

thoroughly sifted from the mass of accumulated misapprehension and misrepresentation, might very often be found to have procured the removal of a really efficient Teacher, against whom there was no valid ground of complaint; or the injudicious appointment of another, on very slight and inadequate if not wholly unjustifiable grounds. Too ready attention is not uncommon to testimonials given rashly, and not always of the most recent date; given too, in some instances, because of sympathy based on considerations that have nothing whatever to do with the applicant's real ability for the discharge of the duties of a Teacher; and, in like manner, from altogether frivolous reasons, are individuals frequently chosen to fill the situation of Trustees, contrary, as much to their own desire, as to the real interests of the school and of those who choose them. Hasty, ill-judged movements thus take place, by which, casting aside the guidance of Common Sense, mistakes are made in haste, to be repented of at leisure; a party or selfish motive being often quite enough to carry the day without much concern as to whether or not the true interests of the School will be thereby advanced. To remedy such a state of matters, so deeply injurious to real Educational progress, there must be an increased sense of moral obligation, accompanied by greater liberality of sentiment, and independence in carrying out honest convictions. Let men have eyes that can and will see for themselves, and ears that can and will do their own hearing; that will not, as a general rule, accept the testimony without question, of such as would hear and see for their neighbours as well as for themselves; and yet, let them not have such dogmatic reliance on the evidence of their own senses, as will cause the superior opportunities of others, to be uniformly counted as of no value whatever, and utterly rejected in consequence. Let common sense, be carried into all Common School matters, along with simplicity or integrity of purpose, and a far greater amount of satisfaction will undoubtedly be experienced. There is no reason, even as it is, why we should not feel abundantly satisfied with much that we do see in connection with our schools; but no reason whatever to be content to take things as we find them, if any wise action of ours can improve them. After all, I do believe that the main thing is, to have a right minded and thoroughly competent Teacher employed, even if in very many cases the remuneration has to be increased. We should not have so many Teachers, whom it is desirable to retain, drifting into other pursuits, if they could reckon on that provision which they should get. Experience is certainly of value, so far as we do not allow ourselves to travel in the ruts we have made for ourselves, while a better road lies along side of us. Teachers who are disposed to plume themselves on their experience, need not feel disappointed by younger men superseding them, if they will not examine all things, and while holding fast what is good; avail themselves of such real improvements as, in this day of progress, are continually being brought to light; and while it has been already remarked, that there is probably a want of wisdom in employing the very young, and wholly inexperienced under certain circumstances, Common Sense tells us, that they must commence before they have any experience at all; and that those who have most now, must, at one time have been equally destitute of it. There is no question at all, but that the young have many advantages over those as Teachers, who are up in years. There is commonly more sympathy, a more ready understanding of a child's feelings, more animation, less exclusive adherence to modes