

trine to be taught, is, that there must be authority and order in the school ;—without the rod if it can be, if not, with it. * * *

The *reluctance* or *opposition* of parents to *good government* in Schools, has had an unfriendly aspect on the improvement of their children. All admit, in the abstract, the importance of restraint and discipline ; yet when a question becomes immediately practical, a good theory is often subverted by the impulses of parental partiality ; and complaints and insubordination, those enemies of all just authority, are fostered by the very individuals who should be the first to assist a Teacher in maintaining order, in the province of which he is the superintendent and ruler. The currency of certain erroneous doctrines,—as, that Teachers can have no lawful control over their pupils except in the hours of school, and that corporal punishment ought never to be inflicted,—has had a powerful influence in palsying all efforts for the support of that government, without which schools are but the nurseries of disobedience, misrule, and profligate and malignant passions.

Parents' duties to Teachers.—If you have aught against the Teacher, go and settle the matter with him, but never lisp a word of dissatisfaction in the hearing of your children. Time was, when, if a child was reprov'd or punished at school, he was, on his return home, frowned upon and punished by his parents. The authority of the school was then sustained. But it is not so now. If the child is now admonished or punished by the Teacher, he too often hastens home to make his complaint ; and the erring parent, after hearing it, indignantly exclaims, "Why, did the cruel monster punish my sweet little darling ? Well, come here, dear,—come to me, and I'll give you some sugar plums." And thus is the child comforted and ruined, and the Teacher's authority prostrated. If parents would have their schools prosper, they must encourage and sustain the Teacher in his work.

Duty of Teachers.—As a general thing, the scholars will be as their Teachers. Place an incompetent and indolent person in the chair of the Teacher, and he will soon be surrounded by heedless drones for his scholars. But let a Teacher, in addition to a good share of common sense and literary attainment, possess a soul full of animation and wholly devoted to his noble work, and he will infuse the vital breath into the mass of mind, of which he is, in an important sense, the centre and the spring. If he is fully competent to his profession, he will cultivate the moral affections and habits of his pupils, as well as their intellects. For on this it depends whether learning shall become an instrument of good, or an engine of mischief. Believing moral culture to be of paramount importance to intellectual training, we should endeavour, in selecting Teachers for the young, to procure those who will impress upon their tender minds the value of sound morality, pleasing manners, and a sacred regard for divine truth.

Duty of Farmers to educate their Sons.—If farmers instil into the minds of their sons that but little education is necessary to transact the business of agriculture, the effect is, that their sons are wholly unqualified to discharge correctly those duties which devolve upon a people whose government is professedly their own. Their calling should be regarded as the most important and one of the most honourable on the list of human industry, and it suffers just in pro-