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To the CANADIAN INTELLIGENCE, which occupies three pages of this number, and which will be continued in succeeding numbers, we refer our readers; and we cannot but express our regret, and that on the broadest public grounds, that there could be found persons in Upper Canada anxious and ready, from personal or party considerations, to arrest and subvert a system which has yielded so early and valuable fruits,—gratifying to every heart of virtue and patriotism, and which are but the earnest of an abundant and general harvest.

That there should be both personal and public opposition in a great work of this kind, is what the experience of every educationist and every country warrants us to expect. During the first few years of his labours, that eloquent and patriotic advocate of education, the Hon. HORACE MANN, was opposed by a powerful party and attacked with as much virulence as has been witnessed in Upper Canada. In his last Annual Report, Mr. MANN says, that he had experienced “years of endurance, suffering under misconstructions of conduct, and the imputation of motives, whose edge is sharper than a knife.” And in referring to the authorities by which he had been appointed to office, and sustained in it, Mr. MANN makes the following significant remark:—

“I feel that had it not been for their confidence in me, during some of the years of doubt and struggle through which I have passed, the educational enterprise would have proved a failure in my hands; and thus my name, in one of the noblest of human undertakings, would have been connected with the dishonour of defeat, and with the ridicule that pursues a visionary schemer.”

Thus had the intrigues against the Superintendent of Schools in Upper Canada been earlier matured, before statistical returns could have been obtained illustrative of the character and first results of his school system and labours, his name (to use the words of Mr. MANN) “in one of the noblest of human undertakings, would have been connected with the dishonour of defeat, and with the ridicule that pursues a visionary schemer.” But it has happened, unfortunately for the success of those intrigues, but fortunately for the educational interests of the youth of Upper Canada, that the statistical school returns of two “years of doubt and struggle” have given in their testimony at the very time anticipated for inflicting upon the Superintendent “the dishonour of defeat and the ridicule that pursues a visionary schemer.” And although he has experienced, perhaps more deeply than Mr. MANN, “years of endurance, suffering under misconstructions of conduct, and the imputation of motives, whose edge is sharper than a knife,” he has reason to be thankful both to the Author of his being, and to the country of his birth and labours, that the duration of their “doubt and struggle” has been shortened, and not protracted as in Massachusetts; and while he is comparatively indifferent as to the result in reference to himself, he rejoices in the belief that the cause is safe, and that Upper Canada is destined, at no distant period, to be one of the best educated countries, (if not the best educated country) in America, or on the face of the globe.

We hope that the following language which was employed by the *Boston Transcript* on Mr. MANN's retiring from office, may be applicable to Upper Canada twelve years hence. The experience of the last three years more than proves that what has been done for the advancement of education in other countries can be done in Canada:—

“Mr. MANN had already accomplished many works that were sufficient guarantees for his ability, and for his readiness to sacrifice himself for the sake of others; and his earliest Reports show

that he did not undertake the work before he had calculated the labor and the cost. He saw the limited territory and population of Massachusetts, and her daily diminution in rank and importance on this account, and he felt in its full force the truth that nothing could save her from degradation but the superior intelligence and virtue of her citizens. The Common School system, which originated with the founders of Massachusetts, and was a remarkable effort for their times, had fallen into disrepute, and become the mere shadow of a mighty name. So far from advancing beyond its original limits, as man advanced, and science spread, and means increased, it had come to a stand everywhere; the spirit had departed, and even the lifeless form was shrinking up through apathy and neglect. The State was improvident, the towns were indifferent, the parents were neglectful, and the teachers incompetent; and the work of awaking the State to its duty and its danger, of arousing the towns to activity, the parents to a sense of their responsibility, and the teachers to a sense of their incompetency; this, and nothing short of this, was to be done, in order to meet the exigency, and avert the danger.

“This task, hopeless, and thankless, and profitless as it seemed to common minds, was the task set before Mr. MANN, and those only who know the condition of the State twelve years ago, and who are aware of its present animation and substantial improvement, can form an adequate idea of the zeal, and energy, enduring self-sacrifice, which have wrought out the reformation. To enumerate all the particulars of this remarkable work, would be to copy the twelve Annual Reports of Mr. MANN, each a volume; the Annual Abstracts of the School Returns, each of them work enough for the years of whose labors it was but a small item; the ten volumes of the Common School Journal; and the volume of Official Lectures, unmatched for their wisdom, their beauty and their power; and even then we should have but a meagre record of what the pen has done, while all that the tongue has accomplished, to conciliate the hostile, to reconcile the conflicting, to instruct the inquiring, to encourage the despairing, and, as it were, to raise the dead, would remain untold.

“This great work, however, has been done, and well done. There is sensation in every nerve, power in every muscle, and activity in every limb of the Commonwealth. The citizens of the districts, by their own voluntary act, have assessed themselves more than two millions of dollars for the erection and improvement of schoolhouses; they have doubled the amount paid to their teachers, and the quality of the teachers has risen in proportion at least to their increased remuneration; the discipline of the schools has been essentially ameliorated; the branches taught have not only been increased in number, but have been more intelligibly and thoroughly taught; the text books have become better adapted to practical instruction, but, what is perhaps of more importance, they have become uniform in each school, and generally, in each entire town; the classification of pupils, and the consequent gradation of schools into primary, grammar and high schools, will form an era in the history of education; the Normal Schools, established and successfully conducted so far, have leavened the mass of our teachers, and taught them their duty and their claims; the School Committees have become more vigilant, more earnest, more intelligent; the people have become more liberal, and disposed to claim as a right and a privilege, what before was a scandal and a burden; and, finally, the government of the State has begun to feel that its strength lies in general education, and that this saving education depends upon free Common Schools, and can be produced by nothing else.

“His career was too brilliant not to excite envy, and too disinterested not sometimes to have been unintelligible to narrower minds. The just and elevated principles in which the work was commenced, were never for a moment abandoned. The cavils of the would-be-wise, the threats of the offended, and the anathemas of the bigoted, never turned Mr. MANN from his exalted purpose. He moved right onward, conscious of his integrity and singleness of heart, and patiently believing that those who misunderstood or perverted his motives, would at last be compelled to acknowledge their perversity, and to rejoice in the result. If at any time he seems unnecessarily to have stepped aside to smite down an assailant who aimed to check his progress, let us believe that it was not so much from a desire to strive, as from an over-estimate of the danger to be apprehended for the great cause which occupied his heart.”