

sooner or later be communicated by them to the masses. We wish the minister of war more success than was obtained in our earlier days by the Great Colbert, in his attempt to educate the Hurons and the Mohawks.

But what we desire to impress on our readers is the fact that there is a kind of electric current which is going round in favour of education, from pole to pole and from one extremity of the sphere to the other. And in proof of this, one of our antipodes a member of the board of education for South Australia as just left this room. He is travelling in America expressly for the purpose of visiting public institutions, of becoming acquainted with the system of common school education, in the States and in Canada, and for our part, we have been delighted in comparing notes with him.

Only a few days previous, we had the pleasure of meeting the distinguished Bishop of Saint Boniface, whose diocese is extending all over the Hudson Bay and North Western territories, who has just arrived from France and Italy; and is about to leave with a number of teachers for his missions; he speaks most promisingly of the progress of education among the Europeans and the half breeds, in those remote parts of our continent.

We must not however make this article too long, especially as a gentleman, is waiting the end of this chapter, to settle an account for French books which have been ordered, through us, by the secretary of the board of Education for Prince Edwards' Island, for our young Acadian friends in that colony.

We will add however that while there is such a stir in the good cause everywhere one must not be surprised to see nations who are already in the vanguard of intellectual and social progress, trying to move onwards with increased rapidity while they hear the footsteps of their followers, close at their heels.

So in the United States, but more particularly so in the Southern and Western States, normal schools, high schools and academies, are springing up and journals of education are started in every direction. Teachers conferences are held, lectures on education are given and books innumerable are published on this all absorbing subject.

But evidently one of the most telling facts in the educational movement of the world, is the impetus which popular education will receive in England from the conference presided over by His Royal Highness Prince Albert.

Already the Queen's consort has given a noble and encouraging example by the initiative which he took in the matter of the World's Fair in London several years ago. Great as is the honor that will attach to his name in consequence of that most important move, in which France and the United States have subsequently followed, it will certainly be surpassed by the well deserved popularity which must be the result of the generous and wise steps taken by the Prince in furtherance of the cause of public instruction.

We copy from the "English Journal of Education" the following details of the conference:

"The educational conference was opened by a remarkably well expressed and sensible speech by Prince Albert, whose manner is admirably adapted for a meeting of this sort, and whose choice of language and pronunciation evince a finished English education. Amongst several excellent remarks, after summing up the paucity of attendance, the Prince said—"Gentlemen, these are startling facts, which render it evident that no extension of the means of education will be of any avail unless this evil, which lies at the root of the whole question, be removed; and that it is high time that the country should become thoroughly awake to its existence, and prepared to meet it energetically. To impress this upon the public mind is the object of our conference. Public opinion is the powerful lever which in these days moves a people for good and for evil; and to public opinion we must therefore appeal if we would achieve any lasting and beneficial result. You, gentlemen, will richly add to the services which you have already rendered to the noble cause, if you will prepare public opinion by your inquiry into this state of things, and by discussing in your sections the causes of it, as well as the remedies which may be within your reach. This will be no easy matter; but even if your labours should not result in the adoption of any immediate practical steps, you will have done great good in preparing for them. It will probably happen that in this instance, as in most others, the cause which produces the evil will be more easily detected than its remedy, and yet a just appreciation of the former must ever be the first and essential condition for the discovery of the latter. You will probably trace the cause to our social condition, perhaps to a state of ignorance and lethargic indifference on the subject amongst the parents generally, but the root of the evil will, I suspect, also be found to extend into that field on which the political economist exercises his activity—I mean the labour market—demand and supply. (Hear,

hear.) To dissipate that ignorance, and rouse from that lethargy, may be difficult; but, with the united and earnest efforts of all who are the friends of the working classes, it ought, after all, to be only a question of time. What measures can be brought to bear upon the other root of the evil is a more delicate question, and will require the nicest care in handling, for there you can cut into the very quick of the working man's condition. His children are not only his offspring, to be reared for a future independent position, but they constitute part of his productive power, and work with him for the staff of life. The daughters especially are the handmaids of the house, the assistants of the mother, the nurses of the younger children, the aged, and the sick. To deprive the labouring family of their help would be almost to paralyse its domestic existence. (Hear, hear.) On the other hand, carefully collected statistics reveal to us the fact, that while almost 600,000 children, between the ages of three and fifteen, are absent from school, but known to be employed, no less than 2,200,000 are not at school, whose absence cannot be traced to any ascertained employment, or other legitimate cause. You will have to work, then, upon the minds and hearts of the parents, to place before them the irreparable mischief which they inflict upon those who are intrusted to their care, by keeping them from the light of knowledge—to bring home to their conviction that it is their duty to exert themselves for their children's education, bearing in mind at the same time that it is not only their most sacred duty, but also their highest privilege. Unless they work with you, your work will be vain; but you will not fail, I feel sure, in obtaining their co-operation if you remind them of their duty to their God and Creator. (Hear, hear.) Our heavenly Father, in his boundless goodness, has so made his creatures that they should be happy, and in his wisdom has fitted his means to his ends, giving to all of them different qualities and faculties, in using and developing which they fulfil their destiny, and running the uniform course according to his prescription, they find their happiness which he has intended for them. (Cheers.) Man alone is born into this world with faculties far nobler than the other creatures, reflecting the image of him who has willed that there should be beings on earth to know and worship him, but endowed with the power of self-determination, having reason given him for his guide. He can develop his faculties, and obtain that happiness which is offered to him on earth, to be completed hereafter in entire union with him, through the mercy of Christ. But he can also leave these faculties unimproved, and miss his mission on earth. He will then sink to the level of the lower animals, forfeit his happiness, and separate from his God, whom he did not know how to find. Gentlemen, I say man has no right to do this. He has no right to throw off the task which is laid upon him for his happiness. It is his duty to fulfil his mission to the utmost of his power; but it is our duty, the duty of those whom Providence has removed from this awful struggle, and placed beyond this fearful danger, manfully, unceasingly, and unflinchingly, to aid by advice, assistance, and example, the great bulk of the people, who without such aid must almost inevitably succumb to the difficulty of their task. They will not cast from them any aiding hand, and the Almighty will bless the labours of those who work in his cause." (His Royal Highness sat down amidst loud applause.)

"Long and able speeches followed from Lord Brougham, the Bishop of Oxford, and Canon Moseley, but they did not enter into details, but trod, somewhat discursively, in great measure over the same ground as that taken by the Prince, dealing chiefly in generalities and admitted principles.

"The next day, Tuesday, was occupied by the various Sections which were divided into five.

"The Bishop of Oxford presided over Section A, which was all day the most crowded, and the papers touched on all kinds of proofs how short a time the children attended school. The Reverend Inspector Mitchell, the Bishop of Durham, the Rev. Mr. Burgess, W. H. Hyett, Esq., E. Baines, Esq.,—Ackroyd, Esq.,—Goodman, Esq., and J. Flint, Esq., read able Papers, followed by capital discussions.

"Section B, was on foreign Schools, presided over by the Hon. W. Cowper, J. Kay, Esq. and Mr. Eugene Rendu read excellent papers.

"Section C, was devoted, under the Presidency of Sir James Kay Shuttleworth, to prize schemes where Mr. Seymour Tremere read a most elaborate and masterly paper, as did also Mr. Hare, Charity Inspector, and Inspectors Kennedy and Norris, and the Rev. Nash Stephenson; but these gentlemen did not show how prize schemes are to be made to bear on the children in the lower classes in schools. A discussion on this point ensued, in which an amendment to the resolution proposed by Mr. Symons was agreed to, but on that gentleman and others who had supported it leaving