

What we want now most is a practical education for our youth, and a proper system of discipline to execute it.

This we have too long neglected and discouraged. We want a change in the matter, with proper and efficient persons to enforce it. While we have encouraged professors of Latin, Greek, &c, we have provided no teachers for the million. The machinery of popular education has not been well attended to, and the little care it has received, has proved not only injurious, but tended to impede the application of what might be useful.

Barbarous rhymes about Mars, Bacchus, Apollo, and other old fogies, who did great things in their day, will never teach us the grammar of our mother tongue—the use of our ledgers—the general principles of the steam engine, telegraph, manufactures—or how to remove commercial restrictions, improve the resources of the country, and exterminate the many bad laws we have, and which are impeding our prosperity. It is useful knowledge we require; not profitless speculations down among the dead men. The speeches of Demosthenes, Cicero, and other orators, were all very well in their day, and were, no doubt, much respected by their countrymen; but it appears to us a sound speech on Reciprocity, Clergy Reserves, or any of our public grievances, would answer still better the tastes and duties of our generation.

What, we ask, after all the talk about it, is the education of a country, if it be not the rising up of our youth to the proper utilitarian ideas, and the study of the circumstances and wants of their country, and accurate information on the questions with which their future career and pursuits are blended. We have too largely endowed useless education, and given it monopoly in our colleges, whilst we foolishly allow the practical mental development of the country to wither and decay. The business of life is, every day, proved to be not the object of our present system of instruction, and the consequence is, the greater part of what are called our educated youth, when turned out upon the world, find themselves loaded with a burden of useless learning which they don't wish to cast away—but which they cannot convert into that gold which has been expended in acquiring it. They find, too late, that instead of requiring anything practical, they have been cheated into a knowledge of what is of no service to them, and must soon be forgotten.

We do, therefore, earnestly encourage our Legislature to establish Normal Schools where useful teachers may be educated, and from whence may be scattered throughout our vast territory the diffusion of the light of knowledge and sound education. Let it be done, however, in a way that parents may not view it as a tax, but a blessing: if so, their prejudice will soon disappear, and their hearts will incline to the good work. In connection with this subject, we may mention, that, by the public accounts, we observe that the sum of £45,823 15s. 11d. was expended last year in this section of the Province for the cause of education. That it, or the grants which preceded, have not been wisely laid out, the lamentable ignorance of our population too well demonstrate. As we have remarked before, unfortunately the bulk of it went to support a pernicious system of education while the intellectual acquirements of the people were left to starve for want of popular instructors. So it will continue, unless a general practical and popular system of training persons to assume the onerous duties of school teachers is carried into force. The school master ought not to be abroad when so much is required among us. His home should be made comfortable for him; his office respected. He should no longer be an itinerant starveling, but a resolute fulfilling his mission, and his calling honored. His services ought to be amply remunerated by the state; and his instructions heard with the same attention as the *dicta* of ancient philosophers and guides. When this important duty is performed by our Legislators, we may not then be so frequently taunted with the ignorance of our people, or insulted with the remarks of more favored nations upon our unprogressive spirit.—*Montreal Transcript*

INCREASED GRANT FOR EDUCATION IN CANADA.

There are now several petitions before the House of Assembly from the rural parts of the Province, praying that the annual Provincial Grant for Public Education, may be increased to £150,000. This is most significant. It seems that it has been left to the farmers in Lower Canada to discover a defect in our educational system, and to take the initiative in its removal. This is perhaps natural; the defects of the system pressed on the attention of the farmer, because felt by him, and he correctly seizes on the most erroneous principle, combats for its correction by asking for an increased grant sufficiently large to induce qualified persons to adopt the profession of teachers. Though this is far from the only evil in our educational legislation, it is yet of sufficient magnitude to arrest the attention of any, who have even superficially observed its administration, and practical result. We are not about to examine now, the principles on which this system is founded, though we consider some of them erroneous and vicious, we merely notice the petitions and ask for it, in the name of the rising generation, a generous support. The other measures of the day,—the Seigneurial Tenure, the Clergy Reserves, and the Legislative Council shrink into

insignificance when placed in contrast, with the importance of the principle recognised by the petition. We trust when it comes before the House for consideration, the entire economy of the educational provisions, will be discussed, and that the Petitions will receive the support of all the good and patriotic in the assembly who wish their neighbours and themselves to derive the advantages that an effective educational law will confer. The petitions will most likely open up the entire question of national education, and a good or better system, must result from such an examination, and one adapted to impart the practical knowledge, now absolutely required for a country placed in the position of Lower Canada.—*Three Rivers Inquirer September 27.*

INQUIRY INTO THE STATE OF EDUCATION IN NEW BRUNSWICK.

The Commission appointed to investigate the Constitution and management of King's College, is sitting here at present, Dr. E. Ryerson, the justly celebrated Canadian Educationalist being one of the number. From this gentleman, as well as the Commissioners generally, we expect such a Report as will justify the expectation of the Legislature in their organization; and we trust ere another year has elapsed, that King's College under a more efficient system of management, will be as popular in its code of general discipline as it is already for the talent and learning of its professors.

It is not our wish to anticipate, were we able to do so, a single point in connection with the present College question. We leave it quietly in the hands of those duly appointed for the arduous service involved; but we have a few observations to make on the question of general education, and perhaps the present may be a fitting opportunity.

It has often been remarked, and we believe truly, that no country on the face of the Globe, with an equal population, expends an equal amount with New Brunswick upon Education, and the advance made upon the Teachers' salary at the close of the last session, points the climax of legislative generosity beyond all comparison. With all due allowance, however, for our scattered and remote settlements, and the consequent difficulty of bringing the children together during the winter season for the purpose of instruction, we may truly say that there is not within the bounds of civilized society a greater number of persons in the same arena who exhibit a greater amount of carelessness in respect to the education of their children.

Belonging originally to a country where the lower classes are generally very poor, but where there is not a farthing of public money expended upon educational purposes, we cannot help drawing the contrast between the avidity and anxiety manifested by the indigent Irish peasant for the schooling of his child, and the apathy manifested by the New Brunswick farmer, rich and easy in his circumstances—with a large legislative grant to defray in effect more than two thirds the expenses—in the same cause. We have known men to carry heavy loads on their backs, a distance of ten long Irish miles to market, with the sole motive of giving the money thus slavishly earned to the schoolmaster! Here, on the contrary, the proprietors of fine properties, the hundredth part of which would outvalue the poor Celt's whole domestic establishment,—men who can otherwise live extravagantly—too often grudge the small sums expended upon the training of their children, and expect their education as a matter of right, and as a public charge.

We recollect not long since passing through a whole parish, which, notwithstanding the heavy inducement of the provincial grant, had not a single school within its limits! A dilapidated school-house, an itinerant Teacher—half nurse, half stable-boy—and a few boys who attend the said shanty, *when they have nothing to do at home*, are circumstances too familiar in New Brunswick.

It were needless to point out those repulsive features in our domestic economy, if their remedy could not be procured just as easily. If those who pay more attention to their colts and cows than they do to the mental cultivation of their children, were moderately but *directly* taxed, rendering it imperative upon them to make the rising generation efficient members of society—if the schoolmasters were properly trained and rendered independent of those migratory peregrinations which destroy their self respect and usefulness—if proper locations were chosen for school houses, without reference to any other consideration than the greatest benefit to the greatest number of children—if men owning large unclaimed properties, and wealthy old bachelors, were double taxed to correspond with their negative delinquencies—then might we hope for the dawn of that knowledge, which instead of a parrot education at a ruinous public cost, would cultivate, eye and refine the minds of those who must occupy the stage of this busy life when its present actors shall have passed beyond it.

We never believed the assertion so frequently made in the House of Assembly, namely, that the youth of this country receive an education commensurate with the expenditures so lavishly voted for their benefit. We believe that a great part of the money is lost, because it can apparently be so easily obtained; and we should consider its being withheld until the introduction of a more healthy and efficient system, a great public blessing. That we now pay heavily for a service, which at the