

prevailed ; that a higher grade of qualifications for teachers has been almost universally required ; that parents have been induced to visit and take an interest in the Schools ; that private and select Schools have been to a considerable extent discountenanced, and the entire energies of the inhabitants of districts concentrated on the District School ; and that the importance, the capabilities and extended means of usefulness of these nurseries of knowledge and virtue, are beginning to be adequately appreciated in nearly every section of the State. Collectively considered, these officers have well vindicated the confidence reposed in them by the legislature and the people, and justified the anticipations of the friends of education."

TEXT-BOOKS IN SCHOOLS.

The list of Text-Books remains nearly as the same was adopted in 1845 ; and this vexed subject—so fruitful in trouble and dissension—has been managed with singular prudence and discretion by the Board.

Although a regular series of books had been approved, and their use directed, yet the difficulty of overcoming the prejudice and parsimony of some of the parents, prevented their general adoption ; and at the commencement of the year our Schools were filled with books of almost every variety—the accumulation of the varying tastes and wishes of parents and teachers. The necessity for reform in this department was obvious to all ; and to accomplish it, a conciliatory, but firm and decided course was adopted, which soon produced the desired result. Very little dissatisfaction was expressed, and now it will be comparatively easy to secure and retain that entire uniformity which is so essential to the proper classification of a School.—*Annual School Report of the Superintendent of Schools in the City of Rochester, U. S., for 1846.*

MISCELLANEOUS.

RELIGION A VITAL PART OF EDUCATION.—It is to be observed here, that we mean by Education a large and generous culture, which comprehends the whole man, and which assigns, therefore, the first place to the *immortal* nature. We would never forget, that there may be much knowledge and much discipline of the intellectual powers, which leaves in darkness and in sin the moral and spiritual man. Such education we repudiate.—Instead of a narrow and partial training, which would make its subject a monster rather than a man ; we go for one which would build up the subject to the perfection which corresponds to his nature and position.—Talent and knowledge are rarely blessings either to their possessor or to the world, unless they are placed under the controul of the higher sentiments and principles of our nature. Better that men should remain in ignorance, than that they should eat of the fruit of the tree of knowledge, only to be made

more subtle and powerful adversaries of God and humanity.—*Bishop Potter.*

To open the mind to human science, to awaken the pleasures of taste, and to decorate the external man with the adornings of civil and refined life, might be sufficient to occupy the office of education, were there no God, no Saviour, no future being. Were this life not a state of probation, had man no peace to make with his God, no law of His to obey, no pardon to solicit from His mercy, then this would be education ; but most affectingly deficient will the knowledge of that youth be found, and negligent in the highest degree must they be considered who have the charge of his early years, if his mind be left unoccupied by other objects, and unfamiliarized to higher considerations.—*Richard Watson.*

FEMALE EDUCATION.—Hitherto, it has been considered of more importance, that men should be well educated than