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\*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

→ To Local Superintendents. See page 166.

## LORD ELGIN AND EDUCATION IN UPPER CANADA.

One of the certain signs of the progress and general appreciation of education in a country under a system of popular government, is the voluntary, and as it were, unofficial attention which it receives from public men. That attention is the dictate of a noble patriotism, which prompts a public man to regard every thing connected with his official position as a trust to be employed for the good of his country; it is also a spontaneous and practical homage to public conviction and feeling on a subject of all others the most vitally connected with the highest advancement and welfare of a people. The increased interest felt and evinced by public men in the Educational Institutions and progress of the country, is one of the many gratifying and encouraging indications of its real and rapid prosperity. The names on the Visitors' Books in the Normal and Model Schools for Upper Canada, at Toronto, afford ample illustration of this fact; and the references to our educational interests in addresses of associations and speeches of individuals on almost all public occasions, indicate a growing and wide-spread conviction on the subject.

HIS EXCELLENCY the Earl of ELGIN and KINCARDINE stands conspicuous as well by his example as position, in the lively interest which he has shown in the educational advancement of this country. Filling as he has done for several years, the highest place of trust and power, he may justly claim the distinction—and a high one we think it is—of being the first Governor of Canada, who has identified himself *personally* as well as officially *throughout his whole administration* with the general education and intellectual improvement of the people of Canada. The first bill to which His Excellency assented in HER MAJESTY'S name after the removal of the seat of Government to Upper Canada, 1850, was the School Bill which constitutes the legal charter of the Educational system; He afterwards laid the corner stone of the Normal School Buildings, accompanying the act with one of his most eloquent and powerful speeches on the subject of our system of education; and one of His Excellency's last acts in Toronto has been to visit those Buildings when completed, and witness and express his satisfaction with the several departments of the system therein conducted.

We subjoin the report of the remarks made by HIS EXCELLENCY on the subject of education and our Educational Institutions during his recent tour in Upper Canada, together with copies and extracts of addresses on the subjects presented to him. The preservation in this form of LORD ELGIN'S remarks and the addresses and extracts of addresses referred to, is desirable; and we are sure they will be read and re-read with interest. We hope the beautiful remark of His Excellency,

that "Township and County Libraries are becoming as the crown and glory of the Institutions of the Province," will be adopted as the motto of the people of Upper Canada.

Extract of remarks made by His Excellency LORD ELGIN in reply to the addresses presented to His Excellency by the Municipal Council of the Town of London:—

"When I look to all that has occurred during the few years of my residence in this country; when I remember that your revenue has increased from £400,000 to from £1,200,000 to £1,500,000 a year; that your imports and exports have increased in the same ratio; that we are beginning to have an ample net work of railway extended over the country; and that the productions of Canada are now to be admitted duty free to that market which is to you the most important market in the world. (Cheers.) When I look to these circumstances and when I remember that your educational system is expanding itself so nobly;—within these few moments a member of the Imperial Parliament shook me by the hand at the Railway Station and said 'I have been at your Normal School, and I assure you we have nothing like that in England.' (Cheers.) When I remember the progress your educational system has made and is still making; and that Township and County Libraries are becoming as the crown and glory of the Institutions of the Province,—when I remember too, that out of that chaos of rules, ill-defined and half-understood, an impartial and well defined constitution, which might be termed the charter of Canadian liberty has sprung,—when I claim that out of all that has grown from that beautiful and graceful structure of Canadian liberty, which England and America may justly be proud of, I can only refer it to the simple, straightforward, plain-sailing policy I have felt it my duty to pursue. (Great applause.) It is true, gentlemen, that in your address you allude to times of difficulty. It is right that times of difficulty should be referred to, for it is by the manner in which we deal with difficulties that we fit ourselves to deal with prosperity and happiness. But it is only for that lesson we are to look back to difficulties. God forbid! that we should ever look back to them to cherish feelings of bitterness or uneasiness towards the authors of these difficulties (cheers.) When the Canadian farmer finds himself comfortably housed in his frame worked building with his spacious farm alongside of him, and his fields surrounded with good fences, and waving with yellow crops, all the vestiges of the old forest removed, except here and there an old pine stump which stands as a tombstone to remind him of former generations of heroes that have passed away—when he looks to that and sees his sons and daughters settled comfortably around him, I wonder whether it is with feelings of regret that he looks back to that early period when he first marched into the forest and put the torch to the stately oak, and girded the majestic maple, and rolled together the logs to make a house for himself and family to shelter them in the winter. When he looks back to those days as the infancy of a glorious manhood, will he not tell those who remind him of the mists and clouds that hung around the dawn of the prosperity of Canada, that these mists and clouds were after all, but the garb of the morning, the harbingers and heralds of a bright and glorious day." (Great applause.)

Mr. Moffatt, (Member of the British Parliament,) who had been alluded to by His Excellency, came forward and made a few remarks as to the progress which Canada had made. He admired the school system established here, and was convinced as he had stated to His Excellency that there was nothing equal to it in England. He congratulated us upon having so noble a Governor General, one who had brought with him personal qualifications and the same principles by which he said he was guided, he (Mr. M.) was convinced we were indebted for our present prosperity. He would leave Canada, he said, with deep regret, as he had formed many pleasing associations with it.

Three cheers having been very enthusiastically given for the Queen, the large and respectable audience speedily dispersed.

Address presented to the Governor General by the Council of Public Instruction for Upper Canada, October 4, 1853.

To His Excellency the Earl of Elgin and Kincardine, K. T. Governor General of Canada, &c., &c.

MAY IT PLEASE YOUR EXCELLENCY.

After an interval of three years, we, the members of the Council of Public Instruction for Upper Canada, have great pleasure in meeting your Excellency. We cordially welcome your Excellency on this, your first visit to an Institution, the erection of which was commenced under your Excellency's auspices. On the occasion of the interesting ceremony performed by your Excellency, in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the Legislature in its establishment. Those objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting your Excellency with some statistics of the results.

Since the establishment of the Normal School in the Autumn of 1847, 1,456 candidates for admission have presented themselves, of whom 1,264, after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country and elevating the character of our common schools we have been repeatedly assured,—and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.