

5 It is cheaper, it costs but a trifle more than ordinary *hard finish*.

Additional Suggestions.—In building a new school house it would be well to have a belt of this black surface pass entirely around the room at the proper height. In a common school, when small children are to use it, its lower edge should be about two feet from the floor, extending thence upward from 3 to 3½ feet. At the lower edge there should be a “*chalk trough*” extending the whole length, made by nailing a thin strip of board to the plank which bounds the black board, leaving a *trough* two inches in width and depth, in which to place the chalk, brushes, pointers, &c.—this would also catch the dust which is wiped from the board. The upper edge should be bounded by a simple moulding.

The Brushes.—the best thing for removing the chalk from the board is a brush, made of the size of a shoe brush, with a wooden handle on the back side, the face being covered with a sheep skin with the wool on. This removes the chalk at a single sweep, without wearing the surface, and without soiling the hand of the operator. This is a great improvement over a dust cloth or a sponge.

In all cases let the board be kept dry; never allow a pupil to wet the wiper when removing the chalk.

Renovation.—By long use, especially if the surface is ever cleaned with a wet wiper, this kind of black-board becomes too smooth and glossy on the surface; the chalk passes over it without taking effect, and the light is reflected by it. A very simple wash applied with a white brush, will immediately restore it; this wash is made by dissolving one part of glue to two parts of alum in water, so as to make a very thin solution. It is well to have this wash slightly colored with lampblack. Care must be taken that the wash do not have too much “*body*”

Scripture Stories.

It was a beautiful remark made by a bereaved mother in India—the wife of a German missionary—to one of the ladies of the American mission. In one week she was called to lay in the grave three lovely, intelligent children, between the ages of five and ten years, I think, who had loved the Bible and loved prayer. After going through the affecting details of their sickness and death, she added, “*It is a great comfort for me to think they have not gone among strangers! for, said she, “I have made them acquainted with Abraham, Moses, Samuel, David, Paul, and all the Scripture saints.” Her mind dwelt with pleasure on the delighted hours she had spent with them in this way, and now, though gone from her embraces, she felt a sweet assurance that they were mingling with the spirits of those “just men made perfect,” of whom they used to converse.*

Value of Education.

At present, with all the time, and labor and expense bestowed upon it, the work is only half done; and the effects of our imperfect modes of instruction are to render youth far less competent to succeed in any pursuits in which they may engage, than if their education was conducted by intel-

ligent instructors, on a well-digested plan, and made as thorough and complete as it might be.

How often has the individual of native vigor of intellect and force of enterprise to lament, through a long life of unremitting effort, his many disappointments in the prosecution of his plans of business, arising altogether from the defects of his early education! And if this early education were properly conducted, what an accession it would yield to the resources of the community, in the superior ingenuity and skill of our artists; in the more accurate and systematic transactions of our merchants, in the profounder studies and more successful labors of our professional men; in the wider experience and deeper sagacity of our statesmen and politicians; in the higher attainments and loftier productions of our sons of literature and science; and, permit me to add, in the nobler patriotism, the purer morals, and the more ardent piety of the whole mass of our citizens.

I know it is no easy task to convince some minds that all these advantages yield just so many dollars and cents to the private purse, or to the public treasury. But my appeal is to those who take a more comprehensive view of what constitutes the real wealth of any community, and who estimate objects not by what they will to-day fetch in the market, if exposed to sale, but by their effects upon the permanent well being and prosperity of the state.

—Gallaudet.

Time saved by Good Schools,

Suppose, for the sake of argument, though I believe it falls short of the truth, that eight years of pretty constant attendance at school, counting from the time that a child begins to learn his letters, is necessary to give him what is called a good English Education. I do not fear to hazard the assertion, that under an approved system of education, with suitable books prepared for the purpose, and conducted by more intelligent and experienced instructors, as much would be acquired in five years, by our children and youth, as is now acquired in eight —Gallaudet.

Instruction in Agriculture in Prussia.

In the kingdom of Prussia there are five agricultural Colleges, and a sixth is about to be opened; in these are taught by both theory and practice, the highest branches of science connected with the culture and improvement of the soil: of Agricultural Schools of a more elementary order there are ten; there are also seven schools devoted to the culture of flax; two especially devoted to instruction in the management of meadow lands; one for instruction in

the management of sheep; and there are also forty-five model farms intended or serve in introducing better modes of agriculture; in all seventy-one public establishments for agricultural education, not to mention others of a kindred nature, or those private schools where the art and science of good farming are taught.

Agricultural Education in Canada.

The only mode which has hitherto been adopted and which indeed seems capable of meeting the case, is by appealing to farmers through the teachers of Common Schools. The Board of Education for Upper Canada has adopted this method of diffusing elementary Agricultural Instruction through the country. His Excellency has been further pleased to distinguish in a manner eagerly to be sought after, those individuals, who, in the Normal School, exhibit an endeavor to qualify themselves for communicating the elementary principles of Husbandry in their capacity of School Teachers. The Board of Education has determined that the period of attendance at the Normal School shall be increased from five to nine months. It may be reasonably expected with this additional advantage, many will be able at the expiration of the session, to communicate the principles of Husbandry not only in the School house, but by means of lectures in their own immediate neighborhoods. If the Teachers-in-training at the Normal School could have the advantage of witnessing a course of experiments during a period of nine months, upon a Model Farm, under the control of a Board of Agriculture, much good could not fail to result, and a most influential means of disseminating experimental, theoretical, and practical knowledge at once attained.

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Practical Power of Knowledge.

The globe, with all its dynamical energies, its mineral treasures, its vegetative powers, its fecundities of life, is only a grand and divinely wrought machine put into his hands; and, on the condition of knowledge, he may wield it and use it, as an artisan uses his tool. Knowledge inaugurates us into the office of superintendent and director of the elements, and all their energies. By means of knowledge they may all be made ministering servants for our profit or our pleasure. Such is the true philosophic relation in which we stand to this earth, to the perfect system of laws which govern it, and to the mighty and exhaustless energies with which its frame, and every organ of its frame is filled. It is our automaton. Gravitation, repulsion, caloric, magnetism, air, water, fire, light, lightning,—through knowledge we can play them all, as Maelzel plays his