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As it is necessary to lay the foundation of an edifice before proceeding with its superstructure, so we have felt that the exposition of the general principles, objects, and provisions of the School Law should precede the introduction of those articles which relate more directly to the improvement of the Schools, the establishment of School Libraries, and the various considerations and appliances which demand and promote the development of the youthful mind of the country. We complete the foundation part of our work in this number of the *Journal of Education*, and will proceed with the more interesting and practical applications of it in future numbers.

In our last number, we explained the law and system of Schools in relation to Cities and Incorporated Towns in Upper Canada. We also explained the great principle of universal education, by making the property of the country educate the youth of the country, and directed attention to several particulars in which District Councils can aid Trustees and advance the interests and efficiency of the Schools. We likewise explained the constitution of the School Fund and its expenditure, and showed that not a farthing of it has been expended in the management of our School system. We furthermore made some remarks on the importance of the Provincial Normal School, and office of District Superintendent, to which exception had been taken.

On no subject have some Canadian journals been more successful in misapprehending, and on few subjects have more groundless fears and suspicions been created, than on the primary design and fundamental principles of the present Common School Laws. The staple objection to them has been, that they were intended to subvert our existing system of Government, interfere with constitutional rights, and establish a species of Prussian despotism in the country; and we believe, from extensive personal intercourse in various parts of the Province, as well as from the nature of the objections themselves, that nine-tenths of the sensitiveness created to some extent on the subject, have not arisen from any examination of, or objection to, the provisions of the School Laws themselves, but from the jealousies which had been excited in regard to