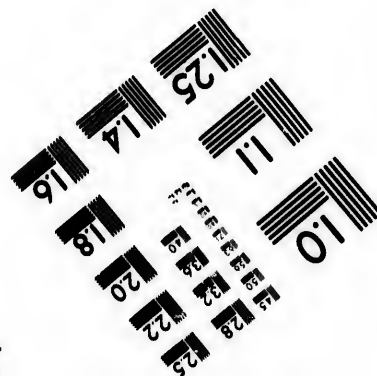


6"



**23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503**

15
12.8
13.2
13.6
14
2.2
2.0
1.8

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

11
10
9
8
7
6
5
4
3
2
1

© 1984

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- ☒ Coloured covers/
Couverture de couleur
- ☐ Covers damaged/
Couverture endommagée
- ☐ Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- ☐ Cover title missing/
Le titre de couverture manque
- ☐ Coloured maps/
Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- ☐ Bound with other material/
Relié avec d'autres documents
- ☐ Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distortion le long de la marge intérieure
- ☐ Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- ☒ Additional comments: /
Commentaires supplémentaires:

Pages 33 to 40 are repeated.

- ☐ Coloured pages/
Pages de couleur
- ☐ Pages damaged/
Pages endommagées
- ☐ Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- ☒ Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- ☐ Pages detached/
Pages détachées
- ☒ Showthrough/
Transparence
- ☐ Quality of print varies/
Qualité inégale de l'impression
- ☐ Includes supplementary material/
Comprend du matériel supplémentaire
- ☐ Only edition available/
Seule édition disponible
- ☐ Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image/
Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

The copy filmed here has been reproduced thanks to the generosity of:

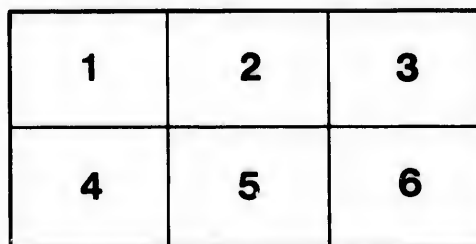
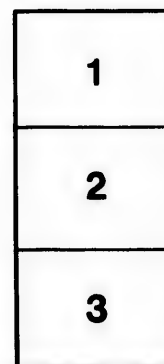
University of Victoria
McPherson Library

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol ➡ (meaning "CONTINUED"), or the symbol ▼ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

University of Victoria
McPherson Library

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole ➡ signifie "A SUIVRE", le symbole ▼ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

C. S. Rodier En avant-

LETTERS

ON

ELEMENTARY AND PRACTICAL EDUCATION.

BY CHARLES MONDELET, Esq.

TO WHICH IS ADDED A FRENCH TRANSLATION.

MONTREAL.

JOHN JAMES WILLIAMS.

1841.



UNIVERSITY
OF VICTORIA
LIBRARY

ERRATA.

The following errata should be corrected as affecting in general, the meaning of the text.

Page. Line.

- | | | |
|----|-----|--|
| 7 | 24— | for the semicolon after fostered, place a comma. |
| 8 | 18— | after education add a comma. |
| 14 | 12— | for either read neither. |
| 15 | 10— | after moment add a comma. |
| 12 | 17— | for enquire read inquire. |
| 26 | 1— | for enactment read enactments. |
| 35 | 7— | for centred read centered. |
| 40 | 18— | before Superintendent erase the. |
| 44 | 10— | for western continent read Western Continent. |
| 45 | 22— | after teachers add a comma. |
| 46 | 20— | for Geography, Sacred History read Geography and Sacred History. |
| 56 | 8— | for of the laws read of laws. |
| — | 12— | for to tha Legislature read to the Legislature. |
| — | 16— | for defined read diffused. |
| 57 | 30— | in the Appendix after day add (besides lodgings and fuel.) |

*C. S. Rodier Esq.
Avec les complimens de l'auteur*

LETTERS

ON

ELEMENTARY AND PRACTICAL EDUCATION.

By CHARLES MONDELET, Esq.

TO WHICH IS ADDED A FRENCH TRANSLATION.

MONTREAL :

PRINTED AND PUBLISHED BY JOHN JAMES WILLIAMS.

1841.

The
in
Tr
at t
nov
pra
the
ous
scri
zea
in s

T
wit
bet
cla
be
neo

I
of

I
refe
bef

I
tha
pat

N

PREFACE.

The publication of a series of letters on Elementary and Practical Education, commenced in November last. When the first of these excellent papers appeared in the *CANADA TIMES*, it was not difficult to foresee that the continuation would be favourably received at the hands of the public. The result has verified my anticipation. These letters having now been so generally approved of, and the suggestions which they contain, being of such practical use, I imagined that it would essentially advance the cause of education, were they to be re-published in the form of a pamphlet. Having therefore, obtained the previous consent of the author, I at once determined to carry my views into effect. A subscription was opened to cover the expense of seventeen hundred copies at least; and to the zeal and generosity of the subscribers, the public will owe the publication of these letters in a more compact and permanent form.

The main object which the writer of the letters has had in view, has been to do away with odious national distinctions, to induce a better state of social feeling, and to found a better system of general education on a basis securing the rights and privileges of all classes, whatever may be their origin, religion or politics. These letters should therefore be in the hands of every one. They are intended to act on both populations, simultaneously; for which purpose, a French translation is also published.

I have no interested views in the publication of these letters. I am merely desirous of contributing my share in the diffusion of sound, honest and enlightened opinions.

It is probably well to observe that the proposed system of education, has particular reference to the late Province of Lower Canada, the first letters having been published before the re-union of the Provinces.

May I therefore, be permitted to indulge a hope, in which I trust I am not too sanguine, that all who have at heart the peace and welfare of the country, will welcome and patronize an undertaking of which all must reap the benefits?

JOHN JAMES WILLIAMS.

Montreal, April 1, 1841,

It
tain
of
nov
tha
clu
for
or
stil
cat
con
int
any

be
1st
2nd
the

vit
she

mi

the
att
up
as
ou

is
cla
sy
ma
the

LETTERS
ON
ELEMENTARY AND PRACTICAL EDUCATION.

LETTER I.

It has been remarked, with great propriety, that "if you would purify the fountains of society, it is admitted you must begin with the young." The correctness of this observation is singularly instanced in its application to the state of society now prevailing in Canada; still, were it to be inferred from the above quotation, that none but an absolute interpretation is to be given to it, very erroneous conclusions, both in theory and in practice, would be arrived at. Although the formed habits of mature age, and the character of those who are either blessed or cursed with them, according as they are good or bad, cannot easily be changed, still the influence which a proper system of early, elementary and practical education, must have over the minds and the hearts of the young, will not be confined to them; it will react on the parents, and most of those who are in daily intercourse with them. The latter will, probably, be less benefited, but should any material or even distant action be produced, much will have been attained.

If the foregoing observations are correct, and I trust they will, on reflection, be found to be so, we are naturally led to two most important points, namely:—
1st, Education, elementary and practical, in Canada, is necessary to the young.
2nd, Education, elementary and practical, given to the young, must influence those of mature age.

The results to be anticipated from a proper course in that respect, are of such vital interest to all classes in this distracted community, that the public mind should be directed to the subject of education.

In a series of familiar letters, I intend to make an effort to agitate the public mind, on the all important subject of Elementary and Practical Education.

I claim the indulgence of my readers; I have no pretensions to superiority of thought, what I would say, most of us know. My object is to draw public attention to a subject which is little attended to, probably from its being looked upon as too familiar; and "like the elements of nature, earth, air, fire and water, as a matter of course, too commonplace, either to need investigation, or excite our interest."

I have another claim on the indulgence of the public; the English language is not my vernacular tongue. My earnest wish, my ardent hope to see all classes, without reference to origin, sect or political creed, benefited by a proper system of Elementary and Practical Education, will account for my venturing to make known, in the English language, what I humbly consider as interesting to the community.

LETTER II.

In my first letter, I adverted in general terms, to the results to be anticipated from the operation of a proper system of Elementary and Practical Education. Before I come to lay before the public, my views as to what, in my opinion, should be the basis of that system, I beg leave to offer a few further observations.

Common or primary schools are one of the most interesting institutions in any well organized society; they are regarded as the great sources of elementary instruction; no community is safe without them; no Government is secure if it neglects or proscribes them. An enlightened people will, in most cases, guard against the corrupting influence of bad rulers. It will equally be free from the snares of ignorant, or of intriguing and unprincipled demagogues. In either case, the governed will escape the tyranny of one, that of a few, or the tyranny of the many. The cause of education is, therefore, the cause of liberty.

Independent of these most important results, others must spring from the action of Elementary and Practical Education. The moral character of the people taken collectively, the individual character of each member of the community, are elevated by education—man is bettered, and of course, the state of society improved. The duties of man towards his Creator, those he owes to his Government, and the rules he has to be guided by, in his intercourse with his fellow men, will be sacredly or lightly attended to, in proportion to the improved or neglected moral sense.

The prosperity of a country will, of course, be greater, in proportion to the individual, or to the collective industry of those who inhabit it. The success of the husbandman, the merchant and trader, the mechanic, the seaman, in fact, the success of all, must depend on their knowledge of the art, calling or trade they are engaged in; and consequently, the general and individual prosperity and happiness are essentially dependent on the degree of intelligence, and practical knowledge prevailing in a community.

Common, or primary schools, in which the elements of a sound and useful popular education are taught, are, therefore, of the highest importance to the country, and should excite the most lively interest.

LETTER III.

In a country which, from some cause or other, has been deprived of an efficient system of Elementary and Practical Education, the wants inevitably resulting from such a misfortune, are great, they are incalculable. There are few men who do not, more or less, feel the effects of such a disorganized state of society. He who does not feel it, is either an egotist or a fool; the first may be brought round to a proper sense, the latter it is difficult, nay, impossible in most cases, to influence. The generality of mankind, however, and well that it is so, are influenced, or

governed by what is looked upon by them as their interest. The moment, therefore, the people find out, in this, as in all other countries, that they have every thing to gain by being educated, they will seek to be educated.

Before we can expect to reach a state of society sufficiently pervaded with notions of the utility, or rather the necessity of education, it behoves all good men to use their influence to further this great cause, the cause of education. The true patriot, the sincere wisher of his country's good, the man who looks to the happiness of himself and his fellow men, in this world, and a better state in the next, is bound to exert himself to educate, or procure the means of educating the people.

LETTER IV.

Few will deny or even doubt the truth of the assertion I made in my last letter, that "it behoves all good men to use their influence to further this great cause, the cause of education." I have now to add, that all good men must at once discard whatever pre-existing prejudiced opinions they may have formed on the mode of carrying into effect, a system of education; nay, admitting their views on that all important subject to be correct, as I have no doubt it is the case with many who have given any attention to it, they will at once feel that, in order to come to a sound conclusion, they had better suspend for a short time their judgment, listen patiently to what will be proposed, and then reject or approve of the system I am about laying before the public.

If, as I verily believe, and fondly anticipate, nothing can be more certainly conducive to the utter annihilation of national distinctions, and the prejudices, animosities and hatred they have engendered and fostered; than the working of my system of education, I have some right to expect and call for, from the public, a dispassionate attention to my suggestions.

We are all agreed that the state of anarchy we have lived in for some time past, is destructive of our happiness. Some of us trace our misfortunes to national distinctions which have been artfully speculated upon by some, to stir up the flame of discord; others look upon such an excited state of the public mind, as the effect and not the cause of the calamities we have been visited with. I deem it unnecessary to travel out of my way, to inquire into that subject; it is, I may say foreign to my plan; and such a discussion would, in all probability, revive, instead of allaying, the excitement which I hope to dispel by simply removing the *present* cause of its continuance.

LETTER V.

The electors throughout the country, had better look close to the subject of education, and take care to secure the return of men favourable to that great cause, before they give their vote. The United Legislature cannot, ought not, and will not, I trust, allow the first Session to pass by, without duly maturing and adopting a system of Elementary and Practical Education. Our Legislators will not, I hope, content themselves with a servile imitation of the Governments of the feudal ages, always bent upon patronizing academies, colleges and universities, for the education of the few; and in their selfish and inhuman career, leaving the bulk of the people in ignorance and degradation.

On this side of the Atlantic, our notions are different, our wants are also different from the wants of those who have been trained, or are training others in this impious and unprofitable course. Let us therefore, whatever may be our origin, our religion, our politics, join heart and hand, in the noble cause of education: on the success of our efforts, depends our happiness, but the failure of our endeavors, must be followed by worse consequences than the most timid are likely to apprehend.

In my next letter, I will commence to give an outline of a plan of education or rather, lay what I conceive to be the sole basis whereon the edifice may be expected to rest safe.

LETTER VI.

The want of a general and uniform system of Elementary and Practical Education, being extreme in Lower Canada, no time should be lost in adopting such means as are calculated to remedy so great an evil.

1. National distinctions and prejudices being, in the estimation of many persons, most formidable obstacles to the carrying into operation of a uniform system of education, means should at once be devised to surmount them.

2. Those means are perhaps of an easier execution than generally anticipated, the remedy consists simply in doing away with the fears now preying upon the minds of both the English and French population.

3. There is, no man will or can deny it, a mutual distrust prevailing in a very high degree, in respect of the language; the English population is impressed with the belief that the French Canadians are averse to and will oppose the spreading of the English language; the French Canadians, on the other hand, are apprehensive that efforts have been, and are about being made to wrest from them their vernacular, and to force them to speak the English language.

4. It is plain that the result of such fears, is a total mistrust and want of confidence the most dangerous, and very likely to become incurable, if not attended, properly attended to immediately.

5. Let there be established in each locality, as far as practicable, a French and an English school, either in one and the same building (which I think is a preferable mode) or in two distinct houses. The result is inevitable. The English parent seeing in the midst of the French settlements, English schools, will very naturally say to himself: "Surely, the French Canadians are not hostile to the spreading of the English language, it is better I should send my children to the French school, they will learn both languages and get on much better in the world." The French Canadian parent will at once find out that he is not forcibly to be robbed of his language, he will see the propriety of having his children taught the English language which will enable them to pave their way to useful ends; he will therefore send his children to the English school.

6. All reflecting men must be struck with one idea, that is, the now prevailing mutual distrust will vanish to make way for mutual confidence. Both populations will cease to fear what they now dread so much, their anticipations and their hopes will not be visionary, there being nothing to oppose to facts: English and French schools working simultaneously, will be unanswerable arguments.

LETTER VII.

7. I have shewn, I trust, that one of the beneficial results of the simultaneous working of the English and French schools, will be the restoration of confidence between the two populations, as regards the language; much will already have been effected.

8. The children of both races, intermixing daily, as well for educational as for other purposes, will be on friendly terms, play together, and visit one another. The parents whose distrust shall then have been dispelled, will have been humanized; their interest will also help them a little. They will not excite the children against one another, no more than they will grumble at their neighbours, because they happen to be of a different origin from their own.

9. The imperceptible, but powerful influence thus produced and exercised over the young, must, of necessity, react upon their parents. Good feeling, peace and harmony prevailing to such a degree, among children forgetting their origin, and united by one common tie, friendship, must sooner or later, exert their irresistible influence over those who will be the daily witnesses and admirers of such a happy state of things.

10. If such be the results, then we may confidently anticipate a full realization of the hopes cherished by all men true to their country's good, to see the community blessed with peace and happiness.

11. Peace and happiness being restored, the working of a sound system of education becomes easier; in the first instance, it has been the effect, it must now become the cause of a state of things bettering every day.

12. It must now be apparent to all, that the basis I have laid for a proper system of Elementary and Practical Education, is such as to ensure its adoption, facilitate its operation, and secure its permanency.

LETTER VIII.

13. Confidence being restored, peace following, and the feasibility of my plan being at once proved, I now, from the groundwork, proceed to other considerations no less important.

14. Let those who sincerely wish to see the English language in general use, tell me now, whether there is a better, a safer way of carrying out their views, than what I have suggested ?

15. I do believe that, like the Anglo-Saxon race, the English language must eventually spread from the borders of the Atlantic, down to those of the Gulf of Mexico, and the confines of Guatemala and Mexico, and then directing its course westward, across the Rocky Mountains, reach the Pacific. Such an event must of course, be retarded or accelerated according to circumstances. It is, however, easy to perceive that forcible means, instead of hurrying on what so many desire, must retard its progress ; on the contrary, a prudent and discerning course, based on the foregoing suggestions, is sure of success.

16. It follows, therefore, that however paradoxical or absurd it might at first appear, the more you encourage the French language, the sooner the English language will be learnt, and the sooner it will become in general use.

17. No man in his senses, will dream of having the English language exclusively spoken in the British possessions ; all that the most sanguine may expect is, that it will be universally spoken. In the United States, though prevalent, it is not exclusive, no more than it is, and ever will be in all well instructed communities where the rich and elegant French language will always be sought to be learnt.

18. No more is required to make of us all, one people, and to make us forget our origin. The moment the masses are enabled to convey their thoughts, meanings and wishes, by one and the same language, the end will be attained, and the sooner it is attained the better.

LETTER IX.

19. It is not sufficient to lay the basis of a system, the working of it would be impossible, if those who will be made to take an important part in its operation, were allowed to thwart the design of the authors of it. The instructors, both male and female, must aid in carrying out the plan, or be dismissed.

20. It should be made imperative on the trustees, supervisors, or others whose province it will be to engage the instructors, to make it a condition *sine qua non*, that they shall discourage national distinctions ; and in case they should be found encouraging them, or inactive in discouraging them, dismissal and loss of salary should be the immediate and inevitable consequence.

21. Such a course could not be viewed in the light of a high handed or unjust measure, because its object being the good and welfare of the community, and the instructors engaging on those conditions, a useful end would be attained, and no contract would be violated or impaired.

22. It is admitted on all hands, that no little difficulty will be experienced in procuring competent teachers; the less instructed they are, the more time and the greater application they will require to qualify themselves; the fewer opportunities, therefore, they should have of being led away from their main occupations. Besides, to teach children is a more difficult task than most people imagine; the different characters have to be studied, known and worked upon: that alone requires and should be the constant study of the instructor.

23. Such being the case, the instructor should keep aloof from *actively* meddling in politics. I would by no means disfranchise him; from his becoming a school master, it does not follow that he should cease to be a citizen, and enjoy the rights and privileges of a freeman; surely not. He should not be allowed to intrigue, canvass, or become a political brawler, nor convert his school into an electioneering club; still less, should he be permitted to desert his scholars, or neglect them, for the purpose of attending to any thing else but their tuition.

24. In order to avoid injustice or surprise, the teachers, when they engage, should be warned against their attending to any thing but the instruction of the children; it should even be made a condition *sine qua non* of their engagement, that in case they should in the least, swerve from that rule, the immediate punishment would be dismissal and loss of salary.

LETTER X.

25. So far, we have the parents willingly aiding in doing away with national distinctions, and the children first influencing, and afterwards influenced by them; then the teachers, both male and female, discouraging those impious, absurd and unprofitable distinctions, and the same teachers bound to apply themselves exclusively to their duty, and therefore, keeping themselves and their scholars, free from political strife, thereby paving the way to peace, acquirement of knowledge, and consequent thereupon, qualification to know and exercise in time, the rights of freemen, and fulfil the duties of their station in life.

26. The public should bear in mind, that the system which is now proposed, must be carried out on a broad principle. It is not sufficient to teach children reading and writing, they must be prepared (each of them) for the station they may be called to, in mature age; they must be trained to a right course, to the great end of all well organized communities, the highest possible degree of peace and happiness. We need not expect to see such a state of things in Canada, if the foregoing suggestions are not attended to.

27. You may try as many systems of Education as you possibly can imagine; you may seek to improve the mode of tuition, and for that purpose, secure the most efficient aid and assistance, you will never succeed to carry out any of those systems in Canada, and you need never expect the realization of the most philanthropic aspirations, unless you ground your work on the sole basis it can safely be expected to rest upon, and that is, removing distrust, and restoring confidence.

28. Before I come to another but no less important part of the subject, I mean the difficulties supposed to be insuperable from difference of religion; I entreat the public to reflect upon what I consider to be, if not the only way, at all events, one of the certain means to be used to effect what we all hope, or should hope, to see, the restoration of confidence and the disappearance of national feuds, and then, springing therefrom, the natural and easy working of a good system of Elementary and Practical Education.

LETTER XI.

29. It is seriously apprehended by some intelligent, sincere and well meaning men, that the diversity of creeds or religions prevailing in this country, will offer insuperable obstacles to the operation of a general and uniform system of education.

30. I do not mean to deny that there will be difficulties, no more than I am free to admit that they cannot be overcome. Even granting those difficulties to be great, we are the more imperiously bound to seek for the means which are most likely to remove them.

31. We should not commence by suspecting others of a want of charity or of christianlike feeling, and afterwards take it for granted that there is no cure for it. It would be more reasonable to lean the other way, and endeavour to meet every one on friendly terms.

32. There is and may be difference of opinion on dogmas, and in fact, it is that very difference of opinion that constitutes difference of religion; there is probably no way to prevent that. But we have nothing to do with that diversity of sentiments; the working of a system of education does not depend on the possibility of such different opinions being eventually reduced to one and the same creed,—no, no, surely not.

33. The only thing in that respect, to be constantly kept in view, is that the system of education should be made to work in such a way as to prevent the dogmas or the religious belief of each religion or sect, from being in the least interfered with.

34. It is right that the different religious denominations should have guarantees that they stand perfectly free from any interference of the kind. It is the only way to secure the continuance of the confidence which I have, I trust, proved will be eventually the result of the suggestions contained in the preceding letters.

35. It now remains for me to shew that all this may be effected, to the satisfaction of the different Christian denominations.

LETTER XII.

36. If the management of the school system was entrusted to the exclusive care of any one religious denomination, or if it was attempted to leave it to all the sects in their religious capacity, no doubt but what jealousy and the worst of feeling would, in the first case, be engendered, and in the latter, total confusion, and, of course, an utter impossibility to act.

37. The same baneful consequences would be the result of an attempt to place the whole system under the exclusive controul of the Government.

38. I will go further: although the people are the most interested in the matter, there would be danger, and to say the least, confusion might arise therefrom, were the people to have the exclusive management of the system.

39. The Government, the Clergy and the People must therefore, in my opinion, share in the management and the responsibility of the school system. The Legislature will, of course, determine the line of demarcation between them; I have neither the right nor the desire to do it; it is, however, a matter of no great difficulty.

40. How then is the children's religious education to be attended to? Others will ask me at once, do you mean to exclude from the schools, all religious instruction whatever?

41. To the last question, I readily answer in the negative. But it does by no means follow, that because religion constitutes the basis of education, controversies and discussions on religion, should find their way into the school room.

42. As to the other question, "how is the children's education to be attended to?" I beg leave to say that this most important part of education, is to be attended to in such a way as to facilitate, instead of obstructing the course of instruction to the *whole* people of the country. And this is of easier execution than at first supposed.

LETTER XIII.

43. The diversity of creeds prevailing in this country, does not, of course; admit of a thorough tuition of all that appertains to religion; and as it has already been observed in other words, special or exclusive instruction would inevitably lead to confusion, and prevent the due operation of any system of education. At the same time, there must be a religious basis or foundation, but in the schoolroom, it should be such as to secure the assent of all, and effect the good of all classes and all religious denominations.

44. Is it because some are opposed to an unlimited and uncontrolled reading of the Bible, and others are in favour it, that a *whole* population is to be deprived of education? Surely not, especially when there are such easy, practicable and safe means of compromising the opinions of either.

45. Those who think that no restraint should be put upon the reading of the Bible, will readily admit that the children frequenting the common schools, will never have the leisure, and few the capacity, to read through the sacred volume. The teachers themselves will generally be found averse to and incompetent for such a task; and those whose mental powers happen to be of a higher stamp, would disagree, introduce useless and dangerous controversies, and instead of securing the good will and respect of their pupils, would embitter their feelings, and set them against one another.

46. There is in the Bible and the New Testament, enough of general doctrine which applies to and should regulate the actions of men, to form a volume which would be both attractive, interesting and useful to the young. The principles of sublime morality which pervade the whole volume, are intermixed with such an abundance and diversity of facts, that judicious extracts made therefrom, would, in this respect, answer all purposes.

47. Now, to suppose that the clergymen of the different denominations of Christians in Canada, would be opposed to such a course, is an insult to them all, it is a gross libel on the best feelings of humanity.

48. I therefore take it for granted that there will be no difficulty in bringing together, a respectable number of divines of all the different denominations, for the purpose of agreeing on such extracts as will form a book easy to be understood, and which will become of infinite use and benefit in the schools, lay the foundation of religious and moral education, without interfering in the least with any dogma, and be the means of effecting what our Saviour did seek to establish on earth, good will, charity and love amongst all men.

LETTER XIV.

49. Should it be deemed advisable to teach catechism in the schools, on the ground that the book of extracts mentioned in the preceding letter, although answering all the ends adverted to, would nevertheless be insufficient to instruct the children in their faith, I would beg leave to be permitted to observe that such a special instruction should perhaps altogether be left to the clergymen presiding over the congregations the children respectively belonged to. It is their province, it is their duty to attend to those matters, and surely they are or should be more competent to discharge that most important duty, than school masters.

50 But I will suppose for a moment that catechism should be taught in the schools, what is there to prevent the carrying into execution of the following rules, namely: let the protestant children enter the school in the morning, an hour before the usual time, and repeat the catechism; in the afternoon let the catholic children be allowed an hour either before or after school time, for the same purpose. Is there much, is there any practical objection to such a reasonable arrangement? there can be none.

51. I entreat all thinking men, seriously to reflect on what I have said—those suggestions are not made at random; they are the result of continued meditation. The correctness of my observations, struck me at once, but I did not trust to the first impression, I thought and thought again, compared and consulted, and after mature deliberation, I was impelled by a sense of obligation, to offer my humble assistance in aiding the progress of a cause whereon depends our fate.

 LETTER XV.

52. It would be less difficult to carry out an indifferent system of education, with the aid and assistance of intelligent and truly good men, than it would be to attempt any successful experiment of an excellent system, were its operation to be entrusted to men neither philanthropic, respected or possessed of great moral courage.

53. In a country like Lower Canada, the above remark admits of only one interpretation, there cannot be two.

54. The enlarged, disinterested and patriotic views of certain high minded men, have at all times, and under the most trying circumstances, enabled them to do more for the good of their countrymen, than all the legislative provisions and governmental acts could ever effect.

55. It is therefore evident that the success of a system of education, either this or any other, whether the difficulties of its execution be very great or less, will depend on the way it is attempted to be enforced. There are certainly prejudices: my object, as I have stated very plainly, is to put down national distinctions, that will be the mainspring of the working of the whole. None, therefore

but men who are possessed of great moral courage, who are the true friends of their fellow beings, who are thoroughly acquainted with the relative position of all parties in Canada, and whose advice and recommendations will be attended to, and acted upon by both populations, need be selected for the purpose.

56. Neither the English nor the Canadian population will have any confidence in the working of the system, if its operation happens to be under the auspices of men who are not perfectly free from all national feeling whatever, and known as such.

57. The task will be an arduous one, and most likely to prove any thing but agreeable. If performed honestly and courageously by intelligent men, the whole country will, I have no doubt, see better days; and these men will go down to the grave, with an honourable conscience of having been instrumental in imparting to their countrymen, the blessings of education, peace, comfort and happiness.

LETTER XVI.

58. Having disposed of the most important part of the subject, I will now, from the principle and basis of the system, proceed to the details, and enquire into the mode of carrying it fully into execution.

59. What remains to be said, may come under three heads, namely:—

I. The mode of raising the education or common school fund, and all that pertains to the pecuniary department.

II. The means of effectually carrying into execution, the present system of education, comprising the organization of the common schools.

III. The discipline and interior management of the schools.

60. Following up the foregoing division of the subject, let us enquire, first, into

THE MODE OF RAISING THE EDUCATION OR COMMON SCHOOL FUND, AND ALL THAT PERTAINS TO THE PECUNIARY DEPARTMENT.

61. In this, as in some other countries, where the grown generation has not the advantage of being generally well instructed, it cannot be expected that their zeal for the education of their children, will be very great. Unaware of the immense power of knowledge, many of those parents who are deprived of it, will more or less keep back. Others overrating the value of the aid and assistance they derive from their children, especially in the country settlements, will mostly look to actual pecuniary profit, and neglect the means of securing instruction and all its consequent blessings for their children.

62. Moreover, it has been learnt by experience, that what costs little, is in general little thought of. Education, if those who require it most, are not made to contribute to the means of bestowing it, will stand low in their estimation, and little trouble will be taken to obtain it.

63. Besides actually contributing to the Education Fund, and to the means whereby the system is to be kept up and carried through, the parents should be induced to take a direct interest in the operation of the schools, and that interest must be such that none of the children capable of attending school, be kept away from it.

In my next, I will exemplify this.

LETTER XVII.

64. In order to induce the people not to make light of education, and to feel an interest therein, and when so interested, to send their children to school, a pecuniary contribution by means of a direct tax, must be resorted to.

65. It will be objected that a direct tax will be unpopular, that it will excite the people against the working of the system, the ends whereof, still, in consequence, be defeated.

66. In answer to these objections, I beg leave to offer the following observations. A direct tax is not always an inconvenient mode, even to the man who pays it, of raising a revenue whatever; and if, in the present case, as will be shewn, the people are made to pay much less, in order to secure to their children a good education, than they would, under the operation of other systems, have to contribute indirectly, and obtain for them but a bad education, then there can be no doubt as to the propriety of taxing directly.

67. Independent of a direct tax which will bear but very lightly on each head of a family, there should be a fine imposed upon parents who don't send their children to school; such fines being applied to the purchasing of books for the use of the schools.

68. Those even who are of opinion that the course pointed out, is inexpedient, will not deny that it will force parents to send their children to school. Should there be any grumbling after all, it must be of short duration, and the benefits which will be secured both to parents and children from the useful education bestowed upon the latter, will soon and richly compensate for the little ill humour occasioned by the course I suggest.

69. It strikes me that the only cause of the direct tax being, perhaps, at first unpopular in some quarters, is the want of education in many parents, and their inability to appreciate the blessings of knowledge. Are we then to wait until the present grown generation has altogether disappeared, to propose a system, the object of which is to remedy the present evil, and guard against worse?

70. I will, in my next, clearly show that under proper management, the parents have in the present, every thing to gain over the past systems, if they are made to pay a direct tax.

LETTER XVIII.

71 It being apparent that in the present state of society in Lower Canada, direct taxation is essential to create that interest for the education of the young, which will be wanting in a high degree for some time, I will now show that far from being oppressed, the parents will be made to pay much less than under the operation of former systems.

72. To instance this clearly, let us take the Education Bill of 1836, which was intended to be, as in fact it was, a better provision for the wants of the country, than any of the others which had preceded it.

73. Under that system, the country was to be divided into 1,658 school districts; let it be divided into 1,300 districts, so as to enable us to understand better, the following calculations taken from the Report mentioned hereafter. It has been estimated on an average, * that in each school, there will be at least 50 children always attending. Taking into consideration the amount of the School Fund, that to be completed to make up the sum required to meet the expenses of the whole establishment, including normal as well as elementary schools, allowances for poor districts, purchase of books, &c., it was computed under the system of 1836, that in order to educate 33,160 children, £71,000 yearly, were required, taking out of the pockets of the inhabitants every year, in the rural districts, £10,600, falling upon, at most, 33,160 parents, each parent paying about 16s. a year.

74. From a better combination and calculation, £25,000 only would come out of the pockets of those parents, by means of a direct tax of 8s. or 10s. a year, and what is more striking, is that the same amount, at a much lower rate of assessment on each inhabitant, might be realized between 200,000 tax payers, instead of falling on 33,160 parents.

* Mr. A. Buller's Report to Lord Durham.

75. So that under the Bill of 1836, 50 parents would have had to pay each 16s. yearly, by means of contributions among a small number 33,160 to make up the sum of £30,600; whereas a direct tax of 2s. 6d. on each of about 200,000 parents would form the lesser sum of £25,000, coming out of the pockets of the inhabitants in the rural districts.

76. Again, under the operation of the Bill of 1836, 33,160 children would have been very indifferently educated, at the enormous cost of £71,000, whereas by means of the direct tax above mentioned, double that number of children, that is, about 66,320 might be well educated for £57,000.

77. I have made use of the preceding calculations, to prove that not only will education progress better by means of direct taxation, but that the parents will have to pay much less than they would otherwise have to do.

LETTER XIX.

77. The sums of money mentioned in my preceding letter, will form part of the complement to be paid by the inhabitants, in order to make up the *deficit* of the whole sum required to support the establishment.

78. How, then, is the fund itself to be obtained, and how must it be applied?

79. In the adjoining state of New York, where they have had much experience in those matters, the Legislature supplies each town* with a certain sum yearly, to meet the expenses of elementary instruction. The town, on the other hand, is bound to assess itself to an equal amount,—that system works well. If the town had to provide alone for the amount required, it would, in all probability, either refuse, or be incapable of meeting such a demand. On the contrary, were the funds exclusively derived from the aid or vote of the Legislature, the town would not feel any interest in watching the application of the monies of which it would pay but a very small proportion. The Legislature is liberal in its aid, without however impairing the interest which one always feels in his own deeds.

80. Besides, in the State of New York, the prevailing opinion which is found to be in accordance with experience, is in favour of that system. The poor is more jealous to obtain means of instruction which bear light on him, but which he knows he contributes to, than he would be to procure them, were they gratuitous and bestowed as an act of charity.

81. In the State of Connecticut, as early as 1655, parents and masters neglecting to send their children and apprentices to school, were liable for the first offence, to pay a sum of ten shillings; twenty shillings, if three months after

* A town consists of lands, houses, public buildings, roads and inhabitants.

the first condemnation, a second became necessary. In case of a third offence, the delinquent was liable to a higher fine, or could be deprived of the guardianship of his children or apprentices.

82. A combination resulting from both these systems, might, I believe, answer our wants. The fund might be raised as in the State of New York, and the supineness of parents might easily be corrected by means of a direct tax, and fine in case they should neglect sending their children to school, from the age of five to that of sixteen.

83. The above are merely suggestions, admitting of modifications; they may, however, suffice perhaps, to lead to better.

LETTER XX.

84. I hope I have been understood. The supplies to carry out the system, will be derived partly from the vote of the Legislature appropriating from the proceeds of the School Fund, a certain sum of money; the surplus, the localities will have to provide for, by means of assessments; the votes of the Legislature taking effect only, when the local assessments are made available, and not till then.

85. The Jesuits' Estates, whenever placed at the disposal of the Legislature, (a course which it is the duty of the Government to pursue) and public lands, would yield a considerable part of the sum required. The lands might be sold, and the capital invested profitably. The Jesuits' Estates, under proper management, would in time, be very productive. Besides, the Legislature aware of the paramount importance of educating the people, would not be wanting in the performance of its duty.

86. Another fund would, in my opinion, be required, if not at the outset, at least, very soon. I mean a fund for the purchase of district school libraries, to be raised and paid over to the districts, only when an assessment equal to the sum voted by the Legislature, would have been effected by the inhabitants.

87. I beg leave to make from the Annual Report of the Superintendent of the Common Schools of the State of New York, to the Legislature, of the 3rd January, 1840, the following extract, on the subject of Common or District School Libraries:—

“The introduction of school libraries, is an improvement which is perhaps destined to exert a stronger influence upon the intellectual character of the people, than any which has been attempted in this State. It would be natural to suppose from the name, that these libraries were intended solely for the use of schools; but they were not established with so narrow a design—they were recommended to the Legislature by the Superintendent of Common Schools, in the year 1834, for the benefit of those who have finished their common school

education, as well as those who have not. They were designed as an instrument for elevating the intellectual condition of the whole people, by introducing into each school district, collections of books which should be accessible to all.

* * * * *

"Common School Libraries are in the strictest sense, institutions for the benefit of the people. They are like the common schools, among the most effectual means of correcting, (as far as human regulations can correct them) those inequalities of condition which arise from superior advantages of fortune. The intellectual endowments of men are various; and it is therefore in the order of nature, that individuals shall not enter on equal terms into competition with each other, for the acquisition of wealth, honour and political distinctions. But it is in the power of human governments to guard to a certain extent against greater inequalities, by providing proper means of intellectual improvement for all. Under any circumstance however, those whose pecuniary means exempt them from devoting any portion of their time to manual or intellectual exertions, have an advantage over those who are compelled to gain a subsistence by their own industry. The time which may be devoted by the latter to intellectual cultivation, is often extremely limited; and they will labour under still greater disabilities, if the facilities for improvement within their reach, are scanty and imperfect."

(This extract to be continued in my next letter.)

LETTER XXI.

COMMON SCHOOL LIBRARIES.

Continuation of extracts from the Report of the Superintendent of the Common Schools of the State of New York, made to the Legislature, on the 3rd January, 1840.

"By raising the standard of common school education to the greatest possible elevation, the duty of the Government will be fully discharged, so far as the foundations of moral and intellectual character are concerned; and it can do nothing further but to place within the reach of all, the means of improving themselves by reading. The children of men of wealth will always be supplied with books from their resources; but the children of those who are unable to purchase libraries must, at the termination of their common school course, be deprived in a great degree, of the means of improvement, unless public libraries are established and placed within their reach. Common School Libraries are therefore, particularly calculated to benefit persons of limited means, and they should comprise works on all subjects of practical usefulness, as well as books

designed to excite a taste for reading. The mechanic and the farmer should be able to draw from them, the knowledge which is necessary to enable them to make the most beneficial application of their own powers, by teaching them how to render the laws of nature subservient to their use; for even in those departments of labour which depend principally upon practical operations, a knowledge of the laws to which they are subject, is indispensable to the attainment of the highest degree of skill and success."

88. I need not offer any apology for having favoured the public with copious extracts from such a well digested and so eminently practical a public document as the Report above mentioned. The importance of Common School Libraries, and the facility with which they might here as well as in the State of New York, be established, will, I trust, escape the attention of no intelligent member of the community.

89. I am aware that those Common School Libraries could not be introduced at the outset; however, it is well to bear in mind their usefulness, so that in proper time, they may be made to come in general use.

LETTER XXII.

90. If the mode of raising the Common School Fund, obtaining in the State of New York, be adopted by our Legislature, it must be apparent to all, that the localities having to assess themselves to an amount equal to the sum voted by the Legislature, (and that previous to their receiving such provisions) the fund will always be on the increase.

91. These letters not being intended as a complete index to all matters of detail which a general system of Elementary and Practical Education must be pregnant with, the public will see at once, that I merely throw out hints, and give the outlines of a system. The foregoing suggestions, as well as those which I have to offer, may aid and assist in maturing a plan, leaving afterwards to the Legislature, in its wisdom, to determine on the course to be taken.

92. It is to be hoped that the Government will lose no time in placing at the disposal of the Legislature, as ample means as in its power, in order that such a fund be secured at the outset, as may render certain, prompt and beneficial the operation of the system.

93. The absolute and military Government of Prussia, is at present, displaying great zeal and activity in diffusing elementary and useful knowledge among the whole people; in the United States, there is, for the instruction of the young of both sexes, in the houses of Refuge for juvenile delinquents, a regular system of education, which works admirably well. Will it therefore be recorded that our Government is inimical to the instruction of the people here, and cold hearted enough to stand in the way of civilisation, behind a despotic Government and the discipline of a house of Refuge for juvenile delinquents?

94. It is to be hoped that the United Legislature, at its first session, will give this important subject its most serious attention, and prove to the community at large, that we are no longer to be deprived of a system of education by means of which, the same and indistinct instruction shall be given to all classes, whatever may be their origin, religion or politics, national distinctions effaced, peace and harmony, confidence and happiness restored, and the prosperity of the country secured.

LETTER XXIII.

95. I now come to

THE MEANS OF EFFECTUALLY CARRYING INTO EXECUTION THE PRESENT SYSTEM OF EDUCATION, COMPRISING THE ORGANIZATION OF THE COMMON SCHOOLS.

96. The Government and the Legislature cannot be too often reminded that the success of the system (whatever it may be) will chiefly depend on the men who are selected to carry it through. Truly patriotic and disinterested, clear-sighted, practical and very energetic but prudent, such must be the men at the head of the system.

97. Besides, as already observed, those men, however intelligent and honest they may be, can never expect to see their laudable exertions crowned with success, if they are not favourably known to the country, and distinguished by their being perfectly free from national prejudices.

98. I will go further: ONE may be free from national prejudices, and yet not possess that moral courage which alone enables a truly philanthropic man to carry out his views, without allowing himself to be deterred by party clamour, or by blind and obstinate opposition caused and kept up by ignorance, which it is his object to dispel.

99 It is not difficult to see the truth and bearing of the foregoing observations; it remains therefore for the Legislature and the Executive, the first carefully to legislate, and the latter judiciously to select men who will advance, instead of retarding the course of Elementary and Practical Education in Canada. A failure in that respect would be fatal, and with the Legislature and Executive would rest the awful responsibility.

LETTER XXIV.

100. In order effectually to carry into execution the present system of education, the first step is, I apprehend, the dividing of the whole country into school districts.

101. A commission should, in time, be appointed for that purpose: it should of course, consist of men well acquainted with the country, and who from their character, would ensure to the public, a correct and impartial discharge of their duty. I take it for granted that their powers will be limited to the object now in contemplation, and that the moment the divisions are made, and their report thereof laid before the proper authorities, their jurisdiction shall be at an end.

102. Territory and population should be combined: territory in order to centralise the chief localities, for the more convenient purposes of the inhabitants and their children; population to equalize, as much as possible, the grants and rates of taxation, and have a standard basis whereon a fixed and uniform repartition may be acted upon, and justice done to all equally.

103. In principle, it should be so, I think. When we come to the practical operation, such a course will not only be found perfectly consonant to justice, but singularly easy, and such that none or few will object to it.

104. By referring to Letter XVIII, No. 73, it will be seen that I have made use of certain calculations to be found in a report therein mentioned, grounded on the supposition of the existence, of 1,300 school districts. Such a division of the population and territory is of course inapplicable to my system, the inferior departments whereof, if engrafted upon and made to work with the two Ordinances mentioned in my next letter, must necessarily require different sectional divisions, as will be explained, No. 115.

105. The propriety of thus laying a fixed principle or basis is apparent—the population being always on the increase, the mode is equitable, and in practice, it admits of no difficulty.

106. Territory being also taken into consideration, it follows that until a new district is formed, owing to an increased population of 300 inhabitant householders, the children of that surplus population would attend the schools in the adjoining district. On their application, and subsequently, on a representation thereof being made by the School Wardens to the Inspectors, and by the Inspectors to the Superintendent, a new division would be effected. This will be better understood, when we come to that part of the system more particularly connected with those different officers.

LETTER XXV.

107. If there be municipalities in operation, when the school system is carried into execution, its working will greatly be facilitated, especially in that which will be more closely connected with the election of the different officers necessary for the carrying into effect, of the various legislative enactments to be expected in that respect.

108. Assuming then, the existence of two Ordinances passed by the Governor and Special Council, one 4th Viet. c. 3, intituled, "An Ordinance to prescribe and regulate the appointment of certain officers, in the several parishes and townships in this Province, and to make other provisions for the local interests of the inhabitants of these divisions of the Province;" the other of the same year, c. 4, intituled, "An Ordinance to provide for the better internal Government of this Province, by the establishment of local or municipal authorities therein," or some other like legislative enactments whereby municipalities and parish and township officers might be appointed or elected, for the local interests of the inhabitants in the country settlements, I now proceed to suggest a plan of organization which appears to me to be comprehensive, simple and free from those intricacies and multiplicity of office, which are both inconvenient and dangerous; inconvenient because they embarrass the energetic action of a system; dangerous, because splitting as I might say, that very same action, they lessen too much, the responsibility which should and may safely attach to the few departments coming within the present system.

109. The first of the above named Ordinances provides for the election of three Assessors within every local division consisting of not less than 300 inhabitant householders, who "shall assess all such rates and taxes as shall be imposed by any act or acts of the Legislature of this Province, or by other competent authorities, and be payable by the inhabitants thereof." It provides also for the election of a Collector for each of the said divisions, whose duty it shall be "to demand and receive from the inhabitant householders of the local division for which he shall have been elected Collector as aforesaid, all rates and assessments due and payable within such local divisions, and he shall account for, and pay over the monies so received by him, in such manner as shall be directed by law."

110. By the other Ordinance, c. 4. sec. 28; it is enacted that "it shall be lawful for the Governor of this Province, to appoint in each of the said Districts, one fit and proper person to be and be called the District Treasurer; and such appointment shall be made by an instrument to be issued under the Great Seal of this Province, after the person named by the said Governor, shall have first given good and sufficient security, to be ascertained and determined by the said Governor, for the due execution of the office of Treasurer, and for the faithful accounting for all monies which may come into his hands, by virtue of the said office."

* * * * *

111. The above enactment might, with a few modifications, be made available in my system, as I shall have an opportunity of showing in my next letter.

LETTER XXVI.

112. The preceding letter had better be read over, before going any further. Had I attempted to embrace in one letter, all I have to say on this particular subject, I would have made it too long.

113. Bearing in mind therefore, the enactments of the two Ordinances I have had occasion to advert to, the following organisation might, in my opinion, be adopted.

I. At each meeting for the election of the officers required by the said Ordinance, c. 3, let there be elected three Assessors for each School District, their rights and duties to be defined by the School Law. They should, previous to acting, take an oath of office.

II. At each of the said meetings, let a Collector be elected for each of the said School Districts. The duties of that officer, will be of the same nature as those of the Collectors for the local Divisions. Those School District Collectors should give good and sufficient security, to the satisfaction of the School Wardens I shall presently speak of, for the discharge of their duties.

III. By the other of the above Ordinances, c. 4, it is, as I have already observed, provided for the appointment by the Governor, of a District Treasurer, who is to give security to the satisfaction of the Governor.

The School District Collectors should be bound to pay over to the Treasurer for the Municipal District wherein the School District is included, all the monies by them received from the inhabitants, to be afterwards distributed by the Treasurer, in such a way and at such times, as would be determined by the School Act, and on an order or warrant from the School Wardens mentioned hereafter. The Treasurer should lay before the Governor and the Superintendent, annually or semi-annually, a detailed return and account of the whole school expenditure coming within his Treasuryship, and then the Governor should lay the same before the Legislature, at an early period of each of its sittings.

IV. Instead of there being three different officers, viz : School Commissioners, Trustees and School Visitors, I would suggest the propriety of concentrating the duties of these several officers, into School Wardens for each School District, to consist of the resident members of the clergy and ministers of religion, two householders resident in the School District, appointed by the Inspector, and two by the District Council, yearly. The legal estate in all elementary school

houses of each School District, and all the real property attached thereto, should be vested in them. They would also see that the provisions of the law respecting the building, repairing and warming of the school house, &c., were properly enforced. Those Wardens should have the nomination of the teachers, providing those teachers had previously qualified, by obtaining a certificate of capacity, religious principle and good morals, from a Normal, Model, or other school competent to award such certificates. They should have the right to visit, without previous notice, the schools in their respective School Districts, provided that no less than four Wardens should do so at a time. They should be invested with the right and power of dismissing teachers, in case of misconduct. The teachers' allowances or salaries to be paid by the Treasurer, should previously be ordered to be paid, under the warrant of the School Wardens. They would have to report yearly to the District Inspector, and recommend, whenever the case would occur, the formation of new School Districts; publicity should be given to these Reports, by having them posted in some public place, or deposited where the inhabitants might have access to them.

114. The details of administration in those four departments, shall have to be regulated in the School Law.

115. Such, I consider, should be the organisation of the inferior departments of the school system.

I will now explain in a few words, how the School District Divisions, should, in my opinion, be made :—

The total population of Lower Canada, is about 700,000. I have by numerous comparative calculations, ascertained that the number of inhabitant householders, as well proprietors as lessees, such as are contemplated in the two above mentioned Ordinances, will bear a proportion of 1-6 to the whole; this will give us 116,000, to which should be added 4000, as an allowance for the Townships, where the number of children is much less than in the *Seigneuries*, we have therefore 120,000 inhabitant householders. Each School District, I have suggested, should consist of 300 inhabitant householders, we shall consequently have 400 School Districts.

In my next letter, I will explain what are my views as to the higher and more important functionaries.

LETTER XXVII.

SUPERINTENDENT OF COMMON SCHOOLS.

116. At the head of the school system, there should be placed a man qualified in all respects, to be called the Superintendent of Common Schools. His duties being of a high character, and the working of the system being entirely dependent on that officer, he should be religious, talented and energetic, clear-sighted, practical, benevolent, and perfectly free from national feeling and prejudice, and known as such. He should be conversant with the best systems of Elementary and Practical Education, and of course with both the French and English languages. He is to be the Trustee of the Permanent Education Fund, and distribute it according to the prescribed proportions. The books to be used, the studies to be followed, and the direction of the school discipline, should be under his exclusive controul. By him, all questions or difficulties arising out of the interpretation or working of the School Law, should be determined without appeal. He should annually lay before the Legislature, a comprehensive Report of the condition of education in the Province, and all that has reference to it. The Inspectors' Reports to him, together with those of the District Treasurers, he should receive and classify, and lay before the Legislature, with all such observations, comments and suggestions which he might deem advisable; his Report should receive the widest possible publicity and circulation. He, as well as the Inspectors, should be appointed by the Governor, during good behaviour, and reside at the seat of Government. He should be bound to abstain from politics, discard all national distinctions and sectarian principles, views and discussions, under pain of removal. As the object is to avoid his being in the least unduly interfered with, either by the people or the Government, and that he should be free from the unwarranted influence of either, there should be a tribunal before which he might be tried and convicted, or acquitted. The Court of Appeals, even were the Judges made independent, should not, in my opinion, be called upon to inquire into such matters. It may, at first, be supposed that such a tribunal would offer a sufficient guarantee to the public, for an honest, unbiassed and competent inquiry and judgment; but besides the impropriety of such investigations being mixed up with the duties which solely should attach to the judicial office, it is obvious that the Superintendent or Inspectors might involve themselves, or be led into difficulties whereon a judicial adjudication would be required and asked for, at the hands of the inferior tribunals, and appeals instituted for the purpose of having their decisions revised. In such a case, the Judges in Appeal, having already formed, expressed and recorded their mature and deliberate opinions, what justice could the aggrieved party expect? It is therefore necessary to look elsewhere for the constitution of a tribunal whose decisions would not only be impartial, but also above the shadow of a suspicion of partiality.

LETTER XXVIII.

117. The Superintendent of Common Schools, is to be appointed by the Governor during good behaviour; he is to be made independent, he is to be free from all undue influence which might be attempted to be exercised over him, either by the Government or the people, otherwise he cannot be expected to pursue a steady course, and to discharge his all-important duties, with impartiality towards *all*, *all* the various and multiplied classes of the community.

118. If then, either with foundation, or from malice and in a spirit of persecution, he should be accused by the people or the Government, the community have a right, it is due to the parents, it is due to the children, to public justice, and to the honor of all the departments of education, that the head of the whole system, should be traduced before none but a tribunal not only perfectly impartial, but even above the shadow of a suspicion of partiality.

119. The Government having the right of appointment, should neither be the judge, nor nominate the judges or any of them, to inquire into and adjudicate upon the charges brought against its own officer. Still, the organisation I am about suggesting, for the composition of a Tribunal of Impeachment, is such that although strictly speaking, the Government should have no influence on its decisions, it will not be altogether without a voice, or unrepresented.

120. The Crown appoints all the members of the Legislative Council; it also nominates the Speaker of that branch of the Legislature; it has therefore, I might say, a semi-influence over that body, or may have it over some of its members. It follows therefore that if the Tribunal of Impeachment is composed partly of members of the Legislative Council, and partly of members of the House of Assembly, there should be fewer appointed by the Upper House than by the popular branch, otherwise it will be impossible to maintain that *equilibrium* which should be preserved in all the departments of the school system, in order to ensure a pure and unsuspected administration of the whole, to all classes without distinction.

121. I beg leave to add that it is well to guard against all human probability of connivance between all or part of the members of the Tribunal of Impeachment, for the purpose of defeating the ends of justice; the greater, therefore, the number of judges, especially if they are taken from different bodies, the less danger there will be of their uniting for the unholy ends above adverted to.

122. Having given this subject all the attention I have been capable of, I have come to this the following conclusion:—

123. I propose that the Tribunal of Impeachment be composed of seven members, two named by the Legislative Council, and three by the House of Assembly, and that the Speaker of the Legislative Council, and the Speaker of the House of Assembly, be *ex-officio*, and of right, members of the Tribunal.

124. There being seven members, no decision but that of the majority may be expected, nor ever made available.

LETTER XXIX.

125. The Province should be divided into five Inspectorships, each Inspector to be appointed by the Governor, during good behaviour. Those Inspectors should, in case of malversation, be accused before, and judged by the Tribunal of Impeachment mentioned in my preceding letter. Each Inspector should reside at the *chef-lieu* of the Division or Inspectorship. I propose five Inspectors, in order that there may be one in each District. Their duties should consist in receiving, collecting and classifying all the Reports made to them by the School Wardens; making extracts from these reports, and sending them every six months to the Superintendent, together with their own observations on the state of the schools, &c., in the shape of a Report which should receive all possible publicity, in the Division or Inspectorship.

It should be the duty of the Inspectors, to visit at least once a year, all the schools in their respective Inspectorships. They should, like the Superintendent, under pain of removal, abstain from meddling with politics, discard all national distinctions and sectarian principles, views and discussions.

126. It is obvious that those Inspectors should be men of character, and that their intellectual and moral qualifications should hardly be inferior to those which are required from the Superintendent.

127. I would see no objection in applying to the three towns, the principle of organisation which I have suggested for the election of Assessors and Collectors, and the appointment of School Wardens; bearing in mind nevertheless, that the number of Assessors should, as much as possible, be proportioned to the population, and the School Wardens should consist of a certain number of householder residents appointed by the Inspector, and an equal number appointed by the City Council. The monies collected in pursuance of assessments, might be paid into the hands of the City Treasurer. There being no Corporation in the town of Three Rivers, a Treasurer might be appointed by the Governor, and be subjected to all the duties consequent upon such an office, and which would be very nearly the same as those to be discharged by the District Treasurers. It is of course, to be expected that the District Treasurers and the City and Town Treasurers would receive an additional salary, in consequence of the increase of their duties and their responsibility.

128. I shall next take a comprehensive view of the whole organisation, and shew that its various and component parts are likely to be a salutary check upon each other, and be the means of securing to all classes, without any distinction whatever, a fair and beneficial administration in all the departments of the system.

LETTER XXX.

129. In order to see clearly into the principle and the practical part of the organisation of the system, it is well we should first glance rapidly at what is contained in the four preceding letters.

130. The Province * is to be divided into School Districts of 300 inhabitant householders ; territory being also taken into consideration, in order to centralize the chief localities, for the more convenient purposes of the inhabitants and their children.

Those divisions are to be made by a Commission whose jurisdiction and powers shall cease, the moment their Report is completed and submitted.

On the representations made by the School Wardens to the Inspectors, and by those functionaries to the Superintendent, new divisions will be effected, the surplus population to form until then, part of the adjoining School Districts.

In each School District, there are to be elected three Assessors.

In each School District, there is to be elected a Collector, who is to give good and sufficient security, &c.

The monies collected by the Collector in pursuance of the assessments made by the Assessors, shall be paid over to the Municipal District Treasurer to be appointed by the Governor, under the provisions of such laws as are or may be enacted for the establishment of District Councils, such Treasurer being bound to give good and sufficient security, &c.

There shall be in each School District, School Wardens invested with the rights and powers which might attach to School Commissioners, Trustees and School Visitors, to consist of the resident ministers of religion, two householders resident in the School District, appointed by the Inspector, and two by the District Council, yearly.

The Province is to be divided into five Inspectorships, each Inspector appointed by the Governor, during good behaviour.

At the head of the whole system, will be placed a Superintendent called the Superintendent of Common Schools, to be also appointed by the Governor, during good behaviour.

The Superintendent and Inspectors shall be bound, under pain of removal, to abstain from meddling with politics, discard all national distinctions and sectarian principles, views and discussions.

In order to avoid the interference and influence of the Government or the people, and enable them to discharge their duties without fear or favour, the Superintendent and Inspectors cannot be removed, unless accused before, and convicted by a tribunal to consist of seven members, two named by the Legisla-

* The word "Province" is here used to designate the *ci-devant* Province of Lower Canada.

tive Council, three by the House of Assembly, and the Speakers of each of those branches of the Legislature, to be *ex-officio* members of the tribunal.

Slight and unimportant modifications will be required for the three large towns, as observed, No. 127.

131. In my next letter, I will show that from the foregoing organisation, such a combination will result, as will ensure a perfect *equilibrium*.

LETTER XXXI.

132. I have, I trust, in my 12th Letter, satisfactorily made out that the management and responsibility of the school system, should be left exclusively neither to the clergy, nor the Government nor the people, but should be shared by them all.

133. The organisation I have suggested, is combined in such a way, as to meet this all-important point.

The people will alone elect the Assessors and Collectors, and by means of the appointments made by the District Councils, secure in each School District, two School Wardens whose rights, duties and powers are very extensive and important. The Treasurers and Superintendent are appointed by the Governor, but they are accountable to the Legislature, since the Governor and the Superintendent to whom they shall have to make returns of all the school expenditure, must lay the same before the Legislature.

The Clergy will have a very important share both in the responsibility and the management of the school system, it being their privilege and their right that all the resident ministers of religion in each School District, and a certain number, in the large towns, be *ex-officio* School Wardens, the duties and rights of those officers, embracing all those usually vested in School Commissioners, Trustees and School Visitors.

The Government will have the appointment of the District Treasurers, the Inspectors and the Superintendent.

Here again, the public have a guarantee for the impartial discharge of the duties of those officers. The Treasurers' accounts are to be laid before the Legislature. The Superintendent and Inspectors are appointed during good behaviour, and cannot be removed but by the judgment of a Tribunal, the composition whereof is such as to place it above all suspicion.

It is evident therefore, that the various and different component parts of such an organisation, are likely to be a salutary check upon each other.

134. In devising such a plan, I do not lay exclusive claims to originality. I have consulted different systems, retrenched, added and combined, and I have, I hope, presented one which, on reflection, will be found to be in accordance with the circumstances and wants of the country, and such as to secure the rights and privileges of all classes without distinction.

LETTER XXXII.

135. At the outset, the operation of the School Law may be attended with difficulties. However, should it be deemed advisable to appoint a Commission, it should be for no other purpose than the dividing of the Province into School Districts. The checks resulting from the different component parts of the school organisation above detailed, are likely to contribute powerfully to the working of the system, by making it popular. Commissioners appointed by the Crown, would not offer any of the guarantees the Clergy and the people have a right to, and which would be met at the hands of the Superintendent and the Inspectors directing, and supported by the simultaneous and energetic co-operation of the other departments.

136. As soon therefore, as the School District Divisions are made, let the Superintendent and Inspectors be appointed, and all the elections and other nominations gone through. I take it for granted of course, that the municipalities, and the law regulating the election and appointment of parish officers, will then be in operation. There will be less to do at first, than when the whole is in regular progress, but that is no reason why the proper and best mode of doing what is to be done, should not at once be adopted.

137. It is certainly fortunate in one respect, that there is now no system whatsoever in operation—no previous claims, no acquired rights, no plans to execute, and no conflicting interests to impede the progress of any organisation which it would be necessary to engraft on that existing at the time.

138. I beg leave to remark that it will be the duty of us all, to aid, to the utmost of our power, the working of the system of Elementary and Practical Education that will be sanctioned by the Legislature. It may be deficient in some respects, but if upon the whole, it is such as to lay the foundation of a solid edifice which may in time, be brought to perfection, or considerably improved, surely we cannot ask for more.

139. Let those who are desirous of seeing their fellow men educated, and rise in proportion to the degree of instruction which it is sought to impart to them, give the subject their best consideration. Their observations and their suggestions shall, of course, be welcomed. Whatever is wrong in the foregoing system, and whatever is found to be incorrect in what remains to be said, let them point out, not forgetting however that the *ensemble* rather than the minute examination of each part separate from, and without reference to each other, should be looked at, in order to calculate what the probable effect will be.

LETTER XXXIII.

140. The greatest defect which our common school system must be expected to labour under for some time, will be the deficiency under which the Prussian schools languished so long, the want of efficient and qualified teachers, an evil which it is important to cure by means of an active but safe process.

141. In Prussia, as well as in the United States where they have profited by the experience of that country, Normal Schools have been resorted to with success, and I have no doubt but what we may do much in the same way, if we only take the right course.

142. No material progress was ever made under any system of education, "until the ancient practice of teaching, by merely storing the mind with facts, was exchanged for that which first investigates the intellectual faculties and the laws of their developement, and adapts to them, the proper subjects of instruction, and the methods by which knowledge is most successfully communicated."

143. The truth of the preceding observation which has been made by a man of talent and much practical knowledge, is so apparent, that it must at once, strike every reflecting mind, that our own system of Normal and other schools, should be based upon the same principle, otherwise the end which we have in view, the improvement of our fellow men, and their education both moral and intellectual, can never be attained.

144. Although I shall in another place, have occasion to dilate more than I feel myself at liberty to do here, on the course of instruction which alone may enable us to reach the point we aim at, still I cannot forbear from availing myself of another remark for which I am indebted to a very intelligent man,—“no plan of education can now be considered complete, which does not embrace a full developement of the intellectual faculties, a systematic and careful discipline of the moral feelings, and a preparation of the pupil for the social and political relations which he is destined to sustain in manhood.”

145. From the above principles and observations, it follows that there must be a common and fixed standard of primary education. The only way to make it so, is the establishment of Normal and Model Schools, where good and uniform instruction will be obtained for the teachers destined for the Common Schools.

In my next, I will suggest what I consider the best mode of attaining such a desirable end.

LETTER XXXIV.

146. Having shewn that, at the very outset, Normal and Model Schools should be established, I now proceed to the organisation of these indispensable institutions.

147. Should the Judicature Ordinance ever go into operation, there will be four large districts or Territorial Divisions. In that case, I think there should be a Normal School for each District, to be centred at the *chef-lieu* of each. Should the present Judiciary system be preserved, or any other devised and carried into execution, there should, in my opinion, be a Normal School for each of the grand divisions of the country, to be, of course, located at the *chef-lieu* of each of these grand divisions. It is not necessary to inquire now, what should be the course of studies in the Normal Schools, I may in all probability, do so hereafter; suffice it, for the present, to remind the reader that the course of studies to be followed, will be under the exclusive control of the Superintendent.

148. I much approve of the suggestion which has already been made, of having a farm attached to each Normal School, where both the theory and practice of agriculture might be taught.

149. Female education should by no means, be neglected; it should receive the best attention of the Legislature, and that of intelligent persons whose individual exertions are likely to aid in its improvement. Women exercise, or should exercise considerable influence in society; to them, the early education of children is mainly indebted for its success or failure, its progress as well as its perfection being essentially dependent on, and resulting from the first impressions they receive.

150. I will not for the present, enlarge on that all important subject; the short and rapid notice I have thus taken of it, will suffice to show the necessity of extending to the other sex, all the benefits of Normal and Model, as well as of Elementary Schools.

151. It therefore appears to me, that the Legislature should, out of the School Fund, provide for the formation and maintenance of a Normal School, not only for males, but also for females, in each of the large Districts.

152. It would be impossible, by means of four or five Normal Schools, to form a sufficient number of teachers both male and female; other and more convenient, cheap and ready means of instructing teachers of both sexes, and also giving a better education to such as would be desirous of procuring it, must be devised.

153. In order to establish schools of that description, teachers will be required; however there will be less difficulty in obtaining the requisite number of teachers for Model, than for Common Schools. When that small number of instructors has been procured, Model Schools may be set in full operation, without much difficulty.

154. Let there be a Model School in each county. None but boys and girls, provided with a certificate of capacity, good conduct and religious principles, from the teachers in Common Schools, and the School Wardens in the School District in which those boys and girls have been educated, should be admitted into the Model Schools.

155. In order to excite emulation and secure proficiency, I think, it should be a rule that every year, the most proficient boy and the most proficient girl in each District Common School, should be of right, entitled to admittance into the County Model School. By means of such an arrangement, there would always be in each County Model School, as many boys and as many girls, as there would be Common Schools. It might be prescribed in the School Law, that at the outset, six boys might be admitted into the County Model School for boys, and the same number of girls in that for females. When the system would be in regular progress, there should, of course, be no limitation to the number of scholars.

156. In order to secure teachers, it would be well to allow each boy and each girl studying in the Model School, two pounds a year, on condition of their becoming teachers at the expiration of their school time, making it incumbent on each, to give security for their refunding the amount, in case they should not fulfil the condition. That allowance, though not considerable, independent of its being an encouragement to young people, would aid them in meeting the additional expense attending their being often removed from the parental roof.

157. Whenever a vacancy occurred, in the Model School of any county, a teacher of Common Schools, should have the privilege of promotion, and on his or her being chosen by the Inspector of the District, out of a certain number consisting of one boy and one girl from each School District, recommended by the School Wardens of each School District in the county, or a majority of them, as possessed of capacity, good conduct and religious principles, he or she should become teacher in that Model School.

158. The Model Schools should be, in all that has reference to examination, visiting, and dismissal of teachers, under the immediate control of a certain number of School Wardens and the Inspector of the District, in the following manner.

159. As it is impossible to bring a Model School under the immediate, ready and efficacious control of all the School Wardens in the county, one School Warden might be chosen by the School Wardens in each School District, and of such so chosen, might be formed a Board for the above purpose. Any dereliction of duty, the teachers would be guilty of, or any complaint made against them, would have to be investigated immediately, and, if substantiated, reported to the Inspector, who, thereon, would dismiss the teacher, and appoint another out of those recommended, as provided under No. 157.

160. Whatever legislative provision is made on this particular point, will require to be very precise and accurate.

LETTER XXXV.

161. It has already been suggested, and very properly in my opinion, that the teachers of Common Schools, should be bound, during vacation, to attend the Model School of their county, to improve themselves, and become competent to discharge their duties.

162. Besides this advantage, another would be obtained, I mean uniformity of teaching, at least in the leading part of it.

163. It is evident that male and female Common School teachers would require less time to learn at the Model Schools, than boys or girls sent from the latter, for the purpose of becoming acquainted with the art of teaching, and their frequenting Model Schools in vacation would, if at all turned to profit, be of signal service both to themselves and the children.

164. I have (No. 155) suggested that every year, the most proficient boy and the most proficient girl in each Common School District, should be of right, entitled to admittance into the County Model School. It is plain that we must not stop there. Those boys and girls if they stood foremost in the Model School, or others who would, should, when so determined by the Board of School Wardens provided for, No. 159, be sent to the District Normal School, either on their own pecuniary means, or, on a recommendation from the Board, out of the fund for the indigent, as specified in the *aperçu*, or sketch mentioned in the next letter, and to be found in the Appendix.

165. The Normal Schools would of course give a decided high tone to the mode of tuition. In them, young people of both sexes, would acquire more knowledge than in the Model Schools, and would thereby qualify as teachers in those Model Schools, to which they would impart a vigorous and elevated character, or make themselves competent for teaching in a higher sphere of education, if, as it is natural to expect, provision is made at a future period, for maintaining higher schools.

166. Proposing, as I do, to limit the operation of the present system, to Elementary and Practical Education, I must not travel out of my way and speculate on the probable or even possible effects which a discerning mind will, at once, be led to anticipate from the judicious management of the Normal Schools, in respect of what does not exclusively bear on the working of the system. In Prussia, no material advances were attained until teachers' seminaries had been established, and a new class of instructors had been trained up; this is a consideration of sufficient importance, to leave no doubt on our minds, as to the propriety of adopting in Canada, a mode of improving which has been so eminently successful in Prussia.

167. I need not dwell on the attainments which would be required at the hands of the teachers of both sexes, in the Normal Schools. The Superintendent under whose immediate and exclusive control those schools would be placed,

would feel too much interested in the proper working of the whole system, not to make judicious selections of teachers, and watch vigilantly over them, as well as on every department of those schools.

168. The competency of students in Normal Schools, to become teachers, and therefore to leave for that purpose, might be determined, 1st, by the certificate of the Professor in the Normal School. 2d, by a reference to the District Inspector. 3d, by the ultimate and final decision of the Superintendent, if required.

169. Any other and better practical mode of attaining the same results, should of course be preferred.

LETTER XXXVI.

170. Before I close the present series of Letters, I will lay before the public an *aperçu* or sketch of what I look upon as the scale whereby the expenditure of the whole system, should be regulated.

171. It would have been more regular perhaps, to have done it, under the division or head which has a peculiar reference to "the mode of raising the Education or Common School Fund, and all that pertains to the Pecuniary Department;" but besides its being premature, and prefacing instead of coming after the complete development of the system, and the enumeration of the various departments necessary to its efficacious working, I think it would have been difficult, if not impossible, to comprehend what now will, at once, be clearly understood.

172. It is of vital importance to the country, that those who take a part in the administration of the different departments of the system, should be respectable in their character, and competent to discharge their duties; they should moreover, be placed in a situation such as to offer the public a guarantee for the continuance of their integrity and efficient accomplishment of all their duties. The safest way will, I have no doubt, be found to be their exclusive attention to their calling, and their never being tempted with, and if so tempted, altogether prevented from, ever having any thing to do with matters foreign to their educational duties. A reference to what I have said in Letter IX, is peculiarly applicable to this point.

173. It therefore follows that all the teachers must be well remunerated. Make the profession respectable in the eyes of the public, you secure respectable men and women as teachers. The standard of education will rise in proportion to the character of those who are called upon to take a part in the working of the system; and instead of having immoral and ignorant teachers, and consequently immoral and ignorant scholars, you will ere long, see the community blessed with a sound system of education vigorously and morally administered, new life infused into society itself, and the prosperity of the country obtained.

174. There can be no profession more honorable and useful than that of a competent teacher; he should be treated as the guardian of youth, and honoured wherever he is met with. His actual exertions for the intellectual and moral improvement of the young, are above all praise; the influence they are calculated to have on society at large, and on the destinies of a whole nation, is stupendous.

175. If such be the case, and few will be found to doubt it, a suitable provision should be made by the Legislature to bring about such a desirable, such an important result. Better have the youth remain ignorant, than entrust their hearts, their minds, their every thing I may say, to improper guardianship.

176. The higher departments of the school system, must of course, be confided to none but able and respectable men who, from a duty to their fellowmen and a desire of being *truly* useful to society at large, will devote all their time and bring all their energies to bear on this *sole* object; men who must not expect that they will be allowed to witness in idleness and contemplative enjoyment, the happy results of plans conceived by the genius, and set in operation by the energetic philanthropy of others, but who must make up their minds for the honest and laborious discharge of their duties, and devote all their time to the improvement of the system, and thereby make it what it is intended to be, the means of regenerating the country, and ensuring the happiness of all its inhabitants, without distinction.

177. Bearing in mind the foregoing important considerations, I apprehend there cannot be much difference of opinion as to the propriety of the suggestions embodied in the sketch of the expenditure resulting from, and necessary to the working of the system, which will be found in the Appendix.

LETTER XXXVII.

The next and last division of the subject is,

THE DISCIPLINE AND INTERIOR MANAGEMENT OF THE SCHOOLS.

178. Although the course of studies, the books to be used, and the direction of the school discipline, should, in my opinion, be under the exclusive control of the Superintendent, as I have suggested, No. 116, it is nevertheless proper and important that the public should know what it is here intended he should expect.

179. If the suggestions which I have made regarding the qualifications to be required at the hands of the Superintendent, and the discreet selection of men calculated to carry out the system with advantage to the country, are attended to, there will be no danger, nor even inconvenience, in reposing such a high trust in the Superintendent. Being appointed during good behaviour, being alike free from the undue influence which might be attempted to be ex-

exercised over him by the Government or the people, he will be enabled to pursue a straightforward course, and extend impartial dealing to all, without being led astray either by the frowns of the ruling power, or by the clamor of demagogues always ready to criticise, without having the talent to propose better measures, nor the moral courage to carry them through.

180. The splitting of the action in a superior department, necessarily weakens it, its effect is of course in proportion, and the whole administration instead of being energetic and prompt, becomes feeble and slow, an evil which in the working of a system of education, should above all, be guarded against.

181. I have, I trust, said enough here and in some of the preceding letters, to show how important it will be to entrust the Superintendent with extensive means of acting with decision, impartiality and judgment; still I am of opinion that the public has every thing to gain, by a free and unbiassed *exposé* of whatever may be considered as the leading principles whereon the discipline and interior management of the schools should rest.

182. The suggestions I have to offer, are not in the least, intended to subject to a fixed rule, the management of a department which I think should come under the exclusive control of the Superintendent; they are merely thrown out, with a view of exciting public interest to a subject which is of paramount importance. The public will naturally inquire into, and discuss the matter, and such opinions will be formed and made known, as may help if not direct the course which the Superintendent will determine to take, when he is called upon to act.

183. What I have to say under the present head, is essentially practical; coming therefore within the range of a greater number of persons than what has been made the subject of the preceding letters, the direction of the schools is expected to draw forth observations and suggestions from others who may be, or have reason to consider themselves as competent to offer them.

LETTER XXXVIII.

184. I have already observed that the success of the working of the system, will chiefly be dependent on the integrity, zeal and competency of the head of all the departments, I mean the Superintendent of Common Schools. I say chiefly, not exclusively, for those qualifications which are indispensable to the right administering instruction to children, must be found in whomsoever is called upon to take any part in the carrying out of this or some other educational system.

185. Keeping constantly in view, the preceding plain and practical truth, we may better be enabled to follow up the train of suggestions which I beg leave to offer, on the discipline and interior management of the schools; the last, though not least important part of the subject which I have, for some time past, occupied the public with.

LETTER XXXII.

135. At the outset, the operation of the School Law may be attended with difficulties. However, should it be deemed advisable to appoint a Commission, it should be for no other purpose than the dividing of the Province into School Districts. The checks resulting from the different component parts of the school organisation above detailed, are likely to contribute powerfully to the working of the system, by making it popular. Commissioners appointed by the Crown, would not offer any of the guarantees the Clergy and the people have a right to, and which would be met at the hands of the Superintendent and the Inspectors directing, and supported by the simultaneous and energetic co-operation of the other departments.

136. As soon therefore, as the School District Divisions are made, let the Superintendent and Inspectors be appointed, and all the elections and other nominations gone through. I take it for granted of course, that the municipalities, and the law regulating the election and appointment of parish officers, will then be in operation. There will be less to do at first, than when the whole is in regular progress, but that is no reason why the proper and best mode of doing what is to be done, should not at once be adopted.

137. It is certainly fortunate in one respect, that there is now no system whatsoever in operation—no previous claims, no acquired rights, no plans to execute, and no conflicting interests to impede the progress of any organisation which it would be necessary to engraft on that existing at the time.

138. I beg leave to remark that it will be the duty of us all, to aid, to the utmost of our power, the working of the system of Elementary and Practical Education that will be sanctioned by the Legislature. It may be deficient in some respects, but if upon the whole, it is such as to lay the foundation of a solid edifice which may in time, be brought to perfection, or considerably improved, surely we cannot ask for more.

139. Let those who are desirous of seeing their fellow men educated, and rise in proportion to the degree of instruction which it is sought to impart to them, give the subject their best consideration. Their observations and their suggestions shall, of course, be welcomed. Whatever is wrong in the foregoing system, and whatever is found to be incorrect in what remains to be said, let them point out, not forgetting however that the *ensemble* rather than the minute examination of each part separate from, and without reference to each other, should be looked at, in order to calculate what the probable effect will be.

LETTER XXXIII.

140. The greatest defect which our common school system must be expected to labour under for some time, will be the deficiency under which the Prussian schools languished so long, the want of efficient and qualified teachers, an evil which it is important to cure by means of an active but safe process.

141. In Prussia, as well as in the United States where they have profited by the experience of that country, Normal Schools have been resorted to with success, and I have no doubt but what we may do much in the same way, if we only take the right course.

142. No material progress was ever made under any system of education, "until the ancient practice of teaching, by merely storing the mind with facts, was exchanged for that which first investigates the intellectual faculties and the laws of their developement, and adapts to them, the proper subjects of instruction, and the methods by which knowledge is most successfully communicated."

143. The truth of the preceding observation which has been made by a man of talent and much practical knowledge, is so apparent, that it must at once, strike every reflecting mind, that our own system of Normal and other schools, should be based upon the same principle, otherwise the end which we have in view, the improvement of our fellow men, and their education both moral and intellectual, can never be attained.

144. Although I shall in another place, have occasion to dilate more than I feel myself at liberty to do here, on the course of instruction which alone may enable us to reach the point we aim at, still I cannot forbear from availing myself of another remark for which I am indebted to a very intelligent man,—“no plan of education can now be considered complete, which does not embrace a full developement of the intellectual faculties, a systematic and careful discipline of the moral feelings, and a preparation of the pupil for the social and political relations which he is destined to sustain in manhood.”

145. From the above principles and observations, it follows that there must be a common and fixed standard of primary education. The only way to make it so, is the establishment of Normal and Model Schools, where good and uniform instruction will be obtained for the teachers destined for the Common Schools.

In my next, I will suggest what I consider the best mode of attaining such a desirable end.

LETTER XXXIV.

146. Having shewn that, at the very outset, Normal and Model Schools should be established, I now proceed to the organisation of these indispensable institutions.

147. Should the Judicature Ordinance ever go into operation, there will be four large districts or Territorial Divisions. In that case, I think there should be a Normal School for each District, to be centred at the *chef-lieu* of each. Should the present Judiciary system be preserved, or any other devised and carried into execution, there should, in my opinion, be a Normal School for each of the grand divisions of the country, to be, of course, located at the *chef-lieu* of each of these grand divisions. It is not necessary to inquire now, what should be the course of studies in the Normal Schools, I may in all probability, do so hereafter; suffice it, for the present, to remind the reader that the course of studies to be followed, will be under the exclusive control of the Superintendent.

148. I much approve of the suggestion which has already been made, of having a farm attached to each Normal School, where both the theory and practice of agriculture might be taught.

149. Female education should by no means, be neglected; it should receive the best attention of the Legislature, and that of intelligent persons whose individual exertions are likely to aid in its improvement. Women exercise, or should exercise considerable influence in society; to them, the early education of children is mainly indebted for its success or failure, its progress as well as its perfection being essentially dependent on, and resulting from the first impressions they receive.

150. I will not for the present, enlarge on that all important subject; the short and rapid notice I have thus taken of it, will suffice to show the necessity of extending to the other sex, all the benefits of Normal and Model, as well as of Elementary Schools.

151. It therefore appears to me, that the Legislature should, out of the School Fund, provide for the formation and maintenance of a Normal School, not only for males, but also for females, in each of the large Districts.

152 It would be impossible, by means of four or five Normal Schools, to form a sufficient number of teachers both male and female; other and more convenient, cheap and ready means of instructing teachers of both sexes, and also giving a better education to such as would be desirous of procuring it, must be devised.

153. In order to establish schools of that description, teachers will be required; however there will be less difficulty in obtaining the requisite number of teachers for Model, than for Common Schools. When that small number of instructors has been procured, Model Schools may be set in full operation, without much difficulty.

154. Let there be a Model School in each county. None but boys and girls, provided with a certificate of capacity, good conduct and religious principles, from the teachers in Common Schools, and the School Wardens in the School District in which those boys and girls have been educated, should be admitted into the Model Schools.

155. In order to excite emulation and secure proficiency, I think, it should be a rule that every year, the most proficient boy and the most proficient girl in each District Common School, should be of right, entitled to admittance into the County Model School. By means of such an arrangement, there would always be in each County Model School, as many boys and as many girls, as there would be Common Schools. It might be prescribed in the School Law, that at the outset, six boys might be admitted into the County Model School for boys, and the same number of girls in that for females. When the system would be in regular progress, there should, of course, be no limitation to the number of scholars.

156. In order to secure teachers, it would be well to allow each boy and each girl studying in the Model School, two pounds a year, on condition of their becoming teachers at the expiration of their school time, making it incumbent on each, to give security for their refunding the amount, in case they should not fulfil the condition. That allowance, though not considerable, independent of its being an encouragement to young people, would aid them in meeting the additional expense attending their being often removed from the parental roof.

157. Whenever a vacancy occurred, in the Model School of any county, a teacher of Common Schools, should have the privilege of promotion, and on his or her being chosen by the Inspector of the District, out of a certain number consisting of one boy and one girl from each School District, recommended by the School Wardens of each School District in the county, or a majority of them, as possessed of capacity, good conduct and religious principles, he or she should become teacher in that Model School.

158. The Model Schools should be, in all that has reference to examination, visiting, and dismissal of teachers, under the immediate control of a certain number of School Wardens and the Inspector of the District, in the following manner.

159. As it is impossible to bring a Model School under the immediate, ready and efficacious control of all the School Wardens in the county, one School Warden might be chosen by the School Wardens in each School District, and of such so chosen, might be formed a Board for the above purpose. Any dereliction of duty, the teachers would be guilty of, or any complaint made against them, would have to be investigated immediately, and, if substantiated, reported to the Inspector, who, thereon, would dismiss the teacher, and appoint another out of those recommended, as provided under No. 157.

160. Whatever legislative provision is made on this particular point, will require to be very precise and accurate.

LETTER XXXV.

161. It has already been suggested, and very properly in my opinion, that the teachers of Common Schools, should be bound, during vacation, to attend the Model School of their county, to improve themselves, and become competent to discharge their duties.

162. Besides this advantage, another would be obtained, I mean uniformity of teaching, at least in the leading part of it.

163. It is evident that male and female Common School teachers would require less time to learn at the Model Schools, than boys or girls sent from the latter, for the purpose of becoming acquainted with the art of teaching, and their frequenting Model Schools in vacation would, if at all turned to profit, be of signal service both to themselves and the children.

164. I have (No. 155) suggested that every year, the most proficient boy and the most proficient girl in each Common School District, should be of right, entitled to admittance into the County Model School. It is plain that we must not stop there. Those boys and girls if they stood foremost in the Model School, or others who would, should, when so determined by the Board of School Wardens provided for, No. 159, be sent to the District Normal School, either on their own pecuniary means, or, on a recommendation from the Board, out of the fund for the indigent, as specified in the *aperçu*, or sketch mentioned in the next letter, and to be found in the Appendix.

165. The Normal Schools would of course give a decided high tone to the mode of tuition. In them, young people of both sexes, would acquire more knowledge than in the Model Schools, and would thereby qualify as teachers in those Model Schools, to which they would impart a vigorous and elevated character, or make themselves competent for teaching in a higher sphere of education, if, as it is natural to expect, provision is made at a future period, for maintaining higher schools.

166. Proposing, as I do, to limit the operation of the present system, to Elementary and Practical Education, I must not travel out of my way and speculate on the probable or even possible effects which a discerning mind will, at once, be led to anticipate from the judicious management of the Normal Schools, in respect of what does not exclusively bear on the working of the system. In Prussia, no material advances were attained until teachers' seminaries had been established, and a new class of instructors had been trained up; this is a consideration of sufficient importance, to leave no doubt on our minds, as to the propriety of adopting in Canada, a mode of improving which has been so eminently successful in Prussia.

167. I need not dwell on the attainments which would be required at the hands of the teachers of both sexes, in the Normal Schools. The Superintendent under whose immediate and exclusive control those schools would be placed,

would feel too much interested in the proper working of the whole system, not to make judicious selections of teachers, and watch vigilantly over them, as well as on every department of those schools.

168. The competency of students in Normal Schools, to become teachers, and therefore to leave for that purpose, might be determined, 1st, by the certificate of the Professor in the Normal School. 2d, by a reference to the District Inspector. 3d, by the ultimate and final decision of the Superintendent, if required.

169. Any other and better practical mode of attaining the same results, should of course be preferred.

LETTER XXXVI.

170. Before I close the present series of Letters, I will lay before the public an *aperçu* or sketch of what I look upon as the scale whereby the expenditure of the whole system, should be regulated.

171. It would have been more regular perhaps, to have done it, under the division or head which has a peculiar reference to "the mode of raising the Education or Common School Fund, and all that pertains to the Pecuniary Department;" but besides its being premature, and prefacing instead of coming after the complete developement of the system, and the enumeration of the various departments necessary to its efficacious working, I think it would have been difficult, if not impossible, to comprehend what now will, at once, be clearly understood.

172. It is of vital importance to the country, that those who take a part in the administration of the different departments of the system, should be respectable in their character, and competent to discharge their duties; they should moreover, be placed in a situation such as to offer the public a guarantee for the continuance of their integrity and efficient accomplishment of all their duties. The safest way will, I have no doubt, be found to be their exclusive attention to their calling, and their never being tempted with, and if so tempted, altogether prevented from, ever having any thing to do with matters foreign to their educational duties. A reference to what I have said in Letter IX, is peculiarly applicable to this point.

173. It therefore follows that all the teachers must be well remunerated. Make the profession respectable in the eyes of the public, you secure respectable men and women as teachers. The standard of education will rise in proportion to the character of those who are called upon to take a part in the working of the system; and instead of having immoral and ignorant teachers, and consequently immoral and ignorant scholars, you will ere long, see the community blessed with a sound system of education vigorously and morally administered, new life infused into society itself, and the prosperity of the country obtained.

174. There can be no profession more honorable and useful than that of a competent teacher; he should be treated as the guardian of youth, and honoured wherever he is met with. His actual exertions for the intellectual and moral improvement of the young, are above all praise; the influence they are calculated to have on society at large, and on the destinies of a whole nation, is stupendous.

175. If such be the case, and few will be found to doubt it, a suitable provision should be made by the Legislature to bring about such a desirable, such an important result. Better have the youth remain ignorant, than entrust their hearts, their minds, their every thing I may say, to improper guardianship.

176. The higher departments of the school system, must of course, be confided to none but able and respectable men who, from a duty to their fellowmen and a desire of being *truly* useful to society at large, will devote all their time and bring all their energies to bear on this *sole* object; men who must not expect that they will be allowed to witness in idleness and contemplative enjoyment, the happy results of plans conceived by the genius, and set in operation by the energetic philanthropy of others, but who must make up their minds for the honest and laborious discharge of their duties, and devote all their time to the improvement of the system, and thereby make it what it is intended to be, the means of regenerating the country, and ensuring the happiness of all its inhabitants, without distinction.

177. Bearing in mind the foregoing important considerations, I apprehend there cannot be much difference of opinion as to the propriety of the suggestions embodied in the sketch of the expenditure resulting from, and necessary to the working of the system, which will be found in the Appendix.

LETTER XXXVII.

The next and last division of the subject is,

THE DISCIPLINE AND INTERIOR MANAGEMENT OF THE SCHOOLS.

178. Although the course of studies, the books to be used, and the direction of the school discipline, should, in my opinion, be under the exclusive control of the Superintendent, as I have suggested, No. 116, it is nevertheless proper and important that the public should know what it is here intended he should expect.

179. If the suggestions which I have made regarding the qualifications to be required at the hands of the Superintendent, and the discreet selection of men calculated to carry out the system with advantage to the country, are attended to, there will be no danger, nor even inconvenience, in reposing such a high trust in the Superintendent. Being appointed during good behaviour, being alike free from the undue influence which might be attempted to be ex-

exercised over him by the Government or the people, he will be enabled to pursue a straightforward course, and extend impartial dealing to all, without being led astray either by the frowns of the ruling power, or by the clamor of demagogues always ready to criticise, without having the talent to propose better measures, nor the moral courage to carry them through.

180. The splitting of the action in a superior department, necessarily weakens it, its effect is of course in proportion, and the whole administration instead of being energetic and prompt, becomes feeble and slow, an evil which in the working of a system of education, should above all, be guarded against.

181. I have, I trust, said enough here and in some of the preceding letters, to show how important it will be to entrust the Superintendent with extensive means of acting with decision, impartiality and judgment; still I am of opinion that the public has every thing to gain, by a free and unbiassed *exposé* of whatever may be considered as the leading principles whereon the discipline and interior management of the schools should rest.

182. The suggestions I have to offer, are not in the least, intended to subject to a fixed rule, the management of a department which I think should come under the exclusive control of the Superintendent; they are merely thrown out, with a view of exciting public interest to a subject which is of paramount importance. The public will naturally inquire into, and discuss the matter, and such opinions will be formed and made known, as may help if not direct the course which the Superintendent will determine to take, when he is called upon to act.

183. What I have to say under the present head, is essentially practical; coming therefore within the range of a greater number of persons than what has been made the subject of the preceding letters, the direction of the schools is expected to draw forth observations and suggestions from others who may be, or have reason to consider themselves as competent to offer them.

LETTER XXXVIII.

184. I have already observed that the success of the working of the system, will chiefly be dependent on the integrity, zeal and competency of the head of all the departments, I mean the Superintendent of Common Schools. I say chiefly, not exclusively, for those qualifications which are indispensable to the right administering instruction to children, must be found in whomsoever is called upon to take any part in the carrying out of this or some other educational system.

185. Keeping constantly in view, the preceding plain and practical truth, we may better be enabled to follow up the train of suggestions which I beg leave to offer, on the discipline and interior management of the schools; the last, though not least important part of the subject which I have, for some time past, occupied the public with.

186. Among the many important points which in respect to Common Schools, deserve the attention of the community, there is one which stands foremost, that is, the making of the school house comfortable and convenient. The location of the school house, is the last thing generally thought of, and that which is mostly neglected. Out of very ill placed economy, the worst site is preferred to that which would unite pleasantness and cheerfulness to salubrity. People will be very careful in looking out for a convenient site whereon to locate a stable or some other outbuilding, but they act as if altogether unmindful of the comfort of their children who, for several years, are doomed to remain, study and attend to their educational duties, during at least six hours a day, in the school house.

187. How often do we not witness the indifference, the culpable indifference of parents in that respect? The cattle are carefully protected from the inclemency of the weather, and the school house is located either on the top of a hill, where the wind and cold in winter are alike injurious to the children, or in a sandy plain, where they are scorched by the dog-day sun.

188. This subject is of such magnitude, that I need not apologize for giving a copious extract from Mr. Mann's Report on School Houses. Alluding to the jarring interests between different parts of the School District, in selecting a place for a school house, he remarks as follows:—

"It has been often objected to the people of our State, that they insist upon having the school house in the geographical centre of the district. And other things being equal, surely it ought to be in the centre. But the house is erected for the children, and not for the acres; and the inconvenience of going fifty or even eighty rods farther, is not to be compared with the benefit of spending a whole day in a healthful, comfortable, pleasing spot, one of salutary influences upon the feelings and temper. Place a school house in a bleak and unsheltered situation, and the difficulty of attaining and preserving a proper degree of warmth is much increased; put it upon a sandy plain, without shade or shelter from the sun, and the whole school is subjected to the evils of heat and dust; plant it in low marshy grounds, and it exposes to colds or more permanent diseases of the lungs, and impairs habits of cleanliness, both in dress and person; make one side of it the boundary of the public road, and the persons of the children are endangered by the travel when out, and their attention when in, called off the lesson by every passer by; place it on a little remnant or delta of land where roads encircle on all sides, without any place of seclusion from the public pass, and the modesty of nature will be overlaid with habits of indecency; and a want of decency enforced upon boys and girls, will become physical and moral turpitude in men and women. But build it where some sheltering hill or wood mitigates the inclemency of winter; where a neighbouring grove tempers the summer heat, furnishing cool and shady walks; remove it a little from the public highway and from buildings where noise and clattering trades are carried on; and above all, rescue it from sound or sight of all resorts for license and

dissipation, and a sensibility to beauty, a purity of mind, a sentiment of decency and propriety, will be developed and fostered, and the chances of elevated feelings and correct conduct in afterlife will be increased manifold. Habits of mental order and propriety are best cherished amidst external order and propriety. It is a most beautiful trait in the character of children, that they take the keenest delight in the simplest pleasures. Their desires do not tax commerce for its luxuries, nor exhaust wealth for its embellishments. Such pleasures as are imparted by the cheerful light and the quickening air, by the way-side flowers, the running stream, or the music of birds, are sufficient for the more gentle and pensive ; and the impetuous and exuberant spirits only want a place to let off a redundant activity of their arms and legs. And how cheaply can these sources of gratification be purchased. Sometimes a little of the spirit of compromise, sometimes a little forgetfulness of strife amongst parents, engendered on other subjects, would secure to the children the double boon of utility and enjoyment. Yet how often are the unoffending children ground between the collisions of their parents ? ”

In my next, I will offer a few more observations, in addition to the foregoing interesting extracts.

LETTER XXXIX.

189. The somewhat lengthy but useful illustration of the importance of properly locating school houses, contained in the extract from Mr. Mann's Report, given in the preceding letter, is indeed very striking. It should never be lost sight of, every member of the community should be guided by it, whenever they are called upon to do or advise any thing regarding the building of school houses.

190. The construction of the school house is equally important. The interior should be such as to render more easy, the operations of the school, and enable the master to see at all times, whatever takes place within its precincts. It should be spacious, otherwise the danger to health from foul air, may be very great. It should be well ventilated, well warmed, and the light so managed, as not to injure in the least, the eyes of the children. The children should never be allowed to read or write with the sun shining on their books, they never should write with their backs to the window, and their bodies obstructing the little light they may receive from it, especially in a dark afternoon ; they should always read in the erect posture, there should be suitable seats with backs to them. “ School rooms should be arranged in such manner,” says the learned, benevolent and experienced Dr. Howe, of Boston, “ that the light of the sun can be admitted in the right direction, not dazzling the eyes, but striking upon the books. There should be facilities for admitting the light fully in dark weather, and for excluding it partly when the sun shines brilliantly.”

191. To each school house, there should be attached a certain portion of land, a part whereof for the use of the teacher or teachers, the remainder for a play ground, healthful exercise being essentially requisite. Each school house should have a bell to ensure punctuality, and a time piece. to establish and maintain regularity; there should also be a pump at hand, or some other means of procuring constantly fresh water.

192. It is scarcely necessary to observe that proper and convenient outbuildings should be erected on the lot, as may be required.

193. To some people, the foregoing suggestions may appear either too officious or useless; they are not so, I believe; past experience has shown that so little attention has been paid to the important considerations these suggestions are pregnant with, and to the injurious consequences which the neglecting of them, has brought upon the children and the character of the schools in general, that I hesitate not in saying that it will be the duty of those who may have any hand in the practical part of the system, carefully to inquire and reflect, before they determine on the location, the building and arrangement of the school houses, and conform themselves to the wholesome advice which is now held out, or seek for and follow better, if to be found.

194. Having disposed of this preliminary which, properly speaking, comes within the attributes of the School Wardens, but which it would have been criminal not to notice here, I shall next endeavour to take a practical view of the course the Superintendent would do well to prescribe to himself, to the end of a more advantageous and honourable discharge of his important duties.

LETTER XL.

195. I have in my 11th, 12th, 13th and 14th letters, adverted to the evils which must inevitably result from religious controversies, if they are allowed to find their way into the school room; instead of harmoniously working, this or whatever system of education is proposed for this country, must fail, if the recommendations I have made, are neglected. I do sincerely believe that what I have suggested, is sufficient to ensure to all classes and shades of religious denominations, a full guarantee that their rights and privileges will remain untouched, and that on no account whatever, the dogma will be interfered with.

196. It is not however to be inferred that no religious education is to be given, and the children are to be brought and kept together in schools, learning earthly things, without the least care being bestowed upon the cultivation of the heart, and the training of the soul into a moral and religious course. God forbid that such a monstrous doctrine should ever be held out in this or in any other country.

197. "Religion," says a distinguished writer, "claims the highest place in the range of education ; * * * * * it is the basis of all virtue, the foundation of all excellence in character, the only inexhaustible fountain of all happiness."

198. Impressed as I am with the importance of such religious education, and the influence it must have over all the actions of every individual in this as in all other communities, and consequently with the necessity of imparting to the young, the blessings of its early tuition, I have been led to suggest, and now more strongly do I recommend the propriety of making from the Old and New Testaments, such extracts as may convey historical, religious and moral instruction, without in the least, introducing into such a book, anything which partakes of the dogma.

199. Divines of the different christian denominations cannot, and I trust, will not object to such a course ; it is alike advantageous to *all*, detrimental to none, and the most powerful means of securing unanimity. Thus we would have a book easy to be understood, and likely to become of infinite use and benefit to the schools, lay the foundation of religious and moral education, without interfering in the least with any dogma, and be the means of effecting what our Saviour did seek to establish on earth, good will, charity and love amongst all men.

200. As to the question whether catechism should be taught in the schools, I do not mean to take upon myself to decide, but I am inclined to say that there is not an absolute necessity for it. I have already observed that such special and important instruction should perhaps altogether be left to the clergymen presiding over the congregation the children respectively belonged to, it being their province and their duty to attend to these matters, and surely they are more competent to discharge that most important duty, than schoolmasters.

201. I beg leave to refer the reader to No. 50, Letter XIV, wherein I have suggested a mode of obviating many difficulties, in case it should be determined to have catechism taught in the schools.

202. To the pastors and to the parents, must chiefly devolve the care of the spiritual and religious instruction of the youth, let them attend to it, it is their bounden duty to do so. Fireside education is the most influential as it is the most important ; advice coming from tender parents, is respectfully listened to ; it is, in most cases, followed, if illustrated by the force of example.

203. I will dismiss this subject, by repeating what I have said, No. 42, in speaking of religious instruction for children ; this most important part of education, is to be attended to in such a way, as to facilitate, instead of obstructing, the course of instruction to the *whole* people of the country.

LETTER XLI.

204. Taking it for granted that religious education will be attended to with all the care, prudence and liberality which will be essential to its success, I now come to the course of studies which the Superintendent shall have to prescribe for the Normal, Model and Common Schools.

205 And first as to the Normal Schools, the course of studies should be made to embrace reading on the best approved principles, writing, French and English grammar, with exercises in writing and composition in both languages, arithmetic, mensuration and book-keeping, geography, and especially that of the western continent, in all its practical bearings, the use of the globes, elements of astronomy and navigation, elements of practical geometry, art of drawing maps and plans; elements of chemistry, as applied to arts and trades; the principles of horticulture and agriculture; an abridged course of mechanics; natural history; moral philosophy and the public law of the country, in addition, sewing, knitting and all the branches of useful needlework, in the Normal School for females; and more especially, theoretical and practical lessons on the best mode of managing the classes, conducting the instruction, maintaining the order and government of a District Common School, in one word, the best mode of conducting a school, and the best method of teaching.

206. The suggestions I have made, (No. 156,) as to the propriety of obliging students in Model Schools, to give security for their refunding the allowance therein mentioned, in case they should not, at the expiration of their course, follow the occupation of teachers should not be lost sight of, and might, I think equally apply here.

207. The duration of the course of studies in the Normal School, might, I apprehend, be limited to three years; however,, experience will be the safest guide on this point.

208. It is evident that all the observations, suggestions and recommendations contained in Letters XXXVIII and XXXIX, regarding the location, construction, &c. of school houses, and all that has reference thereto, should obtain in this particular.

209. As the difficulties in school government, arise from the want of knowledge, both of the world and of the school room, the want of self knowledge and self government in many of the teachers, the want of system in the arrangement and exercises of the school, so as to keep all usefully employed, and other such causes, it will be the duty of the Professors to attend most carefully and diligently to those important particulars.

210. In Model Schools, the course of studies might probably be more limited, and confined to the ordinary branches of a French and English education, such as spelling, reading, writing, sacred history, ancient and modern history, geography in all its practical bearings, and especially that of America, arithmetic, mensuration and book-keeping; and sewing, knitting, and useful needlework to

females. It is, however, my decided opinion, that as soon as practicable, the course of studies in Model, should as much as possible, be assimilated to those of the Normal Schools. But what should engross the care and attention of the teachers in Model Schools, is the best mode of managing the classes, conducting the instruction, and maintaining the order and government of District Common Schools. What I have said, (Nos. 208 and 209,) is equally applicable to the Model Schools.

211. It is difficult, for the present, to say what should be the duration of the course in Model Schools; two years would probably suffice. However, when the system is in operation, a little experience would soon enable us to determine the time to be devoted to these studies; and besides, much information might be collected from the certificates or Reports (when required) of the Board of School Wardens provided for, (No. 159.)

212. I now come to the Common Schools. The course of studies must not be that of the Model, and much less that of the Normal Schools, especially when the system first comes into operation. Still, let it be recollected that practical instruction is to be imparted to the *whole* people, that knowledge which they can turn to profit to themselves, and consequently to the community at large. Therefore, I think it would be sufficient to teach reading, writing, grammar, arithmetic, geography, sacred history by means of the book of extracts from the Old and New Testaments, above recommended, the teacher reading every day a passage therefrom, or if considered, as in my opinion it would, a useful addition, by means of a short book of sacred history expressly written for children, to which might be added a geography of the Bible. As to history in general, I think the children might learn much in a good book of geography, such as Peter Parley's which is admirably well calculated for their historical, geographical and moral instruction, and to which a few additions and changes might be made to adapt it to our schools. I attach great importance to geography, if well taught. Those who need a better education, may go to the Model School, where means of improvement will be afforded them.

213. How long children should be kept at the Common School, is impossible to determine, their proficiency or backwardness will enable both parents and teachers to find out and pursue the proper course.

LETTER XLII.

214. Another important matter for the consideration of the public, is the duration of the school year. Should the children be made to attend school the year round, save a few weeks of vacation, or should the period of the opening and that of the closing of the yearly course be at once determined by the School Act?

215. In other countries, at least in the rural districts, the schools are limited, in some to eight months in the year, according to circumstances. In Canada, I see no reason for such a course; if competent teachers are obtained, it will be better, I think, and conducive to a greater and safer improvement of the system and of the children, to keep the schools opened at all seasons, provided a reasonable recess or vacation is allowed, one in winter, or Christmas holidays, and the other in summer, or Midsummer holidays.

216. Such recesses or vacations will be doubly advantageous; to the children it will prove a relaxation which is indispensable, and to the teachers in Common Schools, it will afford an opportunity of frequenting the County Model Schools, for the purpose of improving themselves. Three weeks might be allowed for each recess or vacation.

217. It is a necessary consequence that the recesses or vacations in Model Schools, should be at periods different from those at which the children in the Common Schools would be allowed theirs.

218. The School Law should be explicit on that point, I mean that it should be directed therein, that the schools should be opened the year round, save recesses or vacations, the period and duration of which might be left to be determined by the Superintendent.

219. I have already suggested the propriety of frequent visits to the schools by the School Wardens, without previous notice, in order that the progress of the children may be better judged of, as also the competency of the teachers. I would now beg leave to add that in each school, at the eve of the recess or vacation, an examination without the previous mechanical training so common in most public institutions, should take place; parents would attend, their presence would be an encouragement to the teachers and scholars, and a source of great satisfaction to all parties.

220. A Register should be kept to hand down from year to year, the names of the best and most proficient children, with such comments on their praiseworthy behaviour, as might hold them up to the respect and imitation of their school fellows, or those who would come after them. The same rule might apply in all the schools. I anticipate the most beneficial results from such a course, if followed.

221. At each public examination, the Register might be thrown open, for inspection, thereby securing a check on the master for a strict performance of his duty, and a stimulus of the most encouraging kind to the pupils.

222. Prizes or marks of distinction might also be given to the children best behaved and most proficient in their studies during the year; books would be costly, but wreaths of maple leaves would answer the same purpose, without its being attended with needless expense.

223. Thus, whatever tends to reward merit, and encourage children, should invariably be resorted to, and firmly but prudently persevered in; and whatever might operate as a check upon evil propensities and improper conduct, should be acted upon. For that purpose, there might be another register or journal called the "Merit Roll," or "Class Book," in which a daily account would be kept of every scholar's attendance, scholarship and deportment, a report from which might be read once a week in open school.

LETTER XLIII.

224. In the discharge of his duties, the Superintendent will certainly not omit that of preparing for all the schools, a short code of regulations which the teachers shall have to read in open school, once immediately on the children first entering on the course at the outset, and on their return from the recess or vacation, and at such other time as may be deemed proper, according to circumstances.

225. Those regulations should be hung up in a conspicuous part of the school room, and inflexibly but not tyrannically enforced.

226. It has been ascertained that corporeal punishments lower, instead of raising in their own estimation, the unfortunate children who are thus made the victims of the birch discipline. If this view of the subject be correct, and I take it for granted that most men will acknowledge that it is, I beg leave to offer a few suggestions which are obviously practicable, and will refrain from entering into any discussion on the subject.

227. Education being properly physical, moral, intellectual and social, a wide field is opened to the consideration of the Superintendent, and by a discreet and temperate use of his authority, as well as by means of a judicious course which he shall have to prescribe, the common and simultaneous energies of the head of all the departments, and those of all who will co-operate with him, will suffice to keep the minds of the children in such activity, as to need no debasing and cruel treatment to prevent evil.

228. In the House of Refuge for juvenile delinquents at Boston, corporeal chastisements are prohibited, and still, an assemblage of hitherto unruly, abandoned and vicious children are easily and effectually trained into the path of amendment, virtue and usefulness; they become well educated, and from a life of profligacy, they return to one of order and soberness, a wonder which is wrought by means of a discipline elevated and elevating in its character, and proved to be a correct one, from its results.

229. W
tion, most
be so ungo
abandoned
own digni

230. T
who will
to reflect
to the te
must exp
unhappy
highly m
delinque

231.
fore obs
to use t

232.
behaved
unruly

233.
quent
of the
punish
shall

23
moder
deter
guilt

23
juro
hon
part
the
a p
rat
les

th
be
to
in

229. Will any one pretend to say that the children of a truly moral population, most of them as yet untainted with vice when they are sent to school, will be so ungovernable, as to baffle the beneficial operation of a discipline whereby abandoned wretches, or disorderly boys and girls are restored to a sense of their own dignity, and made to walk firmly in the path of virtue?

230. These highly important considerations, I entreat the public, and those who will be called upon to take a part in the working of the system, seriously to reflect upon. The birch may be an *active* treatment, and save much trouble to the teacher who may happen to dislike moral influences, but assuredly he must expect an abundant harvest of bitter fruits to himself, and misfortune to the unhappy youths confided to his care, if he undertakes to lower the children of a highly moral people, beneath the inmates of a House of Refuge for juvenile delinquents.

231. With the view of reducing to a practical illustration, what I have before observed, I beg leave to suggest the following constitution, if I am permitted to use that expression, for the interior moral discipline of the schools.

232. Let each school be divided into three classes, one consisting of the best behaved children, the other of the not well behaved, and the third of the bad and unruly.

233. Whenever any infringement of the regulations takes place, let the delinquent be traduced before a jury to be composed of twelve boys, or twelve girls of the first class, to be taken in rotation; let the case be made out, and then the punishment immediately inflicted, in pursuance of the regulations whereby it shall be prescribed.

234. Should the offence not be provided against, by the regulations, the same mode of inquiry may be adopted, and the punishment then shall have to be determined by the master or mistress. Nine jurors should be requisite to find guilty, and in default thereof, an acquittal should of course follow.

235. The trial should take place in presence of the whole school; the young jurors being subject to a constant and severe scrutiny, would make it a point of honor, as well as a matter of duty, to be careful in their investigations, and impartial in their verdicts. It needs no very superior mind to see at once, what the effects of such a system must inevitably be; a diligent search for the truth, a practical and businesslike habit of viewing matters submitted to their consideration, a safe training to form correct judgments, and an impartial, just and fearless discharge of a duty alike important and honorable.

236. Emulation and praiseworthy ambition to attain the first class, or if in the third, to be admitted into the second; and on the other hand, the dread of being expelled from the first to rank in the second, and ultimately reduced to the level of the third, would be the means of a most powerful moral influence.

237. It is of course understood, that none but moral elevation and moral punishments, such for example, the deprivation of the right and privilege of being jurors, &c., would be resorted to; a matter of great magnitude, the details whereof, should altogether be left to the Superintendent to define in the regulations.

238. Should any of the children, after a patient, reasonable and judicious course, sufficient to enable the teacher to ascertain their utter wickedness, be set down as incorrigible, they should of course, be sent back to their parents.

239. These are mere suggestions, they no doubt, could be much improved upon; they may however suffice to call for reflection, and a better juvenile constitution for the interior moral discipline of the schools.

LETTER XLIV.

240. If it is at all worth using moral influence, for the better management of the schools, we must not stop short of whatever may either give additional weight to that influence, or lessen its beneficial operation.

241. Whatever may engender or foster a spirit of delation should be avoided and proscribed. Delators are always mean, and generally treacherous; to maintain themselves in whatever station of authority, supervision or information which they may have been placed in, they will greatly be liable to recur to means unworthy of an elevated or honorable mind.

242. Monitors or supervisors over their schoolfellows, are often appointed by teachers; they either become guilty of the improprieties above mentioned, or are exposed to lower themselves in their own estimation, and that of their companions. Besides, a spirit of hatred and revenge oftentimes, is kindled in the hearts of children who may have previously been their sincere friends. Coercion or intimidation practised by the teacher, for the purpose of enforcing an authority imprudently delegated by him, or for that of protecting from resentment, the scholars he has invested with temporary but mischievous power, may prevent explosions; there is however, a latent fire in the bosom of the oppressed, or those who consider themselves as such, which sooner or later, will burst out, and be productive of the most afflicting evils.

243. The teacher should therefore so direct the school, and be possessed of sufficient acuteness, aided by vigilance and energy, as to dispense with the odious and despicable office of delators and spies.

244. Too much care cannot be taken by those who superintend the construction of school houses, to determine the interior distribution, location of seats, &c., in such a way, as to enable the teacher to detect whatever may be attempted to be concealed from him, by the children during school hours.

245. I have del sense of elevate i tion, pre ments, &

246. opinion meant upon a teacher

247. sure all th to th

24

unru

treat

not

the

stru

2

of

he

wh

wh

he

to

w

v

r

245. If properly viewed and judiciously enforced, the moral constitution I have delineated in the preceding letter, aided by the energy and practical good sense of the teacher, will, I believe, ensure order and regularity in the school, elevate instead of debasing children in their own and their companions' estimation, prevent the kindling and fostering of active and most dangerous resentments, and save many a youth from becoming a foe in after life.

246. I hope I will not be found fault with, for having thus frankly stated my opinion, regarding a custom which perhaps prevails in many quarters. I have meant no offence, I do not question motives, I merely indicate what I look upon as an ill advised course, and a mistaken policy on the part of some teachers.

LETTER XLV.

247. A uniform system of education may be devised, its practicability is often a sure test of its soundness; so far good. But the teachers must not expect that all the children are to be acted upon in the same way, in order to subject them to the salutary influence of that uniform system of instruction.

248. The different characters, the various dispositions, the mild-tempered, the unruly, the capricious, the obstinate, the studious, and the indolent are not to be treated in the same way; the teacher need not expect any success, if he does not apply himself most carefully, to explore the faculties and dispositions of the children, and knowing them, if he does not adopt a mode of imparting instruction which best suits each temper.

249. The correctness of what I have already observed, regarding the propriety of teachers confining themselves to the discharge of their educational duties, is here very strikingly instanced. The course I have just pointed out, is not one which is free from difficulty, it is quite the reverse. It will take a teacher's whole time, and his best energies will have to be called forth, to acquit himself honorably and profitably, towards his pupils and his conscience.

250. It is plain, therefore, that the importance of such a calling as that of the teacher who will be directed, as well as of the Superintendent and Inspectors who will direct, is such as to preclude all interference whatever on their part, with any thing foreign to their educational duties, under pain of dismissal or removal.

251. To avoid repetition, I beg leave to refer the reader to what I have said in letter IX, as being applicable to this part of the subject.

252. It will be the duty of the Superintendent to give the working of the system, such a direction, by means of his dignified, salutary and judicious advice and admonitions, as to ensure a due and proper adherence to the regulations

based upon the preceding or whichever other principles he may deem advisable to act upon, he will have to prepare for the better discipline and interior management of the schools.

253. Here again, is exemplified what I have said as to the qualifications which are expected at the hands of the Superintendent and the Inspectors, the importance of a discreet selection of these functionaries, and the responsibility which shall rest on the Executive, in case of their proving to be improper.

254. The reader will perhaps deem it worth a few minutes' attention, to peruse Letters XV, XXIII, and XXVII; the hints which are there given, may, I apprehend, prevent serious mistakes, and be the means of signal benefits to the cause of education.

255. I need not enlarge on another important striking point, there can be no reasonable ground for apprehending any negligence on the part of the Superintendent on that subject, I mean regulations on politeness, mutual deference, propriety of demeanor, and all that pertains to social and habitual intercourse between the children themselves, and the children and their teachers. As to the duties of the former towards their parents, they should be taught at the fireside, and from the pulpit.

256. Parents should ever bear in mind, that without their co-operation, the teacher's arduous and persevering efforts to train the children to a right course, will often fail, and that they shall be answerable in this and in another world, for whatever supineness or evil example they may render themselves guilty of in this respect.

LETTER XLVI.

FEMALE EDUCATION.

257. To what I have already said on this subject, I beg leave to add the following excellent observations from the pen of Mrs. Catharine E. Beecher:—

“For a nation to be virtuous and religious, the females of that nation must be deeply imbued with these principles; for just as the wives and mothers sink or rise in the scale of virtue, intelligence and piety, the husbands and the sons will rise or fall. * * * * *

“Another object to be aimed at in regard to female education, is to introduce into schools, such a course of intellectual and moral discipline, and such attention to mental and personal habits, as shall have a decided influence in fitting a woman for her peculiar duties. What is the most important duty of the female sex? It is the physical, intellectual and moral education of children. It is the care of the health, and the formation of the character of the future citizens. * * * * *

"Woman, whatever are her relations in life, is necessarily the guardian of the nursery, the companion of childhood, and the constant model of imitation. It is her hand that first stamps impressions on the immortal spirit, that must remain for ever. And what demands such discretion, such energy, such patience, such tenderness, love and wisdom, such perspicacity to discern, such versatility to mollify, such efficiency to execute, such firmness to persevere, as the government and education of all the various characters and tempers that meet in the nursery and school room? Woman also is the presiding genius who must regulate all the thousand minutiae of domestic business that demand habits of industry, order, neatness, punctuality and constant care. And it is for such varied duties that woman is to be trained. For this, her warm sympathies, her lively imagination, her ready invention, her quick perception, all need to be cherished and improved; while at the same time, those more foreign habits of patient attention, calm judgment, steady efficiency, and habitual self controul, must be induced and sustained."

258. The sound and practical observations of Mrs. Beecher, should be read attentively, read over and meditated upon by parents, teachers and members of the community in general. The basis of a religious, moral and physical education for females hereafter coming under the operation of this or some other system of Elementary and Practical Education, must first be laid in the Normal Schools, where it is likely to be better understood. From the Normal, the influence of such wholesome management, will soon extend to the Model, and thence be powerfully communicated to the Common Schools.

259. I need not add any more on this important subject, I have sufficiently, I hope, directed the public mind to considerations which must have some weight with most people, who will at once, I have no doubt, see their practical bearing; and convinced as all must be, that the true interests of the community, are materially affected by the influence of good or bad exercised by women, they, in all probability, will give the subject their best care and attention.

260. I therefore anticipate results of the most consoling nature, if female education is stamped in its infancy, with the lasting impressions of religion, virtue and order. With the Superintendent to conceive and lay down regulations, and all the other departments of the school system, rigidly to conform thereto, I dismiss this part of the subject.

LETTER XLVII.

261. There remains but little to be said, to complete the outlines of the system of Elementary and Practical Education, which I have submitted to the consideration of the public. Indeed I may well use the word outlines, for had I attempted to inquire into all the details of such a system, I would fall short of many very interesting and useful suggestions, in thus closing my letters.

262. There are however a few more practical observations which will not, I am confident, be considered as unseasonable.

263. And first, as the study of geography is of great importance, and more than any other, calculated to please children, and entice them into the love of books and the habit of reading, enlarge their minds, and sooth down their prejudices, by shewing them that a constant intercourse and mutual assistance between all the nations of this globe are necessary, by teaching them how that intercourse takes place, and how that mutual assistance is afforded, and finally by its being the means of illustrating and placing beyond doubt, the truths of the historical part of the Old and New Testament, it is evident that it should be taught in such a way, as to be conducive to such desirable ends.

264. Atlases should not be spared. But as Maps and Atlases merely represent the surface of the globe, the shape of continents, islands, seas, lakes, rivers &c., children could never well understand the spherical shape of the earth itself, without the assistance of a small globe, however diminutive in size it may be; I therefore suggest that there should be one in each school, they would cost but very little, and could easily be procurel.

265. Should my translation into the French language, (with such changes and additions as are useful to adapt it to Canada) of the excellent geography for children, known as "Peter Parley's Geography" be published and used in the common schools, it will be accompanied with a supplement which I have added to it, for the purpose of explaining to children, in an easy and familiar way, several phenomenons of nature which they daily witness, without being able to account for them, such as the succession of day and night, that of the seasons, the tides, the phases of the moon, &c. In that case, another little globe representing the moon, whereon might be delineated such lines and figures, as to facilitate the intelligence of the supplement, should be used.

266. Black boards are equally useful; they may advantageously be used, not only in teaching arithmetic, but also grammar, analysis and geography; there should therefore, be one in each school room.

267. There are, of course, many other things more or less intimately connected with the best method of teaching. I have paid considerable attention to different systems, and I have my own decided opinions on the subject, which it would be too long to develope here. The Superintendent, who above all, should be a practical man, will have to devote all his time, and use all his energies to do what is right, and to ensure a successful working of the system.

I have c
object b
duously
operate
injuriou
of sooth
tical k
religion
and pr
the un
tion c
and w
any c

Th
in the
such
such
have
appe

D
sona
mor
dli
the
tin
of
S
a

CONCLUSION.

I have openly laid before the public, my views on education. Having but one object before me, and no personal ambition to gratify, I have invariably and assiduously labored to propose such a system as would, if properly carried through, operate for the good of all. National, religious, sectarian and other absurd and injurious distinctions, have been denounced, and I have, I hope, suggested means of soothing down prejudice, restoring confidence, diffusing elementary and practical knowledge, and securing to all classes, whatever may be their origin, their religious creed or their politics, a full and complete guarantee, for their rights and privileges. Knowledge being the universal right, the universal duty, and the universal interest of man and government, what other but a system of education calculated to maintain inviolate that right, ensure the discharge of that duty, and work in the interest of man and government, can ever be attempted with any chance of success, to be set in operation, on this side of the Atlantic?

The government, the clergy and the people should, in my opinion, share alike in the direction and responsibility of the system; my reasons for entertaining such views, I have given. Impressed with the belief that in this community, such should be the basis and the leading principle of an educational scheme, I have endeavored to maintain that position, and I have proposed a system which appears to me to be conducive to that important result.

Divines, politicians, and ultras of any and whatever school, will have no reasonable ground of complaint. The dogma cannot be interfered with, religious, moral, and practical education will spread; teachers are prohibited from meddling with politics, under pain of dismissal; even the superior departments of the system, will equally stand free from political contamination; national distinctions are sought to be effaced, and the teachers are to be visited with the loss of their situations, if they either encourage, or do not discourage them. The Superintendent and Inspectors will be liable to impeachment, if ever they follow a different line of conduct.

The Superintendent and Inspectors are to be appointed during good behaviour, they will therefore be enabled to pursue a straight forward course; uninfluenced either by the frowns of the government, or the clamour of the people, they will acknowledge no authority but that of the law and their consciences. Should any of them render themselves amenable to the laws, they will be traduced before a tribunal so composed as not only to ensure its impartiality, but place it beyond the shadow of suspicion.

An attentive perusal of the preceding letters will suffice to convince any one, that a perfect equilibrium can be maintained in all the departments of the system, if the suggestions which have been made are at all attended to.

The means of carrying into effect, what has been proposed, are palpably practicable. There must be a permanent school fund, and a direct tax which it has been proved, will bear much more lightly on the population than an indirect

contribution, will create that interest for instruction, which is needed, and is so essential to the progress of education, and will cause the fund to be constantly on the increase.

The interior management and direction of the schools, the last but not least important part of the system, which has been examined, is of no difficult execution, if what I look upon as necessary to their operation, is adhered to. The religious, moral, physical and social education of children, will alike be promoted under the protection of the laws, the enactment of which must prove to be a complete guarantee to all.

A striking feature in the system, is the publicity which is to mark the proceedings in all the departments. The salutary influence of such a course, will acquire additional weight from the strict accountability to the Legislature, which the superior departments will be held to.

The prosperity of our common country, the moral elevation of the people, the happiness of generations to come, will essentially be dependent on the degree of instruction which is diffused. Let no consideration whatever, prevent any man from openly advocating, supporting and furthering the cause of education; it is a duty we owe to ourselves, our children our posterity. Liberal institutions we need never expect to be able to appreciate and maintain unimpaired, if the people are not instructed.

Temporary and unsettled educational establishments have been productive of such distressing evils in this Province, that there can scarcely be any difference of opinion, as to the necessity of a permanent and fixed system being adopted, a system such, that neither political strife nor accidents, may obstruct its operation, and thereby deprive the rising generation of the benefits of education.

It is to be expected that the Legislature, at its first Session, will give the subject of Elementary and Practical Education, its most serious consideration, and that in so doing, the three branches of our Parliament, will afford the country, substantial proofs of their patriotism.

s so-
y on

east
ecu-
The
oted
com-

pro-
will
hich

, the
ce of
man
it is
s we
peo-

e of
ence
oted,
pera-

the
tion,
oun-

APPENDIX

APPENDIX.

APERÇU OR SKETCH OF THE PROBABLE EXPENDITURE NECESSARY TO THE WORKING OF THE
SYSTEM.

The subjoined aperçu or sketch, though incomplete, may be of some service in determining the principle whereon the expenditure should be regulated. One side of the sketch indicates what proportion of the monies should be supplied out of the Permanent Fund, and the other, what portions of the expenditure should be provided for by means of Local Assessments.

It will be some time, before the Permanent School Fund is settled on a solid basis; it will therefore become necessary to make up for the deficit, by means of legislative enactments.

The object in making it incumbent on the localities to assess themselves to the amount of certain grants of monies by the Legislature, previous to their becoming available to them, is to create an interest for instruction, and increase the Education Fund.

FROM PERMANENT FUND,	£ s d	TO BE RAISED BY ASSESSMENTS.	£ s d
<i>Or until that fund is settled on a solid basis, partly from that fund, and partly from legislative provision.</i>		<i>No legislative provision to be available, until the School District has assessed itself, or has been assessed to the corresponding amount.</i>	
YEARLY.		YEARLY.	
COMMON SCHOOL TEACHERS. *		COMMON SCHOOL TEACHERS.	
Each Common School Teacher should be allowed either £10 (besides lodging and fuel.) £15 0 0			£25 0 0
OR, RATHER			
£50 (besides lodging and fuel.) £20 0 0			50 0 0
At £20, teacher would receive only £2 10 0 a month = 1s 8d a day, (besides lodging and fuel.)			
At £40, would get £3 10 0 a month = 2s 4d a day, (besides lodging and fuel.)			
At £50, £1 3 4 a month = 4s 5d 13-15 a day.			
-----		-----	
PURCHASE OF BOOKS, SLATES, &c., FOR COMMON SCHOOLS.		PURCHASE OF BOOKS, SLATES, &c., FOR COMMON SCHOOLS.	
		Equal amount to be raised by locality.	
-----		-----	
MODEL SCHOOL TEACHERS.		MODEL SCHOOL TEACHERS.	
Each Model School Teacher (besides lodging and fuel) £70 0 0 £40 0 0			£30 0 0
OR			
(Besides lodging only, teachers procuring fuel) £80 0 0 £50 0 0			30 0 0
-----		-----	
PURCHASE OF BOOKS, SLATES, &c., FOR MODEL SCHOOLS.		PURCHASE OF BOOKS, SLATES, &c., FOR MODEL SCHOOLS.	
		Equal amount to be raised by locality.	

* The word "Teacher," is here meant to apply to female as well as to male teachers.

	£ s d		£ s d
NORMAL SCHOOL PROFESSORS. † Each Professor £300—five.	1500 0 0	NORMAL SCHOOL PROFESSORS. This department to come exclusively under the provisions of the Permanent, or Legislative Fund. No local assessment required.	
FOR EACH NORMAL SCHOOL. For "indigent list," for the support of the scholars; sent to the Normal School, whose pecuniary means would be such as to render assistance necessary,—each Normal School £300.	1500 0 0		
Buying books, apparatus, &c., for each Normal School, first year £100.	500 0 0		
Every subsequent year £30.	150 0 0		
Rent for each Normal School house.			
TOWARD BUILDING SCHOOL HOUSES. Common School houses, 1st year, (1-2 the sum required.) 2nd and every subsequent year, (full amount required.)		TOWARD BUILDING SCHOOL HOUSES. Common School houses, 1st year, Each locality to assess itself for 1-2 the sum required. 2nd and every subsequent year, local assessment to the corresponding full amount required.	
Model School houses, 1st year, (1-2 the sum required.) 2d and every subsequent year (full amount required.)		Model School houses, 1st year, Each county to assess itself for 1-2 the sum required. 2nd and every subsequent year, local assessment to the corresponding full amount required.	
REPAIRING OF SCHOOL HOUSES.		REPAIRING OF SCHOOL HOUSES.	
ENCOURAGEMENT FUND. To each boy and girl in the Model School, on giving security that they shall follow the occupation of teacher, (as explained, Letter XXXIV, No. 156, £2 0 0.		ENCOURAGEMENT FUND. To come exclusively under the provisions of the Permanent or Legislative Fund, and therefore no local assessment required.	
INSPECTORS. Each £500. For travelling expenses, each £100.	2500 0 0 500 0 0	INSPECTORS. Exclusively out of Permanent or Legislative Fund. do do do No local assessment required.	
SUPERINTENDENT. His annual salary. Rent for Public Office. Salary to a Secretary. Stationery in the office, &c. A Messenger.	1000 0 0	SUPERINTENDENT. The expenses of this important department to be defrayed out of the Permanent or Legislative Fund. No local assessment will therefore be required.	
DIFFERENT DEPARTMENTS. Stationery, printing, &c.		DIFFERENT DEPARTMENTS. From Permanent Fund, &c. No local assessment required.	
DISTRICT AND CITY TREASURERS. Additional allowance for additional duty.		DISTRICT AND CITY TREASURERS. To be paid out of the Permanent or Legislative Fund. No local assessment required.	
TREASURER AT THREE RIVERS. His salary, (see opposite) 2†		TREASURER AT THREE RIVERS. To be raised by the town of Three Rivers.	
SCHOOL DISTRICT LIBRARIES. In course of time.		SCHOOL DISTRICT LIBRARIES. Equal amount to be raised by locality.	
PROVISION FOR INDIGENT DISTRICTS.		PROVISION FOR INDIGENT DISTRICTS. Exclusively out of the Permanent or Legislative Fund.	

† Should the Judicature Ordinance go into operation, there will be four grand territorial divisions of this *ci-devant* Province; in that case, four Normal Schools and four Inspectors would suffice.

