

Certain features have of late been culled from all the above "isms," pounded into one conglomerated mass, and blazoned abroad as a new form of Infidelity, under the name of Secularism. It claims for time a superiority over Eternity, the present over the future. It bids man pay exclusive attention to the things seen and temporal. It substitutes human science for Divine Providence. It scouts spiritual dependence. It makes man a law and a God to himself. We rank it under the Atheistic division, for although its leading advocate, Holyoake, at times, disclaims Atheism, it is plain he is an Atheist at heart. Can it be slander to call him so, when he hesitates not to speak of the "belief of a God as an Atlas of error, bearing on its broad shoulders a world of immoralities?" In future articles, we may refer more particularly to some of the above, especially the more popular and plausible. In the meantime, we may conclude by saying, that the more recent advocates of Infidelity differ not in substance and spirit from their predecessors. Their tactics may vary, but their weapons are the same old weapons that have been shivered to peices in a hundred fights, reformed and refurbished—"the old spent shots of former battles, recast in a slightly different mould for guns of another bore; the spiked and disabled cannon of past wars, put upon fresh carriages or mounted on batteries of a more modern make." x

EDUCATION IN CANADA WEST. *J. Laing*

No. II.

Our first paper was occupied with a statement of the existing system of Common Schools. In the operation of the system, there are certain evils and defects, which we now proceed to notice. Many of these no doubt are incidental to a new country, a mixed population, and the preponderant influence of unenlightened and uneducated persons in the conduct of affairs. Some of them, no doubt, time will remove, but others may be sooner remedied if brought under the notice of teachers and parents.

First among these defects, we would place the low attainments and indifferent capabilities of many of the teachers. The fact cannot be disguised, that many of our teachers are unqualified for the office they hold. To remedy this evil, trustees must be more careful than they are, in the engagement of teachers. No consideration should tempt them to employ an incapable person. Inferior teachers can be procured at a smaller salary, but the best teacher is always the cheapest. From the last report, we learn that the highest salary given in a city is £350; in a town, £200; in a village, £130; in a county, £160; while there are pittances as low as £30, and many range between £50 and £60. Can an educated man be expected thus to give his time for smaller wages than a day labourer can obtain? In Boston, U. S., the salaries given in the common schools, range from £500 for Head teachers to £300 and £250 for assistants, while females have from £100 to £150. Such salaries, equal to those of Professors among us, secure the services of men of talent, under whom the schools become really effective. Let the teachers be well paid, and the schools will improve. Money spent on education is money gained. A well educated community will be prosperous, intelligent industry will increase, the value of property and of labour will be enhanced, and the little that is laid out on education will be returned tenfold in the additional wealth, comfort, and peace of an ennobled and refined people.

A second defect which we would notice is the irregular attendance of the pupils at school. In Toronto for example, a large proportion of the children registered, were at school for a very short time, while twenty-five per cent of