

## EDUCATIONAL DEPARTMENT.

## INTRODUCTORY.

At the session of the Territorial Teachers' Association, held last March, in this city, a motion was made to provide for the publication of an Educational Journal, to be the organ of the Association, was considered.

The motion was finally referred to a committee of six, with power to make all necessary arrangements for establishing and conducting such journal.

As a prudent introductory step in the work, the committee have selected, through the liberality and public spirit of the editor of this paper, a limited space each week in the columns of the NEWS, as an EDUCATIONAL DEPARTMENT.

The department now opened will be conducted, subordinate to the leading management of the paper, by its own editor, and have for its objects the interests of home and school education in the Territory.

EDUCATIONAL EDUCATION AND NATIONAL PROSPERITY.

Manifestation is now paid to the wants of the masses throughout the world, perhaps, than at any previous time.

Everywhere the means of diffusing intelligence, of making education accessible to all, and even obliging those upon all, are now efforts and methods, school schools are organized, school houses are multiplied, the position of the teacher is held in higher esteem, and there is hardly any distinction in general to show from the pecuniary sacrifices demanded by these improvements.

Nations as well as individuals benefit by education, and depend upon their intelligence and have learned that "knowledge is power" in more ways than one; a means of wealth. It is especially in the knowledge of natural laws that renders labor productive. The savage, with acute senses, and a body untrained to all kinds of fatigue-lives in misery and poverty, and is easily satisfied with the forces of nature, and they prove too strong for him. The civilized man, after five thousand years of study and discovery, has mastered these laws, and henceforth with lightened labor, he reigns over conquered matter in the midst of plenty. In future, the richest nation, and consequently the most powerful, will be that which shall apply the most knowledge to labor.

While education is indispensable to the growth of wealth, it is also needed to test the worth of men.

Hardly anywhere are the wages of the workman deemed sufficient to satisfy his reasonable wants, as he makes by his hands, but a large portion does devote to insures or even injurious objects! Incapable of foresight, his views limited to the present, he does not appreciate the value of education.

Must acquire by education a taste for intellectual enjoyment before an increase of wages will fully improve his condition. A nation must be intelligent to produce rapidly and disseminate all of these multiplied productions. The historian, Macaulay, remarks that if in the eighteenth century Scotland, had adopted the English, and excluded the English in all departments, the superiority would result from the fact that the parliament at Edinburgh had given to Scotland a system of national education which was wanting in England.

In the United States, manufacturers say that if they can compete with Europe, although they have to pay twice as high wages, it is because they are making better educated, work faster, and better, and know how to make use of machinery.

To this, the sole reason in popular education may be added a second, derived from political considerations.

Democracy is gaining, it is often repeated, by the friends of freedom with joy, little less with alarm. Equality is a great progress in man's nature, where the impatient masses are demanding the ballot. This democratic movement depends upon causes so profound and so general that no foreign power, no coalition, can arrest it. We must then make the best of it, and above all, the consciousness of suffrage should be the constant spur to advance in public intelligence; men should administer the affairs of society only when they are capable of wisely managing their own. Civilization, and ignorant nations, and anarchy will follow day, despotism to-morrow. An enlightened nation, on the contrary, with sound education, and all power in their juries, by knowing how to use it. True freedom is insured by education reaching to the remotest cottage of the remotest hamlet. Preceded or closely followed by the diffusion of education, universal suffrage is the exercise of a right, and a sure source of strength and greatness. Accompanied with persistent ignorance, it is the source of incalculable evils.

Another consideration. A great danger may threaten modern civilization at the same time that a great opportunity presents itself. A condition pervades the people, intelligent and morally depraved, diffused among all classes, so as to inspire jealousy on the one hand, and on the other, the indifference required by peaceful reformers. Integrity is insured; but if we maintain education, wealth, and happiness in one class, ignorance, poverty and envy in another, we must expect bloody revolutions. Intelligence and morality, hand in hand, must pervade all classes.

What has just been said may seem commonplace, forcible perhaps, but the advantages of ignorance. The pulpit and press books and journals proclaim with one accord the absolute necessity of education, but it is doubtful whether many of the younger profess to accomplish the work. Too many men are yet insensitive to any but immediate, tangible results.

They need education itself to apprehend the advantages we realize to-day from the schools of the last two decades.

The common school, intelligent mind of our country confesses, is the foundation of the State, the true bond of the Union.

In general free, all, open to all, receiving the children of all classes and all faiths, it obliterates social distinctions, relieves religious animosities, educates the young and antipathies, and impresses each heart with a love for the common country. It is the school which inscribes the seal of the national motto, and impresses to them the prevailing ideas, and renders them capable of exercising citizenship.

Without the public school the Union would, no doubt long ago have ceased to exist, sent by the waves of ignorance continually flowing into it from every quarter.

How during the civil war it was predicted that the West, which would separate from the Atlantic side, and that California would gain an independent empire on the shores of the Pacific, the friends of the North were not without fear of this result. Those diehards have seen it as easy way of saving the dear sacrifice of blood and treasure demanded by the war, but they did not even think of it.

The school of the country, imbued with the spirit of union, had already awakened the sentiment of nationality in those most disloyal communities, and the schools were the stations that held together all parts of the family structure. The school proved the salvation of American democracy.

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