

difficult way into the horrid region of the pagan mind by the school house as well as the chapel, by teaching as well as preaching. So my good friends bear with me whilst, by love and office, I urge you to do justice to your children in this matter, as you have to answer to God and your country for them. Ensure them a common English education to help them through the world, and you have left them, poor or rich, a good legacy. It may cost you from \$1 to \$3 a year for a whole family; and this you pay whether you allow the blessing to your own children or not. Build the school house, therefore, not as a child starvation and a disgrace to the section, but such a house as the health, and comfort of your children requires.

By so doing you may pay *one dollar* more for the house, but save \$20 by the doctors' bill and add full ten per cent. to all the property of the section. Engage a good teacher, and remember that a cheap article in the market is very often the dearest in the wear—that one teacher often does in a year what another may not do in three.

Then encourage the teacher and the children, at least, by one day of examination or exhibition—for you do that as farmers to improve seed and stock. Send not only your children to school, but ensure regular attendance. Do not engage to pay \$20 a month to any man to teach three or four children, or empty benches. There is no use or common sense to place an axe or a hoe in the hand of a child under 12 years of age, unless you are determined to crush or strain a frail body half made. Neither is there any use to stick up a child in a gap of the fence, for he is a very bad fence all day, but far worse than useless at night.

In conclusion, let me beg of Trustees and Teachers, in behalf of the children, the government of *love and mildness*, carefully avoiding all undue severity and tyranny. Man is made to be led not driven. Let the child be enabled to look back over the lapse of 30 years on the school-house as a bright and happy spot; not a prison or penitentiary. If any child is sent to school weeping, the case should be inquired into, and the reason found out. Rarey's training of wild horses has been thought almost a miracle, but is now found to be greatly by kindness. Surely the creatures of reason and affection equally require it.

We have to improve on the past; railing and sarcasm, the wearing out of the switch and the taste, with the punishment of wrath and passion, ought and must be done away with. Follow as you possibly can the great principle of the Divine government which is *love*, and the second in order to it is the "great recompense of reward." Wishing you all success,

Believe me, gentlemen, Yours, most respectfully,

WM. FRASER,

January 15th, 1863.

L. Superintendent of Schools.

III. Papers on Classical Subjects.

1. THE STUDY OF LATIN.

Many of our Grammar schools contain a class of pupils who do not intend to pursue a liberal course of education, but who wish, for various reasons, to take up Latin. Not a few of them will commence the study with a good degree of energy, but in a few months become tired of it and anxious to give it up. If permitted to do so, the time already spent upon it will have been wasted, and if compelled to go on, their growing distaste for the study makes it of doubtful benefit. Without pausing to discuss the old question of the relative merits of mathematics and the classics as a means of mental discipline, we would start the inquiry, "How can such pupils pursue to the best advantage the study of Latin?"

Undoubtedly, observation will confirm the statement that there is both too much and too little time given to Latin in our higher schools. Too much, because some scholars ought never to have commenced it and because time is wasted through defective modes of teaching it. Too little, because it is an admirable means of discipline when properly pursued, and also because more pupils than are usually found engaged in the study might do so with advantage.

The first mistake commonly made by the pupil is with reference to the kind of benefit he expects to gain from the study of an ancient language. Oftentimes it will be found that the scholar has no intelligent idea about it, but wishes to study it, perhaps, because some of his fellow pupils are doing so. The correction of such an error is evidently the first duty of the teacher. Let him present to the mind of the pupil the true ends to be attained by the study of the ancient languages, and at the same time make him understand that no satisfactory knowledge of either Greek or Latin can be gained without diligent and persevering study. There may be exceptions to the rule, but as a general thing, if the boy or girl cannot devote two or three years to the study he or she had better not commence it.

Let him also be assured that for the first year at least he must delve and toil as it were in the hard rock to find the precious ore of

knowledge. All this can and should be done by an instructor who is alive to the real interests of those committed to his charge. But after that comes another and more difficult question. How can a three years' study of Latin be made at once interesting and profitable? How shall the pupil be made to progress thoroughly and not too slowly?

It is usually the custom of teachers to mark out for such pupils a course exactly like that which they would adopt if preparing them for college. But it is a question whether some modifications ought not to be made in the case of those we are now considering. Students who are to spend four years in college occupy by far the larger part of their time in the academy or high school in the work of preparation. The amenities of study come after they have entered the university. Of course nothing can take the place of a thorough and systematic drill. It is essential to the success of every student of Latin. But it is doubtful whether it needs to be as prolonged or extensive for those whose time is so much more limited. Shall no attention be given to the literature and history of the language?

At the public schools in England we know that the attainments of the best scholars in the ancient languages would shame those of many of our college graduates. But if we do not think it necessary that our university students should be able to write Greek and Latin poetry, may not there be still more allowance made for those who can never enter the university? In some of our schools, especially in the city, the teacher has no choice. The same course is marked out for all who study the same branches. But in many others it is not fixed by any particular rules, but is left, more or less, to the judgment of the instructor. The question then recurs again, "What are the ends to be kept in view and how can they best be attained?" The single topic in connection with this whole subject on which we would now make one or two suggestions relates to its connection with the study of English. One of the most striking facts with which the student becomes conversant in studying the structure of our language is that a large part of our words are derived, either directly or indirectly, from the Latin.

Of course, then, a knowledge of Latin becomes an essential means in gaining a clear and thorough knowledge of English. But in addition to this there should be the ability to use our native tongue with gracefulness and precision. To the attainment of this end perhaps nothing contributes more than the habit of making careful and critical translations from one language to another. Scarcely any point is more neglected in our schools than this, and consequently no accomplishment is rarer. Too often teachers content themselves with very ordinary renderings of the text, and not unfrequently with very loose and inaccurate versions.

Undoubtedly the ability to translate well depends somewhat upon the command of language possessed by the pupil. But it is equally certain that this power may be increased by careful exercise. The critical judgment of the scholar should be frequently called into action. He should learn to discriminate accurately between the meaning of synonymous words. The differences of idiom and the exact signification of words as determined by their composition and derivation should be dwelt upon. Written translations of difficult passages will also be found a useful exercise.

By persevering in this method the instructor will find his pupils acquiring a new power in the use of language and at the same time forming a habit of thoroughness and accuracy which will be invaluable to them in other studies.

But in order to effect all this the teacher himself must be both careful and diligent. He must be ever mindful of the truth that there is no channel of influence through which he is not impressing his own mental and moral characteristics upon the minds of his pupils. So subtle and mysterious is the sympathy between the souls of men that even his own habits of thought and study will be felt and in some degree reproduced by those who receive his instruction.—*Rhode Island Schoolmaster.*

2. NOTES ON COINS.

The science of Numismatics has a claim on all intelligent persons that no other subject of study can surpass. In Coins and Medals, more than any other monuments, the past is preserved and its heroes and great events are kept, memorable forms of worship, manners and customs of nations; title of kings and emperors may thus be determined;—in fact, coins have been frequently of the greatest service, by illustrating doubtful points of history, and even by bringing to light circumstances and events unknown to us before. Without the help of medals and inscriptions we should be ignorant of a fact exceeding honourable to the memory of Antoninus Pius. Possibly it was to the almost imperishable nature of the splendid medals of the Augustan age that Horace alluded, when he spoke of a fame more enduring than brass. Then as now, the record of coins and medals were regarded as most lasting; and it may be safely affirmed, that we owe as much of our historical knowledge of the remote past to the coins of nations