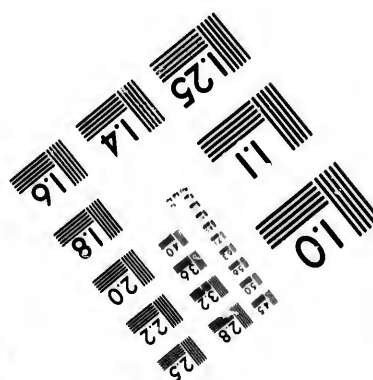
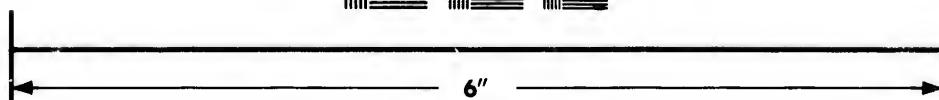
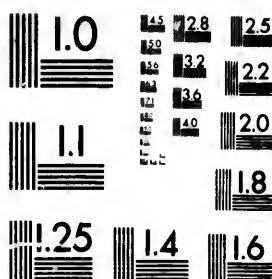


IMAGE EVALUATION TEST TARGET (MT-3)



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1987

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- ☐ Coloured covers/
Couverture de couleur
- ☐ Covers damaged/
Couverture endommagée
- ☐ Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- ☐ Cover title missing/
Le titre de couverture manque
- ☐ Coloured maps/
Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- ☐ Bound with other material/
Relié avec d'autres documents
- ☐ Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure
- ☐ Blank leaves added during restoration may
appear within the text. Whenever possible, these
have been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- ☐ Additional comments:/
Commentaires supplémentaires:

- ☐ Coloured pages/
Pages de couleur
- ☐ Pages damaged/
Pages endommagées
- ☐ Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- ☒ Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- ☐ Pages detached/
Pages détachées
- ☒ Showthrough/
Transparence
- ☒ Quality of print varies/
Qualité inégale de l'impression
- ☐ Includes supplementary material/
Comprend du matériel supplémentaire
- ☐ Only edition available/
Seule édition disponible
- ☐ Pages wholly or partially obscured by errata
slips, tissues, etc., have been refilmed to
ensure the best possible image/
Les pages totalement ou partiellement
obscurcies par un feuillet d'errata, une pelure,
etc., ont été filmées à nouveau de façon à
obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

The copy filmed here has been reproduced thanks to the generosity of:

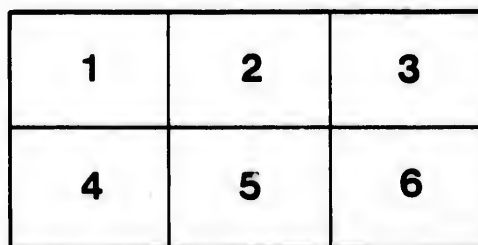
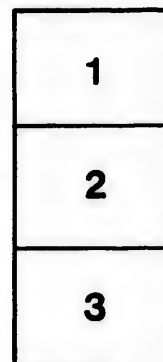
McLennan Library
McGill University
Montreal

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \longrightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

McLennan Library
McGill University
Montreal

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole \longrightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

Do

Re

Su

LECTURE,

Delivered on behalf of the Carleton Literary Association, in the New
City Hall, being the First of a Course, in Jan., 1865.

Re-Delivered, by request, in the Mechanics' Institute of St. John, as
the Closing Lecture, in March, 1866.

SUBJECT.—*Education in its Higher Relations, and the advantages to be derived
from the use of Libraries.*

BY REV. JAMES BAIRD, A. M.,

Pastor of Carleton Presbyterian Church, City St. John.

"Ut ager sine cultura, sic sine doctrina animus est."

PUBLISHED BY REQUEST.

SAINT JOHN, N. B.:
WILLIS & DAVIS, PRINTERS, CANTERBURY STREET.

1867.

THE FUTURE

T
futu
adv
has
not
sive

O
who
deli
man
you

M
com
over

T
cula
clos
com
subj
clai
cons
this

INTRODUCTORY REMARKS.

A FEW WORDS OF INTRODUCTION IN THE CARLETON CITY HALL.

This is an auspicious occasion, fraught with brilliant promises for the future to the people of Carleton. I hail it as the eve that heralds the advent of advancing day. This evening shows that our side of the harbor has started in the race of excellence, and that our people are determined not to lag behind the world as it rushes onward in its career of progressive advancement.

Occupying my present position I am but the advance-guard of a host who are to follow me, the herald, so to speak, of those who are to edify, delight and arouse you to noble action. Each in his place, while I in a manner the most general, can only glance at the general field and tell you of the subjects that are to be handled by those who may succeed me.

INTRODUCTORY WORDS IN THE MECHANICS' INSTITUTE.

Mr. President and Directors of this Institute; Ladies and Gentlemen composing this audience, I greatly fear that I appear before you this evening under disadvantageous circumstances.

The Lectures that have been delivered through the Season, and particularly those of late were of such a nature that probably mine now at the close will be considered by many so entirely out of place as may not command the calm and thoughtful attention which the importance of my subject requires. However, throwing myself on your sympathies, and claiming your indulgence, you will permit me respectfully to request a considerate, calm and patient attention during the time I am to occupy this platform.

THE S
IN ITS H
THE US

This i
gards; i
greatest

Would
duct, to
powers e
exercise
memory
out, the
these po
and bele
stand in
with nol
cation e
intended
the man
future st
ma ners
guided a
individua
allotted t
which th
tion itsel
character
upon the
begins in
world.
ship, lee
drilled th
and in s
never be
rn every
for you v
object yo
every pla
wisdom

LECTURE.

THE subject of my Lecture, as you are already aware, is, "EDUCATION IN ITS HIGHER RELATIONS; AND THE ADVANTAGES TO BE DERIVED FROM THE USE OF LIBRARIES."

This is a subject wide, diversified, and worthy of our most serious regards; it is a matter indeed of the deepest possible importance and the greatest possible interest to all nations and to all communities.

Would we define our terms, *e. duco*—i. e., to lead or draw out, to conduct, to form or fashion, &c. The teacher, the educator draws out the powers of the pupil so that they are developed and stimulated into healthy exercise; not so much the cramming into the mind, the storing of the memory, the burdening with a heavy load the intellect, as the drawing out, the polishing and quickening of the intellectual powers; so that these powers may come into contact with every thing around, above and below us, that we may see them, know them, use them, and stand in such relation to them as we who are the lords of creation with noblest faculties endowed with mental action ought to do. Education comprehends all series of instruction and discipline which is intended to enlighten the understanding, correct the temper and form the manners and habits of youth, and thus fit them for usefulness in their future station—all in fact that is necessary to elevate the taste, refine the manners and ennoble the faculties of the mind. The educator, however guided and assisted by the past, has to perform this great work upon the individual during the few short years which in each case at most can be allotted to be his task: and therefore, it is that he needs all the wisdom which the history of the past can cast upon the problem of human education itself. Education, however, is not merely what is done to form the character in school, but it comprises all the influences which are exerted upon the young in training them up and forming their characters. It begins in the family, and is carried forward in the school and in the world. It is effected for good or for evil by the influence of public worship, lectures, books, amusements, scenery, travels, &c. You may be drilled through all the schools, and may have every advantage at home and in society, and yet without your own active co-operation you can never be educated. But if you are determined to be educated you will turn every thing to some account. Every thing will be a school to you: for you will make contributions to your stock of knowledge from every object you see, and by seeking to act discreetly, wisely, and correctly in every place. You will converse with God in your secret place, and seek wisdom of Him who has promised to give liberally to those who ask.

You will study philosophy in the fields, by the brooks, in the valleys, on the hills, under the broad canopy of heaven. It has been well observed that the difference between a wise man and a fool is, that the "one goes through the world with his eyes wide open, while the other keeps them shut;" thus endorsing the important truth, that it is the mind that sees as well as the eye.

Now, in the cultivation of our powers three great things are accomplished. 1. The power of observation and the capacity for the collection of facts is strengthened. Discrimination and observation become easy, accurate, and thus the materials for use by the mind are procured. 2. The capacity for classification and arrangement is cultivated, and thus the masses of facts gathered up are laid each in their respective places for future use. In this way the different sciences are separated from each other, the facts and the matter that belong to each department of study are appropriated to that department, and thus science is advanced. 3. The mind is enabled to use the facts accumulated and classified for future progress as instruments of greater power for further advancement. Thus a rude, imperfect steam engine, in which the power of steam is discerned, may be taken as an incentive to future improvement. Its weakness, its wants as well as its powers are seen, and thus occasion is supplied for new arrangements, new inventions, greater improvements; and they again lead to others, and so the race is run. Thus we have the foundation of the sciences and of all the mechanical arts. So likewise we see how the different departments of literature come to be cultivated. The thoughts of one age are recorded, and they come to be of use in another age. The ideas of the thinking men of one land are brought before the minds of another land, and thus the work is carried on. But confine the minds of mankind to mere outward objects, and to their own country, and you contract their observation to a very small sphere. Let there be no record of the past, no anticipation of the future, no poetry, no science, no moral or sacred philosophy, no books, no writings of any kind, and the tendencies of the mind will be retrograde rather than progressive. It is often affirmed that mind is mind all the world over. There is no radical difference either in the substance or powers of the soul of an ancient savage or barbarian and those of the most learned, refined and intellectual European of the present day. It has been well said that Milton could not have been a Milton in Australia or Egypt. Bacon, Shakespeare and Newton would have been lost in Japan or among the Druids that formerly inhabited the island of Great Britain. You must have the pen, the ink, the paper, the copious language, the tract, the pamphlet, the volume, before you can have a country, a nation, intellectually and morally great. Do not, however, forget the definition and illustration we have given: Education is the drawing out the culture of our various powers. Errors find their way into the minds of theorists on this subject that are often of grave consequences. One would cultivate the powers

of the
spend
gather
for use
tangibl
capacit
what w
gest to
To ill
beauty
we brin
collect t
the othe
them, w
how we
foundati
mental e
still: we
men, no
that we
guilt, on
what mo
fore dem
ourselves
have onl
classify,
cess we
such exe
tiful in th
as well a
beauty in
the found
that have
ing, as I
thinking,
these dep
towards
as in the
man was
cer, tailo
when the
to metap
to classic
example
Shakespe

valleys, on
well observed
"one goes
keeps them
that sees as

are accom-
the collection
become easy,
are procured.
cultivated, and
their respective
are separated
each department
is advanced.

classified for
advancement.
er of steam is
ent. Its weak-
occasion is sup-
vements; and
s we have the

So likewise
be cultivated.
e of use in an-
brought before
But confine
r own country.

Let there be
ry, no science,
any kind, and
n progressive.
There is no
the soul of an
ed, refined and
well said that
t. Bacon, Shak-
ong the Druids
must have the
the pamphlet.
tellectually and
and illustration
e of our various
s on this subject
rate the powers

of the intellect, forgetting that man has a moral nature. *Another* would spend all his time in collecting and storing away facts in the memory, gathered and huddled away in confusion, and without order and fitness for use. A *third* would devote all his time and energy to matters that are tangible and physical, omitting the culture of our reasoning powers and capacities with which God has endowed us—whereas a correct view of what we are, where we are, and whither we are tending, will alone suggest to us what a correct system of education must include.

To illustrate. 1. The world around us, that God has made, is full of beauty and variety. It is worthy of our examination and our study. If we bring our powers of observation to bear on the world we shall simply collect the materials for botany, mineralogy, geology, astronomy, and the other natural sciences. 2. But, in collecting the facts and arranging them, we are obliged to look at the exercises of our own minds and see how we act in our arrangements and conclusions: and here we have the foundation of mental science, of logic, of psychology and all those severe mental exercises in which we study the nature of mind. But further still: we cannot live in the world and come into contact with our brother men, nor even look into the working of our own spirits, without seeing that we are the subjects of moral rule; and thus sin, holiness, moral law, guilt, our future state, our future need—when we have passed hence, what morally we are and morally we need—all these things must therefore demand of us the exercise of our serious contemplation. To know ourselves is as much our duty as to know the world around us; and we have only to turn our mental eye inward and to watch, and note, and classify, and thus we come to know the world within as by a similar process we know the world without and around us. And farther still in such exercises we are made to feel that there are things which are beautiful in the outer world, and grand and majestic in the thought and heart as well as in the world of matter. There is beauty in the mind, and beauty in action. The soul feels this and is pleased with it; and here is the foundation of Poetry, of Belles Lettres and Rhetoric, the departments that have to do with the beautiful, the emotional departments of our being, as Logic has to deal with our reasoning, and Metaphysics with our thinking, and Conscience with our moral powers. In the cultivation of these departments of study certain minds will display certain tendencies towards one branch rather than another; and thus it comes to pass that as in the ordinary division of labor, all work is better done than if every man was to be his own farmer, gardener, butcher, baker, carpenter, grocer, tailor, &c., so in the regions of thought more progress was made when the powers of one are on the whole given to astronomy, of another to metaphysics, of another to engineering, of another to ethics, of another to classics, of another to history, another to theology, and so on. For example: Watt, Stephenson, Hugh Millar, Locke, Bacon, Plato, Milton, Shakespeare, Homer, Newton, and many others, each in their several

departments. The celebrated Watt, the inventor of the steam-engine, labored so assiduously that he turned all to practical purposes that he did know. For ten years he went on contriving and inventing, all he brought his engine into a practical working condition. This engine was perfected by George Stephenson in the invention of the railway locomotive. One of the first grand results, however, of Watt's invention, was the establishment of the cotton manufacture of Great Britain. Sir Richard Arkwright was closely identified with the foundation of this great branch of industry, who probably stood in the same relation to the spinning machine that Watt did to the steam engine and Stephenson to the locomotive. Others might be cited as great benefactors to the world, who by marvelous energy, ardor and application, rose to the highest degree of eminence and usefulness. Gifted by nature with fine endowments they cultivated them to the very utmost. It is the close observation of little things which is the secret of success in business, in art, in science, and in every pursuit in life. Human knowledge is but an accumulation of small facts made by successive generations of men, the little bits of knowledge and experience carefully treasured up by them, growing at length into a mighty pyramid. Many and great are the names which enter into it. Let me refer to some that will not be strange to your ears, beginning with old Homer. His great epics are destined to live to the end of time. No one of learning, probably, can read him in Greek without wishing for time to peruse him again and again. The thought, and the beautiful, sublime and harmonious combination of thought, exhibit a continual effusion of poetry. His large and genial spirit; his exquisite delineation of character; his graphic fancy; his tenderness; his sublimity, might be descanted on did time permit.

Let me now refer to but two of our English poets: Shakespeare and Milton. Shakespeare was not so learned in books as was Milton, but he was more deeply read in nature, and therefore the more popular of the two, independent of the dramatic form of his verse. He had evidently studied the world around. Men and things were his principal volumes. He found, to use his own words, "Tongues in trees, sermons in stones, books in running brooks, and good in everything." He was the man who, of all modern, and perhaps ancient poets, had the largest and most comprehensive soul. All the images of nature were still present to him, and he drew them not laboriously but luckily. When he describes anything you more than see it—you feel it too. He was naturally learned; he needed not the spectacles of books to read nature: he looked inward and found her there. Milton, inferior only as a poet to Shakespeare, was a better scholar; and his *Paradise Lost* is almost a cyclopedia of the learning, science and philosophy of his time. Hence many of his readers and admirers never understand the half of what he says. His age of popularity is yet to come. He was a deep read man and a profound student. He knew the ancient classics well; and in his verse we peruse Homer and *Vigil* again; not that he was a copyist: but he used their writings as

a min
majest
fiction
was ab
of pur
individ
losoph
others,
ters, an
our kno
vated o
mental
deeply,
I need
standing
of study
Bishop
William
phenom
of which
whose w
men's br
ties. It r
and comp
up to ear
travel far
est of m
clown, in
gical kno
well digg
of scienc
make a p
that have
phers if t
losophise
pursue th
dissect, o
receive.
engages
been a N
haps, sho
would ha
which his
been the
to astron

team-engine,
 es that he did
 all he brought
 e was perfect-
 y locomotive.
 n, was the es-

Sir Richard
 s great branch
 spinning ma-
 the locomotive.
 ho by marvel-
 degree of emi-
 owments they
 vation of little
 science, and in
 alation of small
 s of knowledge
 at length into n
 enter into it.
 ears, beginning
 he end of time.
 without wishing
 and the beau-
 hibit a continual
 quisite delineat-
 his sublimity,

Shakespeare and
 s Milton, but he
 p popular of the
 e had evidently
 nicipal volumes.
 rmons in stones.
 as the man who,
 t and most com-
 sent to him, and
 scribes anything
 ally learned; he
 oked inward and
 k Shakespeare, was a
 edia of the learn-
 f his readers and
 His age of popu-
 rofound student.
 ve peruse Homer
 their writings as

a mine whence he drew gold which he cast into new and lovely forms of majesty and sublimity. In him, likewise, we read anew most of the fictions, science, and history, metaphysics and divinity of his age. He was also mighty in the Scriptures, and as a consequence there is a vein of pure morality, piety and devotion running through his poems. The individual who thoroughly comprehends Milton must be a scholar, a philosopher, and a Christian. But I need not proceed. These poets and others, which time permits not to name, were among our best schoolmasters, and did much to advance the literature of the day. They enlarged our knowledge of men and things; they purified our language and elevated our minds; and by calling forth intellect and heart increased our mental and moral energy, and thus prepared us to think freely, to muse deeply, and to act vigorously.

I need only refer to a few metaphysical writers. Locke "on the Understanding," who may be said to have almost led the way in this department of study, can still be read with profit. Then we have Reid, Stewart, Brown, Bishop Berkley, Clarke, Sir James McKintosh, Hume, Beattie, and Sir William Hamelton, each of whom has done good service in elucidating the phenomena of the mind. We have also a host of philosophical writers; one of which deserves more than a mere passing notice—namely, Bacon—whose work, the *Novum Organum Scientiarum*, brought science home to men's business and bosoms. It has endued their lives with new commodities. It recommended that a College should be built for questioning nature and compelling her to disclose her secrets; and the Royal Society sprang up to carry out the recommendation. This was in the year 1662. Men travel far and study under the teaching of him who was one of the greatest of men. The Baconian philosophy, in short, is suited to all. The clown, if he chooses, may reduce it to practice. What volumes of geological knowledge occur to the eye of the miner, the railway laborer, the well digger, the quarry man and the breaker of stones; and what an age of science and philosophy it will be when these sons of toil shall only make a proper use of their eyes and their intellects, and register the facts that have come under their observation. Our children may be philosophers if they please; the operator, the artizan, and day laborer may philosophise all the day long without losing any time; our tradesmen may pursue these studies to any extent. We take every thing to pieces, and dissect, or analyse it. We examine, if possible, and improve what we receive. This has been the case with astronomy and everything that engages our attention. If there had not been a Copernicus there had not been a Newton; and had there been no Galileo, or Herschel, we, perhaps, should not have heard of Lord Rosse. But systems and telescopes would have benefitted us little had not a Bacon existed. The induction which his lordship taught as the only true principle of philosophising has been the secret of all our improvement and prosperity. When we turn to astronomy and some of the other departments of science, we have new

revelations of the power of this science. Mathematics in its various branches of geometry, trigonometry and number, was the seraph guide that took Newton and others through the orbits of the planets and the regions of the stars, and gave unerring certainty to their discoveries, observations and calculations. What would the world have been without mathematics? This science enables us to surpass all the magi of the antient world. We might go on at length with the subject and record the names of great men and great discoveries in succession that have arisen from this branch—mathematics alone—and show that not one of them would have blessed their age but for the pure science.

Time fails else I should refer also to the importance of learning and studying the ancient and modern languages, particularly the languages of the old world civilization, which so naturally keep their place in a liberal and scientific education: for there is history in language as well as philosophy. Language affords the landmarks of nations, of civil polity, of national advancement, of social change—of moral and political progression or retrogression. The Classics, however, are the finest models of composition, and should be taught accordingly. They are the examples of every species of style, from the simplest narrative of Herodotus and Xenophon to the profoundest disquisitions of Plato, the philosophic history of Tacitus, the epic fulness of Homer, the lofty drama of Sophocles, and the lyric beauty and fire of Pindar and Horace. Then the modern European languages—French, German, Italian, Spanish—which have become so important in the intercourse of nations, and which contain so many stores of literature and science, A practical use of those languages will be found in the mercantile transactions which are carried on daily in many of the mercantile offices of this great continent.

But lest I be too tedious I now proceed to notice a few of the more practical and popular aspects of the subject.

Education aims at the cultivation of our powers for future usefulness; and in striving to attain this end all means are to be used that will work together toward this end. There is the voice of the living instructor; there is the accumulated learning of our race as it is treasured up in text books, treatises, libraries, museums and other receptacles for the preservation or dissemination of human thought. These in their respective places: The young pupil in his School-room, the youth in his Academy, and the student in his Lyceum, his College and the University; in these halls of learning drinking in knowledge from every source, and thus expanding, strengthening and nerving the mind for its future career. One great glory of our race is the capacity of collecting the accumulated wisdom of past ages and using them as our own. Seeing all that antiquity has gained and gathered, we can use it for our profit, and thus prepare to take a step in advance. The lower animals of the days of Noah had their instincts just as perfect as we have the animals of the same species in this 19th century. The horse of the Sahara or of the Steppes of Tar-

tary a
tively
passin
the su
prairie
Three
descen
West
of the
when
are ne
sons o
lia and
exper
earth,
thus w
intelle
the ne
race.
adopte
dignit

For
That s
are fel
class
proces
soning
the pr
a lofty
mulate
tivatio
partm
Had th
race n
was la
of tim
teries
rule in
hydra
measu

And
depart
the wo
have b
for its

es in its various
the seraph guide
planets and the
r discoveries, ob-
ave been without
the magi of the
subject and record
ession that have
w that not one of
nce.

arning and study-
languages of the
ce in a liberal and
s well as philoso-
civil polity, of na-
tional progression
t models of com-
the examples of
f Herodotus and
philosophic history
of Sophocles, and
the modern Euro-
which have become
contain so many
se languages will
carried on daily in

few of the more

uture usefulness;
ed that will work
living instructor;
asured up in text
es for the preser-
their respective
in his Academy,
iversity; in these
ree, and thus ex-
ure career. One
accumulated wis-
all that antiquity
and thus prepare
lays of Noah had
the same species
e Steppes of Tar-

tary a thousand years ago knew as much and was as far advanced relatively to his race as the brood that now roam over the same regions; and passing thence in our onward march to the family of man, contemplate the successive ages of the red-skin Indians that roam over our western prairies and lie in wait to steep their weapons in each other's blood. Three hundred years ago their ancestors had as much knowledge as their descendants of the present day. They roamed over the wilds of the West or they threaded the paths of the forest with eyes as keen as those of the animals that they hunted as their prey; and their children, except when degraded and brutalized by the vices learned from civilized man, are no farther advanced than they. So also with the benighted dusky sons of Central Africa; and so likewise with the savage tribes of Australia and the Islands of the South Seas. None of them took the gathered experience of the past, and, as a germ of value, as an acorn laid in the earth, that in future ages it might spread and become a mighty tree. Not thus was it in Egypt, in Greece or in Rome. In these lands the accumulated intellectual wealth of one age became as an advanced stepping stone for the next age to move forward from in the advancing civilization of the race. These nations of antiquity, in acting in the manner described, adopted the best and most effective guarantee for securing their own dignity and doing good to the succeeding races of men.

For example, let us look to the effects of the culture of geometry in Egypt. That science, leading men to the recognition of intuitive principles which are felt by all mankind to be universally and unchangingly true, which were classed as axioms, by proceeding in the use of sternly strict terms to the process of definitions, a basis was laid for a system of incontrovertible reasoning on magnitudes and the relations of number and space. Not only did the projectors of this department of human knowledge rise themselves into a lofty atmosphere of cultured thought but by leaving behind them the accumulated stores of their learning they laid a foundation for the successful cultivation of all the physical sciences. Natural philosophy in all its departments has been the result of the labors of the geometers of the Nile. Had the literature then of Egypt not been preserved, the progress of our race might have been retarded indefinitely; but once the solid foundation was laid the erection of the gorgeous superstructure was only a matter of time. For thus the instrument was provided for opening up all the mysteries of mechanics, for developing and applying all the principles which rule in the world of physical force, whether in the form of solids or in hydraulics and hydrostatics, when the action of fluid bodies had to be measured and utilized.

And further still: the science of Astronomy, that noblest of all the departments of human thought, by means of which we can arise and leave the world behind us, and take our flight amid the stars, what would it ever have been without the solid foundation which by Geometry has been laid for its successful culture and accurate study. Like a strong elastic spring

that raises a body upwards, so has Geometry in its application to bodies in motion raised the astronomers of the world into the heavens, and enabled them to weigh the planets in their balance, to measure the orbit of their course, and to foretell their movements among the stars. But facts are accumulated, and if not recorded by means of Libraries handed down to posterity, would soon be lost.

Tradition is a fickle record; and especially so is this the case in numbers, angles, dates, lines, and figures, manifold in forms, in orbs and spheres, and calculations long protracted, and in all the facts which science can accumulate, as well as in the processes and intricate details by which these facts have been gained. Let these facts of one age be lost and the next age has again to renew the process; and thus with our race it would ever have been a beginning, and progress; rapid progress could not have been the order of any age.

Now notice further the labors of the historians of the remotest age. History has well been defined "Philosophy teaching by example." But if there had been no record of human events, and if such records when made had not been preserved there would have been no materials for philosophy to examine, and from which to deduce the lessons of the past. All the experiences of the different forms of government in former ages, their effects on mankind in securing the liberty of the person, the culture of our powers, the preservation of property and generally the promotion of the best and highest interest of man, would all have been lost. Despotism might have ruled with a rod of iron; democracy might have agitated and contended about personal rights; oligarchy might, in the spirit of conservatism, have sought by many hands to do what one could not effect in ruling the turbulence of the mass and restraining the wilful in well defined bounds; but unless the experiences of these forms of human rule had all been recorded, the struggles of the earlier nations of the globe would all have been endured in vain. The value therefore of history lore must be above all price. The student in his library in this 19th century can now, in his calm retirement, live over in rapid thought the life of Egyptian dynasties. He can march with Babylonian conquerors and Persian armies and see their operations in the field. He can watch the influence of their governmental systems or conquered provinces, and see the manner in which results have followed from the effects of their devastating sway. He can turn his eyes westward and watch the rise of the Grecian power, and behold the results of advanced civilization with colonies, commerce, philosophy, literature, poetry, in its train. He can see what the culture of language, the examples of art, of architecture, of painting and poetry can do when brought to bear on a people of a lower condition of thought and social being. He can meditate on the causes which subjugated the Eastern nations to the sway of Greece, and in time disarm the influences which so rapidly dissolved the Grecian power and prepared the broken fragments of the Alexandrian kingdom to acknow-

ledge
ing see
way fo
popula
author
anarch
bulene
tiousne
thence
Roman
its own
And
materi
of the
Roman
and to
them
The
chival
of chiv
Seven
array,
The
Elizab
safe ha
The
asserti
all its
chiefta
revers
and w
crush
librar
Tur
it in i
and g
eye of
entific
In
the d
so in
thus
his w
ble o
come

lication to bodies
 heavens, and ena-
 sure the orbit of
 stars. But facts
 ies handed down

case in numbers,
 rbs and spheres,
 hich science can
 details by which
 e be lost and the
 our race it would
 ogress could not

mostest age. His-
 ple." But if there
 when made had
 or philosophy to
 ast. All the ex-
 mer ages, their
 n, the culture of
 he promotion of
 lost. Despotism
 ve agitated and
 ne spirit of con-
 ould not effect in
 iful in well de-
 s of human rule
 ons of the globe
 re of history lore
 19th century can
 he life of Eryp-
 ors and Persian
 h the influence
 nd see the man-
 heir devastating
 e of the Grecian
 with colonies,
 e can see what
 ure, of painting
 lower condition
 e causes which
 and in time dis-
 ian power and
 om to acknow-

ledge the Roman sway. So likewise he is enabled to follow the chang-
 ing scenes of Roman story and see how monarchical tyranny prepared the
 way for democratic change, and how amid all the varied forms which
 popular rule demanded as time rolled on, the contest raged between
 authority on the one hand as essential to government and national life and
 anarchy, on the other hand as the abuse of liberty. He can trace the tur-
 bulence of the Roman mob, the growth of wealth, and the effects of licen-
 tiousness, until at length the Republic fell before imperial power; and
 thence onwards his philosophic eye may watch the varied fortunes of the
 Roman power as it staggered onward in its sickle march, until it fell in
 its own rottenness before the assaults of the northern hordes.

And coming down to our own period and more modern times, what
 materials for thought in the history of our father-land as it emerges out
 of the mist of antiquity, and we begin to see it writhing in the hands of
 Roman legions, who, however, were anxious to establish their authority
 and to accomplish their purpose, united the people, and confirmed to
 them many of their antient privileges.

Then comes the brawny Saxon and the iron-handed Dane; and the
 chivalrous Norman next appears upon the scene, and through the ages
 of chivalry and feudal daring, until the people in their might arise as the
 Seventh Henry is seated on the throne! What splendid scenes pass in
 array, and what lessons crave our thoughtful meditation!

Then the Elizabethan age. The insecure state of the throne when
 Elizabeth ascended it rendered it utterly hopeless that she could remain
 safe had she not enlisted the affections of her people, her subjects.

The struggles of the people with absolutism under Charles, and the
 assertion of their rights in the land, the formation of such constitution, in
 all its elements and checks, in which the people at the base send up their
 chieftains to aid in sustaining the throne at the apex of the pyramid; the
 reverse of unlimited democracy which turns the pyramid upside down,
 and with the populace above presses down on the executive, and always
 crushes it to the ground. Such lessons history teaches us; and in a
 library may be found the materials for mental culture.

Turn again to the kingdoms of nature and look out on the world. See
 it in its external garniture, and in its material-substance, in the woods
 and grasses, the plants and herbs, that, with their mantle of beauty, the
 eye of the untaught beholds nothing but confusion. To the man of sci-
 entific culture all is order, class and harmony.

In botany is laid the foundation of the great scientific department of
 the darling art known under the technical term of *Materia Medica*; and
 so in reference to geology, which examines the crust of the earth, and
 thus deals with the mysteries of working in time, as astronomy displays
 his wonders in the field of space. The classifications of geologists ena-
 ble our practical men to read the earth as they would a book, and hence
 comes the ability to tell where coal may be found; where gold and all

the precious metals have their abode. A library can provide those various works that are necessary to set forth the researches and extensive explorations of travellers and scientific men in their discovery of these things. So also in the matter of the regions of the globe that have, until lately, been unknown. Private wealth may do much for private homes in detailing the results of explorers, whether the principle on which our libraries are founded will alone suffice.

And further still. Man does not merely live for toil. He has the sense of beauty. He can feel the heroic, and the pure, and the lovely, and hence his soul is fitted for the joys that poetry inspires. Now it is with poetry and romance as it is with philosophy and history. However valuable the private collections may be of wealthy homes, the public, the great body of the people must associate their wealth if they would enjoy the stores that Greece and Rome, and Britain and Germany, Italy and other lands have accumulated in the past.

As it is with poetry so also is it with romance. We do not mean the trashy silly paper covered novel, the vile literature of the depraved: for in fact, my friends, the world is flooded with a muddy overflow of literary trash. We mean the solid productions of a DeFoe, a Bunyan, for the great allegory, though in one aspect religious and spiritual, yet in another, and an artistic sense, it is a romance. We mean the productions of a Scott, a Thackeray and a Dickens; and when we notice we say that a romance or a real novel, a work that is worthy of the name must be a poem in prose, and if it be not, then it is not worthy of being read.

How vast and varied is the talent that now in England is devoted to the prose poems usually styled a novel. Mrs. Trafford, Miss Richards, Mrs. Thomas, Mrs. Andrews, Mrs. Oliphant, and many others are pronounced master spirits.

Again: for this class of literature the public library can alone supply the public wants. As in every well selected library there will be books on travels, biography, politics, history, philosophy, and all the other departments of learning.

Lord Bacon has well said, "Libraries are the shrines where all the relics of the ancient saints, full of true virtue, and that without delusion or imposture, are preserved and reposed."

Then, my friends, consider the value of a library to the masses. God has not caused talent to run in any one class of men, whether high or low, rich or poor; as the talent of any nation or people is to be found in the families of that people, a brilliant mind in one home, a deeply thinking mind in another, a poetic temperament in another, a mind in another household fitted to collect and arrange the facts of science—it hence becomes the duty of every well-wisher of the race, of every intelligent citizen and patriot to promote the universal spread of education: to see to it that facilities are enjoyed for all of every class, though poor and destitute, to enjoy the blessings of learning.

Thus of
the servi
widely s

The ol
educate
the talen
the inst
and thus
though h

And so
historian
a blessin
the worl

Calvin
wise in
sings sh
were wi
effected
parative
on the p
of the C
permane

On th
lowed th
Univers
who hav
From g
noble fo
of year
Rugby,
ford, an
noble y
of stud
of ever
tablish

Late
has bee
of a ce
Board
ernme

In th
Univ
various

Thus only can any State or Province develop the faculties and enjoy the services that may be had from the mental powers that God has so widely scattered through the households of our country.

The object of the Church is to christianize all; of public education to educate all for the welfare of the State; for the State the country needs the talent and the services of all; and by means of a well sustained library the instruction which accumulated ages afford may be enjoyed by all: and thus the way opened up for the advancement of the child of talent, though he be the child of an humble man. The poet has said:

"Full many a flower is born to blush unseen,
And waste its sweetness in the desert air."

And so also many inglorious Miltons of deep poetic thought, many historians, logicians and others who would have been an ornament and a blessing to the race, have been left uncultivated and untaught, and so the world has not been the gainer.

Calvin in Geneva, and Knox in Scotland, were therefore profoundly wise in taking steps to secure the extension of education, so that its blessings should be commensurate with the whole people. In these they were wise and beneficent. Much as Scotland has gained by what was effected by Knox and his successors, still his plans were rendered comparatively abortive by the rapacity of the nobles and the laity, who seized on the property of the Church, and thus enriched themselves by the spoils of the Church; they robbed every family in the land, and so far did a permanent injury to the country.

On the other hand, consider the benefits to Great Britain that have followed the establishment of all her noble seats of learning. Take the Universities of Oxford and Cambridge, and watch the career of thousands who have gone forth from those Halls of Science and cultured thought. From generation to generation they have been a blessing. So also the noble foundations of Academic training with all the rust that in the lapse of years has grown over them. Are not the names of Eton, Harrow, Rugby, Westminster, St. Paul's, The Charter House, Winchester, Bedford, and Shrewsbury, hallowed as the scenes in which generations of noble youth have in manly emulation been prepared for a future course of study, in which their powers were matured for the successful culture of every branch of learning? What has not Britain gained by such establishments!

Later, though, in the lapse of time, but tending in the same direction, has been the dissemination of education in Ireland during the last quarter of a century, as is abundantly evidenced by the annual returns of the Board of Examiners for appointments to India in the service of the Government.

In the report of last year—1865—one of the Presidents of the Queen's University in Ireland, the Rev. Dr. Henry, stated the following: "In various departments of the public service the students continue to obtain

valuable and lucrative places. The history of some of them, both at home and abroad, he said, was quite remarkable on account of the adaptation they have shown for their particular employments, of their rapid promotion through the recommendation of their superiors, as well as of the unabated affection many of them continue to evince toward their relations and their former instructors and fellow students." The success which in so remarkable a manner has been secured by those candidates who have enjoyed the benefit of a solid training in that country has been as creditable to the teachers as it has been honorable to the taught.

In New Brunswick it is yet the day of small things. Still, much progress has been made from the primary to the highest Schools and Academies in the educational departments. Very much credit is justly due to the Chief, with his staff of auxiliary Inspectors, for their untiring exertions displayed in their attention to their respective duties. The reports of the examinations of the Grammar Schools and higher Academies must tend to impress every one with the fact that the higher education of this Province is advancing. The increased attention given to this important subject, the progress or the imperfections brought to light touching the intermediate schools are alone of great value. The able and indefatigable President, Dr. Jack, with his learned colleagues, have labored hard in order to extinguish the prejudices that stood in the way of the University; and if only the preparatory schools, many of which, as far as I can learn, have well qualified preceptors—if these labor assiduously, to prepare for matriculation—the highest seat of learning in this Province, may yet become a great and shining light. From the Calendars received from time to time the steady progress of the University is observable, but the numbers in attendance, I regret much to say, are not so large as might reasonably be expected, considering the population of New Brunswick, and notwithstanding the facilities and inducements held out to the youth of the Province.

We have a University at least in name. It is, however, the commencement, but only a commencement of an Institution in which we hope the student may range over the circle of the sciences, where Logic, Metaphysics, Ethics—where every department of Mental Philosophy, where Law and Medicine shall stand out as prominent as do the few branches that have been already provided by the liberality of the country.

The Government and Legislature are truly praiseworthy in dealing liberally with the educational wants of the Province; however, I would rejoice much to see the full equipment of chairs which every other College necessarily has that pretends to confer the degree in Arts. Let us hope that the University will yet be placed on a broader basis, and then we may expect a commanding position for our Province; and when such is effected the University of New Brunswick will command a respect among her Compeers that will be justly and properly accorded to her; or, to use the language of a popular and well known writer in this

city, "It
Old World
have been

On us it
own mind
us make u
this—whi

Let par
cherish a
knowledg
ges. Wh
sess those
almost ev
position in
the sound

From an
William A
Education
said in his
vaded with
could leave
attributed

Permit
reference
born of hum
he had att

"Being
dinner par
day. After
Erskine go
He said, th
son to be p
unworthy

"The K
of the Iris
most exqu
trast evinc
ation of th

"The r
which he
as he is of
means of
feelings, j
fession wh
And no

city, "It will do for New Brunswick at least what the Universities of the Old World have done for its people wherever investigation and enquiry have been free.

On us it is incumbent to do two things: 1. Sedulously cultivate our own minds; and in order to attain such progress as we should aim at let us make use of all diligence to procure and sustain institutions such as this—which is so highly creditable to its founders and promoters.

Let parents and all guardians of youth encourage their families to cherish a generous love of learning, to rise above sordid desires, to prefer knowledge to gold, the cultivation of the mind to direct social advantages. What would some of our merchants and traders now give to possess those advantages in respect to education which are to be had in almost every enlightened and civilized country. There is scarcely any position in life in which a man will not derive constant advantages from the sound education received in his youth.

From an English paper lately forwarded I read the following:—Sir William Atherton, Attorney General, was requested to preside at an Educational Meeting held at Wodehouse-Grove School, in England, and said in his address, "He believed that a sound literary education, pervaded with the principle of true religion, was the best heritage a father could leave his son. And added, that to such an education he himself attributed his success."

Permit me to relate an anecdote which I remember having read in reference to Curran, the Irish orator and eminent barrister, who was born of humble parents, and who rose to such splendid forensic fame as he had attained:—

"Being a particular favorite of King George IV., he was invited to a dinner party together with Lord Erskine and other notable men of that day. After dinner the King proposed the health of the Bar. Lord Erskine got up to reply to the toast, with which the King was chagrined. He said, that descended from a line of illustrious ancestors, he had reason to be proud of the profession of the Law which had raised him, an unworthy member of it, to the Peerage, &c., &c.

"The King, determined not to be baffled in his aim, proposed the health of the Irish Bar. Here, Curran was his man, who made a refined and most exquisite speech. The King was particularly struck with the contrast evinced in that between Lord Erskine and Curran in the termination of their respective speeches.

"The noble lord, said Curran, in speaking of the high lineage from which he has had the good fortune to be derived, has added, that proud as he is of his ancestry, he is not less so of his calling that has been the means of elevating him to the Peerage. If such be the noble lord's feelings, judge, sire, what must be mine at this moment towards a profession which has raised the son of a peasant to the table of his Prince."

And now, while it would be foolish for all the clever young men before

me, or others in this City or Province, to expect to be future Governors or Attorney Generals, or attain such eminence as Curran, yet it would not be a great stretch of ambition to desire to be able, if called upon, to adorn the position of an M. P. P. or any of the honorable civic appointments.

But let me impress upon all not to conclude that education is complete when you have acquired Languages, and Geography, and Mathematics, and other scientific facts, for be assured the process lies far deeper than this—in the very core and centre of your nature.

Hence, it may be affirmed that reading is not education, writing is not education, nor is the mechanical mode of teaching arithmetic, or even Latin or Greek, or any of the modern languages, education. The cultivation of all the natural faculties of the soul is the only thing that deserves the name of education. It is only when the intellectual faculties of man shall be progressively expanded from one step of advancement to another, when the will shall be trained to put forth its powers unrestrained except by reason and conscience, when the emotions shall be at once controlled and refined, when the energies of the whole man shall be taught to meet in one point—where all distinctions are lost in the love of truth—all truth alike for its own sake; it is only then, I say, that education in its spirit and its results can be pronounced complete. And if this be truly education, then I affirm that education must be a great work; and perhaps the very dissatisfaction we may all feel in having so imperfectly accomplished it is to a healthy mind the very stimulus it can have to press forward with renewed vigor towards the end.

The world is full of men and women superficially and uselessly educated. They talk much and do little. There is much show and little substance. This lamentable ignorance may be traced in a degree to the unfavorable training of earlier years, if not reckless habits of thought and action.

In view of these startling facts, is it not time for teachers and parents and guardians of youth to enquire of those committed to their care, not how much they have acquired, but how well—not how far they have progressed, but how thoroughly.

Every intelligent educator knows that it is not mere knowledge considered as a bundle of facts which should chiefly be sought in a course of study, but rather that enlarged and generous culture of mind which shall discipline, strengthen, harmonize and refine all its forces.

And now, while we foster useful Institutions among ourselves, of all the lights that we can secure let us in the second place cast our influence on the side of Schools and Education.

Our Schools ought to be models of Common Schools; and the people who have been educated in them ought to show the most perfect intelligence. Every school ought to have its excellent little library and mechanical apparatus; the higher Schools and Academies, in addition to

their p
gent te

While
parts o
with r
attentio
kened t
in keep
and tra
this—th
Court F
are all

Now,
ings for
Rink an
way—h
display
name w
inhabita
future g

I am
ecture
directio
demies,
tution o
after le
duate, a
men ma
departm
what sh
for our
children
be elev
duty in
and the
us that

But s
mon Sc
decency
or of a
is said
that he
walls o
as plea
of the

their present requirements, a philosophical apparatus which the intelligent teacher can use in his experiments in instructing his pupils.

While I rejoice at the striking improvements in progress through many parts of the Province touching School Architecture, I must here state with regret, and you will permit me respectfully to submit, that the attention of our citizens on both sides of the harbor is not yet fully awakened to the duty and propriety of erecting buildings that would be more in keeping and harmony with the noble and important work of educating and training the youth of our City. The other public buildings such as this—the Institute, or City Hall in Carleton—the Custom House, the Court House, the Alms House, the Lunatic Asylum, the New Hospital, are all grand and imposing, and which would do credit to any city.

Now, our merchants can form companies for erecting other fine buildings for pleasant amusement and healthful exercise—such as the Skating Rink and Gymnasium—all very useful, proper and commendable in their way—but which of our liberal and worthy merchants and citizens will display the commendable ambition of being the first to associate their name with a great Institution or College which shall be a blessing to the inhabitants, and which will hand down the memory of the founders to future generations.

I am pleased to understand steps are being taken to re-model the architecture of the Grammar School. Now this is a commencement in the right direction; but what is required in addition to the Grammar School, Academies, and other Schools in this City, above and beyond all, is an Institution or College to be affiliated with the University, where our youth, after leaving those Schools, can be carried forward in their studies, graduate, and prepare for any profession, and where many aspiring young men may receive such an education as will qualify them for the highest departments of public usefulness in this or in any other country. For what should we be then doing? We would be taking steps to provide for our own mental culture, and for the culture of our children, and our children's children the literature of our race, by which we and they may be elevated and fitted for deeds of noble daring; for running the race of duty in a manner that is suited to the progressive age in which we live and the land that presents to us so many fields of usefulness and asks of us that we should be men.

But speaking of Schools in general—they ought to be models of Common Schools. And childhood should be surrounded with indications of decency, and propriety, and if possible with beauty, whether of nature or of art, and everything that is calculated to cheer and make happy. It is said of Spensippus, the nephew and successor of Plato in the Academy, that he caused the pictures of joy and gladness to be hung around the walls of his School to signify that the work of education should be made as pleasant as possible. And so it should be in order to secure the love of the student for his books and the highest development of his faculties.

I pity indeed a crowd of children when I see them confined in a dark, chilly, bare, unadorned, prison-like school-room. Every effort of the teacher to awaken the dormant conscience is counteracted by frightful objects which repel instead of alluring the senses.

Every School-house and other Educational Institution should have, where it is possible to be had, a play ground attached with its amusing accompaniments, a space of ground also where flowers can be trained, where a few tender blossoms tell of the glory of the Spring or the luxuriance of Summer; and in the very School-room, in this age of cheap manufacture, the furniture may have something artistic about the form and coloring that will attract the eye and throw some straggling beam of beauty to the soul within. Education should, thus not only be scientific, religious, moral and practical, but eminently æsthetic—and should impart information calculated to ennoble our distinctive tastes for order and harmony in creation, and for admiring "whatsoever things are lovely" in works of nature and of art as well as to convey instruction to the mind.

Let us, however, encourage by all lawful means the increase of educational institutions, the formation and support of libraries and reading-rooms, that thus many may be improved whose early training had been neglected, and that others who have advanced a certain length may have facilities for going forward in a progressive career.

Guard against the danger of merely pleasing curiosity and satisfying novelty. To be of use all Educational Institutions, Schools, Academies, Colleges, Universities, Halls and Institutes such as this, must be fostered, attended to; and libraries must be diligently used. And what! though our Institutions be but in their youth! though we have not the Colleges and Universities of Great Britain, Ireland, the United States, and the Canadas, &c., &c., as Cambridge with its 18 Colleges and 5 Halls, or Oxford with its 20 Colleges and 5 Halls, or Scotland with her noble Universities, or Ireland with her splendid Universities and Colleges, or the United States with their splendid and popular Colleges and Universities,* or the Canadas with theirs. And what! though your present library be but in its youth; though it has not the 80,000 in a library as in Philadelphia, the 100,000 as in New York, the 160,000 in Boston, the 700,000 vols. and 80,000 MSS. of the Royal Library of Paris, the 800,000 in Munich, the 300,000 in Vienna; though we do not yet reach the magnitude of the British Museum in London, whose catalogue would require several carts to draw it through the streets so numerous are its volumes, nor the splendors of the library of Trinity College in Dublin with its inestimable MSS., or the treasures that enrich the Advocates library in Edinburgh; though here, and with us now, it is but the day of small things, though we are in the mere germ of our youth, let us lay our plans broad and

* The University of the City of New York, of which the Rev. Dr. Ferris is Chancellor, is thoroughly equipped, having the Arts, Law, Medicine, &c., with a staff of Professors numbering, I believe, 50. Harvard University, near Boston, is also well equipped. Founded in 1636. Pres. Hodge D.D.

L.L.D. is Resident with nearly
60 Professors & Lecturers.

long, p
immens
under f
templat
and go
results,

And
tion has
in earl
learned
science
lectics,
ther.
80 year
fore hi
which g
advance
beginni
study o
drew li
tity bet
of natur
each wa
rary cal
Dr. Arn
Niebuhr
French
cal phi
Hall, la
Italian
between
musician

Then
genius
give a
ars of
candle
where
peacha
in the
rose to
they c
ments
Colleg
of the

confined in a dark,
 ere every effort of
 counteracted by
 ses.

tion should have,
 with its amusing
 s can be trained,
 bring or the luxu-
 this age of cheap
 ic about the form
 ragging beam of
 only be scientific,
 and should impart
 es for order and
 things are lovely"
 ction to the mind.
 ncrease of educa-
 es and reading-
 raining had been
 length may have

ty and satisfying
 ools, Academies,
 must be fostered,
 and what! though
 not the Colleges
 States, and the
 and 5 Halls, or
 h her noble Uni-
 Colleges, or the
 d Universities,*
 esent library be
 y as in Philadel-
 he 700,000 vols.
 ,000 in Munich,
 agnitude of the
 re several carts
 s, nor the splen-
 its inestimable
 y in Edinburgh;
 things, though
 lans broad and

r. Ferris is Chan-
 cc., with a staff of
 oston, is also well

Wile & Co
Carl,
 2

long, plan and govern for the future, and calculate on growth. All those immense establishments referred to were once young, and they grew under fostering influences. Let us then learn a lesson of duty from contemplating the success of those who achieved such things. Let us labor and go on in hope, remembering that similar causes will produce similar results, and God will smile on our efforts to do good.

And now let me say a word of encouragement to those whose education has been neglected, either for want of opportunity or means, while in earlier life. Many instances might be cited of those late in life who learned the languages and made considerable proficiency in the arts and sciences. For example: Tellier, the Chancellor of France, learned Dialectics, or the Art of Reasoning, seven years after he became a grandfather. Ogilby learned Latin when 70 years. Cato learned Greek when 80 years. Socrates learned to play on musical instruments not long before his death. There are many more instances of illustrious names which go to prove the truth that it is never too late to learn. Even at advanced years men can do much if they will determine on making a beginning. Sir Henry Spelman, the Antiquarian, did not begin the study of science till between 50 and 60 years of age. Franklin, who drew lightning from the clouds with his kite, and so discovered the identity between it and electricity, was 50 when he fully entered on the study of natural philosophy. Dryden and Scott were not known as authors till each was above 40 years. Boccacio was 35 when he commenced his literary career. Aferi, when he commenced the study of Greek, was 35. Dr. Arnold learned German at an advanced age for the purpose of reading Niebuhr in the original. James Watt, while working at his trade, learned French, German and Italian, to enable him to peruse works in mechanical philosophy in these languages. The Prince of Preachers, Robert Hall, lay on the floor racked with pain, in his advanced age, learning Italian, in order that he might judge of the parallel drawn by Macaulay between Milton and Dante, the Italian poet. Handel, the celebrated musician, was 48 before he published any of his great works.

There have been many distinguished men, who by the efforts of their genius and perseverance rose from the lowest stations of society. I shall give a few instances. Pope Adrian VI., one of the most eminent scholars of his time, began life in great poverty, and as he could not afford candles, often read by the light of street lamps or in the Church porches where light was kept burning; his eminent acquirements and unimpeachable character led him successively through different preferments in the Church till he was appointed Pope. The eminent Prideaux, who rose to be Bishop of Winchester, was born of such poor parents that they could with difficulty keep him at school; and he acquired the rudiments of his education by acting as an assistant in the kitchen of Exeter College at Oxford. Jeremy Taylor, the eminent Theologian and Prelate of the 17th century, was the son of a barber. Miss Benger, the Authoress

of the Life of Mary Queen of Scots and many other productions of merit, was so very poor in early life that for the sake of reading she used to peruse the pages of books in a bookseller's window in a town in Wiltshire, where she resided, and returned day after day in the hope of finding another page turned over. Sir Edmond Saunders, Chief Justice of the King's Bench in the reign of Charles II., was originally an errand boy to the young lawyers. One of the Archbishops of York, in England, whose picture I saw when visiting the Archbishop's palace near that city, was a poor shepherd boy. Shield, the famous English violinist and musician, was the son of a singing-master and boat-builder. John Bunyan, whom to name is to pronounce his eulogium, was a travelling tinker. Dr. Andrew Murray, the celebrated Orientalist and Professor, of whom it was said that he could speak his way to the walls of China, had been brought up to the primitive occupation of shepherd. John Brown, of Haddington, the eminent Commentator, was also a shepherd boy. The celebrated Hugh Millar, author of "The Footprints of the Creator," was a stone mason. Sir Humphrey Davy was a country apothecary's apprentice. Burns, the national Bard of Scotland, was born a peasant, and his early life was spent as a ploughman. Captain Cooke, the eminent Circumnavigator, was born of humble parents in Yorkshire, and began his career as a cabin boy in the merchant service. Linnæus, the Naturalist, was apprenticed to a shoe-maker, with whom he wrought for some time, till rescued by a generous patron who saw his genius for learning. Brydell, one of the most eminent print sellers in Europe, and at one time Lord Mayor of London, was originally a working engraver. Demosthenes, one of the greatest orators of antiquity, was the son of a sword blade manufacturer at Athens, and was left an orphan at seven years of age, and it was with incredible perseverance and labor that he brought himself into notice. Abbott, Archbishop of Canterbury, who flourished in the 16th century, and distinguished himself by opposing the schemes of Charles I., was the son of a cloth worker at Guilford. The late Professor Heyne of Gottingen, one of the greatest scholars of his own or any other age, was the son of a poor weaver, and for many years had to struggle with the most distressing poverty. His efforts seem to have been greater and more protracted than those of any other on record, but he was finally rewarded, it is said, with the highest honors. Sir Richard Arkwright was a barber. Cervantes, the author of Don Quixote, a common soldier. Sir William Herschel, whose genius raised him to title and to fame, in his youth was a poor musician, having been placed at the age of 14 in the band of the Hanoverian Guards. Brand, the Antiquarian, was a shoe-maker. Giordani, the famous violin-player, was a soldier. Ramsden, one of the most eminent of the English opticians, in his early years was a clerk in a London ware house. Doleand, a still more eminent optician, the inventor of the achromatic telescope, was a Spitalfields weaver. Professor Daniel was at one time a sugar refiner. Franklin was a printer.

To this
this is u
emerge
ver's lo
from th
—from
pantry—
from th
merce,
have p
ledge.

Man
afterw
being
having
was fa
that en

Man
clever
rious
a griev
comm
becam
Scotcl
Parish
dismi
by Pr
"dun
self a
boys,
either

Th
appli
will
wins
at sc
perso

It
the v
pain
that
It
sent
it w
geor

ductions of merit, she used to peruse a Wiltshire, where of finding another vice of the King's errand boy to the a England, whose er that city, was a ist ard musician, an Bunyan, whom ling tinker. Dr. r, of whom it was had been brought own, of Hadding- . The celebrated tor," was a stone ary's apprentice. ant, and his early ninent Circumna began his career e Naturalist, was or some time, till arning. Brydell, at one time Lord r. Demosthenes, of a sword blade ven years of age, he brought him- who flourished in g the schemes of the late Professor his own or any ny years had to ts seem to have er on record, but rs. Sir Richard dixote, a common title and to fame, the age of 14 in an, was a shoe- lier. Ramsden, arly years was a ninent optician, s weaver. Pro- was a printer.

To this list, long as it is, I might have added many more names, but this is unnecessary. Think upon it for a minute. You find names which emerged into celebrity from situations the most obscure—from the weaver's loom—from the shoe-maker's stool—from the carpenter's bench—from the counter—from the warehouse—from the mill—from the mines—from the tapster's cellar—from the mason's shed—from the scullion's pantry—from the sheep fold—from the camp—from the ship's deck—from the barber's shop. Are you not assured, then, that neither commerce, nor manufactures, nor business, nor handicraft, nor menial labor have proved a barrier to eminence in any of the walks of human knowledge.

Many instances might be named of dull youth, but who turned out afterwards brilliant men. Newton was foot of his class; and one day being kicked by a boy above him, he challenged the lad to fight, and having conquered him, he thought he could conquer and succeed in what was far more noble and commendable—the mastery of his lessons—so that ere long he reached the top of his class.

Many of our greatest divines, too, were reputed to be anything but clever or bright boys. Isaac Barrow was known for idleness, and notorious for his pugilistic encounters. Adam Clarke was called by his father a grievous dunce. Dean Swift was "plucked" at Dublin University, and recommended only by *speciali gratia* to Oxford University, but afterwards became one of the greatest writers of pure English. The celebrated Scotch authors and theologians, who were boys together at St. Andrew's Parish School, were reported so stupid and mischievous that the master dismissed them as incorrigible dunces. Sir Walter Scott was pronounced by Professor Dalzell, of Edinburgh University, when in his youth, that "dunce he was, and dunce he would remain." Goldsmith spoke of himself as a plant that flowered late. Napoleon and Wellington were dull boys, not having distinguished themselves above their fellows in any way either at Eton or at the French Military College at Augers.

The difference is not so much in talent as in energy, perseverance and application. Provided the dull boy has persistence and application he will head the clever boy without these qualifications. Slow but sure wins the race. The highest culture is not obtained from teachers when at school or college so much as by our own diligence—self-education, persevering application when we have become men.

It is by dint of steady labor; it is by giving enough of application to the work, and having enough of time for the doing of it; it is by regular pains taking and the plying of constant assiduities: it is by these, I say, that we secure the strength and the staple of real excellence.

It was thus that Demosthenes, clause after clause, and sentence after sentence, elaborated, and that to the uttermost, his immortal orations; it was thus that Newton pioneered his way by the steps of an ascending geometry to the mechanism of the heavens, and after which he left this

testimony behind him that he was conscious of nothing else but a habit of patient thinking that could at all distinguish him from other men.

It is certainly true that in scholarship there are higher and lower walks. But still the very highest of all is a walk of labor.

Parents, however, need not be too anxious to see their children's talents forced into bloom. Let them watch and wait patiently, setting good examples, and with quiet training doing their duty, and leave the rest to Providence.

Let children be provided with free exercise of their bodily powers with a full stock of bodily health. The perfection of education was pronounced by the Romans 2000 years ago to be *Mens sana in corpore sano*—i. e., "A sound mind in a sound body."

Modern education consists in schooling, and in accordance with this idea we have some perfect prodigies. The exercise of the body should be as vigorous and systematic as that of the mind, and should be attended to in its proper time and place. It is scandalous as well as absurd to see the manner in which children are confined several hours together within the walls of a prison-like school house. Some parents declare that they cannot bear to see their children idle; but when a child is enjoying itself in the open air and acquiring health, it cannot be said to be idle.

With health comes strength of body, and with strength of body comes strength of mind. Our children—our families should be fairly set on the road of self culture, carefully training them in the habits of perseverance, inculcating sound moral and religious principles, and as they grow up to be men they will, by the grace of God, be useful to their country and a blessing to the world. It is proper, right and commendable that every means should be taken to inspire youth with the ambition of well-doing; to be diligent and persevere in their every calling to the very utmost of their ability. Things should no longer be as they have been. A loyal attachment to this place should be always manifested; the blessings untold to the coming as well as the present generation will be the result.

I now conclude with an expression of my thankfulness that we are not stationary. We are advancing; evidences of growth are visible on all hands. Let institutions such as this be fostered and encouraged, which indeed I trust will long continue to be a blessing to our people and a great incentive to self culture. We should live not for ourselves but for others, for

"Lives of great men all remind us
We should make our lives sublime,
And, departing, leave behind us
Footprints in the sands of time—
Footprints that perhaps another,
Sailing o'er life's stormy main,
Some forlorn or ship wrecked brother
Seeing may take heart again."

g else but a habit
n other men.
and lower walks.

their children's tal-
ntly, setting good
and leave the rest

ir bodily powers
lucation was pro-
in corpore sano—

ordance with this
the body should
and should be at-
us as well as ab-
ed several hours
. Some parents
but when a child
it cannot be said

h of body comes
e fairly set on the
of perseverance,
they grow up to
eir country and a
dable that every
n of well-doing;
e very utmost of
e been. A loyal
he blessings un-
be the result.

that we are not
re visible on all
couraged, which
ople and a great
out for others, for

