

do they consider it important that teachers should form a high ideal of their position and duties, that it should be well understood that the days of mere school-keeping and lesson-hearing are numbered; that oral instruction must to a certain extent take the place of memoriter recitations; that the teacher is no longer to confine himself to the text-book as the beginning and the end of all that is to be taught and learned; that the teacher as a moral and intellectual agent must come sometimes into *direct* contact with his scholars as moral and intellectual subjects, and not always through the medium of a book; and that want of success in the government or instruction of a school is an indication of incompetency on the part of the teacher.

They seek also to combat the old and dangerous heresy, that the communication of knowledge is the sole or even the main object of the educator. They sincerely believe and earnestly teach that the amount of book-learning usually obtained at school is but of small importance compared with the moral and intellectual *habits* which are there acquired. They would make the direct acquisition of knowledge in school subordinate to the development of the power and desire to use that knowledge and to add to it after leaving school—regarding the one as money locked up in a strong box, of which the key may happen to be lost, the other as money invested in good securities at compound interest.

They earnestly endeavor to impress upon their students, that the cultivation of the intellectual powers is only part of a teacher's work. The physical well-being of the scholar is entrusted to the teacher during school hours, and, as far as he can control it, after school hours; and the laws of health are as necessary to be taught as the laws of grammar. The conscience needs the guiding hand of the teacher as well as the reason; the duties of the child to society, to his country and his God, need to be explained and enforced as well as his duties to teachers and parents.

LIBRARY, APPARATUS, ETC.

A beginning of a library has been made; and additions are expected every year.

A considerable amount of chemical and philosophical apparatus has already been procured; and funds are in hand to purchase, at an early date, whatever is necessary to place this department in a state of complete efficiency.

It is the intention of the board to form, in connection with the normal school, an educational museum, where every valuable novelty or improvement in educational apparatus will be collected.