

land are as yet undeveloped—there is a prospect before us of future usefulness, which perhaps no other nation can lay claim to. Descended from a venerable and a noble stock, we have not even its drawbacks to contend against; and while enjoying the stability of the throne, we at the same time possess a freedom, unsurpassed in the purest republics that have ever existed. How then is it asked, are these elements of true national greatness to be developed? How shall we best train and foster the tender sapling till it attains the strength and toughness of the giant oak? There is only one method. By the spread of education, in every community, and the circulation of a healthy morality, among the highest as well as the lowest of the land.

First of all then, I remark, *that our country demands the highest qualifications, in those set apart to the work of educating the rising generation.* By the term qualification, I mean not simply mental, but moral endowments. For I need not say that the more gifted a man is with intellectual abilities, and the higher his genius, the more pitiable is his condition, if destitute of Christian principle. But in the case of those who hold in their hands to so large an extent, the future character of the nation, the absence of moral qualities is dangerous to an extent all but inconceivable. It has, I am well aware, been held otherwise in time past. The Colonies of Great Britain have for years been regarded as the most convenient outlets for mental imbeciles and moral castaways, *both of the pulpit and the school-room.* Convicts, considered too notoriously wicked to be reformed save by punishment, have been transported by the thousand to people these young and rising countries; and preachers and teachers who have long since proved themselves altogether unfitted either by nature or scholarship to enjoy the positions they originally aimed at, in the mother

country, *have been sent forth to the Colonies* supplied with abundant testimonials, as to their fitness for the highest and most responsible offices in the land. The folly of such conduct is now apparent. The people of Canada at least, have come to the conclusion that if Great Britain has an over-supply of the professional classes, and is desirous of showing her interest in the education of her children, she must send the best or none. Canadian Schools and Canadian congregations have equal discernment with those at home. As a country we have already advanced so far, that, independent of all such well meant kindness, we are amply able to supply the demands of the bar, the school-room, and the pulpit with men in every respect better qualified for these honorable situations.

That such for the most part should be the kind of teachers sent for many years to Canada, need not be matter of surprise if we bear in mind the low state of education in England and Wales at the period referred to. In the minutes of the Council of Education for England and Wales, published some ten years ago, we find the following description of school masters of that day. "To open a schule, an' ca' it an academy, has been in too many instances the refuge of the destitute. The man of good education trained for the church, the bar, or the medical profession, but who has sunk through misconduct or misfortune; the tradesman who has been unfortunate in business; the commercial clerk with a lost character; the workman, who by accident can no longer work with his hands; the pensioned soldier, and the crowd of women, single and widowed, between whom and starvation teaching is the only barrier, have all assisted in increasing the number of masters and mistresses. In many cases other callings are added; and we find some filling offices in connection with the church, the poor or the roads; others collecting taxes; others closing school in summer and becoming