

the children will not believe a word of his teachings, if his life does not correspond with them. The Saviour's power lay chiefly in his spotless example. He was, himself, a constant illustration of his own teachings. Even Pilate was constrained to say, "I find no fault in him." Without this, his teachings would have been powerless. What a power there was in his *presence*! It was his pure spirit that shone out—that surrounded him as with a halo. How the multitude hung upon his lips! It was because they were unfeigned lips. No guile was found in his mouth, or in his actions. He was kind, even in his rebukes—a sympathising, affectionate friend—commending himself, always and everywhere, to the confidence and affection of all.

Such should be the teacher. The confidence and affection thus inspired will not only enable him to *govern* his school, but will give him a power over the *intellects* of his students that no other stimulus can exert. Do you wish to *wake up mind*? Make your pupils love you. It will give to the other needful appliances for stimulating intellect, a vastly augmented power. The parents will not find it necessary to whip their children to make them go to school, nor you to make them learn, for they will rather be whipped than not go to school, and not learn what you thus make them love to learn.

### MEMORY.

It is strange—perhaps the strangest of all the mind's intricacies—the sudden, the instantaneous manner, in which memory, by a single signal, casts wide the doors of one of those dark storehouses in which long passed events have been shut up for years. That signal, be it a look, a tone, an order, a single sentence, is the cabalistic word of the Arabian tale; at the potent magic of which, the door of the cave of the robber, Forgetfulness, is cast suddenly wide, and all the treasures that he had concealed are displayed. Upon the memory of the traveller rushed up the visions of his youthful days; the sports of boyhood, the transient cares, the quarrels soon forgotten, the pains which passed away like summer clouds; the pure sweet joys of youth, and innocence, and ignorance of ill, that never return when once passed away.—*F. R. D.*

### INFLUENCE OF SINGING ON THE HEALTH OF CHILDREN.

One of the prejudices most obstinately maintained against teaching children to sing arises from an opinion frequently broached that singing, if practised at a tender age, may have a baneful influence on the health, and occasion pulmonary affections. It is not long since this idea prevailed in Germany also; but the most minute investigations, made by Governments as well as parents, have proved it to be quite erroneous. From the many thousand instances of contrary results, the German people have at last learnt the utter fallacy of this notion, and have not only ceased to dread singing as being injurious to health, but go so far as to consider it one of the most efficacious means, not only for refining the ear, for developing the voice, but also for giving strength and vigour to all the physical organs it calls into action. Nothing is better calculated than the practice of singing to produce the power of free and lengthened respiration. In proportion as matter is soft and plastic, it receives impressions the more readily and indelibly. The human body is necessarily subject to this physical law; and its mysterious union with the living principle, and with spirit, must contribute to increase rather than diminish the effect of that law. Childhood is the fittest period to receive to its fullest extent all the advantages resulting from this branch of instruction. All the organs of the voice are then soft and flexible, and susceptible of the slightest impression. The lungs expand with unobstructed ease; the muscles and nerves connected with the throat and chest yield readily to the action of respiration; the ear receives and conveys sound with facility, and ideas communicated at that early epoch of life are not easily effaced. On the whole, then, we are convinced that singing, or, as it may be termed, the art of extending and managing breath, is one of the best preventives of, and surest remedies for general weakness of the chest; and that its use, provided always it be proportioned to the other physical powers of the singer, is calculated to exert a most favourable influence on delicate constitutions, to impart vigour to the organs connected with the lungs, and thus to conduce to a healthy state of those

important functions of the body. Those who assert that children who learned to sing early have lost their voices, do not take into account the thousand accidents and changes to which their constitution, by our effeminate training, may be subjected: disease of any kind, violent colds, and whatever else, may have weakened the chest and destroyed the former better quality of the voice. At that period of life when the voice undergoes a change, boys lose theirs altogether; the notes of a higher pitch disappear one after another, till, by degrees, a new one presents itself upon a lower octave of the scale, in the form of a tenor or a bass. Often an excellent treble is, in the space of a few months or a few weeks, replaced by a bass of the roughest kind. Although the female voice does not undergo such a remarkable transformation, it nevertheless changes its whole character; a low voice often becomes a high one, and a high one descends and becomes a contralto; a good voice changes into an indifferent one, and *vice versa*. This depends entirely upon the development of the bodily frame and the state of health, so that no one can say, with certainty, what the voice of a child will be at a more mature age. The loss of voice is, therefore, unjustly attributed to early singing, unless injudiciously chosen exercises, or too high notes, have occasioned efforts beyond the power of the voice and chest. Besides, every one knows that children, playing in the open air, often exercise their vocal powers more in one hour, by violent exclamations, than a judicious teacher would ask them to do in a year.—*Music and Education, by Dr. Mainzer.*

### THE POWER OF SILENCE.

What a strange power there is in silence! How many resolutions are formed; how many sublime conquests effected during that pause, when the lips are closed, and the soul secretly feels the eye of her Maker upon her. When some of these cutting, sharp, blighting words have been spoken which send the hot indignant blood to the face and head, if those to whom they are addressed keep silence, look on with awe, for a mighty work is going on within them, and the spirit of evil, or their guardian angel, is very near to them in that hour. During that pause they have made a step towards heaven or towards hell, and an item has been scored in the book which the day of judgment shall see opened. They are the strong ones of the earth, the mighty for good or for evil; those who know how to keep silence when it is a pain and a grief to them; those who give time to their own soul to wax strong against temptation, or to the power of wrath, to stamp upon her the mark of their withering passage.—*The Essayist.*

### CHARACTER *versus* TALENT.

Ability without upright principle is a snare to the possessor, and a curse to all connected with him. Without firmness and moral courage, the kindest dispositions and best intentions may be productive of evil rather than good. In the scale of morals, integrity holds the first place, benevolence the second, and prudence the third. Without the first, the latter two cannot exist; and without the last the two former are often rendered useless. The weight of exalted character will carry it over the want of an exalted station. Nothing will supply the want of prudence; and negligence and irregularity, long continued, will make knowledge useless, wit ridiculous, and genius contemptible.

**TO THE YOUNG.**—Drive envious feelings from your minds, and keep a bridle upon that little, but unruly member—the tongue. Speak well of all, more particularly of those absent, ever presenting the good qualities, when the bad ones are spoken of by others.

**EXAMPLE FOR PARENTS.**—The education of our children is never out of my mind. Train them to virtue, habituate them to industry, activity, and spirit. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge.—*Adams' (Ex-Pres. U. S.) Letters to his Wife.*

**THE HEAD THE SAFEST PLACE FOR MONEY.**—Dr. Franklin, in speaking of education, says: "If a man empties his purse into his head, no one can take it from him."