

have, and the whole influence of this Board, to improve the character of the schools while increasing their number, and drawing within them, more and more the children of the city. Let us not be satisfied with the results shown in the statistical returns of the numbers instructed, but strive to enhance, in a still more rapid progression, the actual fruits—the amount and accuracy of the knowledge communicated, the habits of discipline, love of order and industry imparted, and the moral influence which constitutes the accompaniment and vital principle of education in its true acceptation, its crown of honor and its abiding blessing.

It will be a grand era in the history of public education in our city, when our free schools and academies shall become an object of universal favor, when every father shall feel a warm interest in them because his children are educated there, and the whole intelligence of the community shall be enlisted in the cause.—There will be no deficiency then in the care and vigilance exercised in their management, and the best citizens will be anxious to perform public duty as school officers.

The success and growth of our common school system, looking at the effect it must be exerting upon our youthful population, is a most cheering indication to every one that feels an interest in the character that shall attach to the city of New-York hereafter. Its position in reference to the Union, as the point towards which so much of its business and intercourse converges, a radiating centre of influence for good or for evil, that extends over the whole land, the mighty heart, whose pulsations are felt in the very extremity of the republic, and its destiny to become one of the great capitals of the world, while they increase our responsibilities, increase our gratification at all the evidences we can perceive leading us to hope that its greatness shall not be merely the greatness of power, and extent, and riches, and splendor, but a moral and intellectual greatness.

IMPORTANCE OF THE TEACHER'S CALLING.

The importance of any man's work is to be determined by the value of the materials on which he works. Judged by this standard, let us compare the calling of the teacher with some of the other avocations or professions among men.

To ascertain the infinite difference which exists between different created substances, we must classify and compare them. First, there is the unorganized and insentient. Rising in the scale, we come to the organized and animate, but unconscious. Higher still, we find the conscious, but irrational and ephemeral. Last, and unsurpassable, there is the animate, sentient, conscious, rational and immortal.

And yet we affirm, there is not one of the subordinate department of nature, whether the conscious but irrational, the organic but unconscious, or even the inorganic and insensate, for whose study and mastership greater emoluments are not paid, more social consideration awarded, and a higher grade of dignity universally conceded, than to that Art of Arts and Sciences of Sciences, by which the youthful mind is fashioned and trained for life and for futurity. Our colleges have professorships for teaching all the sciences that relate to animals, to metals and to minerals, but no professorship for expounding the science of education. All Christendom cannot show a school where the plants of immortal growth are as carefully tended, where the times and seasons for supplying nourishment and protection are as heedfully observed, where weeds and noxious influences are as industriously extirpated, as from those botanical gardens where no conscious life exists. Would that there were, somewhere upon the earth, one conservatory of children, as interesting to the possessors of wealth and the lovers of beauty, as a conservatory of flowers.

Scientific men devote themselves to studying the instincts and habits of the winged tribes. When will they deem it as honorable to devote themselves to the education of a race of beings, who will soon unfold a wing by which they will sweep through the upper or nether worlds? To show how much more precious is a bug than a child, let us advert to a fact which has recently happened within the knowledge of the whole scientific community. Doubtless our readers generally know, that an entomological survey of the State of New-York was made a few years ago by order of its Legislature. Whether represented at the seat of government or not, a law provided that all the tribes of insects should be recorded as carefully as the twelve tribes of Israel. But it sometimes happened that the scientific insect-commissioner, in turning up a

stone, or stripping a piece of bark from a decayed tree, or examining a weasel's back, found a living polypod, which he did not know whether to class with fleas, in the order *Suctoria*, or with musquitoes in the order *Diptera*, or in some other. In all such trying emergencies, it is said that the insect was carefully "done up in lavender," encased in a box, sent several hundred miles to an officer in one of our colleges, to have its legs scientifically counted, its mandibles and bronchiæ examined, its capability or incapability of metamorphosis determined and its name, its species, and its order ascertained; and then to be returned, as carefully as were the remains of Napoleon from St. Helena; and, at last, to be pinned up, in a cabinet immortality, at the capitol of the state. For examining these specimens, naming them, and assigning them a place among their kindred, it is said that a dollar was paid for each decision,—not by the bug, but by the State of New York.

But, in the meantime, what measures are taken, what eminent professional talent is employed, what generous emoluments are bestowed, for investigating and expounding the laws of growth and influence, by which thousands of children are developed into the order, *Beetzelub*; into the genus, *atheist* or *bigot*; and into the species *drunkard*, *thief*, *robber*, *murderer*, *lyncher*. In our streets, in our bar-rooms, at some of our firesides, and in some of our schools, there are metamorphoses going on every day, by which innocent and guileless children are turned into *Ishmaelites*, and *Cains*, and *Judases*. Is a gnat, or grub, or larva, worth more than a human soul? Are bugs the principals, and sons and daughters incidents! Shall the resources of science be exhausted upon the former, while chance and accident, darkness and chaos, reign over the latter? And yet throughout the scientific world, does not Ehrenberg stand higher than Fellenberg; and while in the great wars of Europe, the merest bloodhound courage made its possessors the envy of mankind, was not Pestalozzi repaid with poverty, and persecution, and obloquy, for all his knowledge, and his devotion, and his divine spirit of love?

Would it then, be any mistake; would it be a degradation of talent from noble to ignoble uses, to employ some of the mighty minds that adorn the profession of law, or some of the men who fill the chairs of our colleges, or are gathered among statesmen at the capitol of the nation, to invest the laws and devise the means, by which mankind can be saved from poverty and wretchedness and crime, and made inheritors of the blessings which God bestows upon all who love and obey Him?—*Horace Mann—Boston Common School Journal.*

DUTIES OF THE INHABITANTS IN CITIES AND TOWNS IN RESPECT TO COMMON SCHOOLS.

The following extract from an address of the Mayor of Cleveland, Ohio, to the City Council, contains remarks worthy of consideration, and presents an example worthy of imitation by Mayors of Cities and Towns in Canada:

"It is with feelings of pride and satisfaction that I refer your attention to our system of Common Schools, and the gratifying progress they have made during the past year. Much credit is due the acting manager and his associates for the able manner and faithful zeal with which they have discharged the duties incumbent upon them. It would be desirable that they should be seconded in their efforts by the more frequent and familiar visits to the schools, of parents and friends interested, stimulating both teacher and pupil to increased exertion. I need not urge upon you the wisdom of pursuing a liberal policy towards these institutions. The best houses and neatest accommodations are invariably accompanied by a corresponding elevation of character, increase of application, and improved habits on the part of the pupils. A knowledge, too, that a city possesses liberal facilities for education would contribute largely to its growth and increase, for, attracted by its delightful situation and healthy climate, many would be induced to settle in order to avail themselves of the advantages thus afforded to their children. Society for its own benefit, owes to every child a good education free of charge; with that for his portion he may take his fortune in his hands, and going forth into the world, aspire to and reach the highest station in the land—for the experience of our country demonstrates that wealth is oftener an obstacle than an aid in the path of ambition and progress. Then cherish and foster well our common schools, for upon their success depends the further hope of safety for our free Government."