

laws which govern us daily. There are few children in this country, I fear, who can point out the difference of the functions of the Local and Federal Governments, and of the obligations of the one to the other; who know anything of the *modus operandi* of a Law Court; who understand the meaning of "Vote by Ballot;" who have the faintest conception of the modes by which revenue is collected and expenditure checked; who have more than a vague comprehension of the term "The Government;" and who could sit down and write the barest essay upon the ther. "How we are governed." And yet many of them can tell you when Trial by Jury is supposed to have originated, how the Feudal System declined, how, when, and where Magna Charta was signed, what distinguished the reign of the Tudors, and from what cause the union of England and Scotland came about. In a country like this, where almost every boy, in one capacity or other, is destined to become a law-maker, or law-executor, at some period or other of his life, it is surely worth while to teach him how laws are made, and in what fashion administered, and there is no place in which the work can be more thoroughly done than in the school-room.

Having thus cursorily discussed the questions "What and How to Teach," I will turn, for a brief space, to the third point: "By whom should our schools be taught." Our Legislature has answered this query by declaring that none other than "a duly qualified Teacher" shall be employed in our Public Schools, and that the qualification shall be determined by an educational test, impartially administered; and this is, probably, as far as, with a view to keeping up a supply equal to the demand, any statute or regulation can go. We must all admit, however, that it is but a meagre and unsatisfactory proof of any person's fitness for teaching. Literary attainments, alone, valuable and essential as they may be, are but half the outfit of the successful teacher. It is probably true that the best teachers must have an intuitive knack and liking for their profession. However that may be, it is certain that the simple ability to secure a third, or even second-class certificate, is not all that is requisite to make an effective instructor of the lowest class in the school. The brain may be saturated with the contents of books as a sponge with water, and yet unable to communicate its absorbed treasures to thirsty minds. A knowledge of human nature, of men and places, is as important as profound acquaintance with the most valued literary treasures. Some inherit this familiarity with human nature and its workings: some can only acquire it through experience, and intercourse with the world: and it is by that intercourse, rest assured, coupled of course with literary ability, that the really valuable teacher is formed. Circumstances, the want of means, may have prevented the young beginner, the simple apprentice to the profession, from making acquaintance with much beyond the radius of the home circle, but, by the expenditure of a liberal share of the first moneys received from the Trustees, should this self-improvement commence. The methods of communication have been so multiplied and simplified, the cost of travel has been so cheapened, that the recipient of the smallest salary, paid by the most economical Trustees, can now utilize a fair proportion of the summer holidays in learning something of the great land in which we live, and of the bustling, active people of whom we form a part. A few dollars, not more than a fifth of the average income of the worst paid of