

And thy sunshine brings to us again
The joy of vanished dreams ;
For down the vista of past years
Faint harp-like echoes ring,
Borne to our hearts upon thy breath,
O loved and lovely Spring !

2. OUR BEAUTIFUL SURROUNDINGS.

Man's nature is so marvellously constituted that he is reached and moved through the avenues of every sense. The spirit within him resembles a harp, the strings of which, as they are swept by every breeze, give out respondent tones. The music which strikes the ear summons answering feelings in the heart which is touched by the plaintiveness, or exalted by the cheerfulness, of the strain. The beauty which meets the eye, whether it is spread abroad in the glory of some noble prospect or blooms in the beauty of the opening flower, touches a cord within which responds to the outer influence. Thus the external world with its sight and sounds, and even subtler influences, often unrecognized, is ever reaching towards and affecting men even when they are most unconscious of its influence.

The lesson of this is that all, so far as possible, should surround themselves with objects calculated to excite pleasurable emotions. The wealthy generally do so ; the instincts of a cultivated nature make the demand which their resources are adequate to meet ; but the poor too seldom give sufficient thought or care to this. Yet there are few so destitute that they may not, if they will, bring a portion of the brightness, and the beauty of God's rich world into the circle of their own immediate lives. A picture hung upon the wall—and better a single good one than a score of daubs—a singing bird, hanging in its cage and sending the thrills of song, born of its joyous life, through all the dwelling ; a flowering plant or two, breathing their fragrance on the air while they win the eye by the beauty of their glowing petals—these are within the reach of all, and, humble as they seem, they bring the ministries of beauty to the heart.

Men grow into the likeness of that which they constantly look upon. Beauty or deformity, alike, daguerreotype their images upon the heart, and it is perhaps, to the wretchedness of their material surroundings that much of the grossness and vice amongst the poorer classes may be traced. Even a shade tree before one's dwelling is of value, while a garden spot, however small, from which the meek-eyed flowers look up to him who tends them, is like an open page in a volume filled with lessons of purity and peace.

3. THE ALL-SEEING EYE.

One day, the astronomer, Mitchell, was engaged in making some observations on the sun, and as it descended toward the horizon, just as it was setting, there came into the range of the great telescope the top of a hill, about seven miles away. On the top of that hill was a large number of apple trees, and in one of them were two boys stealing apples. One was getting the apples, and the other was watching to make certain that nobody saw them, feeling that they were undiscovered. But there sat Professor Mitchell, seven miles away, with the great eye of his telescope directed fully upon them, seeing every movement they made as plainly as if he had been under the tree with them. So it is often with men. Because they do not see the eye which watches with a sleepless vigilance, they think they are not seen. But the great open eye of God is upon them, and not an action can be concealed. There is not a deed, there is not a word, there is not a thought which is not known to God.

4. "FIVE MINUTES LATE."

There is something admonitory and awful in the punctuality of God. The universe depends upon it, and the dependence never fails. The sun never rises, the sun never sets, an instant late. The moon is never late in waxing or in waning. The stars are never late in fulfilling their courses. Even the comets know their time and observe it. God's punctuality in the administration of the universe is the reason why astronomy may predict the occurrence of an eclipse ten thousand years hence without fear of erring by a moment of time.

God is punctual, too, in his providence. His punctuality here is still more awful than his punctuality in the universe, because it is less observable, and because its consequences are of a moral nature. How long He waited until the exact fulness of time arrived for the coming of Christ ! How continually did Christ himself talk about

His "time" and His "hour," never forestalling, never postponing it one instant.

But here is a Sunday school teacher "five minutes late !" Let us consider what are some of the consequences which this tardiness produces. In the first place it discomposes the teacher himself with a sense of delinquency. If it does not do this, it proves the teacher's conscience to be deficient in enlightenment or in sensibility. In the second place, it produces the effect of relaxing the spirit of punctuality in the whole school. The standard of the school depends sensitively on the regularity of every person in it—especially on the regularity of every teacher in it. In the third place, if the superintendent is above being influenced towards remissness himself by the example of a remiss teacher, he is at least not above being disturbed by it. Every such flutter in the tranquillity of a superintendent's heart, helps to make up the terrible cost at which a devoted, intense Christian man fulfils his arduous office of Sunday school oversight. It is nothing less than cruel, needlessly to multiply such occasions of anxiety. In the fourth place, it unsettles the habit of punctuality—in the members of the tardy teacher's class in particular. Next Sunday some scholar in it will say, consciously or unconsciously, "Very likely the teacher will be a little late to-day—he was last Sunday. I needn't hurry." In the fifth place, five minutes' time is lost—five minutes multiplied by the number of scholars in the class. In the sixth place, five minutes' time has probably been worse than lost. The class have got to talking and disturbing other classes. They have taken to reading or to making pictures. They have begun to gaze about to see what is going on in another part of the room—perhaps have established a telegraphic communication with the members of a different class somewhere, distracting the attention of that class from their teacher. In short, the five minutes have gone to set off the minds and hearts of the teacherless class in various wrong directions, from which several times five minutes will be necessary to recall them—if, indeed, they can even be so successfully recalled. Teacher, is it well to be "five minutes late?"—Rev. W. C. Wilkinson, in the *Sunday School Journal*.

5. THE JOURNAL OF EDUCATION FOR ONTARIO.

Extracts from the opinions of Local Superintendents in regard to the *Journal of Education* for Ontario.

DEPARTMENTS FOR 1869.

(From the Appendix to the Chief Superintendent.)

George Malone, Esq., Wolfe Island.—I am sorry to see any complaint of the issue of the *Journal of Education*, and I can only say that, in this township, it is regularly and eagerly sought after by the trustees ; and this I have the best means of knowing as I am postmaster here.

James Knight, Esq., M. D., Sheffield.—The *Journal of Education* is received in all the sections as far as I know. I believe I can safely say, it is exerting a most beneficial influence upon the cause for which it is designed—to enlighten those who have sufficient capacity for information.

Charles E. File, Esq., Fredericksburgh North.—The *Journal of Education* is held in high estimation by all who have a literary taste. It not only affords aid to the trustees by giving explanations in regard to the various clauses of the School Act, but it also gives general instructions in regard to the working of the School System, both in this and other countries—instructions which we should not otherwise receive.

Rev. Robert McKenzie, Gower South.—In several of the schools the *Journal of Education* is received, and read, and deservedly appreciated.

Rev. John Carroll, Leeds and Lansdowne Front.—The *Journal of Education* is regularly received and highly appreciated by trustees and teachers.

Charles Judge, Esq., Sherbrooke South.—The *Journal of Education* is received and read by some, and has a good influence on those who read it ; others are too careless to read anything good.

John Haliday, Esq., Bagot.—The *Journal of Education* is regularly received, as far as I know, the reading public prize it very much.

James Babcock, Esq., Bedford.—The *Journal of Education* is a welcome visitor in most of the schools and families, and is read with great interest.

Rev. Frederick Burt, Anson, Minden and Lutterworth.—The *Journal of Education* is much prized by trustees and teachers.

Rev. Walter Wright, Draper, Macaulay, Ryde, and Stephenson.—The *Journal of Education* is much prized, as it surely ought to be.

J. D. Smith, Esq., M. D., Scott.—The *Journal of Education* is regularly received, and produces very beneficial effects on the school.