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The Song of the Sea-Shell.
 BY MRS. ARBY.

I come from the ocean—a billow passed o'er me,
 And, covered with sea-weeds and glittering foam,
 I fell on the sands, and a stranger soon bore me
 To deck the gay halls of his far distant home:
 Accompanied by exquisite myrtles and roses,
 And the low voice within me my feeling discloses,
 And evermore murmurs the sound of the sea!

The skylark at morn, pours a carol of pleasure,
 At eve the sad nightingale warbles her note,
 The harp in our halls nightly sounds a glad measure,
 And Beauty's sweet songs on the air lightly float:
 Yet I sigh for the loud-breaking billows that tossed me,
 I long to the cool coral caverns to flee,
 And when guests with officious intrusion accost me,
 I answer them still in the strains of the sea.

Since I left the blue deep I am ever regretting,
 And mingled with men in the regions above,
 I have known them, the ones they once cherished forgetting,
 Oft trust to new friendship and cling to new love.
 Oh, is it so hard to preserve true devotion?—
 Let mortals who doubt seek a lesson of me:
 I am bound by mysterious links to the ocean,
 And no language is mine but the sounds of the sea.

Read at the Annual Review.
FEMALE EDUCATION

FEMALE education has been so frequently and ably advocated by distinguished and talented writers of both sexes, that I think it quite useless, not to say presumptuous, in me, to attempt to advance any thing new on this subject.

Woman was destined by the Creator to be the companion of man; but how can she fulfil this, her high destiny, in this day of increasing light and knowledge, if not permitted to drink with him at the golden fount?

Many think that intellectual attainments render females conceited and overbearing, and unfit them for domestic duties. This may, in some instances, be the result of a superficial knowledge of the ornamental branches and elementary sciences, and where moral instruction has been neglected; but never is it the result of a good substantial education, in which the moral powers have been cultivated in harmony with the intellectual.

But are such results confined to female education? Are there

not many of the other sex, who, after spending a year or more at college, return home conceited, vain, and assuming airs little becoming the educational opportunities they have enjoyed?

Others assert, that the sphere in which females move, does not require much knowledge or mental vigor. Why not? Are their cares less numerous or burdensome? Are the duties they are called to perform less important to the well-being of society? Have they not immortal minds to be trained for eternity? If woman is to be annihilated, as some have supposed, still, as to her is entrusted the early training of those who are to live forever, do not the interests of eternity, as well as of time, require that her mind should be expanded and strengthened by study, and stored with useful knowledge?

Why then should woman be educated? In what should her education consist? And to what extent should she be educated? are three important interrogatives.

Woman should be educated, because she is an intelligent and accountable being, endowed with reason and judgment, and sustains the same relations to her Creator, to time, and eternity, as man. She should be educated, because she is herself an instructor—the first teacher of mankind. To her is committed, to a great extent, the destiny of deathless spirits. From her the mind receives its first impulse to good or evil. Who has not witnessed the happy influence of an enlightened and pious mother's instructions and admonitions?

Though mothers do not always live to see developed in their children the fruit of their instructions, yet how often has the remembrance of a mother's prayers, and a mother's early counsels, years after she has been slumbering in the dust, struck like a dart into the heart of the profligate, and become the first effectual warning from the brink of ruin.

If such is woman's influence, in the present imperfect and limited course of female education, what might we not expect, had she the same facilities for improvement that the other sex enjoy? Whatever may be the cause, the education of the daughters of Canada has been almost entirely overlooked by our government and legislature.

But, on the other hand, what has not been done for the intellectual training of her sons? In almost every town and city, institutions are established for the cultivation of their minds, and the improvement of their characters.

How exceedingly blind and reckless to the interests of his family would that man be thought, who should introduce into his house, as tutor, one totally ignorant of his responsibilities, and whose education is radically deficient? And woman must sustain these responsibilities, and perform these duties, without the