

In those districts where, for a succession of years, many of the parents and friends of the children have made it an object to attend the closing examination, the school has shown a decided improvement, and has gained a superiority over others not thus favoured. The interest of the scholars has been increased. A laudable ambition has been augmented. And the school has generally been more prosperous in every respect.

*Objection to supporting Schools according to Property answered.*—But other men have no children, therefore they should not be taxed for the support of Common Schools. The poor man has all the children, and he may educate them the best way he can. But did it never occur to these men, that the safety of the public liberties, of the institutions which secure the possession and benefits of property to its owners and render it productive, and the diffusion of that morality which is essential to all the blessings of society, demand the general diffusion of knowledge among the great mass of the people; and that this cannot be accomplished, except through our Common Schools? If the entire property of the town were taxed more than it ever has been for the support of Common Schools, and the proceeds judiciously and faithfully expended in diffusing useful, elevating and practical knowledge among the people, we are sure the value of the property itself would be actually increased to more than double the amount. Anything which adds to the productive power of a community, adds inevitably to the general value of its property; and a moral renovation, which should induce those who now live as viciously as they dare and as idly as they can, to adopt the habits of thrifty industry and indulge the hopes of ultimate independence, would add incalculably to the value of all the property in the town.

*Cheap School-masters a bad Bargain.*—Cheap School-masters are, always, a bad bargain. A school of six weeks' duration, under a competent and skilful instructor, is worth more than one of three times that period, under a novice, or ignoramus. Teaching is a profession, and requires experience and long continued practice. It requires, also, peculiar qualifications. Equanimity of temper, steadiness of purpose, patience, quick discernment, and a thorough knowledge of human character, are among the indispensable qualifications of a thorough-bred School-master. The idea that every young man, or young woman, who can pass a satisfactory, or even an extraordinary examination, in the branches of education required by law to be taught in our Common Schools, can make an approved Teacher, is fallacious in the extreme. Can every boy of good talents, and respectable literary attainments, become an expert mechanic, an accomplished merchant, or a skilful and judicious agriculturist? Everybody will answer, no,—and say he must have a taste, a talent, an aptness for the business he undertakes, or he cannot expect to succeed. If this be so, why is it presumed that every one of competent literature and science can become a successful Teacher? This is a gross mistake, and one from which our schools have essentially suffered, and they will continue to suffer, unless Trustees can be aroused to a juster apprehension of their duties, and be induced to employ Teachers with reference to their fitness.

*One cause of disorder in Schools.*—Nothing does more to make children deserve the rod than to be told the Teacher must not use it. The sound doc-