

Such was Gutenberg's life. After having given to mankind the most useful discovery of modern times he regarded himself happy to be the servant of a bishop; he did not think the time would come when magistrates, princes, the first personages of Europe would bow respectfully before his statue.

The art of printing spread rapidly in Germany and other civilized countries. Between the years 1467 and 1475, we see that printing offices were opened at Cologne, Augsburg, Nuremberg, Lubec.—Monks, called Brothers of common life founded printing establishments at Brussels and Louvain in Belgium. Italy did not remain behind.—In the year 1467, a press was transported to Rome; some years afterwards, Venice, Milan and Naples followed in the same way. The art of printing came to Paris in 1469. It met with obstacles on the part of copyists who feared to lose their means of subsistence; but the king, Louis XI. protected printers. About the end of the 15th century typography was extended throughout Europe, except Russia and Turkey. In 1480, it penetrated the new world, and Antonio de Mendoza introduced it into Mexico. Since then it has filled with its products the whole habitable earth.

X.

Miscellaneous.

THE MEASURE OF LIFE.

We live in deeds, not years; in thought, not breath;
In feelings, not in figures on the dial.
We should count time by heart-throbs, when they beat
For God, for man, for duty. He most lives
Who thinks most, feels noblest, acts the best.
Life is but a means unto an end—that end,
Beginning, mean and end to all things, God.

ISAAC WATTS.

Oh Watts! gentle-hearted old man! did you ever foresee the universal interest which would link itself to your name among the innocent hearts of earth? Did angels reveal to you in your dying hour how many a dying child would murmur your pleasant hymns in its farewell to earth?—how many living children repeat them as their most familiar notions of prayer? Did you foresee that in your native land, and wherever its language is spoken, the purer and least sinful portion of the ever-shifting generations would be trained with your words? and now in that better world of glory do the souls of young children crowd around you? Do you hold sweet converse with those who were perhaps first led into the track of glory by the faint light which the sparks of your soul left on the earth? Do they recognize you, the souls of our departed little ones—souls of the children of the long ago dead—souls of the children of the living—lost and lamented, and then fading from memory like sweet dreams. It may be so: and that, when the great responsible gift of authorship is accounted for, your crown will be brighter than that bestowed on philosophers and sages!—Hon. Mrs. Norton's "Stuart of Dunleath."

THE TEACHER'S AUTHORITY.

THE end of intelligent, judicious authority in school, is to subserve the purposes of education; and submission to law is the first lesson the pupil should learn.

Human nature unrestrained, makes its abode a most unlovely spot, and of all others, the school-room, a scene of confusion and rebellion.

If a teacher wishes to place his school in a position to command the respect and confidence of the community,—if he would make his scholars energetic, prompt, accurate, he must put them into a state of entire submission to law, which should emanate from himself, and be the result of his own deliberate judgment, in view of existing circumstances. To such law, he must require unconditional, unlimited obedience. It is both his right and his duty. In no other way can he secure the respect and attention of his pupils, and if not the respect, of course, not the love of those under his charge, without which the school-room becomes loathsome, and the teacher's work a task. It must then be his first and constant business to obtain and preserve order. No obstacle should hinder him, no doubt stagger him, no danger cause him to swerve.

How can good order be obtained? Not, certainly, by the promulgation of a long list of rules, with penalties annexed to their violation, many of which will probably begin to die as soon as they are fairly ushered into being. Nor by obstreperous exclamations, proclaiming "I am master of this school; I will be obeyed!" so often repeated that even the pupils soon learn to regard them as assertions of a very doubtful

character. Spasmodic action will never accomplish any thing desirable in the school-room; it only serves to show that there is disease in the system, which will eventually prove its overthrow.

Seldom, perhaps, is permanent order established by a single effort. Every act, word or look of the teacher has its influence in this matter, but there must be consistency and perseverance in a prescribed course to secure it. The habit of governing must as firmly be implanted in the teacher, as the habit of obedience in the pupil. If the one exists, the other will almost invariably follow.

Govern without appearing to govern, is a wise direction. Let there be no parade, no noise; be dignified, firm, prompt, and kind. Let your eye declare your intentions, while your words are few, distinct and decided. Never issue a command the consequences of which you have not attempted to foresee, and are not prepared to meet: but when delivered, secure its obedience, "peaceably if you can, forcibly, if you must." There must be no evasion, no taking the back track, or the labor of months may be lost, and misrule and rebellion be the consequence.

The work of government requires powers more rare than the ability to convey information; this many can do, who deserve not the name of teachers. What can be accomplished in a school-room where order and system have no place, have not the first place? Who can expect, that out of such a laboratory, shall come forth any but effeminate, imbecile minds, undisciplined by submission, and unsubdued by restraint? They may acquire some superficial knowledge, which will dazzle for an hour, but fail utterly to secure a training which will give stamina to character, and fit its possessor to brave the storms of life, and to place his mark upon the men and things with which he mingles.

The teacher who requires implicit, respectful obedience of his pupils, must expect in these days of loose principles, to meet a tide of influences wholly unpropitious to his plans, even among those friendly to his school. He may be urged to persuade, coax, hire and flatter in the ways of well-doing, but is warned against adopting *deceitful* measures. To all this, he must have self-control enough to listen, and independence enough to follow the convictions of his own cool judgment, and compel his pupils to do right if necessary.

Thus may he hope to obtain not merely a dutiful respect to his wishes; the warm affection of young hearts, who may joyfully be led by him in the paths of wisdom, will cluster around him, while the impress of his own character shall be beautifully blended with that of a multitude who will soon be filling life's varied stations.—*Massachusetts Teacher.*

IGNORANCE AND DISCONTENT.

Discontent will always exist as long as human nature remains as it is. But ignorance especially is discontented. The ignorant man meets with misfortune and poverty. He knows not who to attribute his misfortunes to, how far they are unavoidable, how far they are the result of circumstances he can control, or how far they are the results of inviolable laws of Providence to which he should have conformed. He therefore thinks it all luck, and he envies those who are luckier than himself.

Knowledge, says Michelet, "does not make its professors malignant and envious, by what it communicates, but by what it holds back. He who is ignorant of the complicated media by which health is created, must naturally conclude that it is not created, that it does not grow, but changes hands only; and that man cannot become rich save by despoiling his fellows. Every acquisition will seem to him a robbery, and he will hate all who have accumulated." (People p. 68.)

Again the ignorant, rich as well as poor, attribute all their misfortunes to government: and this leads to the desire on the one side and on the other to have government constantly interfering with the business and concerns of the citizen, and produces the very evils which it dreads.—*Rhode Island Commissioner of Public Schools.*

POLLOCK, THE POET, AND SIR JOHN SINCLAIR.

Far from ever disparaging the fame or success of any contemporary, he was always eager to bear his warmest testimony of admiration and respect to the excellence of others. It seemed as if every Scotchman was his relative, and every acre of Scotland his own, he took so keen an interest and so noble a pride in their prosperity. One instance among many may be recorded of Sir John's generous aid to struggling genius: One of his daughters having shown him, soon after its publication, *Pollock's Course of Time*, she incidentally described the state of most disastrous poverty in which the gifted author was then almost hopelessly pining, while he supported himself from month to month by writing little tales and tracts for which he received a mere trifle. Pollock, like Chatterton, was sinking into actual want, when Sir John instantly sent him a generous donation; and, after carefully studying the beautiful poem, he copied out some of the best extracts, printed four pages of them at his own expense, and distributed these specimens in hundreds throughout Great Britain, with an account guaran-