

shall examine Teachers recommended by Corporation; regulate course of study and books to be used in each School; appoint two or more of their number to visit each of the Common Schools in said City or Town Corporate, at least once in three months, and Report to the Corporation all matters connected with each School in detail.

XVII. Corporation empowered to appoint persons to perform the duties required of one of the Common School Commissioners, by the seventh section, and provide Bye-Laws for their regulation.

XVIII. Corporations of Cities, and Towns Corporate entitled to an apportionment of Common School Fund, in same manner and on the same terms, as District Councils; to be received and paid out by City Treasurer.

XIX. Corporation to Report to Superintendent of Education, in the manner before described, on or before the first Monday of December in each year.

XX. Penalty of twenty-five shillings against any person chosen or appointed under this Act, who shall, without sufficient cause, refuse to serve or neglect to perform his duties.

XXI. Monies to be paid by Receiver General to the Treasurer of each District respectively, upon the Governor's warrant.

XXII. When not otherwise specified, Acts may be performed by any majority of members of the Board of Education, Commissioners, or Board of Examiners.

XXIII. Affirmation may be substituted for oath in certain cases.

XXIV. The word "Governor" means the person administering the Government; "Parishes" and "Townships" include reputed Parishes and Townships, and Unions of the same "Town Clerk" means Clerks of Parishes as well as of Townships; "Corporation" means Common Council or other Municipal authority.

XXV. Act comes into force 1st January, 1842.

The above summary is we fear imperfect, but our limits rendered it necessary to condense as much as possible. We insert it for the purpose of calling the attention of the public strongly to the law of the Land concerning a subject of pre-eminent importance, both in a national and individual point of view. It is not our purpose to commend the excellencies or detect the imperfections of the Act; but to induce all to examine it for themselves, and make it effectual for good to the utmost extent of their power.

It gives us great pleasure to copy from the *Brackville Recorder* the following enlightened and appropriate remarks, on the subject of Education, which occur in an address by the Rev. Dr. LITTLE, Principal of Queen's College, Kingston:—

"Dr. L. would call the attention of his hearers to the subject of Common Schools, and he hoped his remarks on that subject would show the necessity and importance of establishing Universities. A great error prevailed in this country as well as in many others with regard to Common Schools. The error was that a Common School might be conducted by almost *anybody*—that a person possessing a mere smattering of the rudiments of education, and having a little gravity of demeanor—though otherwise disqualified and fit for nothing else—was considered competent to conduct a Common School. To this error, which prevailed so widely, might be traced many of the evils with which society was afflicted.—Who possessed the most power to influence the youthful mind? The schoolmaster. In youth impressions are made and associations formed which can never be effaced.—The teacher ought to be a person capable of touching the chord of the associations and of making it respond to the touch. Every person acquainted with the education of children must be convinced of the importance of pointing out to them the connection between one subject and another. When speaking to them on a particular subject, unless the utmost care be taken, their minds will wander to twenty other topics. Their curiosity too is very great and a teacher ought to be a person capable not only of gratifying their curiosity but of determining what part of their questions he ought to reply to, and what part would better remain unanswered. To fit a man for becoming an efficient teacher of *both*, requires years of patient and attentive study—study not one or two branches of education merely, but of the various

departments of human knowledge, in other words such a course of instruction as a University only can supply. Dr. L. would appeal to the common sense of all present whether it was not preposterous to suppose that a man could educate others who had received little or no education himself? Yet such it was to be feared was the character of many of our school masters. Dr. L. went on to say that were the people of Canada convinced of the importance and dignity of the school master's office, they would regard the appointment of a teacher with as much or more interest than they regarded the appointment of any civil officer.—A man could not commit to another a more important trust than the education of his child. This was a subject involving far higher interests than common worldly affairs or the passing politics of the day. The future destinies of our country depended on the attention paid to it. The subject was of *universal* as well as overwhelming importance. In the wildest parts of our vast country, wherever there was a log house or a shanty appropriated to the purpose of education, there ought to be a well educated school-master. Among other pernicious effects of the present educational system, Dr. L. mentioned the fact that when a man sufficiently trained for the office of a teacher presents himself to solicit such office he is placed on a level with the miserably unqualified and inefficient persons who generally conduct our schools. The man who has spent some of the best years of his life in storing his mind with knowledge, is placed on an equal footing with the individual whose mind is almost wholly uncultivated."

A mother who rules her own spirit, and who governs her children with firmness and gentleness, is, from the nature of the situation which she holds, and from the high obligations she fulfils, invested with peculiar dignity. But to whom is the mother responsible? To her children. Should they arrive at maturity, and find that from her they have imbibed virtuous and good habits, they will joyfully acknowledge their obligations; should they, on the contrary, find that to her neglect they have to trace the headstrong passions and the vicious habits which are hurrying them to destruction, how bitterly will they reproach her! the world too, may justly complain, if they whom she has been instrumental in bringing into existence should, through her inattention and indifference, become a curse and a scourge to their fellowmen. The church also may take up the lamentation of Jacob, and exclaim, "We have ye bereaved of my children." The church naturally looks to the children of religious professors for its members, its officers, and its ministers, and may justly reproach them if its hopes be blighted through their unfaithfulness.

But oh, ye mothers of our land, it is not by earthly tribunals alone that your maternal character will be judged. In that day, the great day of the Lord, you will have to give an account of the trust reposed in you. Your Judge will then say, "you were commanded to train up your children in the nurture and admonition of the Lord"—and how will you answer? I can dwell no longer on this solemn subject. Happy will that mother be, who, on that awful day, shall hear the approving sentence, "Well done good and faithful servant, enter thou into the joy of thy Lord."—*Mrs. J. Bakewell's Mother's Practical Guide.*

Pure water, or toast and water, is the only proper beverage for children; and if the parents take either ale or wine, they should on no account suffer their children even to taste. "A few drops cannot injure the dear child," says the indulgent father; but a few drops to the tender and susceptible stomach of a child are equal to a few glasses to the adult. Besides, it leads to a bad habit; for if children be allowed to taste frequently, they will like it, and will often be found draining the glasses left on the dinner table, or supping freely when it is within their reach. If a child becomes fond of fermented drinks, it is hardly possible to prevent his becoming a drunkard in after life. Let me most earnestly entreat, most solemnly warn you, to prevent this fatal habit—the temporal, the eternal welfare of your child depends upon it. I would rather never taste either wine or ale again, than that my children should have to plead my example as an excuse for taking them. It will not be needful, surely, to protest against spirituous liquors being given to children; and yet the medical men whose works I have consulted lay much stress on the subject, as they say it is a very common practice among the poor and uneducated.—*Id.*