

cessary for matriculation in the university, the colleges of which will complete the work of education in all its great departments and most important applications. The same principles and spirit would pervade the entire system: the basis of education in the parish schools would be the same for the whole community—at least so far as public or government provisions and regulations are concerned—not interfering with private schools or taking them into account; but as soon as the pupils were to advance to the limits of instruction prescribed for all, then those whose parents could no longer dispense with their services, would enter life with a sound elementary education; those whose parents might be able and disposed to assist them in acquiring a higher education, would proceed to the grammar schools and collegiate institutions, in order to pursue some one of the courses of study that will best qualify them to advance their own interests and those of their country, in the capacity of farmers, merchants, manufacturers, engineers, architects, mechanics, navigators, or professional men."

The report, after giving a synopsis of these enlightened principles of parish school education, as set forth in the last extract, says, in an equally truthful manner, respecting the working of the assessment principle, "that each child in the land has a right to such an education as will fit him for his duties as a Christian citizen, and that every man is bound to contribute according to the property he possesses or enjoys in the land to secure to each child the possession and enjoyment of that right. It is the practical application of this principle that has given to the people of Massachusetts their pre-eminence in mind, wealth, and prosperity; it is the application of the same principle in Canada West, (not by the requirements of state law, but by *local voluntary assessment* of property by the people themselves in each county and parish,) that is giving such amazing impetus to all that is energetic, enterprising and ennobling in that province. The application of the same principle by the people in each parish and county of New Brunswick would uplift the whole mind of the country in the course of a few years, develop and arouse into action its intellectual and physical energies, and add

tenfold more to the value of property (as it is doing in Canada West) than the cost of the process by which such results are achieved, and which are themselves but the germs and fore-shadings of results still more splendid and important. It is individual self-reliance and exertion that leads to individual success and greatness; and what is true of an individual, is true of a neighbourhood, a county, or a province. The inhabitants of New Brunswick have this noble destiny in their own hands; and the responsibility and shame will rest upon themselves if they do not achieve it.— Their magnificent country invites—demands it at their hands; the example and progress of neighbouring provinces and states urge them to it, if they would keep company and maintain rank with those provinces and states."

As the establishment of a normal and model school is a matter of great importance, and should be well understood by every one interested in the advancement of education, and will in all probability form a prominent part in the next school bill for New Brunswick, we may be excused for the length of the following extract from this very able report; and while the reader will see the object of such schools, he will also perceive that the educational machinery connected therewith is both complicated and expensive:—

"There must be a clear and accurate conception of the office and mutual relations of the Normal and Model Schools—for the two Schools form but one institution; the students being pupils in the former, and observers and teachers in the latter. The Normal School consists of teachers or candidates for teaching; the Model School of pupils from five to sixteen or eighteen years of age, and should embrace about two hundred in number. The Model School is partially self-supporting, as the pupils pay fees. The Model School is under the general oversight of the Head Master of the Normal School, but is under the immediate charge of one or more teachers having a Normal School training, and is designed, in its fittings, apparatus, organization, teaching, and discipline, to be a *pattern* or *model*, according to which each student in the Normal School is expected to conduct his own School when he goes out as a teacher. In the Model School also, each student