

the State to provide for it. This is an article in the constitution of several of the States, and is recognized by a liberal provision in setting apart the proceeds of the sales of one-sixth or seventh of their public lands to form a school fund for universal education. This has been followed up by school laws, framed in the same spirit and with the same design; very large sums of money have been raised and expended, and a net-work of schools has been spread over the land.

3.—INADEQUATE RESULTS FROM AMERICAN COUNTRY SCHOOLS.

But here, in most of the States, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The State has acknowledged, and nobly endeavoured to redeem, its obligation to provide an education for its every child; but it has not provided that every child should qualify himself by such an education for citizenship. It has placed the right of the parent or guardian and of the employer or master to perpetuate ignorance, above the right of the child to be educated. It has made universal suffrage the lever to lift the masses to universal education and intelligence, in the absence of the requisite educational power to move that lever. Nor is there any adequate provision to secure the operations of a school in a single neighbourhood, much less to secure properly qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the State—the peculiar field of a national school law and system—you there find that our American neighbours are not so successful in their public school economy, and accomplish results very far below and short of the State appropriations they make, and the machinery they employ for the sound education of all the people. This remark is abundantly and painfully confirmed by the facts given in the above epitome of the systems and state of popular education in the adjoining States of Ohio, Pennsylvania and New York. A further confirmation of the same remark is found in the defective education of many of the grown-up young men of these States. The late Frederic H. Pakard, Esq., of Philadelphia, for some thirty years the distinguished and philanthropic Secretary of the American Sunday School Union, published, in 1866, a pamphlet of 158 pages entitled “The Daily Public School in the United States.” On page 11, he observes, “Such observations as we have been enabled to make in interviews with many thousands of children and youth, satisfy us that nine in ten of them are incompetent to read properly a paragraph in the newspaper, to keep a simple debit and credit account in a mechanic’s shop, or to write an ordinary business letter in a creditable way, as to chirography, orthography, or a grammatical expression of ideas.”

In this same publication it is stated by a Chaplain in the Northern army during the late civil war, and whose intercourse was very extensive, “that a very large majority of the soldiers from the Northwestern States could read and write; but of these many could read only very imperfectly, and composed a letter with great difficulty. Union soldiers from slave States were deplorably destitute of Common School education. Thousands of soldiers learned to read and write while in the army. In my own Sunday-school of 150 to 250 from my own regiment, I found that a large number were poor readers. The same I