

THE MIND AND THE NERVES.

The mind in the brain employs the nervous system as so many instruments of communication with the outer world. The eye is necessary to sight, but it does not see; for if the nerve which forms a communication between it and the brain is divided, the vision will be destroyed, and so with all the other organs of sense. Some have believed that the heart is the seat of the mind, and it is quite common to consider it the source of the affections. It is perfectly easy, however, to trace all the passions and mental phenomena to their great lodging place in the brain.—Vision has been destroyed in some persons, and yet by pressure on the optic nerve they have been haunted by illusions, believing that they saw objects which did not exist. After a person's leg or arm is amputated, he feels for a long time afterwards, as if his fingers or toes still belonged to him.

The spinal cord generates nervous energy for muscular actions, influences the secretions, regulates the motion of the heart, and maintains the actions of the different organs in harmony to perform their several functions, but it has no relation whatever to the faculties of perception and thought. It is composed of the same material as the brain, but its fibres and vesicles are a constant repetition of the same structure, while in the brain there is an endless variety in their arrangements; this is the reason why the brain is considered to be a congeries of organs. A large extravasation of blood within the head, by the pressure which it causes on the brain, produces total insensibility to external impressions, and suspends volition. The effect of a similar injury to the spinal cord is very different. The parts below the injury are deprived of their sensibility, at the same time those parts of the body which are above the injury maintain their sensibility and power of motion unimpaired. A person who has received a mortal injury of the spinal cord in the neck may live for five or six days—nothing living but the head. A case of this kind occurred in the city of Brooklyn during the past summer. A young man in the very prime of manhood, injured the spinal cord in his neck by striking the bottom of the river when diving, and while the body below the head is said to have been dead from the period of the accident, the head lived for several days afterwards, and the mind, during part of that period, evinced its consciousness.—*Scientific American*

THE YOUNG MAN'S LEISURE.

Young man! after the duties of the day are over, how do you spend your evenings? When business is dull, and leaves, at your disposal, many unoccupied hours, what disposition do you make of them? I have known, and now know, many young men, who, if they devoted to any scientific, or literary, or professional pursuits, the time they spend in games of chance, and lounging in bed, might rise to any eminence. You have all read of the sexton's son, who became a fine astronomer by spending a short time every evening in gazing at the stars, after ring-

ing the bell for nine o'clock. Sir William Phipps, who, at the age of forty five, had attained the order of knighthood, and the office of High Sheriff of New England and Governor of Massachusetts, learned to read and write after his eighteenth year of a ship carpenter, in Boston. William Gifford, the great editor of the Quarterly, was an apprentice to a shoemaker, and spent his leisure hours in study. And because he had neither pen nor paper, slate nor pencil, he wrought out his problems on smooth leather with a blunt awl.

David Rittenhouse, the American astronomer, when a plow-boy, was observed to have covered his plow and fences with figures and calculations. James Ferguson, the Scotch astronomer learned to read by himself and mastered the elements of astronomy while a shepherd's boy in the fields by night. And perhaps it is not too much to say that, if the hours wasted in idle company, in vain conversation at the tavern, were only spent in the pursuit of useful knowledge, the dullest apprentice in any of our shops might become an intelligent member of society, and a fit person for most of our civil offices. By such a course, the rough covering of many a youth is laid aside, and their ideas instead of being confined to local subjects and technicalities, might range the wide fields of creation, and other stars from among the young men of this city might be added to the list of worthies that are gilding our country with bright yet mellow light.—*Rev. Dr. Murray.*

EVENING HOURS FOR MECHANICS.

What have evening hours done for mechanics who had only ten hours toil? Harken to the following facts:

One of the best editors the Westminster Review could ever boast, and one of the most brilliant writers of the passing hour, was a cooper in Aberdeen. One of the editors of the London Daily Journal was a baker in Elgin; perhaps the best reporter of the London Times was a weaver in Edinburgh; the editor of the Witness was a stone mason. One of the oldest ministers in London was a blacksmith in Dundee, and another was a watchmaker in Bauff. The late Dr. Milne, of China, was a herd boy in Phynce. The principal of the London Missionary Society's College, at Hong Kong, was a soldier in Huntley, and one of the best missionaries that ever went to India, was a tailor in Keith. The leading machinist on the London and Birmingham Railway, with £700 a year, was a mechanic in Glasgow; and perhaps the very richest iron founder in England was a working man in Moray. Sir James Clark, her Majesty's physician, was a druggist in Bauff. Joseph Hume was a sailor first, and then a laborer at the mortar and pestle in Montrose; Mr. McGregor, the member from Glasgow, was a poor boy in Roeshire. James Wilson, the member from Westbury, was a plowman in Haddington, and Arthur Anderson, the member from Orkney earned his bread by the sweat of his brow in the Ultima Thule.

THE CHEERFUL TEACHER

Cultivate a cheerful affectionate and dignified manner in your intercourse with your pupils. Man, said Aristotle is an imitative animal and a teacher who cultivates a cheerfulness of disposition himself, and speaks kindly to his pupils, will by his example diffuse the same spirit among them, and make both himself and them happy. The feelings of human hearts in general, and of all the little hearts within the walls of your school-house, are linked together by strong and unmistakable bonds of sympathy; and cheerfulness in the teacher will spread like an electric current over his whole school, and be felt by every heart within his little kingdom. The teacher who treats his pupils with kindness and affection, will receive far more love and obedience from them, than he who never greets his scholars with a smile, and sometimes unnecessarily wounds their feelings.

A cheerful, kind hearted teacher will always be welcome to his pupils. They will rejoice to see him approach the school-house, even if the hour of study has not yet arrived; because they know he rejoices in seeing them happy, and will not interrupt their amusements before the regular time. But the morose and ill-natured teacher is ever unwelcome, and hated by his scholars. He is regarded as the enemy of their happiness, and rarely enjoys the confidence of his school.—On the other hand, the teacher, especially of larger boys, should not forget the dignity of his profession, nor place himself entirely on a level with his pupils. They should be taught to respect as well as love and confide in him. Whilst it is proper that he should witness, approve, and control their recreations, we think it in general inadvisable for him to participate in them.—*Penn. School Journal.*

EDUCATION.—Education, in the most extensive sense of the word, may comprehend every preparation that is made in our youth for the sequel of our lives; and in this sense I use it. Some such preparation is necessary for all conditions, because without it they must be miserable, and probably vicious when they grow up, either from the want of the means of subsistence, or from want of rational and inoffensive occupation. In civilized life every thing is effected by art and skill. Whence, a person who is provided with neither (and neither can be acquired without exercise and instruction,) will be useless; and he that is useless will generally be at the time mischievous to the community. So that to send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets.—*Paley.*

THE TRUE TEACHER.—The true teacher and earnest teacher will not be confined to mere book lessons. He will lead his pupils to learn from every proper source, and teach them to find

"Books in the running brook
Sermons in stones, and good in everything;"
ever endeavoring to direct them "through Nature up to Nature's God."