

tell the world a tale of lofty principle and noble sacrifice, which when set forth as veritable history, will kindle a healthy glow in every bosom. No people has made a figure in the life of nations without heroes, and the loyalist fathers are the heroes of Upper Canada.

XVII. THE STABILITY OF OUR EDUCATIONAL SYSTEM.

(From an Address at New York, August, 1855, on *Popular Education in Upper Canada*; by Mr. Hodgins, Deputy Superintendent.)

The principles upon which our elementary school system are founded having been more than once affirmed by the electors of the Province; it has not been considered sound policy to subject so vital an interest and so sacred a cause to the caprice of the ever-varying current of political strife, unless its very existence were imperilled by rude and unpatriotic hands. Besides, the teachings of history have shown us that no great public concern, involving the highest destiny of a nation, and beset with difficulties requiring patient and delicate treatment, can ever be brought to a successful issue, where the master-mind directing it is liable to be changed at every adverse breath of public opinion. The renowned Michael Angelo alone perfected the colossal proportions of St. Peter's, and the genius of Sir Christopher Wren alone sketched the noble structure of St. Paul's. The fitful efforts of a succession of great men have never effected any noted or permanent good equal to that produced by the sagacity, prudence and foresight of a single will, unceasingly directed to its accomplishment. Wellington's renown is undivided. It is the unity of purpose conspicuous in the lives and deeds of all great men which makes their names stand out in bold relief through successive generations. Even in the political history of the United States, the great principle here stated receives a striking illustration. The founders of the federal constitution, knowing that the spirit of their own heroic times could not always remain to guard their national liberties, chose out their wisest master builders, and when the edifice was reared, they enacted that their own impress should remain upon it for ever, or be changed only by the two-thirds vote of a mighty nation. It is true that the permanent efficiency of our educational system is not held to be of so much importance, as is the preservation of our political liberties; yet how little is it practically considered, that to that efficiency alone, aided by the influence of the Gospel, are we indebted, under Providence, for the very existence of the civil and religious freedom which we enjoy!

XVIII. OUR EDUCATIONAL FUTURE AND RESPONSIBILITIES.

(From the conclusion of the foregoing Address.)

Having sketched our educational history, from its earliest dawn, in 1789, down to the present time, I can only, from the past, point to the future,—which, with all its solemn grandeur and mystery, lies before us. But no mortal hand can lift the veil that shrouds it; for to us that future has been irrevocably sealed. It has been beautifully said, that the veil which covers the face of futurity has been woven by the hands of mercy. Our conjectures of the future can only therefore be founded upon the past, and our hopes and anticipations of that future alone brighten when the halo of the past is reflected upon them.

We may glance along the history of nations, and survey with a thoughtful eye the mighty conflicts, the civil commotions, and the fearful up-heavings which have rent these nations asunder and have destroyed their power for ever. We can even contemplate their intellectual attainments and their unrivalled skill in the arts, but we look in vain for a parallel to our own times. Here "a new spirit stands before" us. As if tired of the spirit of war, the love of conquest, and the stately pomp of courts, we see each nation putting forth all its energy and strength to uplift the masses of the people to the dignity