

Two hemispheres of metal, with which Otto Guericke made the experiments which led him to discover the air pump, are also preserved here. When he had exhausted the air between them, he found that the force of thirty horses was unable to separate them.

There is a public and private reading room connected with the library in which the new books and principal journals of Europe are deposited. The public reading room is open to the citizens and resident strangers properly recommended, who are allowed to take books home with them. To the private reading room, admission is had by ticket.

In addition to the Royal Library, the University of Berlin has a library of 35,000 volumes. There are, also, four public libraries in different parts of the City, for popular reading. Thus there are six great public libraries in Berlin, with a population of 400,000 inhabitants.

The City of Berlin itself, is the literary and scientific metropolis of Germany, and in the various walks of literature, philosophy, science, and art, and can show a galaxy of names, such as few Cities can equal. Since the time of Frederick the Great, it has been the policy of Prussian kings to attract to their capital, either through professorships in the university, or otherwise, learned men in every department of knowledge. Consequently, though but a city almost of yesterday, the number of eminent men who have labored, or who still labor, within the walls of Berlin is very great. Of those who are world-renowned, may be named:—Leibnitz, who founded the Academy of Sciences, in 1700, and became its first president; the pious Spener, the Historian Puffendorf; the Philosophers Fichtè, Schleiermacher, F.A. Wolf, and Hegel; the Theologians—Neander, Twetsten, and Hengstenberg; the Historians—Rankè and Von Raumer; the Geographers—Ritter, and Leipsius; the linguists Bopp, Zumpt, the brothers Grimm, and many others. In the natural sciences, stands unrivalled in the present or any other age:—Alexander Von Humboldt; and after him are many brilliant names, as Poggendorf, Ermann, Mitscherlich, Rose, Erichson, Ehrenberg, and Link. Many others might be mentioned; but it may suffice, further, to name the Poets Tieck and Rückert; the famous Sculptors, Rauch and Schadon; and the Composer, Felix Mendelssohn.

THE INFLUENCE OF CHILDHOOD UPON THE FUTURE MAN.

Those who deny the influence of childhood upon the future man greatly misunderstand their being. Those who think that early ideas and associations have little or nothing to do with the ultimate character, ignore altogether the effect of thought and habit upon it; and by such a theory cut off, as it were, their childhood from the history of their being and endeavour to place the first formation of character in a period of that history which could never have been attained had they not first thought and felt as a child. At each successive period of man's history this influence affects him in a greater or less degree; since that history is one continued chain of unbroken links. "As the morning shews the day, so the child bespeaks the man."

But in making these remarks, it is not forgotten that there are many points at which the character receives additional biases which, while they by no means materially alter, effectually direct in a particular or given course; and these points may be found in the accidental circumstances of life, or turns of fortune, from the influence of which no mind is altogether free. But what is contended for, is simply that the fundamental principles or cardinal outlines of character, which were received in childhood, remain unaltered either by the vicissitudes of fortune or the experience of age. These may modify and mould the man, so that apparently, to the eye on the superficies, some difference may seem to exist between the boy and him; but to those better acquainted with him, no real difference will be evident. The surface, from motives of interest, or the peculiarity of events, may indeed have the appearance of change in its aspect; yet in regard to the deep recesses or substratum of character, where live the first principles imbibed in childhood,

no real change has happened. The manifestation in the one state may be diverse from the other, while the reality continues untransformed. How often has it been remarked by persons who have some skill in estimating character, that there exist no new features in the early manhood of their friend, no particular distinction between it and his childhood, except the unfoldings and improvements resulting from a long course of education, and other attendant causes, and so they express themselves when speaking of him in the short but comprehensive and truthful sentence—"he was the same from a child." The influence of childhood on the ideas and associations from whence it emanates, is something like the incision made in the young tree, which will abide and be apparent in the oak after the growth of centuries; or similar to the waves of the ocean, which gradually approach and burst upon the shore with all their accumulated weight and force. The lives of great men may furnish many illustrations of our point. Of Sir Joshua Reynolds, the great painter, it is said, that at an early age he formed a taste for his art, in which he afterwards attained so great eminence. And of Robert Hall, who for pulpit oratory and exalted piety and learning stands pre-eminent in the list of modern divines, that when quite a child he evinced an inveterate tendency for books. Often would his nurse find him away in some solitary place, with his pinafore loaded with them, and his mind wholly engaged in conning them over; and when he subsequently became the charge of a tutor, he so rapidly acquired his lessons, that his tutor was often obliged to sit up nights to prepare new ones for him. And if in another department we look at the early boyhood of Napoleon the Great, our point receives still further illustration. We see him at that period practising, with his little brass cannon, those first principles of artillery, for which he afterwards became so memorable at the siege of Toulon and elsewhere. The artillery was his charm in boyhood, and his profession when he served in the army of the Republic. Those little solitary exercises which he performed on the shores of Corsica, deeply impressed upon his mind the principles of gunnery, and determined his choice of a regiment when his commission was granted. And again, it is said of Sir William Jones, the great linguist, that his habits of thought and reflection were early formed under the educating and judicious care of his good mother. The plan she adopted was a simple one, but in his case very salutary and effectual. She habitually gave him a portion of the Bible to read every day, and then required of him, though young as he was, an account of the facts it related or the doctrines it taught. Sometimes he came to a difficulty; he immediately sought the aid of his mother, but this aid she uniformly refused, telling him he must think it out for himself; and when he had made every effort, and failed in doing so, she would give her exposition, and not till then: and thus she succeeded in forming the reflective habits of her son—the celebrated master of about one hundred and twenty different languages. In these few instances we have bright examples of the influence of childhood upon the character and pursuits of the future man; and not a few of those who have appeared upon the stage of life, eminent in arts, learning, or arms, owe their eminence to that influence, to the ideas and associations which attended their early years. But these examples may be said to be extraordinary, or rather the exception than the general rule. In this, as in other cases, the exception proves the rule. The common principles of our nature are uniformly the same, only they exist in particular men with a greater degree of strength and perfection than in others; and so never fail in those particular instances in producing characters able and eminent. And these principles first begin to evince themselves in childhood, and become stronger with the growth of years, as "Streams their channels deeper wear."

THE DIGNITY OF THE TEACHER'S WORK.

It is a pleasant fancy of Swedenborg, that angels in heaven are employed in teaching the youthful spirits that enter prematurely the sphere of immortality. It is no childish fancy that would assign the teacher's work to the choicest spirits of earth, and exalt this work to the rank of the most angelic of human employments. A proper idea of the dignity of his work is needful to the teacher as a motive to fidelity, in his perplexing, and often ill-requited labor; and especially to reconcile him to an employment, which by some strange mistake has come to be generally rated immeasurably below its proper rank. It is not easy to account for the fact, that the calling of the teacher is generally ranked, not only below the other professions, but even below some of the more common industrial pursuits. The origin of this preposterous notion may be found far back in some barbarous feudal age, when all peaceful occupations were held in contempt: when the office of *chaplain* and *king's fool* were interchangeable, and when some "Dominie Sampson" or "Ichabod Crane" was the impersonation of pedagogical dignity. But such a preposterous idea does not belong to an age of refinement. Public sentiment has considerably improved, of late years, and the employment of teachers has received a much more generous consideration.*

* Macaulay in his unrivalled History of England draws a graphic picture of the inferior position of clergymen two centuries ago. Were his facts not matters of history, they could scarcely be believed.—Ed. *Journal of Education*.