

all the wisdom of Egypt. He spoke of trees, from the cedar in Lebanon even unto the hyssop that springeth out of the wall. He spake also of beasts, and of fowl, and of creeping things, and of fishes. His songs were a thousand and five, and his proverbs three thousand." Thus it appears that the royal scholar was a voluminous writer on scientific, literary, and ethical subjects. And while he excelled in these departments, his temple reared its magnificent proportions before the world, a monument of architectural skill and taste, which rendered it in after ages the model of grace, majesty, and grandeur.

Such gifted luminaries in the intellectual world, our author well remarks, do not shine alone. They usually belong to a constellation; and the king who sets such an example is not likely to be without followers. There was, indeed, one cardinal feature in the Hebrew polity which was pre-eminently favourable, at all times, to the cultivation of knowledge. The whole tribe of Levi were set apart for the service of religion and letters. While many were employed in the temple, many others were devoted to study. Of these, not a few reached a high name for their attainments in the science of their age, and the fidelity with which they made their knowledge available for the benefit of the people. Among the Hebrews there was no monopoly of knowledge among a favoured few. Intelligence was general, in the degree and of the kind adapted to the various duties and pursuits of those among whom it was spread. The tongue and the pen of even learned royalty were industriously employed in giving to knowledge that condensed and practical form, which might bring it within the reach, and make it available for the advantage of all—of the shepherd and the vine-dresser, as well as of the sons of the prophets. When the learned act with this generous and dutiful spirit, they are always sure to reap as they sow. The minds of those who receive instruction will react upon the minds of those who give it, imparting to them higher aspirations, and leading them to greater acquisitions.

These provisions of the Hebrew code for the perpetuation and diffusion of knowledge, cannot be regarded otherwise than as excellent and admirable enactments. They have, as our author truly says, been sanctioned by universal history as inseparably interwoven with national prosperity. No people can rise from civil or social degradation without education; and no ruler deserves the reputation of a public benefactor, who would not give his unremitting care to this object, as of paramount importance.

PROGRESS OF THE COMMON SCHOOLS IN UPPER CANADA, FROM AN AMERICAN POINT OF VIEW.

The following interesting letter has been received from the Rev. D. HINMAN, who has recently been actively engaged in promoting the introduction of HOLBROOK'S Scientific Apparatus into the schools of Upper Canada. Mr. HINMAN remarks:—

"It is now more than a year since I commenced, under your sanction, the introduction of Holbrook's common school Apparatus into the schools of Upper Canada. During that time, many things have come under my notice, of an interesting character, connected with schools and the state of education in general. It had occurred to me that such an opportunity might be improved, so as to glean intelligence of a practical nature not within the convenient reach of other parties. From the liability of premature conclusions on a subject of so much importance, I have deferred addressing any communications to the Education Office until now, excepting a brief sketch addressed to Mr. Hodgins, last winter—the receipt of which he kindly acknowledged, and also requested the result of my further observations.

"My travels, during the first eight or nine months, were from the Niagara River, between the two lakes, westward, as far as Port Stanley and London. I have since been in the vicinity of Brockville, and in the interior, as far down as Cornwall, on the St. Lawrence. I am at present, and will probably remain a few weeks longer, in the vicinity of the Bay of Quinte. My business has been to introduce Mr. Holbrook's Apparatus, in complete sets, to the attention of teachers and trustees of schools, and the friends of education in general. I have everywhere had the pleasure of finding a cordial reception, and a high appreciation of the Apparatus, as being well calculated to illustrate the branches of science to which they are adapted; but more especially are they appreciated when examined

by persons of general intelligence. I have now, with the assistance of Mr. W. A. Pringle, disposed of nearly four hundred sets of the Apparatus in this province. Upon revisiting the schools, where they have been in use for some months, a marked proficiency was visible amongst the scholars, and an increased interest and pleasure manifested by them in their studies. I believe the love of study is always induced in proportion to the clearness of the pupil's comprehension of any branch of science engaging his attention. The Apparatus have not always been patronized by the more wealthy sections, but in proportion to the interest taken by the inhabitants of a section in the education of their youth; and that interest varies materially in different parts of the province. A serious difficulty of a practical nature still exists, which prevents the furnishing of school houses with Apparatus, &c., arising from the hesitancy of trustees to avail themselves of the provision of the present school law, for this purpose, lest some not very favourable to their prosperity might be displeased. The universal taxation of property for the support of schools is not generally objected to by freeholders, especially the more intelligent part. Strange as it may seem, the poorer classes often oppose it most. As far as my observation extends, the attendance of scholars has been greatly increased in all those sections adopting it. The present school law is considered a great improvement on its predecessor, and will, I have no doubt, be better appreciated by all as it is more fully understood and applied in practice.

"I have recommended the *Journal of Education* generally to the patronage of trustees and others; and I regret to find, in some places, so few copies of it in circulation, believing it would greatly subserve the interests of the cause to which it is devoted, were it more generally read. I find the prosperity of the schools depends much upon the efficiency of township superintendents—a class of officers which, in some instances, the people acknowledge they regard as secondary to other matters. Where this is the case, a languishing condition of the schools is visible.

"From what I can learn, however, there is an increasing interest being felt in the cause of education throughout the province, and a more general concurrence in the adoption of means for its improvement and furtherance in every department—such as the erection of good school houses, the employment of a better class of teachers than heretofore, and a greater willingness on the part of patrons to compensate them in proportion to their qualifications. In recommending a more liberal appropriation of means, I often intimate, that education pays five hundred per cent. on its cost; in proof of which, I proposed the question—would a premium of five hundred per cent. induce its relinquishment? Surely not is the reply.

"It is due to the people amongst whom I have travelled, to acknowledge their hospitality and kindness in furthering the objects I have had in view. I shall not soon forget the many warm expressions of friendship which I have experienced towards a stranger, who ardently wishes the highest prosperity of the common schools in Canada."

PROMOTION OF EDUCATION IN ENGLAND.

Nothing short, indeed, of a public grant for the establishment of training schools, fully equal in extent to that given for the emancipation of the West India slaves, will ever emancipate the mass of the town population of Great Britain from the operative causes of their present and progressive moral degradation. Jails, bridewells, penitentiaries, and houses of refuge, are all very useful in their way, and absolutely necessary in present circumstances; but they go not to the root of the evil—they are at best restoratives, not preventatives. Training schools alone, on Christian principles, and commencing early, by the blessing of God, can accomplish the work. Taking the lowest estimate of the advantage to be gained, twenty millions advanced by the State would be amply repaid by the reduction of crime, and the additional peace and security of the whole community.

This amount would certainly be required for the mere purchase of training grounds in suitable situations, the erection of buildings, and a partial endowment, so as to bring the fees within the reach of the poor and working classes.

This sum may startle those who are unaccustomed to view education in its real character and bearings, and the opposing principles of apathy and vice it has to contend with in the wide-spread rural districts of our country, but especially in large towns, which are at