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See next page for Telegraphic News. For Local Matters see next page.

High School.—We yield our column to-day to the noble cause of the thorough education of the masses. The report read by Mr. Stephens, at the meeting on Thursday evening, is no ordinary production. It offers a rich feast to every mind possessed of sufficient intelligence and philanthropy to comprehend its arguments and feel the full force of its reasoning. It will, we trust, be universally read, and if read and appreciated according to its merits, there will be one hearty and unanimous sentiment in favor of a High School founded on the most extensive and liberal principles.

We acknowledge ourself greatly gratified at the deep interest which the community already manifests in the undertaking. We never fear excitement in a good cause. It is always a thousand times preferable to apathy. In an indifferent, apathetic state of the public mind, it is useless to try to promote any object—but where there is excitement, feeling, interest, warmth, there is hope of some permanent fruit, provided always the minds of the people are not suffered to cool off before the work is accomplished. "Strike while the iron is hot," is an aphorism as true in mental, social, and moral concerns, as in physical. We hope this point will not be lost on those who have this matter in charge; for we look back, with no very pleasing sensations upon a long list of philanthropic and useful projects started in Pittsburgh, which, germinated in the sun of public favor, and gave cheering promise of future glories, but were nipt in the bud, by the frosts of public indifference, from the tardy movements of those who had undertaken to foster and watch over them.

In another column the reader will find an account of a disaster in Cincinnati, by the breakage of the Miami Canal, involving the loss of thousands of dollars. If the reader asks why this was not telegraphed to us, our reply is, we cannot tell. Those we pay for sending us all the important intelligence occurring, are very prompt to send their bills every week, but they use their sovereign will and pleasure as to what ought to be sent. Sometimes they will transmit the most trivial intelligence imaginable, and at another time they will neglect the most important occurrences. Reform is greatly needed, and we hope the editors of the Western press will not much longer submit to the impositions to which they have heretofore been subject.

Examination.—We attended an examination of the scholars of Mr. Catron's select school, yesterday morning, and were very well pleased both with the manner in which it was conducted, and with the degree of proficiency which the pupils displayed. The classes in Geometry, Grammar, Geography, &c., gave evidence of a very creditable advancement in those branches of science, and the parents, and guardians of the children, who were present, expressed themselves highly gratified at their progress. Mr. Catron's school rooms are commodious, neatly furnished, and well lighted, and we think that those of our friends who wish to select a school for their children, in the central part of the City, could not do better than to send them to Mr. Catron.

What's the matter.—We had no mail yesterday, either from the east or south east. We are therefore without any further intelligence by mail from Washington or the eastern cities.

Miami University.—This institution is situated at Oxford, Ohio, and has been extremely prosperous. The President, Dr. McMaster, has accepted the presidency of the theological institution at New Albany, Ia. The board of trustees a few days ago elected Rev. Dr. Stockton, of the Protestant Methodist church, now a resident of Cincinnati, to fill the vacancy caused by the resignation of Dr. McMaster. The Cincinnati Gazette, speaking of the appointment, says:

The election of an eminent Methodist divine to the Presidency of a college which has been under the government of Presbyterian divines and the influence of the Presbyterian church almost time out of mind, is one of those liberal characteristics of the day which we behold with so much pleasure.

Rome.—The following is the decree passed on the 9th of February by the Roman Constituent Assembly, by which the Pope is deposed, and the Roman States erected into a republic. The decree has been sent to all the diplomatic agents and consuls of the Roman States. Already the Roman authorities have adopted the republican form of address. Titles are laid aside, and letters are addressed to *Cittadano*, &c:—

ROMAN CONSTITUENT ASSEMBLY.

FUNDAMENTAL DECREE.

Art. 1. The Pope is deposed in fact and in right from the temporal government of the Roman States.

Art. 2. The Roman Pontiff has all the guarantees necessary for the independence and the exercise of his spiritual power.

Art. 3. The form of the government of the Roman States will be that of a pure democracy, and will take the glorious name of the Roman Republic.

Art. 4. The Roman Republic will have with the rest of Italy, the relations which the common nationality may require.

February 9, 1849, 1 o'clock, A. M.

The Secretaries—GIOVANNI PENNACCHI, ARIODANTE FABRETTI, ANTONIO ZAMBRANCHI, QUIRIA F. BARILLI,

In the discussions which preceded the adoption of the above decree, M. Mamiani made a long speech, in which he declared that the temporal domination of the Pope had always been a misfortune to Italy—that he thought that the best thing the Assembly could do would be to postpone the settlement of the form of Government for the present, and to leave that question to the decision of the Italian Constituante Assembly. When he sat down, M. Mamiani was assailed with groans and murmurs of disapprobation. M. Mari replied to him, and M. Filopanti warmly supported the adoption of the Republican form of Government, and insisted that the decree should at once be adopted. M. Agostini followed, and also opposed the postponement of the question proposed to M. Mamiani. At six o'clock the Assembly adjourned the debate for two hours. On the resumption of the sitting, M. Audinot proposed that the Assembly should at once decree the deposition of the Pope, but that it should be left to the Italian Constituante Assembly to determine the form of Government to be adopted. A long debate on this proposition followed; but ultimately the Assembly resolved, almost unanimously, that the entire decree should be adopted, and that not only should the Pope be deposed, but the Republic established. Of 144 members who voted, five only opposed the adoption of a Republican form of Government.

M. Canuti, who was residing in Paris on a special mission from the Roman government, has written to headquarters to say that, in the event of the Pope being deposed, he should consider his mission as terminated.

BREAK IN THE MIAMI CANAL.

GREAT LOSS OF PROPERTY.

On yesterday morning at 3 o'clock, a break occurred in the Miami Canal, between the corporation line of the city and Populist street in Mullcreek, at a point where the bottom of the Canal must be some twenty-five feet higher than the ground on which property stands on the west side. The break is some thirty feet wide and was sufficient to drain the entire level. It appears that in letting in the water, the ground or banks being all made, but not of a material sufficiently solid to hold the water at full head, although this is the second occurrence of the kind.

On the occurrence of the break, the water flowed into the level between the canal and Western Row—overflowing Western Row and escaping into Millcreek through a natural ravine. The property damaged by this break was principally in the level above referred to, and in amount is estimated at $100,000!

Gross & Detrick's tallow chandlery, estimated loss at $50,000, principally in tallow and oil. Some ten or twelve thousand pounds of oil, &c., were gotten off the surface of the water. The water rose to the second story of their extensive buildings.

Mr. Moore, soap manufacturer, lost some $10,000.—Most of his business stock was swept away.

Hillaman, soap manufacturer, and Mr Vetrick, do.—Loss large, but amount not known.

Samuel Kohn, Solomon Kohn, Charles Kohn, and Mr Wolf, butchers, lost 150 head of sheep by the overflow, besides damage to meat and slaughter house.

Mr. Work's loss is estimated, by his neighbors, at some $6,000.

Mr. Askey, tanner—loss large, but no estimate made.

There were other losses, but at the time we visited the spot, we could not ascertain the names or amounts.

The place overflowed, after the water had stopped running from the canal, was drained by the middle of the afternoon by the culvert passing under Western Row, directly opposite the break.

We are informed that it is the full determination of the parties injured, to hold the State liable for the damages they have sustained, and we presume each one will recover them in full.

Of course a dam will be erected just beyond the break, and boats will arrive there from Dayton and other points, and depart as usual, the goods being drayed and taken from town.

This break can so easily repaired in a week or ten days, provided the right course be pursued—and so repaired that no further danger need be feared. Let it be so managed by all means.—Gin. Com.

HIGH SCHOOL MEETING.

Pursuant to public notice, the School Directors and other citizens of Pittsburgh, assembled at the Fourth Ward School House, on Thursday evening, at the hour appointed.

Mr. ROBERT McKNIGHT was called to the Chair, and Mr. John Harper acted as Secretary.

Professor Lemuel Stephens, as Chairman of a Committee, appointed at a previous meeting in the Board of Trade Rooms for that purpose, read the following

REPORT.

The Committee appointed by a meeting of citizens held in the Board of Trade Rooms, on Thursday evening the 8th inst. to consider the defects of popular education in our city, and to report some plan for remedying these defects, beg leave in discharge of their duty, to present the following remarks and propositions:

Our modes of popular education are behind the age in which we live. Centuries ago when the laws of the physical world were little understood, men toiled industriously and ingeniously at the various kinds of handicraft which supplied the common wants of life, or gratified the tastes of the wealthy. The mechanic needed nothing but long and patient practice in the use of his tools to enable him to reach the perfection of his trade. Manufacture was in its infancy, for the principles of Chemistry, on which this great branch of human industry is founded, were yet unknown. Rude arts discovered by chance and blindly followed, required no education and but little intelligence on the part of those who practiced them. The learning of the world was shut up in cloisters, or paddled within the precincts of the Universities. At that time, ninety-nine hundreds of the population of Europe were valued only for their bone and muscle, and were held in bondage both physical and spiritual, on the one hand to the wealthy, on the other, to the learned few.

Since that time a great improvement has taken place in the outward constitution of society, the improvement of its internal organization is a slower process. Our modes of education are still too much conformed to the old models. Philosophers have given to the world new views of the capabilities and rights of individual man, though these views are but imperfectly comprehended by society at large.

The great doctrine of human equality is entertained, though not much understood. Our own country has taken the lead in the introduction of the true philosophy of human life. The voice of the people, the newspaper press, is daily declaring the truths of this philosophy. We have become vain of our wisdom. We have been deceived by the false idea that the declaration of a truth is equivalent to its realization. We hear it from all classes and ages, from the chattering school girl to the ripened statesman, that with us all are free and equal. Alas, we have yet to learn that man's political and social equality must be laid on a deeper foundation than legislation can give.—Human liberty is not to be established by enactment. Human equality means something more than equality at the ballot box, and on the tax roll. No power on earth can give freedom to the tyrant. Even wealth cannot raise them from their humble dependence. The authority of the intellect is the supreme, unassailable authority among men. We talk of an aristocracy of wealth; the distinctions that wealth can give are too superficial, transient and trivial, to be mentioned as an evil in comparison with the greatest absurdity of the age, an aristocracy of knowledge under republican institutions. We talk of a free government and human equality; the people at large have not yet reached a conception of these great ideas, far less attained to the reality. We rule ourselves, and call no man master, is the proud boast of the American citizen. True, the people sit upon the throne, but there is a power behind the throne—Victoria, in the hands of her ministers, is as much an autocrat as the sovereign people in the hands of their politicians. The people can never be their own rulers till they know their real wants, till they understand the true sources of national prosperity and private happiness; and this knowledge education alone can give. Without this the form of a free government is only a delusive show of liberty. Wise men, without distinction of sect or party, feel the truth, to us so urgent, that the permanency of free institutions can only be secured by such an education of the mass of the people as shall bring them to understand the true principles of government, and their own real interests. The great danger which every republic has to guard against, is this: the danger lest the party of ignorance should come to outweigh the party of intelligence. Among men who are capable of judging for themselves, a true policy will always prevail over a false; for in maintaining a wise administration of public affairs, citizens are but consulting their own interest. In a community that can be deluded, the hopes of the demagogue are not cut off, and the temptations of political dishonesty and false pretences are removed. But so long as large bodies of the people have no clear views of the right principles of government, and through ignorance misjudge concerning the true nature of political and private prosperity, there will always be designing leaders enough found, who, for selfish ends, will minister to these errors, and thus bring the republic into danger.

If popular education has not advanced so far as the improvements in the political organization of society demand, still less has it kept pace with the rapid advancement of the physical sciences. Further on in these remarks we shall show the importance of a knowledge of these sciences to those engaged in the industrial pursuits of society. We wish at first, however, to glance at the state of our schools from the highest to the lowest, and to expose their prominent defects, especially as relates to the education of youths, for the practical duties of life. The course of liberal education was inaugurated and settled before the laws of the natural world were much understood, and before the science of chemistry had become interwoven in all the economy and arts of life. The importance of the study of the ancient languages in the education of professional men, we are not at all inclined to undervalue. The course of disciplinary studies pursued in our colleges, when faithfully carried through, is certainly calculated to strengthen and enlarge the mental powers, particularly in their capacity for abstract and general reasoning. It would be an easy matter to show, however, that the education of professional men is greatly defective, even in relation to the physical sciences. A live, so far as relates to the physical sciences, is the lawyer, as a general remark, knows as much of chemistry as he does of Greek. He would understand the production of manufacture, and the processes in the arts, a knowledge of which, is so often necessary, in order to discern the legal merits of his case. Or if he were acquainted with the principles of mechanics, his opinion in a question of patent infringement, for instance, would be of much more value to his client than at present it is. If physicians understood the electrical relations, the affinities and the properties of the elements of matter and their compounds, the practice of medicine would no longer bear the stamp of a dark mysteriousness. It would take its proper rank among the noblest of sciences. If the theologian studied the laws of nature as intently as he does the doctrines of his creed and the polemics of the sects, he would find there a planner revelation of the Creator's mind than is contained in the combined libraries of Oxford and Geneva schools. There he would have sight to enlighten the blindness of faith—back to correct the errors of speculation.

It is not our object at present, however to suggest improvements in the education of professional men. There are enough already laboring in that field, and have been for ages. For their education, libraries of learning have been filled up, the stores of private and public wealth have been laid under contribution, and the labors of the most learned teachers have been employed. And would that their education were still better than it is, we confess, however, that our sympathies lie in another direction. It is on society at large that the grand work of education has yet to be done. The scheme, short of which neither philanthropy nor philosophy can stop, is the education of every individual for usefulness and happiness. In this field comparatively little has yet been accomplished. Our public schools give imperfect instruction in reading, penmanship, arithmetic, and some knowledge of geography and history. This is very well so far as it goes, which is but a very little way towards fitting a man even for the humblest walks of life. It would not be enough under an absolute monarchy, still less in a republic. The pupil has learned nothing in these schools of the constitution of his own body, or of the nourishment that supports it, of the air that he breathes, of water and fire, of heat and cold, of the winds and seasons, more than if his lot had been cast in a savage land. All nature around him is a hidden mystery to his uninteligent gaze. Of the world within him, of his own frame, his ignorance is still more profound. He understands nothing of his duties as a citizen, nor of the arts of life. The operation of machinery is beyond his comprehension. The improvement of the soil is to him an absurdity. He meets so many wonders on every hand, that in his stupidity he ceases to wonder, and even the operation of the magnetic telegraph scarcely arouses his curiosity.

If our common schools do so little towards fitting youths for the business and rational enjoyments of life, let us look higher. Let us inquire what is the education of those who enjoy the advantages of our select and classical schools, as they are styled. The character of these schools is too diversified and changeable to admit of a description. They differ both from the free schools and the colleges, in being destitute of any plan, in continuing generally only a short, uncertain period, and accomplishing no definite purpose. They are for the most part private undertakings, and in order to be profitable must gain popularity, which is often done by making a display of many studies at the expense of thoroughness in any. From pecuniary reasons too, the multiplication of teachers is avoided, so that the principal of the school is very apt to have more to do than he can perform well. These are general remarks to which there are exceptions. We would except schools which are particularly designed to fit boys for college, and also some small and expensive schools which are often in the hands of excellent teachers. But in this case the range of studies pursued is very limited, for a good teacher will not undertake, in addition to the elementary studies, to instruct classes at every stage of advancement, in the ancient languages, in mathematics, and the whole circle of sciences. The plain truth is, the great mass of our youths, even the sons of the wealthiest, who are destined for the active, operative pursuits of life, find no means within their reach of obtaining an education at all adequate to supply their wants. Many parents act on the determination of giving their sons a good education, and then leaving them to decide on a course of life according to their tastes. This would do very well if all our colleges were not cast in the same mould, or if we had higher institutions as well adapted to fit lads for active life as these are to fit them for the professions.—But we have not. We have only one plan of liberal education. The course of a boy's education being generally left to take the easiest channel, he soon finds himself upon the beaten track of disciplinary studies which followed to the end will place him at the triple entrance to the crowded avenues of professional life. To this point he is brought on a monotonous and branchless path, without the least regard either to his taste or talents, and thus the happiness and usefulness of many a young man is thrown away, because he was so unfortunate as to have the time and means to get an education, which with us as it was two hundred years ago, is synonymous with a devotion to professional studies.

The majority of parents in our community, however, not having the means or the disposition to permit their sons to go through the entire course of college study, continue them at school as long as they think prudent, and then transfer them to the counting room, the workshop, or the store. What these youths have learned at schools it would be difficult to answer. Not that some useful knowledge has not been gained, but their education has had no plan, no end, no reference to fitting them for usefulness and success in their chosen walk of life and a large part of their time has been often wasted on studies which to them are absolutely worthless. The last two precious years at school of this most abused and unfortunate class of students have been usually spent in getting a smattering of the Latin language; in conning the pages of a Greek Grammar, and in going through one or two books of abstract mathematics, of which they see no application, and soon forget. Leaving school at this point to engage in the business of life, they are surprised to find that the world of realities has nothing to do with the book world from which they have escaped. Yet judging of the value of their education by the pains it has cost them, and still suspecting that some mysterious virtue may be contained in the story of Romulus and Remus and the like, which they have been at so much pains in storming (roman unknown tongue, or in the curious operations they have seen performed on the black board, they carefully consign their finished education to its final resting place in the lumber room of the attic.

Useful as the ancient languages undoubtedly are, when thoroughly studied, in the formation of a sound literary taste, and important as their study consequently is, not only to the professional man, but to all who devote themselves to the fullest cultivation of their minds, still it should be remembered that the period of two or three years spent in the study of these languages is far too short to confer those benefits which legitimately attend their thorough pursuit, and furthermore that the usefulness and richness of the mass of mankind depend mainly on other things than studies of taste. In education, as in every thing else, let what is necessary never be sacrificed to what is merely useful, nor what is useful, to what is merely ornamental. In the world of education, as in every other world, let the foundation be laid suitable to the superstructure we may be able to rear, for he would be called a foolish architect who when his time and means were exhausted should be found still laboring on a magnificent basement. Yet this folly is every day enacted in our schools.

While the education of our youths for the active pursuits of life is thus a planless structure, or a patchwork of heterogeneous fragments, and, we are speaking of the education obtained in the private and higher schools, no wonder that men of plain common sense see no advantage in keeping their youths at school, but prefer to introduce them early to the practical instruction of the workshop. They are more than half right. The only wonder is that their plain common sense does not prompt them to provide something better than this slovenly and disjointed training for the minds of their children. They surely cannot be ignorant of the boundless benefits which science has brought, and is still bringing from her limitless stores to assist the mental energies, and the physical strength of man.—That all the operations in the arts, all the varied processes of manufacture, and all the combinations of machinery, are simply applications of principles and laws which science has given us to understand, and placed at our use, and they cannot fail to see, that in order to enjoy prudently, and to prosecute advantageously any of the arts of life, a person should understand the principles on which that art is based. Among the instances that we have met with of singular indifference to the benefits that education can confer, it will be difficult to find so extreme a case as we ourselves present. Acutely endowed by nature with peculiar advantages for carrying on extensively the most important branches of manufacture, and for cultivating the mechanical arts to their highest perfection, which mainly owes its present importance, and must always depend for its prosperity on the successful prosecution of these branches of human industry, and yet possessing not a single school, whether public or private, where either workmen or their employers can obtain such an education as would best fit them for their duties in life—It is a fact worthy to be recorded as a curiosity in the annals of education.

Were we a sluggish and phlegmatic people, like the first settlers of New Amsterdam, this phenomenon might be explained on the principle of inertia, but we are not. A question of tariff policy, or the propensity of a ten hour law, is sufficient to raise an excitement among us, bordering on convulsion. The effects produced by measures such as these are immediate, and lie upon the surface, and therefore easily engross the energies of the day. But the sound politician and the good citizen should look deeper, and seek to improve the springs of prosperity and happiness. What reliance can the manufacturer place upon a half-serious aid of a protective tariff, compared with the security he would have in the intelligent ingenuity of our workmen? And what protection is a ten hour law against oppression, compared with the bulwark of a well informed mind? The operative would still command not only his hours, but his wages, for he can make himself indispensable to his employer, and the ignorant driveller cannot. Give to the mass of the people intelligence, and the relation between labor and capital will naturally become a fair and natural alliance, to the mutual advantage of both, and of the whole community. We need not make an argument to show that the degradation and oppression of the manufacturing and peasant classes of Europe is the simple result of the state of ignorance in which they have been held for ages, and that just in proportion as they have risen in intelligence, they have, from time to time, in spite of their civil disabilities, been found means, in spite of their political disabilities, to better their condition and render themselves independent. Degradation and drudgery are the unfailing birthright of ignorance. The laws of man cannot counteract the laws of God. While ignorance exists among the mass of the people, republican institutions cannot save them from the extremes of wealth and poverty, of power and dependence, except in one way by lettering enterprize, and giving a premium to ignorance. The strength of the majority may drag all down to a common level, but that level will be the level of the lowest.

Let us now proceed to consider in brief detail, what kind of education would best meet the wants of this community, and the means of accomplishing it. The branches of industry which give to our city its character and its prosperity, demand peculiar cultivation of scientific and mechanical skill. The rapid progress of discovery in the departments of chemistry and physics, are yearly opening fresh channels of industry to the manufacturer and the artizan, while at the same time, the old methods of manufacture are undergoing frequent alterations, or being exchanged for new and improved processes. In fact, in order to be a good manufacturer, or an ingenious mechanic, it is not enough that the mechanic or manufacturer can understand the operations in which he is daily employed. They teach him the nature of the raw materials he uses and the nature of the changes which he produces on these materials. They make him acquainted with the properties of all substances, and thus enable him to employ his hand as well as his hands. They save him from the danger of wasting time and money on idle and hopeless experiments, at the same time that they direct his attention to those points where improvement is possible, and show him the way to its accomplishment.

Improvements in the manufacture of iron, for example, if not due purely to chance, can only be arrived at by an application of chemical knowledge. Upon the qualities of iron, cast or wrought, depend the uses to which it can be applied. It is well known that mainly upon the amount of carbon contained in the metal, and the manner of its combination, depends the quality of the iron, and its fitness for the various kinds of manufacture. Now, if the eye that is accustomed to look at metal produced from a particular ore, and by the same process of smelting, will learn to judge of its quality by sight, the inspection. But if the same tests of color texture, sound, hardness and brittleness, be applied to metal from a different locality, or produced from a different ore, they will fail to give the same result, and a different standard of judging must be resorted to. Here chemical investigation must come to our aid, to avoid the danger often of a disastrous mistake. The qualities that render iron suitable for particular purposes may be known to the man of the manufacturer only by knowing what it is that in the parts to be metal these qualities, of this chemistry, will inform him, and the process of smelting and puddling may often be so varied as to furnish precisely the product desired. Of such impurities as silicon, sulphur and phosphorus, which render the metal almost worthless, chemistry can suggest a way for their easy removal and thereby double the value of the products of the furnace. But never while we are dependent upon ignorant workmen, who despise improvement, and without regard to difference of circumstances, stupidly persist in pursuing the ways of their fathers.

We have much capital invested in the manufacture of cotton, and this may do very well by aid of machinery procured from the east, but we are debarred from the advantage of connecting printing establishments with our factories until we can establish means to manufacture or educate our own, either import foreign chemists or educate our own. For the whole business of stamping and dyeing is in a material state of infancy, and is yearly opening fresh channels of industry to the manufacturer and the artizan, while at the same time, the old methods of manufacture are undergoing frequent alterations, or being exchanged for new and improved processes. In fact, in order to be a good manufacturer, or an ingenious mechanic, it is not enough that the mechanic or manufacturer can understand the operations in which he is daily employed. They teach him the nature of the raw materials he uses and the nature of the changes which he produces on these materials. They make him acquainted with the properties of all substances, and thus enable him to employ his hand as well as his hands. They save him from the danger of wasting time and money on idle and hopeless experiments, at the same time that they direct his attention to those points where improvement is possible, and show him the way to its accomplishment.

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The necessity of a consolidated organization of our whole system of city free schools, to ensure their good management, and to give efficient and any scheme of general improvement, is too evident to require discussion. It is this feature in the public schools of Philadelphia, New York, and Boston, which has raised them to that high degree of excellence of which those cities are so justly proud. The high school which we have proposed would send from year to year large classes of well educated youths from every walk of life, into workshops, our manufactories, and our trading houses; but the direct benefit which this institution would hereby confer on the public, would be fully equalled by the beneficial influence it would exert on the lower schools, in establishing in our schools the best methods of instruction, and in stimulating the pupils to acquire that thorough knowledge of elementary studies which would contribute them to the privileges of the central institution. In a system like this, there would be a sufficient element of life, an organic life, sending an impulse and vigor into the remotest parts, and combining within itself the principles of development and growth.

In presenting this scheme for the advancement of general education in our city, the committee entertain the confident hopes that it will meet with the cordial support of good citizens of every class and party, for they believe, and have attempted to show that such a measure is demanded by the highest considerations of public and private interest; that it consults alike the welfare of the laborer and of the capitalist; that it is the only way to establish among men a true equality, a genuine independence, and to make us republicans indeed as well as in name. In the provisions we have contemplated for a higher education of the mass of the people, we have adverted mainly to the moral advantages which would thereby be secured to the community. But there are nobler blessings which would flow from the scheme of education proposed, and which are worthy to be prized at all price. Who will count the value to a man, to be raised one remove higher above the brute creation. To be able to look with the eye of intelligence, instead of vacant ignorance upon the world in which he lives, to be able to penetrate, as far as mortals may, into the mystery of his own existence; and to be made capable of enjoying the rational delights of that existence. To be protected by his knowledge, from every species of quackery, fanaticism, and imposture, and to be able to help himself to comforts out of the bountiful storehouse of the Creator.

In conclusion the committee would say, that a public institution which shall confer on the people the benefits we have enumerated must be established, not on a scale of niggardly economy, but with judicious and sufficient provisions, which shall bring into each department of instruction the most competent teachers, and the best aid which science and experience can afford. The tax required to accomplish all this, would be but a trifling one, and we cannot apprehend a reasonable opposition on that score. We may safely hazard the remark, that any improvements in popular education will be more than paid for by the diminution of police and pauper taxes, while the stimulus which intelligence will afford to our industry and the development it will give to our resources, will be so much added capital to the wealth of the community.—With our police and pauper establishments, our jails and hospitals, we are at much expense to cure the moral and physical diseases which corrupt society. Our cures are all superficial, and the wounds break out afresh. By a judicious education of the young, we purify the very springs of life. In the first case we are employed with much labor, in pruning decayed and unsightly boughs from the mutilated tree, in the last, we are applying that nourishment to the root, which shall ensure a healthy and vigorous growth, and which shall render the enormity a thousand fold.

LEMUEL STEPHENS, Ch'n

Mr T. J. Bigham, a member of the Committee, read the following suggestive propositions:

1. That we regard as essential to the success of the cause of Common School education in this city, the establishment of a Central High School, similar in its general organization to the High School in our Eastern cities, into which should be admitted from the Ward and other Schools, such pupils as may be found properly qualified, who wish to prepare for becoming Teachers, or desire to prosecute a thorough business education by the study of branches not now taught in our public schools.

2. That the control and government of this High School should be vested in a Board of Controllers, of which one member should be elected by the School Directors of each Ward—the term he should hold his office during the term of three years, and to be so classified that one third will go out annually.

3. That in order to secure unanimity throughout the city, the Board of Controllers should have authority to examine and give certificates of competency to teachers, persons applying for situations as Teachers in any of the Ward schools, and also to designate the books to be used in the said Ward schools—the power of the Directors of the public schools to continue in other respects unimpaired.

4. That the expense of the erection and support of such High School should be defrayed by a uniform assessment on the taxable property in all the Wards of said city.

5. That all expenses incident to real estate, such as the erection and repairs of school houses, shall be be paid by the Ward where said Ward schoolhouses are located; that all the other expenses incident to the system should be paid out of the common fund to be derived from a uniform assessment upon all property subject to school taxation in all the Wards—the Directors of all the Wards and the Controllers acting in joint convention annually, to determine a rate per cent to be assessed for school purposes.

6. That a committee be appointed by the Chairman of this meeting to prepare a Bill based on and intended to carry out the preceding propositions, and that said committee endeavor to have the same enacted into a law during the present session of the Legislature.

7. That said act should contain provision for case the entire passed into law, to submit the same to the qualified electors of this city at a general election, to vote for the adoption or rejection of the same—and in case of a majority vote in the affirmative, the Directors should take all necessary measures to put in operation the proposed High School and other improvements.

A desultory discussion followed upon the character and effect of some of the propositions of Mr. Bigham, in which Messrs. Craft, Shaler, Stephens, McCracken, Bakewell, Hamilton, Denny, Wilson, Wilt, Walker, Hayens and Totten participated.

The following resolution was then adopted

Resolved, That the thanks of this meeting be entered to the Committee for their valuable Report and propositions, that the same be adopted, and published in the papers of the city friendly to education, and that a committee of nine be appointed, to whom the whole matter shall be referred, with instructions to prepare a Bill for the action of the Legislature, to be submitted to an adjourned meeting to be held at the same place, on Monday the 26th inst. at 7 o'clock.

The Chairman appointed the following named gentlemen that Committee

Professor L. Stephens, Wm S Havens, Reuben Miller, J McCallister, B M Smith, D M'Cracken, L R Leighton, J L Buchanan, Jas M'Cune.

On motion, adjourned.

Pittsburgh Commercial

THE DOG

Who was so Faithful for his Master.

BY WM WHITWORTH.

In the blackest and most barren portion of the county Cardigan, England, there lived, a long time ago, a man and his wife of the name of Pollard. The former was the keeper of the Turnpike gate, and he had only been married some two or three months when the circumstance occurred which we are about to write. The small Toll House in which he lived, was situate at a point where three roads met, and in a place where the scenery was singularly wild and dreary. It stood in a deep hollow formed by two chains of high hills, whose sides were covered with the night lock, a continuous surface of dark brown heath or occasionally a patch of the prickly gorse. No another house was to be seen for miles, and the only evidences of life were in the lowlooks of sheep, which were here and there browsing along the mountain sides, or the mail coach, and a few other vehicles which at wide intervals passed along the road. The only person whom we had a visit to the Toll House, was a butch named Gontrey, who called on each Saturday, the purpose of supplying the Pollards with fresh meat.

Mr. Pollard had led to his present abode during several years previous to his marriage, and being of a very courageous disposition and having become accustomed the loneliness of his place of residence, he was much affected thereby but his wife, who had been accustomed to living in a populous town and being withal of a very timid nature, she never felt a moment's ease at the lonely and dread, more particularly whenever her husband paid a visit the neighboring town for such necessaries as it required. And what tended to increase the feeling of alarm to a still greater extent, that part of the country was at that time infested by a gang of lawless men, who plundered nightly robbed and murdered some unfortunate traveller, or else into and plundered some lone farmhouse, much the utmost vigilance of the authorities seeded in detecting them. Of these men she lived daily dread, less they discovering that her husband was possessed of a large sum of money—a thing of former years—should seize on opportunity when he was from home, and murder her in it. She frequently pressed her husband to give up his situation, and remove to some safer of abode, but he invariably laughed at her, assuring her that there was no danger as none but themselves were aware of the fact of his possessing the money in question—for day in December, he received a letter mentioning him that his father was lying at the point of death, and who earnestly wished to see his him before he departed. This latter gave her great uneasiness, for, apart from the grief occasioned at his father's situation, if he went, said not possibly return before the following as his parents' residence was more than 7 miles distant, and he was under obligation to receive pupils also from the private schools of the city, and to require in their case a moderate tuition fee, which would afford pecuniary aid at the time when funds would be the most needed to complete the perfect organization of the school.

We would propose to place the control of this school in the hands of a Board of Directors, consisting of one from each ward, who shall be elected by the central board by the boards of directors in the several wards. The members of this board should be elected for a term of three years, and the elections should take place in such order, that one of the board should may pass out each year, and be replaced by new members. To secure method, unity of plan, and uniform progress in the public schools, we would recommend to give the direct supervision of the school authority, and to place it in the hands of a committee of teachers, whose duty, to conduct the examinations of teachers, and to determine the books to be used in all the schools of the city, also to these ends it appears to us necessary that the salaries of all teachers should be determined by an impartial standard, according to the labor performed, and be paid from a common fund, to be raised by a general tax. The school houses and real estate belonging to each school may remain as now, in the hands of the several wards.

The necessity of a consolidated organization in our whole system of city free schools, to ensure their good management, and to give efficient and any scheme of general improvement, is too evident to require discussion. It is this feature in the public schools of Philadelphia, New York, and Boston, which has raised them to that high degree of excellence of which those cities are so justly proud. The high school which we have proposed would send from year to year large classes of well educated youths from every walk of life, into workshops, our manufactories, and our trading houses; but the direct benefit which this institution would hereby confer on the public, would be fully equalled by the beneficial influence it would exert on the lower schools, in establishing in our schools the best methods of instruction, and in stimulating the pupils to acquire that thorough knowledge of elementary studies which would contribute them to the privileges of the central institution. In a system like this, there would be a sufficient element of life, an organic life, sending an impulse and vigor into the remotest parts, and combining within itself the principles of development and growth.

In presenting this scheme for the advancement of general education in our city, the committee entertain the confident hopes that it will meet with the cordial support of good citizens of every class and party, for they believe, and have attempted to show that such a measure is demanded by the highest considerations of public and private interest; that it consults alike the welfare of the laborer and of the capitalist; that it is the only way to establish among men a true equality, a genuine independence, and to make us republicans indeed as well as in name. In the provisions we have contemplated for a higher education of the mass of the people, we have adverted mainly to the moral advantages which would thereby be secured to the community. But there are nobler blessings which would flow from the scheme of education proposed, and which are worthy to be prized at

by the side of Mrs. Pollard, stretched himself at full length on the hearth as though at home.

When the butcher had departed, Mrs. Pollard began to caress the dog, and for a long time endeavored to attract his notice; but in vain: he continued to be mute and motionless as though devoid of life. This circumstance raised her fears anew; for she began to think that if the dog lay thus passive now, he would do so if any one chanced to come to the place. Again she renewed her caresses, and finally offered him a piece of meat; but still with the same success: the dog would neither appear to recognize her presence, nor would he touch the meat.

The Toll house consisted of two rooms, with only one door of entrance, and which was at the front. The back apartment was used as a bed-room, and was lighted by a small window at the foot of the bed. The front one had two windows; a tolerably large one near the door and a small lattice, whose diamond-shaped squares of glass were encased within thir plates of lead. To none of these windows were there any shutters, with the exception of the one in the bed-room.

At her usual time, Mrs. Pollard retired to rest, but in vain endeavored to sleep, the dog still remaining in the same immovable position as when his master left him.

The night was more chill and dreary than had been the day. The falling of snow had given place to a heavy storm of commingled sleet and rain, which the wind now blew against the casements with terrible force—almost appearing as though it would raise the house from its very foundation. It seemed a fitting night for deeds of blood. Mrs. Pollard lay in her bed trembling, as her terror at each repetition of the keen blast increased. Stories of robbery and bloodshed, which she had in olden years ago, now rushed through her mind with distinctness, and her imagination increased their enormity a thousand fold.

She lay thus unable to sleep, until, as near as she could guess, about midnight, when she thought she heard the sound of a single footstep outside the house. She partially raised herself, and bending forward, listened for a continuance of the sound with eager intentness. She soon heard the step again, and this time distinctly. They now appeared to be quite near. She now listened for the dog's raising some alarm—but not the slightest movement did he seem to make. Her terror suddenly rose to a great extent, as the sounds now falling notice of the noise out side. Another moment, and she heard a sound as of some one removing the glass out of the small casement into the other room, immediately followed by the sharp click of the handle which latched it on the inside, turned slowly round, and then forth no sound or indication of what was going on.

Mrs. Pollard was now almost frantic with excess of fear, feeling assured that she must undoubtedly in a few moments be murdered. The perspiration streamed from her large, cold drops, and her tongue seemed powerless to utter a single cry.

As we said, the dog had as yet given forth no sign of recognition; but when, a moment after the noise of the handle's turning round was heard, some one appeared to be leaving their body through the door, he gave a low growl, followed by a sudden spring. A shrill cry of agony immediately echoed through the house, so keen and starting as almost to chill the blood in Mrs. Pollard's veins. The cry was followed by the sound of fierce struggling, mingled with sharp cries, which each moment became weaker and weaker, as of a human being in the very extremest of mortal pain and anguish; and the deep-mouthed baying of the dog.—At length the struggle ceased, and all became still as death.

When daylight appeared, Mrs. Pollard rose, and dressed, with as much speed as the weakness the terrors of the night had occasioned would permit. She then sat down by the window, to await the appearance of the first person who might pass, for she could not summon sufficient resolution to enter the other room alone. In a short time