

ted themselves in having at the head of their schools, gentlemen to whom they could cheerfully and confidently entrust the education of their children. We wish all the school sections in Canada were in like circumstances, and they soon would

be, if, like the people in Ernesttown, they employed only respectable, qualified teachers, afforded them a handsome salary and always spoke well of them in presence of their children.

*The Three State Normal Schools in Massachusetts.*—The State Board of Education, in their last report, remark as follows :—

“ The Report of the Secretary is also to be referred to as containing a satisfactory statement of the present condition of the State Normal School. This statement is confirmed by the accompanying Reports of the various Visiting Committees; and the Board, deeply impressed with their responsibility for the character and influence of these important seminaries, desire it to be understood, that they unanimously concur in the favourable testimony which is thus borne in behalf of each of them.—The Board see abundant cause to be content with the services of all the teachers;

and they only regret that the Legislative appropriation will not admit of making their compensation equal to their merits. The number of scholars shows that each school is in full operation; and while it appears that, in the aggregate, at least two hundred young men and women have thus, during a single year, improved the opportunity of qualifying themselves for greatly increased usefulness in the work of education, some idea may be formed of the vast extent of beneficial influence which must be exerted by these schools, as long as the legislature shall continue to sustain them.”

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA.—This Report, on its first publication, was assailed with much vehemence by certain of the Canadian press. Its principles were attacked and strangely misrepresented. To enable the Canadian public to judge of the truth and fairness of these representations, we have thought it advisable, though at a late period, to give the opinions of competent and impartial educationists in the United States. In the last number of this *Journal* we inserted the remarks of the *New-York State School Journal*; in the present number, (pp. 205–207,) we copy an article on the same subject from the monthly *Western School Journal*, published at Cincinnati, and “devoted to the cause of Education in the Mississippi Valley.”

An ingenious writer informs us, that in the English language all the words of necessity are derived from the German, and the words of luxury, and those most used at the table, from the French. The sky, the earth, the elements, the names of animals, household goods, and articles of food,—all these are the same in German as in English; the fashion in dress, and every thing belonging to the kitchen luxury, and ornaments, are taken from the French: and to such a degree of exactness, that the names of animals which serve for the ordinary food of man, such as an ox, calf, sheep, when alive, are called the same in English as in German: but when they are served up for the table, they change their names, and are called beef, veal, mutton, after the French.