

APPENDIX.

THE COLORED PEOPLE OF CANADA.

In the April number of the London *Anti-Slavery Reporter*, there is an able communication from JOHN SCOBLE, Esq., (who lately visited Canada), in regard to the Colored Refugees, and especially with respect to "what may be done for their advantage." After showing that the Fugitives arrive in Canada ignorant of letters, and with the habits contracted in Slavery, and referring to the prejudice existing against them, Mr. S. suggests that "to remove the difficulties which surround them, and to smooth the way to a more kindly feeling and a more friendly intercourse with the white population," three things are wanting:—

"FIRST,—They must have good schoolmasters. In Canada, there exists a system of common schools; but from these, for the most part, the children of colored parents are excluded; or, if permitted to enter them, are made sensibly to feel the effects of prejudice; the colored people are, therefore, compelled to establish schools for themselves, or to leave their children uneducated. An inferior kind of teaching is the result; teachers, who need themselves to be taught, are employed, for want of better; while teachers of a superior order are repelled by the inadequacy of the stipend offered to them. There are, however, some worthy persons of the latter class, whose self-denial is most praiseworthy; and with some half-score others, supplied principally by religious associations of the United States, they constitute the only creditable body of schoolteachers among the colored people in West Canada. Having visited some schools properly conducted by efficient teachers, I can say, that in no schools have I seen more satisfactory progress in learning and manners than among the colored pupils. * * * I am not, however, the advocate for exclusively colored schools; I believe that one mode of breaking down the prejudice which exists against color, will be by educating children of all complexions together. Let colored schools only be conducted in a superior manner by well-instructed and well-trained teachers, and it is found that white parents will send their children to such schools. An important fact came under my attention at Buxton, which illustrates this point. At this interesting settlement an excellent school was opened by the Rev. Mr. King, at which superior instruction was imparted; and the result was, that the white school in the neighbourhood was given up, and the children transferred to the colored school, where I had the pleasure of seeing them distributed through the various classes, without distinction, and found that they studied harmoniously together. Nor was this all; the white settlers, as I learned, and indeed saw, on one occasion, felt no reluctance in attending the religious services conducted by Mr. King in the colored church."

Mr. S. then recommends the establishment of a Normal School at Dawn, and adds:—

"SECONDLY,—Another thing required to promote the moral and social elevation of the colored people in West Canada, is a superior class of religious teachers. I am by no means inclined to place learning before piety; or to believe that it is necessary to pass through a college, in order to be qualified to preach the Gospel, or to teach the great truths of religion. A higher and better preparation than this is required. But I

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