ally of being placed in such a situation as will perpetually recall the *sense* of that inferiority. In fact, such a course destroys one of the strongest incentives to virtuous and honorable effort. There are distinctions in human society, and it is wrong to foster any other spirit than that which belongs properly to the station of each. Nor is the common school system liable to objection on this ground.

The State, as a kind foster-parent, places her children here on an equality, and affords them alike the means of earning that only distinction which is worthy of being remembered—superior intelligence and virtue. Every thing in the gift of the State she offers alike to the aspirations of the rich and the poor, and she offers to both precisely the same means of reaching that goal. The mere difference of birth or fortune is left entirely out of view. Education, conducted in such circumstances, tends very greatly to promote a generous and fraternal spirit in the social relations of mankind—to repress an aristocratic pride and disdain on the one hand, and a degrading sense of inferiority on the other—and thus to draw more closely the bonds of brotherhood. If any objection be raised on the score of degrading and vicious association, let it be remembered that vice and degradation are found among the rich as well as the poor. And, therefore, if any one be too vile for common association, let him be excluded from the common privilege for his vice alone, and not for his poverty. And for the reclamation of such, let there be educational penitentiaries established.

2. The common school system interests every class of citizens alike in the existence and prosperity of the schools, and thus brings the combined intelligence and means of the State to bear directly on the common cause. In this way the selfishness of men is converted to the public good. Every one who has had experience knows how very difficult it is to establish and sustain good schools, because of the ignorance of some, the indifference of some, and the penuriousness of others. The result of all this often is, that the right-minded part of the community, who have the ability, withdraw from all such attempts, and set up schools of right character for their own children. And they cannot be blamed for this step, although it is otherwise when they thus withdraw from mere unwillingness to associate with others in the common cause. But, then, the rest of the community being deprived of their counsel and assistance, are sufferers to the same extent, and the consequences fall upon their children.

Now, although this evil may not be entirely obviated, it certainly is greatly mitigated, by the common school system. Under it, every one must contribute his proportion to the common cause, and all that an intelligent interest can contribute for the advantage of one child must equally redound to the advantage of all. And then, too, as every one is obliged to bear his part in the common expense, he is much more likely to avail himself of the common advantage for the education of his children. Thus many good schools must exist where otherwise none would have existed at all, and multitudes of children be trained for virtue and usefulness, who would otherwise be doomed to hopeless ignorance. And this is a point gained of inestimable value to the cause of general education.

3. This system opens the higher sources of education to every class of children, and thus develops the mental resources of the whole State. How many bright intellects are but half revealed for want of training them to their full capacity! True, in some of these the fire of genius burns so intensely, that no untowardness of circumstances can quench it. But yet there is many a mind of the most substantial endowments, and which has fully come up to the measure of its advantages, but still requires the genial warmth of a brighter sun to develop its full maturity. This is particularly the case with many of the poorer class, who have no means of prosecuting their education in the higher seminaries of learning. If blessed with these advantages, they would display mental powers of the highest order.

Now, if judiciously organized, and wisely administered, the common school system provides for this deficiency. It is a mistake often made, and from which a prejudice arises against the system, that it provides for the lower branches only of what is called an English education. Even if it stopped at this point, it would be a great advance upon the present condition of things, when thousands cannot read at all, and thousands more read so imperfectly as to be scarcely the better for it. To be taught to read the English language readily and intelligently, would at once give the young mind an easy access to all the rich and varied stores of knowledge and refinement which that language contains.

But I repeat, this is an error. The system of public instruction contemplates a connected gradation of schools, embracing all the literary and scientific instruction provided in our best institutions below the Universities. Now, it is true that all would not avail themselves of the entire advantages here presented; but yet the schools would be open alike to all, and bring the best means within the reach of all. And it is evident at a glance, that nothing short of this can open the fountains of general knowledge to the general mind. Hence the mental resources of the State are but partially developed. If such advantages were offered for revealing the mental wealth of the State, scores of youth would be discovered, whose quenchless desire for improvement would lead them on through our Colleges, and whose matured talents would adorn and bless the world in all the departments of mental beauty and grandeur.

4. This system, in a good degree, equalizes the expense of general education, and would afford the same advantages to all, at a cost not exceeding the present partial system. General education is unquestionably a public blessing. It brings with it a real and substantial good, of which every one in the community is a partaker. It diminishes idleness and crime and pauperism, and thus relieves a part of the expense which these always devolve upon the public. It affords increased security to life and property. It develops and renders available the manifold resources of the country, and thus increases the means of general prosperity. It elevates the character of society, and thus increases the means of social happiness to every citizen.

Now, surely, it is no hardship—nay, it is *right* that every one should bear his part in promoting this public good. It is true, however, that many contribute nothing, who have abundant means to do so. And even among those who do something, there is a wide disproportion among those of equal means. And this fact not only throws a heavier burden on the few who are determined, at any cost, to educate their own children, but leaves large numbers either unprovided for, or supplied to a very imperfect extent.

Now, the common school system, when under a thorough organization, provides, in a large degree for this evil. Every one is required to pay his just proportion according to his means, and no more. Then, too, when the entire population is judiciously organized, and the schools are properly arranged and conducted by competent teachers, a much larger result may be accomplished by the same means. There is an actual economy in the arrangement. Under such a system the entire educational wants of the State can be supplied, while the tax assessed for that purpose will be less to the individual than is now paid by the majority of those who pay school bills.

Such are a few of the arguments in favor of the common school system. That there are objections to the plan, is readily admitted; but they can by no means overturn the arguments in its favor. It is based upon these three strong positions:

1. The magnitude and importance of the work to be accomplished.
2. That there is no reliable means of carrying it into complete and universal effect, beside those here suggested—under the authority of the State.
3. That the objections and difficulties in the way of this mode of operation are fewer and more readily surmounted than those which lie against any other plan heretofore suggested.

These propositions need no elaboration now; they must suggest themselves as true to the mind of every one who deliberately investigates the whole subject. Every argument on the other side necessarily involves the abandonment of the great end proposed—the universal spread of education.—*Southern School Journal.*

THE RELATION OF SCHOOLS AND COLLEGES.

The following extracts from a Report of Prof. Andrews, of Marietta, Ohio, upon the relation between schools and colleges, contain so much good sense upon this subject, that we are very glad to republish them. They are from the *Ohio Journal of Education.*

"Another principle universally recognized, is, that *there must be classification*—classification *of* schools as well as *in* schools. The schools themselves must be arranged in classes, as well as the pupils in a particular school. There is no one feature more prominent than this, by the best instructors in the nation. Its introduction into our towns has wrought a most wonderful transformation. There would be elementary schools for beginners, then others of higher and higher grades, till ample provision should be made for the general education of every child and youth in the State.

"We should not expect that each pupil would complete the whole course. Yet the number that would attempt this would be in proportion to the completeness of the classification, and to the excellence of the instruction in the elementary departments. Nor do we now inquire how many or how high grades should be established in any individual township, town, or city; we affirm only that, somewhere, institutions should be provided, in which the wants of all might be met. To equalize perfectly the advantages of any system would be manifestly impossible. The more dense the population, the more complete the classification could be made. In the most sparsely settled regions, after progressing as far as their neighbourhood schools could carry them thoroughly and economically, the more studious would seek admission into the High School or Academy of the nearest large town. And if any should wish to make acquisitions beyond what the High School could furnish, they must repair to institutions of a higher grade.

Thus far our supposed system. Now, taking the State as a whole, have we not substantially the system already, so far at least as this feature of classification is concerned? Is there not provision for the