

Unprotected seems her rude domain, yet so high does she build a wall around it of truth in things seen, faith in things unseen, that the satans of temptation rage without, but can not break through nor overleap it. So cheerless, so affrontive to taste and every sense of beauty—you would not believe it yet she makes this rude spot a fortress and stronghold, and an armory of God, and out of it shall go forth great iconoclasts—the breakers of the idols of men—beneath whose blows mosque and pagoda and heathen temple shall go down. From beneath the gentle covering of her wing shall go forth the thunder-bearers, with the bolt and flame of eloquence to rend and consume the organized and deep-seated oppressions of man, the profligacies and briberies of capitals and courts; the robberies of nations, whether it be Poland or Hungary, Mexico or Cuba; the lusts of men, Sodom, Gomorrah, Utah; the bondage of men, serf, sepooy or slave; the appetites of men in intemperance, or the ambitions of men in war. There, too, shall go forth sweet angels of mercy to undemonize the hearts, to restore the sanity, to sooth the agonies of men—the Mrs. Fry's, the Miss Dixes, the Florence Nightingales. Christ's lessons were all lessons of purity, faith, benevolence; but they never sounded so beautifully, they never touched so divinely, as when spoken by the voice and ministered by the hand of woman. Again, I say, if ever I envied mortal being upon earth, it was not the queen with realms belting the globe, to whom the mightiest of earth's lords were proud to pay their homage; but it was the devoted, modest, female teacher, conscious only of her duties, unconscious of ambition or earthly reward.—*Horace Mann*.

#### 5. HARRIET MARTINEAU ON FEMALE EDUCATION—CALISTHENICS.

It will be an immense advantage when the day comes for boys and girls learning and playing together, as the children of several foreign countries do. Climbing trees is admirable exercise for everybody; and so is cricket, and trap-ball, and ball play of all kinds; and racing and jumping. Instead of this, we see not a few schools where the girls, after sitting and standing all day, are taken out for a walk in the twilight to save lighting candles. They seldom feel the sun; they have chilblains and other ailments from bad circulation; and in such schools nearly every girl has more or less distortion of the spine when she has been there more than two years. In the last century people knew no better. Little girls were put upon hard benches without backs, and so high that the feet hung in the air; and so perched, they were required to sit bolt upright and sew for hours together. The consequence was the deformed shoulder, the hump-back, the weary aching spine, which many thousands of English women have carried to the grave. There is no more reason for women being crooked than any other creature born with a proper backbone; and this is better understood now than it used to be.

We see that the seats in schools are oftener accommodated to the height of children; and, if leaning back is not countenanced, there is more frequent change of posture and of occupation. Calisthenic exercises, and even the inclined plane for the relief of the backs of fast-growing girls, are common sights in our day. The improvement is marked; but the condition of school-girls needs more consideration than has yet been given to it. Their average of health is far below that of boys; more of them will languish in invalidism; fewer will have genuine robust health; more, in particular, will die of consumption within ten years. The main cause of this is the unequal development of the faculties. There is too much intellectual acquisition, though not too much mental exercise, if it were made more general; and there is an almost total absence of physical education.

If the muscles were called upon as strenuously as the memory to show what they could do, the long train of school-girls who institute the romance of the coming generation would flock merrily into ten thousand homes, instead of parting off—some to gladden their homes, certainly, but too many to the languid lot of invalidism, or to the actual sick-room; while an interminable procession of them is forever on its way to the cemetery—the foremost dropping into the grave while the number is kept up from behind. Many a survivor will be still wondering, with grandchildren round the fire, that this and that and the other pretty or clever school-fellow should have died so early; and, at the same time, papa, at thirty, will remark on the number of the fellows who left school with him who have had to go to Madeira. Some have rallied; but for most it was merely the choice of a grave under the myrtles there or in the sea, or in the cemetery at home.

When a dragon devoured youths and maidens in ancient times, somebody was always found to go out against him, and to conquer him at last. We must not be less watchful and devoted than our forefathers. We must rescue our youths and maidens from an early doom.—*New York Times*.

#### 6. SCHOOL FURNITURE.

Says Dr. J. V. C. Smith, "There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly-constructed seats and writing-desks are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases, and chronic affections, now so prevalent throughout the country."

Another physician, Dr. Woodward, says: "High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavourable influence upon the spinal column. If no rest is afforded to the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children."

#### 7. LOCAL MUSEUM COLLECTIONS IN SCHOOLS—THEIR VALUE.

"I would urge upon the consideration of those interested in the progress of science in America, the value, to the student, of well-stored museums, and especially of local collections containing series of specimens of every species of animals, plants, minerals, rocks, and fossils found in the vicinity of every school throughout the country, with precise indications respecting their origin."

"It is a great mistake to suppose that large museums are necessary for the study of natural history, and the show-specimens from distant countries add much to the interest of a scientific collection. I deliberately assert, that there is not a school house in the country in the immediate vicinity of which it would not be easy to make, in a few years, a collection of native specimens sufficient to illustrate the fundamental principles of any branch of natural history. Nay, it is not too much to add, that such collections would contribute greatly to the advancement of science, if simple catalogues of their contents were published from time to time. I am satisfied, from my own experience, that every such collection could, in less than ten years, be made worthy of a careful examination by even the most critical professional naturalists, and would afford to the teachers and pupils a source of ever-new interests in their walks, and of ever-increasing extension of their knowledge and ability to observe. In Massachusetts, a very good beginning has already been made, in several schools."—*Agassiz on the study of Natural History*.

#### 8. THE SUPERIORITY OF THE EDUCATED.

"The hand," says Prof. Mayhew, "is found to be another hand, when guided by an intelligent mind. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no intrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it; where, indeed, men pass by each other, ascending or descending in their grades of labor just as easily and certainly as particles of water of different degrees of temperature glide by each other: under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common-school education rise to a higher and higher point in the kinds of labor performed, and also in the rate of wages received, while the ignorant sink like dregs, and are always found at the bottom."

Speaking of education as the parent of material riches, the same author says: "A mass of facts, collected by Horace Mann from the most authentic sources, seems to prove incontestably that christian education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more will