

The character and ability of some old time teachers well known. They were qualified to read, to write and to whip. Like the old field School houses they were good for nothing. They degraded the public schools and discouraged the children. Such cannot stand the test of the present law, and it is hoped will soon disappear from places for which they have no qualifications, natural or acquired.

To render these examinations practical and comprehensive, they are conducted by the chief school officer in each County, the man who knows the wants of the schools and is responsible for their condition. If candidates can give evidence of good moral character and correct knowledge of the branches to be taught, they receive the certificate, which admits them to the school room. If not, they are rejected, because unless there be intelligent teachers there can never be good schools; there can be no vitality, no real growth. Some persons have objected to this reasonable mode of testing fitness to teach; but the answer is "There is no other door by which the school room can be entered." He who seeks to enter in by any other way is, as concerns the welfare of the children and the Public money appropriated for their benefit, "a thief and a robber." When the State assumes the responsibility of educating the young, she assumes the duty of providing competent agents for this important work and hence not only applies a rigid scrutiny, but should grant every practicable encouragement and facility to the teacher for securing the requisite qualifications. This has been done and now the examiners stand as sentries at the school house door and see that none enter but those who are competent to be teachers and guides of the young.

One result of this system of examination has been to cause teachers to review their studies and enter upon systems of self-discipline. To aid them in this laudable effort, the law has provided

TEACHERS' INSTITUTES.

These Institutes are temporary Normal Schools in which the teachers of the County assemble to receive instruction from competent Professors in the art of teaching and governing their Schools. They are convened once in each year and extend, in a limited degree, to those actively engaged in the School room the benefits of a professional training similar to that of the State Normal School. Wherever Institutes have been held during the year teachers have passed enthusiastic resolutions endorsing their value. In many of the States liberal special appropriations are made to sustain and the very best teaching talent and the most eminent Professors employed to conduct Institutes. The policy is good, for whatever improves the teacher improves the School. A School system may be theoretically perfect, but it will fail without the wide-