

or entirely underrated. Such works are not fit for text-books for our youth. A suitable work, briefly detailing the resources, natural and developed, of British America, would be a *desideratum*.

Turning again to the lecture,—it was shewn that the training-school of New Brunswick had furnished nearly 700 teachers, many of whom possessed master-minds, and were an honour to the country: but unfortunately for the advancement of education, a large portion of them had only taught school for a short time, when they abandoned teaching for some other, and apparently more lucrative employment.

The principle of assessment, in part support of education, was also referred to as worthy of public attention; and it was stated, that "sooner or later, this principle would be adopted." We have no doubt, that if we are desirous of keeping pace with other countries, that this principle will force itself upon us: from the fact, that wherever it prevails, there are better teachers, better school-houses, better and more complete supply of books and school apparatus—a larger school attendance, and a much better interest taken, on the part of the public generally, in education, and the extension of knowledge.

We perfectly coincide with the views of the lecturer, that the principle of assessment should not be forced upon the people,—in other words, it should not be adopted without a very large majority of the people are in favor of it.

All wise laws are made more for the purpose of restraining man from doing evil, than forcing him to do good; "the law is made for the lawless and disobedient." The fear of the sword and fagot never made many Christians; for "He that is convinced against his will is of the same opinion still."

The laws of Prussia forces the people to attend school at the age of seven years and remain until fourteen, under pains and penalties,—and still the Prussians are neither a moral, nor a very intellectual people. Coercion will never spread moral and intellectual culture, on proper bases,—it may, in fact, it will restrain from gross acts of violence. As it is good intentions that give moral force and efficacy to the actions of society; and as all good acts ought to be done on the voluntary principle, so it is with the assessment system, if voluntarily adopted—the beauties of education will become

doubly beautiful, according to the wants and utility which the possessor experiences. And so it is with education,—in order that it may be substantially useful to society, we must be so educated as to see a worth in it, or the work will be one of labor without profit.

We hold that it will not do to force taxation for education, on the people; they must first be educated into the propriety and necessity of adopting the system, before they are called upon to take part in its administration.

But to turn to the lecture:—it was shewn that, for the want of proper attention to the higher branches of education, the principal public offices in the Provinces, connected with the railway, and other departments, were filled by foreigners, and persons from other sections of the British Empire, while the young men of the Province, with equal mental faculties, and greater aptitude for study, are allowed, for the want of having to attend to a cultivation of the higher branches of education, to stand aside and look on.

There were several other minor details of an educational nature referred to by the lecturer, but the principle, as far as our memory serves us, were:—

The necessity of education; the means of acquiring knowledge; the defective state of school-houses; the wants of Books and other school apparatus; the carelessness manifested by the public generally, especially parents, as to the education of the young; the necessity of fitting the youth of the country to fill the public offices; the benefit that would arise out of the adoption of the assessment principle; and the beneficial results of the training school.

With these topics and suggestions before us, let us endeavor to build up and purify the educational institutions of the country,—the Common Schools—the academies of the mass of society, and render them free and accessible to both rich and poor, in order that all classes may be enabled