

must be her suffering and yours? Do you spurn the thought as impossible? Ah, take heed! Let him that thinketh he standeth, beware, lest he fall!

Above all, what would be your horror and distress, if your children should form intemperate habits and rush upon ruin, through your influence? What if your daily glass of wine, beer, ale or cider, or brandy-and-water, should lay the foundation for your children's ruin? Suppose you can do it in safety, are you sure your children will never go beyond your example? And if, when they plunge into the depths of vice, poverty and wretchedness, can you feel that you did nothing to sink them there?

Parents, God and nature have given you a tremendous influence over your children's character and destiny, and awful is the responsibility you incur when you encourage in any degree the intoxicating cup. Every parent should use his utmost endeavours to create in his children's minds an abhorrence, a shivering dread of strong drinks—he should aim to fortify them against the temptations they will meet with in society—they should be taught to abhor the cup in all its forms as they would poison, suicide and murder.

Moderate drinking fathers, wine-drinking mothers, for the sake of your dear, innocent and now happy children, put away the glass. Listen, oh listen to the deep heart-rending wail of anguish which comes up from the world of intemperance, and say, can you send your son, your daughter, to join the company of the lost and undone? Be entreated as soon as you have read this article, to form a pledge of total abstinence. Put your own names to it, and explain it to your children and take their pledge also. Then live consistently, and in all probability your loved ones will be saved from the snares of the world, and live happy, temperate, virtuous lives.—Now we have done our duty, do yours!—*Western Fountain.*

### Education of Mechanics.

It is always understood that a regular course of training and study is essentially necessary to qualify young persons for the learned professions, for theology, law, and medicine. In all civilized and enlightened countries, academies have been founded, colleges erected, professors appointed, and lectures delivered, for the express purpose of imparting to students a knowledge of those branches of education which have a more immediate reference to these distinguished professions. Every one admits the propriety and utility of such institutions, and such regulations for scientific purposes and pursuits. But no such care and attention has hitherto been bestowed, or considered necessary, in the education of mechanics. Few, comparatively, of this most useful class of men are theoretically acquainted with the fundamental principles of their respective trades, and fewer still with the collateral and general branches of physical science. There can be no doubt that 'Mechanics' Institutes, which are only of modern origin, were intended to convey such information, and these popular and useful institutions, in the large cities of Britain, we believe, adhere, in many instances, strictly to the objects contemplated at their original formation. It would be well for mechanical men, if such a laudable design were kept more prominently in view, in the lectures which are delivered in these institutions. There is an ample field of study for the most diligent and successful mechanic in his own occupation, which has hitherto been only partially cultivated. This truth has been forcibly impressed upon our mind when perusing an admirable address on the nature and importance of the education of Mechanics, delivered before the Mechanics' Institute of Toronto, by the Chief Superintendent of Schools for Upper Canada. The learned lecturer, the Rev. Dr. Ryerson, in explaining the nature of the education which ought to be sought by and provided for mechanics, after mentioning, in the first place, that they ought to know how to read and write correctly their native language; that they should be correct in their actions as well as in their words; that they should have some knowledge, in the second place, of the constitution of the government under which they live, and of their rights and duties as citizens; remarks, in the third place, that they ought to have some knowledge of the nature of the substances with which they will have to do, as well as some acquaintance with the principles on which they may be moulded or modified and rendered subservient to their purposes.—*Halifax (N.S.) Guardian.*

**How to SPEAK TO CHILDREN.**—It is usual to attempt the management of children either by corporal punishment or by rewards addressed to the senses, and by words alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted, and accompanied with words so uttered, as to counteract entirely its intended effect; or the parent may use language, in the correction of the child, not objectionable in itself, yet spoken in a tone which more than defeats its influence. Let any one endeavor to recall the image of a fond mother long since at rest in heaven. Her sweet smile and ever clear countenance are brought vividly to recollection; so also is her voice; and blessed is that parent who is endowed with a pleasing utterance. What is it which lulls the infant to repose? It is not an array of mere words? There is no charm, to the untaught one, in letters, syllables, and sentences. It is the sound that strikes its little ear that soothes and comforts it to sleep. A few notes, however unskillfully arranged, if uttered in a soft tone, are found to possess a magic influence. Think we that this influence is confined to the cradle? No; it is diffused over age, and ceases not while the child remains under the paternal roof. Is the boy growing rude in manner and boisterous in speech? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly, does but give to his conduct the sanction of her own example. She pours oil on the already raging flame. In the pressure of duty, we are liable to utter ourselves hastily to children. Perhaps a threat is expressed in a loud and irritating tone; instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up agreeable feelings. Whatever disposition therefore, we would encourage in a child, the same we should manifest in the tone in which we address it.—*Christian Register.*

**IMPRESSIONS IN YOUTH.**—Parents and others should remember that very lasting impressions can be made on the minds and on the hearts of youth. The great Frederick of Prussia once called on his nephew, afterwards Frederick III., when a lad, to recite to him; and drawing from his pocket an edition of La Fontaine's "Fables," pointed out one for translation. It so happened that the youth had been familiar with that particular fable, and so did it fluently. Upon being praised for his improvement, "I informed him," said Frederick William in after life, "of my having previously translated it. His face brightened up, and patting me on the cheek, he said, 'That's right, my dear Fritz! always be honest and honourable. Never seem to be what thou art not; but be more than thou appearest to be.' That admonition made an indelible impression on my heart; and though I disliked falsehood from my childhood, from that time I have hated and detested all species of dissembling and lies."

### Agriculture.

#### Keeping Fowls—Value of their Manure.

At a late agricultural discussion in this city, Mr. Chester Moses, of Shanesteeles, made some valuable remarks on poultry keeping. He stated that for several years past, he had kept 600 or 700 fowls, and the last winter 900. His chief object is eggs, of which his fowls average about 100 each, annually. They are not confined, but are allowed to range at will. Their food is principally wheat screenings, with some corn, buckwheat and animal offal. He is also particular to allow them plenty of oyster shells, pounded, of which, especially during spring, or at the season when they lay most, they eat large quantities. The lime of the oyster-shell doubtless contributes to the formation of the shell of the egg, and perhaps, assists also in the digestion of the food.

He keeps the Polish or top-knot fowls, and the common country stock—prefers the former on account of their laying more steadily the first year, or two years—thinks there is not much difference in the black and spangled varieties of top knots. His general practice is not to keep fowls after the second year; as they do not lay so well after that age, they are regularly sold off, and the stock is kept up chiefly by purchase, though some chickens are raised; and it is only for the latter object that