

The testimony of the celebrated *Miss Carpenter*, of England, is: "I feel confident from my experience and observation, that the *real education* of the working classes would be *improved* by devoting three hours a day, instead of five or six to direct intellectual instructions; the faculties of the children being strengthened and trained in other ways by *industrial occupation*, which developes many powers comparatively untouched by book learning." Rev. Mr. Morrison, Rector of the Free Church Training School in Glasgow, well says: "I hold it to be an axiom in education that no lesson is *given*, until it has been *received*. As soon therefore as the *receiving* power of the child is exhausted, anything *given* is useless, nay injurious, inasmuch as you thereby weaken, instead of strengthen the receiving power."

But I must not protract this letter, already too long. If you can accomplish anything towards introducing the *industrial* element into our public School system, I firmly believe that thousands of future "happy homes" throughout our Commonwealth will hold your name in warm regard as a public benefactor.

Most respectfully, yours,

FRANKLIN WILSON.

#### CHAPTER IV. GRADED SCHOOLS.

SEC. 3. Education must necessarily be somewhat imperfect in a School of fifty or more children of various ages from six to eighteen years and pursuing every branch of Study, from the Alphabet to Algebra.

It is impossible for one Teacher surrounded by a groupe of such diversified attainments, and of such multifarious desires, each one clamorous to be heard first or else careless whether he is heard at all; to accomplish half his work in the brief six hours of School work. The amount of labor to be performed is too great to be efficient. Could the Teacher divide the children into three or four classes, grading them according to their degree of advancement, he would be able to give ample attention to every branch of Study and would accomplish in one term more than now is done in the whole year.