

any subject furnishes the occasion, but very little during the day. But with schools rigidly classified, all the pupils may pursue, in many branches, their investigations simultaneously; and but three or four sub-divisions, or classes, at most, are required, even in the lowest Elementary grades. I feel, therefore, that I am understating the truth, when I say, that with such a system of schools as I have proposed, every pupil would, in the same space of time, make twice the progress in real mental growth that it is possible for him to do under your present miscellaneous system.

Nor should I omit to call your attention to another element of efficiency. You will perceive at a glance that if all the schools under your charge were pursuing a graduated course of instruction, each grade mastering its assignments every year, a wonderful stimulus would be infused into both teachers and pupils throughout the entire city. Every teacher's work would be brought into direct comparison with that of every other presiding over a like grade, and all would be anxious to excel. Every pupil, also, being aware that there were higher departments before him, and seeing his fellows doubling their diligence that they might be ready to pass the necessary examination, at the end of the school year, in order to transference, would have a most powerful corrective of indolence or indifference constantly before him.

I suppose it has already occurred to some members present that the rigid system of classification proposed would occasion some difficulty in the case of individual pupils. These, however, being the exception, should not for one moment prevent the carrying out of a system that would confer the highest benefits on the great bulk of the school-going population.

The individual cases referred to would arise chiefly from three sources:

1. Some pupils, for various reasons, would fall far behind the grades appropriate to their age, and would not be accommodated by the furniture in the grade where their proficiency would locate them; nor would it be judicious to compel them to be associated with children so far below them in years and stature.

Similar cases would require consideration at the very outset of your classification.

2. Some pupils would wish to attend school for a short time, for the purpose of perfecting themselves in some particular branches, and would have but a limited time at command in which to attend school.

3. It would frequently happen that pupils coming from other localities would be found deficient in some one or more branches of the course prescribed by the Board, but well advanced in others; and it would be impossible to classify them in the graded schools without much disadvantage to the pupils.

To meet all such cases the Board would need to establish, or rather to