

and pleasure in the minds of the ardent friends of Education ; but having, in connexion with two very comprehensive tables of School statistics directed the attention of our readers to this subject in our last, we simply confine ourselves to an additional remark or two.

The years 1846-48 have been signalized by the establishment of a Provincial Normal and Model School, and by the very general introduction into our Common Schools of a uniform series of excellent Text Books. Our Schools have increased since 1846 from 2589 to 2800. School celebrations and interesting quarterly examinations have, in a great degree, contributed to our progress ; while the number of superior School-houses which have been erected, and are now in course of erection, the more general demand for competent Teachers, the popularity of well trained Teachers from the Normal School, and the decided increase in the amount of salary given each Teacher by the local Trustees, indicate the existence of a widely extended and more deeply rooted feeling of progress in the minds of the people generally ; and a determination to sustain the interests of what, to a vast majority of them, is their only College ; and to elevate to its proper position the highly honourable yet laborious profession of School Teaching.

There is still however a vast amount of serious responsibility resting upon the people of Upper Canada in regard to their Common Schools ; and particularly upon the more intelligent and influential members of the community. In addition to the greatness and vast importance to the best interests of the Country itself of the complete success and efficiency of the Common Schools, let it be remembered that this is now an eventful and critical period in the history of our educational state and progress as a people. The fact that those more immediately concerned are themselves becoming so anxiously alive to the character and prosperity of our elementary schools should induce a strong and vigorous effort on the part of such as from their local position and influence have the power to effect much good, to cordially unite in the noble efforts of the people, and animate them to still further exertion by their spirited example. To hesitate or appear listless is to pluck up the tender vine, or to destroy the budding germ of noble and generous fruit. The seeds of Canada's intellectual future may now be sown broadcast by the hands of her own faithful and patriotic sons. The soil is rich and fertile. As yet no rank weeds appear upon its surface to shut out the bright sunlight from the tender plant, or to mar the general beauty of its broad, fair landscape. The grain of mustard seed is as yet in the hands of the sower, or but just dropped into the fruitful furrow, whence it will spring forth the mighty monarch of the forest, casting its sweet and pleasant shade across the land.

The deep anxiety and unwearied solicitude of the "Fathers of New England" to nurture and protect the budding destinies of their country during its intellectual infancy presents an affecting lesson for our study, and an example, in its spirit and practical tendency, worthy of our imitation. As an instance of this paternal solicitude of the early New Englanders, Mr. BANCROFT, the present American Ambassador at the Court of St. James, in his "History of the United States," quotes the following striking passage from the history of Harvard University, Massachusetts, which is of so touching a character that we cannot refrain from giving it entire :—

"In 1620, the Pilgrims landed in America. In 1633 the General Court voted a sum, equal to a year's rate of the whole colony, towards the erection of a College. Two years after, John Howard bequeathed to the College one-half of his estate and all his library. The infant institution was a favourite. The Towns in the east often contributed little offerings, while the gift of the rent of a ferry was a proof of the care of the State ; and once a year, every family in the colony gave to the College at Cambridge twelve pence or a peck of corn ; while the magistrates and wealthier men were profuse in their liberality. The celebrated Bishop Berkeley in 1730 bequeathed to Harvard and Yale Colleges, New England, a farm he had purchased on his arrival in America, whither

he had come to found a college at Bermuda, and the books he had exported. *The College in return exerted a powerful influence in forming the early character of the country.* In this at least it can never have a rival. In these measures (continues the elegant Bancroft) especially in the laws establishing Common Schools, lies the secret of the success and character of New England. Every child, as it was born into the world, was lifted from the earth by the genius of the country, and in the Statutes of the land received as its birthright, a pledge of the public care for its morals and its mind."

What an example for Upper Canada ! If she too by wise laws and generous solicitude lays the foundation of her future moral and intellectual greatness, how rich a legacy will she bequeath to her sons ! Let every child in Canada, as in New England, as it is born into the world, be lifted from the earth by the genius of the country, and in the Statutes of the land let it receive as its birthright a pledge of the public care for its morals and its mind !

STRIKING APPRECIATION OF THE MISSION AND DUTIES OF A TEACHER—PRACTICAL ADVICE.—To be able, in appropriate terms, to offer suitable advice to a man engaged in his own profession is a rare accomplishment on the part of a non-professional man. In the profession of School Teaching, however, the experience of a practical statesman, or of an acute observer of the effects upon national character of the strong, the varied, and often unnoticed influences which are continually acting and reacting upon society, is frequently of the highest value to the comparatively secluded Teacher. The experience of the latter is often circumscribed and local ; while that of the former is necessarily extensive and general. The characteristics of this last mentioned experience are admirably embodied in the following very excellent suggestions made on the ceremony of opening the Free Academy in New-York, in January last, by the Chairman of the City Board of Education, under whose directions the Free Academy has been established. The suggestions refer to the mode of teaching the leading branches of Education :—

"Let the spirit of Christianity pervade your teaching, as it pervades the laws of the land, and the administration of justice. Teach that the truths of Nature rest upon the truth of God. Demonstrate, that at the foundation of every science, lies omniscient wisdom ; that all of beautiful or sublime truth is but a development of the Divine mind. Point to the limits, where man, by searching, can find out no further, because he meets the unrevealed mysteries of the Divine power. Let the serene light of a pure religion permeate every science, brightening, and blending with its beauty and truth, like a lamp, set within a vase of alabaster, bringing out into bolder relief and more exquisite effect, the forms and ornaments that are sculptured upon it.

"When the illuminated page of Grecian and Roman civilization is opened to the pupils, and the achievements of heroic virtue, the matchless creations of art, the splendours of genius in poetry and eloquence, fascinate their imaginations ; you will open, opposite to it, another page, all black with infamy, the record of the voices of that ancient world, unilluminated by a single ray of holiness. If you lead them to the promenade where the school of Aristotle met, or to the porch of knowledge where Zeno taught, or bid them sit in the shady groves of that ancient Academy, where wisdom fell, in words sweet as those of poets, from the lips of Plato, you will conduct them, also, to the altars reared to false and unknown gods.

"When, beneath the varied surface of this earth, you show them those tablets of stone, on which are graven the only records of its primeval ages, let them trace on them, as on the tables of the law written upon Mount Sinai, the finger of God. You will teach them, that the records of God's power and the revelation of his will, the registers of an eternity past, and the chart of an eternity to come, shall one day be beautifully reconciled, in perfect gospel harmony. You will tell them, that should voices come forth from the tomb of buried centuries, full of dark and doubtful import, they may be like the false oracles of ancient times, issuing from the earth only to beguile those who trusted in them—that should Science seem to declare, that the Jehovah, who spake by the lips and the pen of Moses, of the creation of the world and the origin of our race, is to be dethroned ; they have only to wait, until, by a more potent adjuration, she be compelled to make a fuller, a clearer, and more truthful utterance—for Science, exercised and dispossessed, shall one day sit humbly at the foot of the cross, and the Pythonesse shall become a Prophetess."