

## ENGLISH TRAVELLERS ON THE CONTINENT.

One of the editors of the *New York Observer*, who is now travelling in Europe, mentions the following incidents, which occurred while he was ascending (in company with several English and German University students) the Alps into Italy, by the famous pass of St Gothard:—

"A carriage came up in which an English gentleman was riding, with two servants on the box. I walked by the side of his carriage and fell into conversation, when he very politely invited me to ride with him. I declined of course, and told him that I was making a pedestrian tour, and designed to walk to Andermatt, three hours and a half farther up the mountain. "I spend the night there also," he said, and "I will esteem it an honor, sir, if you will take a seat in my carriage." Such an invitation, under the circumstances was not to be refused, and bidding my young friends a pleasant walk, I took a seat by the gentleman's side. How wonderfully the scenery improved, certainly how much my appreciation of it increased, when I folded my arms, and fell back upon the cushions! I found myself with an accomplished member of the London bar. He knew public men whom I had met, and was well acquainted with all subjects of international interest, so that in fifteen minutes we were comparing minds on those questions in which England and America are so much concerned. We stopped at the little village of Wasen for refreshments. I insisted on paying the reckoning, when he stopped me with this remark, "Sir, you are my guest to-day: when I meet you in America I shall be happy to be yours." All my intercourse with Englishmen abroad has been similar to this. I have seen them in public places when those characteristics of which we often read, have appeared very prominent, but whenever I have had the opportunity of conversing with intelligent men, I have found them accomplished, exceedingly affable, and apparently desirous to cultivate, rather than to repel acquaintance."

## POPULAR EDUCATION IN AMERICA.

From an elaborate article in the *Edinburgh Review* for July, on "Popular Education in America," we extract the following paragraphs:—

"After this glance at particular States and cities, the reader will not be surprised at the results which we condense into the following summary. The returns embrace States containing more than two-thirds of the inhabitants of the Union. The others have not yet published their returns:

Number of children in States making returns of educational age.....	3,723,756
Number of children attending public schools in same...	2,967,741
Annual expenditure on public schools ditto ...	\$7,086,693
Number of students in colleges, law, and medical schools,	18,260
Number of volumes in public libraries of the United States	3,954,375
Number of volumes in college libraries.....	846,455
Amount of public school funds beside land.....	\$17,957,652
Population of the United States, 1850.....	23,256,972
Estimated population, December, 1852.....	26,000,000

The zeal for education in the United States has passed their borders, already animates Upper Canada, and is gradually penetrating the provinces of Lower Canada and Nova Scotia. A normal school has been for some time in progress in Upper Canada and will soon find countenance in the other provinces. The comparative progress of these colonies may be inferred from the annexed table:

Canada, West, 1849, population.....	803,566
"    "    "    children in public schools.....	151,891
"    "    "    paid for salaries.....	\$330,720
"    East,    "    population.....	768,344
"    "    "    children in public schools.....	73,551
"    "    "    public grant.....	\$50,772
Nova Scotia,    "    population.....	300,000
"    "    "    children in public schools.....	30,631
"    "    "    annual expense for same.....	136,286

While the upper province of Canada readily adopts the school system borrowed from the improved system of Ireland, the French inhabitants of the lower province cling more tenaciously to their ancient usages and habits. Railways, however, are fast invading the provinces, and will soon bring them in contact with their more mercantile neighbors, and obliterate their prejudices.

Our glance at education in the Transatlantic States leads us to some

important results. We glean from it, not only the facts that more than 3,000,000 of pupils attend the public free schools and that large funds are accumulating for the purposes of education, but we deduce more interesting conclusions. It is obvious that the system of public instruction has taken firm hold of the public mind, and is eminently popular and progressive; that it is pervading the entire country, and assuming a higher tone and character.

There is a determination in America to unite the thinking head with the working hand, and to elicit all the talent of the country. The system of public schools drew Daniel Webster from obscurity to guide and enlighten his country; and more Websters are required. The respect for education displays itself in the embellishment of the grounds of the country schools. In place of the low and comfortless school-room, brick structures are now reared in the large towns, seventy feet in length by sixty in width, and four stories high, well ventilated and warmed by furnaces. The books are improved, and libraries provided. The local committees give place to able superintendents and boards of control. Music is added to the studies,—schools of design are established,—normal schools to prepare teachers are provided. Institutions are started to educate the deaf, dumb, blind, and idiotic: all these are at the public charge. Academies and colleges follow, and schools for arts, law, medicine, and divinity succeed; and to stimulate the whole, teachers' institutes, school journals, and agents are employed by the State to disseminate information, and fan the public enthusiasm. Appeals are constantly made to the public to suffer no waste of talent or intellect; to give the luxury of learning to the class doomed to toil, and to counteract the bad influences of the home of the illiterate emigrant by the attractions of the school.

Under these incentives the taxes for schools are cheerfully paid, and education progresses. What are its effects? Do we not see them in the quickened action of the American mind, in its more rapid adaptation of means to ends; in the application of steam and the great water power of the country, as a substitute for labor; in teaching it to move the spindles, the loom, the saw, drill, stone-cutter, and the planing, polishing, and sewing machines; in replacing the living man and woman by steam carpet looms and artificial reapers; in teaching the locomotive and car to surmount steep acclivities, and wind round sharp curves at trifling expense; in designing new models and new modes of constructing, rigging, and steering ships upon the sea, diminishing the crews while doubling the speed and size of the vessel; inventing new processes for spinning and bleaching; new furnaces for the steam engine, and new presses for the printer?

A few years since, the question was asked by a distinguished divine, "Who reads an American work?" The question now is, "Who does not read an American book, journal, or newspaper?" The trained soldier can effect more than the raw recruit, and the skilled artisan more than the rude plough boy. Disciplined America can entrust the guidance of her mechanism and the teaching of her children to the trained female, and devote the strength and talent of the male to agriculture, navigation, construction, and invention. Temperance seems to follow in the train of education. Thirty years since spirits were used to excess in many of the States. A marked change has occurred as education has advanced, and now in some States the sale of spirits is almost discontinued. The saving thus effected, more than counterbalances the whole cost of education.

The effect of education on morals is well illustrated by the progress of Massachusetts in one branch of manufactures, that of boots and shoes. While in some countries the manufacturer dares not entrust the materials to the workmen at their houses, in this State the artisans are scattered in their rural homes, the materials sent to them with entire confidence, and returned weekly ready for the market. Among other great branches of industry, this now amounts annually, in this little State, to £6,000,000 sterling.

In this same State, in the face of a large immigration of laborers from Ireland, and liberal outlay for their shelter, pauperism has been virtually receding. We learn from Hunt's Merchant's Magazine for June, 1851, that in the twelve years preceding, in that State, population had increased 40 per cent., wealth 120 per cent., and the cost of pauperism but 38 per cent., although 2,880 foreigners were aided in 1837, and 12,334 received assistance in 1850. "Thus, in twelve years," the writer remarks, "the cost of maintaining the poor, distributed *per capita* upon the population, has fallen from 44 cents per head to 43, and the percentage on property has been actually reduced one-third. Native pauperism is comparatively diminished, and the principal draft on the charity of Massachusetts is the temporary aid given to the foreign emigrant.

We learn by the census returns lately published, that in 1850 the whole number of churches and meeting-houses in the United States was 36,011, containing 13,849,896 seats, or room for three fifths of the existing population. In this growing country nearly one-fifth of the inhabitants are under the age of six; and if we deduct those who from sickness, extreme youth, old age, or domestic duties, are unable to worship together, this must be a very liberal provision. By the same returns we find the whole number of foreigners in the country