

seems to love no one, and who, instead of winning the attachment of his pupils, is the object of their fear or aversion, is expected to impress this lesson upon the mind and heart of children. How can they learn to love who are governed by fear? The text is fixed by repetition in the memory, but the words have in the mind of the children, no meaning, and never reach the heart.

"Observation and reflection would convince every one, that moral instruction in a catechetical form, or in any other form of direct precept, has very little effect upon the conduct compared with surrounding influences. To tell a boy not to be quarrelsome will not alter his conduct in the least, if the example of his parents at home, or of his teachers at school, is always that of persons giving way to passionate outbreaks of temper and vindictive feelings upon the slightest occasions. 'Do as they say, and not as they do, for they say, and do not,' is not a principle children can understand and adopt as a rule of conduct." Hence the superiority of the moral training of a Dutch school over that of schools generally in this country. It is not that their catechisms, or moral axioms, are better than our own, or that they make a greater show of them, but the moral lesson taught in the conduct of the teacher is better. He is less the master of his pupils than their friend, and they imperceptibly imbibe the same qualities which in him they love and esteem.

"Moral training is quite incompatible with the old brutalizing system of coercion, still unhappily pursued in many of our schools. Children governed by fear become deceitful, and when inured to punishment, hardened, sullen, and revengeful. Such children make the men and women against whom society is obliged to provide penal laws, and to stand constantly on its guard. To remedy the evil, the first thing to be done is to dismiss the teachers who are unable to appreciate or act upon any other system of discipline. No good they can accomplish in the mechanical arts of reading and writing can compensate for the mischief they create by souring the temper, crushing the affections, and wounding the spirit of a child. The next thing is to employ teachers able to govern by kindness, and to gain the confidence of children—teachers who would mix with them in the play ground, and take part in their sports.

"The whole secret of moral instruction lies in the art of awakening and strengthening kindly feelings. All crimes productive of human misery are simply injuries to others; but where a spirit of kindness prevails, there is no disposition to injure others. Children who learn to copy from their teachers a kind tone, an affectionate manner, a disposition to oblige, will never quarrel nor fight, nor grow up in after years companions for the outcasts of society. Theft, violence, murder, malice, fraud, revenge, cannot flourish in the same soil where the affections have taken root: so true is the Scripture maxim, that 'love is the fulfilling of the law.'"—*Westminster Review*.

ORDER.—In the first place, let me say, bring your school to order; *bring your school to order*. Do not attempt to go on without order. I do not mean to say this must be done the first day, or completed even the first week, though its completion should not be deferred much longer than this. It should be done. Cost what it may, it must be done. It must be done before much else can be done—done before much progress can be made in education.

Arrange, then, classify and rank your pupils. Let every scholar have his class, his place, his seat, his desk, his hat hook, and wherever you put him, there let him stay. Let your pupils soon discover that you are a person of order, system, decision, authority; and that your will, and not theirs must be done.

Many will think, after all, that these things are of little moment; that the mere attitude of a boy, the style of his desk, and movements, and his general appearance, cannot make any difference in the character of the school. But this is all a mistake. After many years' experience and observation, I am satisfied that from these things, the school takes, in a great measure, its tinge and coloring. They have an immediate influence upon the condition of the school. But they are especially important in the formation of the habits and future character of the pupils. In this view, no enlightened, thoughtful, conscientious teacher can lightly regard them.

Again; determine on a course of studies, an order of exercises,

and times for reciting. Let these be announced; adhere to them rigidly yourself, and require a compliance from all your pupils. So methodized should your school be, so familiar with all its operations should every pupil make himself, that, when absent, any one may know what is going on in the schoolroom, and *what and where his own lesson will be, when he shall return to school the next day*. If you are systematic, you will see your work before you. You will know, at any time, at what stage you are; what has been done, what is to be done, and when all will be finished.—*Common School Assistant*.

PHILOSOPHICAL FACTS.

Sound travels at the rate of 1142 feet per second in air, 4990 feet in water, 11090 in cast iron, 7000 in steel, 18000 in glass, and from 4626 to 17000 in wood.

Mercury freezes at 38 degrees, Fahrenheit, and becomes a solid mass, malleable under the hammer.

The greatest height at which visible Clouds ever exist, does not exceed ten miles.

Air is about 816 times lighter than water.

The pressure of the atmosphere upon every square foot of the earth amounts to 2160 pounds. An ordinary sized man, supposing his surface to be 14 square feet, sustains the enormous pressure of 30240 lbs.

Heat rarifies air to such an extent that it may be made to occupy 500 or 600 times the space it did before.

The violence of the expansion of Water when freezing, is sufficient to cleave a globe of copper of such thickness as to require a force of 28,000 pounds to produce the same effects.

During the conversion of Ice into water, 140 degrees of heat are absorbed.

Water when converted into steam, increases in bulk 800 times.

One hundred pounds of the water of the Dead Sea, contains 45 pounds of salt.

The mean annual depth of Rain that falls at the equator, is 96 inches.

Assuming the temperature of the interior of the earth to increase uniformly as we descend at the rate of 1 degree in 46 feet, at the depth of 60 miles it will amount to 490,000 degrees Fahrenheit—a degree of heat sufficient to fuse all known substances.

The explosive force of closely confined Gunpowder is six and a half tons to the square inch.

Hailstones sometimes fall with a velocity of 113 feet in a second—Rain 34 feet in a second.

The greatest artificial Cold ever produced is 91 degrees Fahrenheit.

Electricity moves with a greater velocity than light, which traverses 200,000 miles of space in a second of time.

Thunder can be heard at a distance of thirty miles.

Lightning can be seen by reflection at a distance of 200 miles.—Evangelist.

FACTS FOR PARENTS.

You are undoubtedly aware that numerous children lose their reason and their lives by excessive reading and study. At least twenty such cases have come within my personal knowledge; three in one family, and two in another.

The most eminent physicians in our country have spoken much and written much, of the injury done to the health and forms of young ladies by long and close confinement over desks and books.

The most distinguished and the most useful men in our country, whether in the Ministry, in Law, in Medicine or in Politics, receive a portion of their education upon farms, in work-shops, in merchandize or some other pursuits of business.

Most learned men, who have acquired their knowledge exclusively from reading, are lamentably, perhaps necessarily, deficient in common sense. A large portion of the forgers, swindlers and robbers now swarming in our country, have had vast amounts expended upon their book education, and little or nothing for an education to business.

The most learned man at present in our country, a Professor in a Theological Seminary, often remarks, that he should rejoice to see a race of men growing up under a system of six hours' labor and four hours' study daily. He has for many years labored daily with his hands as many hours as he has studied.