

in the popular prejudice which it will encounter in the less informed districts of the country. We trust that the friends of Education who think favorably of Assessment, will do all in their power to strengthen the hands of the Legislature, and to remove these prejudices.

#### MEETINGS AND INSTITUTE.

The meeting advertised for Tatamagouche, Amherst, Parraboro and Truro, have been held. The projects for a training School and Assessment with Free Schools, seemed to be everywhere favorably received. At the three former places resolutions were passed in their favor. At Truro, owing to wet weather, the meeting was very small, and no resolutions were proposed. The people of Colchester, are however on the whole well disposed towards these measures of improvement, and will not repudiate the resolutions of last year.

Owing to the illness of the Superintendent, the meetings for Pictou, as well as the visitations of Schools in that county have been postponed.

The Institute at Truro was attended by sixty-eight teachers, the largest number ever yet assembled in this Province. Twenty-four of the above number were female teachers. Though, from a combination of adverse circumstances, the hopes of aid from Literary gentleman in various parts of the Province, were not realised, yet the illustrations and statements of experience furnished by the many able teachers who were present, gave to the discussions a highly practical and useful character. Mr. Blanchard of the Truro Academy, and other friends in Truro, also exerted themselves to the utmost to make the work of the Institute useful and profitable. Mr. Oldright's lecture on Phonotypy, the only lecture from any extraneous source with which we were favored, excited by the novelty and evident importance of its subject, much interest and discussion.

It is proposed to publish in the Educational Report for the present year the proceedings of this Institute, and its decisions on the several questions discussed, for the benefit of such teachers as were not present at its meetings, and who may be still wedded to the old, dry, tedious, mechanical way, of seeking to impart knowledge through the medium of phrases and words, unintelligible to the unfortunate learner.

#### LIBRARIES.

Through mistake on the part of the furnishers, two works which may be considered as of a controversial character, have found their way into the School Libraries. They are the "Reformation in Europe," and "France and her Martyrs." Clerks who have received copies of these works, will please retain them until they receive further instructions respecting

them. They will be found in but few of the Libraries, as there are but twelve copies of each work.

The Annual Returns from several Boards have been received. It is extremely desirable that those not yet sent in, should be forwarded without delay.

Complaints have been received from a few of the Boards of Commissioners, that their School Libraries had not been received up to a recent date. In answer we beg to state that the Libraries were packed in boxes in October, and left in charge of Messrs. A. & W. McKinlay, Halifax, to be forwarded by the earliest opportunities. In a few cases it has been found impossible to procure means of conveyance; and in these cases, we beg to request Clerks and Commissioners, to direct any carriers or ship-masters going to Halifax, to inquire of the gentlemen above named.

*Extract from the speech of the Governor General, in laying the foundation stone of the Normal School at Toronto.*

I certainly think that no government, which is conscious of its own responsibilities, can possibly feel indifferent to an Institution such as that of which we are now about to lay the foundation stone; an Institution which promises, under God's blessing, to exercise so material an influence in the formation of the mind and character of the rising generation of the Province, and through that powerful instrumentality upon its destinies and its future. An Institution, too, allow me to remark, which we must not regard as a novelty or an experiment, but one which has already—and on this point I may speak in some measure from my own experience, for I have had opportunities of observing the skill of the masters and the proficiency of the pupils in the Normal School—established its claims to the confidence of the people of the Province. Although, therefore, sir, I am of opinion that there are limits—and pretty narrow limits, too beyond which the interference of government in matters of education cannot be carried without hazard to those great interests which it is its desire to foster and to protect; I think that an Institution such as this has special claims upon its countenance and support, and that I am, therefore, not transcending those limits, but on the contrary, that I am confining myself strictly within them, when I consent to take the prominent part in the ceremonial of this day which has been assigned to me.

Sir, I observe that in the early part of this address you remark that "the special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance; and that experience has shown the necessity and advan-

tage of a preparatory course of instruction and improvement for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community." Sir, nothing can be more unquestionably true than these sentiments. But perhaps I may be permitted to observe that their truth has not been at all times recognized. It has often appeared to me that within the whole range of human experience, it would be difficult to point out a more flagrant—a more instructive—instance of the error of putting the effect before the cause, than was exhibited in the course pursued by the friends of education in England and other countries, who for a series of years, busied themselves in building schools, and endeavouring to induce children to attend those schools, without ever inquiring whether competent persons to conduct them could be procured, and without taking any efficient and vigorous steps to supply the admitted want of competent teachers. Sir, it appears to me that in this instance, as in many other—this young country has had the advantage of profiting by the experience of older countries—by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment, [for I should neither satisfy my own feelings nor the claims of justice, if I were not on this occasion to express my sense of the ability and the zeal with which you have conducted the important department which has been committed to your care] I say, that experience, so improved and fortified by the support of the Council of Education, the Government and the Parliament of the Province, has enabled Upper Canada to place itself [as you justly observed in your address,] in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. And now let me ask this intelligent audience, who have so kindly listened to me up to this moment, let me ask them to consider in all seriousness and earnestness what that great work really is. I do not think that I shall be chargeable with exaggeration when I affirm that it is the work of our day and generation—that it is the problem in our modern society which is most difficult of solution—that it is the ground upon which earnest and zealous men unhappily too often, and in many countries meet, not to cooperate but to wrangle; while the poor and ignorant multitudes around them are starving and perishing for lack of knowledge. Well, then, how has Upper Canada addressed herself to the execution of this great work? How has she sought to solve this problem—to overcome this difficulty? Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common