

was Victor Cousin, and in his report he demonstrated "the immense superiority of all the German States, even the most insignificant Duchy, over any and every Department of France in all that concerned institutions of primary and secondary education.

France was not ashamed to acknowledge, and to adopt, the superior school organization of Germany; and, thanks to this circumstance, she possesses now a greatly improved educational system.

Singularly enough, Dr. Buchheim nowhere spoke of the Spanish system of the primary schools. It is noteworthy, and we shall, before long, make it the subject of a special article.

The lecturer gave a concise description of the greatest modern German educationist, Johann Heinrich Pestalozzi; and after having spoken of Diesterweg, Froebel, &c., he concluded with the following words:

"In conclusion of this, my imperfect sketch, I must make one more remark. It is an acknowledged fact, that the unrivaled educational development in Germany is chiefly due to the circumstance that education is there really considered as a science, and that only duly examined teachers are allowed to exercise the profession of schoolmaster. The inference is easily made. When the great object of this Institution will be crowned with success, the educational standard will, in this country, be on a level with that of Germany."

Such is an abstract of an exceedingly able discourse, which we hesitated to mutilate, and which we would have given in full, had it not been too long for our pages. It contained hints of value, as well as an interesting summary of historical facts. It drew out the comments of the learned among its hearers, who generally regarded it highly. Professor Leitner, who spoke with marked commendation of it, remarked, however, that the lecturer's application of the Roman maxim, *avid invita Minerva*, was good and sound; but still he thought it necessary to say a word of warning respecting that maxim,—it was, that nothing could be more faithful to true education than to act upon the rule, that the inclinations of the young are to be our chief guides in directing their studies. The first business of the educator is to discipline the minds of his pupils thoroughly, and thus to enable them subsequently to come to a wise determination in the momentous choice of a career. When, with sufficient knowledge both of his own powers and inclinations and of external considerations, a boy manifests a decided leaning towards any special subject or mode of activity, it would be folly indeed to disregard the advice of the Roman sage.—*American Educational Monthly*.

II. Papers on Classical Subjects.

1. ANCIENT AND MODERN DISTANCES.

We are so accustomed to the magnificent distances of our country, that our imaginations almost refuse to credit the possibility of noble deeds done on so small a scale of magnitude as sufficed to reveal the greatness of ancient Greece. Wide space is evidently not needed to develop the activity of even the greatest men, any more than intellectual pre-eminence requires large bodily dimensions. Gibbon must needs remind his readers that Palestine was not much superior in extent to the Principality of Wales, doubtless intending to hint that so diminutive a territory could not demand so much consideration for its history as seems to be claimed for it in the Bible. But the sceptical historian would have resented any attempt to cast doubt on the truth of the history or demerits of the great men of Greece, because their activity was all exerted within so narrow a space.

A writer in the *Christian Examiner* says: "It is hard for us in modern times to adjust our great lenses to the scale of magnitude on which that marvellous drama was acted out. Thus, by singular good fortune and skill, Athens early succeeded in annexing Eleusis, ten miles off, and Salamis, across an easy ferry, and absorbing into a sort of great township its continental possessions of twenty-four miles square. But Ægina, that lies pleasantly in sight over the bay, was the home of 'alien enemies,' and was only held under by the iron hand. Megara, at five and twenty miles, was the standing pet hostility of Athens; while her most generous act of foreign policy was in steadily upholding Plataea, at thirty-five miles distance, against the hateful predominance of Thebes, at forty. The eternal rivalry with Sparta reached over an interval of about as great as that which separated New York from Philadelphia; while the disastrous expedition to Syracuse, which bewildered the Attic imagination no less by the daring of its distance than by the splendour of its equipments, traversed a world of waters rather less than from the Chesapeake to Port Royal. Yet these narrow limits were enough for the great passions of patriotism, ambition, jealousy, and international hate. The intense pride of every Athenian citizen in his own splendid capital, his fond recalling of its generous liberties and its grand memories, in exile or disaster, or times of peril or fear, is familiar to every one who remembers the soldierly summons

of Xenophon on his retreat, the touching appeal of Nicias to the forlorn hope at Syracuse, the fond tone in Plato's dialogues, or the ringing harangue of Demosthenes, when the shadow of Macedon began to darken the pass at Thermopilaë."

2. STUDYING THE CLASSICS IN SCHOOLS.

BY PROF. MARTIN KELLOGG, OF THE COLLEGE OF CALIFORNIA.

The Classical authors, as the term is commonly used, are Greek and Latin. When we speak of studying the Classics, we mean the best writings of the Greeks and Romans, in the original tongues.

These authors deserve a place in the course of study in our common schools. The Latin language, especially, should be taught quite extensively. In many schools this cannot be done: they are primary in their character, or the teachers employed are such as have themselves had no classical instruction. But in graded schools, and in other schools where suitable teachers can be found, the classics should have an acknowledged, and often a prominent place. The higher mathematics are taught, to some extent, in such schools; the classics present at least as strong a claim.

There are advantages in this study,

I. For those who can have only a school education.

1. From the *kind* of study. There is a peculiar and very valuable discipline to be got by it. We learn to reason from probabilities: weighing, balancing, making careful and exact discriminations. We learn to distinguish the subtler shades of thought, and to see how much depends on the right choice and use of words. Our taste is cultivated. Nowhere can more exquisite models of composition be found than in the classics. By the common consent of the literary world, there can scarcely be found, in the whole realm of letters, such prose and poetry as the old Greeks and Romans have bequeathed to us. The jarring schools and the changing ages agree in admiring the classic models; with one voice they declare their surpassing excellence.

2. From the *knowledge* acquired. The knowledge of ancient times; of the old, potent civilizations, out of which have come so many of our modern influences. Those were the fresh periods of the world's life—the times of its lusty youth. There is a use, as well as a charm, in looking through the language of such nations as were then on the world's stage, down into their hearts and minds and lives. Translations cannot give us the whole; they are lifeless, compared with the glowing originals. If we wish really to enter into the spirit and life of a people, we must understand the very words in which they thought, and loved, and sung. Nor, in classical study, do we stop with mere word-meanings. We are led into the higher domains of discussion—into the widest relations of history. The text of a particular author is made the unit of appreciation; and by means of this we compute facts of geography, of chronology, of politics, of philosophy, of law, of religion. There is no star in the ancient heavens which is not brought to view by the glass of language.

This study gives us, also, the knowledge of language. Our own English, and other modern tongues, are greatly indebted to the classical languages, especially to the Latin. She is the mother of the French, Italian, and Spanish; and those who wish to know the daughters ought always to secure the mother's introduction. The English is of mixed descent; but its life is largely drawn from the Latin. Anglo-Saxon, as it is styled, is the important ground-work; but we should be poor indeed, deprived of our rich classical inheritance.

In the use of our large Latin element the study of Latin is of very great service. It gives us a new power over common speech. It helps us to accurate distinctions, and guides us nearer to the truth we think, or speak, or hear. There is, moreover, a great pleasure in such a mastery of our noble tongue. Language is life to us, in many respects; and the more familiar and life-like we can make it, the greater are our enjoyment and power.

The Sciences have nomenclatures drawn almost wholly from the classical tongues. He who wishes to pursue scientific investigations, or to understand scientific progress, will find it of great use to know something of the original of the terms thus imported.

There is a Science of Language, which in these days is becoming popularized. It is destined to attract increasing attention, and to claim, more and more, the notice of all intelligent men. A basis for such study will naturally be found in the classics. Without these, there can hardly be sufficient means of comparison and illustration.

These, imperfectly hinted at, are a few of the reasons why classical authors, especially the Latin, should be brought within the reach of those who receive only a school education. But, the advantages of the Classics should be given in our schools.

II. For those who may have the wish and opportunity for further study.