

important duties, he must teach Reading and Spelling without Books, Geography without Maps, Grammar without Grammars, and oftentimes Writing and Cyphering without Paper or Slates.

To these almost overwhelming difficulties must be added that which is caused by the very frequent absence of many of the pupils who are thus thrown out of their class, and compelled to lag behind the rest, or to skip the lessons they have omitted, in order to be up with them; for these absences any trifling excuse is made to serve. But parents who do not hesitate to keep their children at home upon the most frivolous pretences, are guilty of inflicting serious injury on them, and of doing great injustice to the Teacher who cannot of course under such circumstances ensure the progress of his pupils.

All this evil arises I fear from the fact that the great utility of well conducted Parish Schools is not truly appreciated, and yet as Education must in many cases be the only fortune which parents can leave their children, one would naturally expect that they would on the contrary value them most highly; but this is evidently not the case nor will it be, until some system of assessment for the purposes of Education be adopted.

First,—By a general assessment on all Property within the Parish or School District, on the principle that as Education is a matter in which the public good is concerned, every inhabitant ought to contribute to it in proportion to his means.

Secondly,—By a grant from the Government of the Province, which grant should never exceed the amount of what is levied by local assessment.

Thirdly,—By the payments from the parents; for the reason that what people get for nothing they are apt not to value highly. Such a system as this would soon teach the people to value what they are compelled to pay for, and they would speedily learn that a good Teacher is better than a bad one, and take good care to secure the best for their money.

In conclusion I wish to address a few words to the Teachers of this Province, who are I fear in many respects responsible for much of the evil of which they complain. If union be strength, and disunion weakness, well may the Teachers be a feeble body, for the spirit which animates them is indeed the spirit of jealousy, confusion and strife; agreeing in nothing but to disagree, each man abuses his neighbour and seems more earnestly anxious to lower him, than to raise himself; and thus it is that Teachers are not