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LECTURES

Delivered by the Chief Superintendent of Schools in the several Districts of Upper Canada during his official tour, September to December, 1847.

LECTURE II.—THE IMPORTANCE OF EDUCATION TO A MANUFACTURING, AND A FREE PEOPLE.

I have addressed you on "*The Importance of Education to an Agricultural People*"—the intimate connexion between the education and prosperity of an agricultural country; it yet remains to illustrate the connexion between the education of a country and the advancement of its manufactures and trades, and also between the education of a free people and their civil government.

On the former of these topics I have anticipated much that might be said in my remarks on the mechanics of agriculture; and I must restrict myself to a single paragraph in giving a summary of what I would wish, under other circumstances, to say on a subject so extensive and important. The mechanic arts are the medium of the power of mind over matter, and the vital principle of modern civilized society; the grand instrument by which man makes the great store-house of nature minister to his wants, tastes, and pleasures, and the chain which binds different classes of society, and even nations and continents into the mutual dependence, friendship and intimacy of a common brotherhood. To the arts of mechanism we are indebted for the habitations which we occupy, the clothes which we wear, the greater part of the food that we eat, and the beverages that we drink, together with the books that we read, the sculpture and paintings which we behold, and the social intercourse, civilization and refinement which grow out of these endlessly diversified branches of human industry, genius and enterprise. They involve the development of the resources and laws of nature for the benefit and happiness of man; and, in proportion to our education in a knowledge of these resources and laws will, be our power to render them subservient to our interests and wishes. It is thus that human power is multiplied hundreds of times in the most common and essential departments of manufacturing industry. Mr. Baines, in his *History of Cotton Manufactures*, says, that the spinning machinery of Great Britain, tended by one hundred and fifty thousand men,

"produces as much yarn as could have been produced by *forty millions of men*, with the one thread wheel;" that is, the power of one man, by means of ARKWRIGHT'S discovery and invention, is equal to that of more than *two hundred and sixty-six men* previous to the latter part of the last century. Dr. BUCKLAND, in his *Geology and Mineralogy* states, that "the amount of work now done by machines, in England, is equivalent to that of *three or four hundred millions of men, by direct labour.*" These are but isolated examples of the multiplication of man's physical power, and consequently of the saving of labour, by the use of machinery alone in the productions of manufacture, apart from the applications of it to commerce, to travelling, to architecture, and to numberless objects of human want and desire. What a splendid prospect do the improvements and applications of mechanical science present to the rising and future generations of Upper Canada!

Now knowledge is the very foundation of the existence and progress of the mechanic arts; and hence the importance of appropriate educational culture in order to their successful establishment and wide extension in Canada. Great improvements have already taken place in our manufactures and machinery and mechanical implements of various kinds; but the greater part of our best manufacturers, and engineers, and mechanics have received their education and training in other lands, and not a few of our best machines and implements are of foreign manufacture. It is essential to the social progress and greatness of our country, not to say its best interests, that it should educate its own manufacturers, engineers, mechanics and artists, as well as its own scholars and agriculturists.

But, I am now to consider education, not in immediate reference to either our manufacturing or agricultural, but *civil* interests—its importance to a *Free People*. Without any preliminary definitions as to what constitutes civil liberty, and what system of government is best adopted for its security and preservation, I take for granted, in the following observations, that the people of Canada are a free people, and that they are desirous of perpetuating their freedom, and of attaining and transmitting to their descendants all the advantages which free institutions are calculated to impart.

1. I observe then, in the first place, that *public education and public liberty stand or fall together*. Public liberty involves a state of society, as well as a system of government. The very terms 'free people' suppose the existence of laws enacted by the consent of the people, and in the administration of which they participate. This supposes a knowledge of the principles of law on the part of the people, and their ability to aid in sustaining and administering those laws. Hence writers on government and statesmen have advocated or opposed the education of the mass of the people, just in proportion as they advocated or opposed their enfranchisement in regard to legislation and government. When kings only were regarded as legislators, they and the instruments of their will were alone regarded as the proper subjects of public education. When CHARLES the FIRST stood upon the Scaffold, he declared with the sincerity of a martyr to his principles, that "the people's right was only to have their lives and their goods their own, a share in the government being nothing pertaining to them." The creed of CHARLES the FIRST was the creed of most rulers of his own and preceding ages; and it is the creed of all advocates of despotic government. As this creed shuts out the people from all share in the government of a country, so it has given them no share in its education. Just in

proportion to the rights of self-government, have been the care and provision for the extension of education. Thus in England, since the enfranchisement of the great body of the nation by the Reform and Municipal Bills, the attention of statesmen, of the churches, and even of political economists of all shades, is directed to the great subject of popular education, and their energies are put forth for its diffusion; and so it is in France since the old dynasty of despotism was superseded by a constitutional monarchy. So in Canada, before the admission of the voice of the people as a principle of legislation and government, their general education was viewed with cautious jealousy as a doubtful experiment or utopian theory; the lands which had been appropriated for that purpose remained unproductive or were alienated to other purposes; and it is only since the establishment of what may be properly termed 'free government,' during the administration of Lord SYDENHAM, that the serious attention of public men of all parties has been practically directed to this essential and most vital interest of a free people.

Now these facts speak a plain and intelligible language—the language, not of one sect or party, but the language of nature—the native language of a system of government; and the purport of it is, that the civil liberties of a people and the education of a people are correlative parts of a system, and are inseparably connected—while popular ignorance is the natural ally and instrument of despotism or anarchy. The increase of ignorance is the evening twilight of civil freedom; and every professional man, or agriculturist, or manufacturer, or trader, or mechanic in Canada, is a friend or an enemy of free government just in proportion as he promotes, or retards, or opposes the extension of sound education in his own family and to the youth of the province at large.

II. I observe, secondly, that education, and even some general knowledge, is necessary to enable the people to discharge and exercise judiciously the first duty and most valued privilege of a free-man—the *Elective franchise*. The possession of this right is a practical recognition that every freeholder is entitled to a voice in the enactment of laws which affect his person or property, or by which he is governed. This is one of the most essential conditions of a free government; but it involves corresponding duties and supposes corresponding qualifications or the part of electors. It is one of our dearest and justly cherished tenets, that the people of Canada make their own laws; but, if they are the source of the laws, ought not that source to be pure, intelligent and enlightened? Ought not our primary law-makers—the freeholders of Canada—to be, in the first instance, duly informed and impressed that this grand element of political power is not in breach of allegiance to the Supreme Ruler. EDWARD A. LAWRENCE, Esquire,—a distinguished lawyer in Boston, U. S.—lately observed in a public address, "that political power is not creative, omnipotent power, is not power to contravene in legislation the revealed law of JEROME. To believe and act upon such a principle in legislation is suicidal in policy and infidel in religion. He who created man, has never resigned His right to govern him by *His own laws*. They were enacted for man in all his relations. They are binding in them all, and, in their bearing on our civil relations, as a matter of civil policy, they should be early understood. The Bible is the legislator's as well as the christian's manual—the elementary Statute-book of the State, no less than of the Church. This is not here urged as a reason for biblical study, but that the minds of the young may be impressed with the moral force and obligation of civil law. Such an impression would do

more to make them wise legislators and law-abiding citizens, than almost any one branch of study now pursued. They should be taught, that 'of law,' (as says the excellent Hooker,) 'there can be no less a knowledge than that her seat is in the bosom of God. Men, by natural discourse, attaining the knowledge thereof, seem the makers of those laws, which, indeed, are His, and they but only the finders of them out.'* A second remark under this head is, that all who have a voice in making the laws of the country should be competent to make up their minds on those questions which are from time to time the subjects of legislation. This is an important duty, as well as privilege. But it cannot be rationally and wisely discharged without intelligence; and intelligence is the offspring of education. Let us glance for a moment at some of the questions (without intimating an opinion on the merits of any one of them) which the people of Canada have been called upon to decide during the last few years. One is the relation of Christianity, through the several forms or persuasions of its professors, to the State, and the civil relations of these persuasions to each other—involving nice and comprehensive considerations of the common and peculiar ends and functions of both the State and the Church;—as the end of both is the well-being of man, how their influence and energies are to be combined and employed with the greatest efficiency for the promotion of that end, and how, in connexion with its accomplishment, the rights of conscience are to be sacredly and equally protected. Now, how could a practical judgement be formed on such a vast subject—such as should be formed by every intelligent and christian freeholder—without some considerable knowledge of both civil and ecclesiastical polity, of both civil and ecclesiastical history, as well as some mental discipline and habits of investigation?—Another question which has deeply engrossed the public mind in U. Canada, is our system of local government itself, in respect to the responsibility or irresponsibility of the advisers of the Crown in Canada to the people of Canada;—a question comprehending an inquiry into the first principles of the British system of government—the relation of a colony to the parent state and to foreign countries, the relation of our local government to the Canadian people on the one side, and to the Imperial government and Parliament on the other—a question which has tasked the powers of the profoundest statesmen, while its application to Canada has been submitted as a legitimate subject of popular decision. Another subject which has at different times demanded the judgement of the people of Upper Canada, through their representatives, is, the *circulating medium*, and how far the currency, which is the Representative of value, must have intrinsic value in itself, and how far and under what restrictions and securities it may be represented by paper—a deep and important question of political economy, demanding an acquaintance with foreign as well as with domestic relations and commerce. A fourth general question is, that of *internal improvements*—the construction of public works for the facilities of navigation and inland communication, between different parts of the country—a subject requiring intelligent and most pains-taking inquiry and comprehensive judgement, and in consequence of an ignorance of which the public has been exposed to heavy losses and disappointments from individual jobbing and speculation. A fifth question of high importance is our *Municipal institutions*

* Address before the American Institute (1842): On the Elementary Principles of Law as a Branch of Education in Common Schools.

—embracing matters of deep consideration in respect to their practical influence on the thinkings and feelings and character of the people, and their relations to the Provincial Government and Legislature, together with their appropriate constitution and powers and legitimate sphere of beneficial activity. A sixth subject of great intricacy as well as vital importance, after having engrossed the attention of all Europe, and nearly convulsed the public mind in England, has been pressed upon the attention of the Legislature and people of Canada; I refer to the *Protective policy* or *Free Trade*, as bearing upon the interests and prosperity of our infant manufactures, agriculture and commerce. In this great question, the people of Canada are not, indeed, the architects of their own fortune; but much has been left to their own action, requiring an extensive examination and induction of facts, and deeply affecting their interests. —There are still other two questions not less in importance than any or all of those which I have mentioned, and evincing the necessity of general intellectual culture and knowledge among the people, namely, the questions of Elementary and Academical education. To provide for the education of the people has been admitted upon all hands to be one of the most important duties and appropriate functions of the Government. This requires a law; a law requires legislation; and legislation is the representative act of the people. It is then both their right and duty to judge as to the provisions of such a law—what is required of the Government, what of the local Councils, Superintendents and Trustees, or whether such officers shall exist at all or not. How can an intelligent judgement be formed on such a subject without acquaintance with the principles of responsible and popular government, and without some knowledge of the experience and practice of other free and enlightened countries? Ignorance on such a subject leads to an opposition which, as far as it extends, is directly injurious to the best interests of the rising generation. I have had occasion to witness examples of the most palpable and perverse ignorance on this subject. I have even seen in certain of the public prints a provision of our law ascribed to Prussia which was borrowed from the School law of the City of Buffalo; and another provision represented as of despotic origin which was derived from the School law of the State of New York, as amended in 1844; and another provision declared to be incompatible with the rights of man which forms the basis and glory of the Common School system of the State of Massachusetts. Now, if any person can be found ignorant enough and yet reckless enough to publish such absurdities, there ought then to be intelligence enough among the people at large to correct them and to judge for themselves as to the essential principles and features of a public system of elementary instruction.—Then, in regard to the provision for Academical and Collegiate education, a grave question is submitted to the consideration of the country, whether the Provincial system of University education shall consist of one University College for the whole Province unconnected with any form of religion; or whether it shall consist of several University Colleges connected with the religious persuasions of the country, including the modification of the District Grammar Schools and the establishment of District Agricultural Schools with Model Farms. To decide as to which of these systems (for such they may be called) is best adapted to diffuse useful knowledge most extensively and to promote most widely the best interests of education and of the country at large, requires much inquiry into the experience of other countries, both monarchical and republican, and a careful

survey of the social character and wants of our own country. Yet such is the duty which a free government imposes upon every freeholder in Upper Canada. When but a few had a voice in making the laws, but few needed instruction to be able to judge of their expediency or merits. With the extension of liberty is the necessity for a corresponding extension of knowledge; and with the extension of free government is the increased complexity of that government. No notion is more erroneous than that because a government is free, it is therefore simple, and requires little skill or intelligence among the people. No government is so simple as where one man's will rules all—where the Legislature is one man, and not two Houses of Parliament—where the government is a unit, and without a check, and not a distribution of limited and responsible powers to various individuals and bodies—where law is a royal mandate to be obeyed by all, and not a science to be discussed and judged by all. If free government now devolves upon the people at large to do what despotism formerly limited to kings and nobles—the power and duty of making laws—then ought the people at large to be educated as formerly were kings and nobles. We justly denounce the ignorance of kings and nobles in whom were invested the powers of legislation and government; should we less strongly deprecate the ignorance of a people who are invested with the same powers?

The several great questions which I have mentioned above, and to which many others of scarcely less importance may be added by any person acquainted with the civil history of Upper Canada for the last twenty years, show how much knowledge should be possessed by every freeholder in order to enable him to discharge the very first duty of his citizenship. If he chooses indeed to resign himself and his rights to be a mere passive tool in the machinery of party, he will require to know no more than to do as his leaders or masters may dictate; but if he will exercise his right of suffrage with intelligence and independence, and for his country, and not as the creature of a party, he must be able to make up his mind for himself on all the great questions of the day—and such becomes both the dignity and duty of a free man. He may not be able to discuss all these questions, especially in public; but he should be able to judge not only of the questions which involve the interests of his country, but of the character and qualifications of the men whom he would trust with the immediate care of those interests—a matter in which the conscience of right and of duty should never be drowned in the strife of party, and in which the wisdom of PLATO'S maxim still holds good: "We should never choose any one as a guardian of the laws who does not exult in virtue."

III. A third general observation is, that the people are not only called upon to take a part in making laws, but also in administering them. The trial by jury not only confers upon the people a valued privilege, but imposes upon them a solemn and responsible duty. As jurymen they are often called to decide upon your character, your fortune, and even upon your life. When a man's good estate, his good name, his life, his all for himself and family, is suspended upon the verdict of a jury, is it not important that each man of that jury should have mental discipline sufficient to be able to follow a statement of facts or a train of thought? Ought he not to be capable of estimating evidence, of weighing arguments, of detecting fallacies, of making up an impartial and independent judgement? The very office of jurymen supposes thus much; the sophis-

try of counsel requires it ; and the instructions of the Court do not supersede, but even assume it. If the trial by jury is the pillar of public liberty, the virtue and intelligence of jurymen is the pillar of public justice. Ignorance and corruption in the jury-box are the death-knell of freedom, and the precursor of anarchy or despotism. The simplest and most common duty of a jurymen is to decide upon disputed accounts—a duty for which he is utterly incompetent without some knowledge of figures, and therefore an ability to read and write. The intelligence and character of jurymen are the measure of a country's advancement in intellectual and social civilization, its fitness for free institutions, and its capacity to sustain and administer them for the common good. The impartial and efficient administration of the jury system of our country requires, therefore, the education of its people.

IV. I observe again, that the education of the people is of the greatest importance in order to fulfill the various official trusts which a system of free government creates. The duties of the franchise and the jury-box are only two out of many civil duties which must be performed in a free country. In the administration of the law, both criminal and civil, there must be constables, clerks, magistrates, sheriffs and judges as well as jurymen. In the execution of the School law, there are required teachers, trustees, visitors and superintendents. In our system of municipal institutions, there must be collectors, clerks, councillors, wardens and mayors. In our militia system we require officers, from the corporal up to the adjutant-general ; and in the legislative system, we must have legislators from every district in Upper Canada. And I may add, that the religious persuasions of our country taken together constitute its Christianity—its instruments and entire apparatus of religious and moral instruction ; and the interests of Christianity under any form, demand that its teachers and office-bearers should be men of education and intelligence ; and the very term 'Christian,' properly understood, is synonymous with knowledge as well as with faith and morals. There can be no free state—no government of law—no security of person and property—without religious faith and morals ; and history furnishes us with no example of the existence of religious faith and morals without teachers of them, any more than of the existence of general education without School-masters. When I have heard flippant allusions made to the religious Teachers of the day, I have asked myself, what would have been the moral and social state of Canada without those Teachers—what would have been the death-beds of our predecessors on the stage of life—what would have been our state and hopes—what sort of Government and institutions would there have been in Canada, or would there have been any ? In enumerating the chief public trusts appertaining to the institutions of a free people, I can not omit the Teachers of Christianity—though not officers of the State—as no State will long exist without them, and as their very profession and connexion with the several sections of the population make them the most efficient class of men in any country to promote in various ways its educational interests ; and, therefore, their education is a matter of no small importance to the country at large. The history of education in the United States of America, where there is no connexion between any one form of Christianity and the state is sufficiently evincive of the truth and importance of this remark, without referring to Scotland, England and other European countries. More than two-thirds of the Professors of Colleges, Principals of Academies, Authors of School Books, and originators of enterprises and

publications for the promotion of science and the diffusion of general knowledge, in the United States of America, are religious teachers; and it is, in my opinion, to the principles and knowledge which they have imparted, more than to any sagacity and skill of Statesmen, that the experiment of their form of government has succeeded beyond all precedent of either ancient or modern history. Even their philosophical and political writers admit and maintain that the very existence of their institutions is identical with the morals and intelligence of the people, and the moral intelligence of the people in its principles, practice and literature is, almost entirely, the offspring of their religious teachers.

But to return from this digression to the topic under consideration—namely the vast number of educated men required in the Legislative, Executive, Judicial and Municipal departments of our free government, extending to every district, and township, and village, and among all classes of society. Now, for the duties of all these trusts and offices, we are obviously reduced to one of four alternatives—either to have them filled with uneducated persons; or to have them filled by office-seekers from the old Country; or to educate a privileged class, who will, of necessity, be the monopolizers of the honours and emoluments of office, by the establishment of a collegiate system, whose expensiveness will exclude all but the most wealthy; or to provide such a system of general education as will afford facilities for the education of men in every district competent for all the duties which the institutions and choice of the people may require. Which of these courses is preferable is obvious to every man. The efficiency of every one of these offices depends infinitely more upon the qualifications and character of the incumbents, than upon the provisions of the law. The sphere of some of them is very limited; of others, very extensive and unspeakably important; and the appointments or elections to them must depend upon the education and intelligence of those from whom and for whom the appointments or elections are made. And when we look at the diversified machinery of free government itself, and the still greater diversity of its modifications and applications to the ever varying wants and circumstances of society, how much education and intelligence among the people at large are indispensable to appreciate, to frame, to modify and to apply it in all its parts and details in promoting the true end of free government—the greatest good of the greatest number—the greatest temporal and moral interests of civilized man. On this little understood but most important subject, suffer me to adopt the sentiments and words of one of the most excellent and enlightened men in the United States—the late Hon. Judge STORY—who in an address to the American Institute of Instruction, *On the Science of Government as a Branch of Popular Education*, remarks as follows: “Government admits of very few fixed and inflexible rules; it is open to perplexing doubts and questions in most of its elements; and it rarely admits of annunciations of universal application. The principles best adapted to the wants of one age or country, can scarcely be applied to another age or country without essential modifications, and perhaps even without strong infusions of opposite principles. The different habits, manners, institutions, climates, employments, characters, passions, and even prejudices and propensities of different nations, present almost insurmountable obstacles to any uniform system, independently of the large grounds of diversity from their relative intelligence, relative local position, and relative moral advancement. Any attempt to force upon all nations the same modifications and forms of government would be founded in just as

little wisdom and sound policy, as to force upon all persons the same food, and the same pursuits ; to compel the Greenlanders to cultivate vineyards, the Asiatics to fish in the Arctic seas, or the polished inhabitants of the South of Europe to clothe themselves in bearskins and live upon moss and whale-oil ! Government, therefore, in a just sense is, if one may say so, the *science of adaptations*,—variable in its elements, dependent upon circumstances, and incapable of a rigid mathematical demonstration. The question, then, ‘ what form of government is best, can never be satisfactorily answered, until we have ascertained for what people it is designed ; and then it can be answered only by the survey of all the peculiarities of their condition, moral, intellectual and physical. And when we have mastered all these, (if they are capable of any absolute mastery) we have then but arrived at the threshold of our inquiries. For as government is not a thing for an hour, or a day, but is, or ought to be, arranged for permanence, as well as for convenience of action, the future must be foreseen and provided for, as well as the present. The changes in society, which are forever silently, but irresistibly going on—the ever diversified employments of industry—the relative advancement and decline of commerce, manufactures, agriculture and the liberal arts—the gradual alterations of habits, manners and tastes—the dangers in one age from restless enterprise and military ambition, in another, from popular excitements and an oppressive poverty, and in another age from the corrupting influence of wealth and degrading fascinations of luxury—all these are to be examined and guarded against, with a wisdom so comprehensive, that it must task the greatest minds, and the most maturé experience.”

The comprehensive glance of this learned American Jurist and philanthropist at the diversity of modifications incident to the operations and applications of government, must impress the reader with the importance of educational culture on the part of all who have any voice in its legislation or administration, even in the smallest of its municipal districts or divisions. What part can ignorance rationally or safely take in the affairs of a free government ? Is an uneducated and ignorant man competent to be a School Teacher—to be a School Trustee—to be a Councillor, or Magistrate, or to fill any office whatever, even that of Collector or Constable ? Does a man wish his sons to swell the dregs of society—to proscribe them from all situations of trust and duty in the locality of their abode—to make them mere slaves in a land of freedom ? Then let him leave them without education, and their under-foot position in society will be decided upon. But does a man desire to see his sons—however poor at present—rise to situations of respectability and usefulness ? Let him, at whatever toil or sacrifice, give them an education which will enable them, by appropriate improvement and enterprise, to attain the highest places in the gift of their fellow countrymen.

It may be said that the knowledge necessary for the performance of any of these civil duties is not taught in the schools, and that there is neither time nor opportunity for teaching them, even, if children were capable of comprehending them. In reply, it may be observed, that school instruction furnishes to the pupil the instruments of knowledge, rather than knowledge itself—the principles or elements of knowledge, their varied development and application being the work of future study and practical life. For example, the school does not teach commercial science, but it prepares the pupil for its pursuit by teaching him the science of numbers and the art of book-keeping, the physical

geography of the earth, the character and pursuits of nations. The school does not impart a knowledge of agriculture ; but it teaches, or rather, it may and ought to teach, those elements of knowledge of which agriculture is the application. The school cannot teach general history ; but it can teach those outlines or elements, which may be filled up and completed in subsequent years. So the school does not teach political science ; but it may and ought to teach those elements of it which are within the limits of school teaching, and within the time of school attendance, and within the capacity of youth ; and the application of which involves their several duties as members of the State. And in the mastery of these elements—in thus laying the foundation—youth acquire that mental discipline, and those aids and directions in the acquisition of knowledge which prepare them to act the part of intelligent free men, and to erect a superstructure of varied knowledge and usefulness.

It is also worthy of remark, that the principles of the several branches of useful knowledge are few, and generally simple and easy of comprehension. The principles of grammar, for example, are few and simple, though the application of language is unlimited and its treasures exhaustless. The infinitely varied calculations and uses of numbers are but the development and application of four fundamental rules and two simple operations. And what are the theorems and problems of geometry, but the illustration and application of a few definitions and axioms, establishing principles which enter into the operations and employments of every day life, as well as into the profoundest speculations of abstract science. It is so with the cardinal truths of revelation ; so with the elements of nature ; and so with the fundamental principles and outline features of government. They admit of simple enunciation and easy explanation. The great truths of political philosophy have been evolved by mighty minds, as the great law of universal gravitation required the genius of a NEWTON to discover it ; but as every school-boy can understand and even act under a conviction of the latter, in avoiding falling bodies or falling himself ; so can he understand the former in the performance of school duties and the authority and exercise of school discipline and government. The arrangement of the different parts of a government are not more difficult to comprehend, than the arrangement of the different classes of the school ; nor is it more difficult to comprehend the value of checks and divisions of power in a government, than to understand the value of good order in the school.

Education is designed to prepare us for the duties of life—to teach the rudiments of those things which we are expected to do when we grow up to manhood. A free people have much to do with government in its various departments and administrations—for no part of which are they qualified without education. It is true every school boy is not likely to be a statesman, or a public functionary ; but as a freeman he will be called upon to judge of the conduct of both, and he may and ought to be an intelligent and useful man in his neighbourhood, and understand and perform his duties as a man, a citizen, and a Christian. Nor ought his connexion with the school to cease with his attendance as a pupil. In connexion with the school, there should be a library ; the school is for the young ; the library is for both old and young ; and the pupil should go from the schoolmaster to the library—from mastering the text books of the school to mastering the books of the library. Thus will the avenues to temptation be avoided, the circle of his knowledge be enlarged, and he will be prepared to exercise his privileges with independence and discretion,

and perform his civil and social duties with honor and success. And on careful examination, I believe it will be found, as a general fact, that the mechanic, the trader, and the farmer, has more time for miscellaneous and general reading than the lawyer or physician. Lord BROUGHAM—long the eloquent and active friend of popular education—has observed on this point, (and with his words I will conclude my remarks on the connexion between education and free government,) that, “A sound system of government requires the people to read and inform themselves upon political subjects; else they are the prey of every quack, every imposter, and every agitator, who may practise his trade in the country. If they do not read; if they do not learn; if they do not qualify themselves to form opinions for themselves, other men will form opinions for them, not according to the truth and interests of the people, but according to their own individual and selfish interests, which may, and most probably will, be contrary to that of the people at large. The best security for government, like ours (a free government) and generally for the public peace and public morals, is, that the whole community should be well informed upon its political, as well as its other interests. And it can be well informed only by having access to wholesome, sound and impartial publications.”

V. I will conclude by a few observations arising from a consideration of the state of our country and our duties as Christian parents.

Ours is an age of restless enterprise, and ours is a country of plodding industry. This is the pressure of necessity, no less than the impulse of interest and ambition. Our population consists of men of labour, rather than men of “fortune.” The people of Canada are neither beggars nor idlers, but workers; and they must work or starve. Competition has also entered into their pursuits, and is now blended with them all, except that of agriculture, and becomes keener as society advances. Men must now not only work, but compete, to live; and the successful competitor of twenty years ago would be distanced by the ordinary competitor of now-a-days. This, as a general remark, is true in politics, true in scholarship, true in almost every branch of business and labour. Improved methods of travelling, of business, and of labour, have been introduced; and machinery of various kinds has reduced the expense and increased the productiveness of human labour. Land is not to be acquired, nor business established, nor situations obtained, nor speculations pursued as in former years. And how is the uneducated and unskilful man to succeed in these times of sharp and skilful competition and sleepless activity? And these times are but the commencement of a spirit of competition and enterprise in the country. The rising generation should, therefore, be educated not for Canada as it has been, or even now is, but for Canada as it is likely to be half a generation hence. No man can hope to succeed who does not keep pace with the age and country in intelligence, skill, and industry.

Nor are we to overlook the infusion into our population which is now taking place by immigration. It is estimated at not far from one hundred thousand this year—nearly one-sixth of our entire population. Many of these immigrants will doubtless add both to the intelligence and productive industry of the country. But is this the character of most of them? From their former wretched circumstances and still more wretched habits, they are notoriously as destitute of intelligence and industry, as they are of means of subsistence. Their condition appeals to our humanity; but their character justly excites

our solicitude, and demands our practical attention. The physical disease and death which have accompanied their influx among us* may be the precursor of the worse pestilence of social insubordination and disorder. It is therefore of the last importance that every possible effort should be employed to bring the facilities of education within the reach of the families of these unfortunate people, that they may grow up in the industry and intelligence of the country, and not in the idleness and pauperism, not to say mendicity and vices of their forefathers. A sort of moral compulsion and municipal authority might perhaps be well employed for this purpose, should ordinary means prove unsuccessful; for the sun of our country's prosperity and hopes will set in darkness, should an untaught and idle pauper immigration be able to set at defiance the laws, and control their administration.

To ourselves as parents and as members of a social compact, the subject of education presents additional claims to support and exertion. Virtue is not hereditary; education is not hereditary; the arts are not hereditary; property is hereditary, and so are some of the worse propensities of our nature. What we cannot transmit after our death, we should the more sedulously provide for during life. It is far better at any expense, to endow our children with virtue and intelligence, than with property and ignorance, and, what is most likely to follow, vice and extravagance. And if a man is criminal in throwing a fire-brand into his neighbour's buildings, or employing an assassin to take his neighbour's life; is he less so in bringing up and sending abroad children into the community who are prepared by ignorance, by lawlessness, by vice, to be pests to society—to violate the laws, to steal, and rob, and murder—too ignorant to be useful to themselves or others, and too vicious to be anything better than vagabonds and incendiaries. The parent who neglects the education of his children is guilty of a double wrong; a wrong to his children by depriving them of that which their helpless and depending situation and his relation to them obligate him to provide for them—a wrong to the community by depriving it of so many instructed and useful members and inflicting upon it so many ignorant and dangerous ones. I hold it to be the natural right of every child in the land to receive such an education as will fit him for the duties of life, and that the obligation of the parent and the state is commensurate with the indefeasible right of the child. To this obligation of nature and of the social compact, are added the commands of God and the sanctions of eternity. Should every parent act under the influence of these impulses and obligations, how soon would our country be peopled with a race worthy of their sires and worthy of the best ages! The character of the coming generation is in the hands of the present. Our future jurymen and councillors and magistrates and legislators, and officers of both church and state, are in our schools, around our firesides, or on their mothers' knees. They are now as clay in the hands of their parents to be moulded by them into vessels of honour or of dishonour—to be made the ornament or the disgrace, the benefactors or the plagues, the blessing or curse of their race. Let them be taught industry and economy; but let them also be taught virtue and knowledge. Let them not be merely selfish and money-getting Carthagenians; let them be Christian and intelligent.

* Emigration from the Old Country was the cause of introducing fatal and extensive disease into Canada this year, 1847.

men. Let a taste for reading and reflection accompany the acquisitions of property. Let us give to our children the keys of virtue and knowledge as well as establish them in business. Let the family circle, during the long winter evenings especially, be the school of improvement in the histories of nations, the wonders of the universe, the discoveries of science, the inventions of art, the advancement of literature, the institutions of government, the productions of our own and foreign countries, the progress and exchanges of industry and commerce, the experience of our race, and man's great moral interests and duties. Let the rising generation be educated for their country as well as for themselves. Let a heathen instruct us on this subject—one from whose lips burst forth the soul of liberty and the only surviving specimens of a purely original Roman literature. The great CICERO, in the most mature and not the least splendid of his works, expresses the following sentiment, which ought to be inscribed upon the door posts of every dwelling: "Our country has not given us birth, or educated us under her law, as if she expected no succour from us; or that seeking to administer to our convenience only, she might afford a safe retreat for the indulgence of our case, or a peaceful asylum for our indolence; but that she might hold in pledge the various and most exalted powers of our mind, our genius, and our judgment, for her own benefit; and that she might leave to our private use such portions only, as might be spared for that purpose."*

From the Teacher Taught.

VISIBLE ILLUSTRATIONS—USE OF APPARATUS.

The mind receives its materials of knowledge through the organs of sense. We have no evidence that a mind, having no organs of communication with matter, would increase in knowledge. By this, I do not mean that all our ideas are derived originally through the medium of the senses. But those which are thus received, as DUGALD STEWART says, seem to be the *occasion* of the commencement of a train of thought in the mind. I look at two men, and, from the conception I have of those men, there arises in my mind an idea of their relative height or size. We first get ideas through the senses, and by comparing them, reflecting upon them, or by reasoning about them, there springs up in the mind a new class of ideas, more purely intellectual than the original thoughts.

The abundance of one's intellectual knowledge, and the degree of his mental improvement, will depend somewhat on the number of his ideas of sense, but more on the *distinctness* with which the mind perceives them. Unless the original perception is distinct and clear, it is a useless material; the mind cannot manufacture it into anything valuable.

It is well known that the ideas of some of the senses are more distinct than those of others; the impressions made upon the mind through the eye are more vivid and distinct, than those made through hearing, tasting, or smelling. It is generally more difficult for persons to conceive how an absent object feels, than how it looks. Hence there is a greater probability of getting access to a

child's mind through the eye, than either of the other perceiving organs. If, therefore, a way can be devised to bring the ideas we wish to communicate to a child to the window of vision, we are very sure they will get admission.

It is desirable to present the thought to as many of the senses as possible, for in this way it is more likely to arrest the attention of the pupil, than if presented to one sense only. The different senses view the object or subject in different aspects ; if, therefore, we can approach the child's mind through two, three, or four senses at the same time, he will know more respecting what is taught than if we approach it through one sense. Present to the eye of a child something he has never seen, and he is not satisfied ; he wishes to touch it, to taste, or smell it ; for by these several tests he becomes better acquainted with the object.

It must be evident, from these remarks, that it is exceedingly important for teachers, while they explain a matter to their pupils by words, that fall on the ear, to present it at the same time to the eye. The fact, that teaching by *visible illustrations* is so strictly in accordance with the established principles of intellectual philosophy, and, whenever used, has always been beneficial, recommends it to the attention and practice of every teacher of Common Schools.

The Bible, I know, was not designed to teach us how to instruct in human science ; yet, it being a revelation from Him who created the mind, we have reason to conclude that its teachings are communicated in the manner best calculated to make a deep and lasting impression. And in what manner is Divine knowledge set forth in the Scriptures ? The Jews were instructed by the aid of visible illustrations ; the miracle in Egypt, the cloudy and fiery pillar, the water from the rock, the manna, &c., are examples of the employment of this method.

The prophets, especially Ezekiel, were abundant in this mode of teaching. He took a tile, and portrayed upon it a city, and taught respecting the city of Jerusalem. He was directed to cut off his hair, and divide and weigh it ; to set a pot upon the fire to boil, and cast away the scum ; and to employ various other similitudes, to illustrate his revelations. Our Saviour taught in the same manner ; he sat upon the well at Samaria, and talked about a well of water springing up into everlasting life.

Numerous examples of the use of this method of instruction will suggest themselves to the reader. Pictures are introduced into children's books, and maps and globes are used in the study of geography, and apparatus in illustrating all the sciences, because it is thought necessary to resort as much as possible to visible illustrations of truth whenever it is practicable. Here is an ample field for the teacher to exercise his ingenuity ; it requires sometimes much presence of mind to be able, in the hurry of a moment, as soon as a child's difficulty is discovered, to fix upon a happy and successful mode of illustrating the thing to the eye. This cannot be learned wholly from books ; it is required much as the use of figurative language is required, by good writers or public speakers. A teacher who is satisfied with committing his instructions to the wind, and to run the risk of their being gathered into the ear of the child, and through that to his mind, is not doing all he can to aid his pupils in the acquisition of knowledge. Neither are parents doing all they can to facilitate the progress of their children in learning, if school-houses are

not furnished with such apparatus as may be necessary for visible illustrations.

A teacher may talk learnedly on a subject, without being able to illustrate it to the eye; he must have a more accurate knowledge of the idea he attempts to illustrate, than of that he explains by words. It is desirable that all teachers and pupils should so understand the subject they study or teach, that they can illustrate it to others.

From the District School Journal of the State of N. Y., for September.

ANNIVERSARY OF THE N. Y. STATE ASSOCIATION OF C. S. TEACHERS, COMMENCED AT AUBURN, AUG. 4, 1848.

Prominent among the editorial events of the last month, is the anniversary of the New-York State Teachers' Association. We published a programme of its proceedings in our last, which was followed during the sessions of the meeting. Our limits preclude more than a scanty outline of the proceedings, and therefore we substitute such remarks as we deem pertinent to the character and objects of the meeting.

We have no hesitation in placing the last anniversary of the Association, in point of harmony and courteous bearing between its members, far above each preceding one. After an able and appropriate introductory address by the President, S. B. Woolworth, A. M., the programme of exercises was commenced with the reading of a report by Mr. Kenyon, of Allegany, from the committee on Emulation in Schools. After giving the definition of the term *emulation*, Mr. Kenyon proceeded to justify and defend a just and virtuous spirit of emulation in every youth, and to show that without this great mainspring, of human action, no youth could ever acquire eminence or respectability in any of the walks of life. He then referred to the different methods of exciting emulation, viz: force, coaxing, and by natural means. Each of these different modes were briefly referred to, and the two first condemned in strong and eloquent terms. The rod, as a stimulus, was condemned as brutal, inefficient, and calculated to blunt the sensibilities, and degrade the mind. The "*coaxing*" mode was also referred to, and the system of offering premiums to stimulate emulation, forcibly condemned, as calculated to act on the smallest possible number of a school, and as unjust to all, except those who, from superior advantages, enter into competition for the prizes offered to those who may stand the best examination. The arguments against these two methods, proved that the committee had given them a thorough investigation, and were so strongly presented and aptly illustrated, as to leave little doubt that both methods are attended with the most injurious and even dangerous results on the minds of scholars.

The natural method of exciting emulation was next presented. This was defined to be the innate love of knowledge in the mind of childhood, and recommended as the only true and safe plan of leading youth in the path of science, and of drawing out all the dormant energies of their minds. The remarks of the committee on this point were enforced by appropriate and able suggestions.

The author of the report condemned the use of the rod as a means of emulation, in terms somewhat offensive to those who regard a well-whipped school among the best evidences of professional competency. This excited

an animated discussion of some length, on a motion to accept the report, which was finally carried by a good majority.

Reports, or Essays, were read upon the several subjects which had been announced. Most of them were characterized by ability, and were in every respect worthy of forming a part of the proceedings of a State Association of Teachers. In the evening of the first day, Mr. How, Principal of the Canandaigua Academy, read a report on the educational policy of the State, the consideration of which was postponed until the next morning. It very properly took strong ground in favour of our common schools, academies and colleges; but, as improperly made thrusts by inuendo and false inferences against the Normal School. Indeed this seemed to be the main object of the essay. The *Auburn Daily Advertiser* gives the following sketch of the debate upon it:—

Mr. Field, of New York, addressed the association in support of the report of the committee on the educational policy of the state, and in opposition to the Normal school system of the state.

Mr. Cooper, of Onondaga, moved to amend the resolutions attached to the report, so as to include Normal Schools and Teachers' Institutes, as entitled to the bounty of the state.

Mr. How explained that he had no enmity to Normal Schools, but that the adoption of Mr. Cooper's resolution would destroy the spirit of the report.

Mr. St. John appealed to Mr. Cooper to withdraw his amendment.

Mr. Cooper explained his reason for declining to withdraw it. He spoke with ability and earnestness in defence of the Normal School system, and argued in favour of its great value in the plan of education now in operation in this state, as a means for qualifying persons for the important and responsible duties of teachers.

Mr. Field, of New York, moved that the amendment be laid on the table, which was lost.

Mr. Fanning, of New York, spoke in opposition to the amendment, and as calculated, if adopted, to place the report in a ridiculous light.

The vote was then taken on the amendment, and adopted—yeas 60, nays 29.

The resolution as amended was also adopted by a large majority, and Mr. How was instructed to modify the report to correspond with the sentiments of the resolutions. This is the third attempt to get an expression of the teachers of the state against the system of Normal Schools, insidiously made by those whose motives can only be appreciated by their perseverance and the means employed to effect their purpose; but the accumulated evidence in favour of the New York State Normal School, is too satisfactory to allow either local or professional envy to injure its well-earned reputation.

Professor Lowe, of Geneva College, delivered an address which presented an examination of the present system of education in this State, and of the various institutions of learning, which constitute that system. He assumed the ground that colleges were a necessary part of this system, and contended for an enlarged and liberal policy towards them on the part of State. Colleges, he declared, were always aristocratic when not properly endowed, and democratic when so endowed; and the reason for this, was stated to be, that in the well endowed college all could gain admittance, while to the poor college, only the rich can afford to go.

Mrs. Willard, of Troy, next delivered an address to the Association, on the general advantages of education to the people of the United States, and the great importance of the high vocation in which members of the Association were engaged.

She alluded in beautiful and appropriate language to the absolute necessity of virtue and religion to qualify teachers for the successful pursuit of their important profession. The address was listened to with evident indications of profound interest and satisfaction. It was as a whole, a production of great ability and rare beauty.

Several other reports were read and resolutions adopted, among which was one calling upon teachers to circulate *petitions in favour of free schools*, in their respective districts, and forward them with the signatures to the school department at Albany. This was done for the purpose of collecting the popular sentiment of the State on this subject and placing it where it may be submitted to the legislature.

EDITORIAL DEPARTMENT.

DISTRICT COUNCILS AND THE JOURNAL OF EDUCATION.

The Chief Superintendent of Schools recently addressed a circular to the several District Councils in Upper Canada, offering to supply the Trustees of each School Section in their respective Districts with a copy of the *Journal of Education* at the rate of three shillings and nine-pence per year, provided fifty or more copies were taken, or provided one should be taken for each School Section in the District. Several of the Councils met the second Tuesday of the present month; and answers have been received from four of them. The *Dalhousie* District Council continues to take one for each of its own members; the *Wellington* District Council has ordered one number of the *Journal* for 1849 for each of its own members and for each Township Clerk—in all 60 copies; the *Johnstown* District Council has ordered one copy of the *Journal* for 1849 for the Trustees of each School Section throughout the whole District—in all 212; and the *Bathurst* District Council has ordered one copy for both the years 1848 and 1849 for the Trustees of each School Section within its jurisdiction—in all 120 copies. Such liberal and enlightened co-operation is an ample reward for our voluntary labour in editing and publishing the *Journal of Education*. We hope all the other District Councils in Upper Canada will do as the Bathurst and Johnstown District Councils have done. The School Trustees in Upper Canada receive no pecuniary compensation for their labours and responsibilities; and it is a small return indeed for each three of them to receive a copy of the *Journal of Education*—and especially as that is designed not merely for their individual gratification,

but to enable them more efficiently and satisfactorily to perform their duties and promote the best interests of their constituents.

We believe that no act of the Legislature can do more for the promotion of Common School Education than for the District Councils to supply each School Section in their respective Districts with a copy of the *Journal of Education*. The people can only be educated through themselves; no school law can therefore be successful without an interest on the part of the people in each School Division as to the importance and advantages of good Common Schools, and the proper modes of establishing, supporting and conducting them. The only means of accomplishing this essential object is the diffusion of educational information, one most effectual means of promoting which, is the circulation of a Journal of Education. It is now known that the Legislature will not meet until January. Whatever improvements, therefore, that may be made in the Common School Law will take place the ensuing year, and will be fully explained in the *Journal of Education*. It will, therefore, be of great advantage to the interests of Common Schools, and consequently of the rising generation, that the *Journal of Education* be circulated as widely as possible during the next year—especially that a copy be furnished to each School Section.

NOBLE SENTIMENTS OF THE MINERVE NEWSPAPER.

We are happy to observe that the principal French newspapers of Lower Canada support the great principles and provisions of the School law. In the *Minerve* of the 21st ult., (understood to be the French newspaper organ of the administration) we notice an unequivocal condemnation of the sentiments of a public meeting which had been held in the County of Ottawa against the School law, and an earnest vindication of its principles and objects. The *Minerve* maintains that the effect of the School law has been, a great increase of children in the Schools, especially those of the poorer classes. We translate the concluding part of the article containing the following noble sentiments:

“Those who are still inclined to complain of compulsory taxes for the support of Schools, we have to refer to the example of the most enlightened nations—our neighbours of America, England, Germany, Scotland, &c., where the laws for elementary education are founded upon that principle. As to France, in the frightful paroxism of her attempts to throw off the yoke of tyranny and assert her freedom, she delays not to compel parents to educate their children; for liberty can only succeed to instruction. Ignorance makes slaves.

“We have before us a project of primary instruction, presented to the National Assembly, by the Minister of Public Instruction. Among other regulations of this project, we have pleasure in citing the following articles:—

“Art. 26. The father of any child who is ten years of age, and known by common report as not attending any School, nor receiving any elementary

instruction, is required, on summons of the Mayor, to present such child to the Commission of School examination. Art. 27. If the child be not presented, or if it be shown that he does not attend any School or receive any instruction, the father may be cited, at the instance of the examining School Commission, before the Justice of the Peace, and be condemned to be reprimanded. This sentence shall be posted up in the Mayor's office for a month. Art. 28. If the Commission of examination find the year following, that the father has paid no respect to the reprimand, he shall be brought before the civil tribunal of the *arrondissement* (county or district) and may be condemned in a fine of from 40 to 400 francs, and to the suspension of his elective rights for a period of not less than one, or more than five years. The punishment shall cease, when the Commission of examination shall have stated, that the child has received the prescribed course of primary instruction. Art. 29. The same regulations are applicable to guardians, &c.

"This (continues the *Minerve*) is what may be called coercion; but it is not against such measures that the French people will erect barricades, because they know how essential education is to secure their liberty. A people who read cannot be long enslaved. Sooner or later they will know how to conquer a better fortune for themselves. In our opinion, education is the most certain source of the material prosperity of a country. No subject is more important than this. Let us recommend the people to get educated. Let what is saved by means of Temperance Societies be employed in diffusing education as wide as possible, and soon we shall have the happiness of seeing our population a thousand times riper for liberty than it can be by an intemperate and fruitless agitation."

What a prospect would brighten the future of our country, if every Editor in Upper Canada were imbued with the spirit of the patriotic sentiments which we have this faintly transcribed from the columns of the *Minerve*! The press is more powerful than law itself; and if the motto of the entire Canadian press were to *educate*, rather than agitate or vituperate, the people of Canada would soon be pre-eminently an educated people. Every press in Canada is, by its omissions, its sentiments, its spirit, either a friend or an enemy of this great consummation.

NIAGARA DISTRICT COMMON SCHOOL CELEBRATION.

The following gratifying account of the *School Celebration* held in the Niagara District last month,—which we copy from a city paper,—will be read with deep interest by the numerous friends to universal popular education throughout Upper Canada; and may possibly incite them to similar efforts in a cause so noble, so benevolent and so truly patriotic:—

The day was fine, the temperature of the atmosphere pleasant, being neither cold nor hot; the roads were excellent, being neither dusty nor muddy; the arrangements for the occasion were admirable—a beautiful shady grove having been selected, a long and convenient semi-circular platform having been prepared, and seats for two thousand persons having been provided. Notices of

the celebration had been extensively circulated, and everything in their power had been done by the intelligent and active Committee—especially by its indefatigable Secretary, Mr. SCHOLFIELD—to give importance and interest to the occasion—the object of which was to wake up public attention to, and advance the interests of Common School Education in the Niagara District. The only disappointment connected with the occasion was the non-appearance of the Rev. Dr. TUCKER, late Superintendent of Schools in the city of Buffalo, who failed to attend, as he had engaged.

The assembly commenced arriving before 10 o'clock, and continued coming from all directions until after 11, when the chair was taken by Mr. D'EVERARDO, the District Superintendent. Besides numbers of pedestrians and equestrians, no less than *two hundred and seventeen carriages* passed through the principal gate to the grove, filled with persons of all ranks and ages. Several of the carriages were drawn by four horses, fitted up to carry each a whole school; one carriage was drawn by eight fine horses. Many of the horses were adorned with ribbons, and many of the carriages were ornamented with boughs and evergreens, in the midst of which was placed the flagstaff, with its banner floating in the air, inscribed with the number of the school section, and an appropriate motto: upwards of thirty of these banners of various sizes and styles were displayed—some of them very beautifully wrought. Besides the mottos, on one of them was seen a plough, on another a school-house, on another a map of the world, and on another the solar system, &c. &c. As several of these carriages approached the grove, appropriate school verses were sung by the scores of happy little beings that thronged them. These were the children of schools in which vocal music had been taught. The music of these little school brigades, as they successively arrived at the place of assemblage, fell, like seraph strains, upon the ear of the attentive spectator, and predicted brighter days for rising Canada. The assemblage was considered the largest which had ever been witnessed in the District of Niagara, except that which took place at the interment of the remains of the gallant General BROCK, under the Monument on Queenston Heights.

At the request of the Chairman, after a piece of vocal music by one of the school choirs, the proceedings were opened with a short, comprehensive and most appropriate prayer, by the Rev. T. B. FULLER, Rector of Thorold; when, in the absence of Dr. TUCKER, the Chairman called upon the venerable ex-Consul BUCHANAN, who stated that he did not believe there was a country in Europe that could assemble, under such circumstances, a rural population indicative of so much comfort and intelligence, as that which was presented before him. Ex-Consul BUCHANAN proceeded to make some striking and amusing remarks on discoveries, inventions, and improvements, which had been made during his recollection, and concluded by offering a Bible and Testament to each school in which a certain number of chapters, which he had designated on one of the blank leaves, should be committed to memory.

After another piece of music, by another school-choir, the Chairman called upon the CHIEF SUPERINTENDENT OF SCHOOLS, to deliver the appointed address on the *System of Free Schools*, which occupied about an hour and a-half. After some remarks addressed to the children of the schools, Dr. RYERSON prefaced his discourse on the subject assigned him by the Committee, with three preliminary observations: 1. That the system of free schools must not be confounded with, or prejudiced by any existing law of unequal assessment or tax-

ation. 2. That it ought not to be introduced, except through the conviction of the people of its necessity and excellence. 3. That it should not be regarded as an untried novelty, as it had existed two centuries in the best educated states on the face of the globe. Defining the free school system to be "*a tax by the majority on the property of all, for the education of all,*" Dr. R. commended it on six different grounds of argument, each of which was illustrated by facts as well as other reasoning. 1. As the cheapest method for parents to educate their children. 2. As the most economical and humane system of criminal jurisprudence. 3. As most in harmony with the true ends of civil government. 4. As practically embodying the dictates of the noblest patriotism. 5. As best adapted to promote the unity and social happiness of the whole community. 6. As developing the sentiments and spirit of our divine Christianity.

The Rev. T. B. FULLER, though he had not come prepared, or intending to address the meeting, voluntarily rose to express how much he had been gratified and edified by the address on free schools, and to confirm by his own experience, as late Township Superintendent of Schools, the statements made by Dr. RYERSON, as to the bad effects of the present rate-bill system, and to state that most cheerfully would he have his property taxed to support schools upon the principles which had been advocated. This testimony and declaration from a gentleman of so high standing and so large property as Mr. FULLER, was warmly appreciated by the vast assembly.

Another piece of music from another school choir followed, when a recess of about an hour was given for refreshments, &c. Throughout the whole length of several of the carriages were tables (prepared for the purpose) profusely spread with the productions of the country, consisting of cold roast beef, mutton, ham, pigs, poultry, puddings, cakes, pies, fruit, &c. &c. &c. At the table in the carriage drawn by eight horses, *twenty-eight* were conveniently seated at once, among whom were Ex-Consul BUCHANAN and Dr. RYERSON. Several pieces of music were sung by as many different schools from as many different carriages or parts of the ground. The Meeting being again called to order by the Chairman, Mr. STUART, (formerly from Scotland, recently from the United States,) the Revds. CHARLES LAVELL, JAMES SPENCER, and Dr. RYERSON, were successively called upon to address the assembly. Mr. LAVELL eloquently remarked on the dangers of youth, and the remedies which education provided against them. Mr. SPENCER drew a graphic and amusing contrast in the state of schools when he was formerly a school teacher in the Niagara District, with what he that day witnessed; and Dr. RYERSON, by request, gave some account of the state and prospects of the Provincial Normal School; and made some remarks on the importance of Trustees and Parents attending the quarterly school examinations. Each of these addresses was preceded and followed by a piece of vocal music by one of the school choirs. Some of the pieces sung were original, and happily referred to the occasion, and the prospects of the youth of Canada. About *four o'clock* the proceedings were closed by the Apostolic Benediction.

This popular school movement in the Niagara District was spontaneous. It is the first district celebration of the kind which has taken place in Canada. It was such a day of cheerfulness, unity, and enthusiasm, in regard to the universal education of the people as was never before witnessed in this country. The mottos on the various banners exhibited the taste and prevalent sentiments

and feelings of the people and schools. Some of the mottos were as follows : "Youth, the Hope of the Land."—"Knowledge is Power."—"Strive to Improve."—"Education by Perseverance."—"Search for Knowledge."—"Science is Power, and Youth is the time to acquire it."—" 'Tis thus the Youth by lisping A, B, C, obtains a Master's high degree."—"Knowledge and Fame are not gained by surprise ; so he that would win must toil for the Prize."—"Soar to the Hill of Science, and wreath unfading Laurels on your brow."—"Let there be Light!"—"Shall Poverty deprive the Poor of Education?"—"Rate-bills are a dead weight on Schools of 1848."—"Education the Strength of the Nation."—"Free Schools for this generation."—"Education the Safeguard of Freedom."—"Free Schools the Poor Man's Right." This last motto was suggested by a man of property, who has no children of his own—a sentiment infinitely more noble and patriotic than ever entered the heart of an Alexander or Cæsar.

This was a proud day for the excellent School Superintendent, and friends of Education, in the District of Niagara ; and we hope it is the commencement of proud days for all Upper Canada.

SEMI-ANNUAL VISITATION OF SCHOOLS—BROCK DISTRICT COMMON SCHOOLS DURING THE SUMMER OF 1848.

We are happy to observe that the Rev. W. H. LANDON, Superintendent of Common Schools in the Brock District, has commenced the semi-annual visitation of the schools in his District. This is as it should be. The law of the State of New-York requires the *Summer* and *Winter* visitation of all the Common Schools, and statistical reports of each visitation, including all the particulars contained in the annual report. Such a half-yearly visitation of the schools in each District throughout this Province, and the publication of the results, could not fail to be attended with the most salutary effects. Mr. LANDON has published the results of his summer visitation as far as it relates to the salaries of the Teachers in each Township, distinguishing between the salaries of male and female Teachers, and thus supplying an item of information which could not be furnished in the last Provincial Annual School Report, namely, the average salaries of *male* and *female* Teachers. It is to be hoped that in all the annual reports of District Superintendents for the current year, the salaries of male and female Teachers will be stated *separately*, and then the *average* salaries of *each* class. This can easily be done as the Trustees' Annual Report for 1848, (just forwarded to the District Superintendents,) have separate columns prepared for these items. The following is Mr. LANDON'S statement of the Schools in his District during the last summer :—

To the Editor of the Oxford Star,

SIR,—Having completed my annual visitation of the Common Schools in the Brock District, I am able to furnish the following information respecting them ; which I trust, will be interesting to some of your readers.

It will be observed that I have not mentioned in the following statement, either of the Townships of East Zorra or Blandford. They are omitted here, simply because that in the former there were but three schools in operation, and in the latter but one.

North Oxford is also omitted, but as its schools are mostly in Union Sections they are included among those of the adjoining Townships with only a single exception.

Allow me also to apprise your readers that this statement refers only to the schools in summer, and by no means represents the average condition of them for the year. Many schools, it must be remembered, are vacant during the summer, and many others supplied by a lower order of Teachers than those employed in the winter, especially in the oldest and best settled Townships.

I hope to be able to visit my District again during the approaching winter, when a widely different state of things, I have no doubt, will be found to exist.

I am, Sir, yours, &c.,
 W. H. LANDON,
 Supt. C. Schools, B. D.

ABSTRACT VIEW OF THE COMMON SCHOOLS IN THE BROCK DISTRICT DURING THE SUMMER OF 1848.

Township of Oakland.

No. of Schools in operation,.....	5
Of the 1st class 1, 2nd do. 1, 3rd do. 3,	5
No. of Male Teachers, 2 ; Female do. 3,	5
Highest salary paid to a Male Teacher per annum,.....	£80 0 0
Average do. do. do.	64 0 0
Highest do. Female, do. do.	33 0 0
Average do. do. do.	24 0 0

Township of Burford.

No. of Schools in operation,	10
Of the 1st class 1, 2nd do. 1, 3rd do. 8,	10
Of Male Teachers 7, Female do. 3,	10
Highest salary paid to a Male Teacher per annum,	£75 0 0
Average do. do. do.	51 10 0
Highest do. Female, do. do.	36 0 0
Average do. do. do.	32 0 0

Township of Blenheim.

No. of Schools in operation,	7
Of the 1st class 1, 2nd do. 3, 3rd do. 3,	7
Of Male Teachers 5, Female do. 2,	7
Highest salary paid to a Male Teacher per annum,	£54 0 0
Average do. do. do.	51 0 0
Highest do. Female, do. do.	40 0 0
Average do. do. do.	32 0 0

Township of East Oxford (including East Woodstock.)

No. of Schools in operation,	5
Of the 1st class 2, 2nd do. 0, 3rd do. 3,	5
Of Male Teachers 2, Female do. 3,	5

Highest salary paid to a Male Teacher per annum,	£100	0	0
Average do. do. do.	77	10	0
Highest do. Female, do. do.	40	0	0
Average do. do. do.	33	6	8

Township of Norwich.

No. of Schools in operation,	12
Of the 1st class 1, 2nd do. 4, 3rd do. 7,	12
Of Male Teachers 6, Female do. 6,	12
Highest salary paid to a Male Teacher per annum,	£60 0 0
Average do. do. do.	48 6 8
Highest do. Female, do. do.	37 0 0
Average do. do. do.	25 18 4

Township of West Oxford.

No. of Schools in operation,	5
Of the 1st class 2, 2nd do. 1, 3rd do. 2,	5
Of Male Teachers 3, Female do. 2,	5
Highest salary paid to a Male Teacher per annum,	£75 0 0
Average do. do. do.	64 13 4
Highest do. Female, do. do.	30 0 0
Average do. do. do.	28 0 0

Township of West Zorra.

No. of Schools in operation,	8
Of the 1st class 1, 2nd do. 4, 3rd do. 4,	8
Of Male Teachers 7, Female do. 1,	8
Highest salary paid to a Male Teacher per annum,	£60 0 0
Average do. do. do.	48 8 6
Salary of Female Teacher,	24 0 0

Township of Nissouri

No. of Schools in operation,	16
Of the 1st class 0, 2nd do. 6, 3rd do. 10,	16
Of Male Teachers 8, Female do. 8,	16
Highest salary paid to a Male Teacher per annum,	£50 0 0
Average do. do. do.	39 10 0
Highest do. Female, do. do.	30 0 0
Average do. do. do.	27 15 0

Township of Dereham.

No. of Schools in operation,	12
Of the 1st class 0, 2nd do. 5, 3rd do. 7,	12
Of Male Teachers 0, Female do. 12,	12
Highest salary,	£36 0 0
Average do.	27 0 0

RECAPITULATION.

Total No. of Schools in operation,.....	80
“ 1st class 9, 2nd do. 28, 3rd do. 43,.....	80
“ Male Teachers 40, Females do. 40,	80
Highest salary paid to any Male Teacher per annum,	£100 0 0
Average do. do. do.	55 12 3½
Highest do. Female, do. do.	40 0 0
Average do. do. do.	28 4 5¼
Grand average salary including Males and Females,	41 18 4½

NORMAL SCHOOL EXAMINATION.

Second Session—October, 1848.

The following gratifying notices of the very interesting Examination of the Students in the Normal School, held on the 11th and 12th instant, we copy from such of the Toronto papers, as have themselves, as far as we have seen, reported the proceedings. We feel assured that each successive examination will impress deeper and still deeper upon the public mind the great practical benefit and importance to the country of this invaluable Institution, and of the excellence of the system of teaching, which it is designed to introduce into the Common Schools generally through its agency :—

From the British Colonist.

The second half-yearly examination of the pupils attending the Provincial Normal School was held here on Wednesday and Thursday last, according to public announcement previously made. At the commencement, on Wednesday forenoon, the Rev. Dr. RYERSON, Superintendent of Schools, and General Superintendent of the Provincial Normal School, intimated, with much regret, that, in consequence of severe indisposition, by which Mr. ROBERTSON, the head master, had been confined to his bed for several days, he was prevented from being present at the examination. The classes under Mr. ROBERTSON'S charge were therefore examined by some of the senior pupils, male and female, and by Mr. HIND, Professor of Mathematics, Chemistry, &c., who also examined the classes under his own charge. The absence of Mr. ROBERTSON was much regretted by all, and more so on account of the cause of it. The subjects of examination were :—Grammar and the rudiments of logic ; science of arithmetic, mental arithmetic, algebra, geometry and mensuration ; geography—mathematical, physical and political ; mechanics—steam engine, locomotive ; rudiments of natural philosophy, light, heat and electricity ; elements of general history ; agricultural chemistry, and animal physiology. There was also an examination of the Model School classes, by various students of the Normal School, male and female, and an examination in Hullah's system of Vocal Music, by Mr. Townsend. It was obvious to all present, that much as was thought of the progress made in the Normal School, during the first session, the exhibition on Wednesday and Thursday last, showed that much has been since achieved by way of improvement ; and it is impossible to estimate the advantages that are sure to be derived by the Province at large, from the

labours of the numerous school teachers, who receive their instruction at this Institution. The exhibition was most creditable to masters and pupils, and there were those present who cheerfully bore testimony to the merits of both—foremost among whom we may name, the Honorable CHIEF JUSTICE ROBINSON, who delivered a very neat address, in which he adverted, in appropriate terms, to the advantages of the institution, alluding to the amount of knowledge acquired in so short a period, and the influence which it must necessarily produce on the future happiness of the pupils, and those to whom, in their capacity of school teachers they will be afterwards called upon to communicate it in turn in their several localities. The Chief Justice took occasion to express himself in the highest terms of praise of the Masters of the Normal School; and he also paid a well-merited compliment to Dr. Ryerson, for his industry, perseverance and success, in introducing so very valuable a system into the Province.

The Hon. H. J. BOULTON, also, delivered a well-timed and satisfactory address.

At the close of the examinations the pupils, male and female, read addresses from themselves to the masters, expressive of their gratitude for the care and attention with which their studies were directed during the Session. To these Mr. Hind (in the absence of Mr. Robertson) responded, very affectionately and appropriately.

Dr. Ryerson delivered a short address; and the proceedings were closed with the blessing, pronounced by the Rev. Professor Esson, of Knox's College.

The public attendance during the examinations was not large until yesterday afternoon, when the attendance was very numerous; but, during the whole, there were many ladies and gentlemen present, who manifested a deep interest in the proceedings. On the platform, besides the members of the Board of Education, we observed the Lord Bishop of Toronto, the Hon. the Chief Justice, the Hon. H. J. Boulton, M.P.P., the Revs. Drs. Richey and Burns, the Revs. Professors Esson and Rintoul, Mr. Principal Barron, (Upper Canada College;) Messrs. Corbould and Neale, (Yonge Street;) the Rev. Mr. Ardagh, (Barrie;) the Rev. Mr. Geddes, (Hamilton;) the Revs. Mr. Kerwin, Meyerhoffer, Davis, and John Ryerson; Mr. Allan, (Superintendent of Schools, Wellington District;) Peter Brown, Esq., Mr. Crombie, Home District School, &c. &c. &c.

The following statement of the attendance, &c., at the Provincial Normal School, was read at the opening, by Dr. Ryerson:—

Number of students in attendance during the present session, 126; females, 22; males, 104; number of those who have taught schools, 98; paid pupils, 5; number in attendance at present, 70. Left in order to take charge of schools, 22; left on account of sickness, 14; dismissed for incapacity, 7; dismissed for improper conduct, 2; left for want of means, 3; left on account of circumstances over which they had no control, 3.

We cordially unite, with all well-wishers of this noble Province, in a fervent prayer for the prosperity of the Provincial Normal School, and all concerned with it, and for the general diffusion of the advantages which must of necessity flow from its successful establishment and conduct, and its progressive advancement and increase.

From the Christian Guardian.

The Summer Session of this valuable Provincial Establishment was brought to a close on Wednesday and Thursday last. The examination of the male and female Students, held on those days, (as intimated in our last,) was of the most interesting and gratifying character, and reflected high honour on the learned and accomplished gentlemen who preside over the literary and practical departments of the Institution.

On Wednesday, at 11 o'clock, the Rev. Dr. RYERSON, Chief Superintendent of Schools, and General Superintendent of the Normal School, proceeded to open the examination exercises; and, in doing so, congratulated the friends of popular Education upon the striking and highly gratifying progress of the Institution, and the increased number of (104 male and 22 female) Students entered upon the books this Session—a statement of which the Rev. gentleman proceeded to read.

In consequence of the absence of the Head Master, Mr. ROBERTSON,—who, we were sorry to learn, was confined to his room by severe indisposition,—the examination of the classes in his department were conducted by two of the senior Students (male and female) and by the Professor of Natural Sciences, Mr. HIND,—who also conducted the examination of the classes in his own interesting and important department.

The highly respectable and intelligent auditory present appeared to take a deep interest in the varied and extensive examinations of the several classes in the different departments.

The studies which had engaged the attention of the Teachers-in-training during the Summer Session were of the most practical character—as evinced at the examination—and, in addition to the highly important subjects of English Grammar and the logical construction of sentences; Geography, mathematical, physical, and political; Arithmetic, History, &c. &c., embraced the Elements of the Natural Sciences, &c., including a very lucid and comprehensive course of instruction in the science and practice of Agriculture by the gifted Professor, Mr. HIND—the *fruits* of which, together with the proceeds of the very engaging pursuit of Horticulture, were profusely displayed as the results of the Summer's experiments—Linear Drawing; Practical Surveying—several well-executed specimens of proficiency, in which we had much pleasure in noticing in the survey sketch of the Normal School grounds by some of the Students; Astronomy; Mülhauser's system of Writing; the Art of Teaching—as admirably exemplified in the examination of the Pupils in the Model School on Thursday by the Teachers-in-training; Hullah's system of Vocal Music—an intimate knowledge of which delightful branch of instruction we had an opportunity of very agreeably testing at the close of the last day's examination. In each of these subjects of study the Class-in-training—as far as we had an opportunity of judging—acquitted themselves remarkably well. We were indeed gratified and surprised to find, that in so short a period as one session (five months) the Students could have accomplished so much; and the fact of their having done so speaks volumes in favour of a system of instruction so thorough, so intellectual, and yet so extensive and varied, as that which has been adopted in the Normal School, and which, as a matter of course, will be the system of instruction which it is designed to introduce into our Common Schools generally.

On Thursday, the Hon. CHIEF JUSTICE ROBINSON addressed the Students in his usually elegant and appropriate manner; and, in conclusion, paid a well-merited tribute to the Masters of the Institution, and to the Chief Superintendent for his unwearied exertions and untiring zeal in putting into so successful operation so noble an Institution, and so excellent a system of Common School Education as our Province is now receiving under his able superintendence and auspices. Every one present seemed to respond cordially to the eloquent remarks of the learned Chief Justice—who is so peculiarly well qualified, from his intimate acquaintance with its social evils, to judge in all matters affecting the well being of his native country, and its elevation in the scale of social and intellectual happiness and prosperity. The Hon. H. J. BOULTON also addressed a few words of hearty congratulation to the students and authorities of the Normal School.

The examination of the pupils in the Model School by the Teachers-in-Training took place on Thursday afternoon in the presence of a numerous and deeply interested auditory; after which the Students assembled in the Normal School and were examined by Mr. TOWNSEND, in HULLAH'S System of Vocal Music. This delightful part of the exercises attracted a great many visitors, particularly Ladies, and the Lecture Room was crowded in every part. At the conclusion of the singing, two Addresses were presented to the Masters by the male and female Students, and replied to very neatly and appropriately by Professor HIND—in the absence of the Head-Master. After a short address by Dr. RYERSON, the Benediction was pronounced by the Rev. Professor ESSON, and the proceedings closed.

Thus terminated this most gratifying result of the labours of the Second Session of the Normal School—affording the highest satisfaction to all those who witnessed it, and who on leaving the halls of the Establishment expressed in looks, if not in words, their deep personal interest in the continued success of so admirable an Institution as the Normal School for Upper Canada.

From the Globe.

This institution marks a new era in the educational history of the Province, and will give an impulse to it, never before experienced. The half-yearly examination took place on Wednesday and Thursday last. It was a matter of sincere regret that on so interesting an occasion the excellent and talented Head Master, Mr. ROBERTSON, was prevented attending from severe indisposition. The business of examination chiefly devolved on Mr. HIND, Professor of Mathematics, &c., assisted by the senior members of the different classes. The pupils attending the Normal School for the last half year amounted to 126, and of this large number it is truly gratifying to know that 98 have already been employed in teaching—a strong proof of the desire of improvement by the Teachers, and a pledge that the people of the Province may expect a little improvement in the teaching of the rising generation. The progress of the pupils during the short space of five months attendance at the Normal School has been very great.

The examinations embraced Grammar, Geography, Arithmetic, Algebra, Geometry, Mensuration, Mathematics, Mechanics, Natural Philosophy, Agriculture, Chemistry, Animal Physiology, General History. In each of these departments the result was most creditable both to teachers and pupils. The

absence of Mr. ROBERTSON, devolved the duty of examining his own classes to a considerable extent on the more advanced pupils themselves. This shewed even more satisfactorily the efficiency of the system of teaching, than if he had been present.

The Model School, containing 130 children, also underwent examination. This important appendage of the Normal School establishment is in four divisions, in which the different branches of education are taught. Ten Normal School pupils superintend the different departments during a part of each day, so that forty pupils are every day carrying their own lessons into operation, and becoming prepared for introducing with full effect the improved system, into the various localities with which they are, or may yet be connected.

The Normal School contains a number of female pupils, a branch of the Model School is also devoted to the teaching of females. One of the most delightful parts of the examination consisted of Hullah's vocal music, taught by Mr. TOWNSEND. The singing of the pupils, male and female, was truly delightful. Music is certainly an important branch of education, not only from the pleasure afforded in the performance, but from the softening and harmonizing influence it has on the mind. Addresses of thanks to Messrs. ROBERTSON and HIND were presented by the male and female pupils for the great attention bestowed by those gentlemen in superintending their education, in replying to which Mr. HIND expressed the satisfaction he and Mr. ROBERTSON had experienced from the diligence and attention of their pupils. He remarked that if in the next five years, the pupils would shew the same amount of perseverance in the pursuit of knowledge they had done for the last five months, that their character would be fixed for life as most useful members of society. At the close of the examination there were on the platform, Hon. CHIEF JUSTICE ROBINSO, Hon. H. J. BOULTON, M.P.P., J. C. MORRISON, Esquire, M.P.P., Rev. Professor ESSON and others. The previous part of the proceedings had been attended by clergymen and others who take an interest in education. The CHIEF JUSTICE had previously addressed the pupils in an eloquent speech. The Superintendent, Dr. RYERSON, then requested Hon. H. J. BOULTON to address the meeting, which was readily complied with, and the examination closed by the benediction pronounced by the Rev. Professor ESSON.

From every enquiry we could make from those who attended during the great part of these examinations, we feel warranted to say, that the Normal School of Canada is no longer a matter of experiment, but has thus far been eminently successful. There seemed a life and activity in all its movements, which its visitors must have fully appreciated. To us it seemed impossible not to feel a glow of enthusiasm after entering the walls, and finding such a mass of intellectual bustle, the result of which was not to terminate with the instruction of those present, but to be transferred to the most remote part of the Province. We sincerely hope that the Teachers of Upper Canada will pass for admission to the benefits of this Institution, and that in a few years the Province will be distinguished among the great divisions of the world by the superiority of its Common School education. A great part of the answers both in the Normal and Model Schools were given by the pupils in the aggregate. This part of the system is admirable for keeping up the attention of the pupils, but we would certainly give the preference to individual answers from various parts of the classes.

Much as has been done during so short a period, it is but a mere instalment of what remains. Upper Canada has 2,500 Teachers—and although 125 attended half a year, it will take ten years to pass them all through the Normal School. They certainly do not all require to attend there, but by far the greater part do. We presume there are now as many in the Normal School as the Teachers can instruct efficiently. And are we to wait for ten, or even eight years for a qualified set of Teachers? A whole generation will have passed the period of tuition before that time. We believe the utmost has been done in the Normal School with the means at its disposal, but it cannot overtake the duty. Many must now be employed in teaching, whom a thorough examination would show to be unfit for the work, and others must be prepared to succeed them. We wish not to throw blame on the examining Superintendents. They, no doubt take the best qualified they can get, but the country must be provided with a better class, and that speedily. Four or five Normal Schools are wanted, or a School with four or five hundred pupils instead of 126. The expense is nothing compared with the Provincial expenditure, and the object is momentous and urgent. We would press on the Government, and on the Normal School Board, the necessity for more extended efforts. And when a better qualified class of Teachers is procured, the people cannot expect to retain their services *without higher rates of remuneration*. Teachers have generally been the most neglected and worse used class of the community in this respect. We hope they will soon take up their proper position in society, which should be a most respectable and influential one.

NEW SECRETARY OF THE MASSACHUSETTS BOARD OF EDUCATION.

The *New-York Observer* of the 6th instant says,—“The Rev. Dr. SEARS (Baptist) of Newton Theological Seminary, Mass., has been appointed Secretary of the Massachusetts' Board of Education, *vice* the Hon. HORACE MANN, resigned. Dr. SEARS is a man of sound scholarship, and of eminent qualifications for the important office.” We observe that the Superintendent of Common Schools for the State of Ohio, is also a Baptist clergyman. The Hon. HORACE MANN was elected, some months since, Member of Congress in the place of the late Hon. JOHN QUINCY ADAMS. Mr. MANN was formerly President of the Senate of Massachusetts. He resigned that position to assume the duties of Secretary of the Board of Education in 1837. His zeal and eloquence are unsurpassed in the advocacy of a thorough system of universal education, and few men in the United States have done so much to promote it. It is amazing what an amount of opposition he has had to contend with from jealousy, prejudice and selfishness; but he has lived to see his principles and recommendations fully established, and the Common Schools of his native State greatly improved.

CHIEF JUSTICE ROBINSON ON THE SYSTEM OF COMMON SCHOOL INSTRUCTION IN UPPER CANADA.—The following impressive remarks made by the Hon. Chief Justice ROBINSON to the Grand Jury of the Newcastle District, at the recent assizes held there, will be read with deep interest. The Chief Justice was present at the opening and both semi-annual examinations of the Provincial Normal School, and also at the lecture on the Importance of Education to an Agricultural and Free People, and has evinced the most lively solicitude in the extension of the improved system of instruction in all the Townships of the Province :—

The measures taken, and the means supplied, for the education of the people in the township schools is certain to have a most happy effect at no very distant day, in elevating the character of the industrious classes. This effect must necessarily be gradual ; it cannot in the nature of things be immediate ; but it is very cheering to reflect that in whatever degree it may come to be felt year after year, in that degree it will be felt universally throughout the whole extent of the Province : for this agent of incalculable good is at the same time working in every corner of the land, and upon the same sound system. I do not now speak of the system of supporting and governing these schools, which seems not to have gained entire assent, and which may, for all I know, be capable of material improvement. I speak only of the system of instruction which it is designed to impart through their instrumentality, and of which I believe that, if it shall be faithfully persevered in, and carried through upon the principles, and to the extent exemplified in the present conduct of the Normal School now established in this Province, it is capable of raising the character and increasing the happiness of the great body of the people to a degree which can hardly be estimated. I had very lately an opportunity of witnessing the course of instruction, by which a numerous body of teachers are being trained and qualified in this Provincial institution for the duty of conducting the township schools, and no one, I think, can be present at such an examination as I allude to, without feeling the conviction that if the Legislature shall wisely persevere in supporting this liberal system of education for the multitude, and if the very able men who are now engaged in conducting it, shall be encouraged by the approbation and cordial concurrence of the people for whose best interests they are toiling in an arduous and anxious round of duties, there will be an improvement worked out in the general public condition of this country, and in the social and individual welfare of its inhabitants, which a few years ago, it would have seemed visionary to contemplate. It is not only that the instruction imparted in common schools superintended by teachers who have been so prepared will make a happier, because a better and more intelligent being of the pupil who receives it, but it is when those pupils who have been so trained, and taught, become parents and heads of families, (and, in that relation, teachers, whose lessons will be most trusted, and longer remembered,) raising by their precepts and examples the standard of intelligence and moral character in the generation which they are for a time to govern, and by which they are to be succeeded : it is then that future Judges and Jurors may look for the benign and all-pervading influence of this benevolent and comprehensive measure.

Journal of Education.—It affords us sincere pleasure to be enabled to state, that at the late Session of the Municipal Council of the Johnstown District, a unanimous vote of the Council was given, in favour of ordering one copy of the "*Journal of Education*," edited by the Rev. Dr. Ryerson, for each School Section in the District; which will amount to 216 copies.—*Brockville paper.*

The Bathurst District Council has ordered a copy of the *Journal of Education* for each School Section in that District for the present as well as next year.

NOTICE.

The *Winter Session* of the NORMAL SCHOOL, of five months, for 1848-9, will commence on *Wednesday*, the 15th November. All Candidates for admission, Male and Female, must present themselves during the first week of the Session, otherwise they cannot be admitted.

For *Terms of Admission* see various newspapers. Board and Lodging can be obtained in Toronto at from 7s. 6d. to 10s. per week for each Student.

ACKNOWLEDGMENTS—To 24th October, inclusive.

Rem. from Messrs. A. McLachlin, M. Love, J. Taylor; H. Willson, Esq.; D. R. Foster; J. Willson, Esq., M.P.P.; B. H. Brennan, Esq.; H. A. Moore, J. F. Byam, F. McNab; Supt. P. Edward District, rem. and subs.—Supt. Midland District, 2, rem. and subs.—Supt. Victoria Dist., rem. and subs.—Supt. Newcastle Dist., rem. and subs.—Supt. Eastern Dist., rem. and subs.—Supt. Simcoe District, rem. and subs.

N. B.—Back numbers supplied to all new Subscribers.

CONTENTS OF THIS NUMBER.

	<i>Page</i>
1. The Importance of Education to a Manufacturing and Free People (Lecture II.)	161
2. Visible Illustrations—Use of Apparatus	301
3. Anniversary of the N. Y. State Association of Common School Teachers	303
4. <i>Editorial Department.</i> —(1) District Councils and Journal of Education—(2) Noble Sentiments of the Minerve Newspaper—(3) Niagara District Common School Celebration—(4) Semi-annual Visitation of Schools—Brock District Common Schools during the Summer of 1848—(5) Normal School Examination—Opinions of the Press—(6) New Secretary of the Massachusetts Board of Education—(7) Chief Justice Robinson on the System of Common School Instruction in Upper Canada	305

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