

bodies occurred in the rocks or soils in which they had been originally inhumed; and, in consequence, only the remains of their irresponsible contemporaries, the inferior animals, and of the vegetable productions of their fields and forests, were now to be found. The dream filled for a time my whole imagination; but though poetry might find ample footing on a hypothesis so suggestive and bold, I need scarce say that it has itself no foundation in science. Man had *no* responsible predecessor on earth. At the determined time, when his appointed habitation was completely fitted for him, he came and took possession of it; but the old geologic ages had been ages of immaturity,—*days* whose work as a work of promise was “good,” but not yet “very good,” nor yet ripened for the appearance of a moral agent, whose nature it is to be a fellow-worker with the Creator in relation to even the physical and the material. The planet which we inhabit seems to have been prepared for man, and for man only.

Partly through my friend, but in part also from the circumstance that I retained a measure of intimacy with such of my school-fellows as had subsequently prosecuted their education at college, I was acquainted, during the later years in which I wrought as a mason, with a good many university-taught lads; and I sometimes could not avoid comparing them in my mind with working men of, as nearly as I could guess, the same original calibre. I did not always find that general superiority on the side of the scholar which the scholar himself usually took for granted. What he had specially studied he knew, save in rare and exceptional cases, better than the working man; but while the student had been mastering his Greek and Latin, and expatiating in Natural Philosophy and the Mathematics, the working man, if of an inquiring mind, had been doing something else; and it is at least a fact, that all the great readers of my acquaintance at this time,—the men most extensively acquainted with English literature,—were not the men who had received the classical education. On the other hand, in framing an argument, the advantage lay with the scholars. In that common sense, however, which reasons but