

Massachusetts, have been justly led to observe, that "five of the New England States are now zealously engaged in the promotion of a cause, from which posterity will receive ampler and more precious blessings than if they were to inherit from their ancestors the richest mines of silver and gold, imbedded in a soil spontaneously teeming with the choicest productions of the earth!"

But to return to the Report before us. After devoting ten pages to the rather unnecessary and possibly rather mischievous discussion of the merits of this single debatable point, the worthy Superintendent is led to regard as a preferable proceeding:

"Moreover, it is not mere superintendence over the schools and those to whom they are entrusted, however necessary and successful this may be, which will procure us good teachers, or will even most contribute to crown their labours with success, if they are not themselves sufficiently educated; this must be done by providing means for training and instructing them, and for paying them adequately for their services. The most important point, then, is first to find out what these means are, and then to put them in practice for this double object. I am therefore of opinion that any one of the sums mentioned in the former part of this head, whether it come out of the pockets of the people or of the Government, would be much more profitably employed if, instead of paying the local Superintendents, it were applied to the training of Teachers, by means of Normal Schools, and to their instruction by means of a Journal of Education, and the Public Libraries to be established in each Municipality, as well as by means of *travelling writing masters*,—and also to the proper remuneration of the teachers, more especially of those who are placed at the head of model or superior schools."

Now, with respect to, and considering the sinister bearing of parts of the above quotation, we feel ourselves justified in hinting to Dr. M. that as far as Upper Canada is concerned, "the means" alluded to by him, are there, not only clearly defined, but actually realized; and that, therefore, Lower Canada has only, "to do likewise;" that the whole of the evidence adduced by us—and we could marshal much more—in favour of County Superintendents, goes to prove that such "means" cannot be more eligibly or profitably employed than in paying these valuable local inspectors; and that, if, instead of continuing to fish in troubled waters, the worthy Dr. had left the discussion of debatable points in the Lower Canada Education Law to the wretched demagogues whom he so justly condemns and despises, and struggled even harder with "the powers that be," in favour of a few essential and indubitable improvements in the Act, he might happily, have, ere this, not only succeeded in establishing a Central Normal School, and District or County and Model Schools, combined with a Provincial Board of Education, but, like his energetic brother Superintendent in the West, been, ere this, actively engaged in superintending a "*Monthly Journal*," and giving those "*Lectures on Education*" in the different districts, which he has for so many years been regarding as so very desirable. Let this much be accomplished, and that great spur to the diffusion of useful knowledge, the establishment of *Township Libraries*, will sooner or later follow:—and then, indeed, all that would remain to be desired, would be the proposed wonder-working engines—*itinerating writing masters*! But, we humbly trust, that these novel "*flourishing*" adjuncts to our Common School System will continue to be dispensed with, till an Act

of Parliament shall clearly and expressly define that teachers in Lower Canada will be expected to be able to *read*,—but not to *write*!

Much more might be extracted and commented on; but as we propose devoting as much of our remaining space as we can afford, to the very useful and interesting, as well as valuable contents of the *Journal of Education*, for Upper Canada, coupled with a few farther allusions to those two important desiderata, in Lower Canada,—the institution of a Provincial Board of Education, coupled with the organization of Normal and Model Schools, and the imperative necessity of making far more substantial emolumentary provision for teachers throughout the Province at large, to encourage a truly competent and respectable class of individuals to engage in that arduous and (ought to be) honourable profession;—we shall, for the present, only observe, that Dr. M., after getting through the ten conflicting rival systems, proceeds to the still longer, though less formidable, array of his 29 proposed amendments in the present act—already alluded to—followed by additional remarks thereon; and then, somewhat in inverse order, quotes from his official report for 1845-6, various supplementary suggestions "on the subject of legislation for public instruction, (the state of things being now in every respect precisely the same as it then was,)"—embracing county academies, normal schools, a deaf and dumb school, uniformity of school books, elementary schools for agriculture, and, though last, not least, a Journal of Education:—all, as we have admitted, doubtlessly desirable and important,—but not expected to be so often recurred to,—unless to remind our Legislators of their persevering inattention to such proper and well weighed suggestions by a zealous and anxious friend of the people, and conscientious responsible servant of the Government. In taking leave, however, of Dr. M., we cannot help adverting to one of his many observations in favour of the existing Law,—in one part of which we cordially concur,—while in the other, we do not recognise the usual calm good sense, due appreciation of facts, or dispassionate language which generally characterise the worthy Dr.'s writings. We allude to the close of the following rather extraordinary passages in p. 89, 90,—the italics in which, are, of course, our own:

"It is not surprising that men should think that some other system of public instruction would have been better adapted to the wants of the people of Lower Canada and to the peculiar circumstances in which they are placed, or that the present law is imperfect and needs amendment; for it is difficult, not to say impossible, for all the friends of popular education to be exactly of one mind upon a subject of common interest, and of such vital importance to all as the subject of public instruction;—but to say that the law works well nowhere, that there is not under its operation one good school, and that "if the *Man-God* came again among us, we should not have a single good school to offer him; these are mere assertions which must surprise and astonish every one, bold and hazardous allegations, which can never meet with general assent, because to the personal knowledge of every one they are unfounded, and absolutely contrary to the real facts. I say, and I say it with a feeling of satisfaction mingled with pride, and because I know it to be true, that the present law works generally well, and better than any of the preceding laws have done; so that if *Christ should come again visibly into the world as a child, he might in Lower Canada select one good school from among a thousand such, in which the teaching and discipline are*