EDUCATIONAL CONVENTION.

American Association for the Advancement of Education.

SECOND SESSION: NEWARK MEETING.

[From our Own Reporter.]

The Lecture of Dr. SEARS on the Culture of the Imagination, was partially sketched in our report published in yesterday's *Tribune*. In concluding his remarks, he dwelt upon the uses of the Imagination. It has a place in every department of instruction. It should be interwoven into every branch of knowledge. He proceeded to particular instances, and specified its use in reading, geography, history and scientific inquiry. At this point he entered upon a train of remarks singularly striking and transcendent. He proceeded to show that all great scientific discoveries and invention leaped to the results by the aid of imagination. Imaged possibilities formed the links of the ascending ladder of thought along which the mind, in the upper part of its ascent, reached general principles and laws. Discoveries and inventions are born in the throes of imagination.

At the conclusion of the Lecture, the evening session was adjourned, and the audience dispersed in the uncomfortableness of a drenching rain storm.

SECOND DAY—MORNING SESSION.

The Convention reëssembled at Library Hall, Newark, at 9 A. M. yesterday. The attendance was much larger than on the preceding day.

Prayer was offered by Rev. Mr. KINNEY, of Newark.

The minutes of the previous day were read by the Secretary and approved.

The discussion of the subject of Female Education was resumed.

The PRESIDENT called upon Mr. J. KINGSBURY, of Providence, R. I., to address the Association.

Mr. KINGSBURY remarked that he found himself in an awkward position—one in which a speech was expected and yet none was prepared. He proceeded, however, to say that the report of Mr. Cooke, in its general features, merited his high approbation. In a report, that was full of general truth, there might be important exceptions. One or two of these were pointed out yesterday by his friend Mr. Emerson. He would take the liberty of naming one or two others. It is true that there are defects in female education, which have arisen from the want of richly endowed institutions, wherewith ample means that education might be conducted without fear or favor. It is also true there are private seminaries in our country, which can challenge a rigid comparison with endowed institutions in regard to all questions of independence, faithfulness and perpetuity.

Again, the report named as one of the difficulties of female education, the entrance upon high-school studies at too early an age; and a consequently greater fault—leaving school too soon. The report might have added, that between these points of time—the entrance into and the leaving of school—parents often allow their children to be drawn away after things, so that the short time of attendance is almost useless. Yet a great improvement has been made in some portions of our land within the last 20 years. It would not be difficult to point you to a community where an advance of two years in the time of entrance, and three or four years in the time of leaving schoo, has taken place; where more young ladies now remain at school till 19 and 20 years old than there were 20 years ago who remained till they were 15 and 16 years of age. But, Mr. President, the question which you brought before the Association yesterday, whether the education of the sexes should be the same, and how far the same, is one of the deepest importance. Errors have sprung up from this very point. It was formerly thought that women needed accomplishments only in order to be educated. Hence many a girl has left school under the impression that she was edudated, merely beeause she could paint the parting of Hector and Andromache, or embroider a weeping willow over the tomb of some friend—or even Napoleon. Are we not, however, liable to a different extreme now, and to suppose that in every respect, woman is to be educated as man? Is it not proper to inquire how far the feeling in regard to women claiming the elective franchise has arisen from this cause? Allow me, Mr. President, to say that the education of the sexes should be the same, so far as it may be necessary to give woman perfect attention, concentration of all the faculties of the mind, and a full command of the reasoning powers; provided that we do not lose sight of that playful fancy, that susceptibility of feeling, of delicate emotion, which are the crowning glory of woman, and without which she could not execute her mission on earth. Allow me briefly to allude to three particulars in which there should be, in my estimation, a difference in the education of the sexes:

First. The education of girls should not be so public. Is there no danger, by bringing girls before the public in unnecessary display at exhibitions, of exciting that very feeling which leads women to demand the forum as their sphere of action? The education of girls should be as parental as possible, while at the same time they should have the advantages of that discipline which comes from contact of mind with mind in the school-room. I do not mean, by *parental*, education at home. Because, if a girl is educated at home, she loses that great lesson by which she is to be fitted to live with those around her, and to shape her conduct wisely in all the duties of life.

Second. The imagination should receive a different cultivation. That of girls is more susceptible, more easily misdirected, and when so, ends in sickly sentimentality. That of boys is less easily excited, and its extravagant tendencies are readily corrected by the every day realities of life. Now, in what way can we find that counterpoise to the imagination of girls, which boys find in the rough-and-tumble of life? I answer, in the cultivation—yes, *cultivation*—of common sense. It may be said that common sense is the gift of God. So is the memory; and common sense, whether it be a function or power of the mind, is not less susceptible of cultivation than memory. If due regard, therefore, be paid to common sense, you may educate women in the whole circle of science and literature and she will never disturb you with her pedantry. The more thoroughly and extensively she is educated, the more fully she will be fitted for all the foreseen and unforeseen duties of life.

Third. There should be a difference in the management and discipline. The government which is adapted to boys may be unsuitable to girls. It is more difficult to govern girls than boys; that is, more persons will fail in the government of the former than of the latter. Some suppose that they are so amiable they need no government. They soon find out their mistake, and then proceed by harsh and severe measures to correct it. Thus proceeding from one extreme to the other they lose their influence, their patience, and make shipwreck of their school. Let me say then that no teacher requires more firmness and decision than he who directs female education. Therefore, he who would aspire to the highest results in female education should know how to blend firmness and tenderness together so that neither the one or the other should lead him astray.

Mr. SMITH, of Ohio, made some observations on the relative merits of male and female education. He held that females labor under many disadvantages. They have not before them an ulterior aim, a something to live for; and hence the stimulus which the human heart requires is wanting. They fail not in the world for want of ability, but because society, in its present condition, gives them nothing to aim at. The President of the Association had referred to the question of Education in our Public Schools. The speaker believed, with the gentleman who had read the paper to which the Committee had already listened, that emulation is an instinct of our nature, and we cannot do without it. To meet the evil of which we complain, we must have united education. If we keep the sexes separate, we shall but make matters worse. We have then at once a monastery and a nunnery. The speaker argued the importance and necessity of instruction of the sexes in union. There should be education, also, both for males and females, from male and female teachers. He believed that there are departments of instruction in which woman is a better instructor than man.

Mr. COOKE, the Secretary, said he would not draw any comparison of the intellectual capacities of males and females. He thought that the peculiar mission of woman was to be a teacher. When the school-room is closed, and she enters upon other spheres of life, she is still a teacher. The great aim of the education of woman is to qualify her for that sphere of teaching, that culture of the rising generation with which she must ever be intimately connected. But whatever other sphere of life she may be called to fill, she should nevertheless be thoroughly educated, so that whatever she may do shall be done to her own credit and to the true interests of the human race.

Mr. GEORGE B. EMERSON, of Boston, followed in a speech of considerable length, particularly in regard to the influence of emulation. He deemed emulation to be a natural and universal instinct which it would be in vain to endeavor to repress or eradicate; but he feared that there was great danger of urging it too strongly. While he would not repress, he would be careful not to stimulate it too strongly; he would rather carefully guide it and give it proper force and direction. In place of a desire to excel he would establish the desire for excellence. Our usual systems of education give too little exercise to the faculties of the mind; its faculties are virtually repressed. He referred to the faculty of government on the part of a teacher; he thought that if one found himself not properly qualified in that particular he ought to turn aside into some other profession or calling. And in the exercise of this authority there should be at the same time an appeal to the affections, in order to convince the student that authority was not exercised for tyrannous purposes, but for the highest good of the individual. The speaker thought that many of the plans of treatment adopted for boys were altogether unfitted for females. He further discussed the effect of a proper degree of kindness in school discipline, and enforced the idea that children should be made to realize that whatever of severity might be administered, was for their ultimate benefit and happiness. He urged that teachers should make the child know that they loved her, that they sought no personal benefit, but the real welfare of the pupil. He would diminish materially the periods of time allotted to certain studies; as in arithmetic, where many of the processes usually studied might be dispensed with to advantage. But if a girl had much time to devote to study, he would give her a clear knowledge of mathematics, if for no other purpose, to regulate and discipline the mind. Of course he did not expect every woman to measure the earth and compute distances of stars; these higher branches of geometry might be left to the other sex. He was impressed with the paramount importance of a careful study of Physiology. If that important science is to be studied and thoroughly understood by any one, it should be by that being who stands at the portals of Creation and brings into existence and rears to maturity the human race. He would have every female thoroughly versed in the true principles of Physiological science, to know all that can be known of the laws of life, of physical culture, of proper training of the body. He would further require that female education should be perfect in the matter of understanding and teaching a perfect system of morals, based upon the Word of God. If any one can sow the good seed of morality in such a manner and at such times as to produce righteous fruit, it is the mother; she teaches with a power that no one else can possess, no one else can command. He closed by repeating the points he had made, and urging their importance.

Rev. Dr. SEARS, of Boston, was the next speaker. He would view the matter of Female Education both from the Divine and the human point of view. He scarcely knew any subject which required so much knowledge and practical talent. The good book says of woman that she is to be a keeper at home. She is also to be the mother and teacher of the race. These points have been discussed, and he would pass them over. But she is to be the companion of man—the presiding genius of the social circle. He thought we need not discuss whether the rights and privileges of women and men are equal; these matters were foreign to the objects of this Convention. So long as the two sexes keep in their appropriate spheres, man will always give to woman more than she could even ask in an independent condition. Let her lean upon the love and the gallantry of man, and she will need no new rights and privileges. The speaker proceeded to depict the absurdity of making females the ones to hear all the details of crime and iniquity in our Courts, and the effect of such mental experience on the part of those we love to look upon as angels. How delightful to see females struggling for office in the dirty field of politics; to see, in the language of Addison, "a pair of stays ready to burst with sedition." [Laughter.] But we find a radical difference in the natural strength of male and female; man alone is formed for greater and enduring strength. There is also a wide difference in the natural minds of either sex. There is certainly a peculiar feminine tone in the mind of woman of which man never partakes. Though the minds of both are approached by the same means, there should be a difference of treatment. Men are prone to seek the higher and more abstruse pursuits of science. He thought that woman should study things more in concrete exhibition—man might pursue the more abstract investigations. Woman's quicker perceptions fit her more for observation than for research. But there are many difficult problems to be solved in regard to the relations of the sexes, and in solving these we must have in view a high sense of the truths and influences of Christianity. He referred to the degradation of woman in early times, her idolization in the middle ages or the days of chivalry, of her remarkable devotion to education in the sixteenth century. In that latter time, there were more learned (not better educated) women than now. There were more who understood Latin, Greek, Arabic, &c. But they were not well educated. They figure well in history, but did they made good wives? He thought it would be hard to show the affirmative. He referred to the scholastic attainments of certain women of Germany in the sixteenth and seventeenth centuries. In France, under the old regime, Woman had a higher position than anywhere else. He was sorry to say that we now have some women who ought to be men, and some men who ought to be women. [Laughter.] These French female politicians were the means of destroying the family circle, the home. Look at the result. The home fell, and all other institutions followed in its train. In England, at the same time, Woman was treated as an inferior being openly and undeniably so.—There, it is said, she made her home a paradise, but let me add, a paradise without a soul, an Eden of the body only. Ignorance was universal; scarcely any of the noble ladies of England could write a note without desecration of grammar and logic; and she knew just enough to listen to compliments and read loose plays. But the necessity of education had been felt, and now no one disputes the rights of females to knowledge. Here, in America, woman has a nobler sphere, a grander opportunity for development; here, she must and will be educated in a liberal and noble manner. It may be that we, glorying in our freedom, have made too high a standard—that we are tending toward the making of woman a merely intellectual being; perhaps we must retire slightly from this high standard; our progress must recognize not alone intellectual, but moral and physical education, to make her the thoroughly educated companion of man.

Mr. THAYER, of Boston, moved that speakers on this subject be restricted to ten minutes. The proposition was withdrawn, but renewed and adopted.

Mr. JOHANNOT was the next speaker. He thought there were two distinct kinds of education—the primary, which makes the man; the professional, which makes the professional man. The first thing is to educate the man. It is equally necessary to develope the woman before we educate her for high intellectual purposes. It cannot be said that a common system of education tends to make the sexes equal in development. Though the ailment is the same, the product is quite different; each sex develops in its own peculiar manner. We take a low view of the character of woman when we would educate her for special purposes. He thought the first object was to develope woman's powers of mind; after that the professional education will take care of itself.

Mr. HUNTINGTON, of Conn., would not discuss the question of Female Education. He desired to hint that he would like to see among the papers of this Association two papers; one, the True Ideal of Female Education; another, The Capabilities and the Practical Extent of Existing Modes of Female Education. He offered the following resolution:

Resolved, That a Committee be appointed to report next year a paper upon the Capabilities and Practical Extent of the Existing Modes of Female Education.

Mr. HENRY, of New-York, spoke of the high importance of the subject. By fixing the education of woman, you fix the education of humanity. As is the woman so is the man. A high authority of their own sex said years ago that the world needed more mothers. That is the sphere for which woman should be educated. For this she should know all of physiology—should know how to address and command the human heart.

Dr. LORD, of Ohio, said that the friends of Female Education in Ohio arranged for a Convention of Teachers, which was held at Sandusky in July. Very much the same subjects were discussed as are now on the tapis here. He hoped to hear the question how far males and females should pursue the same course of study more definitely settled. Their Convention had arranged Committees to make reports upon several prominent points in regard to female education. He gave a short account of the number and condition of exclusively female schools in Ohio. He invited friends of Education to attend the next meeting of the Ohio Association.

Mr. SMITH, of Ohio, spoke a moment on the point of emulation as a means of encouraging and stimulating pupils.

Mr. PLOTTS, Principal of the Harrison Grammar School, Philadelphia, wished the Committee on the matter of Female Education could devise some means to prevent injurious education, to keep bad influences in education from our schools. There is a wrong kind of education which is deleterious everywhere, but mostly upon female minds. We could not get at the exact matter which the speaker wished to prevent.

The PRESIDENT, in closing the discussion, asked one or two questions in regard to the true vocation of woman. Some say her vocation is teaching; but perhaps this definition smells of the shop. Dr. Sears adds that she is not only to teach, but to be the companion of man. Matrimony is evidently a "ruling" idea with all the gentlemen here. The speaker would ask whether "Housekeeping" and "Property-keeping" might not be in the true sphere of woman. He asked whether to cultivate the faculty of common doings was not truly important to woman. He did not agree that woman's highest purpose of education should be to prepare for marriage. He believed woman was made to be an angel of mercy, a heart conscler, to bind up the broken spirit. He spoke of his own observation of the treatment of daughters—of their lounging in the parlors while the mother is slaving in the kitchen. These girls are taken by husbands who desire some beautiful toy, and are all unfitted for the responsibility which follows. Men are so much engrossed in business that woman ought to be capable of taking care of the house; in case of the death of the man, to assume the charge of an estate and manage the interests of her posterity. He suggested that such education should be secured to females.

Mr. THAYER spoke of the importance of a History of Education, as suggested in the opening address of the President. He was sensible of the magnitude of the work, and that it required strong minds and laborers of great research. With a view of producing such a work as should best fulfill the idea suggested by the President, he offered the following resolutions, at the same time asking that the President would not name him as the Chairman of either of the Committee proposed:

Resolved, That a Committee be appointed to prepare a report to be laid before the Association at its next meeting on the present state of education, both elementary and collegiate, throughout the world, embracing in said report the peculiarities of the systems of public instruction, and methods of teaching and discipline adopted in different countries.

Resolved, That another Committee be appointed to make a corresponding report on the systems of education which were prevalent during the middle ages and the periods immediately preceding and following the Christian era.

The resolution offered by Mr. HUNTINGTON in regard to Female Education was then adopted. It is printed above.

The discussion upon the subject of Female Education having been concluded, the Convention, after a moment's conversation, proceeded to the next order of business, being a paper upon

SCHOOLS OF DESIGN FOR WOMEN.

Mr. P. P. MORRIS, of Philadelphia, from the Committee on the Subject of "Schools of Design for Women," made a report, of which the following is the substance:

At a meeting of the Association, held in Philadelphia in the year 1850, a "plea for History," and a memorial touching "a School of Design for Woman," were referred to a Committee, to report to the Convention what, if any, steps should be taken by that body in the premises. The Committee reported that it was inexpedient at present to express any opinion upon the subject submitted to them, and were discharged. At a meeting of the Standing Committee, at Newark, on the 26th of May last, held for the purpose of preparing business for the Association, the question of Schools of Design was again introduced by Mr. Barnard, when it was resolved that a paper should be prepared, setting forth the claims of Schools of Design to the attention of educators generally, pointing out some of the advantages to the public which may be expected to flow from them. Mr. Morris was requested to prepare this paper, and as such presented this report. The perusal of certain documents and reports laid before the House of Commons, together with a personal inspection of the school at Philadelphia under the care of the late lamented Mrs. Hill, and conversations with others, had placed in the possession of Mr. Morris such facts as he desired to present.

The object of "Schools of Design," or "Schools of Ornamental Art," as they are now termed in England, is the *improvement of decorative art*, or, the introduction of taste, as well as of dexterous manipulation, into the workshop and factory—so that the productions shall neither be servile imitations of works already produced, nor whimsical incongruities unlike anything either in Heaven or Earth.

About eighteen years ago, the subject was introduced to the Parliament of Great Britain, and the importance of proper instruction in the arts of Design to the manufacturing prosperity of the Nation made so apparent that the Government established a School of Design at Somerset House in 1835, which has been followed by Provincial Schools in most of the important towns of England and Ireland. The latest reports of these establishments abound in evidence of their growing importance in the eyes of the manufacturers. Extracts from some of these reports were read in connection with this statement. The English Schools are common to male and female pupils, but a difficulty seems to exist there in regard to the employment of females, which is highly discreditable to those who entertain it, and nothing like which is to be anticipated in this country.

The first movement on this subject in the United States was made by Mrs. Peter, of Philadelphia, in the year 1848, and was due to an intelligent sympathy with the position of such of her country women who, from reverses of fortune or otherwise, were under the necessity of supporting themselves. The limited range of occupations open to women, and the inadequacy of remuneration in most of those open to them, struck her very forcibly. The assertion of woman's rights (to use a common form of expression) in Convention, she felt was not the true method of relief. But she thought she saw in the cultivation and exercise of those faculties and powers in which her sex excels, avenues to independence and proper remuneration for their labor, consistent with their native delicacy and modesty—and such were as yet unoccupied by the other sex. She began with a class of some twenty young women, who were instructed in drawing and in the application of that art to the various branches of industrial pursuits in which it is an absolute requisite. As the class advanced, it was found best to carry out the plan as it should be was too heavy an undertaking for a single patroness. A school was subsequently established under the auspices of the Franklin Institute of Philadelphia. Its aim was declared to be the instruction of Woman in the arts of Design, and in the various practical applications thereof. This school was formally opened at No. 70 Walnut-st., Philadelphia, on the 2d of December, 1850, and the school established by Mrs. Peter merged in it.

The School consists of three departments, viz: 1st, Drawing; 2d, Industrial, or Applications of Drawing; 3d, Wood Engraving and Lithography. The first of these was under the personal supervision of Mrs. Hill, (whose loss is mourned among the recent victims of the Henry Clay,) and contained thirty-two pupils at the date of the last annual report. In the second department, original sketches for design in calico printing, paper-hangings, oil-cloths, carpets, furniture, &c. Designs are copyrighted. In the third department there is a growing demand for wood-engraving. The report presented by Mr. Morris embodied some valuable suggestions. It concluded with the following resolution:

Resolved, That this Association hear with pleasure of the establishment in this country of Female Schools of Design, or Schools of Ornamental Art, as they are sometimes called—beholding in them one of the legitimate fruits of general rudimentary education, and looking upon them as important instruments in opening up proper fields for the exercise of female industry and talents, and as laying the foundation of intellectual independence in the industrial pursuits of the country.

Mr. WHITTAKER, of Boston, made an allusion to the lady lost upon the Henry Clay, named in the paper above quoted. He was hopeful in view of our progress in Arts of Design. The schools of the old country were defective, because they were rather places for copying than designing. He was glad that our schools were of a better kind, and that they were in such a good condition. He spoke of the liberality of the people of the cities where such schools had been established, and thought the fact argued well for the permanence of the schools.

The resolution and the report of Mr. Morris were then adopted.

Two or three new delegates were received, on a report from the Committee on Credentials.

Mr. WHITTAKER remarked that the school of design over which he presided had received more than a hundred dollars for designs within the last month.

Several other gratifying facts were mentioned in regard to demands for the designs produced at these schools.

The PRESIDENT referred to one fact in regard to Female Education—that after keeping for some time even step with boys at school, girls came to a stand. That they considered further education unnecessary unless they could become politicians or mingle otherwise in the bustle of the world. He deprecated this. We should esteem the best education no more than equal to the wants of any sphere. He hoped our females would not be actuated by the outward and vulgar considerations of notoriety; that they would deem solid and valuable acquirements a proper ornament to the humblest station; that they would cherish the desire of fulfilling the domestic and private duties to which they might be called, preferring rather to qualify themselves to discharge these interesting and holy relations acceptably to their Creator, than to shine in any public capacity.

The morning session was then adourned.

SECOND DAY—AFTERNOON SESSION.

The Convention assembled at 3 o'clock P.M., the President in the Chair, and a considerable audience present, including a good proportion of ladies.

A letter from Prof. HENRY, of the Smithsonian Institue was read. It is as follows:

SMITHSONIAN INSTITUTION, Aug. 10, 1852.

MY DEAR SIR: I write to request that you will inform the American Association for the promotion of Education that, much to my regret, I am prevented attending the meeting and reading my promised communication by business pertaining to my duties as Secretary of this Institution. We have a bill before Congress which I expect to come up to-day or to-morrow; also an annual report to present, and the final accounts to settle with the contractor for the building. This pressure of business prevents my leaving the city at the time.

Your friend and servt., JOSEPH HENRY.

BISHOP POTTER.

An invitation to visit the Newark Wesleyan Institute was read and accepted.

Notice was given of the order of business for the day.

Mr. WHITTAKER, of Boston, then read a lecture upon "Drawing as a Means of Education." He took the general ground that copying was not only unnecessary but really a drawback upon genius and taste in drawing and designing. He gave historical illustrations of the importance and dignity of the art under consideration. At this day it is used in every department of life; this is an age of illustration. He proceeded to define what is the actual definition of "Drawing." It was not to copy a picture placed before us, but to represent faithfully whatever we observe in Nature, recollect of the past, or create in the imagination. He dwelt with much force upon the importance of labor as the means of developing genius; genius may plan, but labor must be the executor. He said that the faculty of drawing or designing was an important branch of education, useful and almost indispensable in many studies. The speaker passed to an eloquent eulogy on Art. It may be asked, where would be your designers if all were to learn drawing? Such a condition would be all the better for them, for as Art became universal, the love of the beautiful would increase, and the demand for the productions of art increase in equal or greater proportions. It would be for the benefit of all artists—painters, engravers, sculptors—to have the whole people fully educated in that which now seems to be their monopoly. The Lecturer went on to the commercial view of the subject. He hoped we should soon become our own pattern-makers, instead of wearing forever the worn-out and absurd fashions of France and England. In learning the art of Drawing, he thought the first thing to be done was to attain the power of execution, joined with original thought, to bring about a joint action of the mind and the hand. By copying, the mind is left with nothing to do, and the work is consequently without result. He went on to impress his hearers with the importance of drawing from nature. He denied the possibility of teaching drawing in a set number of lessons; it was all a fallacy; various faculties require various degrees of effort; some will never learn, some never can, some will not continue, and some will go on to the highest point of excellence. The next point was the importance of the arts of design in architecture. In this country, we want a style of architecture that we cannot borrow from the old world. The peculiar climate of America requires an order of building not yet originated. He agreed, in this point, with the late lamented A. J. Downing, of Newburgh. [The speaker paid a just tribute to the memory of Mr. D.] It is often regretted that we have not here the models of ancient architecture to copy. He thought different. Architecture represents the circumstances of the people among whom it is found. We have no such Egyptian heat, Grecian heathenism, Roman pride, Gothic tyranny and gloom, as were shadowed by the temples and monasteries of old. In urging a general study of art, he spoke of its difficulties, of its trials and failures. But we need not meet these trials, if we do not grasp beyond our faculties. Even the least that we do fully accomplish will always be of use and of comfort to us. The love of Beauty is universal. The broken picture, the shattered vase, the ill-formed toy in the humblest cabin prove this. He encouraged teachers to cultivate whatever taste of drawing they may discover in their pupils, to check vulgar and untrue expressions of it, and lead it into pure and worthy channels. He closed his lecture by an appropriate quotation from Charles Sprague's "Ode to Art":

"When from the garden driven," &c.

Mr. FISHER of Philadelphia said he was not an educator, but he had listened with the greatest pleasure to the lecture just closed. However, he protested against the use of the old adage "There is no royal road to Geometry." We do not inquire for royal roads; we can make a republican road, we can, I believe make even Geometry a popular and pleasant study.

Mr. PUGH of Penn. spoke a moment upon the spirit of perseverance which was necessary to master any important study. He thought the only true path to greatness and usefulness was in this line of enduring perseverance. He was also pleased with the paper just read, and hoped it would have the effect of calling attention to the subject.

Mr. McELLIGOTT of N. Y. said he had been in the habit of practicing copying, and he would like to hear more in detail the reasons of Mr. Whitaker for so emphatically condemning copying.

Prof. HALDEMAN of Ala. advocated the use of copying as a means of getting over many difficulties which would give much trouble to beginners.

Dr. SEARS also desired Mr. Whitaker further to explain himself.

Mr. WHITTAKER said he was fully persuaded that he was right. He said he had not condemned copying altogether—it was in some instances useful. He related much of his experience in various schools and academies in Europe. He said Art was but a single line—or rather two, a straight and a curved line. All pictures are made up of geometrical forms. A black board was put up, and the Speaker demonstrated his position thereon. The lecture was rather too technical for a newspaper report, and we omit it. The satisfaction of the audience at his explanations seemed to show that he had made the strongest impression of the truth of his position.

Mr. McALLIGOTT offered a resolution of thanks for the able lecture and illustrations of Prof. Whitaker. It was unanimously adopted.

After the giving of various notices, several members were proposed and elected. The meeting then adjourned till 7½ P.M.

SECOND DAY—EVENING SESSION.

The Evening meeting was held at the Library Hall, at 8 o'clock. The attendance was very large.

Dr. SEARS of Boston, presided, and introduced

Mr. GEORGE B. EMERSON, also of Boston, who read a paper upon the "True Functions of Text Books." He alluded to the fact that the importance of giving a true character for Text books, had been extremely undervalued, even by the most ardent friends of Education. In consequence of the ill qualifications of teachers, books almost universally give the bias of right or wrong to the minds of children. He entered at some length into a definition of the great objects of fundamental and primary education. One object was, the acquisition of language, not a foreign tongue, but our own. Language being the medium of receiving and communicating information, is therefore the most important branch of primary tuition. The study was, indeed, a study of nature itself, rather than of abstract language. He thought it the most important part of the education of a child to learn the names and qualities of things. We put a child into school and shut them up with books, when every instinct and impulse of their nature is reaching out and grasping after the privilege of reading—not the books made by Man, but the great book made by God. He hoped that this pernicious shutting up of children would soon be at an end, and that Nature would have more of the attention of her ardent young pupils. But in cases where real objects cannot be reached, we should produce the best accounts or representations of them. The mind and its functions, the soul and its passions, of course need a different education—there should be the careful teacher and the correct book ready to train up the youthful mind in proper channels. He further impressed the importance of a thorough knowledge of our own language. The second point of importance in education is, to furnish the mind with all useful information. But what *is* useful knowledge? This is an important question which seems not to have been asked by many of the makers of our school books. The speaker defined what he deemed to be the chief features of a truly useful education. Arithmetic sufficient for all business of life was one thing; but this is not properly nor economically taught. Geography he deemed to be, at present, very badly taught. Instead of the great laws of physical Geography, the laws of climate, storms, &c., the child is taught long lists of rivers and towns which he will never hear of again, longitudes of places upon which nothing whatever depends. He also named writing, drawing and music, as prominent features of primary education. The third great design of elementary education is to bring out a proper exercise of the faculties. He did not mean a sort of mental gymnastics, sometimes practised, but a truly natural development of the faculties of observation and perception. The faculty of comparison, for instance, is best exercised on natural objects; of refective reason, in mathematical studies. Another great feature of primary education, is to give a proper knowledge of natural ideas, of anatomy, physiology, heat, &c. &c. We live in a world of laws, yet shut our eyes to all law. We ought to recognize that the laws by which God rules his universe are just as much his laws and just as binding on us as those which we are taught in his revealed word. The speaker proceeded to show that these grand objects should be kept in view by the makers of text books for children.

[The hour for starting for New-York having arrived, we were obliged to leave before Mr. EMERSON had concluded his discourse. The Convention will resume its business this morning at 9 o'clock, at Library Hall.]

[*Acknowledgements.*—The careful attentions of the Janitor of the Library, in furnishing materials and accommodations for reporting, and in looking after the comfort of the audience, is worthy of commendation, and the especial thanks of the members of the press.

☞ THE FUNERAL OF ROBERT RANTOUL, JR.—The remains of the late Hon. Robert Rantoul, Jr., arrived at Beverly last evening at 7½ o'clock, and were received at the depôt by a Committee appointed for the purpose. They were then followed by the Committee and a large concourse of citizen, to the First Church, from which place the funeral services will take place to-day at 3 o'clock P.M. On the reception of the news of the death of Mr. Rantoul in Salem, the Mayor directed the flag on Washington-square to be hoisted at half-mast, and all the bells of the city to be tolled for one hour. The City Government last evening voted to attend the funeral. [Boston Journal 10th.

EUROPE.

England and Russia.

Correspondence of The N. Y Tribune.

BERLIN, Thursday, July 1, 1852.

One destiny of Russia is certain—I mean that which will fall to it on the dissolution of England,—one which has indeed already fallen to it, in a great degree.

Another destiny is very doubtful—it is that which has fallen to few great nations—a rare, a high destiny—that is, the destiny to establish a new principle of civilization in the dissolution of the rest of the world, and to undertake the development of this principle.

Since the reign of William III. England has been the power that has struck the last and decisive blow in all great battles, for it has been able to hold the sword for the longest time—it was this deciding power at the time when Pitt carried on the war with the French Revolution. Since then France has been so exhausted by its efforts at home and abroad, that it has no longer felt the capacity for universal empire, and under Louis Philippe exhibited the subservency of a powerful vassal toward England,—and since that time Russia has been the power which stood on a perfect equality at the side of England, sharing with it the sovereignty of Europe.

Yet this relation for a long time has ceased to be. A sharing of power in political affairs is an impossibility. Only for the moment when a new power has so far completely developed itself, that it stands on the same level with the old established power, is a sharing of authority and perfect equality a possible thing—in the same moment a feeling of rivalship is born, and before long, one of the two powers (since in this world nothing is permanent and the course of development proceeds uninterruptedly) must become subordinate to the other.

The preponderating power at this time is Russia. Whom can it satisfy—whom can it encourage—whom can it either strengthen or disturb on the Continent,—that lately in the British Parliament the Opposition declared against the Tory Ministry their concern for Constitutionalism in Spain and on the Continent in general?

One or two partisans in Berlin and Turin, a few partisans in Madrid, who are equally interested and active for the Constitutional division of authority, might rejoice in this expression of the English Opposition—might regard it as a declaration against their Governments,—but even they do not believe that the English Opposition meant any thing by the assertion—how then could their Governments, their pretended tormentors, be put in terror thereby? Have the Whigs ever meant any thing, when during the time in which they held the reins, they attempted to propagate or to sustain Constitutional liberty on the Continent, in Sicily, in Turin, in Spain, and Portugal, or when they took sides with Hungary against Austria?

Could they on any occasion have been in earnest? Must they not have known—they who are not deficient in the study of history, who at least are in possession of their party traditions, and who have derived the principles of their party from a fundamental study of history,—must they not have known the only grounds, on which political freedom and political influence can be permanently established?

They,—who in their own country have always before their eyes this fundamental condition of all political freedom, who are familiar with it from the traditions of both the leading parties of their country—must they not have known, that political freedom is possible only on the condition, that the life of the people has free power of expansion in operations of foreign commercial enterprise, or of conquest—must they not have known, that Greece and Rome, that the free cities of Italy in the Middle Ages, that Holland secured their political freedom and independence only by their expansion of the popular energies—that Holland, after it had lost many of its resources for such enterprises, and was deprived of its colonies in the wars of the French Revolution, fell as a mere province under the dominion of revolutionary France without the slightest resistance?

Certainly they knew this, since with the same shop-keeping anxiety with which the Tories watch over the popular movements of other countries, the Whigs take care that among the people whom they would bless with political liberty, no national industry is formed, no new spirit of enterprise cherished, no addition made to the commercial marine.

They have only one thing to boast of above the Tories. While the Tories endeavor to secure the mercantile and industrial monopoly of England by keeping down other nations, and regard their internal commotions with satisfaction on this account, as a guarantee against every idea of competition,—the Whigs go more thoroughly to work, and lay out all their strength to foment these troubles, as far as possible, on the Continent. On the Peninsula (—as English property Spain is called the Peninsula merely, it is the Peninsula belonging to England, and no longer the Peninsula, which Louis XIV. believed himself to have acquired by his marriage contract,)—in Italy, in Hungary they have stirred up the fire of political liberty in order that the people might be weakened by the conflagration and staved off from competition with the English monopoly. They know, that the only salutary vent to these disturbances, which is found in foreign enterprise, is wholly wanting—and hence they infer that both peoples and Governments will thereby be weakened and enervated.

Meantime, England of late has been fast approaching Absolutism, to which its Parliamentary Government to a superficial view appears to present the most solid barrier. Only the people and the parties can deem it possible, that the militia bill is actually intended with reference to the danger of a French invasion—that the Whigs were forced to go out of power because they were not patriotic enough to propose measures of sufficient vigor against Louis Napoleon—that the leaders of both English parties have not acted in concert—and that, for this reason, the Whigs have not yielded the power to the Tories, because they knew that the latter were more able, by their position and traditions, to carry out the measures agreed on.

The Militia bill provides for an increase in the standing army of 80,000 men, and hence gives a very considerable support to the Absolutism of the Crown, behind which it can take refuge in the future against popular meetings and their resolutions. The feeling of power with which the meetings have heretofore sent their monster petitions to Parliament will now be considerably toned down, since the new militia will operate more as a protection to Parliament than against Louis Napoleon, so that it can reject petitions and memorials which go too far, without fear of consequences, and promptly put down any disturbance which this might produce in the country. The two leading parties in the country regard as going too far every reform of the Constitution which threatens the privileges of their position—but let the monarchy be once raised to the rank of an umpire in the struggle between the people and the nobility, by means of having such a greatly increased standing army at command—let it, by this office, recover the feeling of its importance—it will then guard against considering the monopoly of the nobility, instead of its interest and the well-being of the whole, as the limit of every reform.

The English aristocracy, as the Militia Bill shows, has a strong instinct that its position is threatened,—but the concert of forces, with which it put through the bill, shows still more strongly, that its consciousness of importance has greatly declined in vigor. Who is the man on whom Lord Derby most relied, when he formed his Cabinet? A Jew—an out-and-out Jew in spite of baptism—Jew, in his earlier literary apologies for the Jews—a Jew, in the recklessness with which he took his stand against the chief of the Cabinet to which he belongs and to which he belongs only by means of this chief, as a conjurer, as an all-the-world's man, as something altogether extraordinary, as a prophet, in short, as the indispensable, absolutely necessary leader of England. When he was to present his financial report, Lord Derby certainly entrusted him with no apology for the protective system, but quite as little with an exposition and defense of the free-trade system, which was the same, as if it had been designed as a direct argument to convince the world of the economical advantages of this system. Unscrupulous as is the Jew, without heart or feeling for the country in which he lives in dissipation, without regard for the party into which he has thrown himself—Disraeli has hardly been established by Lord Derby in his Cabinet, when he seeks to gain an independent position for himself, intriguing with the two most hateful forms of self-sufficiency,—the literary and the Jewish. The Jew knows only two different things—either the cooperation of cliques for his interests, that is, for the recognition and flattery of his merits as an author or musical composer, or coquetry with his person.

It may be, it is probable, nay, it is almost certain, that Lord Derby could scare up no other man for his purpose than this unprincipled person—but it is also perfectly certain, that he has been woefully deceived in his choice, which only shows the internal exhaustion of the English aristocracy.

The monstrous capital, which England has invested in all parts of the world, to work for her interests, will for a long time secure her influence on trade—her navy has as yet no equal antagonist—her aristocracy especially possess an unbounded sphere for their talent for government, in the East-Indian administration and the conduct of war, which have yet by no means reached their climax. At home, this same aristocracy, must at length take its place in the Continental subordination below the monarchy; and as respects the struggles of the Continent, Russia has given a more secure guarantee to the potentates by the determination with which it has resisted the recent Revolutions, than the English Whigs with their exciting demonstrations and even than the present Tory ministry, who have not sufficient strength of their own, to restrain the gentleman of Oriental descent now among them.

On this position of Russia toward the rest of the Continent, I shall write again hereafter.

BRUNO BAUER.

Flax-Cotton.

We have lately laid before our readers the substance of the report made by Sir Robert Kane, in which he gives an account of his examination of the results produced by Claussen in the conversion of flax into flax-cotton and flax-wool. We find in a late number of *The London Times* a letter from Dr. Ryan, which gives a different impression, and which we copy as follows:

"Sir—May I be permitted to make one or two remarks upon Sir Robert Kane's report of the Claussen experiments of Kildinan, extracts from which appeared in *The Times* of Wednesday last?

"In the first place, I would remind you that the report of Sir Robert Cane refers to an affair which occurred twelve months ago. The truthfulness and value of a process are not to be tested by its early failures, but by its recent history.

"The moment the Chevalier Claussen heard of the failure of the experiments at Kildinan, he, at his own risk and cost, took large works at Stepney for the purpose of publicly proving the validity of his claims. At these works the process was carried on with perfect success, and on a commercial scale for upwards of eight months, during which time the factory was visited by thousands interested in the proceedings. One of the results of the public expeditions at Stepney was the formation of an English company, whose confidence is the effect of practical investigation.

"Sir Robert Kane seems to be disappointed because he found that the Claussenized flax, under the microscope, did not show precisely the same feature as natural cotton. Claussen, however, never pretended to convert flax into cotton. He contented himself with so altering its physical character as to fit it for spinning on cotton or woollen machinery. That he has enabled it to replace cotton has been proved in a th