

be borne in mind, is for Normal Schools alone, and distinct from the expenditure necessary for the maintenance of Common Schools.

During the last twenty years the Church of England has raised, for Normal Colleges, £148,817 13s. 2½d., and obtained from Privy Council, for the same object, £69,062 10s. 3d.; for ordinary schools, £1,285,511 8s. 11½d.; and from Privy Council, for the same object, £476,880 12s. 5½d. The British and Foreign School Society raised, for Normal Colleges, £16,433 7s. 9d.; and from Privy Council, for the same object, £5,000; for ordinary schools, £87,804 6s. 5½d.; and from Privy Council, for the same object, £13,762 12s. 5½d."

The following statement will show the result of the combined exertions of these sections of the Christian Church, with the supplements from the Public Treasury which they have respectively received, since 1839, that is, during the last twenty years:—Schools built, 2,587; enlarged or improved, 982; Teachers' residences built, 1,377; Scholars for whom additional accommodation have been provided, 459,754.

We have before us the Report of the Committee of Council on Education in Great Britain for the past year. We extract from it the following summary, which presents an overwhelming view of the work done through this machinery in the course of one brief year:—"Fifty-four inspectors, including 20 assistant-inspectors, were employed in visiting schools, and in holding examinations during the past year. They visited during that period 9,364 daily schools, or departments of such schools, under separate teachers. They found present in them 821,744 scholars; 6,495 certificated teachers; and 13,281 apprentice teachers. They also visited 38 separate Training Colleges, occupied by 2,709 students in preparation for the office of school-master or school-mistress. In December last these students and 2,087 other candidates were simultaneously examined for the end of the first, second, or third years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 539 schools for pauper children, containing 47,527 inmates, and 118 reformatory, ragged or industrial schools, containing 7,793 inmates."

Such is a brief sketch of the huge educational machinery now at work through the combined exertions of the different denominations, aided and supplemented by largely increasing Grants from the Public Treasury. For the last twenty years England has been passing through an experimental crucible with the view of meeting the educational wants of its young. And never, perhaps, was an experiment made under more propitious auspices. There is not, perhaps, one section of the Christian Church possessed of the same amount of resources as that of the Church of England, in any other land,—and no doubt her mightiest voluntary energies have been put forth to meet the necessities of the case—the providing of adequate means for the education of all her young. And all these efforts have received every possible encouragement by large and munificent Grants out of the general revenues of the country—rising gradually, and at a very rapid ratio, from about £11,000 in 1839, to upwards of £832,000 in 1859.—Surely, if the voluntary principle, in providing an adequate education for the rising generation, ever had an advantageous and honorable arena on which to display itself, that has been England during the last quarter of a century. And what is the result? It presents to us the astounding and appalling fact that in England alone—the mart of the commerce of the world, the fountainhead of civilization and refinement, the

seat of science and of the arts, the treasury-house of nations—there are no less than 2,262,019 children capable of receiving education attending no school at all.—Surely, ah! surely, this ought to satisfy every reasonable mind that the voluntary system of supporting Education, through denominational action, is utterly incompetent for the undertaking The Separate School System, which is neither more nor less than the denominational, has thus been weighed in the balance and found wanting. After such a practical demonstration of its utter inadequacy to meet the wants of any country, all argumentation fails to be of any avail. If all enlightened patriots, and philanthropists, and Christians, advocate the indispensable necessity of a nation's universal and popular education, for a nation's preservation and prosperity; that is, that no child within its borders capable of receiving education should be without it, they must try some other plan than the Separate School or Denominational System, if they would see their wishes gratified and their views substantiated. Nothing but the Province as a Province, or the State as a State, or the Empire as an Empire, can achieve an end so benevolent, so patriotic, and so divine.

1.—THEORY OF EDUCATION.

PHYSICAL EDUCATION.—NERVOUS SYSTEM OF ORGANS—CONDITIONS OF HEALTH OF THE BRAIN—LAWS OF MENTAL EXERCISE.

This is the highest and most important of all the systems of Organs. It is that which operates upon and influences all the others. It forms the grand medium of communication between the mind and all the other organs, between the mind and the external world. The brain, the centre of this system, is now universally admitted to be the seat of the mind—the organ by which it manifests its operations and executes its purposes, and by which too a knowledge of the world without, its existence, its qualities, is conveyed to the mind. As to the mode of this intercourse between matter and mind and mind and matter, we literally know nothing. We know the fact, and that certain links in the chain of connection are absolutely necessary to produce the fact, but this is all. The mind, by some mysterious power, conveys its volition to the brain, the brain operates upon the nerve, the nerve upon the muscle, and the muscle upon the bone, and so locomotion is effected. And so is it in the opposite direction. The object congenial to the nature of the sense (which is neither more nor less than finely attenuated nervous substance) when presented in favorable circumstances to that sense, produces an impression thereon; that impression is conveyed by the sense to the nerve, the nerve to the brain, and through the brain a sensation or perception is conveyed to the mind. Such is the chain of connection, every link of which is indispensably necessary to produce the effect; but as to the *modus operandi*, we are just as ignorant of as the child unborn; and so long as the present state of things lasts, the probability is that we shall continue to be. But be this as it may, it is perfectly clear that, from the intimate and indissoluble relationship subsisting between this system of organs and the human mind, it is invested with the deepest importance, and, in its connection with physical education, demands our calmest and most deliberate consideration.