

so much running about, so much argument, so much speechifying, nor so much agitation, to prove it so. A thing really bad is soon found out and perceived to be so, the defects of its nature soon become apparent in some way or other. If the Law then were really bad, it might have been safely left to time and experience to prove it so. This would have been a sure and simple method to which sensible men, friendly to popular education, could have made no reasonable objection.

But the decriers of the School Law were not willing to leave the *habitans* to put it quietly to the proof. They banded themselves together against it, and there are no means which they have not artfully tried for the purpose of preventing it from working. It is clear then that they were afraid (and with good cause) of the effects of time and experience. In fact, the decriers of the Law, impatient for the attainment of their purpose, hastened to proclaim it unjust, tyrannical, and unpopular. They feared the result of the experiment which they

knew would have the effect of undeceiving the people; and this has been precisely its effect in every place where these wandering and raving agitators have not made their appearance for the purpose of perverting the too credulous *habitans*, and of persuading them that the School Law was vicious, that it was their duty to oppose it by every means in their power.

We may therefore conclude that the present Law is only bad for those who have made it so, and that its working has been difficult, useless, or null, for those only who have wished it to be so, or who have been imbued with the pernicious doctrines of perverse and ambitious men, interested in leading them astray. For whenever the inhabitants, left to themselves, have acted with a good will and in good faith, the Law has been attended with happy results, under the favourable auspices of the members of the Clergy of every persuasion, and of the School Commissioners and other friends of education.—(p. 40.)

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*Working of the new School Act in the Town of Niagara.*—A striking contrast is presented between the City of Toronto and the Town of Niagara in the support and prospects of the Common Schools. The corporate authorities of Niagara, instead of shutting up the schools to gratify wealthy or party selfishness, nobly provide for educating *all* the children in the Town, and animate the exertions of the teachers and pupils by opening the Town Hall for a public examination of them, and for the distribution of prizes to the most meritorious pupils of the several schools. What a different feeling would have been produced in the City of Toronto by a public school examination and exhibition of all the pupils of Common Schools of the City in the City Hall, from that of shutting up the schools and leaving the children to wander about in ignorance, idleness, and vice. It appears that there has been an increase of more than *eighty per cent.* in the attendance of pupils in the Town of Niagara since the present Act came into operation. We copy the following from the *Niagara Mail* of the 2nd instant; and it is delightful to see the authorities and inhabitants of that ancient Town evincing so lively an interest in the education of the mass of their youth:—

“On the 28th ultimo, the scholars attending the different Common Schools in Town were examined in the Town Hall, which, though large, was filled to over-

flowing with children and persons who took an interest in the scene. We regretted that imperative duties prevented our attendance. We understand the active