

as a curiosity, and is now in my possession. It is called the "Primary Reader for Young Children," and contains many stories besides this, relative to the history of the country.

"LESSON 62.

"Story about the 4th of July.

"6. "I must tell you what the people of New York did. In a certain spot in that city there stood a large statue, or representation of King George III. It was made of lead. In one hand he held a sceptre, or kind of sword, and on his head he wore a crown.

7. "When the news of the Declaration of Independence reached the city, a great multitude were seen running to the statue.

8. "The cry was heard, 'Down with it—down with it!' and soon a rope was placed about its neck, and the leaden King George came tumbling down.

9. "This might fairly be interpreted as a striking prediction of the downfall of the monarchical form of government in these United States.

10. "If we look into history, we shall frequently find great events proceeding from as trifling causes as the fall of the *leaden* statue, which not unaptly represents the character of a despotic prince.

11. "I shall only add, that when the statue was fairly down, it was cut to pieces, and converted into musket-balls to kill the soldiers whom his majesty had sent over to fight the Americans."

This is quite sufficient for a specimen. I have no doubt that it will be argued by the Americans—"We are justified in bringing up our youth to *love* our institutions." I admit it; but you bring them up to *hate* other people, before they have sufficient intellect to understand the merits of the case.

The author of "A Voice from America," observes—

"Such, to a great extent is the unavoidable effect of that political education which is *indispensable* to all classes of a self-governed people. They must be trained to it from their cradle; it must go into all schools; it must thoroughly leaven the national literature; it must be 'line upon line, and precept upon precept,' here a little and there a little; it must be sung, discoursed, and thought upon everywhere and by everybody."

And so it is; and as if this scholastic drilling were not sufficient, every year brings round the 4th of July, on which is read in every portion of the states the act of independence, in itself sufficiently vituperative, but invariably followed up by one speech (if not more) from some great personage of the village, hamlet, town, or city, as it may be, in which the more violent he is against monarchy and the English, and the more he flatters his own countrymen, the more is his speech applauded.

Every year is this drilled into the ears of the American boy, until he leaves school, when he takes a political part himself, connecting himself with young men's society, where he spouts about tyrants, crowned heads, shades of his forefathers, blood flowing like water, independence, and glory.

The Rev. Mr. Reid very truly observes, of the reading of the Declaration of Independence—"There is one thing, however, that may justly claim the calm consideration of a great and generous people. Now that half a century has passed away, is it necessary to the pleasures of this day to revive feelings in the children which, if they were found in the parent, were to be excused only by the extremities to which