

his full salary of \$5000 secured to him as a retiring allowance. Not only was the income small, but there was almost no prospect of the teacher rising. In Germany the teacher had opportunities of rising through various stages, and in England all the honours of the Church lay open to him, while in Scotland there was no career open to the masters of secondary schools; so that if Mr. Lowe had been chosen Professor of Greek in Glasgow, he would not have risen to be Secretary of State, or if Mr. Henry Sumner Maine had been successful in his application for the Rectorship of the High School of Edinburgh, he would not, in all probability, have been now Sir Henry Sumner Maine, and a man of great wealth and importance. Passing on to notice the obstacles lying in the way of the establishment of a regular system of secondary instruction, the chairman pointed out, first, the inadequate appreciation of higher class education among the middle and upper classes, as evinced by men of intelligence sending their children to be taught by young lads who knew nothing of the art of education, and who simply made experiments on the children entrusted to their care. The middle classes did not see that the only way to have good schools was to have public schools. (Hear, hear.) So far as primary education was concerned, this fact had been acknowledged, and the probability was that there would soon be many primary schools throughout the country, where a better education would be obtained than in many of the private schools which had become so fashionable, through the low estimate put upon higher education by the snobbery of many of the members of the middle classes, who, in educating their children, only looked to the forming of good connections and the entering of good society by their boys. No one who knew the humour of the working classes in this country could doubt that there were terrible elements seething beneath the surface, which would not be satisfied by a good primary education. On the contrary, the more thoroughly primary education was given, the more thoroughly would the working classes understand and inquire into the history of their country, of its law, and of its religion; and the remedy lay with the upper classes. (Hear, hear.) It was only by these classes joining heartily with the rest of the middle classes, and forming a system of secondary instruction, accessible to the poorest boy of ability, that the demand for education could be met. Speaking of the manner in which secondary education was affected by University and primary education, he remarked the teachers in primary schools had always in Scotland done a good deal of the work of secondary teachers, whereas in Prussia, France, and England, the line was distinctly drawn between primary and secondary instruction. Most educationalists were inclined to think that this separation was an advantage, but he doubted whether it had not arisen from political reasons which could not and should not affect Scotland. Politicians abroad and in England had always been shy of giving the working classes any education which took them beyond the ordinary branches. But this use of the primary schoolmaster should only, it seemed to him, be made in cases of necessity, as there was no doubt secondary education could best be given in secondary schools. After pointing out the necessity that existed for leaving the professorships in the Universities open to all men of real ability and merit—men who had some chance of success when the University of Edinburgh was under the Town Council, but who now had little chance before the University Court without having the influence of position or politics on their side—the Chairman concluded by saying that in regard to secondary education the country required to have the higher class schools such as would furnish the pupils with an effective education up to the age of 15. The recent Education Act

rendered this more feasible than it had ever been before. They in the High School of Edinburgh could manage it perfectly well, but the Act had found them in peculiarly favourable circumstances for their work, thanks to the intelligence of Edinburgh, and the sense of the Town Council. They had already something like a system; all they needed was a little power, and the Act had given them that power. The School Board had at once used that power to put them into a position in which they could give education in the most effective manner, and on conditions likely to produce the best success. But even they could have been better if the Board had been allowed to apply the rates for secondary education. If the rates were not applied for secondary education there would not be proper salaries for almost all the other burgh schools of Scotland, these schools would not be properly organised, and no special training could be demanded of the teachers. But if he was not mistaken, the Scottish public were not averse to the rates being applied for this purpose, as it was clearly for the interest alike of the working classes and the middle classes, and he did not think the aristocracy would grudge their contributions. It was not fair, however, to impose the whole duty of maintaining these schools on the particular burgh or town in which they were situated; but the country should be divided into large districts, and on each district should fall the duty of supporting a higher class school, with some aid from the Imperial Treasury. As a consequence of this reform, they would have the number of separate classes in the Universities diminished, and the Professors placed upon a more satisfactory status.—*The Schoolmaster.*

Carlyle's Advice to Young Men.

A new book by Rev. John Cunningham Geikie, addressed to young men, contains the following admirable letter from Carlyle, hitherto unpublished:—

Chelsea, March 13, 1843.

Dear Sir,—Some time ago your letter was delivered to me; I take literally the first free half hour I have had since to write you a word of answer.

It would give me true satisfaction could advice of mine contribute to forward you in your honourable course of self-improvement; but a long experience has taught me that advice can profit but little; that there is a good reason why "advice is so seldom followed"—this reason, namely, that it is so seldom, and can almost never be, rightly given. No man knows the state of another; it is always to some more or less imaginary man that the wisest and most honest adviser is speaking.

As to the books which you, whom I know so little of, should read, there is hardly anything definite that can be said. For one thing, you may be strenuously advised to *keep reading*. Any good book, any book that is wiser than yourself, will teach you something—a great many things, indirectly and directly, if your mind be open to learn. The old counsel of Johnson is also good and universally applicable. Read the book you do honestly feel a wish and curiosity to read. The very wish and curiosity indicates that you then and there are the person likely to get good of it. "Our wishes are presentiments of our capabilities:" that is a noble saying, of deep encouragement to all true men, applicable to our wishes and efforts in regard to reading, as to other things. Among all the objects that look wonderful or beautiful to you, follow with fresh hope he one that looks wonderfulest—beautifulest. You will radually by various trials (which trials see that you make honest, manful ones, not silly, short, fitful ones)