall commune with his Maker in his own way, without calling in question the creed of his neighbor; and when an expansive charity shall regard the paths which are traveled by different sects of Christians, as lines drawn from the circumference to the centre of a circle, which, although starting from different and opposite places, all finally terminate at the same point. The spiritual condition of no one can be injured by the exercise of charity; and the temporal condition of all would be benefited by the prevalence of this virtue.

Mr. David P. Page, of the State of Massachusetts, has been engaged by the executive committee as the principal of this institution, and Mr. George R. Perkins, of this State, as professor of mathematics. They are both in readiness to enter upon the discharge of their duties. When the school shall have been fully organized, such other aids will be provided as its exigencies may require.

In the selection of instructors for this institution, the executive committee have been exclusively governed by the consideration of moral qualities, scientific attainments and practical skill. And for the encouragement of the young aspirant after knowledge, it is worthy of remark and of remembrance, that both of the gentlemen who have been employed, are to a great extent, self-educated men ; neither of them having ever been a member of any college.

We live in a community where the diploma of the heart and of the head, affords the most effectual passport to public favor, and where honorable distinction is within the attainment of every child in the State : and to the same extent that useful science and sound habits of thinking are cultivated and diffused, will the ephemeral aristocracy of family, of wealth, of power and of place, become merged and extinguished, in the noble and meritorious self endowments of virtue and knowledge.

In preparing and furnishing the apartments, and in procuring the apparatus for this school, convenience and utility have alone been consulted. Those who come here to perfect their qualifications in order to become teachers of the schools of this State, should be habituated to neatness, simplicity and usefulness, rather than to costly ornament and splendid decoration. In all the arrangements, and exercises, and teachings of this school, the great object to be kept in view is practical utility. Every reasonable effort will be made by the executive committee to promote this desirable end. But neither their exertions, nor the unwearied labors of the preceptors, can command success, without the zealous and cordial co-operation of its pupils. Indeed, it is only on the condition of the correct deportment, the virtuous principles, the self control and the persevering industry of the inmates of this school, that the desired success in its usefulness can be obtained.

A liberal endowment for the establishment and maintenance of this institution has been made by the Legislature, from the funds of the State ; and if those who are instructed here shall duly profit by their advantages, they will be qualified, on returning to their homes, to diffuse throughout the State a much more than compensating fund of moral and intellectual wealth, which "neither moth nor rust can corrupt, nor thieves break through and steal."