

want of suitable rooms for the Normal School, the Model School and the Boarding-students, it is a matter of surprise and gratification that the State is beginning so soon to see the fruit of her liberality in the increased number and increased efficiency of her Teachers. Let us hope that every succeeding year will witness a similar increase, till our entire State is occupied by an army of well trained, faithful and devoted Teachers. I regard the success of the School under all its drawbacks as a proof that the Legislature, by the establishment of the Normal School, manifested a true insight into the wants of the people; and that the people have been prompt in taking advantage of the liberality of the Legislature. I do most earnestly hope that it may be practicable at an early date to provide the School with more ample accommodations; but, if not, I can only promise, on behalf of myself and the Teachers with whom I have the honor to be associated in this noble enterprise, that we will not be discouraged by difficulties, but will continue to make the best use of the means under our control, so as to realize the earliest and largest practical benefits to the State.

MEN AND WOMEN TEACHERS.

It will be seen by reference to the Table given above that only ten per cent. of the students are men. This indicates very closely what may be expected to be the relative proportions of men and women teachers in the State a few years hence. It is not necessary to add any confirmation to the fact which experience has amply demonstrated that women make good teachers; that out of the same number of persons of each sex, a far larger proportion of women than of men will be found with the necessary natural gifts for teaching; and that within a certain range of subjects and scholars, women are actually better teachers than men: but, yet it is not to be denied that there are some prejudices against the general employment of women. I shall refer only to two, for the purpose of suggesting how they may be obviated.

1st. It is said that in a great number of cases women cease to be teachers just when they have gained sufficient experience to make their labors valuable; that teaching is the business of a man's life, but is seldom more than an episode in a woman's; that no matter how poorly prepared a man may be for the work of a teacher, when he begins, if he is honest and industrious time brings the required fitness: but that women seldom teach long enough to make use of the experience they have acquired. There are two ways of gaining experience; the first and best (for the teacher, not for the scholar) is actual practice in the school-room; the other is by such training as Normal Schools are designed to give. It is worthy of consideration whether, now that the State Normal School is open, all women who apply for situations as Teach-