

elements of a perfect economy, food, health, geographical position, innumerable mines of the richest ores and every variety, erect, assist, and fortify one another.

The San Luis park has twenty-four thousand population. These people are the Mexican-American race. Since the conquest of Cortez, A. D. 1520, the Mexican people have acquired and adopted the language, religion, and in modified forms the political and social systems of their European rulers. A taste for seclusion has always characterised the aboriginal masses, heightened by the geographical configuration of their peculiar territory. Upon the plateau elevated seven thousand feet above the oceans, and encased within an uninterrupted barrier of snow, reside nine millions of homogeneous people. An instinctive terror of the ocean, of the torrid heats and malarious atmosphere of the narrow coasts in either sea, perpetually haunts the natives of the plateau. To them navigation is unknown and marine life is abhorrent. The industrial energies of the people always active and elastic, and always recoiling from the sea, have expanded to the north, following the longitudinal direction of the plateau, of the mountains, and of the great rivers. This column of progress advances from south to north; it has reached and permanently occupies the southern half of the San Luis park.

At the same moment the column of the American people advancing in force across the middle belt of the continent, from east to west, is solidly lodged upon the eastern flank of the Cordillera, and is everywhere entering the parks through the passes. These two American populations, all of the Christian faith, here meet front to front, harmonize, intermarry, and reinvigorate the blended mass with the peculiar domestic accomplishment of each other.

The Mexican contributes his primitive skill inherited for centuries without change, in the manipulations of pastoral and mining industry, and in the tillage of the soil by artificial irrigation. The American adds to these machinery and the intelligence of expensive progress. The grafted stock has the sap of both. As the coming continental railroad hastens to bind together our people isolated on the seas, a longitudinal railroad of 2,000 miles will unite with this in its middle course, bisecting the Territory, States and cities of 10,000,000 of affiliated people. This will fuse and harmonize the isolated peoples of our continent into one people, in all the relations of commerce, affinity and concord.

San Louis di Calcebra, July 5, 1866.

### Number of Useful Plants.

A German author states that the number of useful plants has risen to about 12,000, but that others will no doubt be discovered, as the researches yet made have been completed in only portions of the earth. Of these plants there are 1,350 varieties of edible fruits, berries, and seeds; 108 cereals, 37 onions; 460 vegetables and salads; 40 species of palms; 32 varieties of arrowroot, and 31 different kinds of sugars. Various drinks are obtained from 200 plants, and aromatics from 266. There are 50 substitutes for coffee, and 129 for tea. Tannin is present in 140 plants, caoutchouc in 96, guttapercha in 7, rosin and balsamic gums in 387, wax in 10, and grease and essential oils in 330; 88 plants contain potash, soda, iodine; 650 contain dyes, 47 soap, 260 weaving fibres; 44 fibres used in paper making; 48 give roofing materials, and 100 are employed for hurdles and cosses. In building 740 plants are used, and there are 615 known poisonous plants. One of the most gratifying developments is, that out of 278 known natural families of plants, there are but 18 species for which no use has been discovered.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The first periodical educational congress, convened in pursuance of a resolution arrived at by the Scholastic Registration Association, was held in the Midland Institute, yesterday. The Rev. Dr. Collins, of Bromsgrove, presided.

A paper read by the Rev. James Ridgway, (Principal of the Diocesan Training College, Culham), on "The development of Education by the more specific training of Educators, and by such measures as the institution of a special faculty of Education in the universities of Great Britain and Ireland."

Another by Professor D'Arcy Thompson, entitled, "What is a Schoolmaster?"

A third by Mr. Barrow Rule, entitled "How far will the proposed Scholastic Registration Act tend to raise the standard of Education throughout the country, and promote the interests and efficiency of the scholastic profession?"

And a fourth by the Rev. Joshua Jones, D. C. L., (Principal of King William's College, Isle of Man), "On the Training of Teachers for Upper and Middle-class Schools."

The three resolutions carried, after much spirited discussion, by the meeting were these:

1. "That Education is entitled, as much as medicine, divinity, or law, to be regarded as a distinct profession, and that liberal culture, and special training, are as much required by the educator as by the physician, the lawyer, or the divine."

2. "That a Scholastic Registration Act, by giving to teachers a legally recognised position, would tend to increase their efficiency, and consequently to improve their social status, while, by discouraging unqualified persons from engaging in the business of teaching, it would gradually raise the standard of Education throughout the country."

3. "That, as the need of special training for teachers of both sexes is now practically recognised in the case of schools for the poorer classes, a similar provision ought, *a fortiori*, to be made for teachers in schools of the middle and upper classes, involving as these do a greater variety of subjects, and a greater depth and breadth of instruction."

*Resolutions in the House of Lords.*—Earl Russell will, on Monday, Dec. 2nd, move the following resolutions in the House of Lords:—

1. "That in the opinion of this house the education of the working classes in England and Wales ought to be extended and improved; every child has a right to the blessing of education, and it is the duty of the state to guard and maintain that right. In the opinion of this house the diffusion of knowledge ought not to be hindered by religious differences; nor should the early employment of the young in labour be allowed to deprive them of education."

2. "That it is the opinion of this house that Parliament and Government should aid in the education of the middle classes by providing for the better administration of charitable endowments."

3. "That it is the opinion of this house that the Universities of Oxford and Cambridge may be made more useful to the nation by the removal of restrictions, and by the appointment of a Commission to consider of the better distribution of their large revenues for purposes of instruction in connection with the said Universities."

4. "That the appointment of a Minister of Education by the Crown, with a seat in the Cabinet, would in the opinion of this house, be conducive to the public benefit."

—Mr. Lowe delivered a brilliant speech on middle-class education at the annual dinner of the Liverpool Philomathic Society. He argued that the middle classes required more culture and elevation of *morale*, and that their education should not be an imitation of that of the higher classes. He denounced the old-fashioned system in vogue of teaching dead languages, history, logic, and grammar, as the alpha and omega of education,—arguing that English composition, French, and German, the study of physical science and pure mathematics, were the most desirable and useful studies for a class who had to work for their living. In conclusion, he advised the middle classes, while statesmen were trying to give them their ancient rights in endowed schools and the Universities, to combine and set up schools for themselves like those originated and developed so successfully by Mr. Woodward, at which a good education may be had for £30 per year.

*Education in Parliament*—Parliament was opened by Commission on the 19th November. The Queen's speech, as might have been expected, gave a contribution to educational history, which was elaborated by the mover and seconder of the address in both houses, and by subsequent speakers. Ministerial references are necessarily vague as to any special scheme, but at the same time they indicate an earnestness on the part of the Government in dealing with this paramount matter. The paragraphs in Her Majesty's speech are the following:—

"The Public Schools Bill, which has already been more than once submitted to Parliament, will again be laid before you."