

INFLUENCE OF NEWSPAPERS.—Small is the sum that is required to patronize a newspaper, and amply rewarded is its patron, I care not how humble and unpretending the gazette which he takes. It is next to impossible to fill a sheet filled with printed matter without putting in something that is worth the subscription price. Every parent whose son is away from home at school, should supply him with newspapers. I well remember what a marked difference there was between those of my schoolmates who had and those who had not access to newspapers. Other things being equal the first were always decidedly superior to the last in debate, composition, and general intelligence.—*Daniel Webster.*



THE EDUCATIONALIST.

JULY 1, 1861.

EDUCATION—ITS BENEFITS.

The subject of Education is one which at present occupies, in an especial manner, the attention of the philanthropist and the philosopher. The word "Education" itself comes from two Latin words, *Educere*, and signifies to lead out, or draw out something which is latent, hidden, or concealed. The human mind, including both the intellect and the moral faculties, is the great subject on which the educator or leader out has to operate. What a field for cultivation is here presented!—No other field produces fruits so lasting—fruits which do not ripen in one short revolution of our glorious luminary, but which are bodied in their developments only by eternity. The minister of the gospel has an all important and sacred duty to perform in training and educating his flock for eternity; but the subjects on which his labors are principally bestowed are men and women of riper years, or those who have passed the age of puberty; but the educator or teacher in our common schools operates on the human mind when it is in a high degree impressionable and susceptible of any impression, either for good or evil, that may be made upon it; it is therefore that the youthful mind presents paramount claims on the educator. The humblest tyro in mental philosophy knows that early impressions remain longest—are most enduring; hence

he who in the golden time was accounted the wisest of men has said, "train up a child in the way it should go, and when it is old it will not depart from it." Our common schools may be considered as the nurseries of the community and the great organs of civilization. In respect of education, we are far in advance of the nations of antiquity. Their wise men wrote and speculated much about education it is true, but it was an education in which the great mass of the people did not participate. And in the middle ages the people were little less ignorant than in the palmiest days of Greece and Rome, for in those middle and dark ages, as they were truly denominated, learning was almost exclusively in possession of the clergy. It is a remarkable fact that we are to look to the New World for the first examples of a legal provision for universal education, if we except China, a country which we often style by the epithet "barbarous." And it is rather humiliating to think that two thousand years ago a law was enacted in China which required that every town and village down even to a few families should have a common school. It does not seem, however, to have been the object of the Chinese to favor a free and full development of man's nature. We must, as we have said, look to the new world for the establishment by law of a common school system for the development of man's intellectual, moral, and physical nature.—About fifty years after the legal establishment of common schools in Massachusetts, a law was passed in Scotland in 1696 making legal provision for universal education. In that year the system of parochial schools was established, and almost every friend of education knows the rich fruits which they have borne in that country. Time will not permit that we should give a detailed account of common school education in the different states of the American Union, although such a detail would present many interesting and encouraging features which might act as a stimulus upon ourselves in this Province.

It may not be improper to state that by law one thirty-sixth part of all the lands owned by the general government of the United States, within the limits of the New States, is reserved for the support of common schools, besides large tracts which are appropriated to colleges and academies. In looking to Europe it is pleasing to find that a great progressive movement has lately been made for the

universal diffusion of knowledge by means of common schools. In that quarter of the world the whole system of education has been thoroughly revised and placed under the superintendence of some public officer, so that the powerful aid of the government is nobly employed in supporting, directing, and arousing the energies of the people and stimulating the liberality of the benevolent. In Russia, Holland, Saxony, Austria, and in all the other states of Germany, as well as in France, Sweden, Denmark, and Switzerland, ample provision is now made for giving instruction to every child in the land. A most liberal system of universal education has lately been established in Russia, a country not long since the stronghold of slavery and barbarism. It is needless to say that no people that are educated will long remain slaves. Education is the death-knell of slavery and oppression. Until within the last few years many Kings and nobles had shut out the people from all proprietorship in the soil, and they were enabled to do so because they steeped them to the lips in ignorance and stupidity. The great masses of the people were regarded as mere machines designed for the use and benefit of their masters as dogs and other animals, fit only to amuse them and to labor for them. Their value consisted in the size of their bones and the strength of their muscles, and hence they were trained merely as dogs, horses, and oxen; the treasures of the mind were entirely shut out from their view. But a brighter day has dawned—the glorious luminary of knowledge has gilded the horizon with its vivifying and cheering rays, and the mists and darkness of the midnight of ignorance are fast fleeing before its blessed brightness. As well might puny man attempt to chain the ocean rolling in its resistless majesty, as for the former despot to attempt to enslave a people made mighty by intellectual power—by means of education. No! They would arise in giant strength and snap his bonds asunder with as much ease as the lion shakes the dew drops off his mane.

WANTED.

Material aid for constructing a life-boat that will float on "a sea of troubles," rise on the "waves of misfortune," stem the "tide of adversity," sail clear of the "quicksands of error," and steer safely to the "haven of rest."