

hand, and in her left riches and honours.

And there is not a more effectual way of securing the pearl of great price, than by first learning to yield the will to parental authority. The child that has never learnt thus to yield his will, is the last to bow in submission to his God. If he can be ungrateful, unkind, undutiful to his earthly parent, whom he has seen—whose care has been unremitting—whose love has been unabated—if he has never brought his spirit to bow before the visible hand of his earthly parent, how shall he yield to the mandates of his Father in Heaven, whom he hath not seen? There is, indeed, little hope that the disobedient child will ever become the obedient servant of his divine Master. Nor is there more hope that he will ever become a good friend, neighbour or citizen. He has never learned to yield.

And not only do obedient children contract habits, and form a character, and pursue a course of conduct that gives a warrant for a longer life, but they possess more and enjoy more of life while they do live, than generally falls to the lot of the opposite class. They have more of life—have life in its better and higher type.

British Mothers' Journal.

### PROFANE WORDS.

As polished steel receives a stain,  
From drops at random flung;  
So does the child, when words profane  
Drop from a parent's tongue.

The rust eats in, and oft we find  
That nought which we can do,  
To cleanse the metal of the mind,  
The brightness will renew.

### ARGUMENTS IN FAVOUR OF FREE SCHOOLS FOR ALL.

C. R. BURDICK has an article in the December number of the *New York Teacher*, on Free Schools for All, and All in the Free Schools. He takes the ground that it is the duty of every State to provide schools for all her children, and then to take care that all attend them. This should be done, because general education is essential to the safety of life and

property. All nations should provide for the perpetuation of their institutions, particularly our own, which seems to be the result of a world's struggles for liberty. The warnings of history should be regarded: Greece and Rome fell because they did not educate their masses. Though we appropriate large sums to educational purposes, and have numerous academics and colleges, the writer thinks that a vast portion of our population is growing up in ignorance, schooled only in the school of vice. This mass is increasing yearly, especially in our cities. New York is taken as an example; it needs no prophet to predict the future history of this city, unless a more stringent system of education, intellectual, moral and physical, is there adopted. Abundance of school accommodation should be provided for all, and attendance should be secured by law. Civil disabilities should be laid upon ignorance. Not only should children be punished for truancy, but parents should be subjected to fine or imprisonment for permitting it, or for neglecting to send their children to school. Nor should parents be allowed to withdraw their children till they have gone through a certain routine of studies, at least in the primary branches. Danger from the wholesale distribution of the elective franchise should be averted by allowing no man, either foreign-born or home-born, the rights of citizenship, unless able to read and write well, and tolerably versed in arithmetic.

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### GENTLENESS TO CHILDREN.

Be ever gentle with the children God has given you; watch over them constantly, reprove them earnestly, but not in anger. In the forcible language of the Scripture, "Be not bitter against them." "Yes, they are good boys," I once heard a kind father say—"I talk to them very much, but do not like to beat my children—the world will beat them." It was a beautiful thought, though not elegantly expressed. Yes: there is not one child in the circle round the table, healthy and happy as they look now, on whose head, if long enough spared, the storm will not beat. Adversity may wither them, sickness may fade, a cold world may frown on them;