

245. If properly viewed and judiciously enforced, the moral constitution I have delineated in the preceding letter, aided by the energy and practical good sense of the teacher, will, I believe, ensure order and regularity in the school, elevate instead of debasing children in their own and their companions' estimation, prevent the kindling and fostering of active and most dangerous resentments, and save many a youth from becoming a foe in after life.

246. I hope I will not be found fault with, for having thus frankly stated my opinion, regarding a custom which perhaps prevails in many quarters. I have meant no offence, I do not question motives, I merely indicate what I look upon as an ill advised course, and a mistaken policy on the part of some teachers.

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247. A uniform system of education may be devised, its practicability is often a sure test of its soundness; so far good. But the teachers must not expect that all the children are to be acted upon in the same way, in order to subject them to the salutary influence of that uniform system of instruction.

248. The different characters, the various dispositions, the mild-tempered, the unruly, the capricious, the obstinate, the studious, and the indolent are not to be treated in the same way; the teacher need not expect any success, if he does not apply himself most carefully, to explore the faculties and dispositions of the children, and knowing them, if he does not adopt a mode of imparting instruction which best suits each temper.

249. The correctness of what I have already observed, regarding the propriety of teachers confining themselves to the discharge of their educational duties, is here very strikingly instanced. The course I have just pointed out, is not one which is free from difficulty, it is quite the reverse. It will take a teacher's whole time, and his best energies will have to be called forth, to acquit himself honorably and profitably, towards his pupils and his conscience.

250. It is plain, therefore, that the importance of such a calling as that of the teacher who will be directed, as well as of the Superintendent and Inspectors who will direct, is such as to preclude all interference whatever on their part, with any thing foreign to their educational duties, under pain of dismissal or removal.

251. To avoid repetition, I beg leave to refer the reader to what I have said in letter IX, as being applicable to this part of the subject.

252. It will be the duty of the Superintendent to give the working of the system, such a direction, by means of his dignified, salutary and judicious advice and admonitions, as to ensure a due and proper adherence to the regulations