

will be carefully surveyed, and that, with a wise and generous policy it will be as well cared for in the future as in the past, and that every available dollar consistent with other demands will be liberally devoted to a work so well begun, and in the progress of which, thus far, we have the best evidence of its value.

The cost of public free education is often urged as an objection to our system. Will those who talk thus, inquire a little what it costs to keep a people in ignorance. Let an estimate be made on both sides, and the objectors will surprise themselves when they see the fearful odds. Let the objectors remember that our children are either to be good and useful citizens, promoting every honorable and ennobling interest, or they are to swell the number of dissolute and depraved men and women for whom the public must be taxed beyond the cost of education, in order to suppress the baneful influence of their depraved lives. The country, we trust, understands, that it cannot afford the vast sums required to meet the consequence of ignorance, and that the way to avoid this enormous expense, is to educate the children. Education will do this, it has done it, and the more perfect our educational machinery is made the greater will be the antagonism between knowledge and ignorance, between virtue and vice, between industry and idleness, and the more certain, the hope of saving society from the terrible results of youthful degeneracy.

One of the great discouragements in Common School education is the difficulty of securing for the teaching ranks the best minds and in obtaining them at any price. With so many it is thought that any ordinary ability will do for the teacher, that the profession is not one requiring the best intellect or the highest reward. One is very often astonished to see parents who possess ample means for providing the very best instructions for their children lavishing their wealth upon mere gew gaws, and apparently finding so much pleasure in passing trifles; while the teacher, engaged in forming the character and habits of their children, and who should be regarded and esteemed as a most intimate co-worker in training the mind and in shaping the future of their offspring, is regarded in many instances, almost in the light of a domestic. Comparatively few parents form an acquaintance with the instructors of their children, but leave the all important work of training beloved little ones to persons little known and perhaps little cared for. Parents little know how much they may aid in the work of instruction by visiting the school and in forming an acquaintance with the teacher, in knowing his or her peculiarity and adaptation to the work and in bringing home influence to bear, as aid, to the teacher. Friendship and intimacy should certainly exist and be cultivated between the teacher and parent. There is no one who can possibly contribute more to the best interest of the Country, and so effectively promote its domestic happiness, as the teacher, when for his work's sake he is respected as a co-laborer with the parent in the duty of instruction.

Teachers with active intellects are required. And, other things being equal, are decidedly the cheapest, at any reasonable cost. A sluggish intellect will assuredly reproduce itself, and the pupils, in daily contact with it, will sink into intellectual torpor, become feeble minded men,