

passed substantially as they were originally reported; that all school funds will be raised by a state, instead of a county tax; that the provision for County Superintendents will be struck out; and that the organization of the Township Boards of Education will be so modified as not wholly to do away with the present District system."

## POPULAR EDUCATION ON THE CONTINENT OF EUROPE.

According to Mr. Kay's works on the Social Condition and Education of the Poor in Europe, "it is a great fact that, throughout Prussia, Saxony, Bavaria, and many others of the German States, besides Norway, Denmark, Switzerland, and the Austrian Empire, *all* the children are at the present time actually attending school, and are receiving a careful education—religious, moral and intellectual—from well instructed and efficient teachers. All the youth of Holland, besides a great part of those in France, below twenty-one years of age, can read, write and cypher, and know something of the Bible and the history of their own country. The children of the poor in Germany, are, in many parts, so clean, so ready to acquire learning, and so much polished in their manners, that the rich often send their children to the schools intended only for the former class.

"I remember one day," says Mr. Kay, "when walking near Berlin, in company with a Professor in the Normal College, we saw a poor woman in the road, cutting up logs of wood for winter use. My companion pointed her out to me, and said, 'Perhaps you will scarcely believe it, but in the neighbourhood of Berlin, poor women, like that one, read translations of Sir Walter Scott's novels, and many interesting works of your language, besides those of the principal writers of Germany.' This account was afterwards confirmed by the testimony of several other persons. Often have I seen the poor cab-drivers of Berlin, while waiting for a fare, amusing themselves by reading German books, which they had brought with them in the morning, expressly to occupy themselves with in their leisure hours.

"In many parts of the country, farm-labourers and the workmen of the towns, attend regular weekly lectures or weekly classes, where they practice singing, or learn drawing, history, or science. The intelligence of these people is apparent in their manners. The German, Swiss, or Dutchman, who has been brought up under this system; that is, those under forty years of age, is generally distinguished by a proper dialect. They speak as their teachers speak—clearly, grammatically, and without hesitation—in a manner that assimilates the humblest to the man of wealth and superior education."

## THE BRITISH CONSTITUTION.

What has been said of the Roman Empire is at least as true of the British Constitution. "Octingentorum annorum fortuna, disciplinaque, compages hæc coaluit, quæ convelli, sine convellentium exitio non potest." This British Constitution has not been struck out at a heat by a set of presumptuous men, like the Assembly of pettifoggers run mad in Paris.

"'Tis not the hasty product of a day,  
But the well-ripen'd fruit of wise delay."

It is the result of the thoughts of many minds, in many ages. It is no simple, no superficial thing, nor to be estimated by superficial understandings. An ignorant man who is not fool enough to meddle with his clock, is, however, sufficiently confident to think he can safely take to pieces and put together at his pleasure a moral machine of another guise, importance, and complexity, composed of far other wheels, and springs, and counteracting and co-operating powers. Men little think how immorally they act in rashly meddling with what they do not understand. Their delusive good intention is no sort of excuse for their presumption. They who truly mean well must be fearful of acting ill. The British Constitution may have its advantages pointed out to wise and reflecting minds, but it is of too high an order of excellence to be adapted to those which are common. It takes in too many combinations, to be so much as comprehended by shallow and superficial understandings. Profound thinkers will know it in its reason and spirit. The less inquiring will recognize it in their feelings and their experience. They will thank God they have a standard, which in the most essential point of this great concert, will put them on a par with the most wise and knowing.—*Burke*.

## Miscellaneous.

### M A R C H .

The stormy March is come at last,  
With wind and cloud, and changing skies;  
I hear the rushing of the blast,  
That through the snowy valley flies.

Ah! passing few are they who speak,  
Wild, stormy month, in praise of thee;  
Yet, though thy winds are loud and bleak,  
Thou art a welcome month to me.

For thou, to northern lands again  
The glad and glorious sun dost bring;  
And thou hast joined the gentle train,  
And wear'st the gentle name of Spring.

And in thy reign of blast and storm,  
Smiles many a long, bright, sunny day,  
When the changed winds are soft and warm,  
And Heaven puts on the blue of May.

Then sing aloud, the gushing rills,  
And the full springs from frost set free;  
That, brightly leaping down the hills,  
Are just set out to meet the sea.

The year's departing beauty hides,  
Of wintry storms the sullen threat;  
But in thy sternest frown abides  
A look of kindly promise yet.

Thou bring'st the hope of those calm skies,  
And that soft time of sunny showers,  
When the wide bloom on earth that lies,  
Seems of a brighter world than ours.

BRYANT.

## THE SCHOOL OF THE SECTION.

We always take a deep interest in all efforts to promote common school education. The cause is one of the noblest ever engaged in.—Its objects reach far away into the future and take hold of the stability, character and permanency of all our free institutions.

The improvement in the public mind in relation to this matter, is most gratifying. Yet there is a wide space for still farther activity in the promotion of interests so vitally important to society. Such interests should receive the earnest and unfaltering support of every member of the community. To many the matter of common school education presents but the dull routine of mechanical operations—the monotonous exercises of reading, writing, ciphering and spelling. And yet under such slow process, human mind is developing and maturing, and impressions given which shall mould character for eternity. The vibrations of the school-room give tone to a life time. Indeed, the teacher of youth occupies one of the most responsible positions on earth.

School-rooms are cheaper than court-rooms—teachers cheaper than sheriffs and judges—education in youth, cheaper than State prison and the scaffold in manhood. Gen. Harrison once said to a man who was about to build a high fence to keep the boys from stealing his fruit on the Sabbath, "*Are not Sabbath Schools cheaper?*" The thought embodied a world of truth.

Were we to select a spot for a residence, we should look well first to the character of the community in the matter of schools. We should first look at the school-house and into it. We should attend a school meeting and see the people together, and learn the extent and liberality of their views, and the quality of teachers employed.

We would shun the niggardly—the penny skinning community.—Such communities esteem an old shell on the bleak hill, through every side of which the wintry wind whistles a fit place for their children; the man who can set copies and do "sums" in rule of three and flog children that ought to be flogged at home, a competent teacher; and the education which consists in mechanical parsing, dull reading and wretched writing, a sufficient education. The age moves on while such communities are slumbering in a half bushel.

But in the wide waste of old, weatherbeaten and crumbling school-houses and where the light of knowledge hardly makes the general darkness visible, there are thousands of bright spots. Light expands. The importance of a right system of common school education, is felt. There are liberal views and generous appropriations. Neat and commodious school buildings are erected, competent teachers employed, and necessary apparatus furnished. Let the home seeker turn aside to such communities, and help to move on its enlightened and grievous efforts.—*Cayuga Chief*.