

Itinerant teachers are not generally successful. They form no social ties. They do not become acquainted with parents and children at home. Their personal influence is slight, and so their efficiency in the school room. Pleasant homes will not only attract teachers, but will induce them to become permanent residents. Thus, interest in the pupils will be strengthened, opportunities of usefulness increased, and authority exerted with success, increased by co-operation of parents and a knowledge of the character of the young students. As a general rule, the teacher should be a resident among the patrons of the school, and whenever practicable a *permanent* resident.

The employment of women teachers in our primary Schools, and even in schools of higher grade, is rapidly becoming a necessity. The increased demand for labor in every department of industrial occupation, and the high wages given to skilled mechanics and competent clerks, attract young men. They are vacating the school room. The experience is the same in every State.

An examination of the statistics of various Normal Schools, develops the fact that three-fourths of the students who are qualifying themselves for the work of the Teacher, are young women. Thus it becomes evident that in common with the schools in other States, we must expect to employ to a large extent, women teachers. In some sections objection is urged that they cannot govern bad boys—or to use the popular phrase, “the big boys who go to school during the winter.” The answer to this is that boys who are too big to behave themselves, are not fit subjects for school discipline. They ought not to be admitted even if the teacher has muscle enough to win in a fight. But the idea that women teachers cannot maintain perfect discipline, is an error. It is one of the ideas that experience is rendering obsolete. They govern by an influence that is more potent than muscle or rude words, and by systematic mildness exert a controlling power over the largest as well as smallest scholars. Women are also more patient and persevering as teachers. The necessity, therefore, of employing them may be regarded as a benefit. We must make the experiment. When once fairly tried old prejudices will pass away, and they who are the natural educators of the young will be esteemed for their work's sake, be recognized as the friend of the children, and valued for the good example which, in school and out of school, they exhibit to the pupils committed to their care.

Giving attention to the points referred to, and striving to elevate teachers to their appropriate position as members of society, we will do much for them, for our children and for ourselves. It will be a privilege, from year to year, to record progress—to see old and unworthy prejudices disappear, and with the development of the masses of the people, mor-