

Let the school room be a place where the pupil will delight to study, not a cold and repulsive dungeon. If he is to learn about the nations of the earth, the truth of philosophy, and the art of computation, give him all the facilities in your power. Children learn quicker by sight than by faith. The eye is a surer medium to the child than the ear or the brain. Give him a hold of the first limb of the tree of knowledge, and let his eyes be open so that he can see where the next branch grows, and in all probability he will climb to the top; but blindfold him, and you may stand at his side and give him all the direction you can, and he will often fail, and in all probability become discouraged. Put into the schools such apparatus as maps, globes, cubes, squares, blackboards, &c., &c., and you will do more for the advancement of the pupil than by supplying an additional teacher. These things are indispensable to the prosperity of our common schools.

GRADED SCHOOLS.

We are now enabled to profit not only by the errors of other States in the management of their schools, but by the advantages which they have derived from their improved systems of education, and from none can we desire more or greater benefits than from examining and following their lead in adopting and rigorously sustaining *Graded Schools*. In calling your attention to this system of schools, and to the advantages to be derived from their thorough organization and management, I will state a few reasons with the arguments in favor of my recommendation.

Graded Schools are based on the principle of progress and merit; progress in study; advancement on the grounds of merit. The High School stands at the head, as the desired haven to which all are hastening. Every advancement from the Primary Schools, is made on the grounds of personal advancement in knowledge. Every higher grade acts as a stimulant upon the one below, and urges them to greater exertion in study.

Admission to the High School is considered as the "ultimatum" of all their hopes, and a promotion operates as a powerful incentive to greater diligence and untiring exertion. It wakes up the sluggard, stimulates the dull, and brings into play the powers of the studious. It quells the boisterous, sobers the rowdy, and instills a spirit of subordination throughout the whole school. Progress in study is not the only inducement held out, but pro-