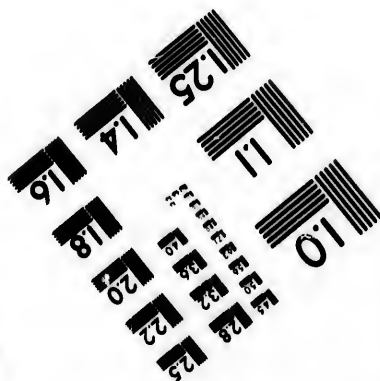
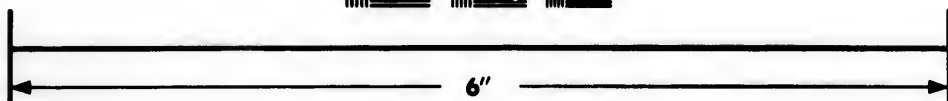
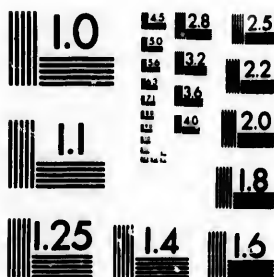


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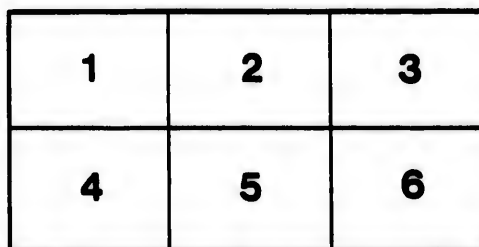
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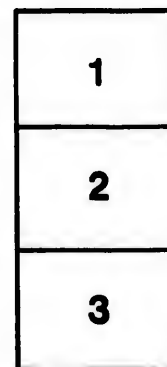
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LECTURE

DELIVERED BY

MARSHALL d'AVRAY, ESQ.,

ON TUESDAY THE 22ND DAY OF JANUARY, 1850,

AT THE

TEMPERANCE HALL,

FREDERICTON.

Printed at the request and at the sole expence of the Teachers
attending the Training School in that City.

FREDERICTON, N. B. :

PRINTED BY JAMES HOGG, REPORTER OFFICE.

1850.

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FREDERICTON, 24th January, 1850.

At a Meeting of the Teachers at present attending the Training School in Fredericton, Mr. Thomas Lloyd in the Chair, and Mr. Davis P. Howe acting as Secretary.

It was unanimously Resolved, That an Address be presented to Marshal d'Avray, Esq., requesting his permission to have the Lecture on Education, delivered by him in the Temperance Hall, on the 22nd instant, printed in Pamphlet form, and that Messrs. Robert Caldwell, Davis P. Howe, and Joseph Landry be a Committee to present the same.

The above Gentlemen having waited on Mr. d'Avray with the Address, he was pleased to make the following Reply:—

FREDERICTON, 25th January, 1850. .

GENTLEMEN,—I most willingly comply with the obliging request of the Teachers, and herewith forward a copy of the Lecture which I delivered on the 22nd instant, in order that it may be published by them.

I trust they will do me the justice to believe that I am fully sensible of the very great honor they have conferred upon me by their desire to give greater publicity to my sentiments on the subject of Education, and that they will give me credit for the sincerity with which I subscribe myself

Their obliged and faithful servant,

M. d'AVRAY.

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LECTURE.

LADIES AND GENTLEMEN,—

In the Lecture which I had the honor to deliver in this place on Tuesday last, I discussed the subject of Education as generally understood, and took occasion to show that the term is in very many instances sadly misapplied, inasmuch as it does not signify that preparation for the actual and active business of life which ought, I conceive, to be the aim and the end of all Education. I asserted, and I strengthened my assertion by quoting the opinions expressed by men in every respect my superiors, and especially entitled to attention for their thorough acquaintance with the matter in hand, I asserted that what is termed a first rate Education in England, the Education imparted in the Schools and at the Universities, is singularly ill-calculated to prepare a young man for his future career. That however brilliant may have been his scholastic course—however great the number of honours he may have obtained, the only result will be a certain amount of Classical and Mathematical knowledge, and a corresponding amount of ignorance on other subjects, and this I assert as the result of my own experience and personal observation. I repeat it boldly because I will not suffer myself to be biassed by early feelings—by early impressions or by the certainty that I shall be opposed by hundreds or by thousands who will argue in favour of that system of Classical Education whose strongest claims to their sympathy and admiration arises from its venerable antiquity, and from the fact that despite its age (differing in this from other things) it is fashionable also.

I acknowledge as freely and as fully as possible that the study of the dead languages is invaluable as an exercise of the mental faculties, and as awakening and cultivating the perception of the pupil; I grant this, totally apart from the information acquired, but I deny that it is the *only* means of producing so desirable a result, I deny that it is necessary or in any way expedient even, to devote years of a young life solely to the acquisition of this species of knowledge. I maintain that the mental faculties may be as efficiently exercised—that the perception may be as thoroughly awakened, and as

skillfully cultivated by other and better means—that all the information that can be acquired by the study of the languages of antiquity, may be obtained with *greater facility*, and that a mass of other knowledge of much more importance, of much more practical utility, may be acquired at the same time.

In support of this I will appeal to the experience of the multitudes who were once Classical Scholars, and who have ceased to be so—who will not hesitate to confess that want of practice—or the nature of their subsequent occupations has caused them to forget the whole of that Classic lore which it cost them so much pain and so many years to obtain, who will state it as their candid opinion that their Latin and their Greek have rarely been of any service to them.

Of the many thousands who receive a Classical Education, how few have either time, opportunity, or taste, to keep up their intimacy with the Literature of antiquity. How very few shall we find in the ranks of Commerce, or even of the Professions, who are habitual readers of any Greek or Latin authors, or who are able to assist their children in their painful progress along that path which (however much they may regret the time they themselves were made to spend in the ascent) fashion and the feeling that a Classical Education is a gentlemanly thing, compel them to climb?

I informed you that the Universities themselves were at length awakening from their long repose, rousing from their apathy and tacitly admitting that they have for centuries been wrong; that they have very recently decided upon enlarging the hitherto contracted course of study pursued within their walls, and enforcing the acquisition of those sciences which ought never to have been neglected.

If then in the old Country men are beginning to think that Education means something more than it has hitherto been permitted to signify, if in that wealthy land men are coming to the conclusion that Education ought to be so conducted as to qualify the rising generation for the skillful discharge of the duties of life—that it ought to be of such a practical nature as not to postpone the acquirement of all really useful knowledge until that Education shall have been virtually concluded. If, I say, the learned, the great, and the good men who preside over our British Universities are convinced that they can no longer lag behind in the onward march of improvement, that they also must keep pace with the spirit of the times, and provide for the Students in their Halls and Colleges some better and more nourishing food than the monastic lore upon which they have fed so long; that they must endeavour now to make them

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practically useful men and not merely learned pedants; if England, the land of dearly cherished prejudices is doing this, how clearly is it our duty in this favoured Province where all may find the means of a comfortable existence who choose to labour for it, but where all or nearly all *must labour* to obtain those means; how imperatively are we called upon to adopt such a system of Education, founded upon such a solid base and sure foundation, as shall infallibly secure to our children that amount of really useful knowledge which shall prepare them for the business of after life, qualify them for intercourse with their fellow men, and for the efficient and conscientious discharge of every duty.

But above all how carefully, how constantly, and how unweariedly, should those labour in the sacred cause, who from their position have the ruling and administering of this important matter. It is their solemn duty to devote their best energies to the interests of Education, to do every thing in their power to foster and encourage it. Never for a single moment forgetting that as they are entrusted with the future wellfare of the rising generation, as the happiness or misery of thousands depends solely upon their proceedings, so will they be responsible to God and man for the result, so will this Province bless them as its benefactors, or curse them as the authors of its ruin.

At the same time let it not be imagined that the utmost assistance and support of the Government of the Province can of itself produce the desired benefit, and secure to us the blessings of good Education. Much more is required than this, which must be supplied by the zealous co-operation of the people themselves. They must become deeply impressed with the true value of instruction, and labour anxiously and constantly to secure it to their children. They must themselves awake to a sense of their own deficiencies and neglect no means within their power to guard their offspring against the evils which spring from them. Much has been done and much is doing to spread light among the people, but far more remains to be undertaken. The Education of the people in its highest and best sense, can be accomplished only by themselves. It is their proper duty—their individual right—and well it is for *them*, for all, that it cannot so well be accomplished by any other agency. A Government may bring power to bear upon the work, and it may do so with the precision and unity of a single mind; but if it cannot secure the co-operation of the people, all its power will be weakness, and all its unity of purpose utterly unavailing. "No great moral

or economical change in the state of a country (says Dr. Chalmers) is the achievement of one single arm, it is the achievement of many; and though a single man walking in the loneliness of his heart, might like to engross all the fame of it, it will remain an impotent speculation unless thousands come forward to share amongst them all the fatigue of it. It was by successive strokes of the Pick-axe and the Chisel that the Pyramids of Egypt were reared; and great must be the company of workmen and limited the task which each must occupy, ere there will be made to ascend the edifice of a nation's work and a nation's true greatness.

Let us hope that the day is coming if not already come, when Education will be universally regarded as the birthright of man; and when to withhold intellectual and moral culture from minds created and placed within our reach, shall be esteemed an injustice to Society and a sin against God.

The ground already gained and in which the precious seed is deposited must be cultivated with incessant care if we would secure the future harvest. The dangers of popular ignorance connected as they are with all the varieties of vice and crime, cannot be effectually removed by a few slight and occasional exertions, they require to be met by systematic and unwearied diligence and upon a scale proportioned to the magnitude of the evil it is proposed to redress. The sight of a diseased or fractured limb immediately arrests attention and commands relief, but the inspection of vice and ignorance seldom awakens any similar sympathy, and yet it has been well said "heavier wrong is not done under the sun." It lasts from year to year, from century to century; the blinded sire slaves himself out, and leaves a blinded son, and men made in the image of God continue little better than beasts of burden.

Our temporal interests—our national prosperity are alike deeply involved in the Education of the young, and as no system can answer the end for which it is designed unless those who are entrusted with the important task are well qualified for their duties, so neither will any measures prove successful, unless Parents avail themselves of the advantages offered to them, and use their best efforts to support and to extend them.

May all our expectations soon be realized. May those in authority be more deeply impressed with their great responsibilities, may the people be led to set a higher value on the moral and religious training of their offspring, and may all classes according to their several abilities, feel a hearty desire to further the good work,

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I shall now continue the investigation which I commenced on Tuesday last, and passing rapidly over some of the means of Education which are afforded to the middle and lower classes at home, call your attention to certain Institutions which as they are admirable in their nature, and invaluable in their results, may perhaps afford us some useful hints for our own guidance.

With respect to the Education given to the middle classes in England, it is difficult to obtain correct information, owing to the private nature of most of the Institutions in which they are brought up. Boarding and Day Schools opened on private speculation are the common medium of instruction for the children of the middle classes, but Schools of a new kind have arisen during the last few years which have already done much in some of the larger towns, towards supplanting Private Schools; and which from the superior principle on which they are founded are likely gradually to supersede Private Schools altogether. I mean Proprietary Schools, as they are called—that is Schools belonging to a number of persons who have united for the purpose of providing for the Education of their children. In these cases the plan to be pursued and the subjects to be taught, are determined by a committee representing the whole body of proprietors, which Committee also generally appoints the master.

Many advantages must necessarily result from this plan of proceeding provided the Committee be composed of able and intelligent men. In a Proprietary School the Teacher is not required to act in the multifarious capacity of the conductor and proprietor of a Private School, and his fitness for the office can be tested by a thorough examination; much may also be said in their favour as regards economy, and much also with respect to the guarantee which they afford to parents. Under present circumstances a parent is obliged to be excessively cautious in the selection of a Private School, and unless he be a man of superior discernment how is he to distinguish between the inflated assertion of the empiric, of the educational quack, and the statement of the sober enlightened candid and skillful practitioner?

But although it must be confessed that the kind of Education given to the middle classes is much superior to that of the children of the upper ranks, it is still very defective; the study of the dead languages, which as I have shewn, occupies almost exclusively the

attention of the upper classes, engrosses far too much of their time also; and while this is made the one thing needful how slight is the provision for exercising the powers of observation and of judgment! What is done towards cultivating the moral feelings, save the propounding of vague general precepts which are not carried home to the heart, and which the child may in all probability see broken through every day even by those who advance them? How insufficient are the means for calling into action any latent power the child may possess for the cultivation of those arts and sciences on which his success in life, his respectability, and, indirectly, even his rectitude may depend. Where will he find the inducement or even the opportunity for the pursuit of Mechanics, Architecture, Sculpture, Chemistry, Mineralogy, or that one among a dozen other branches of knowledge, for which he may have a peculiar aptitude! Where will these noble powers be developed which would fit him for assisting in the administration of Justice, or in the general business of Government. What is done towards giving him an extended view of the principles on which honourable success may best be insured in Manufactures, Commerce or Agriculture? or for making him acquainted with the laws of his country or the reasons on which those laws are based, or for introducing him to a knowledge of the general laws of political and social Justice, so that he may be ready as a good subject and a good man, to help in forwarding the true interests of his country and of mankind, and join in steering clear of those errors which have proved the ruin of nation after nation. Finally, what is done towards giving the young a clear insight into the causes of disease, and making them acquainted with the nature and office of the different members of that system, which from the moment of birth to the hour of death, is affected in some degree by every motion of the body, by every sensation of the mind? Nothing—literally nothing—when a boy has completed what is termed his Education, when he leaves School, his stock of knowledge seldom exceeds this, he has learned to construe a little Latin poetry, and perhaps one or two of the easiest prose authors, to write a few Latin verses, to conjugate a few Greek verbs and to translate some Greek Author, and he may also have learned some French, that is to say French as it is learned at School, which does not by any means imply that he can either speak the language or read it so as to understand it. This I say is in nine cases out of ten the amount, or nearly so, of his knowledge, and then comes the question, what are we to do with Tom, what is

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he fit for, what profession would he like to adopt, *Tom's Education* such as it is, has been an expensive and a lengthy process, and his parents naturally but most erroneously, conclude that their boy is now qualified for any employment, but how speedily are they undeceived when they come to investigate the matter more thoroughly. Then it is that they discover that all Tom's learning is of very little practical service, and that the real Education of life, that which is to provide him with bread and with butter to spread on it, is not yet commenced. Poor Tom with his smattering of Latin and Greek, his small stock of Geography and Mathematics is but a helpless animal, and unless his parents can get him a Commission or send him to Sea, what is to become of him; I will tell you what is the fate in store for *him* and for thousands like him. If his parents possess the means to support him for three or four years he enters a lawyer's office or a Barrister's chambers, or else he is placed with a Surgeon and walks the Hospitals. Many of course do well, but how many alas! without talent or without interest and connexion, drag on a weary and profitless existence, a life of wretchedness and poverty, and end their days in the midst of the misery and want into which they have been compelled to sink, regretting, who shall say how bitterly, that the sums wasted on their Education had not rather been expended in teaching them some honest trade, the exercise of which would have maintained them in comfort and respectability. But many are not in a position to enable their sons to pursue any of the Professions, they cannot afford to pay the necessary sum at the outset, and as, with the fine Education their boy has received, and the fine manly feelings he possesses, it would be a thousand pities to cramp his energies by devoting him to any vulgar employment, he is suffered to remain quietly at home for a year or so to see what will turn up, perhaps a friend who has some interest will procure a gentlemanly situation in a public office, and they are content to wait for that, meanwhile the young man is rapidly consummating the ruin of all his energy, of all the habits of study and application he may possess, he idles away his time in profitless, often in more questionable amusements, he contracts habits which are very probably most ill suited to his real position, and which utterly disqualify him for future exertion, and when circumstances occur to prove to him that he must no longer rely on others, when death deprives him of all support, and he is cast upon his own resources for the means of existence, he too sinks lower and lower in the social scale and either enlists as a common soldier or seeks

some less honest means of existence, or, if not entirely without means, possessed of some small pittance which he has neither the talent nor oftentimes the resolution to increase by any honest labour, he flies from his creditors and seeks a refuge in some small Continental Town adding one more to the thousands, who, while at liberty crowd the Coffee Houses and Billiard Rooms, and when deprived of it, tenant the debtor's prisons.

Let it not be thought that this melancholy picture is too highly coloured, or that I have exaggerated in the account I have given of the consequences of an ill-directed Education. It is but too true a tale, but too true a delineation of what has been the lot of thousands, of what, under similarly defective systems, will inevitably be the lot of thousands more.

The means of instruction provided for the poor are Schools for Paupers, Infant Schools, Day Schools, and Schools of Industry.

It would require far more time than is now at my disposal to enter at any length into a detail of the good and bad points of these several descriptions of Schools, and I must for the present confine myself to a very brief notice of them.

The Schools for Paupers are establishments formed by the Parishes in large and populous towns for the reception of children from the Work Houses. The principle upon which they are conducted seems to be this, that as regards Paupers all moral instruction must be based on a continued round of industry. The time of the children is consequently divided between the School, where they are taught to read, to write, and to cypher, and the work shop where they acquire a certain knowledge of one or more trades, and are thus prepared for their apprenticeship when old enough. It appears that these Schools produce the very happiest effects; of one of them which contains three hundred children, the Birmingham Asylum, it is said that no instance is known of a child brought up within its walls afterwards becoming a Pauper.

The Infant Schools are admirable institutions, and it is scarcely possible to speak too highly of them as the means of rescuing thousands of young children from the contamination of the streets, and of giving them that early training in habits of order and obedience which so materially and so beneficially influence their future life.

They owe their establishment to the zeal and Philanthropy of Mr. Robert Owen, who opened the first of them at Lanark in 1816. They have rapidly increased and are now numerous though not sufficiently so when compared with the Infant population. The total

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number of children in England and Wales between the ages of two and seven having been calculated at two millions.

The Day Schools are for the most part conducted in accordance with what is termed the Bell and Lancaster system, they are called National Schools if they adhere to Dr. Bell's plans, and British Schools if they have adopted Mr. Lancaster's modifications. The monitorial system is common to both. In all, the Education professedly given goes no farther than Reading, Writing, the elements of Arithmetic and a competent knowledge of the Scriptures. In some of the British Schools the Education extends to Geography.

The Sunday Schools are very numerous, the number of scholars attending them has been calculated at nine hundred thousand; they depend for their supply of Teachers on the voluntary services of the young men and women belonging to different religious congregations; and as generally speaking there is one Teacher to every ten or twelve Scholars, their number cannot be less than seventy or eighty thousand. The Education given in these Schools is almost invariably confined to Reading only; in a very few Writing and Arithmetic are added.

We now come to those Schools which I think particularly worthy of your attention. These are the Schools of Industry, or such as mix manual labour under qualified instructors, with the ordinary business of School Education. With reference to Schools of this description a writer of eminence on Education says, "So high indeed is our opinion of this improvement, and so beneficial the results that we anticipate from its introduction, that singular as the speculation may appear to some, we cannot but hope to see the day when instead of being confined to a very few Schools, and these without exception of the humbler class, the use of productive labor as a means of Education will be generally adopted in Schools for all classes, the highest as well as the lowest. Its introduction we are persuaded will under good management be followed in all cases by a most salutary effect as well on the health and comfort of the Scholars, as on their moral feelings and mental vigor."

The chief establishments of this kind are, the one in Gower's Walk, Whitechapel, in the very heart of London, containing upwards of two hundred children, one half of whom are boys, attending seven hours per day, four of which are given to the usual business of the School, viz.: Reading, writing, and Arithmetic; the remaining three are employed, by the girls in Needlework, and by the boys in Printing, with this restriction that no boy is allowed to

join the class of Printers (a privilege much coveted) until he can Read, Write, and Cypher with a certain degree of facility. This regulation acts very beneficially in furnishing a motive for increased diligence in the school-room. The Printers, in number about sixty, are divided into three classes; one class being always in the Printing Office, and the others in the school-room. Thus the boys are refreshed and relieved by an alternation of manual and mental labour, and both the school-room and the Printing Office are constantly occupied.

The writer before alluded to goes on to say, "We were much pleased by the scene of life and bustle among the little Printers. No lolling, no yawning, no wistful looks at the slow moving hands of the clock; the signs of cheerful industry were visible in every face, were apparent in the quick motion of every limb."

It appears that this School has existed on its present footing for more than thirty years. The building was applied to its present use by the benevolent and enlightened founder of the School, who also endowed the School with the sum of £2000. The income arising from this sum, £60 a year, and the use of the building rent free, are all that interfere with the self-supporting character of the establishment. Yet with this moderate help a School carried on in which two hundred children receive a comparatively good Education, are trained in habits of cheerful industry, and taught a useful art; and not only is all this effected, but a sum of money averaging £100 a year, is divided among the children according to their respective earnings; one half being immediately distributed as pocket money, and the remainder set aside to meet expenses of outfit, apprentices premiums, &c. at the time of departure.

It is impossible to deny the advantages resulting from such a system as this. In the foundation of good habits, a principal object of early Education, the effect of such plans must be far greater than is produced in many a School of high pretensions and of great expense; and humble as are its objects and its means, the School in Gower's Walk presents much which these prouder establishments would find well worthy of imitation.

It would be interesting to trace the children brought up at this School in their career in life, but such enquiries are very difficult. So far however as the master of the School has had opportunities of learning, the subsequent conduct of the pupil is very good. Many are known to have become thriving men, and respectable members of Society; and in no one instance did the master hear

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of a child educated at Gower's Walk being convicted of any offence against the laws of his country.

Another School of Industry is the Brenton Aylum, at Hackney, near London, which is intended principally for the reception of juvenile vagrants. It is justly termed the Children's Friend Society. It receives children who owing to the manner in which they have been brought up, are unable to obtain an honest livelihood; gives them a rude kind of Education, and then sends them to a country where labour is more in demand than it is in England: thus at once cutting them off from their old connexions and giving them an opportunity of establishing a new character.

Hitherto most of the children have been sent to the Cape of Good Hope where a Society has been formed in connexion with that in London, by means of which, situations are procured, and a certain degree of superintendence is kept up, after the children have been placed out as apprentices.

The average number of children in the School of this excellent institution is fifty, and their ages vary from ten to fourteen. Their time is divided between productive labour (chiefly Agricultural) and School exercise. Six hours a day being given to the former, and three to the latter. The first practical knowledge inculcated on a novice in this Society is that his comfort in life will depend mainly on his own exertions; nay that if he indulge in idleness he may want the very necessaries of life. He is informed at the outset that he will have to labour to earn at least a part of his maintenance before he will have food to eat. The justice of this regulation is explained; and so clear is the principle that every one, ought to do what he can for himself, before claiming assistance from others, that few even of the dullest, can be proof against the demonstration. Great care is taken in all cases to show the boys the reasonableness of the regulations to which they are required to submit; *you must because you must* is not the logic of this institution. Every thing is effected as far as possible by addressing the understandings, and working upon the good feelings of the boys; and the poor lads, surprised and delighted at hearing (perhaps for the first time in their lives) the voice of kindness and intelligence, frequently yield without a struggle, and enter at once on a course of good conduct.

The most thoroughly lazy and troublesome boys who come to the School are from the Workhouses. These children whose experience has probably taught them to consider threats as mere idle vapouring, commence with disbelieving that in their new situation

labour *alone* will entitle them to food. "I don't come here to work" is muttered with the usual doggedness. In such a case the boy is allowed to take his course: his companions go at the regular hour to their work, and a portion is allotted to him also—so much digging perhaps, or any other task of a simple kind. This he may neglect if he pleases and so long as he chooses; but he finds that until it is completed no dinner is ready for him. After a time nature gains the mastery and the boy sets to work; and it rarely happens that he tries the experiment of obstinacy a second time.

The shortness of the time usually passed in this Asylum renders it difficult for the boys to acquire such skill in cultivating land as would enable them to do much towards defraying the cost of their maintenance, but they do however raise a crop which more than repays the cost of the land and all the expenses of its cultivation. Nor is this all the labour they perform, for they do all the washing, cleaning, cooking, and other household work, and repair their own clothes and shoes under the care of Journeymen who attend to teach them.

In the School they have Reading, Writing, Arithmetic, and instruction is carefully given on the meaning of words, and on other subjects calculated to awaken the intellectual powers.

The boys all look forward with eagerness to the time when they are to go out as emigrants. Doubtless this desire is in some measure based on the tone of novelty, the wish for adventure, the admiration of what is unknown: in few instances alas! is it restrained by any strong bonds of affection, any ties of love that bind them to the scenes and partners of their former life. But perhaps the change derives its greatest attraction from that regulation of the establishment which allots early departure as a mode of distinction and a reward for good conduct. The boys are divided into three classes, from the highest of which the emigrants are drafted. Promotion depends principally on moral improvement; but a boy is not admitted to the highest class until he has made a certain progress in Reading, Writing, and Arithmetic, and can handle his farming tools tolerably well.

The other Schools of Industry which I shall mention are the refuge for the destitute at Haxton, and the Warwick County Asylum; the former containing about one hundred and fifty of both sexes; the latter a smaller number. In addition to Reading, Writing, and Arithmetic, the boys are taught the trades of Tailor and Shoemaker.

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The last to which I shall allude is Allen's School at Lindfield, in Sussex, for the children of the Peasantry. It is attended by no less than three hundred, one hundred of whom form an Infant School in a separate building, and the remaining two hundred are divided according to sex.

The children are at School eight hours each day, three being employed in manual labour, and five in the ordinary School exercise. There is provision for a diversity of tastes in the classes of industry; some are employed as Shoemakers, others as Tailors; and others again at Platting, Basket-making, weaving, Printing, Gardening or Farming. The first employment to which the little workers are put is platting straw, when perfect in this, they are promoted to some other craft; the one of highest dignity being that of Printer. Before leaving the School a child will often become tolerably expert in three or four trades. Those who work on the Farm have each the sole care of a plot of land measuring one-eighth of an acre, and each is required to do his own digging, sowing, manuring, and reaping; an intelligent husbandman is on the ground to teach those who are at fault. Each boy is allowed one-half of the produce for himself, the other half being paid for the use of the land, the wear and tear of tools, &c.

Of course the practical knowledge to be acquired on a miniature Farm of this kind would not be sufficient in itself to fit a boy for the cultivation of land upon that large scale on which alone it can be tilled to the greatest advantage, still he will have learned much that will be of direct use to him on a Farm of any size; and what is far more important he will have acquired habits of industry, intelligent observation, and forethought: and thus prepared, he will learn as much in a few months as the dull and ignorant boy whose only training has been in the hovel or at the plough, will acquire in as many years. Schools of this description are also to be found in many places on the Continent. The one founded by deFellenberg is the most remarkable in Europe, it is situated at Hofwyl, six miles from Berne in Switzerland, and consists of 350 acres of land entirely cultivated by his pupils. This establishment besides other Schools for different classes of society, contains an Industrial School numbering six hundred and sixty-one pupils. The chief characteristics of which are the combination of industry with instruction. As in after-life bodily exertion must occupy the largest proportion of a working-man's time, it is made to occupy the larger portion of the day in the Education in this School. Intellectual

instruction occupies only a comparatively short period so as to become a relaxation rather than a task. The industrial employments are varied with the ages and strength of the children and are superintended in such a manner as to secure the habit of performing each skilfully; indeed the arrangements are such as to permit the children while labouring to receive instruction in various arts which must necessarily be of service to them both in the economy of their own cottages, and in making them more valuable as labourers. Thus the use of Carpenter's and Smith's tools, the management of a garden, the care of Horses and Cattle each in its turn engages the attention of the children, thus giving them independence by rendering them capable of supplying themselves with many things which they could not purchase, while it enables them to occupy with advantage many a long winter's evening, or day which would otherwise be spent in listlessness if not in mischief.

Beyond the usual routine of Reading, Writing, and Arithmetic, the children also obtain such an acquaintance with all those properties of bodies by which they are surrounded as can be turned by them practically to account; Mechanics, Chemistry, so far as it relates to Agriculture, Natural History, Botany, Geology, Mensuration, Geography form a part of their instruction; not however in a pedantic manner under the title of Chemistry, Natural History, &c. but as facts relating to the bodies by which they are surrounded which it is necessary for them to know in order that they may avoid pernicious errors. The pedantry of knowledge belongs only to man studying for display, not to man studying because knowledge is a power of which he stands in need.

The profits of the children are made to pay the expenses of Education. In order to secure a return from them which will remunerate him for his outlay Mr. de Fellenberg stipulates that they shall remain with him until 21 years of age; thus their labour in the latter years repays his previous expenditure during their youth.

There is also a Farmer's School in which the scientific part of Education is carried much farther. Great attention is there paid to Agriculture both in theory and practice while the pupils are expected to labour in all the departments of the Institution. The children in the School pay a small annual sum for their Education. The estate around the Institution is so managed as to form a Model Farm to the Country; all the most approved Agricultural implements invented in England, Scotland, Belgium, and other Countries are manufactured at the Institution for sale to the Agriculturalists in Switzerland.

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A kind Providence has dealt so bountifully with the inhabitants of this Province that such Institutions as those I have just alluded to for the Education of Paupers, are happily not required, but I do think that it would be possible, nay, that it would be exceedingly advantageous to form one or more establishments on a similar plan, in which at a very trifling expense, the youth of New Brunswick might receive such a really useful practical Education as would effectually prepare them for their future career in life—as would enable them, so soon as that Education was finished, at once to engage in the pursuit of that particular employment which circumstances and inclination induced them to adopt; and to do so with every prospect of success, because the training they would have received, would offer every guarantee which sound instruction and the development of every mental and physical energy united with good moral principles could afford.

I should propose then the formation of at least one Agricultural Industrial School or College, to which should be attached a large tract of Land, which it would be the duty of the pupils under the direction of an able superintendent to bring into cultivation; I would form of this a Model Farm and bring to bear upon it all the resources of art, all the improvements of modern Science as applied to the tillage of the ground. By this means the pupils would learn all that would be needful for them to know on this very important subject, and be perfectly competent to farm their own land to the best advantage; I would secure the very best breeds of Stock of every description, and the pupils should be taught all that is necessary they should know concerning their treatment and management. I would add Work Shops of various descriptions where they might learn so much of the construction of Farming Implements, and of the manufacture and repair of Farming Machines as should qualify them upon occasions to do their own work, or acquire such a degree of skill in the handling of Carpenter's Tools as should enable them to dispense with that artificer's assistance.

In the Schools they should be taught Reading, Writing, and Arithmetic; they should acquire a thorough knowledge of Geography and of the best method of keeping farm accounts, and a practical one of the readiest and most correct method of Surveying a field, of measuring Timber, of ascertaining the quantity of Hay in a stack, or of manure in a dung heap. Talented Professors should deliver plain and intelligible Lectures on Chemistry as applied to Agriculture, on Botany so as to teach the nature and

qualities of Plants, on Mechanics that they might not be ignorant of the best method of applying the different powers, on Anatomy that they might understand the construction and economy of the human frame, and a Veterinary Surgeon should teach them how to treat the diseases to which Cattle are liable; add to this a good useful course of History, and such a facility in composition as would ensure their being able to write a letter on business with facility.

Such is the crude and undigested outline of what I should be truly happy to see in active operation. Such is the plan upon which it is my firm belief that Education can best be conducted in this Young Province. This, or something like this, would soon provide each County with intelligent and skilful Agriculturists, fully prepared to utilize and to make the most of the vast resources of the soil, to develop all its latent powers, to use without exhausting them, to increase or to renew its fertility, and to reap the rich reward of their judicious industry. Then would the Province of New Brunswick finding in its own bosom enough and more than enough to supply its wants, cease to be dependant as it now is upon other States for the chief articles of consumption, and rapidly rise to that enviable position which must naturally result from the well directed energy of its inhabitants.

I do fervently hope that some person better qualified than I am, and who is more likely to obtain attention, will endeavour to effect something in accordance with what I have this evening had the honor to submit to you. I have abstained from all statistical details, which would most likely have proved uninteresting, but I think I may safely say that all the good I have proposed might be effected by a trifling outlay in the first instance, and that under proper management, the annual expenses would be very small, if not entirely covered by the produce of industrial labour.

To this establishment organized as I have said I would add a Training School for Teachers, so as to secure to the whole Province a set of well educated and well qualified Masters for the Parish Schools. They should be required to attend for periods varying in length according to the nature of the Certificate they were anxious to obtain; not less in any case than six months, nor more perhaps than twelve. I would have them take a part in the exercises of the School, in all the occupations of the Farm and Work Shops, and after a time employ them daily in the exercise of their Profession. The beneficial results of such a course of training

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as this are so self-evident that I need say no more here—nor will I occupy your time with any further discussion of the subject—leaving it as I said before to abler hands and to abler heads, merely observing that it would ensure precisely the qualifications which are most required in Teachers, precisely the amount of practical knowledge which it is desirable to impart to the young. I would not endeavour to make them all Mathematicians, or expert Navigators, rightly considering that Algebra and Navigation are not in very general demand in the backwoods, and that the study of these sciences ought properly to be confined to the Schools of a higher class, where those who wish to acquire them may easily do so. Grammar Schools are to be met with in every County, in which Education of a higher grade can be obtained; I cannot speak of their merits from personal observation because no facilities have ever been afforded me of acquiring a knowledge of the mode in which they are conducted, and I have been obliged to pick up what information I could from hearsay, but if they at all resemble the only one with which I am personally acquainted, if they are of the same order of high excellence as the one in this City, then it is certain that they are well calculated to meet and to supply all the exigencies of the Scholar. The Collegiate School at Fredericton needs no praise of mine and nothing that I can say will increase its well earned fame, but I may I hope without presumption assert, that the four Public examination which I have attended, have fully convinced me that the attainments of the pupils are not unworthy of the talent of the Masters, and that they in many respects exceed those of boys of the same age in England. They learn the Classics, and at the same time have their attention directed to a mass of incidental information; they learn the Mathematics; and learn them well, but not until they have a thorough knowledge of Arithmetic; they study Geography and History, and any one who had the good fortune to be present on a late occasion when the Lord Bishop of the Diocese examined them on these important branches, would feel perfectly satisfied with the amount and with the quality of their attainments, while a perusal of the very creditable Essays they write would convince the reader that composition is made as important a feature as it deserves to be. As I before observed, this School stands in no need of testimonials to establish its excellence; the well known talent, and the constant and untiring zeal of the Masters, the high character and the distinguished ability of its visitors and examiners, and the unanimous approval of all whose

opinion is worth having, are more than sufficient to do this. It is known by its works, most valued where most known, most appreciated where best understood, and it is my fervent hope that resisting as it will ever do the attacks of ignorance and malignity it may long flourish at the head of the Grammar Schools of New Brunswick.

A few words upon matters as they now are with us. The general complaint made by the Teachers of our Parish Schools, is that Parents are themselves regardless of the blessings of Education, that they are not sensible of the immense benefits which instruction will confer on their children, that they are heedless of the immense injury which the neglect of it inflicts upon them.

Many Teachers who have been in communication with me since their departure from the Training School, tell me that they find a first class Certificate a positive bar to their engagement, for they are told that since they receive £80 a year as a Provincial allowance, they can afford to teach much cheaper than they did when the Government only paid them £20. Others who advance their claims to higher remuneration because they have obtained a first class Certificate are informed that they are not wanted, a third class Teacher will do very well for us say the subscribers; and thus it is that an inferior man has a better chance of employment than a really good one. This is a monstrous evil, and is calculated to sap the foundation of Educational success; unless parents will avail themselves of the facilities afforded them for the better teaching and training of their children, unless they cordially and zealously co-operate with the Teacher and thankfully profit by the opportunity afforded them of securing an intelligent and skilful man, unless when engaged, they do every thing in their power to promote his comfort, to supply him with whatever books or apparatus he may require for his School; unless they provide him with a well built comfortable School-house, and above all unless they treat him with respect and teach their children so to treat him likewise, they neglect their duty as parents and citizens, and render themselves heavily responsible both to God and man.

Look at the miserable huts which in many parts of the Country are made to answer the purpose of a School, many of them in such a state that every wind of Heaven has free entrance, so small, so inconvenient that they would make indifferent Pigstyes, and yet in them the unfortunate children must spend the day, in them the still more unfortunate Teacher must perform his labourious and

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important duties, he must teach Reading and Spelling without Books, Geography without Maps, Grammar without Grammars, and oftentimes Writing and Cyphering without Paper or Slates.

To these almost overwhelming difficulties must be added that which is caused by the very frequent absence of many of the pupils who are thus thrown out of their class, and compelled to lag behind the rest, or to skip the lessons they have omitted, in order to be up with them; for these absences any trifling excuse is made to serve. But parents who do not hesitate to keep their children at home upon the most frivolous pretences, are guilty of inflicting serious injury on them, and of doing great injustice to the Teacher who cannot of course under such circumstances ensure the progress of his pupils.

All this evil arises I fear from the fact that the great utility of well conducted Parish Schools is not truly appreciated, and yet as Education must in many cases be the only fortune which parents can leave their children, one would naturally expect that they would on the contrary value them most highly; but this is evidently not the case nor will it be, until some system of assessment for the purposes of Education be adopted.

First,—By a general assessment on all Property within the Parish or School District, on the principle that as Education is a matter in which the public good is concerned, every inhabitant ought to contribute to it in proportion to his means.

Secondly,—By a grant from the Government of the Province, which grant should never exceed the amount of what is levied by local assessment.

Thirdly,—By the payments from the parents; for the reason that what people get for nothing they are apt not to value highly. Such a system as this would soon teach the people to value what they are compelled to pay for, and they would speedily learn that a good Teacher is better than a bad one, and take good care to secure the best for their money.

In conclusion I wish to address a few words to the Teachers of this Province, who are I fear in many respects responsible for much of the evil of which they complain. If union be strength, and disunion weakness, well may the Teachers be a feeble body, for the spirit which animates them is indeed the spirit of jealousy, confusion and strife; agreeing in nothing but to disagree, each man abuses his neighbour and seems more earnestly anxious to lower him, than to raise himself; and thus it is that Teachers are not

looked upon with that respect, nor treated with that consideration which is due to them as men entrusted with the sacred task of training and instructing the young.

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No one will respect a man unless he respect himself, and enforce the good will and the good opinion of all by his conduct. In Germany, in Holland, and in many parts of the Continent there is no Profession that ranks higher than that of a Schoolmaster, and a nobleman would scarcely, if at all, command more respect than is paid to many of those who devote their lives to the instruction of youth; true it is that in those Countries the Government and the people are alike impressed with the immense advantages resulting from Education, but it is equally certain that unless the character of the Teachers entitled them to consideration, it would not be accorded to them; that unless they showed themselves fully sensible of the dignity and importance of their office, and maintained it by every effort in their power, it would never be so generally acknowledged. It is then the duty and the interest of the Teachers of the Province to exert themselves to the utmost to which they belong in public opinion, and this cannot be effected unless all will agree to work together for good, to dismiss from their minds and from their hearts all petty feelings, and to unite as one man in the prosecution of those measures which are best calculated to establish their own respectability as a body, and to secure the esteem and respect of their employers. Let them form Associations throughout the Province, establishing such wise and judicious regulations as shall secure a proper position to all good men, and the instant dismissal of every bad one; let this be so conducted as to afford a guarantee to the public of the professional talent and private worth of every member, and depend upon it their position in society will surely and rapidly improve.

Above all let them by diligent study endeavour to render themselves efficient instructors, to get a thorough knowledge of what they have to teach, and as thorough a knowledge of the art of teaching it, never forgetting that a mere smattering of the various branches is the curse of all Education and that it is no more to be called knowledge than the braying of a Jack-ass deserves to be termed singing.

Lastly, I would say a few words on the urgent necessity of efficient Inspection. It is the soul of the whole system now in operation, active and vigilant superintendence, intelligent direction, and real responsibility are involved in it. If properly conducted, and

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by competent persons, for that is of the utmost importance, the inspection of Schools would prove an immense advantage. It would operate as a stimulus to the negligent, as an incentive to increased exertion on the part of the zealous, and as a check to the unqualified pretender, the dissolute and the bad. It would establish and maintain that connexion between the Teachers and the Board of Education which ought to exist though at present it is not even thought of, and serve as a channel for the detail of whatever grievances they might have to complain of, and afford them a means of redress, while at the same time it would effectually secure the public against the mis-application of the money intended for Common Schools.

I have now to return you my best thanks for the patient attention with which you have listened to me this evening. I have endeavoured to discharge the task I have undertaken to the best of my ability, and I fervently hope that imperfectly as I have executed it, some little good may result from what has been said, some interest may be excited in those who are in a position to give effect to my recommendations, and that they will be brought to acknowledge that Education to operate beneficially must take a more practical direction than it has hitherto done; that the Education required by the people of the Province is that which will give them a full command of every faculty both of mind and body, which will call into play their powers of observation and reflection, which will make thinking and reasoning beings of mere creatures of impulse, prejudice, and passion; which in a moral sense will give them objects of pursuit and habits of conduct favourable to their own happiness, and to that of the community of which they form a part, which by multiplying the means of rational and intellectual enjoyment will diminish the temptations of vice, which in the social relations of life, and as connected with objects of legislation will teach them the identity of the individual with the general interest, while in the Physical Sciences, especially those of Chemistry and Mechanics, will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-Gods of antiquity. All this and more should be embraced in that scheme of Education which would be worthy of Statesmen to give, and of a people to receive, and I think that the time is near at hand when the attainment of an object thus comprehensive in its character, and leading to results, the practical benefits of which it is almost impossible for even the imagination to exaggerate, will not be considered a Utopian dream.

