

and then the discoveries of Cortez, Pizarro, and others, came to change the direction of ideas as to the countries fabulously rich in gold.

Although Nicaragua was conquered in 1522, by Gil Gonzales de Avida, a part of it remained wholly unknown, especially the region extending from the Atlantic to Lake Nicaragua, in which lies the Amerrique range; and the ignorance of this part of America has continued so long, that the Californian emigration even has passed by it across the Isthmus of Nicaragua without any knowledge of or interest in its existence. It may be said that the region of country lying between the Caribbean Sea and the dividing line for the waters that flow into Lake Nicaragua is to this day entirely unknown; the Carcas and Ramas Indians, especially the latter, oppose any entrance into their country, rejecting even the Indians who search for caoutchouc, and who intrepidly pursue their work in countries as yet closed.

The theory I have presented has some great advantages. In the first place, it takes nothing from the glory of Colombo, the name of the continent discovered by him being an indigenous name which, from designating a small and limited country, has been extended to include the whole of the New World, through the mistake of a teacher, printer and bookseller in a little town hidden among the Vosges Mountains.

The accusations of plagiarism from which Alberico Vespuzio has suffered are abolished, and there is no longer any reason to reproach him with having imposed, or having suffered to be imposed, his Christian name on a whole continent; inasmuch as this name was never Americ or Amerique, but Alberico or Amerigo. The name Americ, although aboriginal, makes no confusion between a part and the whole, because the locality where it exists as *lieu dit* is too small, obscure, and insignificant to give rise to any false or double meanings of the term. Finally, this name appears to be admirably chosen, extending as the Americ range does from the centre to the extremities of the continent, radiating as it were, giving one hand to the North and one to the South, looking to the Antilles and to the Pacific, and being even the central point of the immense chain of mountains which extends from the Tierra del Fuego to the borders of Mackerzie River, and forms the backbone of the western hemisphere; in truth, the longest range of mountains upon our globe.

It is well chosen, also, as it probably was heard by the great Admiral Colombo on his fourth voyage, the illustrious discoverer of the New World being the first European who heard and pronounced the word Americ or Amerrique, although we have no material certainty of this. Had the name belonged to a part of either extremity of the continent, it would hardly have been so readily accepted; but it grasped and took the New World as it were round the centre, vaguely, merely signifying a region very rich in gold mines; and it was employed and accepted without a thought of the pilot Alberico Vespuzio; it was a long time after that discussions arose among learned geographers, and that the gross mistake of Hylacomylus was imposed upon the world as truth. In a world, the name Americ is American.

### Early Teaching.

BY MARIA H. MIDDLETON.

No one who has carefully observed human nature can doubt that in each individual is born a separate and distinct and inalienable character of his own, modifiable

*debasable*, but in the beginning and the end recognizably the same.

"Du bist am Ende—was du bist.  
Setz' dir Perruecken auf von millionen Locken,  
Setz' deinen Fuss auf ellentrohe Socken,  
Du bleibst doch immer, was du bist."

Education in its broadest sense means, after all, but the aid which can be given morally, intellectually, and physically to that development which is in the first instance the work of nature. Yet what an art it is! To carry it on successfully what a combination does it require of straight-forward plain-dealing, with conscientious tact, sound judgment, and discretion!

When we look round on the wonderful diversity of character and the wide difference of disposition that becomes visible in children at the earliest age, it seems natural enough that there should be varying opinions and theories as to the best mode of rearing them. But unhappily these theories, reduced to practice, do not vary as we should expect them to do, so as to suit themselves to the improvement of the beings they are intended to act upon, but rather according to the arbitrary whims and convenience of those who hold them; and just as often the love and tenderness which children inspire blind and bias the judgment not prone to err on other subjects. "Nothing is so bad for a child as strictness." So says many a tender mother, and acts on the conviction, regardless that the maxim contains but partial not absolute truth.

That habit of immediate obedience which is a child's only safeguard from many evils can not be too early insisted upon. A baby fifteen months old is sometimes seen to display an obstinacy and defiance quite comical in its intensity, but giving sure warning of the discipline already needed by the unruly spirit. Very early too, as soon as the faculty of reason begins to work, should we try to make plain to the comprehension *why* obedience is a duty; because, after all, what we want is not the subdued spirit of the well-trained ox, but the glad, ready acquiescence of the trustful, reverential human being; not the dogged, discontented yielding to fear of punishment, but the rational, enlightened resting on superior guardianship. The subject seems too trite to admit of argument, all mothers who have followed the old proverb know so well its efficacy; but at the present day the mistake has become so common of believing that a child is the worse for not being allowed its own way, and that strength of will and individuality will be the sacrifice if he is early made to go in the way he should walk in, that an exposure of the fallacy is not uncalled for. Those who do not believe in the permanent influence of early impressions should at least remember that the every day happiness of children is best consulted by giving them a higher will to follow than the dictates of their own wavering and untaught fancies.

Let each person observe in his own limited experience which children are the happiest and healthiest in every sense; those who rule their parents and follow their own caprices? And looking farther, which have grown up into wise and worthy citizens: those whose early days were left in their own hands to fashion as they would?

No. Where the character is by nature strong and decided we need not dread that it will lose its tone from judicious training; if it be deficient in depth, the greater need is there to supply its want by cultivation and guidance. Raw nature is as poor a reliance in moral matters as "raw genius" is well known to be in matters intellectual.

One of the hardest questions that present themselves in the bringing up of children is how best to manage and make available for good that sensitive temperament