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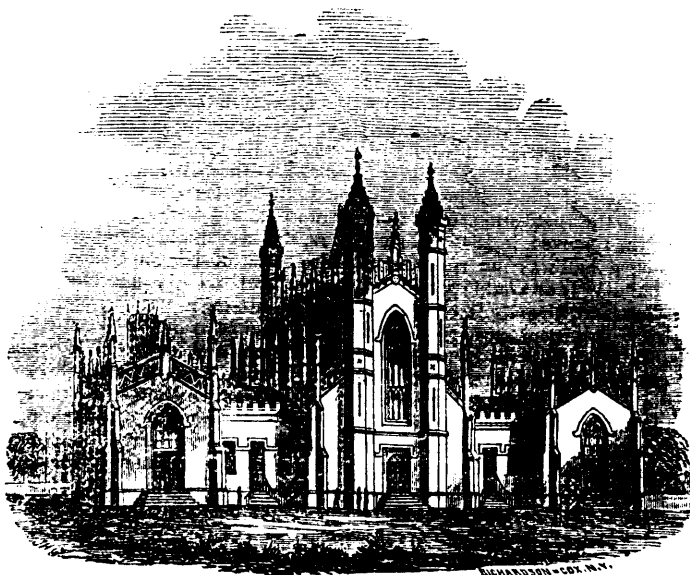
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YALE COLLEGE LIBRARY.

In the year 1700, ten of the principal clergymen of the Colony of Connecticut met at New Haven, and formed themselves into a body of Trustees for the purpose of establishing a College in the Colony. At the next meeting, which was at Branford, each one presented to the body a number of books, and laid them on the table with these words: *I give these Books for founding a College in this Colony.*" The Library thus formed, consisted of about 40 folio volumes; and Rev. Samuel Russell, of Branford, was appointed the keeper. This collection, with its additions, was kept at Branford nearly three years, when it was removed to Killingworth, the residence of Rev. Abraham Pierson, the Rector of the College.

In October, 1701, the Collegiate School received a charter from the Legislature of the Colony of Connecticut. It is probable that on the death of Rector Pierson, in 1707, the Library was transferred to Saybrook, the seat of the College, and there remained until the removal to New Haven in 1718.

About 1713, the Library was increased by several donations, especially by a considerable collection sent from England by Sir John Davie, previously of Groton, Conn. In 1714, a large addition was made through the generous efforts of Jeremiah Dummer, Col. Agent at London, who sent about 800 valuable volumes. Of these, 120 were his own gift, about 40 were given by Gov. Yale, and the remainder were, through Mr. Dummer's instrumentality, presented by gentlemen in England, among whom were



YALE COLLEGE LIBRARY.

Sir Isaac Newton, Dr. Edmund Halley, Sir Richard Steele, Dr. Bentley and Dr. Calamy. Another donation of about 300 volumes was sent by Gov. Yale, in 1717, and Mr. Dummer added, in 1718, about 75 volumes more.

In 1717-18, the College was transferred to New Haven, and a large College house was here built, which in September, 1718, was named YALE COLLEGE, in commemoration of the generosity of Elihu Yale, then a resident of London, but a native of New Haven. The

name was soon extended to the whole Institution, but was not its legal title until 1745.

In December, 1718, the Library was removed to New Haven, not without violent opposition, and about 250 volumes were lost in the transfer.

Occasional donations of books were from this time received, but none of much magnitude until the year 1733, when Rev. George Berkeley, Dean of Derry, in Ireland (who when in Rhode Island a few years previous, had given to the Library copies of his own works), sent to the College a most important

donation, amounting to nearly a thousand volumes, and making the fine collection of books which, up to that time, had ever come at once into America.

In 1743, a catalogue of all the books in the Library was prepared by President Clap. It was arranged according to subjects, and was printed in a volume of 48 pages, 12mo., at New London, in 1743. The number of volumes in the Library at this time was about 2,600. The catalogue was accompanied with an introduction, by Rev. Dr. Johnson, of Stratford, exhibiting a general view of all the arts and sciences, with a catalogue of some of the most valuable authors necessary to be read.

From this time to the latter part of the century, the Library increased but slowly. The College had scarcely any funds for the purchase of books, and the number presented was not large. During the war of the Revolution, the library was sent into the interior, to secure it from the enemy, and many books were probably thus lost.

The fund for the increase of the Library commenced in 1763, when the sum of ten pounds (Conn. currency) was received by bequest from Rev. Jared Eliot, of Killingworth. In 1777, a like sum was received from Rev. Thomas Ruggles, of Guilford. In 1791, a bequest of \$1,122 was received from Rev. Samuel Lockwood, of Andover, Conn.

In 1805, an important addition was made by the purchase of about 2,000 volumes by Professor Silliman, during his visit to Europe.

In 1807, Hon. Oliver Wolcott, then residing in New York, gave \$2,000 to the Library fund. In 1821, a bequest of \$3,000 was made to the College by Noah Linsley, Esq., of Wheeling, Va., but previously of Branford, Conn. By vote of the Corporation, the income of this gift was assigned to the Library, and was so continued until the year 1851.

In 1823, a donation of several hundred volumes was made by Rev. Jediah Morse and S. F. B. Morse, Esq. The same year, Eli Whitney, Esq., of New Haven, gave to the fund \$500, the income to be expended in the purchase of books on Practical Mechanics. Daniel Wadsworth, Esq., of Hartford, likewise gave \$500, the income to be used in buying books on Natural History and Chemistry.

In 1833, the sum of \$5,000 was contributed to the fund, by John T. Norton, Esq., of Albany, N. Y.

In 1836, the Library funds were enlarged by a bequest of \$10,000, received from Alfred E. Perkins, M. D., of Norwich, Conn. This legacy forms a separate fund, and the income thereof is expended in buying books to be kept apart, and forming a distinct portion of the Library.

In 1843, a bequest made by Rev. John Elliott, of Guilford, in 1825, reached the amount of \$1,000, after which, by the terms of gift, \$50 of the annual income is to be applied in buying books for the Theological Department.

In 1845, the income of the Library funds having accumulated to a considerable amount, Professor Kingsley, who was the Librarian for nineteen years previous to 1825, and was every way qualified for the undertaking, went abroad, and expended in England, Holland, France, and Germany, about \$3,000 in the purchase of books.

In 1849, a legacy left for the Library fund by Mr. Addin Lewis, of New Haven (who died in 1842), reached the intended amount of \$5,000, and the annual income has since been applied to the Library.

In 1850, a gift of \$500 to the Library fund, resulting from a previous conditional subscription to another object, was received from Professor Kingsley.

A building for the reception of the Library of the College and the libraries of the three literary societies of the Institution, was commenced in 1842. The College Library was removed, in 1842, into one of the smaller apartments, but the principal hall was not ready until 1846, for the reception of books. The building is of Gothic style, and the material is brown sandstone, from Portland, Conn. It comprises a hall for the College Library, with reading-room, ante-room and Librarian's room connected, and also three separate halls for the Society Libraries. The southern wing (nearest the observer, on the sketch) is occupied by the Library of the Linonian Society, the northern by that of the Brothers Society, and the south connecting wing by that of the Calliopean Society. The dimensions of the building are as follows: whole front, 151 feet; front of main hall, 51 feet; length of do., 95 feet; front of each wing, 30 feet; length of do., 67 feet; connecting wings, 26 feet by 40 feet; extreme height of towers, 91 feet; interior dimensions of main hall, 33 feet by 41 feet; height of nave, 51 feet. When stone steps and pinnacles are added, the entire cost of the structure will be about \$40,000.

The Library, though small, is a good one, and is gradually enlarging by the expenditure of the income of the funds and by donations. The number of volumes which it now contains is about 24,000, besides about 6,000 pamphlets. No catalogue has been published since 1823, and a new edition is much to be desired. A separate law library (of 2,200 volumes), and a medical library (of about 1,000 volumes), belong to the College. The Library has no ancient MSS. of importance.— Among the modern ones which it possesses are about forty volumes left by Pres. Stiles, and a collection of papers relating to the controversy between the Mohegans and the Colony of Connecticut. Of the

more valuable printed works which it comprises, the following may perhaps be worthy of mention, viz: A collection of American newspapers of 1765-6, gathered by Dr. Stiles, with reference to the Stamp Act, 4 vols. folio. Purchas, his pilgrimages, 5 vol. fol. Groevius, Gronovius, &c., Thesaurus Antiquitatum, &c., 87 vols. fol. Muratori: Scriptores Italic, 24 vols. fol. Description de l'Egypte, Paris, 1809, etc., 22 vols. fol. Kingsborough's Antiquities of Mexico, 9 vols. fol. Silvestre: Paléographie Universelle, 4 vols. fol. Zahn, Antiquities of Pompeii, Herculaneum and Stabia, fol. Documents Inédits sur l'Histoire de France, 65 vols. 4to (in progress.) Annali dell' Instituto di Correspondenza Archeologica, 1829-45, 16 vols. 8vo. Bullettino do. 1829-1844. Maii Scriptorum Veterum Nova Collectio Vaticana, 10 vols. fol. Classici Auctores e Vat. Codd, 10 vols. 8vo. Maii Spicilegium Romanum, 10 vols. Piranesi: Collection of Italian Antiquities, etc., 27 vols. fol. Pertz; Monumenta Germaniæ Historica, fol., 8 vols. (in progress.) Fundgruben des Orients, 6 vols. fol. Milan edition of the Italian Classics, 400 vols. 8vo. Allg. Literatur-Zeitung, complete, 1785-1849, 141 vols. 4to. Berliner Jahrbucher, complete, 1827-1845, 33 vols. 4to. Wiener Jahrbucher der Literatur, complete, 1818-1849. Collection of original pamphlets concerning English affairs from Charles I. to James II. Publications of the English Record Commission, 74 vols.

The oldest printed work in the collection is a copy of two tracts of St. Augustine (de Vita Christiana, etc.,) printed by Ulric Zell, of Mayence, A. D. 1467.

During term-time, the College Library is open every secular day, from 10 A. M. to 1 P. M., and from 3 to 5 P. M., and in summer usually an hour or two more. The persons entitled to borrow from the Library, are the professors and teachers of the College, members of the professional and scientific schools, and of the Junior and Senior classes, and such other persons as the Library Committee may authorize. For consultation, however, the Library is opened freely to every applicant. books are occasionally loaned to persons at a distance, by permission of the Committee.

The Libraries of the Literary Societies are accessible to all the students, and are opened in term time every secular day (with few exceptions,) from 1½ to 2 P. M.

The present number of volumes in the College Library proper, is about 35,000. The two Libraries (Linonian & Brothers) belonging to the students, each number about 12,500 volumes. The Library of the American Oriental Society numbering not for from 1,500 volumes and manuscripts, was deposited in one of the rooms of the College Library building in the Spring of 1855. The Library of Professor Thilo, of Halle, rich in works on Church History, and numbering about 4,000 volumes was recently purchased by the College. The Libraries of the professional schools connected with the College contain about 5,000 volumes. The total number of volumes in the Libraries of Yale College is accordingly about 63,500.

In the new Harvard Hall, erected immediately on the site of the old one, the Public Library was kept till July, 1841, when the books were removed to Gore Hall, a spacious and imposing edifice, built for its exclusive accommodation by means of funds bequeathed to the College by the Hon. Christopher Gore.

Gore Hall presents a pure and chaste specimen of the Gothic style of the fourteenth century; but the hard Sienite or Quincy Granite, used in its construction, made it necessary to omit the elaborate ornaments with which this style is usually wrought. It is in the form of a Latin Cross; the length of the body being 140 feet, and across the transepts 81½ feet. The main entrances are flanked by octagonal towers, 33 feet high, surmounted by lofty mitred pinnacles, somewhat like those of King's College Chapel, at Cambridge, England. The outer walls are of rough stone laid in regular courses, with hammered stone buttresses, towers, pinnacles, and drip-stones. The inner walls and columns are of brick, stuccoed. The main floor is also of brick, resting on brick arches, filled above to a level, and covered with hard pine boards. The roof and gallery are supported by wrought iron rafters, and the partitions are strengthened by concealed iron columns. The interior of the body of the building forms a beautiful hall, 112 feet long, and 35 feet high, with a vaulted and ribbed ceiling, springing from two ranges of ribbed columns. The spaces between the columns are divided by partitions into stalls or alcoves for books, having a light gallery above, protected by an ornamented iron balustrade. One of the transepts is used as a reading-room; the other is divided into three apartments for books. This hall, in the construction of which great caution was used to guard against injury by fire, is heated by steam. This is conveyed from a boiler in the basement, through iron pipes to four stacks of perpendicular copper pipes, arranged like screens at the sides of the central area. An ingenious self-acting contrivance regulates the draft, so as to check or increase the generation of the steam.

The Public Library of the University, for which alone, as before stated, this hall is designed (the Libraries of the Theological, Medical, Law and Scientific Schools, being kept in separate buildings,) contains books in all branches of learning. These are arranged according to subjects into the four grand divisions of Literature, History, Theology, and Science, with numerous subdivisions. The first classification of

the books was made in 1822, by Joseph G. Cogswell, Esq., now the accomplished librarian of the Astor Library; and it has been continued ever since, upon essentially the same plan.

The division of Theology contains the four great Polyglots, the Complutensian, Antwerp, French, and English; a very valuable collection of the writings of the Fathers of the Church; a complete apparatus for the critical study of the scriptures and ecclesiastical history, and a body of the miscellaneous writings of all the best modern divines. The scientific division is rich in works on the exact and natural sciences; and the library is well supplied in the departments of philosophy, ethics, ancient and modern literature, history, topography and antiquities. Voluminous and expensive works, which are rarely met with, except in large public libraries, here have their place. No where else in the United States will be found so large a collection of the Journals and Reports of the English Parliament; and the department of American History is unrivalled, at least in this country. The collection of maps, the titles of which alone fill a printed volume of two hundred and twenty-four pages, is believed to be altogether unique. The Library contains, also, a few valuable and interesting manuscripts; one of which, a fragment of the Gospels of Matthew and John, in the Greek uncial character on parchment, is more than one thousand years old, and is doubtless the only specimen of this kind and age on this continent.

UTILITY OF THE STUDY OF THE CLASSICS.

Let us then examine the question of the utility of the study of the classics, keeping in view this true and just standard of judgment.

1. No study known to our schools is better fitted to discipline the mental powers, to give the mind control over its attention, and to strengthen and develop its faculties. We are not converted to the doctrine of Sir William Hamilton in relation to the Mathematics. We greatly value those branches of study, as affording a most valuable mental discipline. And we are inclined to suspect that the man who denies their fitness for this purpose, is either not a mathematician or not a philosopher—that in this case he either knows not the premises, or has greatly erred in deducing the conclusion. But highly as we value the mathematics, we still maintain that the study of the classics is in no way inferior to the study of the mathematics, for the purpose of mental discipline.

In order that we may be fully understood on this point, we will briefly illustrate what we mean by mental discipline.

Every instructor knows well the state in which he finds the mind of his pupil at the beginning of his studious career. It is for the most part incapable of continuous attention. It is unable to confine its energies to one topic of inquiry till the subject is thoroughly understood, till the mind has the mastery of the whole field of thought in which any inquiry is situated, and is able to elucidate it with clearness, force and beauty to another mind. This is the condition in which, as a general rule, minds are found at the commencement of their career, and in which, for the most part, uneducated or defectively educated minds continue through life. The mental powers exist in such a mind, just as the elements of practical skill exist in one who has never learned a trade. In both cases alike the powers require discipline, training. To impart this discipline, to give this training—to enable one to use his mental powers for the discovery and illustration of truth, or for the appreciation and exhibition of all that is beautiful—is the first, the chief object of education. In such a sense is it chief, that an education that fails in this, fails utterly, whatever specific knowledge it may communicate; and one which succeeds in this is a truly good education, however small the actual amount of knowledge imparted. In the former case the pupil's knowledge is about as useful to him, as a complete set of carpenter's tools to one who knows not how to use the plane, the saw, the hammer, or the chisel.—The latter is the case of the man who is destitute of tools indeed, but able to use with skill and accuracy any implement on which he can lay his hand. The pupil of disciplined mind without much accumulated knowledge, is like a pupil in instrumental music, completely drilled on his exercises, but scarcely having learned any tune. The powers are trained, the tunes will be easily at his command.

How, then, is such discipline to be acquired? We are prompt to confess our ignorance of more than one method, which is at all under the control of the educator. You must propose to the pupil a daily task, such as in his present mental state he is able to accomplish, and require him to exhibit to an intelligent and faithful teacher a complete explication of the matter he was set to investigate. By that teacher the pupil's mental state must be thoroughly scrutinized at each recitation, and then he must be set at another task for the next day, with his errors exposed to his view and corrected, and his mind newly excited for another effort at study.

Now what we claim for the classics is, that no material of education within our reach is, on the whole, better fitted for this daily discipline than they. As a means of fixing attention, the study of a language exceedingly remote in structure from our own is scarcely inferior to prob-

lems in Geometry. In this respect the ancient languages of Greece and Rome have a vast superiority over the languages of modern Europe. The languages of modern Europe may almost be said to be the different dialects of the same language. To pass from one of them to another, requires comparatively little effort, and affords but little mental principle. More mental energy is called into exercise in acquiring the Greek language, than in mastering all the languages of modern Europe. And in acquiring it, there is a corresponding discipline of the powers of thought and attention.

In another respect the study of the classics furnishes a mental discipline superior to any which can be acquired in the study of mathematics, or even of any of the physical sciences. In all these sciences language is used with technical definiteness and accuracy. The student requires in the prosecution of them patient, fixed attention, and that is all. His powers of discrimination are scarcely exercised at all. In the study of language far remote in its structure and its idioms from our own, we have the very best discipline of our powers of discrimination which is possible. We would translate a passage from a Latin or Greek author into our own language. We must first discover the precise shade of meaning the author meant to convey. We consult a dictionary for the meaning of the words. We find several principal words in the sentence whose various and widely different meanings fill half a column in a great Quarto Dictionary. From the grammatical structure of the sentence, from the relations in which it stands to the context, from the known scope and spirit of the author, from his customary mode of using the words in question, as well as from the testimony of the Dictionary in relation to the meaning these words are susceptible of, we are to deduce the precise meaning of each in this connection, and thus of the whole sentence. We are then to select from the resources of our own language, those words, phrases, and idioms which will most precisely and exactly express the idea contained in the sentence we would translate. No student can direct the full powers of his mind to such a mental process, without rapidly acquiring mental discipline. And the man who turns off such a study with a sneer at studying a dead language, knows not whereof he affirms. That student is not merely studying a *dead* language: he is learning his own and all other languages. He is acquiring a knowledge of the laws of language itself, and obtaining an unbounded control over it for all the purposes of life and expression.—He is disciplining his power of nice and accurate discrimination, as it can be disciplined in no other way. The uneducated mind is to a great extent the slave of the words it employs; the thorough student of the classics is learning to make words his servants. He is becoming a master of language, instead of allowing language to have a mastery of him.

But we here meet an objection which in this age is in many mouths: "You advocates of classical literature are always talking of mental discipline. But what is the use of spending years in studying useless trumpery, for the sake of mental discipline, when you might just as well acquire it in learning something useful?" We have above shewn, that most of those studies, which it is proposed to substitute for the classics, are no more directly useful than they are. The man who drops Latin and takes up Algebra, gains nothing in the direct applicability of his acquirements to practice. He is rather a loser than a gainer in this very regard.

We will now show, that the study of the classics is far from being barren of other useful results besides mere mental discipline. We proceed then to show—

2. That the study of the classics immensely enlarges our field of mental vision. This thought requires to be illustrated in respect to a number of particulars.

We have not been accustomed to hear any one object to the science of Geology as unpractical, as useless, because it deals largely with species of whole tribes of animals, fishes, reptiles, monsters of the deep, which lived and perished, leaving no posterity behind them, ages before man was made on the earth. Their forms are only preserved to us in the solid masses of rocks in which for ages they have been embedded, and to which they are assimilated. It is thought by those who are most zealous for the practical, and the useful, a noble and dignified pursuit, to disinter these monsters of the olden time, to arrange and classify them, and to mark from them such inferences as we may, relative to the changes which our planet has undergone. We have never heard Layard complained of, or charged with folly, for disinterring the long-buried imperial courts and palace-halls of ancient Nineveh. We have not learned that it is considered a waste of time to read, and even to study the books in which he has described the remnants he has there discovered, of a civilization, over which has rolled more than 2,500 years of oblivion. We apprehend there are few men so practical, that they would not travel many a weary mile, and incur no small expense, only to see the shapeless mound that marks the spot where Nineveh once stood.

Or let us present the question in another view. There are few things which more tend to give true mental enlargement, than to be made acquainted with man in his varieties of circumstances, conditions, and civilization. One brought up from infancy in solitude, would

exhibit an egotism, which would render him intolerable in society. One who knows nothing of man except what he has seen in his secluded native village, among inaccessible mountains, is narrow in his views, and bitter and obstinate in his prejudices. This is also almost equally true of the man whose observation, reading, and knowledge are confined to his country, and his own times. There is nothing such a man more needs than to be brought into familiar and thorough acquaintance with human conditions, modes of life, civilization as remote as possible from his own.—This, and this only, will render his spirit enlarged, liberal, cosmopolitan, and his judgment enlightened, sound, and free from the thralldom of prejudice.

Precisely this is accomplished by the thorough study of Greek and Latin languages. The youth is not only taken from home in space, but in time. He is transferred to Rome and Athens in the days of their life, their beauty, their glory. He listens to the recital of Grecian song from the voice of the Ionian bard. He mingles in the delightful intercourse of Socrates and his pupils. He is a witness of the death-scene of the greatest of uninspired philosophers. He sits in the Athenian assembly, and is inspired by the burning words of the father of eloquence. He is one of the delighted guests at the Tusculan villa; and as he looks out upon the distant domes of the Eternal City, he listens to the words of wisdom as they fall from Rome's first of orators and philosophers. He is at home in those distant times; those great men are his companions.—He feels the heart throbs, now of Grecian now of Roman life. He almost breathes the air of Rome and Athens, not as Rome and Athens now are, in their degradation and their ruin, but as they were when Socrates and Pericles, and Xenophon, and Thucydides, and Cicero, and Horace, and Virgil walked in their streets and frequented their social circles. Surely such a study must liberalize the mind. If any thing can rub off the rusty egotism of one's own time and birthplace, it must be such studies as these.

And we assert the claim, with no doubt of its justness, that the cultivation of classical literature has imparted a largeness of view, a liberal, a cosmopolitan character, to the literature of modern Europe, which would else have been greatly wanting. Indeed, it is perhaps more than doubtful, whether any great success in the cultivation of literature is possible, without the liberalizing influence of a learning which shall make men familiarly acquainted with other lands, and other times than their own. The brightest lights of every literature have been men learned in all the wisdom of what was to them antiquity. Such was Homer, such was Cicero, such was our own Milton. And if the unfortunate day ever comes, when Americans strike the classics from their system of instruction (of which, by the way, we have not the slightest apprehension,) our national character will become, from that day, narrow and illiberal to the last degree, and our literature will of course be like our national character. Nay, worse than this, we shall have fallen out of the great current of civilization into a little eddy of our own, where our mental vision will be too limited to produce any thing which the human mind can recognize as a literature.

We are aware that it may be said, may we (may) hold communion with these great minds of antiquity through translations of their immortal works. This is the objection of ignorance certainly, and not of any careful and thorough examination of the subject. No work of genius ever can be translated, that is, transferred to another language. The same thoughts, the same truths may be rendered into another tongue, but that which peculiarly marked the work with the genius of its author, of its nation, of its time, admits of no translation. Pope's Homer may be a very interesting and readable English poem; but it is no more Homer than it is Dante. It is Pope, not Homer—English, not Greek—modern, not ancient. Livy, in his true Latin dress, is one of the most graphic and illuminated of historians. Baker's *Leivy*, in English, is a book which a man of good sense and good taste could hardly be hired to read.

3. Another most important benefit resulting from the thorough study of the classics in early life is, that it adorns and beautifies the mind, and enriches the style with a fund of beautiful imagery. We are not enamored of filling an English composition with classical allusions, requiring great learning, or ready access to Lempriere, to understand them. There are spots on the sun, and so are there blemishes in Milton; and the pedantry of his classical allusions is one of them. This is no necessary result of his classical study, and surely is not the result which we mean to commend. But we still maintain that the pupil cannot labor during the years of his school discipline, in such a mine of beauty as is found in the works of the great masters of antiquity, without acquiring from them an intense love of the beautiful, and a facility in the use of the ornaments of style, which he would not otherwise possess. We should as soon believe a youth could spend years in studying the remaining models of ancient sculpture or architecture, without any improvement in the knowledge and appreciation of those arts. It does indeed often happen that the diligent and even successful student of the classics, according to the standard of the schools, sees in them for the time being little but the dry signification of the words as derived from the lexicon, and the application of grammar rules. But

it is only because his mind is immature. He is daily laying away treasures in his mind, the value of which he will ere long fully appreciate. His mind is becoming assimilated to the conceptions with which he is living in daily familiarity. He is becoming cast in a classic mould. In after years he will wake from the unconscious dream of his youth, to the full appreciation of the mental wealth of this ancient world, to which his classic studies have introduced him. The images of chaste beauty, the unrivalled amenities with which his mind has been stored in his youth, will become the seeds of his manhood, and produce an abundant and lovely harvest after their kind.—*Dr. Sturtevant in Am. Jour. of Education.*

INSTRUCTION IN ANCIENT LITERATURE, AS PART OF A LIBERAL ENGLISH EDUCATION.

THE result of the modifications which have been made of late years in the system of Education in the higher schools in this country, appears to show that we must either go a step further yet, or else retrace a step, according to circumstances; for while on the one hand we hear complaints from the Universities of the deterioration of the standard there, we hear on the other hand complaints, not less well grounded, that the general education obtainable in England is far inferior to what may be obtained abroad.

We are disposed to think, that, viewing the education of the Boy in relation to its influence on the future Man, we shall do better, if we do not intend to carry his classical education up to a certain point, to leave it alone altogether: for though we admit most heartily that nothing is more valuable than a thorough classical education, we cannot but say, that nothing is more unsatisfactory than the kind of education which a boy who leaves a classical school at the age of thirteen or fourteen will be found to possess. It can, indeed, be made the foundation of what every one may be proud to possess—a fully developed University education; but it cannot be used as the foundation of anything else, without great additions on one side, and clearing away much useless lumber on the other.

Yet we are not sure whether such an education is not as good, or perhaps on the whole better, as a mental training, than one in which classics and a general education have been mixed. We look upon the manner in which the mind is developed and disciplined by classical teaching as a peculiar process, different in itself from the effect which studies of the other kind would have; and in this manner we should estimate the grammar-school boy as the better of the two. The other cannot have obtained enough, either of classics or practical knowledge, to reach the mark after which they become valuable and a pleasure to him; while his mental training must be estimated according to the time and attention devoted to one or other of these forms of education; but two halves, it must be remembered, do not in this case make up a whole.

If a boy be intended for a University, let him, with the very minimum of everything else, give his time, after the age of ten or eleven, as exclusively and systematically as possible to classics and University mathematics (which are by no means the mathematics of business or ordinary life, though they have their own advantages;) but in the case of other boys, we would plead for the necessity of throwing overboard Greek and Latin, as languages, altogether, and endeavouring to do justice to the other branches of which education abroad, if not here, is considered to consist. We do not think that they have yet been fairly tried; for from the novelty, and from the reaction usual in such cases, many of the subjects lately introduced into our English modern schools have been carried out as hobbies, rather than with judgment. When we speak of discountenancing, or rather boldly contenting ourselves to leave alone Greek and Latin, as languages, we must make a reservation in favour of those parts of ancient literature which have part of our own and are interwoven by associations with things modern as well as ancient. With these, and with ancient mythology in general, we should endeavour to make boys as familiar as with Ancient History; and we shall find that much which is valuable in the storehouse of the past can be brought forward in English, as well as in another language. We need a text-book for this purpose, and must in default be thrown on our own resources.

But the language as well as the spirit of Ancient Literature has retained its ascendancy still, and modern writers use the ancients as an hereditary quarry for words and expressions, as well as for ideas and allusions. The former class, with the exception of the most current proverbs and quotations, we cannot well get hold of at second-hand; with the latter only we can deal—it must be at second hand too—yet we need not be ashamed at this, if we knew how many classically educated people draw their knowledge of classical literature from compilations in their own language.

In treating mythology in this manner, the first difficulty will be to select such matter only as seems worthy of preservation, or likely to be worked up; and the second, to connect all this together by some thread, either of narrative or subject. Still we must say that we do not see any great advantage in taking special trouble to teach the

"Mythology of the Constellations," which seems to be sometimes considered rather important.

In arranging the lessons, the most convenient way will be to prepare an outline of each lesson, and to have it copied beforehand by every boy; this will secure, among other things, to some extent, the correct spelling of the proper names. The following are intended to be thus used; but, naturally, the arrangement will admit of much variation. Particulars concerning classical writers and the history of epic and dramatic poetry, do not belong to this part of the subject.—When speaking of the deities, it is well to give their Greek as well as Latin names, and describe the form in which they are represented in statuary.

I. *Oceanus*; Saturn (Chronos); scythe and serpent; his reign on earth. Chaos; Erebus and Nox; Nemesis, the Fates or Parcae (Clotho, Lachesis, and Atropos); the Furies or Eumenides, the Titans, Prometheus (Pandora); Ate.

II. *Jupiter* (Zeus), Eagle; his birth, the Corybantes, the goat Amalthea; (Cornucopia) contest with the giants, their punishments, Enceladus, Tityus, Briareus. His wife Juno; (the peacock, story of Io) Europa.

Neptune; (Poseidon); the horse; his wife Amphitrite.

Pluto; (Dis, Hades, or Orcus); his wife Proserpine, the pomegranate-seed; his kingdom, Tartarus, the Elysian fields, Phlegethon, Lethe, Styx, Charon, Cerberus, Minos, Rhadamanthus and Æacus; Ixion, Tantalus, Sisyphus, the Danaides; story of Orpheus; (Proteus, Aristæus, Eurydice); Plutus.

III. *Latona*, (veiled); Niobe. Ceres, (Cybele) corn and poppy, turreted head; Triptolemus, the Eleusinian mysteries. Vesta; her worship at Rome. Diana, crescent and quiver, (Hecate); the Spartan boys; her temple at Ephesus, Venus (chariot and doves) and her son Cupid; Adonis. Minerva (Pallas, Athena) the Ægis; her origin; the olive; Marsyas, Apollo (Phœbus) laurel and crown of rays; birth on Delos, the Python; serves Admetus, (Alcestis); Midas, (the Pactolus); Pactolus, Parnassus, the Muses; temple at Delphi, colossus at Rhodes. His son Æsculapius, (serpent and cock) Phaeton (amber).

IV. *Mars* (Ares); charriot drawn by Flight and Terror; Romulus; Salii and Ancilia. Bacchus (Dionysius); thyrsus and vine and ivy-leaves; the sailors of Naxos; Lycurgus, Pentheus, Mercury (Hermes); winged feet and caduces; the tortoise-shell. Vulcan; the Cyclops, Pan (panic) form of a goat. Silenus, riding on an ass. Janus, Momus. Aurora, (Tithonus), Thetis. Flora. Pomona (Vertumnus), Fauns, Satyrs, Dryads, Naiads. Lares, Penates.

V. *Heracles*; enmity of Juno; the snakes. Service to Eurystheus; Hesione. 1. The Nemæan lion (Leo) its skin, the club. 2. The Lernæan Hydra, its heads, Iolas, the poison; (Cancer). 3. The stag. 4. Erymanthian boar, Centaurs and Lapithæ, Pholus, Chiron (Sagittarius). 5. Stable of Augeas. 6. Birds of lake Stymphalis. 7. The Cretan bull. 8. Diomedes' mares. 9. Girdle of Hippolyte; the Amazons. 10. Geryo (Cacus). 11. Apples of the Hesperides, Nereus, Atlas, the pillars; Antæus. 12. Cerberus; slave to Omphale; Nessus and Dejanira; his death, Lichas. Hebe, (Ganymede).

VI. *The Argonauts*. Phrixus and Hella (Hellespont), the fleece. Tiphys, the wood from Dodona; Hylas; Castor and Pollux; the Symplegades (the dove); Phineus and the harpies; Medea and Jason, the honey-cake, the dragon's teeth, the fire-breathing oxen, the armed men, the daughters of Pelias; the flight of Medea, the rest of her story, the death of Jason.

The Calydonian hunt: Meleager (the log of wood); Atalanta.

VII. *Theseus*; the sword and the stone; Procrustes; sent to Crete, the Minotaur, the labyrinth (Dædalus, Icarus) Ariadne, (the thread); the black sail, name of the Ocean. Contest with Lapithæ: friendship with Pirithous; descent to Hell. His son Hippolytus.

Perseus; his mother Danaë, the golden shower, the boat; his armour, the Graiæ, contest with Medusa, Atlas; Andromeda.

Bellerophon; the letters of Prætus, the Chimera; Pegasus, Deucalion and Pyrrha, the re-peopling of the earth. Ario, Amphion, Orion, Narcissus and Echo. Baucis and Philemon. Hero and Leander. Cleobis and Biton.

VIII. *Building of Troy*, Neptune, Apollo, and Laomedon; Hesioine. Origin of the war, the golden apple at Peleus's marriage, Paris's judgment; Helen's suitors, Menelaus; Philoctetes, quarrel of Achilles. Diomedes and Ulysses's exploits, (Rhesus and Dolon), Glaucus and Diomedes, escape of Æneas; parting of Hector and Andromache; Hector and Ajax; death of Patroclus, the games; Achilles's armour; death of Hector. Death of Achilles; the wooden horse; Laocoon, taking of Troy. Stentor. Machaon. Nestor.

IX. *Achilles*, Thetis, Chiron, his heel; sent to Lycomedes, choice of arms, short life. Telemachus's wound. Ajax, contest with Ulysses, madness, death, (hyacinth). Agamemnon (Thyestes) sacrifice of Iphigenia at Aulis—his death—Orestes kills Ægisthus, and Clytemnestra; pursued by the Furies; his trial before the Areopagus. Orestes recognised by Electra, meets with Iphigenia at Tauris. Pylades. Ædipus; his name; the Sphinx; kills his father; death at Colonos;

Antigone; Eteocles and Polynices; the Theban war, Antigone and Hermione.

X. *Ulysses*; his revenge on Palamedes (chess); the Lotus-eater; Polyphemus and the Cyclops; Æolus and the winds; Circe; the Sirens, Scylla and Charybdis, Calypso, Nausicaa. Penelope's troubles, the web, journey of Telemachus and Mentor; return of Ulysses to Thrace, Eumæus, the bending of the bow, Euryclea, the dog Argus.

XI. *Æneas*—his mother Venus; escape from Troy, loss of Creusa; Polydorus; the storm raised by Æolus at Juno's order; Triton assists the ships; the Harpies. Carthage, death of Dido. The Sibyl, the golden bough, the cake for Cerberus, descent to Hell. Lands in Latium, Lavinia, hostility of Turnus, assistance of Evander. Camilla, Nisus and Euryalus; death of Pallas; Mezentius and his horse; contest of Turnus and Æneas. Pallas's belt, death of Turnus.—*English Literature.*

Papers on Practical Education.

HOW CAN THE TEACHER BEST MAKE HIS OCCUPATION CONDUCE TO HIS OWN PROGRESS IN SELF-IMPROVEMENT?

[We here give a free translation of a chapter from one of the best of the numerous German works on practical education.—Diesterweg's guide for German Teachers. We think our readers will be interested in this specimen of the views of a foreign teacher of very high reputation in his own country.—*Editor Massachusetts Teacher.*]

In answer to this question we give the following brief rules. First, study the subject you are to teach thoroughly in all its parts and in all its bearings.

2nd. Take as a guide in your teaching some good printed manual, but use it only in proper time and proper manner, and *never* while you are giving instruction.*

3rd. Accustom yourself to a thorough and exhaustive preparation for every single exercise and every single lesson you give.

4th. Enter in a book all the experiences, reflections, and notes worthy of observation you have occasion to make during your lessons.

5th. As soon as you have thoroughly mastered the text-book or manual you have adopted as a guide, study other manuals and works which treat of the same subject.

6th. Endeavour to arrange a course of study which shall exactly correspond to the wants of your particular pupils.

7th. Study constantly such general works on the subject of education as you can command, pedagogic, didactic, on methods logical and psychological, by means of which your mind can ripen into clearer views, and discover better methods of practising your profession.

These rules all spring from the idea that the success of the teacher in his school results mainly from his intimate knowledge of the subjects he is to teach, and from the gradual and never-ceasing development of that knowledge, and all its accompanying relations in his mind. It is for this reason we require of him from the beginning the most intimate acquaintance with every subject he is to teach. In the next place we have counselled him to take printed manuals for his guides, because time, if nothing else, is usually wanting to most beginners, for the elaboration and publication of his own guide.† Moreover, it is to be presumed that many guides already printed have a greater value than the unripe products of a beginner. To lay out a practical course of instruction of very moderate limits, is in no department a very easy work. Only the maturest and wisest teachers are truly competent for it. I am therefore by no means of opinion that a young teacher is best able to lay out his own courses of instruction; though I would not have him all his life long slavishly bind himself to a guide. Only let him choose and follow one in the beginning. The eclecticism which strives to choose the best parts of all that are known, commonly destroys all unity, and hinders all steady progress. It is far better to follow steadily even a one-sided plan, than to have none at all, and only be guided by the supposed temporary wants of one's scholars, or even by one's temporary whims and caprices. I have known young teachers who thought they selected the best parts of many plans, but generally nothing came of it.

I therefore lay great stress upon choosing out and following some good guide to a course of study. Yet the best guide that can be taken seldom suits in every particular the special case and particular school in which it is to be used. Such a universally applicable course of instruction has never been made out, and never can be. Every writer starts from certain given premises, and certain given relations of the

* We suppose this to refer to a class of books very common in Germany, but little known here, which combine a general treatise on the subject of education, with minute directions for instruction in particular departments. Of these there is a great variety, often constructed upon very different principles, and laying out very different courses of study.

† This is curiously illustrative of the fact that in Germany, a nation of writers, almost every schoolmaster of any note makes and prints school books and guides of his own.

schools and teachers for which he writes, and belongs himself to Time, which never stands still, and is in eternal development. Every individual too has his peculiarities, and how can it be expected that a guide can be composed which shall admit of no change and no improvement? Therefore no book whatever can take the place of the teacher's own reason and understanding, and every writer on education must demand of his reader that he use his work with thoughtful freedom, and make all changes, whether of omission, addition, or alteration, necessary to adapt it to the particular case.

And gradually to qualify the teacher for the performance of this duty, I require of him a conscientious preparation of every single lesson, attentive observation during its continuance, and a careful registering of his observations afterwards. In such a way the teacher can attain to such maturity, that he can either dispense with his guide altogether, or make one for himself more closely adapted to his own wants and circumstances. But that he may during the lessons apply his whole attention freely to his pupils, I require that he make no use of guide or text-book during his recitations. Teachers should instruct, not out of books, but from their own heads. The true manual for the scholar is the teachers' own thoughtful brain, which, with independent mastery of the subject, gives to each pupil just what that pupil needs, milk to one and meat to another. The teacher must, if we may be allowed the comparison, understand the art of cookery. The material from which the food is prepared is everywhere the same; but the preparation of it to suit the varying appetite and digestive powers of his charge is *his* duty, and no one else can do it for him. A good guide points the way to it, or at best fits the relations and circumstances of most common occurrence, but can never take the place of the teacher's own judgment and reflection. In the better Normal Schools, therefore, teachers are accustomed from the beginning to teach from their own heads, and not from text-books; the contrary is not and ought not to be permitted. It is a slavish dependence in a teacher, when he everywhere needs a book. He cannot then give his undivided attention to his pupils; and cramped in the strait-waistcoat of a manual, free mental activity becomes impossible. Away, then, with books from the hands of teachers in recitation time. At home let them study them carefully, but before their scholars let them labor with free and independent spirit. Of course the rule cannot apply to all recitations, but let it be enforced wherever possible, and for all lessons, without exception, let there be required of the teacher a complete mastery of the whole subject matter. It is to accomplish this, that we give the rule that after having mastered the particular manual he has chosen, he should consult other works which treat of the same subject, and that he should seek constantly to attain to a higher degree of theoretical insight and of practical skill, by the study of the best books which treat of his profession. If the teacher by constant repetition of his manual has made it entirely his own, he will no longer need a special preparation in it for every lesson; but the need of extending his views and refreshing his spirit never ceases. The last necessity rather increases with years, and from the difficulty of satisfying the want, we must explain the frequent fact that so many teachers gradually lose their early zeal, and finally, perhaps, sink into a dull routine. It lies in the nature of earnest spirits to teach with extraordinary zeal those subjects which they have not yet fully mastered. But as soon as they have succeeded in this, their inclination ceases and their zeal grows cold. The charm of novelty disappears, and their spirit of inquiry is satisfied. If therefore, the zeal of a young teacher proceeds chiefly from the satisfaction he finds in completing his knowledge of a subject not yet wholly mastered, and not from love of teaching itself, it may with certainty be expected that this zeal will gradually cool. The true zeal which will not disappear must spring from love of teaching itself, from interest in the development of youthful minds. And then it will be a matter of comparative indifference to the teacher what it is that is given him to teach. But yet, that he may retain a fresh interest in material which he has always before him,—for what earnest man does not feel the need of enlarging his views and refreshing his spirit amidst the constant recurrence of the same objects, and a life-long occupation with the same particulars?—let him study constantly the writings of other men upon the subjects which he teaches. If refreshment is not to be found in novelty of material, then let him seek it in multiplicity of views and variety of treatment. It is just this that characterizes the accomplished teacher, that he understands how to treat the same subject in the greatest variety of ways; and herein lies an advantage of public schools over all private teaching, that it teaches how to consider the same subject from different points of view, and after the peculiar manner of a great variety of different minds.

Finally, the teacher must constantly strive for an increase of his didactic insight and capability. The essence of culture lies far more in generality and breadth of view, than in the mass of knowledge.*

* We would not be understood to mean that the essence of culture lies in a knowledge of general laws and abstract rules without also a knowledge of concrete particulars; for the first rest upon the second, and are hollow and empty without them. First and foremost must come the knowledge of individual facts, but we must not rest satisfied with them, but strive to rise to a knowledge of the general laws that

Therefore let every one study, besides the writings upon single departments, works also which are occupied with the investigation and development of the general subject of education. Of special influence in the culture of the teacher is an intimate acquaintance with psychology and logic. For psychology, or rather anthropology, is the fundamental science of pedagogy, without which the latter can find no permanent foundation. But logic discloses the organization of the knowing faculty, whose development is the chief business of the teacher. We do not mean by logic the mere mastery of the abstract formulas of dry compendiums, but a living comprehension of the forms of the thinking spirit, and a living intuition of the functions of the intellect in all the phenomena of its activity. If the teacher combine in this way the thorough mastery of single departments with the study of the general subject, he will attain at last to that ripeness of culture which will make him a master of his profession.

HOW SHALL I MAKE SCHOLARS INTERESTED IN THEIR STUDIES?

Be interested yourself. Would you have your pupils wide awake and earnest, be alive yourself. If they are inert, quicken them with your vitality. A child's nature is sympathetic. He cannot long be dull and sluggish if life, energy, and rapidity characterize your own motions. Your electricity will be communicated to him. He will work if you will work with him, harder than you require him to work. The more inert he is, the more active you must be. It is useless for you to sit in your easy chair and command attention. It is of no use to lecture him on the importance of being interested in his studies. If your scholars lack energy and activity of thought, do not sit before them; the only way to secure it, is by physical and mental activity on your part, which they cannot escape from, but which hurries them on by the very force of its impetuous torrent. I do not mean that with all classes of scholars, this excessive activity is needed on the part of the teacher. Where pupils have learned to think, know how to apply themselves, can go down into the depths of profound thought, it is not needed and might disturb rather than assist, but with a large class of pupils in our schools, with those who most need the teacher's aid, scholars who have not yet learned to think, and especially those not inclined to do so, it is the only effectual way. In a large proportion of our schools, activity, physical as well as mental, is an essential requisite in the teacher.

PUBLIC SCHOOLS AND VILLAGE LIBRARIES.

We may be wrong—indeed we are, if general practice is correct—in thinking that every school-house, in order to be perfectly fitted for its purpose, ought to have a good library of reference books, maps, charts, &c., in addition to a good selection of books for instruction and miscellaneous reading.

Let us indicate our reasons for thus being singular—not among the thinkers, for all these are with us, but singular among the great mass of men—and we may argue the matter at another time.

1st. The text books of scholars are to be in a good measure committed to memory, and therefore they cannot contain authorities, nor extended and minute information. Now you want to shew scholars how to hunt up authorities, how to explain classical allusions, how to account for natural phenomena, how to trace geographical facts, biographical notices, and historical allusions. This can be done only by means of reference books.

2nd. It may be said if the teacher has these works in his own, or can find them in a library, he can tell what he finds to his scholars. But everybody knows that this will occupy too much time, and cannot so well form scholars' habits, as the search of these volumes for themselves. What we want is so to instruct our scholars that they shall be able to find the information they need for themselves.—One great reason why so many young people never study or use their school studies after they leave school, is undoubtedly because they have not in the school-room been taught to go beyond the very meagre round of their text and reading-books. These reference books in the school-room will be a great repository of facts, and the grand teachers of the practical mode of gathering, collecting and using them.

3rd. These books too—and this is one of their most important benefits—will serve to enlarge the scholars' views, to introduce them into the great world beyond the school-room, and to prepare them to be bold and independent investigators of truth. This course of making the pupils of the school consult these works daily, will give them to understand and appreciate the grand chain which connects all sciences,

underlie them. "The more minute he is, the better he will succeed," says an experienced French pedagogue of the elementary teacher; and it is true of all teachers. The abstract University method is the ruin of teachers who pass from college halls into the school-room. They try to teach from above downward, instead of developing from below upward and outward. By general views, therefore, we understand anything rather than empty abstractions and artificial systems.

and will thus lead into paths always new, and therefore always interesting.

4th. How many moments of profitable pleasure would be brought, like fresh sunlight, into the school-house by such books. A great deal of disposition and tendency to mischief would thus not only be repressed, but would be actually turned into a profitable channel of employment. Questions and exciting riddles could be hunted up out of these books; all sorts of puzzles, problems, exercises and sports could be invented, and thus that superfluous energy and exuberance of animal spirit which abounds in all schools would be at once harnessed into some useful work—useful for the individual, pleasant to the little community, and fruitful of future good habits and characters.—*L. I. Schoolmaster.*

EDUCATION IN MODERN GREECE.

Mr. H. M. Baird, in a recent Narrative of residence in Greece, thus speaks of the state of education in that country. The University of Otho at Athens is well organized, is presided over by men of the greatest distinction for talents and learning, and is yearly attended by 750 youths.

But a yet higher claim of Greece to the respect of civilized Europe and America can be based on the completeness of her system of gratuitous and popular education, extending from the primary school to the very threshold of the University. It may be affirmed with confidence that none need be deprived of a respectable education, save in consequences of their own wilfulness or want of industry. The whole area of Greece, containing according to the official returns, 992, 643 inhabitants, is divided into 272 *demi*, or townships. In these, in 1852, there were 325 common schools regularly organized, with 29, 229 children, and in 1853, about 40,000. The studies are such as are most essential for the pursuits of ordinary life. It is not a little remarkable that over 4000 of these scholars are girls. Thirty years ago it was esteemed preposterous for a parent to teach his daughter anything beyond reading or writing; and such a thing as a school for girls was unheard of. Yet, at present, there is a sort of female college under the care of Madame Mano, where several hundred young ladies are educated; it occupies an imposing edifice recently erected by the contributions of many and the liberality of a few wealthy citizens.

Next in rank above the common, or *demotic* schools, are the *Hel-lenic* schools, eighty-five in number; and the six or seven gymnasia, corresponding to our grammar schools, and, in part, to our colleges. Thence the transition is easy to the University, where the professional studies are first undertaken. These seminaries are attended by about 10,000 students. (pp. 85, 86.)

Beside these institutions there are a number of others more special in their character. It is also worthy of notice that "within a few months the Bible translated into the vernacular tongue has been made a text book in all the public schools of Greece. The Ministerial order which makes provision for its introduction, also requires that all the teachers shall henceforth attend at least one course of lectures of Professor Contogues of the Theological school of the University, on the subject of hermeneutics. Greece owes this decree to the enlightened statesmanship of Mr. Psyllas," (p. 331.) There are said to be a larger number of newspapers in Athens than in any other city of its size in the world. In 1852, fourteen semi or tri-weekly political journals were published there, and since that date several dailies have been established. Syra had three newspapers, and Patras, Tripolitza, and Chalcis, each one. There were also three literary periodicals printed at Athens, with an aggregate circulation of about 2000 copies. The population of Athens is estimated at 28,000.—*N. Y. Com Adv.*

ETYMOLOGY OF WORDS.

Let us a little consider the word "kind." We speak of a "kind" person, and we speak of man—"kind," and perhaps, if we think about the matter at all, we seem to ourselves to be using quite different words, for the same word in senses quite unconnected, and having no bond between them. But they are connected, and that most closely: a "kind" person is a "kinned" person; one of kin; one who acknowledges and acts upon his kinship with other men, confesses that he owes to them, as of one blood with himself, the debt of love. And so *man-kind* is *mankinned*.* In the word is contained a declaration of the relationship which exists between all the members of the human family; and seeing that this relationship in a race now scattered so widely and divided so far asunder can only be through a common head, we do in fact every time that we use the word "mankind," declare our faith in the one common descent of the whole race of man. And beautiful before, how much more beautiful now do the words "kind" and "kindness" appear, when we perceive the root out of which they grow; that they

are the acknowledgment in deeds of love of our kinship with our brethren; and how profitable to keep in mind that a lively recognition of the bonds of blood, whether of those closer ones which unite us to that whom by best right we term our family, or those wider ones which knit us to the whole human family, that this is the true source out of which all genuine love and affection must spring; for so much is affirmed in our daily, hourly use of the word.

And other words there are, having reference to the family and the relations of family life, which are not less full of teaching, which each may serve to remind of some duty. For example, "husband" is properly "house-band," the *band* and *bond* of the house, who shall bind and hold it together. Thus, Old Tusser in his *Points of husbandry*:—

"The name of the husband what is it to say?
Of wife and of household the band and the stay."

so that the very name may put him in mind of his authority, and of that which he ought to be to all the members of the house. And the name "wife" has its lessons too, although not so deep a one as the equivalent word in some other tongues. It belongs to the family of words as "weave," "woof," "web," and the German, "weben." It is a title given to her who is engaged at the web and woof, those having been the most ordinary branches of female industry, of wifely employment, when the language was forming. So that in the word itself is wrapped up a hint of earnest in-door stay-at-home occupations, as being the fittest for her who bears this name.—*Trench on words.*

HOW TO READ A BOOK.

There are very few who know how to read a book. One of the greatest men of our age once said in my hearing, "I am afraid of a man who has read one book well, but not of one who has read many superficially." A book that is really worth reading at all, is worth reading well. It is a great thing to master an author, to be able to say, I think I understand the writer—I grasp the subject, and I am satisfied I have reached his meaning. Sir Samuel Romilly, of England, a distinguished lawyer and statesman, acquired the habit of comprehending and stated a subject which he had listened to or read, beyond most men. Of the eminent men of our country we have been celebrated as profitable readers.—Dr. Shepherd Rollock, of the South, and the Hon. Thos. S. Grimke, of Charlestown, S. C., were remarkable. The latter, Mr. Grimke, was a finished scholar. In a note to an address delivered in 1827, and published by him, we find some most valuable thoughts on the subject of reading and study. As very few of our readers have ever seen the Address, I shall do them a favor by transcribing several paragraphs. Referring to a young man who has completed his collegiate course, he says, "He must make up his mind to be a devoted student, in spite of his professional engagements, for ten years at least; until he shall have been able to deepen, and strengthen, and enlarge, and elevate his mind, so as to fit himself for solid, honorable, permanent usefulness. Manhood has its appropriate course of study, and the difference between men arises very much from their selection and pursuit of a right course of study. Many fine minds capable of enlarged and durable improvements and usefulness, are lost every year to the community in which their lot is cast, to the country they are bound to serve, to the cause of religion, humanity and literature, because they have failed in this great duty—they have neglected the course of study appropriate to manhood. And here let it be remarked, that the true student never considers how much he reads, but rather how little; and only what, and how he reads."

He adds (and would that all young men on entering College, or commencing a course of study, were made acquainted with the facts here stated,) "I hope that I may state without even the appearance of ostentation, my own practice, to illustrate my principle. Six months were devoted to Ferguson on Civil Society; a whole summer to the first volume of Montesquieu; three months to Hume's Elizabeth; six to the first part of Butler's Analogy. I believe I may render you a service, by stating my mode of study in three important particulars. 1. Before I commenced an author, I made myself thoroughly master of the whole scheme of his work, (if a table of books and chapters enabled me so to do.) 2. I then studied the author in the following manner: After reading the first sentence, I meditated on it, developing the author's thought, as well as I was able, and reducing the whole, as nearly as possible, to a single, distinct, concise expression. I then read the second sentence, and did the same; thus I went through the paragraph. This may appear at first sight, an exceedingly tedious process; but any one acquainted with the nature of the mind, knows the wonderful facility that would be soon acquired, by a faithful, patient adherence to this mode of study, even through a single chapter. 3. A third rule was, to pass nothing unexamined; nothing without reflection; whether in poetry, history, philosophy or religion."

A literary friend of extensive acquirements, has recently stated to me his method of reading. He keeps by him a loose piece of paper, and notes down the page on which is found any thought worth exami-

*Thus it is not a mere play upon words, but something much deeper, which Shakespeare puts in Hamlet's mouth; when speaking of his father's brother who had married his mother, he characterizes him as "A little more than kin and less than kind."

nation. After he has finished the book, he reviews his notes; and transfers to a commonplace book anything valuable, and where it is to be found. In this way he prepares himself to write on any subject. It is said President Edwards always read with a pen in his hand. The late Dr. Olin, President of the Wesleyan University in Middletown, has given his method of study. He analyzed every thing and made himself master of the subject. His *Life*, recently published, is exceedingly interesting.—When a full account of Daniel Webster's intellectual habits and modes of study shall be given to the world, the scholar will find much to imitate. If, by reading these lines, one young man may be induced to pursue his reading with more attention and care, I shall be amply repaid.—*Puritan Recorder*.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: OCTOBER, 1856.

* * Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

ALTERATION IN THE BOUNDARIES OF SCHOOL SECTIONS.

As the time approaches when alterations are usually made in the boundaries of Common School Sections, by Township Municipal Councils, we deem it proper to give such extracts from the School Law bearing upon the subject, as may be necessary to aid all parties concerned in the right performance of this duty. We also give extracts from the decision of the Court of Queen's Bench, settling some doubtful points.

The XVIIIth section of the School Act of 1850, enacts, "that it shall be the duty of the Municipal Council of each Township in Upper Canada:

"*Fourthly*.—To alter any school section already established, [;] * and to unite two or more school sections into one, at the request of the majority of the freeholders or householders in each of such sections, expressed at a public meeting called by the Trustees for that purpose: † Provided always, that the first

* Any alteration in the boundaries of a section may be effected *after* due notice to all the parties interested, and independently of the consent or request of its Trustees or inhabitants. But the *union* of two or more sections into one, cannot be effected without the concurrence of the inhabitants of each of the sections concerned. The Court of Queen's Bench in confirming the decision of the Chief Superintendent, holds that an *alteration* in the boundaries of a section creates no necessity for a first school meeting, or a new election of Trustees—12 U. C. Q. B. R. The union of two or more sections into one is equivalent to the formation of a new section, and goes into operation (unless specially deferred to a fixed date) immediately after the action of the Township Council; but the union of parts of adjoining townships, and an alteration in boundaries, have no effect until the 25th December following the Act. In all cases, an altered or united section has no legal existence, as such, until after the date fixed for the coming into effect of such alteration or union. No Township Council can leave any part of the township without school section organization.

† The phrase "at the request of the majority of the freeholders or householders in each of *such* sections," does not refer to the alteration in the boundaries of a "School Section;" but to the union of "two or more Sections into one." An inattention to this fact, and the absence, by a clerical error, of a semi-colon after the word "established," in the second line of the clause, which is inserted in brackets in this edition, has almost invariably led to the

election of Trustees in such section, consisting of two or more sections united, shall be appointed and held in the same manner as is provided for in the fourth section of this Act in respect to a new school section. Provided secondly, that any alteration in the boundaries of a school section shall not go into effect before the twenty-fifth day of December next after the time when it shall have been made; nor shall any step be taken towards the alteration of the boundaries of any school section, nor any application be entertained for that purpose, unless it shall clearly appear that all parties affected by such alteration have been duly notified of such intended step or application: Provided thirdly, that the several parts of such united or altered school sections shall have the same claim to a share of the Common School Fund, to which they would have been entitled had they not been altered or united: And provided fourthly, that any school site, or school-house, or other school property, which shall not be required in consequence of such alterations or union of school sections, shall be disposed of, by sale or otherwise, in such a manner as a majority of the freeholders or householders in the altered or united school sections shall think proper, at a public meeting called for that purpose, and the proceeds shall be applied to the erection of a new school-house, or other Common School purposes of such united or altered sections; * except that the inhabitants transferred from one school section to another, shall be entitled, for the Common School purposes of the section to which they are attached, to such a proportion of the proceeds of the disposal of such school-house or other Common School property, as the assessed value of their property bears to that of the other inhabitants of the school section from which they shall have been separated: Provided fifthly, that union school sections, consisting of parts of two or more townships, may be formed and altered, (under the conditions prescribed in this clause in respect to alterations of other school sections,) † by the Reeves and Local Superintendent or Superintendents of the townships out of parts of which such sections are proposed to be formed, at a meeting appointed for that purpose, by any two of such Town Reeves; of which meeting the other party or parties authorized to act with them shall be duly notified: ‡ Provided sixthly,

belief that the formal consent of the inhabitants was necessary, before any alterations in the boundaries of a School Section could be effected. Such was not the intention of the framers of the law, as explained by the Chief Superintendent of Education. The construction put upon this clause of the Act has been confirmed by the Court of Queen's Bench. The Chief Justice says, that in effecting alterations, the Municipal Council may take the initiative, and can act without any previous request from a public meeting; but if they enter upon such a measure of their own accord, they must see that all parties affected by the alteration have been duly notified of the intended step; and if they have been applied to on the subject, they are not required to entertain the application until they see that such notice has been given, of which they must be the judges. In *re Ness vs. Municipality of Saltfleet*. Michaelmas, 1855.

* The following extract from the Municipal Corporations Act, provides for the sale of school premises.—"The third clause of the thirty-first section of the Municipal Corporations Act (12th Viet., chap. 81), also enacts that the Municipality of each township shall have power and authority to make a by-law or by-laws * * * for the purchase and acquirement of such real property as may be required for common school purposes, for building common school-houses, and for the sale and disposal of the same when no longer required, and providing for the establishment and support of common schools, according to law."

† See the first note on the left hand column of this page.

‡ This Union can be dissolved by either of the Township Councils concerned, on giving due notice to all parties concerned. See proviso to seventeenth section of the Supplementary School Act of 1853.

that each union school section composed of portions of adjoining townships, shall, for all purposes of Trustee elections and control, be deemed one school section, and shall be considered, in respect to superintendence and taxing for the erection of a school-house, as belonging to the township in which the school-house may be situated.*

Fifthly.—To cause the Clerk of such township, to furnish the Local Superintendent of Schools with a copy of all the proceedings of such Council relating to the formation or alteration of school sections, all school assessments and other educational matters.

The following is from the Supplementary School Act of 1853 :

IV. And be it enacted, That whenever any school section shall be formed in any Township, as provided in the third clause of the eighteenth section of this Act, the Clerk of the Township shall communicate to the person appointed to call the first school meeting for the election of Trustees, the description and number of such school section : and such person shall, within twenty days thereafter, prepare a notice in writing, describing such section, and appointing a time and place for the first school section meeting, and shall cause copies of such notice to be posted in at least three public places in such school section, at least six days before the time of holding such meeting.†

XXV. And be it enacted, That it shall be the duty of the Clerk of each Township Municipality to prepare, in duplicate, a Map of the Township, shewing the divisions of the township into school sections and parts of union school sections, one copy of which shall be furnished to the County Clerk for the use of the County Council, and the other shall be retained in the Township Clerk's Office, for the use of the Township Municipality.

* See third and fourth provisos of the fourteenth section of the Supplementary School Act of 1853.

† *Form of Notice of a first School Section Meeting.*

SCHOOL NOTICE.

The Municipal Council of this Township having formed a part of the Township into a School Section, and designated it School Section No.—, its boundaries and limits are as follows :—[*Here insert the description of the Section.*]

The undersigned, having been authorized and required by the Municipal Council to appoint the time and place of holding the first meeting, for the election of Trustees for the School Section above described, hereby notifies the Freeholders and Householdors of said School Section that a public Meeting will be held at — on — day, the — of —, at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons as School Trustees of the said Section, as required by the Upper Canada School Act of 1850, sect. 4.

Given under my hand, this — day of —, 18—. [*Name.*]

REMARKS—Should the person authorized and appointed by the Municipal Council to call the first Section Meeting refuse or neglect to do so, he subjects himself to a penalty of one pound five shillings, recoverable for the purposes of such School Section; and then, any two Householdors are authorized, within twenty days, on giving six days' notice, to call a meeting for the election of Trustees. The form of their notice—to be posted in at least three public places in the School Section concerned, and at least six days before the time of holding such meeting—should be as follows—

SCHOOL NOTICE.

The Municipal Council of this Township, having formed part of the Township into a School Section, and designated it "School Section No.—," its boundaries and limits are as follows :—[*Here insert description.*]

The undersigned, Householdors of the School Section so described, in conformity with the 9th section of the School Act of 1850, hereby give

THE DIFFICULTIES OF HIGHER EDUCATION.

His Excellency the Governor General was present at the recent opening of the new building for McGill College in Montreal, Burnside Hall. In reply to the address presented to him, his Excellency said :

In attending here on the present occasion, I do so with much satisfaction, for in this building I see a proof of the energy which has hitherto guided, and will, I doubt not, continue to guide this university. A few short months have elapsed since the spot where we stand was covered with the ashes of the building which has been destroyed. But those ruins have been speedily replaced, and I say that in this fact we have a pledge of the fitness of the men charged with its administration for carrying on the business of the institution. As to the subject matter just discussed by the President, no one can be more deeply convinced of the truth of what he has advanced—nor can any concur in it more fully than myself. I know and see the difficulties that impede the higher education. In a new country, where every young man is anxious to enter life, going into the wilderness to seek his fortune, or entering into the pursuits of commerce—in such a country it seems hard to make an application of those branches of learning which have no direct bearing upon advancement in wealth. But the time will come when this opinion will be acknowledged to be in error, and when the benefits of a superior education will be recognized more extensively than at present. At that time I trust that one of the earliest fruits of the change in opinion will be the greatly increased prosperity of this institution, as a fitting reward for the efforts of those who now conduct it. If there is one thing more striking than another, indeed, in the progress of modern society, it is the constant repetition of proof that no one can say what are the limits which divide abstract science from practical and applied science. Going back a hundred years, we find that the philosophic dreams of that day with respect to the lightning have become realities in our own, so that this same lightning is now employed to convey our messages, quickly as its own motion, from Montreal to Toronto, and from Toronto back to Montreal. Yet 100 years ago nothing seemed less connected about the business of life than these dreams about the employment of electricity. The truth is that the destinies of empires may depend on such a discovery as that which has been made in the manufacture of iron—a discovery arising out of previous acquaintance with natural facts, reasoned out in the mind of Mr Bessemer, the inventor. The formulæ worked out by the mathematician in his closet may become the rule for some vast economical process. The true way is to look on every scientific fact, whether in abstract or natural science, as so much more gained for the human race—so much added to a store hereafter to be worked out for us and our posterity. I have said so much of abstract science and economical application; but the same remarks apply equally to literary pursuits. It is a mistake to suppose that those who are entering on the business of life have nothing to do with literary tastes or those finer feelings which are connected with the arts. He who neglects literature, whether ancient or modern, throws away the chances of future improvement and amusement, and thus rejects one source of happiness which Providence has placed within his grasp. Happiness is not the result of money making and material success. These should be sought as instruments of happiness, not as its complete fulfilment; but literary taste and the softening influence derived from it, add a charm to the ordinary pursuits of life, and saves many from that despondency which comes over him when dealing merely with the material world. Any university course which did not attach importance to classical literature, as well as to the literature of modern nations will be incomplete, and would withhold from those who sought instruction one of the great elements of satisfaction through life—that to be derived from knowing the thoughts and actions of those who preceded them. Classical literature may be said to have been over valued in some universities, not because its real value was not of the highest kind; but, because it was used as if there was no other kind, because it has been used to the exclusion of all other kinds. The Principal has well distinguished as to the propriety of separating instruction from discipline. But there is no discipline equal to that derived from learning a foreign language, if that language be thoroughly taught. The mind learns there what it can never learn any other

notice to the Freeholders and Householdors of the said School Section, that a Public Meeting will be held at —, on — day, the — of —, at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons as School Trustees for the said Section.

Dated this — day of —, 18—. A. B. }
C. D. } *Householders.*

NOTE.—The same notice can be given, in case the Municipal Council neglects to appoint a person to call the first annual school meeting. Care should, however, be taken to insert the description of the section, as embodied in the resolution or bye-law of the Municipal Council,—a certified copy of which should be obtained from the Township Clerk for this purpose.

way, and at the same time fits itself for acquiring other languages and other branches of knowledge, with which that language has no connection. In selecting Greek for this purpose great wisdom is shown. No instrument has ever been invented so well adapted as this language for conveying human thought. To refuse to study it, therefore, is to refuse to study this most perfect instrument. With regard to Latin the case is not so strong; but the subject matter of the treatise to be found in that language were at least as important. If you have in Greek the poetry, wisdom, and beautifully compact historical narrative of Homer, and Thucydides, and Xenophon, you have in Latin the bases of all modern civil science, and the root of that law which is still administered on the bench in your courts of justice, and throughout half of civilized Europe. It is besides the foundation of the language of all Southern Europe, which without Latin can only be enigmas to learners. Natural science equally merits attention!—without that a man's eyes are shut to the book which is every day opened to him in every field where he walks; without that he abandons one of the chief of those pleasures which are spread out around him; and one of the chief errors in the mother country has been an exclusive preference for classical and mathematical education, instead of combining with them physical science and natural philosophy. With regard to the modes of teaching, the learned Principal has already said that the combination of the two modes, professorial and tutorial are essential. I am of that opinion. The exclusive teaching of a class by a Professor delivering lectures, unless some means are taken to see how far the lessons took root, is in itself sufficient. Nothing but combination can supply what is necessary. Another motive which ought to influence your Canadians to support superior education in this: you have a well merited sense of your own importance. You look forward to a great future, and you wish that, while advancing to that future, your lawyers, your judges, men of science, and statesmen of every grade, should be able to hold up their heads and contend with those of any other people. They cannot do that, unless you give them the means of acquiring the higher branches of education, so as to make them as competent as those of the people who surround you, and with whom you come into contact. When I say that I do not talk merely of America. You are in contact with all the world, since your steamships, crossing the ocean, bring you into contact with the people of every country. I think there is one point of great importance to which I ought to allude; it is that if you aim at a high standard in Canadian education, you must seek for fitting instructors wherever you can find them. If you have a good man in Canada, get him. If a Yorkshire or Mid-Lothian farmer comes here you are glad to see him, and believe he will do the country good. So if a man comes from another colony or from a foreign country, if you can turn his abilities to good account, do so and thank God you have got him. I am not depreciating what belongs to Canada; but a certain sense of humility, and a conviction that if you would be great you must learn many things of your neighbors is the only mode by which you can hope to advance. The Governors of McGill College properly adopted that rule when they selected Professor Dawson, whom Canada I think will have reason to be proud of adopting. In conclusion, I believe that Montreal may justly boast of McGill College; an institution which I have no doubt will in the future do credit to the gentlemen whom I have had the honor of meeting to day.

◆◆◆◆◆ EVENING SCHOOLS.

We are glad to observe that the School Board of Toronto were not deterred by what some of the members were inclined to think the failure of last season, but intend opening at once the Evening School. In regard to these Schools the *New York Times* says:—

“A capital invention is the ‘evening school.’ It supplies a want that was greatly felt, and that nothing else provides for. It is just the thing for apprentices, clerks, young men and young women who are busy by daylight, but who have their evenings to themselves, for the schools are provided with the very best teachers that the city affords, the course of instruction is just the one that is most needed by the greatest number likely to be in attendance. Don't neglect them, young folks, who can possibly avail yourselves of their advantages. Employers would do great service to their employées, and to themselves also, we suspect, by directing attention to them, and by granting facilities for attendance. They are entirely free. The text books cost nothing either. Any body, white or black, (the blacks have a special school devoted to their use,) old or young, well up or ignorant, is at liberty to become a scholar. Last winter there were some who were crooked with age, with gray heads and wrinkled faces, who entered as scholars and made fine progress in the elementary branches. Germans, Swiss, Swedes, all sorts of people who were born to speak another tongue, went into them to learn the English language, besides hundreds of Yankee youth. Strangers and citizens generally, will furnish themselves a pleasure, perhaps do some good to others, by visiting these schools. They are to be reckoned decidedly among our institutions. We are not otherwise than proud of them, and yet they are far more our glory than our pride.”—*Toronto Globe*.

SOIREE TO JESSE KETCHUM, ESQ.

On Wednesday evening, the 8th inst., a complimentary Soiree was given by the Municipality and School Trustees of Yorkville, to Jesse Ketchum, Esq., formerly of this city, but now a resident of Buffalo, in acknowledgment of a munificent gift of two acres of land, almost in the heart of the village, which he lately gave, on condition that it be made a site for a Public School, and be planted with trees, and laid out as a Park for school children and the inhabitants of Yorkville. This magnificent donation is estimated to be worth at this moment upwards of £2,000 and is only one of many similar acts of public beneficence that have distinguished the long and eminently useful life of the noble-hearted honor.

The people of Yorkville entertained Mr. Ketchum in a very handsome manner. The Soiree was held in the Temperance Hall, which was tastefully ornamented with ever-greens, and illuminated for the occasion. The tables were well supplied and every seat occupied, many who wished to do honour to their generous benefactor being unable to get admittance. A brass band was in attendance. The guest was introduced to the assembly by G. Bostwick, Esq., Reeve of Yorkville, and his brother Councillors and the School Trustees. He took his seat on a raised platform, or dais, at the end of the Hall. After full justice had been done to the viands, a suitable address was presented to Mr. Ketchum by the Municipal officers and Trustees of Yorkville, thanking him for his munificent gift.

Mr. Ketchum in rising to reply, was received with hearty applause, he thanked the committee for the kind sentiments in their address, most of which was, he said, too laudatory for the occasion. He dwelt at some length on the advantages of social intercourse, of general education. He passed a high eulogy on Scotland, the New England States, and other countries in which the education of the common people was provided for, and asked which system was the best. He then adduced arguments and illustrations from Scripture; the praise awarded to Timothy for his studious habits, the estimation in which the Bereans were held because they searched the Scriptures, and admonished his listeners to hold on to the Bible. He then urged upon the people the duty, in a free country like this, of selecting trustworthy men to make their laws. Every nation has its own difficulties, and the best we can do is to endeavour to lessen its weight, to do our duty, and trust to Providence for results. Mr. Ketchum was frequently cheered during his speech.

Professor Wilson, of the University College, paid a deserved tribute to the noble generosity of Mr. Ketchum, and expressed his grateful thanks for the valuable gift to the people of Yorkville, of which future generations would enjoy the benefits. After passing a eulogy upon the greatness of Canada in its magnificent lakes, its fertile soil, its mineral wealth, its healthful climate, its guarantees for civil and religious freedom under the glorious banner of Britain, he said there was another greatness to be brought forth. We must strive to secure not only its physical growth but its intellectual growth. He could not charge the people of Canada with neglect even on that point. Their noble system of Common Schools was worthy of all praise, providing an unsectarian education for all the youth of the country—educating them together and teaching them from the cradle to look upon one another as the common inheritors of liberty. But there was room for still further advancement. They should not consider the valuable gift for the promotion of education in the present case as a means of saving so much taxation. They should take a higher view. They should not look upon the Common Schools as a final system. The Grammar Schools should be rendered more perfect than they now are. He regretted to find the College too often regarded as a mere preparatory school for the learned professions. This was not its only mission. The Professor then referred to Scotland and other European countries where the common people were as anxious to give their sons a collegiate education as the aristocracy. That was something yet to be learned in Canada. He did not mean by education the making of lawyers, doctors, &c., but the making of men. (Cheers.) In this free country it was our solemn duty to educate the people up to the standard of free institutions. The son of the humblest citizen may rise to the highest station—to be even an adviser of the Crown. Can we look for wise counsels or beneficent laws if our legislators are uneducated? He trusted that in accepting this noble gift they would not do it with a money-saving view, but would erect a beautiful edifice in which the standard of education would be elevated—an institution that will constitute a link between the common and the highest schools, and prove worthy of the munificence that has placed the attainment of it with in our reach, so that the name of our guest may, like those of other great benefactors, prove an honour to our race. (Cheers.)

Professor Cherriman, also of University College, was the next speaker. He thought when the future historian saw that we had laid deep and wide the foundations of a system of Common Schools, not sectarian and hurtful, not centralized, as on the Continent, but resting on a broad and popular basis; when he sees the noble contributions we have given to distress—our readiness to render assistance in the Cri-

mean struggle; when he saw in actions like that which we are met to express our gratitude, that wealth did not choke up the springs of benevolence, he thought he must admit that if there were some clouds in our sky, there was a large amount of sunshine. The Professor made some appropriate observations upon the public spirit and benevolence of Mr. Ketchum, in making a handsome gift to the cause of education in Yorkville, and sat down amidst loud cheers.

Rev. Dr. Ryerson was next called upon. He spoke of his long acquaintance with their guest, having known him more than thirty years—of his uniform benevolence throughout a long life—of his being one of the earliest supporters of the Bible and Tract Society, and foremost in every good work—of his exertions in behalf of civil as well as religious liberty—of his assistance in establishing the first Sunday School in Toronto. Dr. R. then made some flattering allusions to the speech of Prof. Wilson, which he characterised as eloquent and statesman-like, and thought the country fortunate in possessing a man of such learning and distinction. He also passed some compliments to Prof. Cherriman, and proceeded to commend the practical wisdom of Mr. Ketchum in connecting public amusements with the instruction of youth, in the conditions annexed to his gift. Dr. Ryerson explained at some length his views and efforts in behalf of common school education. His remarks were well received.

Mr. Robert Beard moved the following resolution, seconded by Rev. Mr. Givens, who made a very excellent speech, chiefly in commendation of the many acts of benevolence which had distinguished Mr. Ketchum's life, whom he had known upwards of 40 years:—

Resolved,—That this meeting, composed of the inhabitants of the municipality of Yorkville, assembled for the purpose of rendering their grateful thanks to Jesse Ketchum Esq., of the city of Buffalo, but for upwards of a quarter of a century a townsman of York, now the flourishing city of Toronto, during which period his many acts of liberality and benevolence rendered his name a familiar and treasured household word, at the firesides of all who had the pleasure of knowing him in those days—and also to reiterate our thanks to him for his generous gift of land within our borders, dedicated to the support and advancement of the education of the present and future generations, and that our best wishes accompany him to his family and his home, and that he and they may obtain their reward of good works done on earth, in heaven.

The meeting broke up at a late hour, all parties—and we observed persons of all ranks and creeds in religion and politics—seeming highly gratified with the proceedings. Last evening the children of the various schools of the village were regaled with tea, cakes, &c., by the Board of Trustees. The juveniles enjoyed themselves amazingly, and will, no doubt, long retain a vivid recollection of the happy occasion.—*Toronto Globe*.

Miscellaneous.

THE VILLAGE TEACHER.

BY MAY ELLWOOD.

Bending beside her little flock
The teacher stands,
Calmly wearing out with toil
Life's feeble bands.

Upon her brow a shade of sorrow lingers,
Traced by care's unsparing iron fingers.

A single glance of her dark eye
Will tell of sorrow
Which has no happiness to-day
Nor hope to-morrow.

Her thoughtful dreaming eye still tells of sadness
Freezing up the youthful fount of gladness.

The rosy hectic on her cheek
Is burning bright;
Her brow is pale, but in her eyes
Shines a pure light.

Her burning cheek and marble brow, so fair,
'Tell the sad tale that death's dark seal is there.

The children look to her for aid—
She loves them all—
But she must leave them, for she heard
Her Father call.

The seal of Heaven is set upon her brow,
Nor cares of life can pain her spirit now.

The friends she loved so well have flown
Far, far away;
No kindred spirit meets her own—
Why should she stay?

The old school-house will know no more her tread,
And these young hearts will mourn a spirit fled.

THE BEAUTIFUL MYSTERY OF INFANCY.

There is no sentiment more natural to thoughtful minds than that of reverence for childhood.—Many sources both of mystery and love meet in the infant life. A being so fresh from non-existence seems to promise us some tidings of the origin of souls; a being so visibly pressing forward into future makes us think of their tendency. While we look on the 'child as the father of man,' yet cannot tell of what kind of man, all the possible varieties of character and fate appear for the moment to be collected into that diminutive consciousness; that which may the germ of any is felt as though it were the germ of all; the thread of life, which from our hand that holds it, runs forward into distant darkness, entwines itself there into a thousand filaments, and leads us over every track and scene of human things; here through passages where poverty crawls, there to the fields where glory has its race; here to the midnight lake where meditation floats between two heavens, there to the arid sands where passion pants and dies. Infancy is so naturally suggestive, it is the representative of such various possibilities, that it would be strange did we not regard it with a feeling of wonder.

A HOUSE AND A HOME.

BY HENRY WARD BEECHER.

God be thanked for THE HOUSE. The heart cannot carry all its feels, and so it overflows every day, and the house is a place where all its streams do collect. The heart is like a plant in the tropics, which all the year round is bearing flowers, and ripening seed, and letting them fly. It is shaking off memories and dropping associations. The joys of last year are ripe seeds that will come up in joy again next year. Thus the heart is planting seeds in every nook and corner; and as a wind which serves to prostrate a plant, is only a sower coming forth to sow its seeds, planting some of them in rock crevices, some by river courses, some among mossy stones, some under warm hedge, and some in garden and open field, so is it with our experiences of life, that sway and bow us either by joy or sorrow. They plant every thing around about us with heart seeds. Thus a House becomes sacred. Every room hath a memory, and a thousand of them; every door and each window is clustered with associations.

After years and years we go back to the house of our infancy, and faces (that long have looked up without seeing the roots that grow over them) look out upon us, and an invisible multitude stand in gate and portal to welcome us, and airy voices speak again the old words which men do not hear except in childhood and in the house.

One pities spirits that have no *bodies*. Poor things! what a mortification it must be to flit about like a shadow, or so unsubstantial that men can look through you and not know that you are there. It may be all well enough in August to wish oneself a cloud, riding in fleecy high up in the cool air. But when one has in Autumn and Winter heard his own footsteps awhile, grasped substantial hands and clasped forms that he could feel, he feels a natural pity for poor misty spirits that cannot condense enough to be palpable to the senses. But what a poor, shivering, restless, rapping sprite is without a body, that is a living man without a HOUSE. He cannot take root. A man at a hotel is like a grape-vine in a flower pot, moveable, carried round from place to place, docked at the root and short at the top! There is nowhere that a man can get real root-noon, and spread out his branches till they touch the morning and the evening, but in *his own house*. If I could I should be glad to live in the house that my ancestors had lived in from the days of the flood! That cannot be, for in ascending the line of ancestry I find the people but not the houses; and it is more than suspected that some of them never owned one. My father's house! It is like a picture rubbed out. The frame and canvas are there, but strangers have possessed it. The room where I was born, where my mother rocked my cradle, and sang as angels do, where she died, where all my boyish frolics began and life spread out its golden dream—they are all overlaid by other histories. We planted pleasant things in the old house, but the Assyrians came in and settled down in them. The educating power of a house cannot be over estimated. It is doubtful whether civilization would not totally change its character, if men should cease to live in their own permanent homes. One reason of the difference between city and country is that men board or rent houses in cities; they own and abide in the country. One has

the advantages of a house and a household—the other not. A family without a house is a camp merely fortified for the night; but a family in a house of their own, are a family in a permanent fortification. It is well called a HOUSEHOLD, as if it was a fort and citadel, into which men may run all their life long and be secure! A nation of men on wheels would remain Calmucks forever. A rolling stone gathers no moss.

COL. FREMONT' AS A SCHOOL-BOY.

[Extract from the Preface to Dr. Robertson's Edition of Xenophon's Anabasis, published in 1850.]

"For your further encouragement, I will here relate a very remarkable instance of patient diligence and indomitable perseverance.

"In the year 1827, after I had returned to Charleston from Scotland, and my classes were going on, a very respectable lawyer came to my school, I think some time in the month of October, with a youth, apparently about sixteen, or perhaps not so much, (fourteen,) of middle size, graceful in manners, rather slender, but well formed, and, upon the whole, what I should call handsome: of a keen, piercing eye, and a noble forehead, seemingly the very seat of genius. The gentleman stated that he found him given to study, that he had been about three weeks learning the Latin rudiments, and, (hoping I suppose, to turn the youth's attention from the law to the ministry,) had resolved to place him under my care for the purpose of learning Greek, Latin, and Mathematics, sufficient to enter Charleston College. I very gladly received him, for I immediately perceived he was no common youth, as intelligence beamed in the dark eye, and shone brightly on his countenance, indicating great ability, and an assurance of his future progress. I at once put him on in the highest class, just beginning to read Cæsar's Commentaries, and, although at first inferior, his prodigious memory and enthusiastic application soon enabled him to surpass the best. He began Greek at the same time, and read with some who had been long at it, in which he also soon excelled. In short, in the space of one year he had, with the class and at odd hours with myself, read four books of Cæsar, Cornelius Nepos, Sallust, six books of Virgil, nearly all Horace, and two books of Livy; and in Greek, all Græca Minora, about the half of the first volume of Græca Majora, and four books of Homer's Iliad. And whatever he read, he retained. It seemed to me, in fact, as if he learned by mere intuition. I was myself utterly astonished, and at the same time delighted with his progress. I have hinted that he was designed for the church, but when I contemplated his bold, fearless disposition, his powerful inventive genius, his admiration of warlike exploits, and his love of heroic and adventurous deeds, I did not think it likely he would be a minister of the Gospel. He had not, however, the least appearance of any vice whatever. On the contrary, he was always the very pattern of virtue and modesty. I could not help loving him, so much did he captivate me by his gentlemanly conduct and extraordinary progress. It was easy to see that he would one day raise himself to eminence. Whilst under my instruction, I discovered his early genius for poetic composition in the following manner. When the Greek class read the account that Herodotus gives of the battle of Marathon, the bravery of Miltiades and his ten thousand Greeks raised his patriotic feelings to enthusiasm, and drew from him expressions which I thought were embodied, a few days afterward, in some well-written verses in a Charleston paper, on that far-famed, unequal, but successful conflict against tyranny and oppression; and suspecting my talented scholar to be the author, I went to his desk and asked him if he did not write them; and hesitating at first, rather blushing, he confessed he did. I then said: 'I knew you could do such things, and suppose you have some such pieces by you, which I should like to see. Do bring them to me.' He consented, and in a day or two brought me a number which I read with pleasure and admiration at the strong marks of genius stamped on all, but here and there requiring, as I thought, a very slight amendment.

"I had hired a mathematician to teach both him and myself, (for I could not then teach that science,) and in this he also made such wonderful progress, that at the end of one year he entered the Junior Class in Charleston College triumphantly, while others who had been studying four years and more were obliged to take the Sophomore Class. About the end of the year 1828, I left Charleston. After that he taught mathematics for some time. His career afterwards has been one of heroic adventure, of hair-breadth escape by flood and field, and of scientific explorations, which have made him world-wide renowned. In a letter I received from him very lately, he expresses his gratitude to me in the following words: 'I am very far from either forgetting you or neglecting you, or in any way losing the old regard I had for you. There is no time to which I go back with more pleasure than that spent with you, for there was no time so thoroughly well spent; and of anything I may have learned, I remember nothing so well, and so distinctly, as what I acquired with you.' Here I cannot help saying that the merit was almost his own. It is true that I encouraged and cheered him on, but if the soil into which I put the seeds of learning had not been of the richest quality, they would never have sprung up to a hundred-fold in the full ear. Such, my young

friends, is but an imperfect sketch of my once beloved and favorite pupil, now a Senator, and who may yet rise to be at the head of this great and growing Republic. My prayer is that he may ever be opposed to war, injustice, and oppression of every kind, a blessing to his country, and an example of noble virtue to the whole world."—*Massachusetts Teacher.*

SECRET PRAYER.

Thou shouldst pray alone, for thou hast sinned alone, and thou art to die alone, and to be judged. Alone thou wilt have to appear before the judgment seat. In the great transaction between thee and God, thou canst have no human helper. You can be free before God. You are not going to tell him a secret. You may be sure he will not betray confidence. Whatever reasons there may be for any species of devotion, there are more and stronger reasons for secret devotion.

HEAT OF BLOOD IN ANIMALS.

AVES.	Deg. Fah.	MAMMALIA.	Deg. Fah.
Great Titmouse.....	111.25	Bat (Vesp. pipistrellus).....	106 to 105
Swallow.....	111.25	Squirrel.....	105
Fringilla.....	111 25 to 107	Sheep.....	104 to 100.4
Duck.....	111 to 106	Ox.....	104 to 99
Common Hen.....	109.94 to 102.99	Rabbit.....	104 to 99.40
Falcons, different species.....	109.74 to 104.5	Ape.....	103.86
Pigeon.....	109.58 to 106.7	Cat.....	103.6 to 98.6
Raven.....	109.23 to 105.99	Bat (V. noctula).....	102
Vulture.....	107.49	Dog.....	101.3 to 99.3
Common Cock.....	103 78 to 102.99	Guinea Pig.....	100.4 to 96.37
White Game.....	102	Hare.....	100
Gull.....	100	Elephant.....	99.25
		Horse.....	98.24 to 97
		Man.....	98

THE FOUNDATION OF KNOWLEDGE,

Must be laid by reading. General principles must be had from books, which, however, must be brought to the test of real life. In conversation you never get a system. What is said upon a subject is to be gathered from a hundred people. The parts of a truth, which a man gets thus, are at such a distance from each other that he never attains to a full view.—*Johnson.*

THE VALUABLE PART OF EDUCATION.

EDUCATION is to the mind what cleanliness is to the body: the beauties of one, as well as the other, are blemished, if not totally lost, by neglect: and, as the richest diamond cannot shoot forth its lustre wanting the lapidary's skill, so will the latent virtues of the noblest mind be buried in obscurity, if not called forth by precept and the rules of good manners.

Virtue is the hard and valuable part to be aimed at in education; all other considerations and accomplishments should give way and be postponed to this.—*Maxims and Observations.*

VALUE OF SCIENTIFIC EDUCATION.

It is related of the late Dr. Nathaniel Bowditch, that when at the age of twenty one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, afterwards became a captain of a ship. These facts illustrate not only the value of knowledge, but the advantage of associating with the educated.

A WARNING TO ABSENTEE SCHOLARS.

An old man, of slow gait, wrinkled forehead, cheeks, and bended form, was seen wending his way to our Sunday school; and as he entered, uttered these words—"I should like to see it once more; I was a scholar here." Presently the superintendent accosted him, when he said, in an audible voice—"Sir, I was once a scholar here; may I speak to the lads?" Being permitted he told this sad tale—"When I was a scholar in this school, two lads were always persuading one to break the sabbath, to get me with them into the fields, instead of coming to school; they often tried, but I refused to join them. I lived TO SEE BOTH OF THEM PUT IN CHAINS, AND SENT FROM YORK CASTLE TO BE TRANSPORTED; but here I am, THANK GOD. Take warning, take warning, my lads. I love you all—I love you all" May this unembellished fact stimulate our teachers to warn the parent, and make the careless absentee scholar the object of his special love and prayer.—*Church of England Sunday School Magazine.*

CONVERSATIONAL ELOCUTION.

Perhaps nothing so soon betrays the education and association as the modes of speech, and few accomplishments so much aid the charm of female beauty as graceful and even utterance; while nothing so soon produces the disenchantment that necessarily follows a discrepancy between appearance and manner as a mean intonation of voice or a vulgar use of words.—*J. F. Cooper.*

HOW TO BE LOVED.

Here is a secret worth knowing. William Wirt, in a letter to his daughter, thus insists upon the importance of the "small, sweet courtesies of life." Depend upon it, he is right. He says: "I want to tell you a secret. The way to make yourself pleasing to others, is to show that you care for them. The whole world is like the miller at Mansfield,—who cared for nobody—no, not he—because nobody cared for him. And the whole world will serve you so, if you give them the same cause. Let all persons, therefore, see that you do care for them, by showing them what Sterne so happily calls the small, sweet courtesies in which there is no parade; whose voice is too still to tease, and which manifest themselves by tender and affectionate looks, and little kind acts of attention, giving others the preference in every little enjoyment at the table, in the field, walking, sitting, or standing."

BORROW NO TROUBLE FROM WHAT YOU CANNOT HELP.—"WHEN IT RAINS, LET IT RAIN."

A friend once related to me an incident in his school-life, which he said impressed this maxim upon his mind more than any sermon or speech could possibly have done. When he was a boy he attended school one winter with an old gray headed teacher, who often after the exercises of the day were over, would detain the scholars for a few minutes, and in a most quaint and original manner impress upon them wholesome truths and rules of life. These were not unfrequently introduced or connected with some amusing story or anecdote, which quite reconciled us to the detention while it more effectually secured the object he had in view. The last day of school came. Examination or exhibition was passed, and the old man was now to leave us. In a kind and earnest manner he spoke of our association together, commended our faithfulness, thanked us for our kindness, and after giving us some good fatherly advice, bade us good bye. With books in hand we rose and started for our homes, but just as the forenoon had passed out of the door, we heard the old man's voice, "stop, stop, one thing more important than all the others, I have still to tell you; something which most nearly concerns your future happiness, and I must on no account omit it." Surprised at his unusual earnestness, we were soon in our seats again, and with books on desk, with wonder and curiosity we awaited the important disclosure. "Conticure omnes intentique ora tenebant." Pausing a moment, till he saw that every eye was fixed and every breath was hushed, he gravely said: "When it rains, let it rain." "Scholars you may go." For a moment we hardly knew what it meant, then suddenly the whole truth flashed upon us, and as we passed shouts of laughter with "when it rains, let it rain," were echoed again and again. We not only understood his advice but the purpose of the singular manner in which he had chosen to communicate it. "Never," said my friend, "has any advice occurred to me so often or exerted so much influence upon my character. Hundreds, yes thousands of times, when vexed by some unforeseen accident which has disconcerted some cherished plan, has that scene risen before me, and I say to myself, "When it rains, let it rain." When I find myself repining at what I can not help, the maxim of my old teacher comes to my mind, and "when it rains, let it rain," clears away every shadow and brings the sunshine to my heart.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The L. C. Superintendent of Education, Hon. M. Chauveau, advertises for tenders for the printing of "The Journal of Public Instruction for Lower Canada"—to be of the same size and shape as the "Journal of Education of Upper Canada."... We learn that the Governors of McGill College have erected two Chairs of Civil Engineering in connection with the University. Mr. T. C. Keefer of Montreal, and Mr. R. Crawford of Brockville, have been appointed Professors.....The London (U. C.) *Free Press* states that the Board of Common School Trustees have determined to introduce into the course of instruction in the common schools the science of vocal music, and in order to carry out the plan with efficiency have appointed Mr. Erith to the post of Music Master.... Edward Kay Kendall, Esq., B.A., Scholar of St. John's College, Cambridge, has been appointed Professor of Mathematics in Trinity College, Toronto.... At a recent meeting of the graduates and under graduates of the University of Toronto the following resolutions were passed. *Resolved*. 1. That it is expedient to form an Association of the Graduates and Undergraduates of the University of Toronto for the promotion of the

interests of the University and of University Education in this Province, and that the same be now declared organized under the name of "The University Association of Graduates and Undergraduates." 2. That a restoration of the rights of Convocation be sought for by every appropriate effort, as necessary to the welfare of the University, and as affording a means for fostering that interest which, as Canadian graduates, we must ever feel in the prosperity of our National University. 3. That while we would be prepared warmly to support any equitable proposition for affination from other institutions in the country at present holding University Charters, it is our bounden duty to oppose by every means in our power, the disruption of the University Endowment. 4. That we cannot but consider the selection of a Principal for Upper Canada College from any other than a Canadian University, as a reflection upon Canadian talent and capacity for office. 5. That a committee of five members be appointed for the purpose of drafting a code of rules for the government of the Association, to be reported at a general meeting to be called for that purpose.... The session of Knox's College for 1856-7 was opened recently under the most favorable auspices. The new College Buildings have been considerably enlarged and improved during the summer vacation—the staff of Professors has been strengthened, and the number of students promises to be large.

EUROPE.

EDUCATION IN HOLLAND.

The King in opening the States general of Holland on the 15th Sept. observes: "Bills for regulating the three branches of public instruction will be offered to you at one and the same time. In that way the necessary relation between parts that should form one whole will be better preserved. To preserve inviolability to all that belongs to freedom of conscience is one of the traditional cares of my government. Animated by that feeling we have sought the means of meeting, as far as possible, the numerous scruples raised by the bill for primary instruction. I desire to ensure to the Netherlands, with your assistance, school institutions, in which the religious character of the nation, formed and developed by ages of Christianity, may be respected, and by which the demands of knowledge and the principle of national unity, may be sanctioned."

UNITED STATES.

YALE COLLEGE.

From the Triennial Catalogue of Yale College, just published, it appears that the total number of alumni is 6,497, of whom 3,311 are deceased and 3,186 are living. Of this number 1,661, or nearly one in every four, have been ministers, 741 of whom are living. In addition to the alumni of the college proper, 26 have taken the degree of Bachelor of Science, 571 of Doctor of Medicines, 70 Bachelor of Laws, and upon 732 honorary degrees have been bestowed. The total number of those who have received degrees from the college is 7,896. The largest class that ever graduated was that of 1847, which numbered 123; while that of the present year numbers 93, which is nearer the average number. About 70 young men have been admitted to the new Freshmen class, and a large number are awaiting their examination at the end of the Summer vacation.

DR. TREADWELL'S LEGACY TO HARVARD COLLEGE.

We are told that this legacy (\$200,000) is encumbered with conditions which render its acceptance by the College doubtful. The person who shall hold the professorship is to be compelled to deliver sixty lectures a year, half an hour in length, without notes, and to pursue no other occupation. He is not to lecture at the Lowell Institute, and if he attends the lectures there, must never take his seat upon the platform, but always among the audience. At his examination, every body, wise and ignorant alike, is permitted to attend and put questions. If the conditions are not complied with, the bequest goes to the Massachusetts General Hospital, without conditions.—*Boston Telegraph*.

LOCATION OF THE N. Y. STATE AGRICULTURAL COLLEGE.

The Trustees of the New York State Agricultural College met at Ovid, Seneca County, Sept. 4. After due deliberation, the location was fixed at the village of Ovid, on the borders of Seneca Lake. The farm selected contains about 670 acres, extends from the line of the village to the banks of the lake at the steamboat landing, and is bounded on one side by the public road from the landing to the village. The price of this farm is \$48,500. Hon. Sam. Cheever, of Saratoga, was elected President of the proposed College.

THE FIRST ANNUAL REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS of the consolidated city of Brooklyn, dated March 1st, 1856, has just been published in a pamphlet printed by order of the Board of Education. It appears from this document that the schools are now arranged as follows:—

There are forty grammar schools for males and the same number for females; twenty-nine primaries for males and females; six grammar schools for colored children, and three primaries for the same class of persons—in all, seventy-eight schools. The number of male teachers engaged in these schools is twenty-four—of female teachers, eighty-eight; of coloured male teachers, there are three; of female, six. The whole number engaged in all the schools, is three hundred and twelve.

During the past season, there have been in successful operation, seven evening schools; three for males, three for females, and one for colored persons, both male and female. These schools have been taught by thirteen male and twenty-one female teachers, in all thirty-four; all of whom were teachers in the day schools. The number of pupils was 2,589, whose ages ranged from 8 to 59 years. The branches taught, in these schools, were spelling, reading, writing, grammar, composition, arithmetic, bookkeeping, algebra, geography, history, and declamation.

In the several school libraries of the city, there are about 30,000 volumes. These books are given out at stated periods to the school children, and others who call for them. They consist of good selections from the best authors, in biography, history, travels, general literature, morals, government, science, art, &c.

There are in the city thirty separate buildings used for school purposes.

We are happy in knowing that the Bible is found upon the desk of every principal of our schools; that it is daily read in the hearing of the pupils, and that generally prayer is offered to Heaven, in the language that our Savior taught his disciples, when he said "Our Father who art in Heaven."

The subject of a Free Academy or High School has for many years occupied the attention of members of the Board.

SUMMARY OF SCHOOLS, TEACHERS AND SCHOLARS.

Number of Schools in the City.

No. of Male.....	21
“ Female.....	21
“ Primary Male and Female.....	28
“ Colored Schools—Male.....	3
“ “ Female.....	3
“ “ Primary.....	2
“ Evening schools—Male.....	3
“ “ Female.....	3
“ “ Colored, Male and Female.....	1
	85
“ Scholars in all the Schools.....	36,977
“ Male Teachers.....	40
“ Female.....	289
“ Music.....	3

332

The total receipts of the school fund of the city of Brooklyn for the year ended January 31st, 1856, were \$188,524 96. and the total expenditures \$150,896 02

NUMBER OF PUPILS IN THE NEW YORK WARD SCHOOLS.

The city superintendent of schools reports that, on the re-opening of the Ward Schools there were in attendance 37,867 pupils. From that time to the present they have increased 8,652, making a total of 46,719 pupils.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Dr. Buckland, Dean of Westminster, widely known as one of the first Geologists of the day, died at Clapham, on the 14th ulto. His remains were deposited in a most characteristic resting-place, in the solid rock below Islip. The rock was blasted and the body was interred in a cavity lined with Portland cement to keep out the water. He has left by his will all the curious contents of his museum at Oxford to the University. Gilbert a'Becket author of the Comic History of England, Comic Blackstone, and for many years one of the principal contributors to *Punch*, died at Bologne, France, last month. . . . The late Mr. Tegg, the publisher in Cheapside gave the following list of remunerative payments to distinguished authors in his time

and he is believed to have taken considerable pains to verify the items: Fragments of History, by Charles Fox, sold by Lord Holland, for \$28,500. Fragments of History by Sir James Mackintosh, \$2,500. Lingard's History of England, \$2,3415. Sir Walter Scott's Bonaparte was sold, with the printed books, for \$90,000; the net receipts of copyright on the first two editions only, must have been \$50,000. Life of Wilberforce, by his sons, \$20,250. Life of Byron, by Moore, \$20,000—Life of Sheridan by Moore, \$10,000. Life of Hannah Moore, \$10,000. Life of Cowper by Southey, \$5,000. Life and times of George IV., by Lady C. Bury, \$5,000. Byron's Works, \$100,000. Lord of the Isles, half share, \$7,500 Lalla Rookh, by Moore, \$15,000. Rejected Addresses, by Smith, \$5,000. Crabbe's Works, republication of, by Mr. Moxon, \$5,250. Bulwer's Rienzi, \$8,000. Marryatt's Novels, \$2,500, to \$7,000 each. Trollope's Factory Boy, \$8,000. Hannah Moore derived \$15,000 per annum, for her copyrights, during the latter years of her life. Rundell's Domestic Cookery, \$10,000. Nicholas Nickleby, \$15,000.—Eustace's Classical Tour, \$10,500. Sir Robert Inglis obtained for the beautiful and interesting memoir of Bishop Heber, by the sale of his journal \$25,000. . . . "I was amused," says the biographer of Montgomery, "with the poet's statement to the effect that the house in which Moore was born is now a whiskey-shop; that Burn's native cottage is a public house; Shelley's house at Great Marlow, a beer shop; the spot where Scott was born occupied by a building used for a similar purpose; and even Coleridge's residence at Nether Stowey, the very house in which the poet composed the sweet 'Ode to the Nightingale,' is now an ordinary beer house." . . . It is a curious fact that although the butchers' shops at Geneva are all open, and an immense number of flies may be seen on the outside wall, not one comes inside. This is caused by the inner walls being rubbed over with laurel oil, which is an effectual preventive against the intrusion of these troublesome insects. The same oil is also used in preventing the flies from spoiling the gilt frames of looking-glasses, pictures, &c.

AMERICAN MEN OF SCIENCE.

[Proceedings of the American Association for the advancement of Science, Concluded from our last number.]

Professor Dewey gave a very interesting historical abstract of the progress of science in the United States, during the last fifty years. He said:— "This was a wonderful day, and more wonderful still to those who thought of the country fifty years ago. At that time, there were not more than six or seven persons in the United States who understood geology, and the collection of mineralogical specimens had hardly begun. One of the professors in a most respectable university, had carried all the specimens in his college home in a candle box. But the pioneers soon began to clear the way. Let us in this place stop to remember some departed men. Dr. Bruce, of New York, was one; he had indited the first useful scientific journal in the country. Dr. Mitchell, of New York, had also been a successful cultivator of science. Professor Cleveland, of Maine, was the author of the first work of any consequence on the mineralogy and geology of the country. Seibert, of Philadelphia, fresh from Friburg, had distinguished himself by his scientific investigations. Colonel Gibbs, of New York, was then abroad making the collection which he had nobly bequeathed to the trustees of Yale College. Of these, all were departed but Dr. Cleveland. There was another name younger than these, but worthy of being ranked with them—the loved and honored Professor of Yale, (Prof. Silliman,) under whom he had begun his course of study, and whose voice he had hoped to have heard this evening. He was truly the *emeritus* professor of Yale. Fifty years ago that Professor was returning home from a tour in Europe, freighted with knowledge and ardor for science, and with a mind well stored with geological facts. Within five years afterwards, the noble collection of Gibbs was placed at Yale. Then he began to study without books and without teachers. Forty years ago, a strange but strong minded man—Dr. Reid—announced that he would deliver a course of lectures on all the branches of science; the whole course only occupied a few days. After practising law for some years, he went to Yale to receive scientific instruction, and from thence he went forth single-handed, and exercised the most remarkable influence over the public mind in Massachusetts and this State. The first set of pioneers was followed to the grave by a second set, many of whom were here assembled to day. Twenty years from that time, a new set had spread over the land, and these were far wiser than their teachers. Then followed the geological survey of this and other States. It was now their privilege and their joy to join in the inauguration of this Geological Hall. It was a beautiful name, and he hoped it would never be changed; for geology was not merely the science of rocks—it was the science of the earth and all that proceeded from it. When the first survey

of this State was ordered, and \$104,000 appropriated for the purpose (\$26,000 a year) on condition that annual reports, &c., should be presented by the surveyors, the whole country was amazed—people could not credit such liberality. The law was framed with care; it contemplated magnificent results. Four things in it reflected honour on the liberality and wisdom of the Legislature and people of this State. 1st. The general provision that was made for all branches of natural history. 2d. The provisions for extensive collections. 3d. The provisions requiring accurate descriptions and figures as well as specimens. 4th. The wide range of publications fore-ordained. Of those, nineteen quarto volumes had already appeared; and and three more on palæontology were expected. The work was magnificent in point of cost. Already over \$600,000 had been expended, which he presumed to be twice or thrice as much as had been spent by all the other States together. Had the Legislature known this, the law would never have been passed, for men were then in that state of ignorance which is bliss. Now we might rejoice at the results; and now we have a geological museum where we could spread out our treasures, and bid strangers come and admire them throughout all coming time. Did anybody know how many kind of fossils had been discovered in the State? When the first volume of palæontology appeared, 370 species were the utmost limit; the second volume disclosed 340 more; and 1,000 more would be contained in the three remaining volumes—making altogether 1,742 separate species of fossil—models of creation spread over the surface of the State.

Prof. Hitchcock, of Amherst College, spoke next. He said that the County of Albany was the district where the first Geological Survey was undertaken, on this side of the Atlantic, and, perhaps, the world. This was in 1820, and ordered by that eminent philanthropist, Stephen Van Rensselaer, who three years later, appointed Prof. Eaton to survey, in like manner, the whole region traversed by the Erie Canal. This was the commencement of a work which, during the last thirty years, has had a wonderful expansion, reaching a large part of the States of the Union, as well as Canada, Nova Scotia and New Brunswick, and, he might add, several European countries where the magnificent surveys now in progress did not commence till after the survey of Albany and Rensselaer Counties. North Carolina was the first State that ordered a Geological survey, which was executed in 1824-5, by Prof. Olmstead. South Carolina followed in 1825-6. Massachusetts, after a long hiatus, employed the speaker to do the same for her in 1830. Tennessee, Maryland, and New Jersey followed. In 1836, New York began the work on a larger and more liberal scale. She then appropriated \$100,000, to the Survey. One result of this survey was the formation of the American Association for the advancement of science. This was first suggested by Prof. Mather, through Prof. Emmons, to the New York Board of Geologists, in November, 1838. The first meeting took place in Philadelphia, in April, 1840, when only 18 were present. The next year the number had increased to 80. In 1842, they changed the name to that of the Association of American Geologists and Naturalists, and in 1847 to that of the American Association for the Advancement of Science.

THE BRITISH ASSOCIATION.

The British Association for the advancement of Science, held its annual series of meetings this year, at Cheltenham, Gloucestershire. The inaugural meeting was very largely attended. The Duke of Argyll, in resigning the Presidentship of the Society into the hands of Daubeny, made an excellent speech, and the new President pronounced an elaborate oration on the progress which has been made in physical science during the last twenty years. As was expected, the present meeting proved one of the most interesting and useful series of meetings that have been held by this learned body for a long period.

METEOROLOGICAL OBSERVATIONS AT SEA.

Her Majesty's government having undertaken to promote and take part in an extended system of meteorological observations at sea, and having caused the requisite instruments, forms of register, and instructions, to be provided and placed at the principal seaports of the United Kingdom for the use of the mercantile marine—the Lords Commissioners of the Admiralty direct that all captains and commanding officers of her Majesty's ships will co-operate in this undertaking, whenever, and as far as their respective opportunities and means will admit. Standard barometers, tested thermometers, and registers with the necessary instructions will be supplied from her Majesty's dockyards, in the usual manner, on demand. The observations are to be carefully made, and recorded in the mode pointed out in the instructions; and the registers when filled up are to be transmitted to the Admiral-

ty through the same channels as the ship's log-books. Stationary ships, or ships fitting or refitting in a home port where a regular series of meteorological observations is established, will not be required to make the above observations while remaining at such port. The order does not effect Art. 1, sect. ix., chap. v. of the Admiralty printed Instructions, which still remain in force.

A VALUABLE NAUTICAL INVENTION.

A correspondent of the *Leader*, signing himself G. W. Carlton, Cobourg, U. C. says: "I have constructed an apparatus by which at the distance of 20 miles on water, a conversation can be carried on, nearly equal in rapidity to the electric telegraph. The chief object I have in view, is in having a more ready communication between the several ships belonging to the British fleet. At present, from what I can learn, only flags are used, which answer very well in giving signs, but they can give only certain signs; on the other hand I have an alphabet which will enable any conversation to ensue which the officers in command may wish. The second advantage is, that three words can be given to their one, with but few exceptions. But the greatest difficulty they have to contend with is the fog or mist—likewise night. Only in the clearest weather can they work at all, and even then only at the distance of eight miles, whereas I can work twenty in the darkest night, mist or fog. The present line of mail ships can by this means have an hour's conversation at the rate of 40 words per minute without a moment's detention—if in distress she can sweep the ocean twenty miles in every direction. I am prepared at any time to test or convince as to its feasibility."

SCIENTIFIC AND PHENOMENAL DISCOVERIES OF THE LAST FIFTY YEARS.

This is the age, among other things, of discovery. The human intellect has employed itself upon scientific investigation within the last fifty years, with wonderful energy and wonderful success. Among the great discoveries of the last half century are—

The Steamboat.—Fulton launched the first steamboat in 1807: Now there are three thousand steamboats traversing the waters of America. The rivers of nearly every country in the world are traversed by steamboats.

The Railroad.—In 1800 there was not a single railroad in the world. In Great Britain alone there are now 8,797 miles of railroad, costing \$286,000,000, to build, and 31,000 miles of railroad in England and America. The locomotive will now travel in as many hours a distance which, in 1800 required as many days to accomplish.

Magnetic Telegraph.—In 1800 it took weeks to convey intelligence between Philadelphia and New Orleans; now it can be accomplished in minutes by electric telegraph, which only had its beginning in 1843.

Concerning this wonderful discovery, Professor Morse narrates a most interesting fact in a recent speech:—

"The bill for establishing a line," he says, "was before Congress, had passed the House, and was on the calendar of the Senate, but the evening of the last day had commenced, with more than one hundred bills to be considered before mine could be reached. Wearing with the anxiety of suspense, I consulted with one of my Senatorial friends;—he thought the chance of reaching it so small, that he advised me to consider it as lost. In a state I must leave you to imagine, I returned to my lodging to make my preparations for returning home the next day. My funds were reduced to a fraction of a dollar. In the morning, I was about to sit down to breakfast, the servant announced that a young lady desired to see me in the parlor. It was the daughter of my excellent friend and college classmate, the Commissioner of Patents. She called, she said, by her father's permission, and in the exuberance of her own joy, to announce the passage of the telegraph bill at midnight, but the moment before the Senate's adjournment.

"This was the turning-point of the telegraph invention in America. As an appropriate acknowledgment for her sympathy and kindness—a sympathy which only a woman can feel and express—I promised that the first despatch by the first line of telegraph from Washington to Baltimore should be indited by her. To which she replied, 'I will hold you to your word.' In about a year from that time the line was completed, and every thing being prepared, I apprised my young friend of the fact. A note from her enclosed this dispatch: 'What hath God wrought?' These were the first words, that passed over the electric wires on the first completed line in America.—None could have been chosen more in accordance with my own feelings. I baptised the American telegraph with the name of its author. It placed the crown of success and honor where it belonged."

Voltaism was discovered in March, 1800; the electro-magnet in 1821. Electrotyping was discovered only a few years ago.

Hoe's printing press, capable of printing ten thousand copies an hour, is a very recent discovery, but of most important character.

Gas-light was unknown in 1800; now every city and town of any pretence is lighted with it; and we have the announcement of a still greater discovery, by which light, heat, and motive-power, may all be produced from water, with scarcely any cost.

Daguerre communicated to the world his beautiful invention in 1839.

Gun-Cotton and chloroform were discovered but a few years ago.

Astronomy has added a number of new planets to the solar system.

Agricultural Chemistry has enlarged the domain of knowledge in that important branch of scientific research, and mechanics have increased the production and the means of accomplishing an amount of labour which far transcends the ability of united manual efforts to accomplish.—*Home Circle.*

Departmental Notices.

NORMAL SCHOOL.

The Winter Session of the Normal School will commence on the 15th of November, and close on the 15th of April.

SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, (if they have not already done so), their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion one hundred per cent. upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provide according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. See accompanying Form.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities the Chief Superintendent of Education will be happy to add one hundred per cent. to any sum or sums, not less than five dollars,

transmitted to the Department; and to forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.*

* *The Form of Application should be as follows:*

SIR,—The undersigned, Trustees [*Reeve, or Clerk*] of ———, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, books, &c.,*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bonâ fide*, for the use of the school [*or municipality:*] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they shall be appropriated exclusively to the use of the school, [*or municipality,*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof, the Trustees [*Reeve, or Clerk*] of the ——— above mentioned ——— hereto affix their names and seal of office this ——— day of ———, 185—, at ———

[*Name.*] [*Seal.*]

We hereby authorise ——— to procure for us the ——— above mentioned, ——— in terms of the foregoing application. [*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum for either library or maps and apparatus.

SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The supply for the present year will shortly be sent out.

COMMON SCHOOL TEACHER WANTED.

WANTED, after the Christmas Vacation, a good SECOND CLASS TEACHER for School Section No. 2, ERIN. Apply personally, or post paid, stating expectation &c., &c., to the Secretary.

WILLIAM FIRSTBROOK.

Erin Village, 22nd Oct., 1856.

ADVERTISEMENTS inserted in the *Journal of Education* for one penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

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