

*tasks of the morrow.* Considering the structure and constitution of the human being, a more irrational and more injurious system of education could scarcely be invented. The mind and brain alone are exercised, and their exercise is carried to the degree of exhaustion; while the lungs, the muscles, and the bones, on the exercise of which the health even of the brain directly depends, are neglected and injured by disuse. The effect of breathing air vitiated by the fangs of so many companions for so many successive hours is apathy and exhaustion. The attention flags, the mind becomes indifferent to every thing except an intense longing for liberty and the open air, and the body itself becomes weary and restless.—*Combe's Physiology.*

#### IMPORTANT TESTIMONY FROM A SCHOOL TEACHER.

I have taught now upwards of two years in this place. I became a tee-totaler in July 1842; and my strongest reason for becoming one was, that I thought I might be the means of getting the children to sign the pledge,—the following statement proves that I judged aright. During the time that I have taught I have had about 30 different scholars, of these 63 are now tee-totalers, I have at present over 50 scholars, three-fourths of whom are tee-totalers. I take the names of none of the smaller children without the consent of their parents, and there are but few parents, let them be ever so intemperate themselves, but are willing that their children should do right. How essential it is that the first impressions made on the susceptible mind of the young, should be of a moral kind. "The stream will ever flow tintured with the nature of its source." "Just as the twig is bent the tree is inclined." A teacher has an almost unbounded influence in his own school, hence the immense responsibility of those who are teachers of the rising generation; they (the children) are not living for the present, but for the future, and may exert a mighty influence for good in society, when they shall have taken our places. Some condemn tee-totalers for allowing children to sign the pledge, alleging that they do not understand the nature of a pledge. I will relate an instance to show whether they do or not. A boy about six years of age, now in my school, signed the pledge a year ago—he has been asked frequently to drink, (his father was a tavern-keeper about six months of that time, but is now a tee-totaler) and he has not tasted, and cannot be made to taste any thing that would be a violation of his pledge. To the teachers who may read this, I would say, if they are still drinkers, not to remain so any longer—and pointing to the above plan, I would say to them "Go thou and do likewise."

Blenheim, Jan., 1844.

ROBT. McLEAN.

[If a temperance teacher produces the above effects, what results will a drinking teacher produce? We ask parents to solve the problem.—Ed.]

#### Letters to a Young Teacher.

MY DEAR FRIEND,—Oceil was once asked how he could tell people of their faults without their becoming offended with him. "When there is love in the heart, one may say anything," was the reply dictated by a profound knowledge of human nature.

This is a maxim of rare value to the education of youth. First, gain the true and hearty affections of your pupils, and you can not only say any thing to them, but you can also do anything with them. And here let me caution you against injudicious modes of winning the youthful heart. Be very strict and uncompromising in exacting obedience. Nothing but the contempt of the pupil is gained by a contrary course. But in every other respect shew a willingness to sacrifice your own case, your own taste, to that of your scholars. Lay down cheerfully an interesting book to give the necessary instruction respecting the arrangements of a doll's dress, or to disentangle the tail of a kite, instead of growling out, "Do not interrupt me, it is very rude to disturb one when reading." But never indulge those under your care by yielding points of duty. Let your laws be like those of the Medes and Persians, which alter not, and be sure that punishment invariably follows transgression. Yet with all this, shew your pupils that you really do love them.

But you will say, "How can I love these very bad children?"

I have one in my school now, who is so obstinate, or so passionate, that I can find in her nothing to love."

I reply in the words of the poet,—“She is human, and some touch of good must live within her nature. Have you tried to waken it?”

Seek to ascertain some gentle chord in the child's breast, and touch it. If it respond, you have gained your point, and have only to go on. One who for twenty years had watched over young people, said to me, "If you can secure *one single step* in self-improvement, it will be the teacher's fault, if the child do not proceed onward in the same course." For there is so much positive pleasure in such a course, that if once commenced it will not easily be forsaken. No one who has felt the delight of watching the results of moral experiments with youth but knows that one cannot long do it, without feeling a great and growing interest in the objects of such experiments. Let me entreat you to make the attempt, and you will no longer want interest in your scholars. But if you will not, I do not know what course to recommend. One thing I know. A teacher who has *one pupil* she does not love, should either dismiss that individual, or herself leave the school. It is impossible to do one's duty as an Educator, under such circumstances. Can any thing but true love bear and forbear as a teacher must? How differently do we view a fault committed by a beloved friend and the same fault in one with whom we are scarcely acquainted. I give you this as a test—a test whether or not you are doing your duty. *Do you love your pupils?* Not *en masse*, but each one in particular. Do you so love them, that your tenderest sympathies are enlisted in their behalf. When a struggle is being made against anger, evil-speaking and the like, does your ready smile of encouragement shew that you have marked and approved? Is your place of instruction pleasant to you? If you go to your school-room with reluctance, and quit it with joy, your heart is not in the work, and you are not discharging your duty to those under your care. As you value then the testimony of a clear conscience, let me beg of you to cultivate strong love for your pupils.

Montreal, Dec. 23, 1844.

Z.

[We insert the foregoing judicious remarks instead of the Mother's Department, being nearly equally applicable to mothers and teachers.—Ed.]

#### CHILDREN AND YOUTH'S DEPARTMENT.

##### The Traveller and the Children at Elm Grove.

(Continued from page 46.)

INVENTIONS CONNECTED WITH EXISTENCE AND SAFETY.

*Traveller.*—There is a grandeur, a majesty, a sublimity, in the mighty waters. Well might the poet, in addressing the "vast ocean," observe,—

"Thy voice is like the thunder, and thy sleep  
Is like a giant's slumber—loud and deep  
Thou speakest in the east, and in the west,  
At once; and on thy heavily laden breast  
Fleets come and go; and shapes, that have no life  
Or motion, yet are moved and meet in strife,  
I love to wander on thy pebbled beach,  
Marking the sunlight at the evening hour,  
And hearken to the thoughts thy waters teach—  
Eternity, eternity, and power."

The art of navigation is now so much improved, that, with the assistance of a few instruments and his nautical almanack, a sailor can tell, at any time, the exact part of the world in which he is. Besides this, voyages are made with much greater rapidity; for a ship has been known to sail from Portsmouth to Calcutta, in the East Indies, in fifty-five days; a voyage which formerly occupied a period of six months.