

know; in the Normal school it is to learn, so as to teach.— The purpose of the High school is to produce good, intelligent, well-informed citizens; the purpose of the Normal school is to produce good, efficient, and zealous teachers.— There is therefore no antagonism, no room even for competition, between the High and the Normal school; for though dealing with the same subjects, they pursue different ends and by different means. A sound elementary education is a good preparation for the Normal school; a thorough High school course is still better; and it is hoped that before long, a High school diploma or its equivalent will be necessary to secure admission to the State Normal school.

The subjects embraced in the more strictly professional part of the course are the history of public schools and popular education; the philosophy of mind; so far as it furnishes the foundation of educational theories; education, as a positive science; teaching as an art; methods of instruction, classification, Government, and discipline; the school Law of Maryland in its relation to citizens, teachers, and school officers; the duties and qualifications of public school teachers.

The science of education is still in its infancy. The principles on which it is based, founded as they are on the unchangeable laws of mind, are easily apprehended, and command assent as soon as they are announced. But the best mode of carrying them into effect is still a matter of experiment. The faculty of the Normal school therefore disclaim all intention of making teachers to order, of pronouncing in every instance which is the right way of teaching every subject, or of deciding in every case the proper method of dealing with all the practical difficulties of the school-room. It is their wish to extend and multiply the facilities of the teacher, and not cramp his energies by adherence to a rigid formalism. Their object is rather to eradicate the dogmatism of the past than to inculcate a newer even though it be a better dogmatism. They seek, (as the very first step in the march of improvement) to break up the pernicious routine, by which, from generation to generation, each following blindly in the steps of its predecessor, false methods have become so halloved by custom, that all intelligent investigation has been checked. They endeavor to substitute the precepts of nature, reason and philosophy for the absurd demands of tradition. Their aim is not to convert their students into pedants and martinets, (of whom there are enough already) but to call into the liveliest exercise the peculiar talents of every individual, and to bring these talents, under the direction of a sound philosophy, to bear upon the work of the teacher. They think that the soldiers of the army of education should be not merely well-drilled operators, but active thinkers, intelligent workers, accustomed to use their own faculties, and to follow the dictates of enlightened common sense. Above all things,