

the summit of human happiness, and to teach them those things which lead to the possession of that blessing, are the proper duties of teachers. But are even half our teachers qualified to do this? I fear not. Many of them know not that education means anything more than a capacity to read, write and cipher. The object of education is the increase of human happiness, and these are only *some* of the means, by which this is to be acquired.

I have long waited, session after session, in the hope that the Legislature of this Province would do something decisive, extensive, and worthy of the subject; but hitherto in vain. Every candidate for Legislative honors promises freely, *upon the hustings*, if he be elected, to support education and the improvement of the roads. But how are these promises kept? No sooner do they reach the capital than other—and *to them*, far more interesting subjects—engage their attention. To remedy the evil, at a small expense, I would propose the following plan. Let all who take an interest in the improvement of education talk to one another, and especially to their representatives in the provincial parliament, and try to persuade them, at their next session, not only to make a more liberal provision for the support of common schools, but also for sending home an active young man, a teacher of one of our district schools, to Glasgow, to learn the training system. On his return, let all the other district teachers find substitutes for six months, till they learn the system from him; afterwards let all the district schools be considered Normal schools, at which all the teachers of common schools should be required to attend, at least three months, before their appointment by the Board of Education.

But all this would not have the desired effect, unless some interest in favor of education, were excited among the people generally. In order to this, I would recommend that ten or more copies of Taylor's District School, and of Stow's training system, for each inhabited township in the province, should be purchased at the public expense, and placed in charge of suitable persons, to be lent out for a limited time, to all who are inclined to read them. This would tend to arouse our population from mental apathy, show them what education really is, and the importance of having it so conducted, as to lead our youth to form moral and religious *habits*. The time in which we live abounds with religious *instruction*, but moral and religious *training* has been sadly neglected. Hence it is, that thousands among us *know* what is right, yet *do* what is wrong. The training system is admirably fitted to remedy this evil; and were it generally adopted, we might reasonably expect soon after an immense accession to human happiness. It is founded upon the scripture precept, "Train up a child in the way he should go, and when he is old, he will not depart from it." In proportion to the neglect of this, human misery will be found to prevail; in proportion to its observance, will the happiness of the human family be increased.

Another means of extending the blessings of education, especially in the higher branches, and at a very trifling expense, would be the establishing of a circulating school in every district, upon the plan of the Gaelic schools in Scotland. The teacher might remain at each station, a month at a time, teaching the outlines of Grammar, Composition, Geography, Natural History, Astronomy, Natural Philosophy &c. branches not taught in common schools. In the afternoon, or evening, he might deliver a plain, and popular lecture on one or other of these sciences, accompanied with a few simple experiments. This would be attended by many who had been otherwise employed during the day. Teachers of common schools, in particular, should be enjoined to attend, and thus become better qualified for the discharge of their duty. By these means, the inhabitants of the most remote townships would have education brought home to their doors; and no doubt, all who have any taste or desire for improvement, would avail themselves of the opportunity thus afforded them.

Let not the expense of this plan be an obstacle in the way. The cost would be a mere trifle compared with the benefits that would follow. Give the people sound instruction in religion, morals, science, and politics; and you may rest assured that industry, contentment, and general happiness will be the result. Governments, as well as individuals, are sometimes penny wise and pound foolish. Had from one to two thousand pounds a year, for the last ten years, been expended in the way I have proposed, the leaders, in the late unnatural rebellion, could not have found a hundred followers in the whole province. What a trifle would even a liberal provision for education be, compared with the military expenses of the last four months. By the simple means I have recommended, the King of Prussia has enlightened and elevated his subjects—made them industrious and happy—and, though his rule is still in some degree despotic, there is not a people in Europe so united and attached to their government as the Prussians are—and all through a wise and liberal system of education.

I remain,

Yours Truly,

WILLIAM BELL.

Perth, 24th March, 1833.

#### REMARKS ON THE SYNOD LIBRARY.

MR. EDITOR,

When the commission of the Synod met in January last, it was amidst the alarms of war: and this circumstance occasioned the deferring of the consideration of many subjects. Amongst other business which was not then entered on, was that which relates to the Synod Library. The Commission, it is conceived, would, had they at all taken up this subject, have passed a vote of thanks to