

which are suited to all grades of schools from the highest to the lowest. In the rooms occupied by the younger children, we should be glad to see the "Fairy Tales," "Reading the Psalms," "Vacation Over," "The Volunteers," and a few other charming things of the kind.

Busts and statuettes, too, excellent copies from the antique or from the best works of modern art, can be obtained at quite moderate prices. There are few places where it would not be possible, by a little subscription among the people, to purchase at least two or three such ornaments for a High School-room. Will not some of our readers make the experiment, and send us an account of their success, (for they cannot but succeed,) to encourage and stimulate others to "go and do likewise?"

3. EARLY AND SECONDARY EDUCATION.

The great work of man's education commences under the most sacred and benignant auspices. Providence seems to have taken it upon itself, by confiding it to the heart of a mother; it is the gift of watchfulness and love.

Let infancy rejoice at its weakness and feebleness, since they obtain for it the happiness of being under such tender and faithful protection in childhood. Many individuals have hardly any other education than the maternal; it continues a long while in many, by means of the salutary and profound influence which a virtuous mother exerts over her children, and which is more powerful than any other. Blessed are the mothers who really understand this noble prerogative with which they are invested! Happy the children who are allowed long to reap the benefits of it! All ages might find in this education of the cradle a model and a subject of study, for the directions they need, and yet, do we think of studying it? The pupil learns the use of his senses, and the exercise of his faculties, he is taught also the use of two things which will help him to learn all others, he acquires language, and he learns how to love. Afterward comes, under the direction of tutors, that artificial education which should be the continuation of the preceding; but which seldom preserves its spirit. With the direct instructions of masters are mingled others less perceptible, yet more powerful, perhaps, and more lasting, such as those which the youth receives from his ever increasing intercourse with others, particularly his companions, and such as he receives from circumstances. This second education is so much the more profitable, as it trains the pupil to act for himself, and thus favours the progressive development of the gifts that he has received from nature. So far as it prepares him to study and improve, it educates him; but it does not give him science and virtue; it only puts him in a way to discover the one, and to love the other. It then calls for his own co-operation, which becomes more important from day to day, in proportion as his strength increases, and his experience is enlarged. At last tutors retire: and in the eyes of superficial men, the whole education seems finished. Yet the means alone are changed; and, under its new form, it acquires peculiar importance and usefulness at this third period. To external succeeds spontaneous education; or, rather the internal education; which, secretly, having seconded, more or less, the education received from without, renders it efficacious, and remains to influence the rest of life.—*Degerando on Self Education.*

4. ORAL RELIGIOUS INSTRUCTION.

[Prof. Stowe thus describes the method of imparting oral religious instruction in the German schools. The pupils in the class of schools referred to, were from six to eight years of age.]-*Ohio Educational Monthly.*

The main studies are, of course, the elements—reading, writing, numbers, and singing. But in addition to these studies, one of the stated, regular exercises of the school is a familiar conversation between the teacher and the pupils, intended to cultivate their powers of observation and expression, and also their moral and religious sentiments. The teacher brings the scholars around him in an informal sort of way, and engages them in lively conversation with himself, sometimes addressing all together and receiving simultaneous answers, and sometimes addressing individuals and requiring individual answers.

The subject of conversation varies, of course, from day to day. Suppose it to be a garden. The exercise would proceed somewhat thus. If a garden is given to a class for a lesson, the pupils are asked the size of the garden; its shape, which they may draw on a slate with a pencil; whether there are trees in it; what the different parts of a tree are; what parts grow in spring, and what parts decay in autumn, and what part remains the same throughout the winter; whether any of the trees are fruit trees; what fruits they bear; when they ripen; how they look and taste; whether the

fruit be wholesome or otherwise; whether it is prudent to eat much of it; what plants and roots there are in the garden, and what use is made of them; what flowers there are and how they look, etc. The teacher then reads them a description of the garden of Eden in the second chapter of Genesis—sings a hymn with them, the imagery of which is taken from the fruits and blossoms of a garden, and explains to them how kind and bountiful God is, who gives us such wholesome plants and fruits, and such beautiful flowers for our nourishment and gratification.

5. CHARACTER THE ULTIMATE END OF TRUE EDUCATION.

Whatever is done in the work of education in a true way, must not only be done with design and skill, but there must be also an ever-present, ever-constraining reference to the question of its influence upon the character of the pupil, the final issue of all the labor bestowed upon him there. True education makes the man himself, and not some mere outside addition to him, however beautiful or imposing. Everything else is but a means to this great end; the building up of the inner temple of the soul, or the transfusion of as many divine elements of thought and feeling, as possible, into the whole inner framework of one's being, as its permanent characteristics and its great ruling forces. Without such ideas and aims in his work the teacher walks in a low and narrow path indeed; but with them he walks on the very highway of holiness, on which prophets and apostles and God's great army of heroes have ever gone up into the skies.

All true mental and moral growth is self-growth, progress made for one's self by continued effort in a right direction, under the perpetual stimulus of a right will. Not a few who without many advantages yet distinguish themselves, but all, with advantages or without them, are self-made; some, indeed with greater facilities, purer models, and more inspiring influences than others; but all, self-made. A splendid character is but the splendid accumulation of a vast number of right choices, and right deeds the soul's own pile of all its past ideas and hopes; itself, in everything that it has done and desired to do throughout its entire history.—*Selected.*

III. Papers on Physical Science.

1. A NEGLECTED CHAPTER OF SCHOOL GEOGRAPHY.

Of all studies pursued by the young, History and Geography most admit of being treated in a picturesque and pleasant fashion; and in no way can the physical structure and qualities of a land be better impressed upon the mind of a youthful student, than by regarding it as a theatre, in which great acts of History have been performed, the swell or sinking of whose surface, and the conformation of whose shores, have modified the plot and action of the tremendous drama of Time. Looking with a broader view, and aiming at a somewhat stronger grasp than usual, we propose in the present paper to sketch a phase of geographical study, which has been either entirely ignored, or but very faintly touched, in our standard text-books.

Taking Europe, both as the great centre of modern history, and as the corner of the world most interesting to ourselves, we proceed to shew in broad outline how the Physical Geography of its various countries has affected the destinies of the nations dwelling in them. Since the theme is too rich for exhaustive treatment in a sketch like this, we shall confine our remarks principally to the effects of *coast-line and surface.*

And, first, casting a glance upon the map of Europe, we observe the extraordinary gapping of its coast-line with inlets, and the consequent connection of all its countries except one with the sea. The harshest comparison of Europe with Africa, in this respect, will suggest why a little corner of the huge land-mass we called the Old World has played so prominent a part in the work of civilization while the enormous lump of earth and rock to the south of this favoured spot has done little more than nurture the victims of slavery, and supply an arena where travellers and gorilla-hunters may gather materials for museums and for books. The unbroken coast-line of Africa must always prevent Timbuctoo from starting up in rivalry of Paris. It will easily be seen that the really important part of Europe, the part whose history is fuller and grander than all the history of the rest, assumes the peninsular form, and spreads its branching arms of every size and shape into the western and southern seas. A line, drawn from the head of the Black Sea to the mouth of the Vistula, cuts off this great historic peninsula, which repeats its own serrations almost without end. It will afterwards be more fully apparent, how the sea has influenced the history of Europe. The situation of nearly all Europe within the limits of