

any thing of that kind." "Fact, fact!" said the gentleman. And "Fact, fact!" repeated Thomas Gradgrind. "You are to be in all things regulated and governed," said the gentleman, "by fact. We hope to have, before long, a board of fact, composed of commissioners of fact, who will force the people to be a people of fact, and of nothing but fact. You must discard the word Fancy altogether. You have nothing to do with it. You are not to have, in any object of use or ornament, that would be a contradiction in fact. You don't walk upon flowers in fact; you cannot be allowed to walk upon flowers in carpets. You don't find that foreign birds and butterflies come and perch upon your crockery; you cannot be permitted to paint foreign birds and butterflies upon your crockery. You never meet with quadrupeds represented upon walls. "You

must use," said this gentleman of facts, "you must use for all these purposes, combinations and modifications (in primary colours) of mathematical figures which are susceptible of proof and demonstration. This is the new discovery. This is fact. This is taste." The girl curtsied, and sat down. She was very young, and she looked as if she was frightened by the matter-of-fact prospect the world afforded."

"This picture of education," says Mr Stark, "somewhat exaggerated though it be, and presenting a more ludicrous side than we usually find in reality, has unhappily but too much of truth. It may be Fiction, but it is founded on Fact. That kind of teaching which is contented with cramming the young mind with ready-made knowledge, is far from uncommon."

SCHOOL TRUSTEES.

THE duties of this important class of parish school officers have generally varied at every new phase our school laws have assumed, which, along with the onerous character of the duties imposed, and the want of remuneration, have rendered the office of parish school trustees a mere nominal part of our school machinery.

The duties of trustees have in a general way extended to the division of their respective parishes into school districts; agree with the inhabitants in the employment of teachers; dismiss teachers for incapacity or immoral conduct; admit a limited number of poor scholars into each school; call public meetings where the people are desirous of adopting the assessment principle; and they are also required to visit the schools in their several parishes, by some laws twice, but more generally four times a year.

The power and duties of trustees of common schools in Canada West, differs from the powers conceded to trustees in the lower colonies. In this section of Canada the trustees are a body corporate in their respective localities, and are invested with the ownership and control of the school premises; have to provide apparatus and text-books, employ teachers, fix the amount of teacher's remuneration,

determine the number and kinds of schools with the necessary amount of expenses, call public meetings when required, manage the assessment principle, and see that the schools in their several localities are conducted according to law.

In the lower colonies the general complaint has been that trustees seldom do their duty; on the other hand, trustees say that the duties are too burthensome to be done in a satisfactory manner without some remuneration. It is certainly strange while so many laws have been enacted by the legislatures of these colonies, that no provision has been made for the payment of trustees, who are the most important class of officers connected with our parish school machinery.—Whenever a change in the laws takes place, large sums have been bestowed upon superintendents, inspectors, and clerks, for doing comparatively nothing towards the advancement of education. The public have practically come to the conclusion to "let those who receive the fees do the work." Under such a line of procedure, however, it is fully evident that our common schools will not assume that standard of usefulness so much desired by every well-wisher to the spread of education.

In new and sparsely peopled countries