

Denmark,	16th cen.	10,000
France,	"	10,871
England & Wales,	"	14,705
Ireland in 1831	"	18,750
" 1850	"	20,812
" 1858	"	17,567

Supposing population at 7,000,000, and deducting fifty English students, the proportion will be only one in every 21,865.

If we based our calculations strictly upon the degree of A. B. which is the only effective one, and that assumed for France, and upon a normal population of 8,000,000, the proportion in Ireland would not reach even 1 in 30,000.

From these facts it is obvious that with regard to superior education as tested by university graduation—and this, be it observed is the only possible criterion—the youth of Ireland is in a most backward condition. I have before stated that there is a grave reason for doubting that the intellect of this country is, or has been, at all adequately represented in the progressive advancement of science in any of its branches. I have also stated as my own conviction, that the cultivation of knowledge by methods of original research is, and has at all times been, in a backward condition among us. We have just seen that in regard to superior education, as tested by university graduation, we are far behind the neighboring country, and quite distanced in the race by our Celtic brethren of Scotland. Yet it is no aggravation to say that, however our other qualities may be regarded, a high order of mental endowment among Irishmen is almost proverbial, even with those by whom we are most misrepresented. I can see but one possible explanation for this state of things. It appears to me that if the intellectual movement of the past century has produced such small results, either as regards original contributions to knowledge or the superior order of education among youth, it is owing to the fact that but a surface current of Irish intellect has been put in motion, while the great mass continued to lie all but still and unmoved beneath. Hence it is that large manifestations of intellectual excellence and power have been rare, fitful, and without that connection as regards time or objects, or the simultaneous cultivation of allied branches of knowledge which has been evinced in other countries at all periods when the national intellect and genius have been thoroughly aroused; and once aroused and enkindled by the vivifying breath of science, though they may remit, they never extinguish the fire while the intellectual and political life of the race continues.

You cannot fail to anticipate the conclusions to which I aim. We have found upon proofs which can themselves be readily tested, that science and superior education in this country are far from being in a position which is at all creditable to national intellect.

CIVIL AND SOCIAL IMPROVEMENT IN CHINA.

The Rev. I. J. Roberts, who at one time was the teacher of Tae Ping Wang, now the leader of the rebels in China, gives the following summary of the progress of events in that country. "This day, nineteen years ago, I landed in China, the darkest period of China's moral night. The laws of the land then prohibited the preaching of the gospel. Leang Afah had been persecuted and fled the country, and I was advised to leave also. Since then, however, I have had the privilege of studying the language, and pioneering the gospel among the people in Macao, Hong Kong, and Canton; of baptizing twelve Chinese, two of whom I hope are now in heaven. The treaty, enlarging opportunities of usefulness, was made in Nanking in 1842; religious toleration granted in 1844; Tae Ping Wang taught by me in 1847; and now the gospel in 1856 is preaching under the superintendence of eighty-eight missionaries, in five open ports, Hong Kong and the interior, all of whom are at liberty to locate with their families among the people." "What hath God wrought" within these nineteen years!"

Miscellaneous.

HOW MANY HOURS TO WORK.

The limit of mental work varies not only in various individuals, but according to the nature of the work itself. Johnson assigns eight hours a day as sufficient for study; Sir Walter Scott worked four or five; mathematicians and those who do not tax the imagination much, may and do safely study ten or twelve hours daily. As a general proposition it may be stated, that those studies which excite the feelings are those which can be least borne. On the other hand, the tranquil labors of the mind have marked tendency to prolong life. "On meurt de Bêtise" is perfectly true; the unemploy'd brain, like the unused muscle, decays and perishes quite as soon as the over wrought organ. Bernard in his "Treatise on the Influence of Civilization on Longevity," shows the effect of brain labor of an unexciting kind in those who are protected by an assured income from the inroads of care. He took at

random the ages of one hundred and fifty-two individuals, one-half of whom were members of the Academy of Sciences, the other half the Academy of Inscriptions, and found that the average longevity of these mathematicians and antiquarians was sixty-nine years. Sir Humphrey Davy seems to have had in view those only who have "battled" with life, when he states "that there are a few instances in this country of very eminent men reaching to old age. They usually fail, droop, and die before they attain the period naturally marked for the end of human existence; the lives of our Statesmen, warriors, poets, and even philosophers, offer abundant proofs of the truth of this opinion,—whatever burns, consumes—ashes remain!"—*Consolations in Travel*, p. 171. No one who had the happiness of knowing the extraordinary man will doubt an instant whence these suggestions sprang, and to whom they most eminently applied. Scott always said that Davy would have been a great poet had he not chosen to be a great philosopher. The excitement and its consequent effect on the frame must have been excessive in one of such impassioned imaginations as Davy, at the moment when the truths which have laid the foundation of modern Chemistry were dawning on him. Even the calm and tranquil intellect of Newton could not bear the blaze of light of his own approaching discoveries; as, prostrated by its effulgence, he gave over his calculation to a friendly hand to finish.—*London Quarterly Review* 1855.

WILLIAM PENN

Indulged in a few noble and trite aphorisms,—“Be resolved, but not sour, grave but not formal, bold but not rash, humble but not servile, patient but not insensible, constant but not light. Rather be sweet-tempered than familiar, familiar rather than intimate, and intimate with very few and upon good grounds.” Penn was a good man, but like many of his day, and up to the present, held to the too prevalent error, that he and every other man could like and dislike, love and hate, just as they thought proper! Like a neglected garden overrun with weeds, it takes long ere the human mind gets clear of the principles of a false education!

MUSIC, PICTURES, FLOWERS.

As the reader glances at the above words, perhaps he will exclaim, "what have these to do with education, or with the school room?" In by-gone days, we are well aware, they have often been treated as useless exotics; and had any teacher, a quarter of a century ago, advocated attention to them within the school-room, he would have been expelled from his position, as being a very *notional*, not to say *foolish*, man. But a wiser and more joyous era has already commenced; and some of our best and most popular teachers are not unwilling to manifest an interest in one or more of these subjects. It will be our aim, in a brief space, to urge their claim to a place in the school room.

Vocal music has already assumed a somewhat exalted position in some schools, and yet in scarcely any have its merits been fully estimated. It is, indeed, less than a score of years since school-room songs were a very great novelty; and we can well remember that those who first favored their introduction, were strongly censured by parents and others. It was regarded by many as a monstrous innovation. For children to go to school, term after term, and sit, *aching*, on wretched seats, in still more wretched school-houses, caused no regret, because such penance seemed to be an essential part of school life; but for school boys and school girls to *sing*—who ever heard the like? It was a great waste of time; and moreover, it caused the little ones to be happy, and for a brief time to forget their aches; which, it was thought would be a perversion of the object of schools. Such was the feeling very generally. But a pleasant change has come "over all the land," and now the joyous songs of merry pupils may be heard in a large number of our best schools,—alike promoting their happiness and cheering them on in the performance of the less agreeable duties of the school-room, and meeting the approval of all kind and intelligent people.

Though we cannot sing,—our school days having been passed all too early for receiving any instruction in singing,—would stornly advocate the teaching of music in all our schools. It is a good disciplinary exercise, and its indulgence always tends to give an air of cheerfulness to the school-room. But we would have the songs, and the sentiments of the songs, of a truly pure and elevating character. We have no partiality for the practice, now, we feel, quite too common, of having lessons and recitations set to music. This we think a perversion of the object.

We confess, also, that we are great admirers of pictures and paintings. We value them as objects of attraction, and also for the pleasant and harmonious influences they exert. It was our pleasure, recently, to visit that model institution, "The Retreat for the Insane," in Hartford. We were greatly delighted with the perfect order and neatness of the rooms and grounds, and with the taste and good judgement with which all things were arranged. But our admiration was most excited at beholding the numerous and well selected paintings and pictures