

*Mare Rubrum*, as potent as that was, to summon up memories and shapes from the Red Sea of the Past—

"Where clad in burning robes are laid  
Life's blossom'd joys untimely shed,  
And where those cherish'd forms are laid  
We miss awhile, and call them dead."

The building itself has been shifted bodily from its original position to the south-east corner of Stanley and Nelson street. It, the centre of so many associations, is degraded now into being a depot for "General Stock;" in other words a receptacle for Rags and Old Iron. The six acres of playground are thickly built over. A thoroughfare of ill-repute traverses it from West to East. This street was at first called March street; and under that appellation acquired an evil report. It was hoped that a nobler designation would, perhaps, elevate the character of the place, as the name "Milton street" had helped to do for the ignoble Grub street in London. But the purlieus of the neighbourhood continue, unhappily, to be the Alsatia of the town. The filling up of the old breezy field with dwellings, for the most part of a wretched class, has driven "the scholmaster" away from the region. His return to the locality, in some good missionary sense, is much to be wished and, after a time, will probably be an accomplished fact.

#### 4. STATE UNIVERSITY OF NORWAY.

The humorous American traveller, *Ross Browne*, has in "*The Land of Thor*," given some racy sketches of Norway, which have, no doubt, contributed to make "*Gamle Norge*" (Old Norway), somewhat more familiar to the American public.

"Education has, of late years, made considerable progress in Norway; and the rising generation, owing to the facilities afforded by the excellent school system established throughout the country, but especially in the principal towns, will not be in any respect behind the times, so far as regards intellectual progress." This is the opinion expressed by *Ross Browne*. But he thinks that even in the Capital, Christiania, stagnation broods in the very atmosphere, and that a Californian could scarcely endure an existence in a place like Christiania for six weeks but, "would go stark mad from sheer insanity."

A very large portion of Norway is altogether unfit for cultivation, and even the best parts of the country are, in regard to climate and resources, vastly inferior to other countries. The State University of Norway is directly connected with the entire school system of the country. In Norway there was no rich general government to give endowments and buildings; nor was there great wealth among individuals. But there was no sectional or denominational jealousies—and hence the surprising fact that the poor Norwegians in 1811, when (still under Danish supremacy), they, after much asking, were permitted to found a State University, subscribed, in a few months, a million of dollars for this noble purpose! And about a year after the royal permission had been granted, the earnest and patriotic people of Norway had their State University in active operation!

The State University of Norway is now supported by the State at an annual expense of about one hundred thousand dollars. A few items of the annual expenses may find a place here:

|                               |         |
|-------------------------------|---------|
| Chemical Laboratory.....      | \$1,500 |
| Metallurgical Laboratory..... | 300     |
| Mineralogical Cabinet.....    | 300     |
| Philosophical Apparatus.....  | 1,500   |

They spend three thousand six hundred dollars, gold, annually in the Norway State University—and employ eight professors to teach these branches!

For their library they spend, yearly, two thousand seven hundred dollars; for printing, one thousand dollars. The latter sum is spent in a way peculiarly different from what is done here. Their catalogue is a cheap, shabby looking octavo of some 120 pages; but it contains more simple matters of fact than any of its American namesakes; it is, really, a report to the government, the legislature and the people, and not an advertising medium. Its publication, probably, does not cost more than fifty dollars in Norway—and still they spend a thousand for printing. What, then, do they print for the main portion of the money? They print some of the special researches of their professors, and distribute these publications in return; the mere enumeration of these exchanges for 1867 fills twenty-six closely printed pages, in the last report received from Christiania.—*Iowa School Journal*.

#### 5. SUCCESS OF AMERICAN COLLEGE-BRED MEN.

We make the following extract from an address of Rev. Mr. Kilbourne, recently delivered to the students of Michigan

University. He divided educated men into three classes:—"1st, those who have only had a common school education; 2nd, those who have had a high school education, and 3rd, those who have had a college education. The first is by far the largest class; the second numbers several hundred thousand; and the whole of the third class up to 1860, numbered only seven thousand. From this class alone, three times as many men have filled important positions, as from both the others. Of the fifty-six men who have signed the Declaration of Independence, twenty-five were college-bred men. One became Secretary of State; three Vice-Presidents; thirteen, Governors of States or Presidents of Colleges; and four, Ambassadors to foreign countries. Jonathan Trumbull was so often consulted by Washington and Congress, that "consult brother Jonathan" became a common remark; and "brother Jonathan" stands to-day as synonymous with "Uncle Sam." Hamilton, at the age of seventeen years, was a frequent public speaker, at nineteen, a Captain of artillery, and at twenty, Washington's Aid. He was a graduate of Columbia College. Of the sixty-two men who have filled the highest offices in the country—President, Secretary of State, and Chief Justice—forty-three have been college-bred men. Of the five hundred clergymen noticed in Sprague's "*Annals of the American Pulpit*," four hundred and thirty-six were college-bred men. In business, the success of college graduates has been no less marked. De Witt Clinton, the champion of the "big ditch," (Erie canal,) and Governor of New York, was a graduate of Columbia College. Hamilton saved this country from bankruptcy at the close of the Revolution, by his financial abilities. Two-thirds of the Secretaries of the Treasury have been college men. A. T. Stewart does more business than any other man to-day, and more than any other man ever did. He was a graduate of Trinity College, Dublin. Not a General prominent in the late war has been elected Governor of a State, who was not a college-bred man."—*Amherst Student*.

#### 6. CIVILIZATION AMONG THE JAPANESE.

It will be remembered that two years ago the Tycoon of Japan sent to Washington an Embassy or Commission, which remained there some while. When these representatives of that far-eastern country and people quitted the Capital, they left behind them two young men of their suit, whom they commanded to perfect themselves in the English language and other subjects taught in American schools; and, for this purpose, to study some hours daily under the tuition of the writer of this article. But to teach two newcomers from Japan the English language, and to impart to them the necessary instruction relative to our grammatical system, with its many technicalities and niceties, and to be compelled to do this in the Japanese vernacular itself, was certainly not a very smooth and easy task for one who had never been in Japan, nor ever seen a native of that country, but has acquired his knowledge of its little known and almost unmanageable language somewhat in the same way that we are accustomed to learn Latin and Greek in our colleges. Still he proceeded in his efforts, from better to better, and soon succeeded in collecting from his pupils, much valuable information about their native country, and especially in relation to such matters as are not easily found in books, or touching which no available source of information seems to exist. Concerning the school-system of Japan itself, we derived from our pupils the following details. They differ also in many cases from what we had learned earlier from more or less direct and trustworthy sources; and hence they are to be accepted and judged with proper allowance.

According to our young Japanese friends, school-education is widely extended in Japan; even the female portion of the population having a fitting share in it. At present, society in Japan is divided into four comprehensive classes, according to the supposed degree of culture and refinement which the members possess. The government officials, the liberal professions, so to say, authors, learned men, and that portion of the people which enjoys a good and finished education, form the first and highest class; although there are, in respect to rank, some differences in the class, and in each rank again certain shades and nuances, as well as certain privileges and distinctions according to the one or the other of these; yet the general characteristics of this class are for the profit of all. The *Daimios*, or the nobility, belong, of course, to this class; they are, moreover, the best educated and best bred men of the whole people. Their children, however, receive their education not in schools, but at home, from private tutors, for which purpose numerous carefully chosen masters are usually to be found at the petty courts of these dignitaries, and in their palaces.

The second class comprises the agriculturists, planters, gardeners, florists, etc., in short, those who furnish the people with what is needed for their sustenance. The Japanese consume very little