

"I bought *them* boots to wear only when I go into genteel society," said one of the codfish to a wag the other day. "Oh, you did, eh?" quoth the wag; "well, then and in that case, *them* boots will be likely to last you a lifetime, and be worth something to your heirs." Exit codfish rather luffy.



## THE EDUCATIONALIST.

AUGUST 1, 1861.

### TEACHERS' ASSOCIATION.

We are requested to say that according to the arrangements made by the teachers last year, the annual meeting of the Teachers' Association for the County of Northumberland will be held in Colborne, commencing on Monday, 5th inst., at the hour of eight o'clock, A. M.

The following gentlemen are expected to lecture during the week:—

Revs. P. Duncan, I. B. Aylesworth, W. A. Sills, C. Underhill, J. C. Burnelle, W. Ormiston, D. D., Dr. Powers, J. Gordon, Esq., of Port Hope, E. Scarlett and J. B. Dixon, Esq.

### TEACHERS' ASSOCIATION OF CANADA WEST.

The next public meeting of The Teachers' Association of Canada West will be held on Tuesday, the 6th day of August next, in the Mechanics' Institute, Toronto, commencing at 11 o'clock, A. M.

Addresses will be delivered by the President, T. J. Robertson, M. A., by the Rev. Dr. McCaul, President of the University of Toronto, and by the Rev. Dr. Ormiston, of Hamilton.

By order of the Directors.

J. W. ACRES, Sec.

The above notice came too late to have received earlier notice, but it would have afforded us pleasure to have given it such a timely publicity as its importance demands. The importance of centralized effort in every cause is so well known that it needs no mention, and assuredly in so laudable and patriotic a cause as that in which the teachers of youth are engaged no pains should be spared not only to render the teacher himself equal to his task, but to diffuse throughout the land, an enthusiastic co-operation on the part of the parents, trustees, and members of the Legislature. These Associations advanced the cause as no other agency could, and it is our earnest hope that the advantages derived from them in other countries may be speedily experienced here.

### INSTITUTES.

Meetings for discussion and mutual consultation, have been held, during the past year, in several of the villages of the State, and in this city, under the management of the Rhode Island Institute of Instruction. At these Institutes, lectures from prominent educators have been delivered, and the remainder of the sessions have been occupied by spirited and practical discussions, and a free interchange of views upon the comparative merits of the different systems of teaching, and upon such other educational topics as were presented. These gatherings have been well attended, and sustained by the teachers, and well received by the communities where they were held. This is as it should be: for they grow out of the very spirit of our free institutions, and in no other way can so great an amount of practical, indispensable, educational knowledge be diffused among the people, and among the teachers of our common schools. They establish the conviction, in the public mind, of the absolute necessity of a free and liberal education, for the children of a republic; and they point out to teachers the wisest and most economical means for securing such an education. Nothing yet devised, so effectually excites the masses to a general and active interest in our system of public schools.

These conventions enlarge the circle of the teachers' acquaintance; affording opportunity for a more general interchange of opinion, mutually advantageous; establishing concert of action, and giving new impulse to improvement. The practical experience of the best educators, is freely given to all. Greater uniformity in the discipline, classification, and general management of schools, is thereby secured. Increased zeal and unity of purpose, coupled with a better directed and more vigorous intellectual action, is the result. The benefit flows out, as well to those who are already thoroughly imbued with the spirit of their profession, or to those others who have but an imperfect appreciation of its responsibilities.

It has been observed, that nearly all the labor, at these Institute meetings, has invariably fallen upon some half dozen of our most prominent teachers. This is wrong. It is not just; it is not best.—Every teacher in the State, should feel that he may contribute something to the general interest. No teacher, worthy of the name, can be so barren of experience, as not to be able to state some advantages

gained, or some difficulty overcome, and the means by which it was accomplished;—and this is what every member of the profession has a right to know—and no one should be so indifferent, or so illiberal, as to withhold it. All those engaged in teaching, should feel the obligation resting upon them, individually, to contribute something out of their own mind, or experience, for the common benefit. Every teacher should remember that the profession will not honor him, until he first honors the profession.—Selected.

### THE MOTHER.

Scarcely a day passes that we do not hear of the loveliness of women; the affection of a sister; or the devotedness of a wife; and it is remembrance of such things that cheers and comforts the dearest hour of life—yet a mother's love far exceeds them in strength, in disinterestedness and purity. The child of her bosom may have forsaken her and left her—he may have disregarded all her instructions and warnings,—he may have become an outcast from society, and none may care for or notice him, yet his mother changes not, nor is her love weakened, and for him her prayers will ascend! Sickness may weary other friends—misfortune drive away familiar acquaintances, and poverty leave none to lean upon; yet they will not affect a mother's love, but only call into exercise, in a still greater degree, her tenderness and affection. The mother has duties to perform which are weighty and responsible—the lying infant must be taught how to live—the thoughtless child must be instructed in wisdom's way—the tempted boy be advised and warned—the dangers and difficulties of life must be pointed out, and lessons of virtue must be impressed on the mind. Her words, acts, faults, frailties and temper are all noticed by those that surround her, and impressions in the nursery exert a more powerful influence in forming the character than do any other after instruction. If passions are unrestrained—if truth is not adhered to—if consistency is not seen—if there be want of affection or a murmuring of the dispensations of Providence, the youthful mind will receive the impression, and subsequent life will develop it; but if all its purity, sincerity, truth, contentment and love, then will the result be a blessing, and many will rejoice in the example and influence of the pious mother.

Kindness is the golden chain by which society is bound together.