

extended and diffused by the establishment of Primary Schools, a desire for a higher degree of knowledge is inspired; and a resort to such Academies as can gratify it must necessarily be the consequence. It then becomes our duty and interest to foster and protect them as an integral and important portion of our system, performing in a great degree the part of Normal Schools, whence a supply of competent and well qualified teachers may be expected to take charge of primary instruction. In the same relation do our Colleges and Universities stand to these Academies. We would therefore suggest to those counties which divide their funds among several Academies, the expediency of concentrating their means upon some one of them, so as to enable them to secure the services of the best teachers, and at the same time reduce tuition to the lowest rate consistent with its interest. By reference to the several reports it will be observed that the greater portion of the pupils of such Academies are engaged in those studies contemplated to be taught in the elementary schools; and it must evidently follow that whenever such elementary or primary schools are established, free from individual charge, in such counties, these Academies cannot be sustained, but must ultimately be merged in them, and thus defeat what we now consider a great object in sustaining Academies.

If an additional argument to the "thousand and one" already existing in every mind, in favor of Primary Schools, was necessary, it might be drawn from their perfect consistency with the principles of our government. Indeed they may be regarded as emanating from an instinctive principle of self-preservation. That knowledge is power, and that power without knowledge is mere brute force, as liable to be used for evil as for good, are truths confirmed alike by experience and history. The principles of our free government, place all power in the hands of the people; and to secure their stability, duration, and happy and successful administration, the people must be informed, educated and enlightened. A striking illustration of the influence exerted on the subject of education by the political bias of the public mind, may be drawn from a review of the educational history of our State. Under the royal and provincial government the scheme was to create one grand central and king-like institution, which, from its superfluous means, was designed to create successively a series of subordinate institutions; but the genius of liberty which seemed already to have selected our happy land for her abode, smiled not upon the undertaking, and our