

Xerxes ordered the head of Leonidas to be cut off, and his body to be suspended on a cross. After this conflict, he advanced into Attica, burning all before him. He soon made himself master of Athens, as the inhabitants had abandoned it. The old people, with large numbers of the women and children had taken refuge in Trezene, whose citizens had received them with great kindness; and the remainder had gone on board their ships; this they had done the more willingly, as the oracle had informed them, that the state was to be saved by wooden walls. Xerxes reduced the citadel and a large part of Athens to ashes. Intoxicated with his success, he sent messengers to Susa, to carry the glad tidings. Such universal transport prevailed, that the Persians strewed their public roads with myrtle, burned perfumes, and indulged in the most extravagant joy. The scene however, was speedily changed. Soon afterwards, another person arrived with an account of the defeat and loss of the Persian fleet at Salamis; and this information produced universal sorrow; they tore their garments and mourned aloud; they were not so solicitous about the loss of their fleet as anxious for the person of their king; nor were their disquietudes calmed but by the arrival of Xerxes himself.

Fearing that the bridge over the Hellespont might be destroyed, and his retreat cut off, that monarch now began seriously to think of his own safety. Leaving with Mardonius three hundred thousand men, he commenced his departure by night. Within the space of forty-five days he arrived at the place of passage, with a very unconsiderable number of troops. His forces suffered very greatly in their march from want of provision. Having consumed all the corn and fruit they could find, they were reduced to feed on herbs, and the bark and leaves of trees. To this calamity, a pestilence succeeded; which, with a dysentery, carried off great multitudes. Now he had arrived at the Hellespont, he found that the bridge had been broken down by the violence of the waves, and was compelled to pass the strait in a small boat. This was a spectacle, says the historian, very proper to show mankind the mutability of all earthly things, and the instability of human greatness; a prince, whose armies and fleets the land and sea were scarce able to contain a short time before, now stealing away in a contemptible vessel, almost without a servant, or an attendant! Such was the miserable termination of this vast expedition of Xerxes against Greece.

Miscellaneous.

MEMORY.

Soft as rays of sunlight stealing
On the dying day;
Sweet as chimes of low bells pealing
When eve fades away:
Sad as winds at night that moan
Through the heath o'er mountains lone,
Come the thoughts of days now gone
On manhood's memory.

As the sunbeams from the heaven
Hide at eve their light;
As the bells when fades the even
Peal not on the night;
As the night winds cease to sigh
When the rain falls from the sky,
Pass the thoughts of days gone by
From age's memory.

Yet the sunlight in the morning
Forth again shall break,
And the bells give sweet-voiced warning
To the world to wake.
Soon the winds shall freshly breathe
O'er the mountains purple heath;
But the Past is lost in Death—
He hath no memory.

Dublin University Magazine.

CHARACTER AND CAPABILITIES OF OUR CANADIAN SCHOOL SYSTEM.

From the Huron Signal of the 4th of November.

The chief end of education is to bring out and develop the faculties and powers of the being educated; and in the education of children, the physical, moral and intellectual powers, all requires to be developed. In our present system of common school education, these are all provided for—but frequently from the peculiar situation

and construction of the school house and grounds attached, and the absence of any local provision for it—physical education is but inefficiently carried out; but in country places the want is not much felt, as children there are necessarily trained by the parents to habits of early and healthful industry. But where practicable, and especially in towns, some care ought to be exercised in the management of this department of education.*

Moral education, is the next division of this important subject—and is perhaps the most difficult to manage in our common schools, owing to the peculiar prejudices of the parents—but we rarely see a teacher fail in this, whose own character is such as to inspire confidence. The great bane of our common school system is the fatal cry for separate schools. The principle of supporting our Schools which we know to be congenial to the wishes of the large majority of the people, would not be effected by Government offering the means to carry on a system of proselytism—for this would speedily cut up our Schools, unless the Government aid was given so liberally as to be excessively burdensome to the country—would render them a complete nullity; and in many neighbourhoods from the diversity of opinion, it would become absolutely necessary to cease from any public attempt to promote education in these localities. But we assert without fear of contradiction, that the large majority of the people do not require separate schools—they want a good, sound and cheap system of education, and this can only be fully brought into existence by uniting the energies of the whole people to carry out one system that shall be universally applicable.—The present enactment provides that the Bible may be read or not as the trustees and teacher may determine—the reading of the Bible and the study of the moral lessons in the admirable series of School Books now in use, under the direction of a prudent teacher, will insure a considerable attainment in moral education.

The intellectual character of our common Schools has greatly improved during late years, and this is owing primarily to the establishment of the Normal School, which has not only sent out a large number of teachers of superior qualifications, but has caused a very beneficial emulation among those teachers who could not avail themselves of the advantage of a Normal School preparation, and if the present system is persevered in, and properly supported by parents and trustees throughout the country—in a short time we shall not fear the comparison of its results with those of any other system on the face of the globe. The extent to which intellectual education ought to be carried in our Common Schools is of course unlimited, and it would be decidedly advantageous where grammar Schools exist, that they should be united with them—by this means a division of labour could be effected, which would be highly beneficial to all parties interested.

The great evil complained of, especially in large Schools—is that the various studies, and diversity of grades of attainment, unavoidably require the formation of numerous classes which can scarcely be duly attended to in the few hours allotted to daily teaching—but where the schools are sufficiently large, and especially where grammar Schools are attended, the employment of additional teachers and a division of labour would be productive of the happiest results and would well repay the parents and trustees any additional outlay required of them for such purpose. It is much to be regretted, but it is a notorious fact, that the remuneration and prospects of School teachers at present are not sufficiently inviting to preserve energetic and talented men long in their ranks—some improvement has already taken place in this respect, and if teachers will only take every opportunity to fit themselves for their self-denying work, and will faithfully perform its important duties—they will gradually become better appreciated, and will at no distant day rise to the prominent position in society to which their profession ought to advance them.

INFLUENCE OF A NEWSPAPER.

A school teacher who has been engaged a long time in his profession, and witnessed the influence of a newspaper upon the minds of a family of children, writes to the editor of the Ogdensburg Sentinel as follows:

I have found it to be a universal fact, without exception, that

*An admirable little work on this subject entitled "Physical Training in Schools," has lately been issued by the Education office, Toronto, Price 7.