

Educational antecedents were brought on that child's existence, by which his course of wickedness was irresistibly predestined and predetermined. Mr. Serjeant Adams, at the Middlesex Sessions of January 27, 1847, stated "that, last year, 520 persons were convicted in his Court, and the property stolen by them was worth about £540, and the maintenance of the prisoners £766, the total of which was about £1300, which sum would have provided them with a good education."—*Dafton's National Education*.

*The Education and Schools needed by the Country.*—Knowledge is the food of the mind; and he who would monopolize it, the people shall curse him. We have no surer hold on the gratitude or convictions of the people than by securing their spiritual growth. We want, in the fair sense of the term, national education. We want schools for all, without offending the conscience of any. The school, the college, the chair, should be equally accessible to all; and the reason why all do not obtain the highest honours should be, that they pause in the course, and not that they are fenced off by others from an approach. We want a practical, every-day, common-sense education—not a formal deposit of unappreciated truth in unawakened faculties. We need schools for the mechanic, and schools for the agriculturist—schools for the young, and schools for the adult. The lecture-room, the library, the rural and mechanics' institute, should complete the work early begun; and our museums, our galleries, and our public buildings should supply at once recreation and improvement to the quickened mind. Is it necessary to remark, that religious men would betray the interests of religion, if they were not the devoted advocates of this advancement, not as members of a sect, but as disciples of the New Testament.—*Dr. A. Reed, of London, England*.

*Effects of Normal Schools and National Education on Private Teachers and on the Public Mind.*—It will be readily understood, that the effect of Normal Schools, and a national system of education in elevating the character and importance of teachers, would not be confined to the pupils of the Normal Schools, or the masters of the national system. Private masters and teachers of all kinds would be stimulated to improvement. They could not maintain their position against their new rivals without exertion. The new methods would be caught up; men who had undergone scientific training would be eagerly engaged as assistants in schools; and thus the new spirit and principles of improvement would take root in various places. Many to whom the present mindless and mechanical routine is a severe drudgery, would be struck with the effects of a rational system; a light would shine into their dark prison-house, from a quarter they had not thought of; the new form assumed by education would present matter for the exercise of their powers, and make their profession something to which they could devote themselves. The general educational movement would compel the community at large to entertain more just views on the subject. Its importance would overshadow the topics of the day. The established improvements having once excited public interest, would be laid hold of by the press, and set forth with its powers of exposition and eloquence. Persons who saw the results of the improved teaching in the children of others, would be content with nothing inferior for his own. Parental wishes, which, through ignorance, are the grand obstacles to improve-