

their face. (Hear, and applause.) Dr Guthrie then referred to Lord Palmerston's Reformatory Act, and to the folly of the provision that no one should be entitled to its benefits until he had passed fourteen days in prison. Lord Palmerston's act said to them, "Don't take a child and send him to a Ragged School, where you may prevent him from becoming a criminal. Don't take him while he is on the edge of the precipice, but wait till he has fallen down,—wait till he has become a criminal; if you attempt to save a child from becoming a criminal, I will help you with a penny a week, but if you allow the child to become a criminal through your neglect, and then try to rub out the prison brand you will get seven shillings a week." Did ever any man hear of such folly as this was? Dr Guthrie also related a very gratifying incident connected with his visit to the Akhbar reformatory ship at Liverpool, in which boys are trained for the mercantile navy,—for in consequence of their having come under the jurisdiction of the police magistrates before being sent there, could not be admitted into the royal navy. When he went to visit this interesting floating reformatory, the boys manned the yards, and gave him the reception usually accorded to an admiral. (Loud cheers.) The boys on board the Akhbar had the advantage of a training which fitted them to perform as well as any other class of boys the duties required of boys on board men-of-war; but owing to Lord Palmerston's act, the royal navy—which, to its honour, would not receive any who had the brand of the jail upon his brow—would not receive him. However, the boys were much sought after for the mercantile navy, and indeed, more of them were wanted than could be had. Dr Guthrie then stated that the proposal he had made to Mr Adderley was, that Government should pay the cost of education, leaving the public to be at the expense of housing, clothing, and feeding the children; and he believed that Government, laying down 10s for their 20s, they, as Scotchmen, knew the two sides of a sixpence too well to lay down any money that was not to be wisely and profitably expended, and Government had a perfect security for the proper expenditure of the money given by them. Why, he asked, should it be that institutions like the Ragged Schools should be the last called on to receive Government aid? Government had to meet the claims of the Universities and the common schools of the country, but all these were for the education of classes who could afford, by retrenchment in some department of domestic or personal expenditure, to educate their own children. Three-fourths of the children attending the schools of the Churches that at present got grants were the children of parents who were able to educate them. A large amount of money at present went to pay pupil-teachers, many of whom became clerks and shop keepers, and went to other departments of life. He thought the party who had the highest claim upon Government was the institution that sought to educate and clothe the ragged, wretched, miserable children, for whom no one else cared. Why was it, he asked, that Government money should be withdrawn from them, and yet a grant of £100 a-year given for the discreditable and disgraceful purpose of paying for a nude woman in the Royal Institution in this city? (Cries of "Shame.") They were not corrupting but improving the morals of the people. They were raising the fallen and saving immortal souls, and yet the Government only gave one-half the sum to 300 of these poor children that it gave for this shame and disgrace to this country, although he was happy to find that they could not get a woman in Scotland for two years to receive that £100. (Applause.) What was given to the children in these schools was a sum so small that there was no coin in her Majesty's dominions to represent it, and he had had to revive his knowledge of fractions to find out the sum. The whole amount that Government gave for each of these poor children whom they were saving from the prison, penal settlements, and the gallows, and turning into useful members of society, was two-thirds of a farthing per diem. What he would propose was, that they should say to the Government, if they would not increase the allowance, "We won't have your money—your money perish," not "with you," as he did not want the Government to perish; but unless the Government came for-

ward and gave with a liberality worthy of the cause he believed they were injured by their help, as some people reduced their subscriptions in consequence of their getting help from Government. By this change in the policy of the Government they were now £600 in debt. He did not quite despair of getting more liberal aid from Government, for he had talked with some of the heads of the Government, and they thought the case an extremely hard one; and at all events, he trusted there were men in the House of Commons as well as in the House of Lords who would bring the case before the country, and insist on justice being done to this and other institutions of the kind. (Applause.) He might go once more to Government, but no more. He would not go dangling at their tail, but in hand, as if he were a beggar asking for some wretched pittance. (Applause.) If (said Dr Guthrie, in conclusion) the Government knew what the Directors of these institutions are doing, and what they themselves should do, instead of dealing with us in this manner, they would give us thanks and liberal support; but in the meantime we must trust to you the public. I tell you, good ladies, that I have far more faith to put in you than in any Government I ever saw—(loud cheers)—because you are the most potent of all Governments;—you have the heart to plan nobly; and then you govern your husbands and your fathers—(laughter and applause)—and command the purse; and now I tell you, in one word, that we have no others, under God, to trust to than you; and I am confident I shall not trust in vain. I got a letter two days ago, and I shall just lay it before you as an example. I am not going to say where it came from; but the writer says—

"I feel a great deal ashamed in writing you, as I am in a humble sphere of life, and you are so high; but I have been reading your book of late, "The City: its Sins and its Sorrows;" and I was so much struck with the misery of its inhabitants, and the evils of its shocking customs, that I send you 10s for the help of the church building"—that is in reference to the Pleasance Territorial Church;—"or you may give it to the Ragged School; bestow it upon which you think the most needful. I am a poor farm-servant; and it's all I can spare at present, as I have a widowed mother to support, and I am the only son." (Cheers.)

In reading this letter Dr Guthrie was deeply affected. He then said—There is a letter worth a thousand speeches. I will close with that letter. I have resolved myself, that rather than one of those children whom you saw on those benches (pointing to the orchestra) shall go to the street, I'll double my own subscription. If I can get the Government to give the money, I'll button up one pocket; but those children shall not be cast upon the street. (Cheers.) They shall not perish, if that arm (elevating his own) can keep them up. With the example of that one son of a widowed mother, and that son a common ploughman, who has to work with his hands to keep himself and to support the widow, with that example before us, is there a man or a woman in this assembly who won't come forward to save those who are ready to perish? (Loud and prolonged cheers.)

EDUCATION IN ICELAND.—Iceland, which has a population of about seventy thousand, is under the government of Denmark. "The language spoken in Iceland is the old Scandinavian, closely akin to the Saxon, with no admixture of Greek or Latin roots. It has, singularly enough, a literature 900 years old. There are four presses on the island, and four newspapers. About sixty volumes are published in a year, but most of them are published in Copenhagen. There are colleges and academies of medicine there, and common schools. But most of the education is domestic in its character. The fathers teach the children so effectually, that a young Iceland boy or girl of eight years old cannot be found who cannot read and write."