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## EDUCATION.

### Infant Education.

Perhaps in the whole round of human employments there is none so full of true enjoyment, if followed as it should be, as that of infant education. The liveliest joy the mother feels is

when her infant prattles its first word, calling her by the sweet maternal name. Well might the poet rank amongst the sweet things of the earth,

“————— the song of birds—  
The lisp of children and their earliest words.”

But to be followed as it should, infant education must be a labour of love. It will not do to make of it a mere dull routine. It will not do to go through it in a listless manner. It will not do to weary of it and long for the day to be over. It will not do to bring into any school-room, but more particularly into the infant school-room, which breathes of heaven, the passions and pride of the world. The man or woman who would have a successful infant-school must give to the task their whole mind—must enter into the true spirit of the innocent little ones, whose hearts they have to form while they are still plastic and uncorrupted.

Cowper has written a dissertation on the vast advantages of home education as compared with public school education. We doubt the wisdom of his preference, but at any rate our state of society is every day becoming so artificial that public schools are an absolute necessity even to those moving in the higher ranks of society. What then is to be done with the children of the poor? Are they to be permitted to inhale from their earliest infancy the foul atmosphere of immorality which is the result of our increasing progress in manufacture and commerce? The poor mother is engaged during the day either attending to household duties, or, in too many instances, hard at work to add to the family earnings a small sum so as to be able to supply the house with those things which were formerly looked upon as luxuries, but which artificial society regards as necessaries. It will not do to delay sending the child to school till its ninth or tenth year, nor is it desirable, where it can be at all avoided, to have children of widely different ages in the same school and receiving instruction from the same teacher. It cramps the efforts of a teacher to be running from an alphabet class of young children to teach a senior draft of advanced pupils; and we speak from experience when we say that it is the general rule in most of our larger schools to neglect the very young children. The teacher feels but little interest in them, for he has elder boys or girls who will very shortly be going into the world to face the battle