

lectures had been delivered and printed under its auspices. Mr. Hagar concluded his address by contrasting the present condition of the cause of education with that which existed thirty years ago.

The discussion of the question for the day, "Is it expedient to make Calisthenics and Gymnastics a part of school training?" was opened by T. W. Valentine, of Williamsburg, N. Y. Education, he observed, was now understood to be a full development of humanity, and the physical development of a child was its first essential. Children were too often left to "grow" as Topsy did. They were put to school too young, kept there too long, and restrained from their play too much, and hence, many grew up deformed and unhealthy. The "muscle-mon" of the present age, of whom Heenan the Hite-tite was the head, were not the best sort of people, but they taught their followers the valuable lessons of physical culture. He gave some results of his own experience in this matter.

Prof. Phelps, of Trenton, gave some account of the gymnasium connected with his school. Dr. Lewis, of West Newton, also gave some account of a new system of gymnastics used by him, in which he excluded all the usual apparatus, and accepted of nothing which did not create a laugh. He proposed that a committee should be appointed to examine his institution. After some further discussion, Dr. Lewis was invited to give an exposition of his system, and exhibition of his pupils, at Tremont Temple.

At the evening session, Gov. Boutwell offered some remarks in behalf of the proposed statue of Horace Mann, which he regarded as a tribute especially due from the profession of teachers, which Mr. Mann had done so much to make respected.

President Felton, of Harvard College, then delivered a lecture upon the present state of education in Greece. He remarked that two men—Eugenius and Coray—had, by their scholarship, guided their countrymen for years, through pamphlets, addresses and editions of the classical authors. He alluded to the Greek Church and to the tenacity with which the people of that country held to the faith of their fathers. He proceeded to speak of the language of the country and the attempts made to purify it. Three plans were suggested. First, by reviving the language of the period of Demosthenes.

Think of reviving the English of Chaucer, said the speaker, and making it the common vehicle of thought, and you will understand the impracticability of this proposition. The second plan was to take the modern language, corrupted as it was, and modify it gradually. The third was to take the syntax of the popular language, and purify its vocabulary from its original sources. This last plan had prevailed and been successfully carried out. The speaker described the school system of Greece and noticed the improvements recently made in it, partly through the influence of learned men sent from this country. He closed by alluding to the efforts of the Rev. Dr. Hill in this direction.

A concert was then given to the members of the Institute in Music Hall, where addresses were delivered by Dr. Lothrop, the President, and several other gentlemen.

On Wednesday, the committee appointed to visit the gymnasium of Dr. Lewis, reported favorably, and a resolution commending his system was adopted. A discussion ensued upon the expediency of making calisthenics and gymnastics a part of school training.

Prof. E. L. Youmans, of New York, followed with a lecture upon "the Masquerade of the Elements." Its bearings were on Chemistry and Physiology. He alluded to the character of the science in the early ages, when it was chiefly studied for the purpose of accomplishing the transmutation of metals. He then proceeded to discuss the present state of the science, and to state in a very attractive manner, its theories. He traced the changes which are constantly going on in organic matter, destruction and renovation following each other continually and rapidly. He closed by speaking of the mission of the science.

In the afternoon, Prof. J. B. Angell, of this city, delivered a lecture upon the relation of Education to Labor. He said he should speak of some of the misfortunes and trials of the laboring classes, and inquire whether by our system of common schools we may not do something to diminish their errors and mitigate their trials. It is found, in looking over the progress of the human race, that there frequently appears to be a cause left lurking beneath the shadow of every blessing. And we should not be surprised to find trivial and transitory disadvantages. It is one principle of modern science applied to all kinds of labor—intellectual and physical—which has modified the welfare of all the laboring classes, and which has affected the welfare of all classes to a remarkable degree. This principle is called the division of labor, and is founded on the simple truth that if a man does but one kind of work, he can do it with more skill than if he gave attention to a variety of subjects. The effect of the system upon scholars, and the different peculiarities of the mind of the scholar of ancient times and of the present, were spoken of at length. The mind of the modern scholar, if it is long, is narrow. If it is the effect of the system upon the mind of the learned classes to make it one-sided, cramped, unnatural, and superficial, then how probable that it should make the working-man a man of one idea. Such is the case, and such is the tendency of the system. The proprietors of manufacturing establishments have noticed a change in their operatives, and have struggled against it. It is our duty to endeavor to counteract this tendency. There are many agencies by which we can do this, and many agencies to which we may give greater efficiency. Among these are gymnasiums, music, debating societies, lyceums, and libraries; and

from this point of view, the exercises of the sanctuary. But, after all, we must trust mainly upon the wide-spread system of our common schools, which ought to reach every child in our land. It was true, however, that there were some evils which resulted from the stimulating influences of education. The lecturer noticed some of the characteristics of our people which result in evil. One of these was a spirit of unrest, leading to an excessive emigration to our cities. It should be the effort of the teacher to carefully study the minds of his pupils, and to bring to bear on them the conservative power of our common school education, as well as its stimulating influences. Another point was the relation of education to manual labor. It is found that an educated community can do better anything that they undertake than an uneducated community. The lecturer closed by appealing to teachers to so educate their pupils as to advance the cause of labor.

A discussion ensued upon the question: "Has purely Intellectual Culture a tendency to promote Good Morals," in which Ex-Gov. Boutwell, Prof. Phelps, Rev. Mr. Northup and others participated.

The evening was devoted to a lecture by Hon. Francis Gillette, of Hartford. He commenced by speaking of the group of statuary, by Crawford, at the Capital at Washington, representing the genius of America, and remarking that the figure of Education should have been placed in a more prominent position in the group. He then spoke of the immortal work of the teacher, in view of the importance of which it was an important thing to know what could be done to elevate and improve his condition; and of the qualifications indispensable to the true teacher, and which the education should strive to secure. The teacher should have just views of education, and of what it consists, and should be able to answer the question—what is it to educate a child? The teacher should have earnestness and enthusiasm. The best definition of eloquence that had been given was in three words—logic on fire. It was just as good a definition of true teaching to say that it was instruction on fire. The lecturer spoke in high terms of compliment of the late Dr. Thomas Arnold of England, a celebrated teacher. In all the countries of Europe distinguished for their progress in education, the ability of a teacher to command attention is regarded as an indispensable qualification. The lecturer proceeded to illustrate and amplify his subject in an instructive manner.

On Thursday, after further exhibition of Dr. Lewis' system of gymnastics, in which active, light exercises are substituted for the laborious movements heretofore in favor with gymnasts, a discussion was had upon the proper mode of examining schools and reporting thereon. Mr. Stowe, of Plymouth, thought examinations often partake too much of the nature of an exhibition, and he knew of no satisfactory method of reporting examinations.

Prof. Greene, of Brown University, said that in the public schools the public have a right to know how the pupils are progressing, and it is proper to have an examination by a Committee as an act of authority. In the capacity of a representative of the public, the Committee should examine everything connected with the school, how much progress has been made in different studies, what is the condition of the schoolhouse, the relations between the teachers and the scholars, and the manners of pupils. These examinations should take place at all times of the day, and without especial preparation by the teacher. At times it may be proper to have examinations before the public. Examinations should be both orally and in writing. Reports of examinations should generally give the public confidence in the schools, and if the committee should find the teacher incompetent, he should be dismissed as quietly as possible.

Rev. Dr. McJilton, of Baltimore, thought some examinations quite ridiculous, because persons making the examination are incompetent, and conduct them in a manner dissatisfactory to teachers and scholars. Oral and written examinations should be connected. The committee should act so as to strengthen the authority of the teachers, and endeavor to establish friendly feeling.

The following officers were unanimously elected for 1860, by a vote of fifty-three persons:

President—D. B. Hagar, Jamaica Plains.
Vice-Presidents—Samuel Potes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford, and others.

Recording Secretary—William E. Sheldon, West Newton.
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—The American Normal School Association held its annual session at Buffalo, Aug. 7th and 8th. There was a large attendance, and the