

enjoined their attendance; and it never occurs to many of them, that more can be necessary. When they propose to raise a crop of good marketable wheat, they are very careful to get the best seed, to see that the ground is carefully prepared to receive it, to have it deposited after the most approved manner, and to guard the young plant, at every stage of its growth, against noxious animals and every hostile influence. They trust no workman, who is unacquainted with his business, and omit no precaution which can secure them against loss or injury. It is not possible that these men would refuse to apply the same care to the training of their children, if they felt it to be necessary. They do not feel this. They say that their children are at school, and that they intend to keep them there. They have yet to learn that all this may be without benefit; that morally they may become worse at school; that even their intellectual tastes and habits may degenerate, and their prospects in life only be shrouded in deeper gloom.

What, then, is the *remedy for this evil*. It must be found, in a full and free discussion, before the people, of the claims of common school. Every means must be invoked by which, on other subjects, men are enlightened and aroused. The press must be made to speak; not that portion of it only which is especially devoted to schools, but the daily and weekly press; also the magazine and the review. Meetings must be convened in every town and neighbourhood, at which those who have hearts to feel and minds to comprehend the vastness of this theme, may give utterance to their conviction. Arrangements must be made, to have these meetings recur frequently, and to secure the presence of those whose opinions command respect and attention. Every individual who appreciates at all the magnitude of the subject, must endeavour to fill his mind with impressive facts and arguments, and as he goes abroad, scatter the good seed by the way side in the field, at the market place, and in the shop. Each one must remember that he can do something for this good work, and that what he can do, he is bound to do. Especially, in his own district or town, ought each one to give his whole influ-

ence towards the diffusion of sound views, and the introduction of a wiser and more liberal policy.

The business of education is essentially progressive. It consists of a series of processes, the later always depending upon the earlier, and requiring, therefore, to be conducted, within certain limits, on the same principles, and by the same methods. But, in the present state of our schools, hardly any two teachers have the same methods. No opportunity is afforded the one who succeeds to become acquainted with the state of the school, and with the methods of his predecessor, by actual observation. The one has gone before the other arrives. He enters the school, a stranger to the children and to their parents, unacquainted with the relative propensity and aptitude of the different scholars, ignorant of the course which was pursued by former teachers, and with the prospect, probably, of retiring himself, at the end of three or four months. Is it not evident, that the progress of the school must be arrested, until he can learn his position. As each together is apt to be tenacious of of his own system, is it not also evident that after having arrested the work which his predecessor began, he will in many cases, proceed to undo it? Thus the children will often spend the whole of his stay, in retracing their studies in a new book, or according to a new method. There will be movement, but no progress.

The effect on the teacher, must be equally bad. This practice makes him, in truth, little better than a vagrant.—He can have no fixed residence, since the period for which he engages is never over a year, and rarely over four months; and even in these cases, it is liable to be curtailed by the caprice of his employers, or the arbitrary interference of the trustees. He, of course, cannot marry.

He has little ambition to form a character; his employment occupies without improving him; and, in most cases, he either hastens to leave it, or becomes a contented but useless drone. Can we wonder that there are few good teachers under such a system?"

The evils here complained of by the Doctor are very prevalent in the lower colonies of British America, and call for