

summit where the same beams dispel all doubt from our opinions towards God, and warm our benevolent feelings towards man:—

"As some tall cliff that lifts its awful form,
Swells from the vale, and midway leaves the storm;
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head."

(Loud and prolonged cheering.)

NATIONAL ASSOCIATION FOR THE PROMOTION OF SOCIAL SCIENCE.

The object of the National Association, to which Lord Brougham refers in these two passages from his speech, is, as its name implies, to aid the development of the Social Sciences, and to guide the public mind to the best practical means of promoting the Amendment of the Law, the Advancement of Education, the Prevention and Repression of Crime, the Reformation of Criminals, the Establishment of due Sanitary Regulations, and the Recognition of sound principles in all questions of Social Economy.

The proposed mode of action is, once in every year to bring together the various societies and individuals who are engaged or interested in furthering any of the above objects; and without trenching upon their independent exertions, to elicit by discussion the real elements of truth, to clear up doubts, to harmonize discordant opinions, and to afford a common ground for the mutual exchange of reliable information on the great social problems of the day.

The better to carry out this plan, the Committee have divided the Association, for the present, into five departments, viz.:—Jurisprudence, and Amendment of the Law; Education; Punishment and Reformation; Public Health; and Social Economy; but at the time of each Meeting any Department will, if necessary, be sub-divided into sections for the more convenient transaction of its business.

The First Annual Meeting of the National Association will be held at Birmingham, on the 12th of October next, and the four following days.

Full particulars of the business to be transacted in each Department will be published previous to the Meeting, but in the mean time, and in order more fully to explain the range of topics on which papers and discussion will be received, a short statement is subjoined under the head of each Department.

First Department.—JURISPRUDENCE AND AMENDMENT OF THE LAW.—In this department will be discussed the Science of Civil Jurisprudence; its bearing on the social condition of the people; the advantages derivable from a wide diffusion of its principles; the practical defects in our laws, the evils arising from such defects; and the fitting remedies.

Second Department.—EDUCATION.—This Department will deal with the various questions relating to Education, both industrial and intellectual, whether of the upper, middle, or lower classes of society; the foundation schools of the country; the connection of Art and Literature with National Education, &c.

Third Department.—PUNISHMENT AND REFORMATION.—In this Department will be discussed the various questions relating to the prevention and repression of crime; the reformation of the criminal; the best mode of secondary punishment; prison discipline; the management of reformatory schools and institutions, &c.

Fourth Department.—PUBLIC HEALTH.—This Department will consider the various questions relating to the Public Health and the prevention of disease; it will collect statistical evidence of the relative healthiness of different localities, of different industrial occupations, and generally of the influence of exterior circumstances in the production of health or disease; it will discuss improvements in house construction (more especially as to the dwellings of the labouring classes), in drainage, warming, ventilation; public baths and wash-houses; adulteration of food and its effects; the functions of government in relation to public health, the legislative and administrative machinery expedient for its preservation; sanitary police, quarantine, &c.; poverty in relation to disease, and the effect of unhealthiness in the prosperity of places and nations.

Fifth Department.—SOCIAL ECONOMY.—In this Department will be considered the various questions relating to Social Economics; the conditions of Industrial Success, whether of nations or individuals; Savings Banks, and Insurance: the relation between employers and employed; strikes and combinations; legislative interference with the hours and wages of labour; legislative regulation of professions, trades, and employment generally, and of prices and means of supply; emigration, its effect, and true conditions; exercise of public and private charity; relief of the poor; industrial employment of women; industrial and economical instruction of the labouring classes; social economics in relation to Education, &c.

IV. WANT OF AN EFFECTIVE PUBLIC SCHOOL SYSTEM IN ENGLAND.

(Extract from a speech, at Birmingham, by Sir John Packington, in October last.)

With regard to education, there was much to humble our national pride in the state of this question. When we compared our own position in this respect with that of some other countries which might point out to us that every one of their citizens had the means of elementary education at his door. He repeated that there was no better corrective for the national pride than to reflect upon the ignorance and intellectual destitution of the masses round us. It was to his mind a most humiliating consideration that here in England, where we had attained a degree of knowledge, intellectual power, civilization, and refinement which had never been reached before—in England, where we had attained such scientific pre-eminence, and had given to mankind the wondrous steam-engine and the miraculous telegraph—we were surrounded (and it was vain and mischievous to deny it) by masses of the people in our towns and rural districts steeped in ignorance, vice, and crime, than which scarcely anything worse could be found in an uncivilized land, and the blackness and the shame of which are rendered darker and more shameful by the civilization which prevailed around. (Hear, hear.) He had no wish to exaggerate the state of affairs, or to underrate the great exertions of the admirable educational societies at present in existence; but in his judgment it was clear to demonstration that the means now forthcoming were not sufficient to cope with the extent of the evil. (Hear.) We were always told when Parliament was asked to apply a remedy, "The thing cannot be done on account of the great difficulties which stand in the way." Now, he never heard this declaration of the difficulties without a feeling of shame, and he might almost say, contempt. There were two modes of treating difficulties in the way of any great social evil; first, by perpetually talking of and magnifying such difficulties and always yielding to them; and, secondly, by firmly declaring that, there being a great social evil, we would trample under foot the obstacles in the way of remedying it. (Cheers.) The last was the mode in which he wished to see England deal with the subject of national education. After the best study he could give the question he believed that those difficulties were greatly exaggerated; indeed, he doubted whether a few of them had not been invented by some who, whatever might be on their lips, had no very ardent love of education in their hearts. (Hear, hear.) The bugbear of a national system was the religious difficulty, but he had no hesitation in saying that a fair solution of this difficulty had been offered to the country. He was one of those who admitted broadly and distinctly that religious instruction was the first and greatest point in education. No education could be complete without religion, and woe to the country which neglected this! But to correct many of the existing evils it appeared to him that we must have a better system of national education. We had now, he was glad to say, a Minister of State responsible to the House of Commons for the Department of Education, a body of able inspectors, and annual Parliamentary grants. But this was only half a system, and to complete it we required a local organization to co-operate with the Central Board, and some certain, permanent local fund to respond to the grants which Parliament made, and he should be guilty of concealing his own deep and sincere conviction did he not express his belief that the real remedy for most of the defects of the present system was to be found in a determined effort by Government and the Legislature to improve the quality of our schools. (Hear.) His hearers might depend upon it injustice was done to the working classes in this matter. (Hear.) Their social affections were as strong as ours. (Hear.) They were not indifferent to the welfare of their children, and we had no right to declare that they preferred the child's earnings to the child's interest until we had fairly tested that question by giving them schools which were fit to go to. (Hear, hear.) When this was done we should be able to say whether they would send their children to school or not, and whether the Government was called upon to adopt a compulsory system.

SPEECH OF THE REV. DR. McCaul, AT THE RECENT CONVOCATION OF UNIVERSITY COLLEGE, TORONTO.

After a few introductory remarks, the President said:—

When I last addressed an audience in this Hall on an occasion similar to the present, I felt it to be necessary to advert to a misapprehension, which seemed to exist as to the degree of success that had attended the University and College during the period in which they have been in operation. At that time I proved that, even if number of students were adopted as the measure of success—a criterion, however, which I should not, myself, have selected—there was abundant reason for congratulation, if we compared our progress even in that respect with that of similar institutions. This point was established by reference to the annals of the Universities and Colleges in Her Majesty's colonial dominions, and the early history of the