

roughly educated in a Normal School, can communicate more learning to his pupils in six months, than another could in a year; and that all our efforts to improve our schools will avail nothing until our teachers are first improved. The value of these institutions is no longer a theoretical question. It has been proved by extended experience in Europe and in America; and, by the unanimous testimony of those who have had charge of these schools, it appears that they have been instruments of great good to all upon whom their influence has been brought to bear.

It may be suggested by some, that a "Department for the Education of Teachers" might be connected with some of the existing State Colleges. We say, positively and advisedly, that such a plan would be effectually ruinous to the system. It is obvious that the course of instruction pursued in our colleges is not calculated to qualify teachers for public schools. They impart a knowledge of the classics and higher mathematics, but neglect those elementary branches which are to be taught in our common schools. Besides this, our Colleges can make no adequate provision for exercising the pupil in the practice of teaching, while there would be danger that the ambition to become teachers would be exchanged for a desire to enter some other profession, and insuperable difficulties would exist in providing for the education of females as well as males. The object of a Normal School is not only to make good scholars, but practical teachers; and no fact is more obvious than that it is one thing to learn and another to teach. The ability of acquiring and the power of imparting are processes quite different.

It might be wise and beneficial legislation to bestow upon one or two Normal Schools the bounty of the State which is now literally wasted by small benefactions, or rather gratuities, to various county academies, female seminaries and high schools. These are quite able to take care of themselves.

Your Committee are of opinion that a general School System, to be efficient, should be administered by a General Superintendent, assisted by Deputies in each county. The Superintendent ought be required by law to visit the counties, examine into the condition of the schools, assemble the teachers for consultation and instruction, and to establish the best methods of teaching, and the wisest systems of discipline. To this end, "Teachers' Institutes" might be organized, at which all the teachers of the county could assemble to acquire knowledge, and to fit themselves for the important duties which they have to discharge. There would be an interchange of views, teachers would know one another, and thus infuse throughout their profession that "esprit du corps" which