

mory, abstraction, imagination, curiosity, ambition, compassion, resentment, express powers and principles of our nature, which every man may study by reflecting on his own internal operations." Besides this the teacher has under his eye children varying in age and whom he is obliged to classify either according to intelligence or progress, and here a vast field of research into the principles of the human mind presents itself which the philosopher rarely can avail himself of. It is the teacher alone, who has that love, that anxiety, that sense of responsibility which he alone can feel who can enter into the feelings of the child, and watch the growth of intelligence as it expands with expanding years. No one can deny the importance of this study to the elementary teacher. His work is almost entirely with the mind; and does it not seem inconsistent that mental science should not form a part of his ordinary studies. We see around us those who shine on account of their mental superiority; we see on the contrary those who are deficient in talents by the use of which others arrive to importance; we see also those who, on account of their ignorance of the mind and its nature, violate the laws that the almighty has established for its preservation and sink into temporary or hopeless insanity. Such facts as these must arrest the attention of the intelligent man, who acknowledges that to know "that which before us lies in daily life is the prime wisdom." This study then is important to all, but inasmuch as the teacher is indebted for success to the effect of mind upon mind, it must be confessed that to him its value is beyond estimation. The time is past when it was the teacher's wish only to make display and to allow that to compensate for thorough mental training.

The great authority whose words I have already quoted has left us his opinion on this point, and in concluding I am happy to make use of his comprehensive views to add weight to the object I had in view in preparing this paper.

"To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits they acquire, and are not careful in giving to all their different faculties, and all their different principles of action, a proper degree of employment. Abstracting entirely from the culture of their moral powers, how extensive and difficult is the business of conducting their intellectual improvement! To watch over the associations which they form in their tender years; to give them early habits of mental activity; to rouse their curiosity, and to give it to proper objects; to exercise their ingenuity and invention: to cultivate in their minds a turn for speculation, and at the same time preserve their attention alive to objects around them; to awaken their sensibilities to the beauties of nature, and to inspire them with relish for intellectual enjoyment;—these form but a part of the business of education, and yet the execution of even this part requires an acquaintance with the general principles of our nature, which seldom falls to the share of those to whom the instruction of youth is commonly intrusted."

### School days of Eminent Men in Great-Britain.

BY JOHN TIMBS, F. S. A.

(Continued from our last.)

#### LX.

THE ADMIRABLE CRICHTON.

The combined genius, learning, and physical advantages which obtained for this celebrated Scotchman the title of Admirable, however oft-told, must be briefly related in this work. James Crichton, son of Robert Crichton, of Ellock, who was Lord Advocate to King James VI., was born in Scotland, in the year 1561. The precise place of his birth is not mentioned; but, having acquired the rudiments of education at Edinburgh, he was sent to study philosophy and the sciences at St. Andrew's, then the most renowned seminary in Scotland, where the illustrious Buchanan was one of his masters. At the early age of fourteen he took his degree of Master of Arts, and was regarded as a prodigy, not only in abilities but actual attainments. He was considered the third reader in the college, and in a short time became complete master of the philosophy and languages of the time, as well as of ten different languages.

It was then the custom for Scotchmen of birth to finish their education abroad, and serve in some foreign army previously to their entering that of their own country. When he was only sixteen or seventeen years old, (the date cannot be fixed,) Crichton's

father sent him to the Continent. He had scarcely arrived in Paris, when he publicly challenged all scholars and philosophers to a disputation at the College of Navarre, to be carried on in any of the twelve specified languages, "in any science, liberal art, discipline, or faculty, whether practical or theoretic; and, as if to show in how little need he stood of preparation, or how lightly he held his adversaries, he spent the six weeks that elapsed between the challenge and the contest in a continued round of tilling, hunting, and dancing." On the appointed day, however, he encountered "the gravest philosophers and divines," when he acquitted himself to the astonishment of all who heard him, and received the public praises of the president, and four of the most eminent professors. Next day, he was equally victorious at a tilting match at the Louvre, where, through the enthusiasm of the ladies of the court, and from the versatility of his talents, his youth, the gracefulness of his manners, and the beauty of his person, he was named *L'Admirable*.

After two years' service in the army of Henry III., Crichton repaired to Italy, and at Rome repeated in the presence of the pope and cardinals the literary challenge and triumph that had gained him so much honour in Paris. From Rome he went to Venice, and in the university of the neighbouring city of Padua, reaped fresh honours by Latin poetry, scholastic disputation, an exposition of the errors of Aristotle and his commentators, and (as a playful wind-up of the day's labour) a declamation upon the happiness of ignorance. He next, in consequence of the doubts of some incredulous persons, and the reports that he was a literary impostor, gave a public challenge: the contest, which included the Aristotelian and Platonic philosophies, and the mathematics of the time, was prolonged during three days, before an innumerable concourse of people; when Aldus Manutius, the celebrated Venetian printer, who was present at this "miraculous encounter," states Crichton to have proved completely victorious.

Crichton now pursued his travels to the court of Mantua, but to a combat more tragical than those carried on by the tongue or by the pen. Here he met a certain Italian gentleman "of a mighty able, nimble, and vigorous body, but by nature fierce, cruel, warlike, and audacious, and superlatively expert and dexterous in the use of his weapon." He had already killed three of the best swordsmen of Mantua; but Crichton, who had studied the sword from his youth, and who had probably improved himself in the use of the rapier in Italy, challenged the bravo: they fought; the young Scotchman was victorious, and the Italian left dead on the spot. At the court of Mantua, too, Crichton wrote Italian comedies, and played the principal parts in them himself, with great success. But he was shortly after assassinated by Vincenzo Gonzaga, son of the Duke of Mantua, it is supposed through jealousy. Thus was Crichton cut off in his twenty-second year, without leaving any proof of his genius except a few Latin verses, printed by Aldus Manutius; and the testimonials of undoubted and extreme admiration of several distinguished Italian authors who were his contemporaries and associates.

#### LXI.

HOW GEORGE ABBOT, THE CLOTHWEAVER'S SON, BECAME ARCHBISHOP OF CANTERBURY.

In 1562, there was born unto a poor clothworker, at Guildford, in Surrey, a son, under these remarkable circumstances. His mother, shortly before his birth, dreamt that if she could eat a jack or pike, the child would become a great man. She accordingly sought for the fish; and accidentally, taking up some of the river water (that runs close by the house) in a pail, she also took up the jack, dressed it, and devoured it almost all. This old affair induced several persons of quality to offer themselves to be sponsors when the child was christened; and this the poverty of the parents induced them joyfully to accept. Such was the tradition of the place, which Aubrey, in 1692, heard on the testimony of the minister, and other trust-worthy inhabitants.

In spite of the dream, however, George Abbot would, in all probability, have been a clothworker, like his father, had there not been in those days many admirable institutions for the education of the humbler classes. He was sent to the Free Grammar School, founded by a grocer of London in 1553, for thirty "of the poorest men's sons" of Guildford, to be taught to read and write English, and cast accounts perfectly, so that they should be fitted for apprentices, &c. In 1578 he was removed to Balliol College, Oxford, and in 1597 was elected Master of University College. He was also three times elected Vice-Chancellor of the University; so that his reputation and influence at Oxford must have been considerable. His erudition was great: in 1604 he was one of the per-