

Col. Sir, I must speak with you anon--
Mysterious fate, what woes attend my age
---Come my child. [Exit.

Ranter alone.

I am not safe; an unexpected storm is
bursting around me. The regiment never

was here. No matter, danger threatens, and
prudence bids me fly; as soon as friendly
night affords me shelter: I am not safe.

[Exit.

(To be continued.)

THE ADVANTAGES OF CLASSICAL LEARNING.

[From Knox's 'Liberal Education:']

ONE of the first ideas which will occur to a reader of my Treatise will be, the multitude of books which has appeared on the subject of education. The multitude of books on the subject evinces its importance, but supercedes not the necessity of an addition to the number; for, however the most celebrated pieces on education have amused the speculative reader in the retirement of his closet, I will venture to affirm, that they have afforded but few valuable directions to the real student and the practical instructor.

For the names and abilities of Milton, Locke, Rousseau, and others who have written on the subject, I entertain all the respect which is due to them. Their systems are plausible, and truly ingenious. The world has long placed them high in the ranks of Fame, and with respect to their general merit as writers, they indisputably deserve their honours. But, when they have written on education, they have fallen into the common error of those who attended to speculation more than to practice. In the warmth of the innovating and reforming spirit, they cen-

sure modes of treatment which are right, they recommend methods which really cannot be reduced to practice, and which if they could, would be useless or pernicious. It is indeed easy to censure present establishments, and project new ones. The world is commonly tired of that to which it has long been accustomed, and fondly attached to novelty. It is then no wonder, that visionary writers on education are greatly admired, though their directions can seldom be pursued.

Innovation is indeed found to be so agreeable to the human mind, and is received by the unexperienced and injudicious with such avidity, that it becomes expedient to stand up in defence of those established practices, which, besides that they were originally reasonable, have been countenanced and supported by the uniform decisions of long experience.

I mean, then, in the following Treatise, to speak in favour of that ancient system of education, which consists in a classical discipline, and which has produced in our nation many ornaments of human nature. Its own excellence has hitherto sufficiently

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recommended

• Of all the treatises which have ever appeared in England on the important subject of education, that written by the Reverend and ingenious Mr. Knox has met with the most flattering reception. The edition before us is the seventh, and was printed in the year 1785. How many the work has passed through since that time we do not know; but when it is considered that the author is still but a young man it will be allowed to be a very uncommon mark of public approbation.

As it is of the utmost consequence that the subject should be well understood here at this period, when new seminaries have just been established, we purpose, according to the suggestion of a highly respectable patron of literature, to make large extracts from this valuable Essay. We begin with the introduction.

+ Mr. Harris, speaking of Ingulphus, an Englishman, who flourished at an Ecclesiastic and Historian so long as the reign of Edward the Confessor, makes the following remark, after having quoted a passage from Ingulphus himself, in which it appears that he had been educated first at Westminster, and afterwards at Oxford. 'We shall only remark,' says Mr. Harris, 'on this narrative, that Westminster and Oxford seem to have been destined to the same purpose then as now; that the scholar at Westminster was to begin, and Oxford was to finish. A PLAN OF EDUCATION WHICH STILL EXISTS, WHICH IS NOT EASY TO BE MENDED, AND WHICH CAN BEAR SO ANTIQUATED AND SO UNINTERRUPTED A PRESCRIPTION.'