

healthful to the human mind. They inspire us with an awful respect and sentiment of the vast powers, of the vast wisdom, and of the beneficence of that Almighty Being by whom the great and wonderful expanse of creation has been formed. And while, on the other hand, these contemplations, enlarging the human mind, must tend to abate the pride and vanity of prosperity, so, on the other hand, they must tend to calm and console those who may be labouring under adversity, by letting them see that the affairs of this world form but a small and minute part of the general dispensation of the Almighty, and that all these great arrangements, whatever their partial and temporary effect, are destined in the main for ultimate and permanent good.

THE LECTURER A USEFUL AID IN ACQUIRING KNOWLEDGE.

These different branches of knowledge are difficult to be acquired by the independent labour of man; but here comes in the lecturer, and a most useful friend this same lecturer is. The lecturer is to the student what a good guide is to the man who for the first time enters a city or a country the geography of which he is unacquainted with, but who knows there are certain points which he wishes to arrive at, and who, if left to his own unaided wanderings, might spend much time and much labour in arriving at the object of his pursuit. But the guide and the lecturer take the traveller and the student by the hand, lead them by easy and pleasant ways to the ultimate object of their search, and place them in possession of the end and of that instruction which they are endeavouring to attain. There is one defect in lectures. The knowledge which a man acquires by his own unaided exertions, working it out by books, by experiment, and by reflection, remains fixed in his mind, because the trouble that he has taken to acquire it implies deep attention to every stage of the process. We all know that the memory is retentive in proportion to the degree of attention which has been paid to the object stored in the memory, and, therefore, although lectures do lead men easily and usefully to useful results which were acquired by deep and intense study, and by long-continued study on the part of those who gave the instructive lectures, sometimes what goes in at one ear comes out at the other, and the student, at the end of a course of lectures, if he has not been interested in the subject by knowing that it bears upon his active pursuits, may carry away permanently but little of what he has heard.

THE TESTING VALUE OF PERIODIC EXAMINATIONS.

Then steps in that principle of recent establishment, but of most valuable effect—I mean the examinations. Then comes the examiner—to whom the student voluntarily submits himself, knowing that if he obtains a good certificate upon his examination, it is a proof of ability and attainment which will be useful to him in his calling and his profession—then comes the examiner, and the students, voluntarily submitting themselves, are bound and obliged, in order to qualify themselves to appear before him, to rivet in their minds the instruction which the lecturer has given them, and to follow it out afterwards by studies of their own. And thus the three sources of instruction—the lectures given in general, the subsequent study carried on by the individual, and the test put to him by the examiner—complete a system of instruction which, if pursued, as I have no doubt it will be pursued, not only in this town but in other parts of the country, must tend rapidly to improve the intellectual condition of the people of the United Kingdom, and by improving their intellectual condition must add to their happiness, and promote the greatness and prosperity of the empire to which they belong. (Loud cheers.)

The next half-hour was occupied in the distribution of prizes and certificates to the successful candidates in the recent examinations in the schools of arts and in the Oxford and Durham middle-class examinations. The young men and boys were called up successively to the platform to receive the prizes from the hands of his Lordship, who had a kind word and a smile for each.

CHARITABLE INSTITUTIONS AMONG THE GREAT SOCIAL IMPROVEMENTS OF THE PRESENT AGE.

At the meeting of the Leeds Ragged School Society, Lord Palmerston after a few preliminary remarks, spoke as follows:—

There cannot, I am sure, be anything more interesting to the minds of all those who sympathize with the condition of their fellow-creatures, than institutions of this description, and they may justly be considered as ranking among the great social improvements which have been made in our arrangements during modern times. Undoubtedly it is not in recent times only that the benevolence and active charity of the wealthy and the prosperous has been directed to the bettering of the condition of those in the humbler classes of life, but formerly the attention of men was directed simply to affording *bodily* relief—the comforts of the body were considered to be sufficient to occupy the attention of those who wished to relieve their fellow-creatures. It is only of late years that the public attention has been actively and successfully directed to the *minds* of

men, as well as to their bodily comfort. We all know that from the arrangements of Providence it is impossible to expect that in large communities there shall not be the rich and the poor—it is impossible to hope that any human arrangements shall entirely relieve the humbler classes of society from the pinching effects of poverty, and all those afflictions, physical and mental, which arise from such a condition—but wealth and comfort may relieve the afflictions of poverty. The greater the community the greater the development of industry, and the greater the accumulation of population the more will the neglected class exist.

NECESSITY OF INSTITUTIONS FOR FRIENDLESS JUVENILES, AS A SAFEGUARD FOR THE FUTURE.

There must be in a great community a vast number of children who either have parents whose poverty prevents them from caring as they ought to do for them, or whose imprudent and dissolute habits render them negligent and indisposed to give that care and attention which even their limited means might enable them to afford. There must also be many who by the visitation of Providence have been at the earliest period of their life deprived of those parents upon whose care and attention they ought to have relied. In those cases institutions of this sort step in—they rescue the poor child from the improvidence, from the neglect, of those parents; they rescue the orphan from that destitution which too often besets him; they give to those children early habits of industry, early habits of order, early instruction of a moral and religious description—early instruction in those things which may conduce afterwards to their success in life. And when I see the vast demands which this great city affords for the industry and intelligence of every working man and woman, I think I may truly say that those seeds which are thus sown in the minds and bodies of those little children are not sown to run to waste, but as surely as you instruct those children in the habits of a proper, orderly, and moral life, in the habit of procuring by their industry their livelihood, so sure will it be that when they come to an age at which their labour may be properly employed, they are certain of finding an adequate demand for that labour, and a proper remuneration for its exercise. As far, then, as sympathy for these unhappy little beings extends, you would have adequate, completely adequate, motives for assisting institutions of this kind; but if we take a larger view, and look upon these institutions as bearing upon the social interests of the country, we shall see in that view also the strongest possible motives for encouraging and enlarging them.

REMEDY FOR THE GREAT EVILS OF AN UNCIVILIZED PORTION OF THE COMMUNITY.

One of the great evils of civilized society is the uncivilized portion of the community. There must—and it is vain to hope there should not be—there must and will be in every great community a certain amount of crime, of offence, of dissolute habits, of recklessness and improvidence; but the amount of these evils will greatly depend upon the direction which is given in the earliest years of life to the minds of the rising generation. It is true that it may sometimes happen that those who have instilled into their minds in early childhood the best principles may yield to temptations, be led away by fortuitous circumstances, and desert the paths in which they were early instructed to go; but those cases are comparatively rare, and you will find that the great offence and misfortune—for crime is misfortune—the great source of all those evils which afflict large communities and nations, is the want of early and proper instruction of children in the first years of their lives. In moral and intellectual matters we may take as examples the means employed in physical and material matters. If you want to dry up a morass, and to get rid of the noxious exhalations from an unhealthy district, you do not simply go and pump out the water which lies stagnant on the surface of the ground, but you go to the source of the evil, to the heads of the springs which percolate through this marshy district, and by turning them into new channels, diverting them from the country which they have impregnated, you lead them into healthy currents for the uses of mankind, and at the same time turn that which was only a noxious morass into profitable, fertile, and healthy land. In the same way, I say, you should intercept the sources of crime at the fountain head. Inculcate, early, in the minds of the children of the country maxims of religious and moral principles. Teach them betimes the value and importance of rules, regulations, and order; teach the child, even in his school hours, to be obedient to certain regulations, and you will find that when he becomes a man he will be equally ready to submit to the laws of his country, and to maintain order in the society of which he is a member. If, then, we succeed in this—if we rescue from vice and crime a vast number of those unhappy children who, left to all the hazards and temptations to which their condition exposes them, would become criminals and victims of the law, I say you will be conferring an immense benefit upon society—a benefit not confined to the day, not confined to the creatures who are the objects of your charity, but a benefit which every day becomes more and more extensive, which pervades