

once a common school Teacher; and so was Dr JAMES SPARKS, present President of Harvard College or Cambridge University; and so was the great DANIEL WEBSTER, who was so remarkable for the accuracy and precision of his language when a teacher, that certain young ladies gave him the cognomen of Mr "Set-Speech." These distinguished men exerted themselves as much by their industry and character to honor and make honorable the position of common school teacher, as they have since to do honor to the more prominent, though not more honorable, positions to which they have been called by the voice of their fellow citizens.

2. The interest and affection with which every man of every profession, pursuit and condition regards the common schools, is another circumstance which must impress the mind of the observing visitor at Boston. In his conversation and inquiries, he will find there no class of literary, professional or public men who look upon the common schools as no concern of theirs, as a matter beneath their attention, if not as an innovating nuisance. From the Governor downwards, every man with whom you meet and converse on the subject refers to the common schools as the glory of the city, the first and most vital interest of the State—that to which all other interests are quite secondary—the first and most potent lever of civilization, and the palladium of public liberty. You will find no difference of sentiment on this subject, and little diversity of feeling. Every man feels himself as much obligated and concerned to support the public schools, as to support public order and liberty. Such a feeling is the soul of enlightened patriotism, and is the great desideratum in our country. Its prevalence and predominance would produce an amazing revolution in the public press, and elevate and expand the entire public heart to the generous and noblest impulses of an intelligent, industrious and free people.

3. A third circumstance, impressive and suggestive to the Canadian visitor in Boston, is the system of police in respect to juvenile offenders. They are sent to school and set at work, under a system of oversight and discipline, parental, judicial and christian. Truancy at school and vagrancy in the streets are legal offences, and are sure to place the young offenders in a corrective school of instruction and employment adapted to weaken every vicious propensity, and develop and strengthen virtuous principles and habits. Some most respectable citizens commenced their career of virtue and successful industry in these schools of correction and reformation. Thus is vice nipt in the bud, the number of criminals reduced by scores, the number of useful citizens proportionably increased, the prevalence and influence of crime and the

expenses of criminal jurisprudence vastly reduced. Political economy, no less than Christian philanthropy and benevolence, requires something of the same kind to be done, to prevent the multitudes of idle and vicious youths in our cities, towns and villages from becoming a giant race of criminals, expensive, miserable, and dangerous, instead of being made intelligent, happy and useful citizens.

4. Another circumstance which both attracts the eye and arrests the attention of the visitor in Boston, is the economy and taste evinced in public school architecture. The school houses are not indeed the most expensive, but they are among the most beautifully situated and the finest buildings in the city—removed from the noise of the streets, central in the districts for which they have been erected,—plain but elegant without, admirably arranged, completely furnished, and perfectly clean within—each costing about \$10,000, besides the grounds, and each accommodating from 800 to 1,000 pupils—each having a head master with several assistants, mostly females—each including a primary, intermediate, and grammar (or English high) school—the premises throughout neat, and the pupils cleanly and orderly. It is the result of long experience in this model city for schools, that it is much cheaper to build one large house for the accommodation of 1,000 children, than to build ten houses for the accommodation of 100 each, or five houses for 200 each; that it is much cheaper to warm and furnish one such house than ten small ones; that it is much cheaper to employ one able head master with several assistants, for one large school, than to employ ten head masters for ten small schools; that 1,000 pupils can be more advantageously classified, according to age and attainments, taught and advanced from division to division, from class to class, and from school to school, when collected in one large house, and under one master and system, than when divided in ten buildings, under as many different masters, if not systems.

5. Should a Canadian visitor who is familiar with the methods of teaching pursued in our Normal and Model Schools, enter one of the spacious school-houses in Boston, and witness the exercises and examination of the pupils he would be struck with the similarity of the methods of teaching adopted in Boston and being introduced into Canadian schools.—the method of teaching to observe, investigate, and think, and not merely to remember—the method of teaching principles and things, and not merely rules and words, of exercising all the faculties, rather than loading the memory, of drawing out and developing the powers of the mind, rather than of cramming it. There are also two other features of the Boston schools worthy of note and imitation—namely, the prominence given to vocal

music and linear drawing; both taught to an extent truly creditable and really surprising, and that without the least interference with other studies—thus familiarising the eye and the hand with the handiwork of nature and art, and attuning the heart and voice to the praise of nature's God.—*Jour. of Edu.*

"We heard a Sage."

We heard a sage of our England say,
"She is strong by forge and loom,
But where will the soul of the elder day
In these trading times find room—
The soul that hath gotten our land renown
By the patriot's sword and the martyr's
crown?"

"Banner and battle-ting are faded,
Glorious and valor wane,
We have come to the work-day of the world,
To the times of toil and gain.
The song and the symbol lose their hold;
Our hands are strong, but our hearts are cold,
For faith hath come to the bought and sold,
It is only these that reign.

"Our people's sport and our children's play
They have sounds from shop and school,
And ever the soul of youth grows grey
With the Reekner and the Rule,
With the husks of knowledge dry and dead,
With the strife for gold and the cry for bread.

So that half-seer spake,—and more
Had said, but one who passed
The twilight stand of his narrow lore
Replied—"Look forth at last [page
From thy bounded school and thy trusted
On the breadth of thy land's brave heritage—

"It is rich with glorious victories
O'er the old material powers,—
The Titan gods that from eldest days
Have warred with us and ours.
It hath conquered the might of time and
space,
It hath broken the bars of clime and race,
It hath won for human freedom place
From life's dusty wants and dowers.

"Great hearts of old by the Druid's tree
In the towers with ivy green
Have pined away in the wish to see
The things that we have seen.
Yet never had England nobler scope
For the martyr's faith or the patriot's hope.

"Her march is swift, but the way is far
To the goal where conflicts cease:
For wide is the search and long the war
That must work the world's release.
But strength and cheer to the humblest hand,
To the feeblest step in that van-ward band
Who have won such conquests for our land,
In the battle-fields of peace!"

London, 1852.

FRANCES BROWN.

A Child's Evening Prayer.

Jesus, Heavenly Shepherd, hear me,
Bless thy little lamb to-night;
Through the darkness be thou near me,
Watch my sleep till morning light.

All this day thy hand has led me,
And I thank thee for thy care;
Thou hast warmed, and fed, and clothed me
Listen to my evening prayer.

May my sins be all forgiven;
Bless the friends I love so well;
When I die take me to Heaven,
Happy there with thee to dwell.