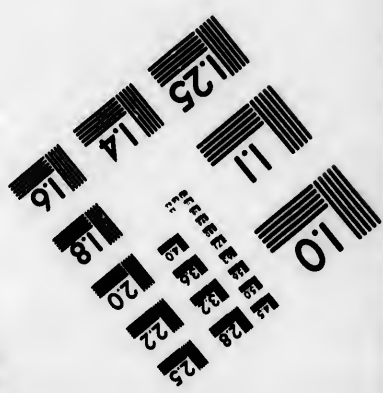
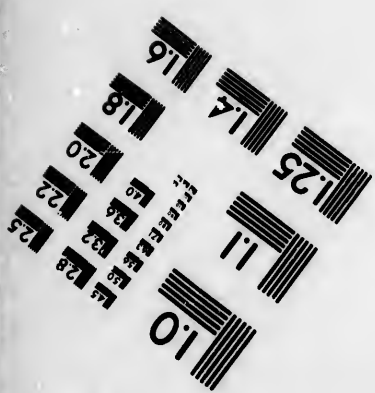
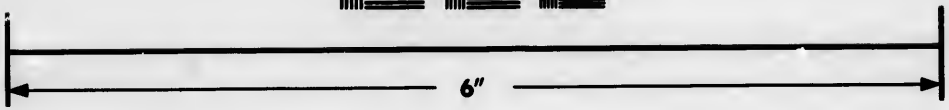
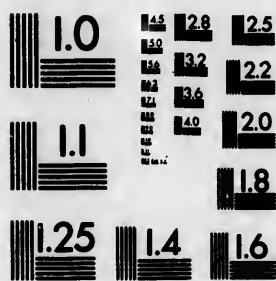


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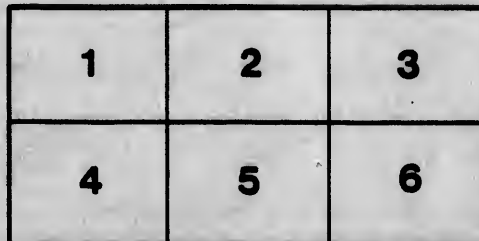
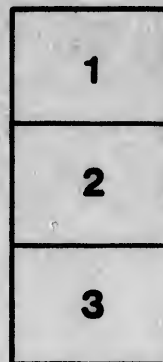
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PROVINCE OF CANADA;

BEING

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AND

HAVING REFERENCE TO TWO ARTICLES ON THE SAME SUBJECT, IN THE SAME JOURNAL, IN THE MONTHS OF JANUARY AND MARCH, 1848.

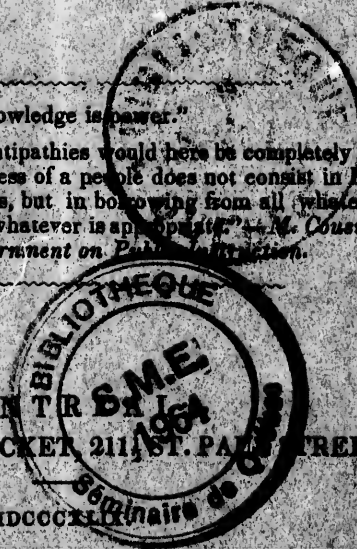
By "L."

" Knowledge is power."

" National rivalries or antipathies would here be completely put of place. The true greatness of a people does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever is appropriate." — *M. Cousin's Report to the French Government on Public Instruction.*

MONTRÉAL
PRINTED BY J. C. BECKET, 211, ST. PAINÉ STREET.

MDCCLXXXIII



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RENEWED REMARKS
ON
THE STATE OF EDUCATION
IN THE
PROVINCE OF CANADA;

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M D C C C X L I X.

THE NEW YORK

THE STATE OF NEW YORK

IN SENATE

January 11, 1888

REPORT

OF THE

COMMISSIONERS

OF THE LAND OFFICE

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PREFATORY NOTICE.

The Writer of the following renewed desultory "*Remarks on the State of Education in Canada*," having once before deemed the subject of sufficient importance to warrant his having respectfully taken the liberty of dedicating a *Reprint* of his observations thereon to His Excellency the Right Honorable the Governor General, and the Honorable the Members of the Legislature, he is again led to adopt the same course with their sequel, on a similar occasion, namely, the eve of another Session of Parliament. He has, however, been induced to omit the formality of a second Dedication, and he trusts that the same "favourable consideration," and "serious attention" which he earnestly invoked towards his former "*Remarks*," will be condescendingly extended to this second respectful appeal to the same high quarters, in behalf of so all-important a public object as general *popular Instruction*.

Actuated by the same disinterested patriotic motives as before, the Writer would only further humbly observe, that as he has been led to wind up the present *Remarks* in the concluding words of his former *Observations*, so he is similarly disposed to borrow the following candid paragraph from his former *Prefatory Address*, as equally applicable on the present occasion :

"It may also be proper to add, with reference to its having been alleged that as the Writer has ventured so far in his strictures on the present state of our Educational System, he might as well have gone one step far-

ther, and distinctly submitted his own (detailed) views on the subject to the test of public criticism, that though he considered it more advisable and respectful to the Legislature to refrain from so doing, he has no particular objection to it: and that, if hereafter desired, he will willingly lay aside his anonymous character, and contribute his humble mite of opinion or information, *in propria persona*, before any Parliamentary Committee that may be appointed to report on the subject. But he trusts that, his object being '*prodesse quam conspicere*,—he may still to do good rather than be conspicuous,—he may still then be permitted to raise his 'still small voice' in support of an undeniably great and good cause, without incurring the unnecessary and unenvied notoriety which would attend his name being before the public."

MONTREAL, 4th January, 1849.

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FURTHER REMARKS

ON

THE STATE OF EDUCATION, &c.

1. *Report of the Superintendent of Education in Lower Canada, for the Scholastic Year 1846-7. Printed by order of the Legislative Assembly. Montreal: 1848. Pp. 178. By Dr. J. B. Meilleur, Chief Superintendent of Education, Lower Canada.*
2. *The Monthly Journal of Education for Upper Canada; eight numbers; commenced in January, 1848. Published at Toronto, and edited by the Rev. Dr. E. Ryerson, D. D., Chief Superintendent of Schools, Upper Canada.*

Having in former numbers of this Journal ventured to throw together, for general consideration, some desultory observations on the existing state of Education in Canada,* and having, during the last session of Parliament, deemed the conclusions we had arrived at of sufficient public interest and value to merit being re-submitted, in a more connected form, to the individual attention of every member of the Government and Legislature, we are once more induced to revert to the same highly important topic, by the prevalent rumour of its being intended to introduce either a new or revised "*School Act*" during the approaching session, in the hope that our humble patriotic labours may not prove altogether in vain; and, as done on the two former occasions, we now propose taking as our guide the published official Reports on the subject. It will, however, be seen, by a reference to the titles at the head of this article, that unfortunately the *Report of the Superintendent of Lower Canada* alone has as yet made its appearance;—a circumstance greatly regretted by us, as doubtless that for the Upper Province would have

* See the numbers of this Journal for the months of January and March last.

thrown much additional light upon our devious path, and have thereby not only rendered our review of the existing state of the question comparatively more easy, as well as more satisfactory, but even far more conclusive.* In the absence of the latter much desired document, however, we are happy to be able to advert to, and profit by, a recently published periodical, of very considerable collateral value and interest, namely, "*The Journal of Education for Upper Canada*," from which every friend of education may glean much useful and instructive matter.

In throwing together our former remarks, we were led to divide the subject into two great distinct branches, —the one referring more immediately to Upper Canada, and the other to the Lower Province, —at the same time that we left ourselves at liberty to make use of any arguments that we considered applicable to both, as a whole. On the present occasion we proposed adopting the same course, but, from necessity, reversing the order of arrangement, and therefore commencing with a passing glance at the state of education under the present School Law, as existing in the Lower Province, as gleaned from the official Report of Dr. Meilleur. Here, however, we were unexpectedly des-

* It is to be regretted that the Executive does not feel itself authorized to publish these and other similar annual official reports, as soon as received, for immediate circulation among the Members of Parliament, &c., without waiting for the formal assent of the assembled Legislature, as they would, thereby, have a better chance of leisure consideration during the recess, instead of being subjected to the hasty perusal and crude digestion ever likely to result amid the many distracting claims upon their attention during the actual Session of Parliament. It would also, perhaps, be highly advisable that on so momentous a popular subject as the Education question coming before Parliament, the Superintendents of both divisions of the Province should be directed to be in attendance; so as not only to be able to afford opportune correct information, on any points, to individual members desiring it, but also to appear at the bar of either House, to give evidence or information, if required. We, however, adhere to the opinion formerly expressed by us—that the best way of arriving at a safe and lasting conclusion, would be by the appointment of a special commission. See former Remarks.

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tined to meet with difficulties in the very threshold of our undertaking; for, on consulting that document, we unfortunately found it of so elaborately discursive a texture as to puzzle us how or where to begin.

That the reader may be enabled to judge for himself how far this remark is well founded, we cannot do better than refer him at once to the worthy Doctor's own introduction of his labours to the attention of the "Governor General and the other branches of the Legislature," as embracing—

1st. A general Report upon Elementary Education in Lower Canada, setting forth the causes which have embarrassed and retarded and, in some localities, even prevented the proper working of the present School Law, and the amendments which it has, perhaps, become necessary to make to that law, in order to obtain from it more perfect and satisfactory results.

2nd. A Statistical Table of the Schools which have, under the said act, been held under the control of the School Commissioners and Trustees; with the number of children who have attended them, and the amount of the legislative grant which has been awarded to each municipality (as constituted for school purposes) during the school period between the 1st of July, 1846, when the present act came into force, and the 1st of July, 1847; shewing also the municipalities to which no part of the legislative grant has been awarded, for the reasons mentioned in the Report.

3rd. A Table showing the amount awarded to each county, out of the unappropriated balance of the legislative grant, for the scholastic years, 1842, 1843, 1844 and 1845, under the provisions made in that behalf by previous acts, and in the 49th section of the present school act, as an aid towards building or repairing school-houses; with the number of school-houses built or repaired under the control of school-commissioners, and the amount of the valuation of these school-houses, made, in every case, by three arbitrators appointed for the purpose.

4th. The circulars which I have issued under the operation of the present law; because it may be deemed expedient that their tenor should be known.

Having so far given Dr. Meilleur's own sketch of his theme, honest impartiality as reviewers compels us to enter at once our humble protest against the manner in which he treats the question, as tending rather to excite than allay existing discordant opinions on so vitally important a popular subject, and to express our deep regret that one who has evidently the good of his

country much at heart, should adopt a line of proceeding so little likely to be productive of beneficial results : for it appears to us, that, instead of the leading two-thirds of the 178 pages of which his Report is composed, being devoted to a wandering review of the various theoretic and antagonistic matters discussed therein, that document might have been mainly confined to the details embraced by the far shorter 2d section, with probably part of the 3d section, namely, the statistical tables and other documents illustrative of the *actual working of the existing School Law*, as exhibiting the number of schools in operation during the official year, the amount of money apportioned to each county and township, and any sums awarded to particular localities for extra purposes from the unappropriated balances of former years ; and that, whatever else occurred to the worthy Superintendent as deserving the attention of the Executive, might have formed the subject of an altogether distinct and separate communication. Indeed, it is but justice to add, that though we may not be altogether prepared to assent to all the conclusions at which Dr. M. has arrived, it is with the time and method, more than the matter, that we are disposed to find fault.

Taking this view of the subject, we were naturally led to turn our attention, in the first instance, to the 2d section of the Report ; and what has been the result ? The discouraging conviction that the information supplied in the few imperfect statistical tables of which it is composed will be found far from sufficiently explanatory,—let alone satisfactory or encouraging,—there being no column showing either the amount of assessments or rates actually levied in the different localities,* or the aggregate number of children of school age, to be compared with the number of schools, and the proportion of children attending them ; and there yet appearing, with an increasing population, to have been actually a considerable falling off in the number of

* Without such a column it is impossible to judge how far the people contribute their due proportion to the general fund.

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children attending school in the year 1847, compared with the preceding year. Nor is this all; for while reflecting on this discouraging state of things, as the very reverse of what ought to have been expected, we are insensibly led to the conclusion, from information lately elicited, that the proportion of the yearly parliamentary grant of £50,000, hitherto allotted to Lower Canada,—namely, £29,000—on the supposition of its much greater population, must, of late at least, be based on erroneous data, not a little to the prejudice of the Upper Province—as may be seen by a glance at the following unavoidably imperfect table, and note. In addition to which it would appear, on a closer examination of the particulars given, that of a grant intended solely and exclusively in aid of the better payment of our ill-requited school *teachers*, a sum amounting to no less than £6,444 had (we think somewhat inconsistently, if not unjustly,) been from time to time diverted to a totally different purpose, namely, the building and repair of school *houses*; particularly, as in the Sister Province, these things are provided for by special assessment, levied on the inhabitants of the particular localities requiring them:—

Abstract view of the State of the Common Schools in the two great Divisions of the Province of Canada, compared with their estimated respective population, during the years 1846 and 7.

DIVISION.	Year.	Estimated Population	No. of Children of School Age.	No. of Children attending School.	No. of Schools.
Upper Canada,	1846	} 640,000*	204,580	110,318	2,905
Do.	1847		—	124,829	2,727
Increase in 1847,	—	—	—	14,511	—

Lower Canada,	1846	} 750,000*	Unascert.	69,887	1,830
Do.,	1847		—	63,291	1,613
Decrease, 1847,	—	—	—	6,606	—

Such being the whole of the scanty and imperfect information to be gleaned from the Lower Canada school statistics of the official year 1846-7, we are now reluctantly compelled to turn back to the medley of debateable matter described in the first and main section of the Report, setting forth the various causes that have embarrassed and retarded, and, in some localities, even prevented the proper working of the present school law; and in introducing this part of the subject, we shall first allow the doctor to speak for himself.

After alluding to the various obstacles and difficulties thrown in the way of the operation of no less than three successive Elementary Education Acts, since 1841, as described in former general as well as special Reports, Dr. M. proceeds to state that he considered the principle of the *existing* amended law, (passed in 1846,) deserving of being preserved intact, as best calculated to insure the welfare of popular Education; and that he therefore considers it his duty to set these principles in the clearest light.

Concurring, as we do, in much of the feelings and opinions expressed by the worthy Superintendent, as *applicable to at least the present state of Lower Canada*, we cannot do better than quote his own language on

* In the absence of official data for fixing the actual population of the two Provinces at the periods stated, the above is given as a tolerably close medium approximation to it, founded on current or published rumours of the result of the late census. Taking this for granted, the £50,000 would fall to the two Provinces in the proportion of about 7-13ths to Lower and 6-13ths to Upper Canada, which would give about £27,000 to the former, and £23,000 to the latter Province.

the subject; contenting ourselves with appending an occasional note, where his conclusions happen to be at variance with our own,—in addition to renewing our former earnest protest against the longer continuance of separate Education Laws for the two great sections of the Province than may be possible, as being altogether alike uncalled for, impolitic, and unnecessary.

"The fundamental principles of the present school act, like those of the acts which have been passed for Lower Canada since 1841, those of the present law in force in Upper Canada, and those of the other education laws which preceded it, are divisible into two main classes, viz: those of which the immediate object is the creation of the necessary means of support, and those of which the object is the local or general government and management of the schools. But, to generalize less and to descend a little more into the practical detail of the principles of the present law, they may be divided into four classes, namely: 1st. Those relating to the means of support. 2d. Those under which the inhabitants contributing to such support are invested by the law with the power of electing school commissioners. 3d. Those under which the board of examiners are constituted. 4th. Those under which His Excellency the Governor General has the power of appointing, under the Great Seal of the Province, a Superintendent of education.

"1st. The principles of the present law, of which the object is to provide the pecuniary means requisite for the working of the law in the several localities, consist in the establishment of a compulsory contribution, by means of an assessment upon real property, according to the value thereof as determined by valuers themselves subject to assessment, appointed by the municipal councils or by the school commissioners, such contribution forming a sum at least equal to the portion of the legislative grant coming to each scholastic municipality, according to its population, and being applicable to the support of the schools under control, and being over and above a monthly contribution of so much per head, for eight months in the year, for the resident children of an age to attend school, varying from three pence to two shillings a month, according to the means of the parents and the degree of progress made by the children. In Upper Canada, the sum to be thus raised by assessment must be at least double that offered by the Government.*

"These principles, which form the basis of the whole law, are those which have been most wilfully misrepresented and held up

* This is a mistake. The amount required to be raised by assessment in Upper Canada is only "at least equal to the amount of public monies apportioned to each district:" the same as in the Lower Province.

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to the people of the country parts as unjust, tyrannical, and vexatious. It is against these that fickle and inconsiderate men, men of prejudice and without education, egotistical, and interested in keeping the people in a humiliating state of ignorance and incapacity, have the most bitterly inveighed.

"Yet these very principles form the basis of all good laws relative to elementary education in those countries where it is necessary that the people contribute their share to the work, as in Great Britain, France, Germany, the United States, Upper Canada, &c. They have been every where attended with a success which has admirably contributed to the prosperity and happiness of the people. And this result, so honorable and so desirable, is due to the regularity, the certainty, and the facility with which these principles operate, exciting an interest in those who are bound to contribute towards the funds, and thereby tending to ensure the well working of the law.

"The inhabitants of one only of the New England States in the American Union, provided for the education of their children by voluntary contributions. But in spite of their zeal, and of the sacrifices they made for this object, they felt that this system, in addition to all its other inconveniences, had also that of an insufficiency of funds; and the local Legislature has lately enacted an elementary education law for the State, based as far as regards the pecuniary means of support, on the principle of compulsory contribution; and there, as elsewhere, this system is already working most successfully, under the able superintendence of the Hon. H. Bernard.

"2d. The principles by virtue whereof the inhabitants liable to contribution are by law empowered to elect a corporation of school commissioners, are democratic provisions of a most important nature of the highest value in ensuring the maintenance of popular rights and a direct and responsible local administration. The inhabitants, and more especially the parents, are thus by law invested with the right of creating the authority charged with the entire management of the schools under its control, and with the whole local working of the law. The people have thus, in fact, the foremost share in the management of the schools, and are enabled to exercise a most wholesome control over the persons who, by virtue of their election, are immediately entrusted with that management. By virtue of these provisions the school commissioners are in effect exclusively entrusted with the whole local operation of the school law, and are responsible for their doings to their constituents, who are the very persons most interested in the well working of any education law.

"There is not in the school law one provision more intimately connected with the constitutional rights of a free people and with their elective franchise, or one which ought to be more dear to the fathers of families, or which they ought more jealously to use wisely, honestly and conscientiously, than that by which they are legally called upon to choose fit persons to be school commission-

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ers; and I am able to say, that this provision is generally appreciated, and its exercise claimed with a degree of interest and feeling which do honour to the people.

"This provision, however, so liberal and so highly to be valued, is unfortunately accompanied by two grand defects, namely: that of not restricting the electors to the election of *educated men* only as school commissioners; and that of requiring in them a qualification in property instead of knowledge.†

"It would have been impossible to insert a provision more unjust and more contrary to the very spirit of the act, than this property qualification required by its 51st section, which has, in fact, often deprived the country of the co-operation of the men best disposed to carry out the law, and most able to contribute to its well working. This qualification, by depriving the people of a portion of their elective franchise, has frequently been the cause of the election of men very ill fitted to be school commissioners, and sometimes even morally incapable of performing, with any advantage to the children, the important duties of this most high and honourable post. This property qualification has, in fact, excluded from among the school commissioners, many of the clergy of every profession, and a number of men of worth and education, whom the law has made ineligible, to make room for men, otherwise, it is true, highly respectable, but whose want of education and experience in public business, and in some cases their prejudices and spirit of opposition, made them absolute impediments to the successful operation of the law.

"Loud complaints have been made against the bad selections which have been made of school commissioners; and the inhabitants have been openly taxed as having been wilfully culpable in making these bad selections. Yet, in very many cases, the property qualification required left them no alternative, no liberty to choose educated and zealous men as school commissioners; they were forced to elect men without education and without any decided wish to encourage education, or to elect none. I am even acquainted with a number of localities, new settlements especially, where it is impossible to find a sufficient number of men qualified, according to the requirements of the law, to be school commissioners. Sometimes there is not even one.*

"3rdly. The present act contains principles by virtue whereof boards of examiners are established, and are in effective operation

† So long as the present defective system exists in Lower Canada, *Education*, to a certain extent, should be required as a qualification in all commissioners; but that of property should not be required of members of the clerical, medical, or legal professions.

* This exhibits a rather humiliating picture of the distribution of property, as well as of the absence of education in Lower Canada; and, therefore, the sooner a more auspicious state of things is brought about the better.

for the examination of teachers,* and for their admission as such. These boards are composed of titular and honorary members, and the clergy, the people, the Government, and the teachers themselves, find their representatives there, since two members of the clergy and two teachers form part of each board, as titular members. The titular members of the board of examiners are the active members thereof, and the honorary members are *de facto* the school visitors, constituted by the 33d section, who have, by law, the right of taking part in the examination of teachers, without being specially bound so to do.

"These boards of examiners are formed by the intervention of the superintendent of education, who is for this purpose the adviser and the organ of the Governor. The superintendent furnishes the boards with the seals and forms of certificates they require, and he is the official channel whereby publicity is given to the admission of teachers, without subjecting the boards of examiners to one farthing of cost; the expenses incurred for this purpose being charged to the contingencies of his office.

"Nevertheless, these boards are, in their action, independent of the local and governmental authorities; and by the nature of their composition, and by that of the powers entrusted to them and of the duties imposed upon them by the act, they afford a guarantee for a degree of integrity, uniformity and impartiality, in their proceedings, and of ability and moral character in the teachers admitted, to which the systems of popular education in practice elsewhere offer nothing comparable.

"These boards confer upon the candidates admitted, a character, a permanence, and a title to the respect and confidence of parents and of the school commissioners, which is not possessed by the teachers in Upper Canada, in the Lower Provinces, or even in the United States, in France, or in Prussia. The certificates of admission, which, after a satisfactory examination, are granted to candidates as teachers, are granted for life, and entitle them to act as such, under the control of the school commissioners, throughout the whole of Lower Canada, without, however, forcing any individual upon the school commissioners, who, in their choice of teachers, are only confined to such as have certificates of qualification. Teachers are in this respect placed upon the same footing as the members of the other liberal professions; and will consequently enjoy the same confidence and the same respect in society, where they cannot fail to be appreciated according to their merits.†

* These many independent local boards appear to us to be at best a make-shift, and can only be considered useful in the absence of a central or Provincial Board of Education, and that *sine qua non* powerful agent for simplifying and directing a uniform popular school system—*Normal school training*. Of which, more in another place.

† In Upper Canada not only is the Principal of the Normal School empowered, under the auspices of the Board of Educa-

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"Indeed, the candidate for the office of teacher cannot be admitted to examination without in the first place producing to the board of examiners, a certificate of his age, place of birth, and moral character, signed (as regards the last item) by the minister of his religious persuasion, or at least by three school commissioners of the place where he has resided during the last six months. This formality being imperative, the candidate cannot, without complying with it, be admitted to examination, however well qualified he may be with regard to the requisite acquirements. The clergy and school commissioners have therefore the initiative in the admission of teachers, and hold in their hands the power of promoting the admission of all whose acquirements or character may be such as are not inconsistent with the well-understood interests of education, morality, and religion.

"There are, besides, very honorable exceptions in the 50th section, in favour of persons invested with a sacred character, who may be disposed to devote themselves to the instruction of youth. They are not for this purpose bound to submit to the examination required of other persons. Members of the clergy may therefore, without impediment or previous formality, take charge of schools under the control of commissioners, without undergoing any previous examination before either of the boards.† I know many young ministers who thus act as school teachers; and though the nature of the ministry of a Catholic priest will scarcely allow him to do so, there are cases where he might be able to take charge of a school with an assistant. Under a very different system in France, curates have offered themselves as candidates for obtaining certificates as teachers of elementary schools; in Brittany, for instance, and more especially in the diocese of Rennes. There is nothing therefore in the letter of the law of Lower Canada to prevent a priest from assuming the charge of an elementary school, if other circumstances allow him to do so.

"Moreover, the acquirements required by law, of teachers passing their examination, are graduated according to the class to which they belong, and are so elevated in the scale of useful knowledge, that the popular education must necessarily, in this

tion, to grant diplomas to all school teachers trained by him, divided into three classes, according to talent and qualification, but each District Superintendent can grant, either a special certificate for one year, or a general one until revoked; add to which, any two local school-visitors may, on inquiry, after due examination, grant a special certificate for one year.—A system which we are disposed to regard as superior to that of Lower Canada.

† This is certainly objectionable—as a person may be a very good priest, and yet a very miserable teacher. And, therefore, every candidate, whether priest or layman, ought to be subjected to a regular Normal School training and examination. Of this, more elsewhere.

respect, rest upon a solid and durable basis. We have only to oblige teachers sooner to avail themselves of the provisions of the law in this behalf, by ensuring them fitting means of subsistence, and easy means of perfecting themselves in the art of teaching, by the establishment of Normal Schools or otherwise, and I am convinced that they will in a few years make teaching what it ought to be, that is, a distinct profession, influential and respected, and an estate as honorable as it is useful. Provided each with a certificate of ability and moral character, available for life, the educated, wise and zealous teacher, understanding the nature and importance of his mission, and the high place he ought to hold in society, will know how to give to his profession a character, dignity and efficacy, which will make teaching less the office of a pedagogue, than a kind of magistracy, a species of priesthood surrounded by respect and veneration.

"A certificate of moral character is impliedly included in that of fitness obtained from either of the said boards, because a certificate of moral character must have been previously produced to the board: and, from the enumeration of the several branches of education, it is evident that primary instruction is divided into two classes, namely, elementary and superior, the latter of which is to be given in the model school.

"I ought not to forget here to mention, that the boards of examiners are of two separate and distinct kinds; that is to say, one of them is Catholic, for the admission of Catholic teachers, and the other Protestant, for the admission of Protestant teachers.

"The boards of examiners have power to prescribe what books are to be used in the schools which are under the control of the law; and the school commissioners being confined to one or other of the classes of teachers mentioned in the 50th section, and having no power to allow any books not approved by the boards of examiners to be used in the schools under their control, it follows that the course of instruction to be pursued in each elementary or model school, and the kind of books to be used therein, are designated by the law; excepting always such books as relate to morality or religion; the selection of which is the exclusive province of the priest or minister of the locality, as regards the children of his own religious persuasion. This right, with that of being a school visitor, which the law confers upon him *de facto*, gives him in the school as in the church, that control which he ought to exercise over the moral and religious instruction of the children of his persuasion,

"• This is a blemish rather than a benefit; and the same defect exists to a certain extent in the Upper Canada school bill. The power of prescribing what books shall be used in the schools should rest with a central board of education alone, as the best means of insuring the adoption of a uniform elementary system throughout the whole Province; as will be further noted elsewhere.

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4thly. The present school law contains principles by virtue whereof the Governor in Council has the power of appointing, for the general direction of the common schools under the control of the law, a Superintendent of education, having certain administrative powers conferred upon him by the law, such as (among others) that of naming school commissioners, in case of default to elect them, &c.; with the obligation to render yearly an account of his administration to the Executive Government and the Provincial Parliament.

"In the exercise of his powers and the performance of his important duties, the Superintendent of education has, by law, no right to interfere in the local management of schools, except by way of advice, and generally at the special instance of the parties interested, unless they have themselves neglected or refused to perform, within the time prescribed by the Act, the duties which, in their turn, the law has imposed upon them for educational purposes; for it is necessary that the law should be carried into effect. With this exception, the superintendent is, by his position, only the adviser of the school commissioners and of the Government, and the ostensible interpreter of the law: whether it be for the general or for the local direction of the common school.

"The Superintendent of Education is, further, a medium of communication between the Government and the School Commissioners, and, in case of necessity, a mediator for the latter with the Government, but, nevertheless, without being a political character, or subject to the action of the many influences of those considerations which agitate and occupy so many other public functionaries.

"I am, indeed, of opinion, that the Superintendent of Education ought not to be a political character, so that he may be able to devote himself entirely to the department entrusted to him. I have, therefore, made it a point always to conduct myself in such a manner as not to allow my attention to be drawn from my duties by any considerations foreign to the important object to the attainment whereof the law has charged me to contribute; and I have constantly endeavoured to do this with a view to the general good of all, without distinction of origin, party or religious belief. So that, according to my view of the subject, if the existing law is defective in its provisions relative to the Superintendent of Education, the effect consists only in the omission of enactments which should confer on him greater powers, empowering him to interfere more directly and absolutely in the local working of the law, whenever the School Commissioners should neglect or refuse to perform the duties assigned to them.

"The Superintendent is, moreover, a guide, by his opinion and advice, in the proceedings of the School Commissioners; and in case of certain difficulties a judge, or more properly a friendly mediator, rather than a master arbitrarily governing everything by his orders. This is at least the view I have hitherto taken of the position of the Superintendent of Education for Lower Canada, and that according to which I have likewise endeavoured to per-

form my duties as such, in the well understood interest of popular education; and I believe that I have been fortunate enough to obtain in this respect the entire approbation of my fellow-subjects of every origin. I owe it, therefore, to the feeling of lively gratitude by which I am animated, to state in this place, that on all occasions the numerous friends of education have given me the most flattering proofs of their confidence in me, and of their satisfaction with my conduct as a public functionary. Their kindness towards me has only been equalled in generosity by their co-operation in sacrifices of every kind, for the purpose of giving to the courage which it was indispensable that I should have, and the efforts it was imperative that I should make, the efficiency necessary to surmount, jointly with them, the innumerable difficulties which the enemies of the two last education acts have raised up to oppose us. Well, therefore, may our amiable youth, who for so many consecutive years have been the immediate object of so much combined solicitude and sacrifice, join their voices with mine to testify, with one accord, their never-ending gratitude to their parents, to the clergy of every religious persuasion, and to the local authorities.

It is not unimportant to remark in this place, that the salary of the Superintendent, and all the contingent expenses of his office, are paid out of the public chest, and not out of the legislative grant for education, as certain enemies of the act have stated and published. Not one penny is taken out of the fund last named; the destination whereof is special and sacred. It is employed solely in aiding the people to give their children the instruction of which they stand in need.

The 27th section of the act contains all the conditions upon which the share of the legislative grant coming to each municipality, according to its population, is awarded to the School Commissioners. The latter, in order to obtain their share of the grant, are bound to transmit to the education office, every six months, a return of the schools under their control; and if, after examination, this report is found by the Superintendent to be in accordance with the requirements of the act, their share of the grant is sent, in the shape of a check, to their secretary-treasurer, by the post and in a post-paid letter. The amount of these checks is drawn from school funds which the Superintendent places in the chartered banks, as he receives them under warrants of His Excellency the Governor General, on his special application in favour of the localities whom he reports to have conformed to the requirements of the act. So that the School Commissioners have nothing to pay in order to obtain these checks, which are negotiable throughout Lower Canada. Neither have they anything to pay for the conveyance of their school returns, or upon their correspondence with the Superintendent upon the subject of education. All these charges are borne upon the contingent expenses of the education office.

The legislative grant in aid of schools under control in Lower Canada, is a share of £50,000, according to its population as

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compared with that of Upper Canada, which receives yearly the other portion for the same object. The portion coming to Lower Canada upon this principle, has varied from £29,000 to £30,000 per annum, since 1849, according to the first sections of the act of 1841, continued in force by the 57th section of the present school act.—[See Note, page 10]

“The balance of the portion coming to Lower Canada is appropriated as an aid towards building school-houses, and is distributed upon the conditions mentioned in my circular No. 9, page 9. The inhabitants and the School Commissioners generally have made efforts and sacrifices worthy of all praise, in order to obtain this aid; and one hundred and five school-houses have already been built or repaired.

“Such are the principles and provisions of the present school act.”

From the above discursive view of the principles and operation of the existing Education Law, Dr. M. proceeds to indulge in a string of what he terms general, but which we would be more disposed to regard as *particular* observations, through which it is out of our power to follow him; but we cannot resist laying before our readers one or two “cases in point,” illustrative of the shameful manner in which the best and wisest of purposes can be misrepresented and falsified by the machinations of unprincipled or reckless demagogues.

“Out of 32 scholastic municipalities recognized by law, the inhabitants of 32 petitioned the late Parliament, at its last Session, on the subject of the present school act. Of these petitions, 22 prayed for the repeal of the law, without (except in one case) asking the substitution of anything in its place, and 10 prayed that the act might undergo certain amendments, which were, for the most part, of a nature to strengthen its principles. These petitions, of which 18 were presented to the House by Mr. J. Laurin, came chiefly from the Districts of Quebec and Three Rivers; 11 bear the names of 274 persons in all, of which 34 only are signed, or supposed to be signed, by the petitioners, for there are names which are written by the same hand. Among the remaining petitions, there are some which have not one real signature! These are facts officially recorded. And it is upon the act of this number of municipalities, upon the strength of this number of apparent petitioners that so much theorizing has, more especially during some months past, been indulged in; that so many different and discordant plans of education have been broached, and that, reasoning from particular cases to general propositions, some parties have come to the conclusion, so humiliating to the country, that the law is opposed everywhere and works well nowhere.

" In one particular case, the parishes of St. Gervais and Point Levy, in the District of Quebec, have been cited as examples, and it has been alleged that the whole funds at the disposal of the School Commissioners of the former, for the support of 18 schools under their control, was £325 4s, and that those of Point Levy had only £365 1s 10d for 13 schools; these sums arising from their respective shares of the legislative grant, and from the assessments raised for the same purpose.

" Yet, according to the last school return for each of the said parishes, upon which the amount coming to them out of the legislative grant was calculated, it appears that the former parish had only 12 schools, and the latter 10, in operation: whence it follows that the school commissioners of St. Gervais had, out of the sum above mentioned, a much larger amount than £18 per annum for each of the teachers in the schools under their control, and that the same proposition obtains with regard to the school commissioners and teachers of Point Levy.

" Now, according to the last census, the number of children in the parish of St. Gervais, of an age to attend the schools (that is, between five years and sixteen years), is 985. The school commissioners, by using the power conferred on them by the act, may require at least one-half of the monthly rates fixed by the 21st section, that is, one shilling per month during eight months, for each child, which would yield them an additional sum of £394 for the support of the teachers of the schools under their control. The number of children between the same ages, residing in Point Levy, is 1120, which, at one shilling per month for eight months, would give an additional sum of £448 for the support of the teachers.

" The school commissioners of these two parishes, then, (and the same is true in proportion in all others,) have, or may have, at their disposal, for the support of the schools under their control, a sum more than double that which is represented as being the whole amount which they can use for this purpose. But this is not all: by virtue of the 25th section, the school commissioners may also obtain for the same purpose a portion of the annual revenue of the *Fabrique*, a provision of which advantage has been wisely taken in several parishes. The legislative grant is therefore more than equalled by the local funds which may be raised for school purposes.*

Well may the worthy Superintendent indignantly exclaim, " This is the way in which, despite of facts and

* From the data above furnished, coupled with what is stated in p. 27, of the Report, it would appear that far from the teachers of these two parishes being so ill-paid, as represented by the petitioners, the funds at the disposal of the commissioners were such as might have allowed those of St. Gervais being paid at the rate of within a fraction of £40; and those of Point Levy upwards of £60!

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figures, the decriers of the Law—deceivers and deceived, make all kinds of statements to its disadvantage, in order to render it unpopular and useless.”

Passing over various intermediate matters, we find at p. 29, some observations on a vitally important branch of the subject to which we pointedly alluded in our former “Remarks,” and to which we are again induced to draw particular attention, as still far from being duly appreciated among either the neighbouring United States, or in our own Province. We allude to the utterly neglected claims of Teachers to far higher social consideration, and a far more liberal remuneration for their valuable services, than is yet awarded them.

On this subject Dr. M. remarks as follows:—

“The last report of the Superintendent of Education for Upper Canada informs us that the average annual stipend of teachers in that section of the Province is £29 per annum, while the annual stipend of teachers in Lower Canada is £36. In the State of New York, in that of Vermont, and in the greater part of those known as the New England States, the annual stipend of teachers is also £36. In this respect, at any rate, we are not behind Upper Canada and a number of the United States. In France the teachers have each a salary of 200 francs for an elementary and 400 for a superior primary school.

“But it is objected, that as the act does not insure a fixed salary to the teachers, it follows that the school commissioners cannot procure such as are properly qualified; and it is proposed that the salary of teachers should be fixed by law as in some other countries.

“The salary of teachers is in fact fixed in France, in Prussia, and in Switzerland; but it is not so upon this continent; and, under the peculiar circumstances of Lower Canada, to fix the salary of teachers would be to legislate to the prejudice of education itself. From the want of normal schools and of many other means of educating teachers in the art of teaching,—and more especially from the small amount of time which those in actual employment have at their disposal for the purpose of supplying any defects in their education, the teachers here are far from being equal in respect of talents, requisite acquirements, or experience in their profession.

“But, in order that the salary of teachers could be fairly fixed by law, they ought to be at least nearly equal in acquirements and ability, and able to give us in fact guarantees for equally successful results from their teaching. Now, under existing circumstances, these things are morally impossible in Canada; for it is anything but certain that the qualifications of teachers will be

equal, or that the same good results will attend their services. It follows, therefore, that if the salary of teachers were fixed by law at an invariable rate, the school commissioners would in many cases be obliged to give some teachers more than they deserved, and would not have the power of giving more to those whose merits were greater. The school commissioners would thus be compelled by law to pay an ill-educated teacher of inferior ability as good a salary as to one well educated and able, or to deprive the cause of education of the services of one or the other; because, in the first case, the ill-educated teacher would insist upon the salary fixed by law, as his rightful remuneration for such service as he could render,—while on the other hand the well-qualified teacher would not be willing to give his services at the same rate, more especially as in different parts of the country the necessities of life vary much and constantly; so that the proper salary for a teacher is a relative matter, depending both upon his qualifications and upon the necessities which local circumstances subject him to," &c.

Without stopping to notice the unsatisfactory application of some of the above conclusions, we pass on to p. 32,—where, while "nevertheless" urgently advocating the establishment of Normal and Model Schools, Dr. M. further observes:—

"I am also of opinion that allowing an increase of salary to the teachers of model schools, we ought at the same time to make it their business to train some of their pupils as teachers, in consideration of a certain premium to be allowed for each of them who should have gone through a satisfactory examination before one of the boards of examiners; for I wish that all teachers, whether trained at the normal school, the model school or elsewhere, should equally undergo their examination before one or other of the said boards" of Examiners.

Not quite comprehending the drift of some of the above reasoning, we are, for the present, content to observe, that Model School arrangements must emanate from a *Normal* source, and that it appears to us that it would be futile to attempt to equalize or fix the salaries of Teachers farther than an equitable participation in the benefits of the general fund will allow, with the exception of assigning a reasonable *minimum* salary for any Teacher, (as advocated in our former Remarks) altogether independent of the number of children attending school; the latter in a great measure depending on the degree of denseness or sparseness in the population of a school section, and therefore entirely beyond the Teacher's

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troul; and that we are persuaded that by holding out proper and just emolumentary encouragement, after the indispensable introduction of regular Normal School training, a sufficiently uniform and effective standard of qualification would be introduced among the great body of the Teachers, to insure to the country the most beneficial results. But in that case, as already hinted, the powers of the local Boards of Examiners must in a great degree give place to the more general superintendence of a Provincial Board of Education.

But what, let us ask, can avail either the wisest movements of a Legislature, or the most zealous efforts of individuals, if *the great body of THE PEOPLE*, for whose express benefit these exertions are made, either coldly stand aloof, or indifferently, or perversely—we would almost say wickedly and diabolically,—reject or oppose the almost gratuitous proffer of so inestimable a blessing as *general Education!* And yet, such, alas! would appear to be too much the case. Taken, however, in even the most favourable point of view, what is the amount of the generous pecuniary patronage, or rather of the miserable annual pittance doled out to the honoured instructors of our hopeful offspring, either in British America or the United States, with the noble exception of Massachusetts, (and in a less prominent degree Pennsylvania and Connecticut,) neither more nor less than a paltry average of little more than £40 currency to male teachers, and less than half of that amount to those of the female sex! Wages, which, unless board and lodging also were furnished, our commonest farm labourers would reject with disdain! In the application of this observation we, of course, refer to America alone: for, as is well known, in Europe these matters must be viewed and meted by an utterly different scale.*

* We of course refer to the scale of wages given in Europe to farm labourers, and village and town mechanics, as compared with other classes of the population: but a far more apposite view of what might reasonably be expected to be received by teachers in a Colony, may be formed by the Legislature and people of this Province, from the late liberal and enlightened movement of the Home Government in behalf of education in the small ci-devant French Colony of the Island of Mauritius,—to which, we perceive, the Government have just dispatched several members

That our readers may be fully sensible that this is not a mere flourish of words, we beg leave to refer them to the following abstract table, of the actual rate of teacher's wages in British America and the United States, framed at a venture from various published documents and loose memoranda, as fully bearing out our assertion; and we deem it right to add that, though there may be isolated instances, even in Lower Canada, of teachers being in the receipt of more than £100 a year, we have based the greater part of our calculations on monthly proportions; and, therefore, as the schools are seldom in operation more than eight months of the year, it is probable that the average assigned is more frequently above the true amount than otherwise. It is also proper to state, that we allude solely to the rural districts; for the average income of teachers in large towns and cities must, of course, be much higher; and, in fact, range in the States, from £50 to £600 per annum.

Abstract view of the average Wages of Common School Teachers in the British American Provinces, compared with different American States.

NAME OF PROVINCES OR STATES.	MALE TEACHER	FEMALE TEACHERS.	REMARKS.
Upper Canada,	£30 0 0	} Unascertained but about 1	No board in addition.
Lower Canada,	36 0 0		
Nova Scotia,	38 8 0	} Do. do.	Board, washing and lodging also found.
New Brunswick,	40 0 0		
State of Maine,	46 0 0	£14 0 0	} Exclusive of board.
" New Hampshire,	40 0 0	16 0 0	
" Vermont,	36 0 0	14 0 0	
" Massachusetts,	73 0 0	24 0 0	
" Connecticut,	48 0 0	19 0 0	
" Pennsylvania,	51 0 0	30 0 0	
" New York,	43 0 0	19 0 0	
" Ohio,	36 0 0	18 0 0	
" Michigan,	38 0 0	16 0 0	

of the scholastic profession—principally men and their wives, to establish primary schools. Before starting they received £120 to provide the necessary outfit, and on landing in the Colony, £25 to defray expenses. Their salaries then to commence at £80, and gradually to increase to £200 per annum!

In a remuneration of both attention and estimation as insisted by our ing at as in more there, three receive dues, £14, repeat they n to mal local from t suppli tary t To space the wh not re the al hardsh to the princip rights, Lower " Col commo practise that, ur aid of establish and zeal never re 'taxers' pose th

In addition to the foregoing humiliating view of the remuneration generally awarded in America, to teachers of both sexes, we cannot refrain from drawing the attention of our readers to the very low and *ungallant* estimation in which the valuable services of the gentler sex, as instructors of youth, are, with a few exceptions, held by our American neighbours, as well as ourselves, averaging at less than one half of that of the male sex; whereas in the National Schools in Ireland, the proportion is more justly nearer four-fifths. We may further add, that there, *i. e.*, in Ireland, the teachers are divided into three classes, in the two first of which the male teachers receive from Government, in addition to their local school dues, from £30 to £16; and the females from £24 to £14, per annum. But it has been at the same time repeatedly declared by the Board of Commissioners, that *they neither profess, nor are they authorised by the State to make grants of salaries to teachers, except in aid of local contributions from the Patrons of the schools, and from the parents of the children: and that the salaries supplied by them are to be regarded as only supplementary to these local payments.*

To return to the Report before us. Our limited space will not permit of our following Dr. M. through the whole of his rather discursive course, but we cannot refrain from quoting his pertinent observations on the alleged unconstitutional proceeding and dreadful hardship of compulsory contributions! which, according to the shameless assertions of certain ignorant or unprincipled demagogues, are so utterly repugnant to the rights, feelings, and habits of the worthy "habitans" of Lower Canada.

"Compulsory contribution, in cases of necessity and for the common good of the inhabitants, has from time immemorial been practised in Lower Canada. It is by this mode of contribution that, under the law of the country, they have, without foreign aid of any kind, built their churches and raised other religious establishments, which testify so honorably to their good feeling and zeal for the advancement of religion. Now, the people have never regarded as 'taxes' assessments for these purposes, nor as 'taxers' the Trustees appointed by a vote of the majority to impose them upon the assessable property of the parishioners ac-

ording to value. And what would have been their satisfaction and their gratitude, if the Government had, by an act, come forward and offered them one half of the sum required for any of these purposes, on condition that they should furnish the other half! What then ought, for the same reason, to be the eagerness of the inhabitants to comply with the requirements of the School Law, to obtain the aid of which they stand in need in order to procure for their children the advantages of education, which is above all material advantages.

"The fact is, that the inhabitants of Lower Canada were, before the passing of the late education laws, habituated to contribute by assessments, compulsory or voluntary according to circumstances, towards those objects of common interest most dear to them. Why then should any one take pleasure in exciting among them fear, trouble and alarm on the subject of the School Law?"

"The sum required by law for the purposes of education, is not, according to the true meaning of the word, 'a tax,' but a mere *contribution*, since it is only required for the immediate benefit of the children of those who pay it,—since it is expended in the locality itself under the eyes of the parents and parties interested, under the direction of those whom the inhabitants liable to contribution have voluntarily chosen for the management of the schools,—since, instead of being carried out of the locality, this sum has the effect of bringing into it an equal sum, to be therein expended for the same purpose and in the same manner, and has consequently the further effect of distributing money in the locality and making it circulate there (instead of taking it away) to the advantage of the farmers and traders in the midst of whom beside the teachers and their families, who are so many consumers of agricultural and other produce, which they daily purchase with the pay they receive,—since the School Commissioners are responsible and are bound by law to render an account to the parties interested of the application of both the sums in question, and of all their proceedings."

In spite of the foregoing indubitable truths, such is the perverse spirit engendered in various parts of the Lower Province by utterly reckless demagogues, and *these not altogether confined to the same race as the "confiding Habitans,"*—that the great blessings derivable from even the present highly beneficial, though, of course, still defective, educational law, are either altogether rejected, or made to fall far short of what they otherwise might be; and with sorrow are we compelled to add, that a few isolated spots in the Upper Province seem to be contaminated with the same poisonous leaven; among which we scarcely expected to find

the good city of Toronto, or any portion of the loyal men of Gore. Of these, however, more hereafter, should our space permit.*

But to return to the Report. Not content with discussing the many conflicting topics embraced by his general observations,—Dr. M. next proceeds not only to maintain, for *ten* good reasons, which he gives at length, that the “principles” of the present school law should remain *intact*, though subject to no less than 29 proposed improvements,—but to marshal in a similar formidable *decimal* array, the various defects of that very law. And then, *horribile dictu!*—guided by the same cabalistic number, to enumerate in detail no less than *ten* different conflicting systems of education, which it would seem, have already been proposed to supercede the law at present in operation; but which, fortunately, he immediately afterwards, unceremoniously proceeds to knock down, like nine, or we would rather say like *ten pins*, one after another.

Not doubting that some of the defects, as well as improvements pointed out, will deservedly meet with due attention by the Legislature, when the subject comes before it, we are content to pass them by; and the same might also very well be the case with the greater part of the conflicting and somewhat crude systems that have been suggested, as superior to that at present in operation; but there are some observations, hinging on the eighth and tenth items, which we cannot allow to pass altogether unnoticed.

In rejecting the idea of attempting to simplify the working of a public or National Educational system, (as proposed under the eighth head,) by leaving it more to the arbitrary discretion of a responsible Superintendent, guided by a brief Act embracing only the fundamental principles, Dr. M. justly observes,—as follows:

“It is easy to say that the School Act is diffuse and complicated, obscure and unintelligible; but under the peculiar and difficult circumstances in which the inhabitants of this country are placed with regard to one another, it is not so easy as people think to abridge and simplify this act, and at the same time to

* See pages 41 & 42 of this article.

leave in it all that is necessary; it is not so easy as people think to render it more clear and intelligible without introducing into it fresh obscurities and ambiguities. It is very easy to destroy a law by abandoning it to be the butt of caprice and bad passions, and handing it over to the mercy of party spirit and the ambitious influence of personal interest which will accelerate its ruin; but it is not so easy as it is supposed, to draw it up better, or really to make it perfect, more especially when so many persons whose business it is not, and who are without experience in the matter, insist upon having a hand in the work.

"The legislation of all enlightened countries shows us that good laws, and more especially good education laws, are the result of calm and persevering experience, acquired by long and continued observation, and profound and unceasing meditation. Nearly three centuries have passed away since the foundations of a system of public education were first laid in France, and yet the law there is still very far from giving perfect satisfaction to all. An influential portion of the community urgently demand another system of instruction, and it seems that the legislature has not yet done with this important question, since the Minister of Public Instruction has but very lately laid the draft of a new Education Law before the Chambers. The present Common School Law for Upper Canada is the third since 1841, and it contains 45 sections, to which 11 others have been since added by way of amendments, under an Act passed for that purpose during the last Session of Parliament. The education law of the State of New York, on which that of Upper Canada is founded, (as our own is also in part,) contains 200 sections, and has been twice amended since 1841.

"We are not, therefore, justified in expecting very soon to have a perfect education law, however succinct and brief it may be; more especially if, as heretofore, so many persons have a hand in it, and if it be got up in too much haste."

And further:

"The people of Lower Canada, still generally possessing but little education, and more particularly but little accustomed to take part in carrying out the laws by which they are governed, are naturally enough afraid of those of which they do not at first thoroughly understand the object and the means proposed for its attainment; witness the opposition which they made to the Road Act, and which has been made to the present School Law in some parts of the country. But it may be truly said that when they are accustomed to the working of a law, they become attached to it as to their household gods. It would therefore be very inadvisable to turn them aside and discourage them by a legislation entirely different, which must necessarily have the effect of losing for them all the fruit of that experience which they have acquired at so great a sacrifice."

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"The inhabitants of Lower Canada, like those of Scotland, where the system of elementary instruction produces such admirable results, will soon contract by practice the habit of paying less attention to the law and to its weak points,—less to the legality of the means and proceedings of those who carry it into execution,—less to the rules and formalities to be observed in the matter of contribution, than to the objects of the law, which they will soon come to feel and know as if by intuition."

We should have been happy to have equally acquiesced in Dr. M.'s observations on the tenth head; but, unfortunately, in discussing the merits of this arrangement, as a thing proposed, viz.: "To have but one Law for all cases, and but one system of general Education, with a Superintendent General and local Superintendents, *i. e.*, a Superintendent for each district or county,"—Dr. M. seems to have lost sight of *the fact*, that there was such a section of our great Province as Upper Canada,—and that the very system to which he alludes, as *in prospectu*, is, in spite of all opposition, now in active operation in that benighted quarter, in near a three-fold more successful degree than that of which he is the directing head.—Nay more, we will even venture to tell the worthy Superintendent, for whose patriotism, zeal, and talents, we have a high respect, that we are disposed to think that he was stepping rather out of his official way, when he ventured upon any observations tending to call in question the merits of any part of the Educational Law of the Upper Province, and more particularly to depreciate the value of the services of that important branch of its machinery, the District Superintendents; and that delicacy should rather have led him to refrain altogether from alluding to the operation of the Upper Canada school law, if he could not do so in terms of commendation; and further, that in thus acting he would have only been following the cautious commendable example of the Superintendent of that section of the Province. Such, however, are the natural fruits of the impolitic and mischievous, and therefore unwise, growing practice of legislating separately for the two great component divisions of the same British Province,—as if inhabited by races of utterly irreconcilable habits, feelings, and principles.

It being entirely out of our power to quote at length the various arguments adduced by Dr. M. against the introduction of *District Superintendents* in Lower Canada, — we would have preferred referring our readers to the Report itself; but as that might be considered unjust to its writer, we trust they will rest satisfied with the following brief disjointed extracts.

"10th. Of all the faults of the present School law which have been announced by its opponents, that provision which constitutes only one Superintendent of Education is, according to them, the greatest. But the law, new and imperfect as it otherwise is, like its predecessors, operates generally well under the administration of only one Superintendent. In the Lower Provinces, and in several of the United States, where nothing is spared in providing for the education of the children of the people, and where the people are so prosperous, the general working of the School Law is entrusted to a single Superintendent for each State.

"There are, it is true, twenty-two Superintendents of Education in Upper Canada, whose salaries are paid by a special tax, levied for this purpose upon the inhabitants by the Municipal Councils. *But the inhabitants of Upper Canada, live on a soil and in a climate much more favorable for agricultural purposes, are rich in comparison to those of Lower Canada; and yet they complain of this provision in their law; and their Common School Act does not work better there than ours does here, although they have no political aspirants to decry the law for the sake of gaining popularity with the inhabitants.*"

And again, continues Dr. M. :—

"With regard to this, if I consulted my personal interest, I should willingly agree to the appointment of a Superintendent for each County, or at least for each Judicial District, as proposed, because the duties they would have to perform would tend greatly to lighten the work and responsibility of the Superintendent-in-chief. But there are general interests which I have no right to sacrifice to any particular interest.

"It would be absolutely necessary that these Superintendents should, as in Upper Canada, be indemnified for their disbursements and travelling expenses, and paid for their time and trouble, by means of an additional tax to be levied on our poor country people. And one or two things would happen; either we must allow a tolerably handsome sum, to ensure the services of educated, fit and zealous men, of independent means, or we should not generally be able to induce men having these qualifications, and an honorable standing in society, to abandon their business for the purpose of taking upon themselves the duties assigned to a County Superintendent. These Superintendents must also have a strong feeling of subordination and of perfect submission to the orders of the Superintendent-in-chief, otherwise it would be im-

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ossible to reckon upon that regularity and uniformity so desira-
 ble in the working of the law. Now, men, possessing the quali-
 fications above mentioned, and whom the offer of a trifling gain
 could not tempt, would not generally be willing to accept an office
 of this kind upon these indispensable conditions; and it cannot
 be concealed that, as these indispensable qualifications might be
 wanting in some of the men who would offer themselves for the
 office, they would be incompetent to perform its duties with ad-
 vantage, &c.

"From all of which it may be inferred that far from being able
 to reckon upon useful and efficient co-operation on the part of
 the local Superintendents, we should have every reason to fear
 that they would contribute to embarrass the local working of the
 law, and to occasion an increase of expense without producing
 any effect or result tending to the advancement of the cause, for
 each would wish to act upon his own system."

Dr. M. then proceeds to infer that for *political* rea-
 sons it would be equally unsafe to entrust the appoint-
 ment of these officers to either *the people*, or *the Govern-
 ment*; and yet, after, at all hazards, proposing two
 modifications, viz., either dividing the 36 Counties of
 Lower Canada into 20 School Districts, or appointing a
 Superintendent to each of the present great judicial Dis-
 tricts, he at length comes to the conclusion that:

"It is, however, very easy to obtain an equally good result
 without the co-operation of such Superintendents, by means of
 the local Visitors provided for by the Act, who, without removal
 from their homes or any travelling expenses whatever, are able to
 visit the schools in their respective localities with as much zeal,
 interest, and earnestness, as pleasure.

"Let the present system then have a trial of two or three
 years, and if the visitors fail in their duty, the clergy and the
 people will have no reason to be surprised, or cause to complain,
 if the Legislature should assign them *masters*, for the sake of the
 welfare of our youth."

Now, with every disposition to do justice to so valu-
 able and influential a class of honorary officers as local
 and general visitors, whether civil, judicial, or ecclesias-
 tical—without whose active and enlivening, as well as
 wholesome co-operation and supervision no public
 Educational system can be regarded as complete, we
 would look upon the *substitution* of such *irresponsible*
 Inspectors for *paid* District Superintendents, as prepos-
 terous and absurd, independent of their duties being
 altogether separate and distinct.

But setting aside our own particular predilections or prejudices, let us unhesitatingly refer to the results in the neighbouring States, and among these, to that of New-York in particular,—regarding which, by the by, Dr. M. is in error in inferring (p. 37,) that the Educational Department is there managed solely by the Secretary of State, (as State Superintendent), with the aid of an assistant, there having, for the last seven years, been Superintendents to every County, who have proved the very life and soul of the Educational system.*

But if we would contemplate popular Education among our American neighbours, in its most extended and satisfactory light, let us at once turn to the transcendantly laudable example set by the New England States,—where, under the powerful impetus of that best of all National arrangements, the *Free School System*, it has been in successful, yet gradually improving, operation for near two centuries; and among which, we believe, at least four, out of the six States, have lately been led to adopt the same improved plan of *Superintendence* as that of New-York, viz., a State Superintendent, with one or more County Superintendents, (yet retaining even a Superintendent to each Township,) and Trustees to every School District.

In fact, such is the general confidence in this recent improvement, that the Board of Education of the State of Massachussets, have been justly led to observe, that “five of the New England States are now zealously engaged

* Dr. Potter of N. Y., in his Prize Essay on “The School and Schoolmaster,” well observes that, “it was to supply that lamentable deficiency on the part of *trustees, town-inspectors, and parents*, that the office of *county Superintendent* was created;—that the creation of this office seemed to be loudly called for from all parts of the State: that the law was framed nearly on the model of that which is considered the best for securing school inspection that the world has yet seen, (that of *Holland*); and that it is now regarded by the most enlightened friends of popular instruction throughout the country, and he might add throughout the world, as *the one measure* without which the State system must have remained comparatively inert; but with which it must, if properly sustained, rise to excellence and cover itself with honor.”

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in the promotion of a cause, from which posterity will receive ampler and more precious blessings than if they were to inherit from their ancestors the richest mines of silver and gold, imbedded in a soil spontaneously teeming with the choicest productions of the earth !”

But to return to the Report before us. After devoting ten pages to the rather unnecessary and possibly rather mischievous discussion of the merits of this single debatable point, the worthy Superintendent is led to regard as a preferable proceeding :

“ Moreover, it is not mere superintendence over the schools and those to whom they are entrusted, however necessary and successful this may be, which will procure us good teachers, or will even most contribute to crown their labours with success, if they are not themselves sufficiently educated; this must be done by providing means for training and instructing them, and for paying them adequately for their services. The most important point, then, is first to find out what these means are, and then to put them in practice for this double object. I am therefore of opinion that any one of the sums mentioned in the former part of this head, whether it come out of the pockets of the people or of the Government, would be much more profitably employed if, instead of paying the local Superintendents, it were applied to the training of Teachers, by means of Normal Schools, and to their instruction by means of a Journal of Education, and the Public Libraries to be established in each Municipality, as well as by means of *travelling writing masters*,—and also to the proper remuneration of the teachers, more especially of those who are placed at the head of model or superior schools.”

Now, with respect to, and considering the sinister bearing of parts of the above quotation, we feel ourselves justified in hinting to Dr. M. that as far as Upper Canada is concerned, “ the means ” alluded to by him, are there, not only clearly defined, but actually realized; and that, therefore, Lower Canada has only, “ to do likewise; ” that the whole of the evidence adduced by us—and we could marshal much more—in favour of County Superintendents, goes to prove that such “ means ” cannot be more eligibly or profitably employed than in paying these valuable local inspectors; and that, if, instead of continuing to fish in troubled waters, the worthy Dr. had left the discussion of debatable points in the Lower Canada Education Law to the wretched demagogues whom he so justly condemns and despises, and struggled

even harder with "the powers that be," in favour of a few essential and indubitable improvements in the Act, he might happily, have, ere this, not only succeeded in establishing a Central Normal School, and District or County and Model Schools, combined with a Provincial Board of Education, but, like his energetic brother Superintendent in the West, been, ere this, actively engaged in superintending a "*Monthly Journal*," and giving those "*Lectures on Education*," in the different districts, which he has for so many years been regarding as so very desirable. Let this much be accomplished, and that great spur to the diffusion of useful knowledge, the establishment of *Township Libraries*, will sooner or later follow:—and then, indeed, all that would remain to be desired, would be the proposed wonder-working engines—*itinerating writing masters!* But, we humbly trust, that these, novel "*flourishing*" adjuncts to our Common School System will continue to be dispensed with, till an Act of Parliament shall clearly and expressly define that teachers in Lower Canada will be expected to be able to read,—but not to write!

Much more might be extracted and commented on; but as we propose devoting as much of our remaining space as we can afford, to the very useful and interesting, as well as valuable contents of the *Journal of Education*, for Upper Canada, coupled with a few farther allusions to those two important desiderata, in Lower Canada,—the institution of a Provincial Board of Education, coupled with the organization of Normal and Model Schools, and the imperative necessity of making far more substantial emolumentary provision for teachers throughout the Province at large, to encourage a truly competent and respectable class of individuals to engage in that arduous and (ought to be) honourable profession;—we shall, for the present, only observe, that Dr. M., after getting through the ten conflicting rival systems, proceeds to the still longer, though less formidable, array of his 29 proposed amendments in the present act—already alluded to—followed by additional

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remarks thereon; and then, somewhat in inverse order, quotes from his official report for 1845-6, various supplementary suggestions "on the subject of legislation for public instruction, (the state of things being now in every respect precisely the same as it then was,)"—embracing county academies, normal schools, a deaf and dumb school, uniformity of school books, elementary schools for agriculture; and, though last, not least, a Journal of Education:—all, as we have admitted, doubtlessly desirable and important,—but not expected to be so often recurred to,—unless to remind our Legislators of their persevering inattention to such proper and well weighed suggestions by a zealous and anxious friend of the people, and conscientious responsible servant of the Government. In taking leave, however, of Dr. M., we cannot help advert to one of his many observations in favour of the existing Law,—in one part of which we cordially concur,—while in the other, we do not recognise the usual calm good sense, due appreciation of facts, or dispassionate language which generally characterise the worthy Dr.'s writings. We allude to the close of the following rather extraordinary passages in p. 89, 90,—the italics in which, are, of course, our own:

"It is not surprising that men should think that some other system of public instruction would have been better adapted to the wants of the people of Lower Canada and to the peculiar circumstances in which they are placed, or that the present law is imperfect and needs amendment; for it is difficult, not to say impossible, for all the friends of popular education to be exactly of one mind upon a subject of common interest, and of such vital importance to all as the subject of public instruction;—but to say that the law works well nowhere, that there is not under its operation one good school, and that "if the *Man-God* came again among us, we should not have a single good school to offer him;" these are mere assertions which must surprise and astonish every one, bold and hazardous allegations which can never meet with general assent, because to the personal knowledge of every one they are unfounded, and absolutely contrary to the real facts. I say, and I say it with a feeling of satisfaction mingled with pride, and because I know it to be true; that the present law works generally well, and better than any of the preceding laws have done; so that if *Christ should come again visibly into the world as a child, he might in Lower Canada select one good school from*

among a thousand such, in which the teaching and discipline are perfectly in accordance with the moral and intellectual wants of humanity."

How far such language is either advisable or appropriate, we leave to others to decide.

It affords us no small relief to turn from the foregoing discordant view of the workings of our Educational system, to a subject most intimately connected with its success, on which there will be little difference of feeling—namely the proffer of a hearty welcome, and wishes for a long literary life to the useful and interesting, as well as valuable, Periodical named at the head of this article,—as likely to do more real good to the cause of Education,

“ Holding as ‘twere the mirror up to nature,” by the progressive registry of *convincing facts*, than all the theoretical writings in the world.

Let us then commence by, at once, observing that what Dr. M. has, with the best *intentions* been, year after year, wishing for, and writing about—namely, the establishment of a *Journal of Education*, his brother Superintendent in the West had contrived to carry into successful practice, at his own *pecuniary risk and personal and mental labour*, in January last, and has ever since, been not only furnishing the public monthly, with a choice miscellaneous mess of useful and instructive matter on the subject of Education, as far as the *general reader* is concerned, but also conveying to municipal councils, teachers, trustees, and other officials, more immediately concerned, in the most convenient, and, as regards the public, cheapest possible mode, every variety of information and explanation on whatever parts of the Law might be deemed obscure, contradictory, or ill understood.

Did our remaining circumscribed space permit, we should be disposed to draw largely upon the many valuable original articles, as well as apposite extracts from public writers and documents, confirmatory of our own humble views on so important a subject, to be found interspersed throughout the eight numbers of the Journal now before us, but we are forced to forego that

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pleasure, and to content ourselves with referring to a few of the most prominent articles, and assuring our patriotic readers that a leisure reference to the work itself, will prove highly satisfactory, and well repay the trifling expense of \$1, per annum.* That, however, they may have something more than our mere word to encourage them, we beg to state that, with the appropriate introductory article in the January number will be found incorporated an instructive letter from the chief Superintendent to Wardens of Districts, on a variety of subjects requiring the attention of Municipal Councils,—the hardships of school Trustees, and that only true principle of universal Education,—supporting schools according to property; together with an article on the system of schools for cities and incorporated towns, embodying a circular from the Superintendent to the heads of city and town corporations. In that for February, is a letter to the Provincial Secretary, expounding and recommending the original draft of the present School Bill, published by special permission of the Governor General; and in that of March, a comparative view of the powers of the Superintendents of schools in the United States and Canada. In the April number is given a reprint of an admirable article from the *London Quarterly Journal of Education*, on the excellent system of “*Free Schools*,” in the New England States, but more particularly in that of Connecticut, which we would most earnestly recommend to the perusal of every patriotic Canadian, of whatever origin, as placing popular Education in its only true and proper light, opposed to the miserable *ignis fatuus* doctrines with which wicked demagogues would attempt to mislead a portion of our ignorant compatriots, whether

* We would even go further, and maintain that no better “*manual*” can be put into the hands of our Members of Parliament,—to prepare them for thoroughly understanding the merits of the Common School Question, than the “*U. C. Journal of Education*,” as far as published,—it containing a most valuable and instructive mass of information on every subject connected with the workings of different systems of public instruction, as now in operation in every part of the world.

among the proverbially "*too confiding Habitans*" on the one hand, or the more *self-relying* Anglo-Saxon settlers on the other.* Nor would we pass by unnoticed in the same number, the commencement of a series of interesting papers, (continued in subsequent numbers,) on Agricultural Education, by H. Y. Hind, Esq., mathematical master, Normal School; on an instructive article in the editorial department, on the system of Free Schools in cities and towns in the United States and Upper Canada, containing tables shewing the comparative rate of the cost of schools, and salaries of teachers in various cities and towns in the former. In that of May, will also be found a most gratifying account of the first *Normal School Examination*, giving a general view of the highly favourable notices by the whole of the Toronto press of that interesting ceremony, and of the appropriate addresses delivered on the occasion. In the June number, in addition to a portion of an able address delivered by the chief Superintendent before the Senate and Students of Victoria College, on the 2d of May, "*On the obligations of educated men,*"—and a continuation of Mr. Hind's paper on "Agricultural Education," will be found in the editorial department, a strong appeal to the Canadian public in behalf of "*The Journal*," itself, from which we cannot refrain from making the following short extracts,—as not only deserving of serious public attention, but highly creditable to its talented and public spirited, yet in some quarters, much maligned conductor.

"Six numbers of the *Journal of Education* having now been issued, the public are sufficiently apprised of its character and objects; and it now remains for all friendly to those objects to say, whether the undertaking shall entail a heavy pecuniary loss, in addition to imposing much mental labour upon the conductors of it.

"It is the first undertaking of the kind in Upper Canada, to diffuse useful mental information on educational subjects. The

* It is but justice to add, that this discreditable opposition to the spread of education, among the latter race, has been chiefly manifested in parts of the counties of Beauharnois, Shefford, Sherbrooke, Stanstead, Drummond, Lotbiniere, Megantic, Ottawa, and Two Mountains.

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labours of the conductors of the *Journal of Education* is merely voluntary and gratuitous. Every shilling of subscription which has been or may be received, has been and shall be expended to defray the mechanical expenses of the work. Those expenses very considerably exceed the amount of subscriptions. The issuing of each number inflicts a serious loss upon the editors in addition to their personal labours. At whatever sacrifices, however, and under any circumstances, their engagements with the public will be honourably fulfilled in continuing the publication through the year. At the close of the volume a copious alphabetical index to the subjects of it will be furnished, so that it may serve as a convenient manual of references on all the principal subjects of popular education, as applicable both to Canada and other countries."

The Rev. Editor, then very appropriately proceeds to shew that of the numerous Educational periodicals which have appeared in the neighbouring States, scarcely one has survived for any considerable time, that has not received more or less legislative aid; and, to prove how difficult it is to sustain an *Educational Journal*, and the consequent necessity of extensive and active co-operation to be able to do so, he gives a summary account of the various School Journals which have from time to time been issued in the neighbouring States, from which it would appear, that out of 14 Educational periodicals set on foot in various parts of the Union since 1831—only three now survive,—and that these, to their honour be it stated, are published in New England and New-York; viz., the *Common School Journal* of Massachusetts, commenced in 1838, the *New-York District School Journal*, commenced in 1842, and the *Syracuse Teacher's Advocate* (issued weekly), commenced in 1845. It is, however, due to that noble pioneer of the cause of knowledge, the *American Journal of Education* of Boston, to state that, though now no more, it led the way to them all,—it having been commenced so far back as 1826, and merged in the *Annals of Education and Instruction* in 1831,—in which form it survived till 1839, when it finally gave place to the existing *Common School Journal*.

May it be long before we shall have to regret the demise of the *Upper Canada Journal of Education*; and may it not be long before we shall be able to congratu-

late the Lower Province on the appearance of a similar periodical there also. But we are, nevertheless, still disposed to think that the sooner two distinct and separate Educational Laws for the two Provinces are considered unnecessary, inconvenient, and even mischievous, the better; and that, in that case, one well conducted Journal, under the joint direction of the two Superintendents would suffice;—and if so, we see no reason why the mass of useful and instructive information it would contain, should not consist of the same articles in French and English, in opposite columns, like the old Lower Canada Acts of Parliament,—the strange and unaccountable example of the *Lower Canada Agricultural Journal* to the contrary notwithstanding.*

We would, however, at the same time, take the liberty of suggesting one or two improvements in the Upper Canada Journal, as not only likely to prolong its existence, but to add to its general interest, without diminishing its usefulness as an Educational Miscellany, viz., that instead of being issued monthly, it should appear Quarterly, and that instead of its being so exclusively devoted to what the general reader may be disposed to regard as *dry SCHOOL subjects*, the bill of fare should be varied by the insertion in each number of

* That our readers may thoroughly understand this rather pointed allusion, it may be as well to state, that taking a deep interest in *Agriculture* as well as *Education*, we hailed with delight the late establishment of the Lower Canada Provincial Agricultural Society—and still more the advent of so well conducted and highly promising an agricultural periodical as the Lower Canada *Agricultural Journal*—as not only an excellent vehicle for disseminating useful agricultural information, but as, next to schools, one of the most powerful means of promoting a bland amalgamative feeling between our two "rival races." We could not, therefore, help enjoying, even in fancy, the pleasing scene of a *Jean Baptiste* and a *John Bull* met in friendly discussion of some debatable point in farming, or some new view of that awful pest, the *potato disease*, mooted in the *Agricultural Journal*;—when, lo! on accidentally referring to the French copy, instead of its being *alter et idem*, except in *language*, we found it differ *toto calo* in its contents, and, in fact, having nothing in common, save the general subject, and the word *agriculture*!! What can be the cause let wiser heads than ours determine.

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one or more select historical or biographical articles, relating more particularly to individuals of humble origin who have risen to eminence in life,—whether as statesmen, philosophers, or men of letters—in the pulpit, or at the bar,—as warriors, merchants, or agriculturists; all equally tending to give a spur to a genial spirit of emulation among the rising generation, as well as to inspire with continued perseverance those who have already entered upon the busy stage of adult life.

But to proceed with the remaining numbers of the Journal. In that of July, under the editorial head will be found some very pertinent observations on the subject of Teacher's Conventions or Institutes, which, in the neighbouring States, have been found very useful *substitutes* for Normal Schools, but which in Canada, if properly conducted, will happily prove only *adjuncts* to the invaluable Normal Institution already there in full operation. But we trust that even *they* will long continue among the things "*to be*," if likely to emulate the strange example of certain wise pedagogues of the Gore District, who no sooner found themselves in dignified being as a "*Teacher's Association*" than they, in the plenitude of their reforming wisdom, set about voting the existing School Act a miserable abortion, the chief Superintendent an *ignoramus* and a bore, and his labours, past, present, and prospective, utterly worthless. Far different, however, will be found the spirit pervading another article descriptive of the creditable feelings and doings of the inhabitants of London: and in the August number, besides other interesting matter, will be found a similar opportune contrast to the late "*extinguisher*" proceedings of the ultra-wary worshipful fathers of the great city of Toronto, in the far more considerate, if not more *enlightened* conduct of the corporate authorities of the little town of Niagara.*

* To enable our readers to comprehend the application of the above remark, it is necessary to mention, that in July last a few members of a Teachers Association, in the Gore District, taking it into their heads to be displeased with the Chief Superintendent, met at Dundas, and in defiance of every rule of *Responsible Government*, as well as official subordination, chose to vent their spleen

Having so far done justice to this well conducted, useful and instructive Periodical, we would heartily wish

in a series of resolutions, declaring,—1st, The present School Bill not to be adapted to the state of the country, and inefficient from its unwieldy and cumbrous machinery, (though containing less than one-fourth of that of the neighbouring State of New York.—*Ex. gr.*, “The School Bill of New York contains 200 sections;” that of Upper Canada only 45!) 2d, That this has arisen from the framing of the Act having been entrusted to a party (the Chief Superintendent) possessing no previous experience, &c., (though his whole previous life had been devoted, either directly or indirectly, to the promotion of education!) and yet,—3d, That such an enactment is not attainable without the assistance of individuals having a theoretical and practical experimental knowledge of the business of Education! &c. 4th, That they, therefore, considered it, *their duty* to represent their views on so very important a subject, and to suggest that a committee should be appointed to examine into the state of Education. 5th, (in which we most heartily coincide) That a fostering government cannot reasonably be expected to succeed in so Herculean a task, *unless assured by the hearty co-operation of the people!* And 6th and lastly; but not numbered or avowed, though it ought to have ranked first, as evidently the *primum mobile* of their whole proceedings,—that the District Superintendent ought not to be subordinate to his Chief, but set him and the School Law at defiance, and decide on all matters occurring in his district according to his wisdom, special party feeling, and discretion!—So much for the wise men of “Goshen.” But our readers will not, perhaps, be much surprised at this, when they are reminded that it was in the same District that (as noticed in our former Remarks) it was suggested that in the selection of teachers, a preference should be given to persons whose physical constitutions and decaying energies rendered them unfit for other pursuits!

With regard to the contrast between the good people of Toronto and Niagara, it is sufficient to state, that it would appear that in April or May last, the worshipful City Fathers of the former, stumbling upon a small blunder or misarrangement in the technical language of the new Act, placing the humbler school Trustees in rather too authoritative a position in the carrying out of the levying of the school assessment on the free school principle, chose to shut up the whole of the common schools in the city, rather than compromise one atom of their civic dignity, or undertake one ounce of doubtful responsibility, even though in behalf of the best interests of the great body of the inhabitants. Whereas, the humbler corporation of Niagara, like the worthy folks in the London District, regarding the great blessing placed within their reach as too precious to be trifled with,—instead of shutting up their schools, on the same pretext, nobly provided for the education of *all* the children of

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it continued "God speed;" and cannot, therefore, refrain from again earnestly inviting every patriotic friend of education to contribute his annual mite towards its permanent success; and we do so the more anxiously because we feel conscious,—judging from the fate of similar journals in other countries,—that without very general patronage, it must either gradually pine away, and, ere long, become extinct, or entail a heavy pecuniary loss on its talented, and public spirited conductor, —or, as elsewhere, be mainly dependent on the State purse for support.*

It being now full-time to bring our desultory remarks to a close, we would willingly proceed to the redemption of our pledge, of recurring to those two prominent desiderata,—the immediate institution, in Lower Canada, of a Provincial Board of Education, combined with the establishment of Normal and Model Schools, and the extension of far greater pecuniary encouragement to well qualified teachers throughout the Province at large; but in addition to our allotted space being already exhausted, we are constrained to avow that there is one other all-important, because fundamental improvement, to which we feel bound to devote a few words, in preference. We allude to the great impolicy, if not folly, of continuing to have separate and distinct Education Laws for each of the two great sections of the Province, and the consequent evident expediency of our Legislature retracing their steps, and setting about the laying of the foundation of whatever permanent Scholastic System may be proposed, in the wary conciliatory spirit of the first Union School Bill of 1841, by at once framing ONE well digested general Education Law, adapted to the wants of the inhabitants of both divisions of the Province, and having it well understood, that, should Lower Canada not yet be considered quite prepared to

the town; and to promote the exertions of both teachers and pupils, opened their Town-hall for a public general examination, and distribution of prizes to the most meritorious scholars of the different schools!

* See addendum at the end of this article.

adopt every part of that law, whatever special substitutes may be there found advisable, are to be regarded as merely temporary, and liable to be hereafter dispensed with, as soon as the people shall be disposed to adopt the liberal "self-governing" Municipal Institutions so long placed at their option.

Should this politic course be adopted, we are persuaded that no better model of a general school law can be adopted than, with a few modifications and improvements, the existing Upper Canada Bill; and then the only alterations necessary in the Lower Province, in addition to the introduction of a Central Board of Education, and Normal and Model Schools, would be the appointment of *County Superintendents*, and the foundation of respectable *County Grammar Schools*, wherever necessary,* and that until the establishment of Municipal Councils, there shall be *County Boards of educated School Commissioners*, (composed of a Representative from each of its Townships, deputed by the r fellow Commissioners,) with which shall rest the power

* The above being the first allusion to Grammar Schools in this Article, we think it right to note, that having entered rather fully into the merits of that important branch of our subject in our former "*Remarks*," we had intentionally abstained from recurring to it; but the opportunity having offered we cannot refrain from reiterating our earnest hope, that any revision of the long neglected Grammar School system of Upper Canada, will be discussed by Parliament, altogether independent of and *prior* to, the introduction of that hateful sectarian and political party bone of contention,—the *University Question*; and that, whatever other improvements may be contemplated, these seminaries will be extricated from their present anomalous isolated management, by distinct and separate Trustees, and placed under the direct joint supervision of the Chief Superintendent and the Board of Education; and their masters subjected to a regular Normal School training, &c., the same as the rest of our Educational system.

As sincere practical Reformers, we are also not without hope that a searching investigation into the past results of the defective Grammar School arrangements, will lead to a far more judicious and beneficial outlay of the funds devoted to the support of these seminaries than has often been the case in some parts of the country, where, as hitherto conducted, the District Grammar School has, *as such*, sometimes exhibited an *empty farce*; and the £100 annually granted to the Teachers been, therefore, a downright waste of the public money.

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of regulating all assessments for school purposes, as now possessed by Municipal Councils in the sister Province. Keeping these leading points in view, the Legislature may be assured of one great *fact*, that the nearer the revised Education Law approaches the "*Free School System*," in its purest form,*—the less will be the pe-

* The following excellent sketch of the Scottish system is given in the Report of a Select Committee of the House of Assembly of Nova Scotia, in 1836. See Young, on Col. Lit., p. 153 :—

" The plan of these schools is easily sketched and detailed. In every parish one of them must be of necessity founded: and besides the house or apartment, for teaching, a suitable dwelling under the same roof, or a distinct dwelling, must be provided for the master. No part of his income is derived from the public funds; but the freeholders in every parish are bound to furnish him with an annual sum called his salary, and to keep the school and his dwelling house in ordinary repair. The salary varies considerably, according to the size and worth of the parish; being in some as low as £20, and in others rising above this, by various gradations, according as landholders are desirous of attracting men of the first talent to the instruction of their youth; but the salary alone is the sum which the law compels the inhabitants to provide; and the other emoluments, growing out of fees or wages, are paid by the parents who send their children thither for instruction. The parish then merely gives a partial contribution to the support of the teacher, to enable him to accept a lower rate of wages from all without distinction; and also to extend his care, gratis, to such children and orphans as would not otherwise be educated. The freeholders, many of whom never had families, or have families grown up and settled, are not burthened with the whole cost of maintaining their schools, but only with a certain portion of it, so as to lower the rate of tuition and to make learning more acceptable to the middle and poorer classes; and, accordingly, whenever their own sons and daughters are placed under the superintendence of the master, they have to pay him the customary fees exacted from the rest of the community. Whenever a vacancy occurs in a parochial school, candidates, by public advertisement, are invited to offer themselves, and a day of public examination is fixed, when such as appear undergo a comparative scrutiny touching their qualifications and proficiency; and the teacher best qualified is forthwith installed into the situation, not liable to be dismissed afterwards, except for misconduct. *For half a century past none have been allowed to enter into competition who were not capable of teaching the higher branches: and a thorough knowledge of the Latin tongue, with a moderate share of the Greek, is regarded as indispensable.* In towns or villages which rise within the bounds of the parish, either from the introduction of manufactories or the

cuniary sacrifice by the wealthy, as well as by the humbler classes, and the greater will be the general blessing conferred upon a free and independent spirited people;—and that, in this respect, no model can, with a few modifications, be more worthy of adoption than the liberal example set by the New England States.*

Deeply impressed with this conviction, we are content to allow our, perhaps crude, yet heartfelt opinions, to go forth to the public in company with the able writer in the British Journal, already alluded to, who has so clearly demonstrated that, under the auspices of such an *alma mater*, among a population (in New England) of two millions of souls, not less than from 10,000 to 12,000 schools are open every year,—or, on an average, one school for every 100 souls;—all arising from the operation of a liberal system of *Free Schools*, directed and promoted by *Law*, and founded on a *tax on property*.

Let us then, at once, close our protracted remarks, in the appropriate language of the judicious writer referred to, and confidently leave the rest,—untrammelled by paltry party politics,—to the dispassionate good *common sense* of a patriotic Legislature, and a discerning British hearted public, such as, in spite of all our party feuds, we trust, will ever be found the great body of the people of highly favoured Canada.

“But the introduction of such a system, . . . must, in order to produce all its good effects, be gradual, as must any change intended to reach and affect the character of a whole people; for such a change cannot be brought about by the enactment of a statute, or the providing of a fund. *It can be brought about only by gradually interesting THE WHOLE POPULATION IN IT; by making each town, each village, each neighbourhood assist in it, contribute to it, and superintend and watch it, as a private in-*

natural growth of population, schools of all kinds, and many of them taught by females, spring up, which all are left to their own field, having no support other than the fees of tuition. With these the law in no way interferes, but confines its requisition to one public school, with a master of suitable attainments, in some central part of the parish.”

* By this, however, we do not mean to interfere with every child attending school, making a trifling monthly payment to the teacher.

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terest of their own, which they will not trust out of their own hands. They must feel, too, that it is not a charity, or a favour granted to them by others, or sent down from their ancestors, but a right, purchased and PAID FOR BY THEMSELVES, to which they have as clear a claim, as they have to the protection of the laws, or the offices of religion. This is, of course, the work of time, of habit, and of experience. The statute-book can no more do it, than it can compel a man to manage his own business skilfully, or regulate his household with discretion. It is, therefore, only where popular education has been the anxious care of the people, until it has become to them as a personal interest, or a domestic want, that we can expect from it the wide practical results in the character and condition of a country, which it is, at last, able to produce." L.

A D D E N D U M .

As the great length of our Remarks precluded their appearance in a single number of this Journal, we avail ourselves of the opportunity afforded by the postponement of the above concluding portion, to add, that in the interval we have had the pleasure of receiving the numbers of the *Journal of Education* for September and October, but too late to avail ourselves of the many useful and instructive articles with which they abound. We cannot, however, refrain from directing the attention of our readers to the former, as containing an able lecture, by the chief Superintendent, on "*the importance of Education to an agricultural people*;" a short editorial notice of the contents of the forthcoming "*Report of the Normal, Model and Common Schools, in Upper Canada, for 1847*;" and some interesting extracts of the "*14th Report of the Commissioners of National Education in Ireland*;" and to that for October, as giving another lecture by the Superintendent on "*the importance of Education to a manufacturing and free people*." It is also but justice to add, with regard to the announced School Report for Upper Canada, compared with that for the Lower Province, that it is described as containing 270 manuscript pages, of which 240 appear to be devoted to matter directly connected with the actual working of the system during the year, including 130 pages of appropriate statistical tables,—(which, if published earlier, would, doubtless, have thrown much additional light

upon our twilight path;) and that the rest is devoted to an appendix, containing copies of various instructive or explanatory circular letters, and rules and regulations for the better guidance of all connected with the working of our Educational System.

We are also happy to perceive from the same Number, that the appeal of the worthy Editor has not proved in vain,—many districts of Upper Canada having come liberally forward to the support of the Work; so that we may now confidently look forward to its useful existence being prolonged for, at least, another year.

Having so far done a well merited act of justice in one quarter, we trust we may be pardoned for venturing on a few valedictory words in our own behalf; and these are, to express an anxious hope, that whatever may be the defects of our humble advocacy of the noble cause espoused by us,—our Remarks, however desultory, will, at such a juncture, not be found altogether undeserving of favourable attention by the public, and more especially by the members of our Legislature,—as having emanated from a single-hearted, disinterested, patriotic source, alike independent of sectarian or political party motives on the one hand, and unbiassed by private personal feeling on the other; but guided solely, as far as the writer can be a judge, by the honest, fearless endeavour “Naught to extenuate, or set down aught in malice.” Proudly conscious of this impartial moving principle, we are content to bid our readers farewell, in the same words as formed the concluding paragraph of our first appeal to the public in behalf of Educational reform. “Should our efforts be crowned with the success, which so great and excellent an object deserves, we shall ever look back with satisfaction, at having hungrily led the way in so good a cause. Should we, after all, be destined to fail, we shall still indulge the hope that we have not struggled altogether in vain; and, even at the worst, we may be allowed to assume as our motto—that we have failed in a laudable effort;—or, in more classical phrase,—

Magnis tamen excidit ausis.”

