

It argues well for the success of a Railway through our own Province, as we are satisfied that if the people of St. John give this subject a careful investigation, and look well to their own interests, the preference now shown to the Great Western Railway, will immediately be transferred to that of St. Andrews and Quebec. We cannot for the life of us see what St. John is to gain by having a line of Railway through the United States to Canada, or what arguments can be brought up to confute those of "A Farmer." Every advantage to be derived by St. John from a Railway through the United States will be secured to her by forming a junction with the St. Andrews line at the Digdegnash, and without any of the drawbacks which must follow if the line in contemplation through Portland is completed. We hope to see this question taken up and fairly argued by our contemporaries of St. John; it is one of great importance to them and should not be disposed of hastily and without due consideration.

It is no doubt thought by many that Editors of Newspapers have fine times, and that to cater for the amusement and information of their readers is only a bit of fun. We don't know how this would answer if applied to those who live in a country where Mails are received daily, but with us the reverse is the case. The last paper we received from St. John was published one week ago to day, the last from Fredericton was published on Wednesday, one day later. It seems almost too much to believe that it takes as long to transmit the news from St. John to Woodstock, as it does from Liverpool to Halifax, but such is often the case. We do not say it is the fault of the Post Office that our Fredericton papers did not reach us last week, if they had been mailed they would doubtless have been received, but the Mail from St. John did not arrive here on Saturday, nor will it come until 9 or 10 o'clock this evening, consequently we are just one week without news from St. John. While we are on this subject, we may as well mention what we consider a real grievance in the management of our Post Office affairs. Papers are directed and sent to the Post Office, if the parties receive them well, but if they refuse them, or do not call for them, they are sent to the Dead Letter Office, and the Publisher is kept in ignorance of the matter until he seeks to recover his pay, when he learns that he has for a year, perhaps two, been directing a dozen or more papers to parties who do not receive them, and who may for all he knows be under the sod in California. We cannot think that it would be too much for a Postmaster to inform a Publisher when any of his papers are refused or not taken from the office, it would be a saving of money to the publisher and of time and trouble to the Post Master. We may perhaps return to this subject as one case has lately come to our knowledge that we consider requires attention.

The Rev. Wm. DONALD, A. M., of Saint Andrew's Church, St. John, will preach in the Presbyterian Church in this place D. V. at six P. M. on Thursday the 7th inst.

THE RAILWAY.—The works on the line of the Saint Andrews and Quebec Railroad are proceeding with vigour. The contractors are making preparations for the laying of the rails, which may now be looked for in the course of the early part of next month. The bridge at Katy's Cove, now in course of erection, will be finished by the 30th instant, and reflects much credit on the superintendent, Mr. John Treadwell, as it is built in a substantial manner, and to appearance will last for ages. We understand that the site for the Depot, Store houses, wharves, &c., have been selected, and working plans executed. In fact, every thing connected with our railroad looks cheering; and we may add that there is every prospect of our part of the line to Woodstock being completed by the fall of 1851, and that the portion from Quebec to the Grand Falls will be finished by December, 1852!—*St. Andrews Standard, Oct. 23.*

DARING ROBBERY.—The shop of Mr. W. H. Venning, Watch Maker, King Street, was broken into during last night, by getting into the yard in the rear of the building, and then forcing open a small door, seldom used, in the alley connected with the house. This door was fastened with bolts, and a large and heavy work bench stood against it—the door yielded to the pressure from without, the bench was upset, and the burglars entered. They appeared to have had a lighted candle, and went about their work very leisurely and methodically. We learn that as nearly as Mr. Venning has as yet ascertained about 25 watches, some of them very valuable, have been stolen, and also a selection of all the best and most costly gold rings and other jewellery, together with some silver spoons. Mr. V. has not yet obtained any information as to the robbers. We trust they may be discovered, and meet with their deserts.—*St. John Observer.*

GREAT FRESHET.—Within the last week the water in the River St. John has risen twelve feet. The damage done to hay on the islands in the neighbourhood of this City is considerable, but by far the heaviest loss will fall on the owners of timber and sawed lumber, which was on its way to market: shingles, clapboards, logs and square timber have gone adrift, and are scattered along the shores in all most every direction. We understand that the cause of this unusual rise of water, was a continuance of rain and snow storms on the upper waters of the St. John. The first snow fell at Madawaska on the 21st instant to the depth of several inches. Last year the first snow fell in Fredericton on the same day.—*Head Quarters.*

LECTURE ON EDUCATION BY MR. DAVERY, GOVERNMENT INSPECTOR OF SCHOOLS.

(Continued from our last.)

To learn them by the study of real history—not the mere record of Court intrigues or antiquarian curiosities, but the chronicles of the great events of passing ages, the record of those auspicious or portentous facts which mark the knowledge, virtue and happiness, or the ignorance, vice and misery of millions of human beings, to regard the institutions of their country with no blind veneration, but with a full comprehension and a sincere love of their excellencies—a deep rejoicing at the progress they have made,—and a warm, but well regulated desire for further advancement? Again, to awaken the sympathy of youths for those claims of society which are placed by fortune in an humble position, and where comfort and happiness will be effected by every law which as Legislators, they may be called to decide upon? And finally to prepare them for the gradual progress which society is making towards that state of things in which a character for superior virtue and talent, will be looked upon as essential to any claim for the possession of superior power? The opinion is daily gaining ground that if these matters were made the objects of education, other and far worthier qualifications might be given to our Legislators than the power of making smart speeches interlarded with trite quotations. It is hoped that an insight might be afforded into the practical working of our existing laws, and the probable operations of new ones; and that a moral rectitude might be created which would be proof against all temptations to sacrifice the mighty interests of the nation at the shrine of avarice or ambition.

But what are the incentives to virtue, what are the means of developing the powers of the mind under this system? Let us look for a moment at the circumstances under which this species of education is conducted. In his first outset the pupil is placed either under a Tutor who is probably looking forward to the patronage of his pupil's family for preferment in the church; or in a private school in which he is petted and flattered as a decoy for other scholars; or lastly he is sent to one of the great public schools.

Here he is soon sensible, on all points, that he is under the exercise of authority; and he may perhaps for a moment presume that those in whom this power is vested have been selected on account of their distinguished fitness for the office. But how does the reality accord with this reasonable expectation? In the first place has the head master, the fountain of power, been chosen for the high moral tone of his character—his perfect self control—his love of young persons, his firmness combined with gentleness and patience, his profound knowledge of human nature and the springs to human actions, his acquaintance with the philosophy and practice of good Government,—his power of rightly estimating the talent and acquirements of others and of holding those who act under him to efficient responsibility? Or has he been selected without examination into these qualifications, merely because he happens to excel in one confined branch of literary knowledge?

Again the child finds himself placed under the authority of certain of his companions. Does he at the same time see provided a ready appeal to a superior authority in case of the abuse of this power? Does he learn that those in whom this important trust is reposed have been selected on account of their ascertained fitness? Or does the experience of their gentle sway teach him that by the plan of selection whatever it be, such fitness is virtually secured? Is it not in more than one instance the fact that the claim to this high power rests on no merit whatever? not even on proficiency in the confined department of knowledge in the cultivation of which the whole machinery of the school is employed? Yes, even Latin and Greek,—the Gog and Magog to whom all else is sacrificed, find here the limits of their power for their votary however deeply skilled in the mysteries of his faith, they can claim no favour if they have received his adoration at any other of their shrines. His offerings must derive sanctity from the very spot,—it is here upon this hill that he must have worshipped, or no priestly honours can be his. He must show that he has been exposed for a certain time to the effects of bad example and the abuse of power, before he himself can be entrusted with authority. In a word he must prove that he has been a slave in order to show that he is qualified to become a despot.

But for the modes of instruction:—compulsion is the nostrum; and what are its effects? The words will have been repeated, the lesson construed; the poetry of Virgil and Homer, and the prose of Cicero and Demosthenes will have been committed to memory,—and a facility acquired of rendering so much Greek and Latin into so much English; but the mind, the taste, the moral feelings will have remained utterly uneducated; the judgement unrefined, the style unformed. The task will have been performed, the business of education creditably gone through; but that done, all is considered to be done. No desire of future improvement is stirring in the yet unsatisfied mind—no aspirations after higher perfection awakened. The wondering parent is delighted at the proficiency of the youth who he finds has thus been perforce saturated with school learning,—but is too ignorant or too blind to take notice whether he ever after recurs to those books over which he has spent so many years of his young life,—or whether he recurs of his own accord to any book at all,—in short, does what is technically called the cramming system, the results of which are sometimes, both at school and at college so apparently flattering to the instructor, and so complacently admired by the parent, answer in the end one real purpose of education? Is not Jack, though by some good fortune or as the reward of such incessant toil, he may have obtained school and university honours, as dull a boy as ever,—perhaps conceited in his dullness? Even his habits of application, not being voluntary, are by no means settled and confirmed, no one of the faculties which are to be of use in public life has been quickened or rendered more acute; he has not acquired one taste which will give a polished tone to his mind; he has neither a scholar-like nor a literary, nor a scientific turn.

And yet it is in the face of these incontrovertible facts that the wise men of one of our English Universities are resolved to show that nature was wrong in creating a diversity of inclination and a variety of powers; they will have all men alike; with them the knowledge of two dead languages shall be the universal passport and the only one. Whatever the character of your intellect, whatever the complexion of your taste, to their favour you must come; it is not the body of knowledge, but an antiquated raiment of words that shall be held valuable—have this and you are everything, be without it and though you understand all mysteries and all knowledge, you are nothing.

The insufficiency of such a course of instruction for accomplishing the real purposes of education is well put by the Rev. Baden Powell, Savilian Professor of Geometry at Oxford. He says:—"In what sense the mere routine of continuing to read a certain portion of the Greek and Latin Poets and Historians with the addition of learning by rote a few technicalities of logic can be called Education, or by what perversion or delusion this can be considered as answering the purposes of Academical Instruction or fulfilling the requisitions of an Academical course for supplying the various departments of church and state with fit and able men duly qualified to fill and adorn them, is indeed difficult to say."

There is truth as well as poetry in Moore's description of the state of ignorance in which Sheridan quitted college; and the picture still holds good. He is described as having "left school like most other young men of his age as little furnished with the knowledge that is wanted in the world, as a person would be for the demands of a market who went into it with nothing but a few ancient coins in his pocket."

To this state of ignorance Professor Powel again calls attention in his introductory Lecture. The examiners having drawn up a few simple questions in Natural Philosophy to be put to those who came to pass their examination in the requisite portion of Euclid's Elements, it appeared that out of the whole number of Candidates, though a certain portion had "got up" the four first books of Euclid, only two or three could add Vulgar Fractions or tell the cause of day or night, or the principle of the pump.

But whatever may be said on the results of this previous system of education is transcendently surpassed by the just and splendid rebuke with which Lord Brougham met the sneers which a member of the House of Lords rashly ventured to indulge in when speaking of that portion of the middle classes who would be admitted by the Reform Bill to the exercise of the Elective Franchise. He says—"He has thought it becoming and discreet to draw himself up in all the pride of Hexameter and Pentameter verse, skill in classic Authors, the knack of turning fine sentences and to look down with decision upon the knowledge of his unrepresented fellow-countrymen in the weightier matters of practical Legislation."

"For them I bow to my noble friends' immeasurable superiority in all things classical or critical. In book lore—in purity of diction,—in correct prosody,—even in elegance of personal demeanour, I and they, in his presence hide, as well we may, our diminished heads. But to say that I will take my noble friends' judgement on any grave, practical subject; on anything touching the great interests of our commercial country; on any of those many questions which engage the statesman and the philosopher in practice; to say that I could ever dream of putting his opinions or his knowledge in any comparison with the bold, rational, judicious, reflecting, natural and, because natural, the trustworthy opinions of those honest men who always give their strong, natural sense fair play, having no affections to warp their judgement; to dream of any such comparison as this, would be, on my part a flattery far too gross for any courtesy, a blindness which no habits of friendship could excuse."

But while thus demonstrating the great evils arising from this system of education let us not deny to the classics their proper value, or attempt to exclude their study from a liberal education. Every one must be sensible of the immense benefit derived from their study in past ages and be aware that from this rich mine much that is valuable is yet to be drawn. But that they should be considered of such importance as to engross all the attention of all who seek to be educated—that every one must be doomed either to acquire knowledge in them or to be stigmatized as a dunce, it is to this absurd and monstrous over-estimate of their value that the strongest objection exists. That this over-estimate was both absurd and monstrous has at length been acknowledged by its stoutest champions, and a brighter day has dawned for education in England. That famous Professor of Divinity and Magic, Cornelius Agrippa says that "Nothing can chance unto man more pestilential than knowledge. This is the very pestilence" he adds "that putteth all mankind to ruine, the which chaseth away all innocencie and hath made us subjecte to so many Kindes of sinne and to death also; which hath extinguished the light of faith casting our soules into blind darkness: which condemning the truth hath placed errors in the hiest throne."

(To be Continued.)

TELEGRAPH LINE.—The erection of the posts for the Electric Telegraph between this city and St. John was completed yesterday. We understand that the wires will be constructed and the line in perfect working order in or about a fortnight. It is now settled to extend the line to Woodstock, there to connect with the Canada line, as soon as operations can be commenced next Spring; for this purpose the Fredericton and St. John Company have concluded to increase their capital from £1500 to £2500, and a considerable portion of the new stock has already been taken up.—*Head Quarters.*

FUNNY.—Daniel Webster sent for a coloured man to prepare an entertainment at his own house. The man, it is said, refused to go for \$100 a day, because Mr. Webster favoured the Fugitive Slave Law, and the latter could not get a coloured man in Boston to enter his service.

Coal tinders are excellent for pear trees.