

For this purpose whenever it is practicable, as it will be in many Towns and Villages, instead of having two Schools located merely for the convenience of access and to save children the trouble of a long walk, which means, to deprive them of healthful exercise, let the Schools be graded into Primary and Grammar, each child attending where he is fitted to be. Much can be accomplished by a skilful Teacher even in our mixed Schools, but nothing in comparison with the result in a School where the pupils are arranged according to attainments and taught in large classes, each class receiving a fair degree of instruction, instead of the attention of the Teacher being engaged by two or three advanced pupils and as much time occupied as would suffice for a class of fifteen or twenty.

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SECTION 1. We anticipate much difficulty for a few years, in procuring well taught and capable teachers for our Public Schools. Yet, without them, we cannot reach the results which must be obtained before we can, in the least degree, be satisfied with the School System.

Until the State Normal School has furnished teachers from its graduates, we will be obliged to depend upon rigid examinations, in every instance. No person should be permitted to teach because holding a diploma from a High School, Academy or College, for experience proves that graduates are not always skilful teachers.

Incompetent teachers not only render the system unpopular, but they defraud children of knowledge and the State of property. Because of their neglect of duty or ignorance of their vocation, Public Schools have literally degenerated into Common Schools; and Instructors have little more than the claim of superior muscular strength to entitle them to the name of School Master.

To make examinations accurate and searching they must be conducted by practical Educators. Hence they are committed to the State Superintendent, to the County Directors,