

In connection with the above Report, we give the following extract from the *Christian Visitor* :—

SABBATH SCHOOLS.

There is no direction in which the Church can now look with so much hope as towards the Sabbath School. Here the good seed of the kingdom, which is the Word of God, is sown; whence we may reasonably expect a harvest for God. Those, who have ever felt the power, and known the privileges, of the religion of Jesus Christ, will be solicitous to promote it, and will rejoice in this wonderful agency so efficient and so simple, giving exercise to whatever amount of talent or acquirement they may possess, and the fullest assurance to their reason or their faith that, if they abound in the work of the Lord, their labour shall not be in vain.

The Sabbath-school, being under God one of the chief dependencies of the Church, capable of being made its most efficient instrumentality, not only for teaching children, but, through them, of securing the regard and confidence of parents, should be, we consider, under the direction and oversight of the Church as much as is the pulpit. Its superintendent should be the man of their choice; its teachers should possess their confidence; it should be conducted so much in accordance with their wishes that it would have their strongest sympathies and prayers.

A person possessing the necessary qualifications for a superintendent will never object to this. The superintendent above all should have a most careful regard to the interests of religion and the good of souls, which, every one knows, can never be secured by means which introduce strife and debate amongst Christians; and, rather than retain a place, or secure one, contrary to the known wishes of a Church, will gladly make way for one commanding advantages for the service which he does not possess. Where Churches, therefore, are without a superintendent of their choice, we would recommend action as soon as possible; appoint the man, and pledge to him your countenance and assistance, that he may have confidence to enter upon the work.

Appoint, if need be, a Committee to assist him in securing a suitable number of teachers, and to visit from house to house in looking up scholars. Many of those who most need the advantages of the Sabbath School, and would make its best scholars, can be had only by being sought out. The teacher, who looks up his own class, instead of taking one made up to his hand, will be most likely to be interested in his class, and secure their attachment to himself; especially will this be the case, if he occasionally calls upon them at their homes to entertain and encourage them.

On account of the indolence of many professors, and their indifference to the welfare of souls, it is not always convenient or possible to secure the services of a sufficient number who are professedly Christians; in such circumstances, we think the services of those who are of good moral principle, and who would be pleased with the service, ought not to be dispensed with; they often make the most efficient teachers, and the services of such have very frequently been sanctified of God to themselves, and made the means of their conversion. We have often heard objections to this, but it has most generally been from those who, professing to be disciples and servants of Christ, could not be induced to attend either as scholars or teachers.

Thus, if we had a sufficient number, who, with other qualifications, possessed that of personal piety, and in teaching could communicate what they had heard and seen and handled of the Word of life (of which they had felt the power), we should have the most valid reason for restricting the service to such; but, in forwarding so noble a work, we would never give place for a moment to those who, having the keys of the kingdom, will neither enter in themselves, nor allow those entering to go in.

Early attention should be given to the Sabbath School library. This is one of the greatest attractions to many families, and also to most of the scholars, and by very little exertion every school might now be put in possession of a good library.

Suffer then, friends of religion and friends of children, the word of exhortation; "Say not ye,

there are yet four months, and then cometh the harvest; behold, I say unto you, lift up your eyes, and look on the fields, for they are white already to harvest." The sooner this work is taken in hand, and the more vigorously it is prosecuted, the better. Why may we not have in every village, and in connection with every church, a flourishing Sabbath-school calling into exercise talents which have long been hidden as in a napkin, but for which an account must soon be rendered? What Christian can look forward without feeling the force of constraining obligation, either as he contemplates the necessities of the Church of Christ, or the perils which beset the path of the rising generation, to be doing what he can to train up those who shall sustain the cause of religion, when the present members of our churches shall have ceased from their labours, and to direct those minds and hearts, whilst they are susceptible of the deepest impression, which shall soon be subject to all the temptations of a deceitful world and subtle adversary? What an amount of comfort to multitudes; and what profit to families and to Churches, if our older Christians would resolve to make the most of what little time remains to them, improving and extending the privileges of the Sabbath School; and if young Christians, who have been called to special efforts, as the Apostle says "because they are strong," and because the Word of God abideth in them, would enter this field, as one in which they may do much to honour Christ, and save souls from death—one in which they will feel daily incentives to watchfulness, prayer, and a careful study of the Word of God, and become in this way "rooted and grounded in the faith." Christians, arise and be doing.

COMMON SCHOOLS IN UPPER CANADA.

The Chief Superintendent of Education for Upper Canada has recently issued an Address to the Trustees of Common Schools. This document we have perused with much interest, and, as we deem it well worthy of the considerate attention not only of the Trustees in particular, but of Teachers and Parents in general, we willingly devote a portion of our columns to a few paragraphs from it.

GENTLEMEN,—By the choice of your neighbours, and with the enlarged powers conferred on Trustees by the present School Act, and the longer period of their continuance in office, you are placed in a position to do more for the rising generation of your respective neighbourhoods than any other class of men in Upper Canada. With you rest both the power and responsibility of having your School-house suitably furnished, and the employment of a Teacher properly qualified, and worthy to teach your children the rudiments of those branches of knowledge which they will be required to apply and practice in future life. If your School-house is comfortless and unfurnished, and if your School-master is inefficient, on you rests the responsibility, while on the young will be entailed the evils of your conduct. If, on the hand, your School is a central, intellectual, and moral light to your Section, to you will the honour of it be due, and on you will be showered the grateful acknowledgements of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good School. Whatever else may be bad, let the School be good; whatever else may be overlooked, let nothing, appertaining to the efficiency of the School, be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who shall succeed you.

Frequent changes of the School Teachers are injurious no less to schools than to Teachers themselves. Acquaintance with the disposition, abilities, and habits of pupils is essential to the Teacher's full success; nor is a child's acquaintance with a Teacher of much less importance to his successful application. Every Teacher has his own modes of

thinking, explaining, illustrating, admonishing, &c.; and a familiarity with them is of no small advantage to pupils, whose time ought not to be wasted in learning new modes of new Teachers, instead of prosecuting their studies without distraction or impediment, as they have commenced them. A teacher ought not to be changed without a strong necessity; that is, provided he is competent and industrious. Otherwise, the sooner an incompetent, or indolent, or vicious Teacher is changed, the better; for such a Teacher is a scourge rather than blessing to any neighbourhood. But a good Teacher is almost above price, and ought to be retained or sought for as the most valuable of prizes.

It is not, however, to be forgotten that, if Trustees would procure and retain a good Teacher, and if they would render his labours successful, three conditions are necessary,—to pay, to respect, and to co-operate with him. It is in vain to look for ability and attainments in a profession which is not well supported; and no profession will be wanting in ability and attainments, which is well supported. The fault is, therefore, with employers, if there be not competent School Teachers; and with employers is the remedy for the incompetency of Teachers. If Trustees will, therefore, guarantee the punctual payment of a competent support, they will not want a competent Teacher. It is true, that both moral and patriotic considerations favour the profession of School-teaching; but they ought not to be paralyzed by anti-patriotic and immoral selfishness; and such considerations ought to operate upon the employer as well as the employed. The law comes in to the aid of this requisite of good Teachers and good Schools,—so far as punctuality of payment is concerned,—and requires it on the part of Trustees in order to their beidg entitled to their apportionment of the Legislative grant.

Equally do Trustees and parents consult the interest of their children by treating the Teacher with proper respect—the respect which their children must entertain for him, in order to be benefited by his instructions—the respect due to an instructor of youth—to one authorized and employed to form the mind of the rising generation. Children will not respect a Teacher more than their parents; and disrespectful remarks of parents, relative to the Teacher have often destroyed his authority and paralyzed his exertions in governing and instructing their own children.

Nor should Trustees and parents stop short of decidedly and cordially co-operating with the Teacher. Having done their best to secure a good Teacher, they have but commenced the school part of their duty to their children and their country; and they will lose no small part of the value of the Teacher's services, if they do not evince an interest in the school, and in the plans and labours of the Teacher—if they do not support the necessary arrangements for the general good of the school—promptly and cheerfully supply the required books—secure the constant and punctual attendance of the children—see that their children are cleanly in their persons and decently clothed—not judge the Teacher on the testimony of their children, who are interested and incompetent witnesses in several respects—not speak disapprovingly and disparagingly of the Teacher in the presence of their children—govern their children properly at home, and see that they learn their appointed lessons and exercises, if they hope to enable the Teacher to govern and teach them successfully in school. It should be remembered, that the efficiency of a school depends little less on the parents than on the Teacher; and that the success of the best and most laborious Teacher must be very limited without such co-operation on the part of Trustees and parents. It is also to be observed, that the Teacher is responsible to the Trustees, and that through them alone individual parents have a right to interfere with him. These relations of parents with the school Trustees should strongly impress, whenever necessary. The school is likely to be most efficient in every respect where Trustees, parents, and Teacher act as partners—each keeping his own place and performing his own share of the work,—all mutually sympathizing with each other, and alike interested in the common object of educating the youth.