

2nd division in each class without previous service in teaching. Also for the purposes of this Act, the professional qualifications accorded by the Provincial Normal School to teachers attending thereat shall be held equivalent to service in teaching as follows: *Fair*, six months; *Good*, one year; *Superior*, one year and a half.

5. The following scale of grants shall be substituted for the one now in operation, after the above named date:

MALE TEACHERS.		FEMALE TEACHERS.	
Class First, 1st Division	\$110	Class First, 1st, Division	\$100
2nd "	120	2nd "	90
3rd "	110	3rd "	85
Class Second, 1st Division	100	Class Second, 1st Division	75
2nd "	90	2nd "	70
3rd "	85	3rd "	60
Class Third	60	Class Third	15

## THE STATE AND EDUCATION.

### IV.

WHAT Lyeurgus thought most conducive to the virtue and happiness of a city, was principle interwoven with the manners and breeding of the people. This would remain immovable, as resting on inclination and be the strongest and most lasting tie; and the habits which Education produced in the youth—would answer in each the purpose of a lawgiver. For Lyeurgus resolved the whole business of legislation into the bringing up of youth,—which he looked upon as the loftiest and most glorious work of a lawgiver, and he began with it at the very source. *PLUTARCH.*

You [Athenians] will confer the greatest benefit on your city, not by raising the roofs, but by exalting the souls of your fellow citizens: for it is better that great souls should live in small habitations, than that abject slaves should burrow in great houses. *EPICURUS.*

That the Education of youth ought to form the principal part of the legislator's attention can not be a doubt, since education first moulds, and afterwards sustains the various modes of government. The better and more perfect the systems of Education, the better and more perfect the plan of government it is to introduce and uphold. In this important object fellow-citizens are all equally and deeply concerned: and as they are all united in one common work for one common purpose, their education ought to be regulated by the general consent, and not abandoned to the blind decision of chance, or to idle caprice. *ARISTOTLE.*

If you suffer your people to be ill educated, and their manners corrupted from their infancy, and then punish them for their crimes to which their first education disposed them, what else is to be concluded from this but that you first make thieves, and then punish them.

Though there be not many in every city which be exempt and discharged of all other labours, and appointed only to learning—that is to say, such in whom, even from their very childhood, they have perceived a singular towardsness, a fine wit, and a mind apt to good learning—yet all in their childhood be instructed in learning. And the better part of the people, both men and women, throughout all their whole life, do bestow in learning those spare hours which we said they have vacant from bodily labours. *SIR THOMAS MORE.*

Education makes the man: that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country. *MONTESQUIEU.*

It is not for the sake of a parish only, nor for the mere local interests, that the *law calls* that every native of France shall acquire the knowledge necessary to social and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the state also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

Universal education is henceforth one of the guarantees of liberty and social stability. As every principle in our government is founded on justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability. *M. GEIZOR.*

Did I know the name of the legislator who first conceived and suggested the idea of Common Schools, I should pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect than I do for Lyeurgus and Solon, the celebrated lawgivers of Sparta and Athens. I should revere him as the greatest benefactor of the human race: because he has been the author of a provision which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised. *JENCK SWIFT.*

The education required for the people is that which will give them the full command of every faculty, both of mind and of body, which will call into play their powers of observation and reflection, which will make thinking and reasonable beings of the mere crea-

tures of impulse, prejudice and passion; that which in a moral sense will give them objects of pursuit and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part, which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with the objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences—especially those of chemistry and mechanics—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of a statesman to give, or of a great nation to receive. *E. H. HICKSON. Westminster Review.*

The theory of our government is,—not that all men, however unfit, shall be voters,—but that every man by the power of reason and the sense of duty—shall become fit to be a voter. Education must bring the practice as near as possible to the theory. As the children now are so will the sovereigns soon be. How can we expect the fabric of the government to stand, if vicious materials are daily wrought into its frame-work? Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators, or competent judges of legislation,—in fine, to fill all the manifold relations of life. For this end it must be universal. The whole land must be watered with the streams of knowledge. *HORACE MANN.*

The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeathes to it a nuisance. *CHANCELLOR KEST.*

For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property and life and the peace of society are secured. We seek to prevent, in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security beyond the law and above the law, in the prevalence of enlightened and well principled moral sentiment. We hope to continue and prolong the time, when in the villages and farm-houses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but, we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness. *DANIEL WEBSTER.*

## NATIONAL EDUCATION IN THE IMPERIAL HOUSE OF COMMONS.

MR. Melly called the attention of the House to the number of young children in our large towns who are growing up without any education, unaffected either by the educational clauses of the Factory Act or by voluntary efforts. He contended that the information necessary for framing a large measure of education was not in the hands of the Government. They were still without any information with respect to the condition of the large class of children to be found in the streets of our large towns. In such towns the parochial system had broken down, and had not been supplemented by any municipal system.

He would now proceed to the principal point, which he wished to argue. He believed that the only legislation by which they could meet the evil was legislation which would enforce the attendance of children at school in our great cities. There were ample precedents for such interference on the part of Parliament. If the Legislature enforced vaccination, why should it not enforce education? As regarded the Factory Act, there was this extraordinary state of things, that while children who were learning habits of obedience, order, and industry, were obliged to go to school, those who were in the streets learning all sorts of vice were left to themselves.

The head of the Poor Law Board had remarked that making education compulsory would be only a natural consequence of the law that made the maintenance of children compulsory on the community. In this year's reports from the Inspectors of Schools, no less than eleven out of twenty-eight Inspectors advocated compulsory attendance at schools.

He would, in the first place, buy or build free municipal schools,