

and who look upon their employment as the gravest of all earthly callings ; and instead of being ashamed of their business, rather seek that their business may not be ashamed of them.

*The Economy of Educating the People.*—There is true economy in educating a whole people at the public expense, so far as they are willing to have it so. People so educated from the humbler walks of life, will be more homogeneous and in general more patriotic. It costs more to maintain vice and ignorance than it does to educate in virtue and knowledge. It costs more to support one policeman or one soldier, than it does to pay the schooling of fifty children ; and the fifty children grow up to be good conservators of public peace, rendering so far as they are concerned, all disciplinary inflictions, and all criminal adjudication unnecessary. There is nothing within the grasp of human effort like education. It creates the man anew. Its effects are to be seen in its transforming influence upon society in all its ramifications. The arts, the trades, the commerce, the agriculture, the manners, the morals and the divine charities and amenities of the people, are to a great extent, the product of education.

The prime element of greatness in a State does not consist in a rich soil, in the mineral resources of its bowels, in the serfs who toil for its nobles, nor in a combination of these and like causes that are extraneous to, and irrespective of the mind's symmetrical development, which can only be effected by an enlightened course of education, reaching down to the basis of society. Let all the youth in a community be educated to virtue, to knowledge, to self-reliance and industry, and crime and pauperism will cease ; the public exactions for the purpose of education will be paid with cheerfulness and pleasure ; and it will be soon understood that it is better and easier to educate fifty children than to support one policeman or one soldier.—*Teacher's Advocate.*

## MISCELLANEOUS.

*Extraordinary Qualifications in a Teacher.*—It appears that the regulation making examination a pre-requisite to teaching, has had a favourable effect in securing to us a better class of teachers, independently of any rejections of candidates when subjected to this test ; for such rejections have been few. It is true that instances have now and then occurred in which the applicant was adjudged unworthy to receive a license ; and one county superintendent has particularly reported a case in which he rejected a candidate who pronounced the Mississippi the largest river in New England, and alleged that our Pilgrim Fathers landed at Plymouth 1847 years ago, with other facts in geography, history and

chronology equally new and astonishing to learned men. We are not apprised that the candidate attempted to give any history of the manner in which the Pilgrims were employed during the first sixteen hundred years of their residence in the country ; but it is suspected that they must have been engaged in expelling the Boctians from the territory. If so, however, it would appear that their labours had not been crowned with full and final success,—as it seems that here and there a remnant of the race still lingers in the land. It is, however, due to truth to state further, that the candidate thus rejected, subsequently engaged in a school and taught without a license, —having found a district that knew how