

are cases, we believe, in which poverty necessitates parents to act in this way ; but observation has convinced us, that the ignorance of parents themselves is one great cause why the education of children is so extensively neglected, and so many are allowed to grow up without any steps being taken to stimulate them to self-improvement. These remarks apply not only to institutions for juvenile education, but also to those designed to promote the cultivation of adult minds. A few, deeply impressed with the importance of mental culture, have used their influence and abilities in raising libraries for the benefit of their respective localities. Mechanics' Institutions have been set on foot for the same purpose ; and they are prized by a few, and the privileges which they afford are gratefully used. But those who thus cultivate themselves are greatly in the minority. By far the greater number of our young men are more bent on sensual gratification than the improvement of their minds. And the best friends of those excellent institutions frequently have the mortification of seeing that their labours are lightly esteemed, and fail of producing that amount of good which they anticipated, because men are either too ignorant or too idle to appreciate them. Whereas, if they clearly discerned and duly attended to their best interest, they would hail every means of mental culture as an angel of mercy, and the founder of every institution calculated to inform the mind as a great benefactor of his species.

It is not meant that one perusal of this essay will suffice ; it will require to be read again and again—read and pondered till your minds have become engrossed by it, and till the propriety, the wisdom, the necessity, and the duty of proceeding has taken full possession of the judgment, the conscience, and the heart. We leave you, then, to this exercise.

HOW TO JUDGE OF CHILDREN.—If you would really know what the mind of a child is, do not think you will discover it by merely calling upon him to give you his desires or his reasons for what he does in the collegium. But get into some secure and quiet spot where you can hide yourself from all eyes but those of God, and there watch a group of little ones at their sports, when the intellect and the will keep up the constant action and re-action of the mental powers. Look at them erecting their little forts of mud, little water dams of clay : look at them in their marine warfare, and observe their notions of *meum* and *tuum*. Look at the fertility of their inventions, of their ingenuity in expedients, and how resolute in despair. The parent will thus enter into his children's hidden sanctuary. He may too withdraw himself from his enconcealment, and share in their games,—nay, teach them new ones.

PRODIGES.—Beware of making your children infant prodigies. Think not that the child grows up a dullard from the mere surfeit of teaching. What matters it whether he learns to read in six months or in sixteen. Let your lessons be varied, short, and at long intervals. Nature calls the child out to the open fields to the free heavens, to the running streams. She urges

on his quickened step—she speaks in his boisterous shout and in his loud and joyous laugh. Chain him not down to a desk, accustom him not to ennui ; force not on him whole hours which have for him neither thought nor employment ; and this too that he may not disturb the silence of your study, or the economy of your drawing room. But remember that it is from those hours which are sacrificed to your ease and comfort, that your children first learn indolence, and acquire all ill manners and selfish habits, and even low and filthy tricks.

SCHOOL DUNCES.—You have often remarked that such and such a boy is a great dunce at school but out of it he is a clever, lively, enterprising boy ;—and why ? The lad who has an intellect too active to fix it down to strings of words and sentences he understands not, is soon disgusted with an education which gives him sounds for realities, and words for things. You give him sermons on learning and on books. You thrust a dictionary into his hand, and then tell him to learn the meaning of words ;—labour which to him has no purpose, and which yields him no profit. Thus the power of intellect is associated in the child's mind with a drudgery unendurable. You give him a geographical course with barbarous names ; you place before him a grammar, and his mind sleeps over the barren rules. You set him twenty or more lines, to learn by rote, of a language he cannot comprehend, in which no ideas are attached. And you expect that the mind, that 'hing of life and light, can live in them. But the instinct of his soul is for action ; the taste of youth is for facts, narratives, pictures of life, and all the breathing realities that form the world without, and create a never dying world within. And the boy of active spirit throws aside his books, and delights his quick mind in inventing games and planning mischief. He becomes the leader of his playmates. Good worthy old women, male and female, shake their heads at him, and mutter he will come to no good end. In time the oft-repeated warning of fearful mothers begin to work their effect upon his fellows ; they now follow him timidly, and almost look upon him as one marked out for crime. The solemn prophecies of dotards fail not to fret and sour his mind, conscious of its superiority. He marks the change in his once co-mates,—he grows prouder and more fierce. That good report and praise which good men deny him, and which is a want to his soul, he seeks and finds among the idle, the dissolute, and the worthless. Petty transgressions, which a hard law and not nature have made crimes, excite his daring spirit ; the cherished hopes which yet lingered in the few hearts that loved him die away. They hold him in virtue. Discovery and its attendant chastisements utterly kill in him all honour for good men,—all desire of honest reputation ; and leave in their place an intense desire of indefinite vengeance, and a terrible love of crime.

HOW TO SPEAK TO CHILDREN.—It is usual to attempt the management of children either by corporeal punishment, or by rewards addressed to the senses, and by words alone. There is one other means of government, the power and importance of which are seldom regarded,—I refer to the human voice. A blow may