

while giving to its pupils a sound education on other points, it engrafted on their minds the principles of true religion, and that not formally or superficially, but by instructing them in the evidences of the truth of Christianity, enabled them "to give to every man that asketh a reason for the faith" which they profess, thus strengthening their own belief, and spreading forth illimitably the good seed. The opening of a Model and Normal School in this city, was also a subject of much congratulation, and although so short a time had elapsed since its formation, the success had been most encouraging. He need add nothing to what had been so eloquently advanced by the mover of the resolution, on that part of the duties of a Normal School, appertaining to teaching the teacher, and would confine himself to a few remarks on the subject of the education given in the Common School. It would be observed, that it was not confined to the merely elementary branches usually taught in schools, intended for the lower classes—he meant reading, writing, and arithmetic, and which he might be allowed to call the tripod upon which education rested, and not education itself. Those were merely the tools of knowledge. It was by putting those means in use, that their possession became useful and valuable. And it was in teaching the use of those means, that he expected to see the Normal and Model School introduce a new era in the education of the masses. It was not enough to teach a boy to read; he must also be taught to think. To do this, he must be taught to read for a purpose—that of gaining information—to analyse the subject treated of—to follow the argument of the writer, and separating the false from the true, hold fast that which is right. To enable him to do this, mathematics were brought into play, for, although some might smile at the idea of teaching a mechanic mathematics, and it was possible, that at the end of a few years, not one of all those who had attended the school, and were now fighting the battle of life, could solve a problem of Euclid, yet the instruction would not have been thrown away, for in the structure and bent of these men's minds, there would be found a more logical tendency, clearer view of an argument, and more true reasoning and good sound common sense, in the ordinary matter of life, than could be discovered in the acts and conversations of men who had been more carefully educated on other points, but where mathematics had been omitted. Again, was it not more reasonable to teach natural philosophy to the future mechanic,—to explain to him the first principles and different powers of that science, than to expect a good workman or an intelligent mechanic in him who was ignorant of the very ground upon which every mechanical work rests. How many useful additions to machinery have been invented by mechanics, and indeed it was from them princi-