

extensive observation of crime and criminals, that as flagrant cases and as depraved characters have been exhibited amongst a class of persons who have enjoyed the ordinary elementary instruction of our New England schools, and, in some instances, of the higher institutions of learning, as could be found by the most diligent investigation among the convicts of Norfolk Island or of Botany Bay.

"Look next across the Hudson to the Empire State, which in common public school education has followed close in the wake of Massachusetts. In New York City itself, Justice Conolly, who last year sat upon the main Criminal Bench, reported that for nine months preceding October 1, he had himself disposed of nine thousand three hundred and forty-two cases, or an average of forty cases daily, excluding Sundays.

"Courts of justice in that city furnish evidence of corruption which cannot but make the patriot tremble for the security and sanctity of law. An Empire Club there makes its supremacy felt at the ballot box. Members of the Common Council, it is affirmed, are flagrantly venial and corrupt, in a single year raising themselves to great fortunes by the bribes they receive.

"But let us come home to our own New Jersey, which has made no contemptible efforts in diffusing Common School education among the masses; and is virtue on the increase among us? Listen to the following Report which our Prison Inspectors made to the Legislature last January (1856). 'We regret to have to say that we are of opinion, that the violation of law, by the commission of crime, is largely on the increase in our State, and as a natural consequence our penitentiary is full to overflowing.'"

He thus sums up in the very strongest language the bitter consequences already resulting in the United States, from that very system of education which reckless demagogues, mistaken partizans, and semi-infidel worldlings are endeavouring to rivet upon this Province:—

"But we need not statistics nor the opinions of others, for our own observation supplies us ample enough conviction of the deteriorating morality of the country, and the increasing prevalence of the crime. We excel every other country in sharpness and money-making. Yet among what other people is personal violence so frequent in high places? Where is there any other nation whose general and local governments have so rapidly deteriorated in virtuous principle and legislative integrity? Where are the laws of the Statute Book more frequently inexecuted? Is there any other people among whom life is so unscrupulously risked and sacrificed in the prosecution of our various enterprizes? Where is the other equally

wealthy people, in the trading honor of whose majority there is less confidence to be placed? Where else is the people whose educated men would call for so many editions of a late autobiography which is a systematic detail of the ways and means of successful dishonesty? Among what other people are filial affection and a due respect for superiors so unknown, or juvenile crime so rapidly increasing? What country is more distracted by isms and quackery? Where is the other civilized land five-sixths of whose population are habitual neglectors of public worship? Is not infidelity no longer disguising itself, but coming out boldly, revealing the whole of its cloven foot and brazen front, and infecting all classes of society to an alarming extent? And are not murders themselves becoming so frequent that our feelings have almost ceased to be shocked at their recital."

Nor does our author give us his own opinion only, but boldly asserts that "the leading intellect-educators themselves" are beginning to be startled at the effects of their own system. He thus gives his proofs:

"Presidents and professors of colleges, directors of the county and city high schools, assembled last fall in the city of New York, from different parts of the nation, to participate in the deliberations of the 'American Association for the advancement of education.' It was there that the venerable editor for several years of the Massachusetts Journal of Education, with great fervor insisted that 'a great change must be adopted in our educational system, for in the midst of our schools, depravity is growing up; from them the Schuylers and Tuckermans have their origin.' 'He had been,' he said, 'in an official capacity brought in contact with five or six thousand of the teachers of New England, many of whom were morally unfit for their work, and he was persuaded that the State must be shaken to ruins under the present training of American youths.' Before he left the hall, he said, that there was not one in ten of the teachers of New England, to whom he would entrust the moral training of his child. * * * *

Alexander Bache, the retiring President of the Association, concluded his address upon the improvements our system needs, with these significant words: 'I have reserved the most important thing for the last, that which must be at the bottom of our whole system; *religious education*. The religious man is everything, the intellectual man without religion is nothing.'"

His reasoning upon the utter impossibility of moral and religious training under the present system, is unanswerable, and we regret that our limits will not now permit us to give it; one awful declaration, however, we cannot with-