

Mr. Denman closes with the following remarks:

While our public schools should be managed to elevate the people morally and intellectually, we should never forget, in training the mind and heart, that a good education does not consist exclusively in knowledge, however accurate and extensive, of certain mathematical and scientific studies, which may be prescribed in the most complete course of study. There is a great variety of facts and information, which the teacher must impart to the youth under his charge, in order to educate and prepare them to discharge the varied duties and responsibilities of life.

Every true educator will gather his great lessons of instruction from the passing events of the world around him. The progress of discovery and invention, and the application of these great agencies to the advancement of civilization and the promotion of industrial resources of the country, should form an essential part of the education of the young. Social and political economy, and the general theory of our government, should be early taught to the pupils of our schools. The boys in our city should be made familiar with the different trades and professions by which communities and individuals acquire wealth, or obtain a daily support. We should not only teach that labor is honorable and necessary, but we should also instruct the youth of our land how to intelligently direct their labor to advance their own interests and prosperity, and to promote the general welfare of society. The school room should be a practical workshop, to mold and adjust the complex machinery of the youthful mind and character, for the varied cares and duties of life; and no system of public instruction will ever prove successful, and subserve the best interests of progress and humanity, which fails to impart these great lessons of wisdom and economy.

These remarks are equally true of the instruction of the young ladies of our country. There is a growing demand for a more practical education in our schools for girls, which should be more specially adapted to the requirements of future life. The great social questions which now agitate the country, in regard to the rights and duties of woman, should command our interest and attention. Since her sphere of action is so different from that of man, I can see no good reason for adopting the same course of study for the girls and boys; especially is this the case in regard to mathematics, which but few young ladies, except teachers, will ever be required to use to any great extent in after life. As a mental discipline, other studies of far more practical utility and pleasure, might be substituted; such as moral philosophy, rhetoric, and foreign languages.

At present but little attention is paid to educating our daughters for the important domestic duties of life. The great tendency of the age, in regard to female education, is toward two extremes:—the one, the "unmeaning doll of fashion;" the other, the mental acquirements and self-reliance necessary for the forum or the professions; both of which should be avoided in our public schools, where the great object and high aim should be to lay the foundations of such a practical education as will prepare our girls to sustain and support themselves in adversity as well as in prosperity. We need such an education as will fit them to adorn society, and at the same time make them independent of the caprices of fortune. As one means to this end, I desire to recommend the propriety of teaching plain and ornamental needlework in our public schools. It is quite an important feature of female education in Eastern cities, and I can see no good reason why it should not receive a prominent place in the instruction given in our girls' schools. In connection

with modern improvements in this most appropriate and graceful department of female industry and skill, it cannot fail to be of great practical utility and worth.

UNIVERSITY OF CALIFORNIA.

This institution, now in active operation in the City of Oakland, was organized by Act of the Legislature, approved March 23d, 1868. It embraces five distinct Colleges, viz: A College of Agriculture, of The Mechanic Arts, of Civil Engineering, of Mines, and of Letters.

The management and control of the University are intrusted to a Board of Regents, composed of the following gentlemen:

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Faculty and Officers.—John LeConte, M.D., Acting President and Professor of Physics and Industrial Mechanics; Robert A. Fisher, A.M., Professor of Chemistry, Mining, and Metallurgy; Joseph LeConte, M.D., Professor of Geology, Natural History, and Botany; Martin Kellogg, A.M., Professor of Ancient Languages; W. T. Welcker, Professor of Mathematics; Paul Pioda, Professor of Modern Languages; Ezra S. Carr, M.D., Professor of Agriculture, Agricultural Chemistry, and Horticulture; William Swinton, A.M., Professor of English Language and Literature, including Rhetoric and Logic; Robert E. Ogilby, Instructor of Drawing; Frank Soule, Jr., Assistant Professor of Mathematics.

The session opened with about fifty students, distributed into four classes, and attached to the various colleges.

The whole course of instruction in each of the colleges, occupies four years. In each year there are three terms, ending, respectively, on the twenty-second of December, the sixth of April, and twentieth of July, the last date being Commencement Day.

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