

cannot be ennobled by a well-directed education ; neither is there such a good natural disposition which the want of culture cannot degenerate. Habit becomes a second nature ; the young shrub straightened in time, finishes by lifting its head towards heaven. We see letters engraved upon the young bark, grow and increase with the trunk ; it is thus that the lessons and examples of virtue take root in the soul of a child to such a degree that no foreign influence can afterwards uproot them ; and, unhappily, it is the same with some fatal impressions received in childhood. Our little Cornelia is just entering upon youth, her mind developing itself from day to day, and already you can sow some precious seed there, and none is more noble and benevolent than that of religion. Engrave, then, upon that young soul the name of God, imprint his love there, in order that she may learn to venerate Him to whom she owes not only life, but also all that makes the happiness of man on earth and in heaven. Strive also to inculcate in her the fear of God ; not cowardly fear, which is displeasing to the Divine Majesty, but that noble and holy fear which is identified with love to such a degree as to become inseparable from it, and which, by its union with it, produces religion. In the same manner that the shade does not hinder the tree from budding, but prevents the fruit from ripening, so religion stifles in its bud the principle of evil, and prevents it arriving at maturity. Purity of soul, which is the fruit of religion, sheds such a lustre that it rejoices the eyes of the wise and even those of the foolish.

There are two methods of instruction : by lessons and example. As the eye surpasses the ear in the rapidity of perception, and as it has received from nature a superior strength, it is necessary, if you wish to bring up your children so that they may merit the praise of good people, that their eyes shall see you from the first such as you wish them to show themselves to others. Speak to them more in actions than in words ; for if you wish to prescribe rules to them which you do not follow yourself, it would be almost the same as if you wished to point out to them a good road, and yourself follow a bad one. If parents wish to exercise a salutary influence over their children, they must show themselves amiable and virtuous, and pour their virtues, like a precious liquor, by the senses into the soul of the child, to such a degree that they may be identified with them ; for as soon as the child begins to reflect, he fixes his attention upon his father and mother, and observes with his eye and ear their smallest actions. Admiration of the virtues of a father is the powerful goad which pushes the mind of the child into the road which his father has followed.

Above all things watch over your servants, that your children may never hear a vulgar or trivial word proceed out of their mouth, and that their looks may never be struck with an angry gesture. Keep them near to you, and teach them yourself to make their first steps and stammer their first words. Do not permit them to cross the threshold of a house where their innocent eyes would risk being sullied by the sight of children badly brought up.

Preserve yourself from the error of so many too-indulgent mothers who do not allow themselves to contradict the will of infancy, and who exact from others the same weakness in this respect. Their children become the slaves of their own caprices. I do not mean to say by that you are to have recourse to violent means of repression ; on the contrary, I blame parents who use corporal punishments almost as much as if they lifted their hand against the image of the saviour. It is neither fear, nor the rod which impresses virtue on the soul ; you must on this, as on many other occasions, strive to follow the medium course. If children commit a fault—the inevitable consequence of the imperfection of our nature—shut your eyes to the error if it be a slight one ; in this case indulgence is better than severity. If the fault be grave, do not fear displaying a salutary and inflexible rigour. Act the same with regard to your dependents when they are guilty of similar faults, in order that the child, seeing the faults punished in others which he is guilty of himself, may understand by that he will lose our affection if he does not resist his sinful inclinations.

I might add here many other precepts, but I fear in multiplying them I should spread confusion in your mind ; I think elsewhere I have touched on the most important points. In the same manner that I reserve to myself the care of directing the studies of Torquato as soon as his age permits, I commit to you the choice of Cornelia's occupations ; I know beforehand that you will acquit yourself of this charge better than any one in the world. Adieu. May the joy which your children give you charm away the weariness which the absence of your husband causes you!—*Translated from the "Journal des Familles."*

"Books are a part of man's prerogative ;  
In formal ink they thought and voices hold ;  
That we to them our solitude may give,  
And make the present, travel that of old."

## II. Papers on Practical Education.

### 1. TEACHERS—REVIEW YOUR WORK.

It would be well for every teacher, at the close of each day's labour, to devote a portion of time to a review of the events of the day. Self-examination is one of the strongest incentives to self-improvement, and no one can profit more by it than the earnest teacher. It is seldom that a day passes in school that does not present some incident that demands careful thought on the part of the teacher in order that the next day's labour may be an improvement on the last. Nothing will more effectually aid the teacher in his efforts to make the school what he desires it to be, than the habit of daily meditating upon what has transpired in his little realm. This to be effectual must be properly done. Vague thought without object or aim, will be useless. Let there be point to the thought and let the decision be calmly and resolutely carried into action. In this way the teacher may correct errors in his own management as well as bad habits on the part of the pupils.

In order to make this thought practical, allow me to suggest a method by which it may be made effectual. We will suppose that every careful, thoughtful teacher keeps a record, either in the register or class-book, of the attendance, tardiness, scholarship, deportment, and such other facts in the history of each pupil as he wishes to preserve. This record, together with the observations of the teacher, will afford daily topics for consideration, and it will be useful to reflect upon them frequently. In this way plans may be formed for removing whatever tends to prevent the usefulness of the school. Among other things it may be well to consider the following : Have my pupils been punctual to day ? Have I done all in my power to secure punctuality and to prevent tardiness ? Am I punctual ? Do I endeavour to find out the cause of tardiness ? Do I exert myself to remove the cause ? Has there been any disorder to-day ? Is the discipline as good as I can make it ? Do I assign proper lessons ? Are they well learned ? Do my pupils improve in reading ? Do I question them concerning the meaning of what they read ? Is spelling properly attended to ? Do I take sufficient pains with the writing ? Do my pupils read sufficiently loud ? Do I teach them to talk properly and use good grammar ? Have I learned to use the word *why* sufficiently ? Do I encourage the dull ones ? Is there life in the exercises ? Do I require all the class to give attention to the recitations ? Do I use the blackboard enough ? Am I firm and yet kind ? Do I take an interest in the sports of my pupils ? Am I sufficiently interested in their moral welfare ? Do I consider the propriety of punishment before inflicting it ? Have I a proper idea of the responsibility of the teacher's calling ? Do I take sufficient interest in my own improvement ? Do I read educational publications ? Do I have frequent reviews ? These and a variety of similar topics should be daily considered by the earnest teacher. By so doing he will find that his school is more easily managed and that it daily becomes more useful to the pupils. I would not have the teacher always take school cares with him ; but by devoting a portion of time each day to their consideration he can the most effectually throw them off, and gain that rest and relaxation that every faithful teacher needs. Teachers, try it and give us your experience.—*A Teacher, in the Connecticut Common School Journal.*

### 2. A WORD TO THE TEACHER OF LITTLE ONES.

The proper arrangement of the Primary School is a subject to which much thought and labour has been given, but while every advance step gives joy to the true educator, and every evil subdued brightens his hope, there is still one sorrowful thought that must find a place in every observing mind. I refer not to any lack in the graded school, but to the fact that so many little ones in the mixed schools of our rural districts are unskillfully taught. Going, it may be, to a house devoid of all attraction, and with no apparatus except the teacher's rod, the child learns his first sad lessons of school ;—not lessons of the beautiful objects Nature has scattered all around him, nor lessons of obedience and trust and love. Ah no ! his eye rests upon rough material, and his ear hears uncouth sounds. Obedience is not gently taught, but he learns that the way of the transgressor is hard, and the baser passions are stirred until, if he yields at all, it is reluctantly and only to escape a worse punishment. He learns to distrust others, because he himself is not trusted, and even the outpourings of his pure love are made the ridicule of older school-fellows. How is the most fine gold changed !

Oh ! the heart grows sick at the thought that not a few of the little ones, the pride and hope of our fair State, are even *now* thus taught. Fellow-teacher, these things ought not so to be ! Need it be said again, go not to your work from sordid motives, but labour to fulfil a high and holy mission. Lead the child intelligently along