

IMPROVEMENT OF COUNTRY SCHOOLS.

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Permit a few suggestions as to how, in the opinion of the writer, our district schools may be improved. One of your contributors, in the September number, seems to think that the chief defect is the employment of "legal infants" as teachers. This may be a defect, and yet it is a fact that among the very best teachers, are to be found some of these "infants." It occurs to me that a young lady at 18, fairly educated and possessing the natural qualifications of a teacher, is fitted to do better work in a primary school than a lady at 45, similarly educated and qualified. The former is full of life and activity, is attractive to the little ones, and can better enter into their feelings and sympathies than one *much* older. This latter extreme is, we believe, more detrimental to the primary schools, than an extreme in the opposite direction. Give us young teachers, Mr. Editor, and let the "fossils," better the veterans, be pensioned.

It seems to us that there are more serious defects in our district schools than the youthfulness of the teachers employed in them. Among them are the want of supervision and the want of classification. It is unquestionably true that careful supervision and judicious grading have had much to do with making the city schools what they are; and it is fair to infer that the same agencies would be equally effective in the country. The want of supervision is a radical defect which must be remedied before we can look for much improvement in these schools. In proper supervision lies the remedy for other serious defects from which our country schools suffer.

An evil which ought to be remedied is the shortness and irregularity of the terms of school. It is the custom in many of these schools to have two short terms with long vacations intervening. It would be much better to have one continuous session, beginning, say, in October, and ending in April, with a recess of a week at the holidays. This would utilize the time best suited for study, and leave the boys free during the time they are most needed on the farm.

Another crying evil, closely connected with the last, is the frequent change of teachers. Nearly every new term sees a new teacher in the school. Scarcely two consecutive terms are taught