

tainly not attempt it by arguments and rules — by definition and demonstration. We should endeavour to attain our object by insinuating morals in the disguise of history, of poetry, and eloquence, — heroic examples, — by pathetic incidents, — by sentiments that either exalt and fortify, or soften and melt the human heart." But the books at present in use in our Common Schools, with their formal division into sections, argumentative, didactic, &c., would absolutely seem to be compiled upon a principle the very reverse of that here advocated. They are indeed, in many instances, utterly unintelligible to those for whose use they have been devised, and they ought therefore to be at once abandoned.

Works are not wanting to supply their place. The object of the junior classes, in such seminaries, is chiefly to gain a facility in reading and spelling, accompanied by a general acquaintance with the uses of these arts; and the series of compilations prepared by Dr. McCulloch of Kelso, formerly of the Circus Place School in Edinburgh, appears to me to be admirably adapted for these purposes. By these books, the pupil is ushered, step by step, not only through easy to more difficult passages, but he is at the same time introduced to many of the most interesting and pathetic historical incidents, and to a number of the arcana of science. He is thereby gradually prepared for following out, with effect, the course of study in which he will afterwards come to be tutored, while he is delighted with the subject of his task, — a consideration of no mean importance, — for it should ever be remembered that

"No profit grows where is no pleasure taken."

The senior classes, who are presumed to have already acquired a tolerable facility in reading and spelling, with a general knowledge of the application of these arts, should be at all times provided with a dictionary for reference. Their course of reading will be directed principally to history and biography, and in particular to the history of the British Isles. It is to be regretted that no suitable epitome of the history of this Province is in existence, but such a desideratum might perhaps be supplied, if adequate encouragement were to be proffered. In addition to historical and biographical works, Chambers Introduction to the Sciences merits attention, as it will form an appropriate link of connexion with the ulterior course of study which it is my purpose to recommend.

Although these suggestions are mainly designed to apply to what may be termed secular education, I must nevertheless be permitted to record my opinion that the Bible ought to form a regular class book, to be employed at stated periods in all Common Schools. Not that I look upon it as being a book peculiarly well adapted for the purpose, but it is the foundation of our common religious faith; and, therefore, "all who profess and call themselves Christians," ought to be familiar with its precepts from their youth. With this view the New Testament should be placed in the hands of the junior classes, so soon as they are able to make use of it, and the whole Bible in the hands of the senior classes. At the same time, a large map or maps, embracing the Holy Land, and other countries, noticed in the sacred volume, should be suspended in the school-room for reference.

It is in many seminaries a practice for the children of the junior classes, to be required to commit to memory a catechism or other manual of religious belief. To a certain extent the practice is commendable, on the principle that the memory is improved by exercise; but it should at all times be

left to the parents of the children to determine what catechism is so to be taught. In this they will, of course, be advised by their several spiritual directors, and I would strongly urge upon the notice of both, an observation by a popular writer of the present day, which I apprehend, will be found to convey the result of the experience of very many on this subject. "I had certainly," he says, "been well instructed in the tenets of our faith when at ———, but there, as in most other schools, it is made irksome as a task, and is looked upon with almost a feeling of aversion." "No proper religious feelings," he continues, "are or can be inculcated to a large number of scholars. It is the parent alone who can instil, by precept and example, that true sense of religion which may serve as a guide through life."

In writing, engraved copy-lines should uniformly be made use of; and the object aimed at ought to be to give the pupil a distinct and legible, rather than an ornamental hand. These copy lines might be made to serve an excellent purpose, if they were composed of such difficult words in the English language as are peculiar for their spelling or pronunciation, or of Latin or French phrases in almost daily use, together with their meaning or import. The scholar would thus become familiar with these. — He should likewise be required to write out his arithmetical rules and examples, his grammatical exercises, &c., to read and copy manuscript, and to write to dictation. By these means he would readily acquire the requisite dexterity in the use of his pen.

Arithmetical tuition should begin in the junior classes with an intellectual system. A large board, painted black, suspended behind the teacher's desk, will enable him not only to extend the system according to the pupils' capacity, but to give such elucidations of the fundamental principles as will greatly facilitate the child's progress, when he enters upon the more regular course. — The usual routine of mercantile arithmetic should terminate with a course of book-keeping by single entry. This again should be followed by an introduction to algebra, which will enable the pupil to understand the intricate, and indeed otherwise unintelligible, rules of evolution, &c.

Euclid should form a collateral branch of study with the more advanced rules of arithmetic, algebra, &c., and by this means the pupil will be prepared to enter upon a system of trigonometry and mensuration with advantage. It will be kept in view, however, that this, in my apprehension, is but a secondary attainment contingent upon the study of Euclid. It is not here recommended with a wish to make the pupils proficient mathematicians. No other course could indeed be followed, if it were desired that they should become such, — but a systematic course of mathematics is now universally admitted to be the most effectual method of cultivating the rational faculties, laying at the same time the only certain foundation for the acquisition of all scientific knowledge.

English grammar and composition, and the principles of geography and astronomy, ought to form indispensable branches of study, and for the latter purpose, the teacher should be provided with globes and regular sets of maps both terrestrial and celestial.

The whole of these several branches (with the exception perhaps of algebra and mathematics, and it is with reluctance that I make even this exception), ought to be taught in our Common Schools to pupils of both sexes. These form the foundation or elements of all education properly so called. Now, sir, in laying the foundation of a building, a careful architect is extremely solicit-

ous that this important operation be sufficiently executed; and surely no less anxiety should be evinced that the rudiments of instruction, which form the basis of all true knowledge, should be effectually impressed on the minds of our youth of both sexes. It will be proper, therefore, before we proceed further, to consider first, whether any and which of the branches of study here suggested, may be, without detriment, dispensed with; in the second place, whether, as some suppose, the Common School be adapted for imparting instruction beyond the scope of the elementary branches here proposed: — and, lastly, if not, in what way such further instruction is to be conveyed to the rising generation.

It is not requisite in the present day to offer any detailed argument, to show that the branches of study here recommended ought to be esteemed indispensable. No one, I expect, will be inclined to dispute the proposition. The education of a child must either be designed to be extended beyond the course here prescribed for the Common School, or it must not. If it be not meant to extend it beyond that routine, it is not expected that any one will pretend to maintain that the course here suggested is too extensive; and if it be proposed to carry the pupil's education further, then one and all of the branches of study here recommended are unquestionably indispensable to his future progress. Some may be disposed to object to the introduction to algebra, but one important benefit to be derived from it has been already hinted at, and, in case of the pupil's studies being further extended, it is well known that no distinct explanation of mechanical power can be given without a reference to the principles of algebra.

Without enlarging further upon this point, then let us at once proceed to the next enquiry, whether it be advisable or indeed practicable, to extend the business of the Common Schools to other branches. The number of scholars that, under an improved system, may be expected to attend such a school, may be reasonably estimated at 45; 30 of these we shall suppose to constitute the junior, and 15 the senior classes. Now it is proposed that separate lessons shall be given to each of these pupils as follows, viz: —

	No. of separate Lessons.
JUNIOR CLASSES.	
In reading with the necessary explanations, interrogations, spelling, &c., 2 each.....	60
In intellectual arithmetic.....	30
In catechism.....	30
In spelling with explanation of words, distinct from the reading lessons.....	30
	—150
SENIOR CLASSES.	
In reading, &c., 2 each.....	30
In intellectual arithmetic.....	15
In grammar.....	15
In mathematics.....	15
In geography and astronomy....	15
In writing to dictation and revising same.....	15
In spelling, &c.....	15
	—120

270
This shows a total of 270 separate lessons to be given in the course of the day. These, it must be remarked, are exclusive of the indispensable, though only occasional, instructions in writing and arithmetic, which sometimes engage no small portion of the teacher's time; and of the general supervision of the school. Now, in country