

Schools during last year. The teacher can of course appeal to the law, and sue for his just dues; but this, strictly followed up, would necessarily cause him to lead a life of vagrancy, as he would be obliged to move every six months. He would in a short time be obliged to "board round," and so become the "gossip" of the neighbourhood. To require people to pay the instant that an article is delivered, in fact to go on the cash principle, is decidedly the best manner of doing business; but there are but few people who can manage it, and in country places it is quite useless to expect it.

It is everywhere a recognised principle that steady attendance is the hinge upon which the whole machine of education turns; and next to the regular attendance of pupils is the steady location of the teacher. Ability on the part of the teacher or pupil is a personal matter, to which the old simile of the horse and the water may be applied with truth; but any legislation upon the school system of a state should have those two objects particularly in view—viz: regularity of attendance and steady settlement. In several despotic states in Europe, the regular attendance of pupils is compulsory, and in Great Britain children under a certain age, employed in manufactories, are bound by law to spend a certain portion of their time in schools provided for them. To show that there is a need of this matter's being canvassed here, I will only mention the fact, that out of every sixteen scholars nominally attending our schools, nine actually attend, as shown by the report of last year. Compulsory legislation upon this subject is not to be thought of. The teacher has no power to remedy the evil; it lies with the parent; and it may be of importance to inquire into the influence that may be wielded by the legislature to induce the people to send their children steadily to school. Whatever may be done by advice or mere word-law, it is through their power over the treasury that any real good can be wrought. This power has been in my opinion misdirected. If anything is wrong, or reported to be wrong, it is the teacher that is to suffer. Instead of the legislative aids being given to the people

to assist them in paying their teacher, the money has been given to the teacher irrespective of the school he taught. The grants ought to be given to the people, and in proportion to the number of really attending scholars. As an example of the misdirected influence, the legislature some few years ago wisely determined upon encouraging the people to tax themselves for the support of their schools, and offered a bonus to those districts that would adopt the taxation principle. This was a step in the right direction, but it was of no practical avail, as the bonus was given to the teacher. The people had no direct interest in the matter. Their teacher was better paid to be sure, but where was the bonus to them? They could not see it.

In Canada the Government money is distributed in a different way. A certain amount is granted to a county, and the county authorities, municipal or otherwise, divide this money among the townships or parishes, when it is again subdivided among the school districts. These divisions are settled according to certain relations the schools bear to each other, one of which is the amount of attendance. The teacher makes his agreement for a year with the trustees of a district, to teach their school for a certain sum to be paid quarterly. He looks to these trustees for the money at the specified time. They are a body corporate, and can sue or be sued. They receive the subscriptions, fees or taxes, and that part of the public money that by right falls to the district. A district meeting is held every year, when the place of the retiring trustee is filled up; the amount that the people are willing to pay, and the manner in which that amount is to be raised by the district, and any other school matter requiring adjustment, are settled by the vote of the inhabitants of the district. The trustees are then fully authorised to enter into a written agreement with the teacher, in which they bind the district to the sum, and the teacher binds himself to teach all the children of proper age, who present themselves at school, and are residents of the district. The district being thus bound to pay him, it is the interest of the residents or other