

book. In like manner, a great work of art though consisting of many parts, is one whole; to take away a single part destroys its symmetry; a single minute part no more resembles the whole, than a hand or a foot resembles a human being. —The effect on the reader of the two classes of compositions, is essentially different; and I conclude, therefore, there is a radical deficiency in periodical literature, of that excellence which is attend-

ed in the master pieces of art. To instruct man, to instruct him in the principles of science, to edify them, to impart a knowledge of the theory and persuade to the practice of virtue, to stir the imagination profoundly, and to achieve the highest triumph of art, men must read books, children must read books, and schools must furnish free libraries.

INFLUENCE OF MOTHERS IN THE EDUCATION OF THEIR CHILDREN.

THE various factors which combine to form the education of a child may be divided into three classes; education by nature, by man, and by things. The first comprises the growth and natural development of our organs and our bodily and mental powers. The second is the use which the child is taught to make of these powers. The third is that stock of wisdom and experience which the child gathers by coming in contact with, and observing the things around him. A child can be well educated only when these three factors go hand in hand and act in perfect harmony. The education by nature does not all depend on men; nature goes her own way and acts according to her own laws. Neither does the education by things depend much on men; every child has an experience of his own, and he receives impressions and comes to conclusions entirely different from other children. The education by men is the only one which is in our control. But this control is a very feeble one, because it stands between nature and the individuality of the child; it ought to lean on the former and yet give fair play to the latter. Besides, it is divided between parents and teachers, relatives and strangers, friends and foes, all of whom have their short-comings and act seldom in union.

The child ought to be brought up as a unit, not as a fraction. The latter is done more than is needed by school and church, by society, business and the state. The first is therefore to be done in the family-circle at home. The father's employments usually call him from his family during the hours of the day. Morning and evening are the only peri-

ods when his children might be benefitted by his presence. Frequently a part of these hours is claimed by social gatherings, meetings of societies or other callings, so that to the greatest extent the education of the children devolves upon the mother.

The great cause of educating the young, or the duty of a mother to her children, may appear to different persons in a different light, entirely according to the standing-point taken by the observer. There is a bird's-eye view, which makes a fine steeple appear as a small dot, and a man of the same height as his own shadow. This view is taken by mothers who fulfil only those duties which are absolutely imposed upon them by nature. Writing or reading books, making fashionable calls and receiving visitors, necessary preparations for balls, parties, journeys or the theatre,—these and many other engagements seem to compel mothers to leave the care of their dearest treasures almost exclusively in the hands of hired and often uncultivated domestics.—When a nurse is hired to press the little child to her bosom, while the mother attends to her pleasures, how can such a child feel affectionate towards its parents? When the governess and teachers thus are made the nearest fountains of wisdom, how can the child be expected to come to its mother for advice and help? When world and fashion are the deities adored in the family, how can a child be hoped to bow its knee before the objects of religion?

There is a low or partial view, taken from an enclosed point of observation, which enables the observer only to see a part of the object, and by which part a