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The Parish School Advocate, AND FAMILY INSTRUCTOR: FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

THE PARISH SCHOOL ADVOCATE, and FAMILY INSTRUCTOR: is Edited by ALEXANDER MONRO, Bay Verte, New Brunswick, to whom Communications may be addressed,—post paid; and Printed by JAMES BARNES, Halifax, N. S.

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VOL. I.

SEPTEMBER, 1858.

No. 9.

EDUCATIONAL LECTURES. NEW BRUNSWICK.

The Chief Superintendent of Schools for New Brunswick, Henry Fisher, Esq., is now engaged in delivering a course of lectures on education in different parts of the province.

We are glad that this important part of the necessary machinery for the advancement of education has at length been brought into operation; and wish that Mr Fisher may be successful in arousing the public mind of New Brunswick to take a more lively interest in this very important department,—a department which has for its object the education, morally and intellectually, of the youth of the land.

Public lectures on the subject of education, by competent men, have done much, both in Canada and the United States, for the advancement of education and the diffusion of useful knowledge among the mass of the people; and there is no doubt but that similar means employed, would produce similar results in other places.

We had the pleasure, a few days ago, of hearing a lecture by Mr Fisher at Bay Verte, in the county of Westmorland, on education, when the lecturer entered upon a great variety of subjects touching the state of education in the province, and the nature of the machinery at work for its advancement, along with the difficulties of legislating for the promotion of education.

The leading topics embraced by the lecturer, were:—Education should be promoted independent of all political party considerations; defective state of schools under the trustee system; the comparatively large expenditure of money by New Brunswick in aid of education; the duties and objects of the training school; the ability of teachers to teach, both theoretically and practically, should be tested at the training school; books to be selected by the board of education; necessity of school libraries, and advantages provided by law of procuring books; benefits of school inspec-

torship as authorised by law; former inspectors, in many instances, did not do their duty; inspectors to examine schools twice a year, there are four hundred third class teachers in the province; intends to make a record of the character and qualifications of teachers; the establishment of county boards contemplated; trustees should do their duty without pay, but should be freed from sitting on juries; duties of trustees and committees explained; want of globes, maps, black-boards, and proper school-books; all payments by the inhabitants in aid of education, to be in cash; the assessment principle favorable to the advancement of education; bad state of school houses in many places; the public mind favourable to education generally.

Such is a brief outline of a few of the various subjects referred to by Mr Fisher, some of which were dealt with at some length.

The opinion of the meeting was taken, and found decidedly in favour of supporting schools by direct assessment.

There appears to be a prevailing feeling in the minds of those having charge of the common school institutions of the country to bestow all the emoluments

on persons over whose conduct the people have little or no control. Mr Fisher says that education did not make satisfactory progress under the law which gave trustees charge of the schools: but that the inspectorship, under existing regulations, if properly carried out, will remedy the prevailing evils. It is to be hoped that such will be the result under the present inspectorship, who each get 250*l.* per annum. But it should not be forgotten that the trustees, three for each parish, had nearly all this duty, with their present duties, to perform for nothing, consequently the work could not be expected to be very satisfactorily done. We really wonder that it was so well done.

Had the trustees been allowed twenty shillings per annum for the examination of each school, we have no doubt but the duties would have been as well done, and certainly much cheaper, than under any subsequent law. Such a course would have been the means of imparting a local stimulus; and any person would have felt a direct interest in the promotion of education; the public would have been better qualified for the duties of the office, besides a more equitable distribution of the public monies would have prevailed.

OCEAN TELEGRAPH.

THE communication of knowledge by telegraph, though of recent discovery, is now assuming a most important aspect. The developments continually being made by the application of the arts and sciences are truly wonderful.—Almost every property in nature is now being made to minister to the requirements of man.

When man began to employ the electric element for the transmission of his thoughts and desires for a few yards in extent, intelligence itself stood amazed and astonished at the result; and when the system became improved, and telegraph lines began to multiply, and the different countries of Christendom to be traversed by these lines of communication, then was the mind of the mass of mankind filled, not only with wonder, but many entertained superstitious notions as to the means employed and the

end to be gained by this remarkable means of holding correspondence, and the power by which it was managed.

As soon as the power and the *modus operandi* of telegraphing became understood, country began to vie with country as to its extension. Not only have the most of the nations of the earth employed this means of transmitting thought, but science and art has again been called into play; telegraph cables have been constructed and placed in the bottom of rivers, lakes, straits, gulfs, and seas, where the electric current passes to and fro, conveying thoughts and desires as freely as if suspended in the air.

But who would have thought for a moment of a sub-marine cable being made to span the Atlantic ocean? Such is the stretch of man's ability to accomplish—continent holding converse with

continent—sixteen hundred miles apart; and such is the grand truth the mouth of August, 1858, has recorded; Great Britain, and hence nearly three-quarters of the globe, united to British America, and hence to the American continent! What next? Conjecture would be folly. But to the fact,—England and North America, the two great agencies in the hand of Providence for the elevation of society, morally and intellectually; both speaking one language—both having one prevailing religion, and one common origin and object.

Turning from this mere glance at the subject in a continental point of view, and viewing the results that will in all probability flow from the successful working of the Atlantic telegraph to British America, we see good prospects looming in the distance;—the main termini of the line are on British soil; the

boundaries between British America and the United States being settled, commerce will advance unmolested; and the more sure and speedy completion of the Halifax and Quebec Railway will follow; and the general developement of the vast resources of British America, consisting of valuable gold regions, recently discovered; great agricultural capabilities; almost boundless forests; unparalleled fisheries; mineral wealth, and numerous other natural advantages. The attraction of men of capital and enterprize, along with a large portion of the surplus labouring population of the mother country, consequently an increased development of the resources of the country and a more enlarged commerce with the other countries of the world, will be the result that this great enterprize will no doubt tend to hasten and foster.

HALIFAX AND SAINT LAWRENCE RAILWAY.

Among the numerous projects on the American side of the Atlantic ocean, none assumes a more prominent position than that of the construction of the contemplated railway from Halifax to Quebec.

This railway is intended to commence at the city of Halifax, the capital of Nova Scotia—where there is one of the best branches on the American continent.—thence for 120 miles through the centre of Nova Scotia to New Brunswick; thence through part of the latter province, for 200 miles, to the Canadian boundary, and thence to the historically prominent city of Quebec, the strong hold, and once capital of Canada, 635 miles in all.

Within the last fifteen years, several applications have been made by the legislatures of the three colonies through which this line will pass, to the British Government, for aid to assist in its construction, but to little effect.

Recently, however, several meetings have been held in London on the subject, the result of which has placed this matter in a different light. The meetings held in June last, were attended by eight influential members of the British Parliament, Sir Allan McNab of Canada,

Hon Judge Haliburton of Nova Scotia, the Hon. Samuel Cunard of Steamboat notoriety, and a number of other gentlemen.

These meetings resulted in the appointment of a deputation, who waited upon the Colonial Secretary and the Chancellor of the Exchequer, and made offers, as the nucleus of a company, to carry the mails, (for which 25,000*l.* per annum is now paid to the States,) soldiers, munitions of war, and other military stores, in consideration of obtaining from the British Government, a guarantee of 60,000*l.* per annum, along with an equal amount from the colonies. In answer to this proposition, the Secretary of State for the Colonies said, "that it has received my most favorable attention;" the Chancellor of the Exchequer said, in the course of the discussion, that "it is not an unfavourable period for undertaking these great works, if you," the deputation, "can agree upon an arrangement." He further said that "it is in every point of view, a matter of the highest consideration," and he would lose no time in conferring with the Secretary of State for the Colonies on the subject, and that he "would give this undertaking an early and attentive consideration,"

and would communicate with Lord Bury, the Chairman of the several meetings and deputations on the subject.

This matter having assumed the aspect above related,—the probability of the speedy construction of this great inter-colonial railway is now such as to awaken every colonist in these lower provinces to put forth his efforts in guiding the action of the several legislatures, at no distant day, to a proper conclusion, in affording facilities in the matter.

The importance to the provinces, of the construction of this vast line of works, cannot, in the present state of colonial development, be well estimated.

The opening up of the wilderness lands for settlement; the expenditure of 5,000,000*l.*; the facilities for the construction of branch lines of railway; the union of the several colonies, morally, politically, and commercially; and the development of the resources generally of these vast dependencies, are among the many good results that may be expected to flow from this work.

And to the British Government this undertaking will prove of no small importance. The binding of the inhabitants of these dependencies more firmly to the mother country; the facilities that would be opened for the settlement of the surplus population of the British islands; the safe and speedy conveyance of the mails, soldiers, munitions of war, etc.; the perpetuity of British supremacy in her North American colonies; and the important position in which both the mother country and the colonies would be placed, by a line of railway from Halifax to Quebec, with respect to their ability to resist foreign invasion, are also among the advantages that would accrue to the mother country from this vast inter-colonial undertaking.

The amount of direct encouragement to be given by the colonies is a question of some importance. Canada has constructed a large portion of the line below Quebec; Nova Scotia also has in course of construction a part of the line, from Halifax to Truro, (60 miles,) and also a branch to Windsor, 24 miles; New Brunswick has under construction a line from the City of Saint John to Shediac, 107 miles, which along with the Windsor branch in Nova Scotia, would prove feeders to the main line, and at the same time tend to lessen the amount of direct aid which the two latter provinces would be enabled to afford towards the construction of the work.—These works trench heavily upon the resources of the two lower provinces referred to, and therefore it cannot be expected that the same amount of direct facilities would be given, as offered under former negotiations respecting the construction of this line. New Brunswick can still give 3,000,000 acres of wilderness land; and Nova Scotia probably might dispose of the line from Halifax to Truro on moderate terms; so that by the construction of branch lines, feeders to the trunk line, and the disposal of large tracts of crown land, etc., important facilities, both direct and indirect, might, and no doubt would, be given by the lower provinces towards the advancement of this important object. The resources of Canada already developed by her 1,000 miles of railway now in operation, and her other public works, and the large tracts of arable land along the line to be traversed, taken in connection with the importance of an outlet through British territory to the ocean, are powerful stimulants encouraging and impelling her to have this great work speedily completed.

FARMERS SHOULD BE EDUCATED.

THE subject of education, when taken in connection with agricultural pursuits, is fraught with important results. It is true that *all* the inhabitants of *every* country should be so educated as to enable them to prosecute with profit and satisfaction whatever pursuit in which they may be engaged, with such general knowledge of the country, its resources, customs and pursuits as may tend to a

proper and legitimate development both of mind and matter.

If such an amount of education be necessary for the inhabitants of the country generally, it is certainly so with regard to those engaged in agricultural pursuits. Every movement in society demonstrates the necessity of education. The merchant, in order to pursue his calling with profit, learns how to keep

books, in which he records the details of his business; he learns the mercantile customs of the country in which he lives, as well as those of other countries; he also learns the nature of the agricultural operations of his own, as well as other countries with which he trades, in order to understand how the whole may be turned to profit. The miner, at least those who direct mining operations, before descending into the bowels of the earth, first learns geology and mineralogy. The mechanic, before commencing the construction of edifices, ships or any piece of mechanism first examines the materials out of which he is to construct, as to their fitness, and then proceeds to act thereon by plan, model and design. The lawyer, before entering upon the duties of his profession, first learns the principles and application of law. And so it is with those who follow the multitudinous pursuits of life,—knowledge is considered absolutely necessary. But it is far otherwise with the generality of those who till the soil, especially those who follow this pursuit in the lower colonies of British North America. Any one may do for a tiller of the soil, no matter how ignorant of organic nature—how ignorant of the elements composing the soil, and how those elements may be managed so as to produce, and continue the production of the best individual and general results. The soil is prepared without system, and the seed is, in hundreds of instances, put into the soil in the most sluggish manner. If it was not that nature does not forget to be bountiful—producing great results with but little aid from man—we should under such a system of farming,—farming without education,—be placed in the most deplorable situation.

Experienced travellers, through these provinces, have repeatedly expressed astonishment, on learning the quantity of agricultural stuff produced, compared with the inadequacy of the means employed in its production.

Farmers' families should be educated. They should understand the climate, its effects on the agricultural interests of the country,—how its favourable characteristics may be availed of, and its injurious tendencies, if any, obviated, so as to produce the best results. Farmers' sons should understand geology and agricultural chemistry; they should know how to use the soil, so as to make it pro-

duce, and continue the production of better and more abundant crops,—how to produce and continue the production of good farm stock, good seed, good dairy results, and the hundred and one other things incident to a farmer's calling.

Our farmers, in many localities, are too tenacious of old, and, in enlightened communities, obsolete customs and habits. With many, the acquisition of knowledge and the application of right principles, such as guide the enlightened agriculturist of other countries, are mere innovations—forgetting, or not learning that progression is the order of the day in all civilized countries, and that change is written upon every thing in nature. The developments continually going on in the arts and sciences are being applied to every department connected with man's movements in society; and why, above all, should the agriculturist refuse to educate his children—for it is certainly necessary education—and so call in these invaluable aids to the advancement of this important profession.

The traveller in the lower colonies will not unfrequently meet with communities of agriculturists, so called, the chief part of whom are not able to read or write, of which fact the farming in such communities fully testifies. Such a state of things is not allowed to exist with regard to the mechanical operations of the country—intelligence marks every step—then why should such be the case with farming pursuits,—pursuits, if there are grades in callings more honorable than others, the most honorable of all. Still we are proud to be able to testify and record the fact that there are not only individual cases, but almost entire communities in these provinces, where well directed intelligence marks every step the agriculturist takes. Still, even in such communities, are to be found some of those old fashioned persons who believe it is enough for farmers' sons to be able to read "easy lessons," and "chalk down" the price of the produce sold on credit and to whom sold; and as for the daughters, they are better without education altogether. These are fatal errors, and must lead to a low state of agriculture, as well as social existence. There is not a more honorable and healthy occupation on the face of the globe, than that of tilling the soil,—none better calculated to lead the

mind to enlightened principles and lofty considerations,—none on which so many depend for sustenance: therefore, ignorance, connected with it, is the more to be deplored. In a word, this pursuit, above all others, even astronomy not ex-

cepted, is calculated to lead the mind from nature up to nature's God, and so fill the mind with adoration to HIM who has spread so rich and varied a carpet over the face of terrestrial nature. So farmers, educate your families.

SCHOOL LIBRARIES.

As this subject is about to engage the attention, more fully, of the inhabitants of the lower provinces, especially New Brunswick, where little has been done in this respect, we publish the following lecture by the Rev. J. BARKER, D D., President of Alleghany College. This Lecture embodies some of the most important facts on the subject of school libraries, and should be carefully perused. The lecturer says:—

On the general question of Libraries, as repositories of the learning and the genius of our own or former ages, I do not propose to speak at present. In the distribution of the life giving salutary waters of knowledge, these are reservoirs which receive and retain them, and from which, sometimes at once, sometimes after the lapse of ages, they are again sent forth on their errand of mercy, to refresh and gladden the nations of men. If it were the last attainment of art, to give a local habitation to that emanation of the intellect called thought,—which is nowhere, and yet at will is carried to the utmost bounds of the universe; to make that ever-during, which is more fugitive than an echo; and as it were, to embody and symbolize, to the eye and ear, that which is spiritual; if language and letters are such noble inventions as to have divided the opinions of mankind in regard to their original, it must not be forgotten that the conception of the library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of this invention, and makes, and alone makes, any great thought uttered or written, the common property of mankind. Public School Libraries, however are created for a specific end; and are not to be regarded as repositories of all that has been written, that is now extant; nor do they embrace in their range the whole field of human knowledge. It must never be omitted from any

review of them that they are school libraries, and further that they are an appendage attached to the public schools of the country. They are auxiliaries of the system of popular education devised by the wisdom and beneficence of the State, for the education of the masses.

The number and character of the volumes of which such a library is composed will of course be regulated by the use to which it is applied, the persons who are privileged to consult it, and the functions which it is expected to perform in the work of popular education. Two circumstances characteristic of most of those who are admitted into the public schools, will determine the character of the literature which it is profitable for them to peruse; and also will enable us to determine what are the special advantages of an arrangement, by which every child in the country has access to a large and a well assorted library. It is childhood and youth, who for the first time and with wondering eyes, are exploring the paths of literature and science, that are admitted by this judicious benevolence into the flowery land of letters. Of course this condition of the readers, must preclude all works of abstruse speculation, and all that require extended knowledge as a preliminary to read them with profit and pleasure. In the history of the early life of any one, the imagination is far more vigorous and lively than the rational faculty. Long before we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of "moving incidents by flood and field," with slight discrimination between truth and falsehood, even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with inter

est, and that will permanently affect their principles and conduct.

In a narrative, the truth is clothed with flesh; it lives, it speaks to us as a familiar friend; we are permitted to look at its features, to grasp its hand in sincere friendship, and call it ours by the fondest names and recollections. Examples and associations which make examples prevalent, almost infinitely outweigh any array of precepts, however judicious; hence all professedly didactic essays might as well be omitted from a catalogue of books to be read voluntarily by school children.—History and Biography, books of travel, popular descriptions of the kingdom of nature, especially of animal life, and the applications of science to art, whether useful or ornamental, comprise most of the works which should find admission to the shelves of a public school library. If to these be added a judicious admixture of works of fiction and imagination, such as are true to nature and to morality, both in action and sentiment, such as are neither above nor below the capacity of youth, and above all, that have a high philosophical meaning, threading upon a narrative not too gross the pearl of wisdom both practical and speculative,—such a library completes the circle of that knowledge which youth will seek voluntarily and for its own sake. It may be urged, that children should be incited through the medium of a library, to higher intellectual attainments; and that the reading of treatises of moderate length, on scientific subjects, is one of the readiest means of imparting a tincture of science to those who but for such aid would remain for life unenlightened.—The reply, in as far as it has not already been anticipated, is, that science, difficult of apprehension by all, especially by youth, deserves first to be studied, and afterwards read. That the inversion of this method, must generate at the best inadequate and confused conceptions of the truth; bewildering and misleading, while it professes to instruct; and for every instance of zest for scientific inquiry increased, at least fifty will be inspired with a sincere and invincible aversion to all systematic pursuit of truth. It should not be forgotten, too, that in schools, a broad distinction is made, between study and reading.—While the former of these intellectual exercises nerves the energies of the mind

to their utmost tension, the latter is by students regarded as a relaxation from severer labor, and a light discursive play of the faculties.

The thorough mastery of a few volumes, that exhibit in a systematic form the whole extent of human knowledge, makes the scholar. The thoroughness with which this is done, determines in how far he is entitled to be named an independent thinker, and a theorist in the several branches of knowledge which he has canvassed, and also marks the accuracy and profoundness of his attainments. To him nothing is valuable in the first degree, that does not contribute to the completion of his knowledge of some scientific theory; and that does not enlarge his theoretical attainments. The pupils of a public school have entered upon that course which, technically, the saxon may be said to have completed.—Their school exercises task their faculties to the utmost, and they are beset with difficulties such as do not meet them in any subsequent part of their progress. To ask of them to do voluntarily, unaided and alone, what is scarcely accomplished under the eye of a teacher, when animated by his spirit and guided by him in the most intricate passages of their duties, is to my mind preposterous and absurd. Let us be content to scatter flowers along the paths of knowledge, which may fill the mind with the image of beauty and goodness; and prove a solace in those hours of weariness which intervene between more strenuous occupations. It would be a great mistake, to say the least of it, in school teachers, to recommend the introduction of any book into a library, which would not be read, or being read would beget weariness and disgust, or in the instance of some precocious child would excite rather than edify and fill the mind with erroneous conceptions.

The library of the public school should be selected in direct subservience to the fact, that it is a part of a system of popular education, established for the benefit of the masses, and to whom it will be the only means of instruction in literature and science.

That the apprehension of the principles of virtue and morality is less difficult than the truths of science, is too trite to be repeated. That they are familiar to most, and find a response when first uttered, in every well ordered mind,

is generally admitted. Moreover, they sink with the most weight into the youthful mind, when inculcated in a parabolic form, or, in other words, through the medium of narrative. If, then, a very important function of the public school, is the inculcation of virtuous principles and the formation of virtuous habits, the literature of the library should correspond with this idea of their character. A large portion of the library, especially that part of it designed for the use of the more juvenile pupils, should be selected with direct reference to the influence which it will have upon habits and principles. Especially should the public authorities take care, that no book containing loose or vicious principles, and even that no book merely neutral on moral questions, be placed in the hands of the children of the public schools.

But it may be asked, can virtue have any authority unless reposing in the basis of religion, and are not all religious discussions interdicted in the school room, and with equal strictness excluded from its library? To this may be replied, that while discussion on the vexed questions that divide Christians into parties, is forbidden within the walls of a room dedicated to the common benefit of all classes of religionists,—it is by no means forbidden to inculcate that morality which all alike deem to be obligatory, nor the principle on which it rests,—obedience to the will of God, revealed in the Holy Scriptures. Entertaining narratives, enforcing the first and great commandment, supreme love to God, and the conscientious performance of relative duties, are a necessary part of every complete library for youth; and least of all, should they be excluded from that library which is to instruct the youth of the nation in the theory and practice of virtue.

Having thus rapidly sketched, in outline, permit me to indicate what may be regarded as the chief excellencies and uses of this important adjunct of our system of popular instruction. And first, it is important to consider its value as an incentive, firing the mind of ingenious youth with new ardor, in the prosecution of liberal study. If the youthful pupil approach a subject whilst it is yet clothed with the charms of novelty, we are not to imagine his interest in it greater than it will be at any subsequent period of his career. By such slow and la-

borious steps does he attain the height of knowledge,—so often is he brought to a dead pause—so often is he baffled in his attempts to proceed—so frequently is he obliged to retrace his steps, and con over again the thrice repeated task; and such is the number and complexity of the windings of the road he travels, that usually the ascent is difficult and wearisome, and is remembered with pain rather than pleasure. The library book that popularizes a branch of science, if read by those who are already familiar with its principles, surrounds the naked truth, which alone constitutes the textbook of the school, with a drapery of facts that gives it, to the youthful mind a poetic grace and a romantic interest. Besides, too, in the book, we read not the common places of the school room, but the sage conclusions, the exquisite observation, the happy illustration, the analysis profound, but clear, that mark the scholar; it may be, the genius.—This sheds an altogether new light on the theme, and the clever lad, whose head had ached for many a weary hour, as he gazed at cabalistic signs, or repeated the Babylonish dialect of science, sheds tears of joy as he runs over it with ease, and declares that the book makes it quite another thing. But in the history of science, progressively developed,—and still more in the history of those, whose virtues and whose achievements in the field of speculation, or more busy haunts of men, have adorned the annals of their country and their race,—the ardent temperament of youth sees a surer warrant for hope and encouragement to unceasing effort. The chill of perury, broken health, religious bigotry, the most adverse circumstances, have yielded to the unconquerable will of the youthful devotee of knowledge. Or rather instead of dispiriting, they have developed the resources, the innate energy of the soul kindled with the celestial fire of genius; it has risen superior, apparently, to the decree of Providence appointing its allotment; it has spurned its fetters, it has asserted the majesty of intellect, and mankind have with one voice admitted the validity of its pretensions. Can we overestimate the impression which the perusal of the memoirs of such men will produce on the susceptible mind of early youth? Will not the example haunt the memory by night, as well as by day? Will it not inspire emulation and a generous

rivalry—a heroic purpose, ourselves to fill a niche in the pantheon of history? Was it not thus, that the youthful Themistocles exclaimed that “the trophies of Miltiades would not suffer him to sleep?” That Alexander prized above all the literature of his age, *Iliad* of Homer; and that in our day Napoleon daily perused some portion of Plutarch’s lives! I say it without fear of successful contradiction, that example is the most edifying counsel, the most attractive influence, often the most lucid instruction, ever addressed to the youthful mind. If so, a library enriched with the lives of those who have made themselves a blessing to mankind, by the light of their intelligence and virtue, will instil love of truth and goodness with silent but irresistible energy.

In the next place, every well assorted library is a benevolent guide along the pathway of knowledge. True it is, that to pupils at school such guidance is far less necessary, than for those who are deprived of systematic culture; who are compelled to grope their way as best they may, through surrounding darkness, and to whom any casual aid furnished by the example of others, shines on them like a light from heaven. Who has not read, with delight mingled with sorrow, of a Scotch shepherd boy, that demonstrated, unaided, the propositions of the first three books of Euclid; or of Pascal, when his father had interdicted the study of mathematics to his son, accomplishing the same remarkable feat? Were these youths wisely engaged in thus poring over the simplest truths, which, had they known it, were at their finger ends? Undoubtedly, the dictate of wisdom is, to him who in a brief life would survey the utmost bounds of knowledge, to use all the foreign aid which he can summon to his assistance. The instructions of the school room, which present this truth in a simple summary, and systematic form, are one of these aids; and in addition thereto, every one who is anxious to view truth under special and different aspects, must approach it as it is exhibited in the volumes of those master minds who have penetrated farthest into the arcana of nature. The manner of studying, is a point not to be overlooked in connection with this topic, and the difficulties which meet the student in the outset or in the progress of his career. The history of

other minds, however illustrious they were, shed an instructive light on our pathway. We are pursuing the same career; each of us may say—“sequor, etsi non passibus æquis”—the history of their difficulties and the manner in which they overcame them, alleviates our burdens; we are borne as on angels’ wings, over the ground on which, but for such aid and sympathy, we should have crawled as worms. If we for a moment contemplate that immense sea of literature which is the record of the teeming fancies, the tender sensibilities, the taste, the imagination of our own and all by-gone ages, we shall conclude at once, that no instructions of the school room, no well thumbed text books of scraps or extracts, no rules or formulas of criticism, can ever replace that knowledge which is to be gathered from an actual perusal of the classical literature of our mother tongue. Let us recollect, too, with honest pride, that in several departments, this literature is of transcendent excellence. There may be a few Greek compositions rivalling anything we have produced. The *Iliad* of Homer, is undoubtedly the first epic in the world, and has the *Œdipus* of Sophocles, its peer anywhere? But as a whole, the English poetry is the richest gift ever bestowed by the genius of any people, upon the human family.

The school library, is the depository of this literature, and by the study of it chiefly, must the taste of our people be refined and the current of their thoughts be ennobled. In Italy, pictures and statues, architecture and music, have performed this task: in England landscape gardening has infused universally a tinge of poetic sentiment. Here these agencies do not exist; but it is the privilege of all to see suspended in writing, the imperial creations of the poet and the philosopher, and to gaze on them till their own souls thrill with transport, and vibrate in unison with these generous sentiments. It may be urged that periodical literature may replace that of the library, and that the village newspaper and the monthly magazine, are a fitting substitute for bound volumes.—But this supposition is too weak to admit of refutation. An argument which fills a volume requires a volume;—the conclusion reached at the close, is arrived at as the result of a series of consecutive arguments which require such a

book. In like manner, a great work of art though consisting of many parts, is one whole; to take away a single part destroys its symmetry; a single minute part no more resembles the whole, than a hand or a foot resembles a human being.—The effect on the reader of the two classes of compositions, is essentially different; and I conclude, therefore, there is a radical deficiency in periodical literature, of that excellence which is attend-

ed in the master pieces of art. To instruct man, to inform him in the principles of science, to edify them, to impart a knowledge of the theory and persuade to the practice of virtue, to stir the imagination profoundly, and to achieve the highest triumph of art, men must read books, children must read books, and schools must furnish free libraries.

INFLUENCE OF MOTHERS IN THE EDUCATION OF THEIR CHILDREN.

THE various factors which combine to form the education of a child may be divided into three classes; education by nature, by man, and by things. The first comprises the growth and natural development of our organs and our bodily and mental powers. The second is the use which the child is taught to make of these powers. The third is that stock of wisdom and experience which the child gathers by coming in contact with, and observing the things around him. A child can be well educated only when these three factors go hand in hand and act in perfect harmony. The education by nature does not all depend on men; nature goes her own way and acts according to her own laws. Neither does the education by things depend much on men; every child has an experience of his own, and he receives impressions and comes to conclusions entirely different from other children. The education by men is the only one which is in our control. But this control is a very feeble one, because it stands between nature and the individuality of the child; it ought to lean on the former and yet give fair play to the latter. Besides, it is divided between parents and teachers, relatives and strangers, friends and foes, all of whom have their short-comings and act seldom in union.

The child ought to be brought up as a unit, not as a fraction. The latter is done more than is needed by school and church, by society, business and the state. The first is therefore to be done in the family-circle at home. The father's employments usually call him from his family during the hours of the day. Morning and evening are the only peri-

ods when his children might be benefitted by his presence. Frequently a part of these hours is claimed by social gatherings, meetings of societies or other callings, so that to the greatest extent the education of the children devolves upon the mother.

The great cause of educating the young, or the duty of a mother to her children, may appear to different persons in a different light, entirely according to the standing-point taken by the observer. There is a bird's-eye view, which makes a fine steeple appear as a small dot, and a man of the same height as his own shadow. This view is taken by mothers who fulfil only those duties which are absolutely imposed upon them by nature. Writing or reading books, making fashionable calls and receiving visitors, necessary preparations for balls, parties, journeys or the theatre,—these and many other engagements seem to compel mothers to leave the care of their dearest treasures almost exclusively in the hands of hired and often uncultivated domestics.—When a nurse is hired to press the little child to her bosom, while the mother attends to her pleasures, how can such a child feel affectionate towards its parents? When the governess and teachers thus are made the nearest fountains of wisdom, how can the child be expected to come to its mother for advice and help? When world and fashion are the deities adored in the family, how can a child be hoped to bow its knee before the objects of religion?

There is a low or partial view, taken from an enclosed point of observation, which enables the observer only to see a part of the object, and by which part a

conclusion is made upon the whole.— Thus the Bunker Hill Monument may appear to a carpenter a huge mass of stone, to a countryman a puzzle, or to some professors an excellent point for teaching geography. There are mothers who constantly complain. If they have few children, they wish for many; if they have many, they desire to have but few. If children are well and lively, they require a great deal of care; and if they are sick and feeble, they cause much anxiety. Some mothers have their favorite wishes with regard to their children's talent or occupation, without examining whether these wishes agree with the peculiar gifts of their children. Others, by their anxiety to do all they can, or by their neglect to do what is needed, sow the seed of fear, irresolution, and doubt, or of daring boldness, lawlessness, and sin, in the hearts of the young, and are astonished when moral weeds make their appearance. Many other instances might be mentioned, where mothers fail to take an all-sided, elevating view, fall short of doing their whole duty, and are finally disappointed.

Mothers will come nearest the truth by looking at the important subject of education from all sides, by close observation, by much thought and prayer. Comparatively little has been done to aid mothers in the discharge of their duties. The early nurture of the young mind has been greatly disregarded. The season when influences are operating which modify the child's character for life, has been suffered to pass by disregarded, and mighty impressions have been left to the action of chance and circumstance. The books which have been written for mothers have been generally inadequate. Philosophers have seldom stepped into this important field of inquiry, in order to collect facts and establish principles to aid the mother. Rousseau began the work nobly; his *Emile* is even now unsurpassed as far as regards observation and application of principles. Most of the other books have been limited in their instructions to later stages, or restricted to the physical details of early nurture. The higher nature in the child is mostly passed over in silence. Mothers have too long been deemed more as the nurses of the child than as mental and moral guides; not as agents whose influence operates on the whole nature and determines the future character and happiness of the young.

If a mother wishes to proceed, the child must be her first and chief care, all other engagements are but collateral and secondary. Only by so doing will she gain an intelligent confidence in her labours and faith in their results.

The child is a living manifestation of its true wants, and, therefore, of what the mother is to do for it. The germs of its faculties and powers are committed to her for expansion and guidance.

The child is endowed with senses—which are particularly vivid and require appropriate culture to fit them for their respective offices. They are the media which connect the child with the outward world. Each of these senses requires particular training, and by such training hand and tongue are set free and put to work. Here is a wide field for the assisting hand of a mother. Primary school teachers usually can tell very well how much attention mothers have given to their children.

The child has appetites and passions, designed for preservation and defence, which require faithful discipline and direction. They are to be subjected to the guidance of reason, and the mother is placed beside the child to aid him. When the child is weak, she is to sustain him; when in passion, to restore tranquility; when in his ignorance he falls, she ought to raise and encourage him; when in his knowledge he is successful, she is to reward him by pointing out higher aims. Without the mother's aid, he must err, fall, and sink deeper and deeper.

The child has affections, through which he becomes connected with others. Sympathy is awakened in his bosom and faith dawns in his experience. He learns to regard the welfare and happiness of his fellow-men. Religion enters, and he begins to pray. This is another great field ripe for the harvest. The child's happiness and purity depend on a mother's faithful labors.

The child has intellectual powers, understanding, and reason; it has moral powers and spiritual faculties. Although these develop and grow at a more advanced age, when school, church, and society begin to exert an influence, yet the roots of the higher powers are hidden in, and draw their nourishment from, the soil of past acquirements, experience, and labor. What is the use of an awakening conscience or good reasoning powers, when bad habits have al-

ready gained possession? The young sinner will repent, pray, and resolve to-day, and yet commit the same wrong again to-morrow. He will be an easy prey to temptation, because his lower propensities, which have grown strong by habit, are willing to yield, while the still small voice of conscience is drowned. If mothers could but see how deep impressions are made upon the tender souls of children by early experience,

which often exert an influence through their whole lives; if they would remember that the life to come will be in close connection with the purity of heart which is attained during our earthly career; if they would understand that to educate immortal souls is one of the highest callings, more attention would be given to a subject so important.

Massachusetts Teacher.

MISCELLANEOUS.

POWER OF TRUTH.

The following touching illustration of the power of truth is well authenticated. The article is from the pen of S. H. Hammond, formerly editor of the *Albany State Register*, who was an eye-witness of the scene in one of the courts.

The evidence, a girl of nine years of age, was called to give testimony against a prisoner for felony.

"Now, Emily," said the counsel for the prisoner, upon her being offered as a witness, "I desire to know if you understand the nature of an oath."

"I don't know what you mean," was the simple answer.

"There, your Honor," said the counsel, addressing the Court, "is anything further necessary to demonstrate the validity of my objection? The witness should be rejected. She does not comprehend the nature of an oath."

"Let us see," said the judge, "Come here, my daughter."

Assured by the kind tone and manner of the judge, the child stepped toward him and looked confidently up in his face, with a calm clear eye, and in a manner so artless and frank, that went straight to the heart.

"Did you ever take an oath?" inquired the judge.

"No, sir."

She thought he intended to inquire if she had ever blasphemed.

"I do not mean that," said the judge who saw her mistake, "I mean were you ever a witness before?"

"No sir; I never was in court before," was the answer.

He handed her the Bible open.

"Do you know that book, my daughter?"

She looked at it and answered, "Yes, sir, it is the Bible."

"Do you ever read it?" he asked.

"Yes, sir, every evening."

"Can you tell me what the Bible is?" inquired the judge.

"It is the word of the great God," she answered.

"Well, place your hand upon this Bible, and listen to what I say?" and he repeated slowly and solemnly the oath usually administered to witnesses.

"Now," said the judge, "you have sworn as a witness, will you tell me what will befall you if you do not tell me the truth?"

"I shall be shut up in the State Prison," answered the child.

"Anything else?" asked the judge.

"I shall never go to heaven," she replied.

"How do you know this?" asked the judge again.

The child took the Bible, and turning rapidly to the chapter containing the commandments, pointed to the injunction, "Thou shalt not bear false witness against thy neighbour." "I learned that before I could read."

"Has any one talked with you about your being a witness in court here against this man?" inquired the judge.

"Yes, sir," she replied. "Mother heard they wanted me to be a witness, and last night called me to her room and asked me to tell her the Ten Commandments, and then we knelt down together and she prayed that I might understand how wicked it was to bear false witness against my neighbour, and that God would help me, a little child,

to tell the truth as it was before him. And when I came up here with father, she kissed me and told me to remember the ninth Commandment, and that God would hear every word that I said."

"Do you believe this?" asked the judge, while a tear glistened in his eye, and his lips quivered with emotion.

Yes, sir," said the child, with a voice and in a manner that showed her conviction of its truth was perfect.

"God bless you, my child," said the judge, "you have a good mother. This witness is competent," he continued.— "Were I on trial for my life, and innocent of the charge against me, I would pray God for such witnesses as this.— Let her be examined."

She told her story with the simplicity of a child, as she was, but there was a directness about it which carried conviction of its truth to every heart. She was rigidly cross-examined. The counsel plied her with infinite and ingenious questioning. But she varied from her first statement in nothing. The truth, as spoken by that little child, was sublime. Falseness and perjury had preceded her testimony.

The prisoner had intrenched himself in lies, till he deemed himself impregnable. Witnesses had falsified facts in his favor, and villainy had manufactured for him a sham defence. But before her testimony falseness was scattered like chaff. The little child for whom a mother had prayed for strength to be given her to speak the truth as it was before God, broke the cunning devices of matured villainy to pieces like a potter's vessel. The strength that her mother prayed for was given her, and the sublime and terrible simplicity—terrible, I mean, to the prisoner and his associates—with which she spoke was like a revelation from God himself.

INEQUALITIES OF THE EARTH'S SURFACE.

THE surface of the earth, as is well known, is by no means level. It is broken into lofty elevations or ridges, forming mountains or mountain chains; and in some parts, it forms table lands at a great elevation above the level of the sea. There is a mean height for the land, just as there is a mean depth for the sea; and we owe to the researches of Humboldt, some interesting facts connected with the

amount of this elevation, by which the dry land is preserved from general inundation. Humboldt has calculated the mean height of Europe at 636 feet; the the vast plains of Russia and Poland—the Steppes—which have a mean elevation of only 360 feet, occupy half of its surface. The compact, massive plateau of Central Spain, known as the Castilian plateau, which has an elevation of 2000 feet, produces an effect equal to 36 feet on the European mean level, while the chain of the Alps contributes less than four feet. The mean height of France is about 316 feet, to which the Pyrenees contribute 108 feet; the French Alps average about 120 feet. Asia is estimated at about 1130 feet, to which the desert plain of Gobi, which has an area of 300,000 square miles, and is considered to be twice as large as Germany, contributes about 120 feet. The table land of Quito has the enormous elevation of 10,000 feet above the sea level, and is said to be nearly equal in area to the whole of Ireland.

HEIGHT OF MOUNTAINS.

THE elevation of mountains and mountain chains above the level of the sea, is a subject which has received much attention in physical geography. The Himalaya mountains, forming a range of immense extent in northern India, are now known to be the loftiest on the globe. The highest mountain in the world is Dhaulagiri, one of the Himalaya chain,—its most elevated summit is said to be 28,000 feet*.

The next highest is Chamalari,—which is 27,200 feet above the level of the sea. They are covered with perpetual snow, 12,000 feet from the summit.

The loftiest mountains of the new world are situated in the chain of the Andes, in South America, which extends nearly 4300 miles from the province of Quito to the Strait of Magellan; the highest, called Nevada de Sorata, in Bolivia, Upper Peru, is said to be 25,250 feet, or nearly five miles, above the level

* The Surveyor General of India, Colonel Waugh, ascertained the height of some of the principal mountains of this range, in 1856, to be as follows: Mount Everest, 29,002 feet; Hanchinging, 28,156 feet; and Demalagin, 26,828 feet.

of the sea. The next highest of these mountains is Illimani, in Peru, the summit of which exceeds 24,200 feet.—Chimborazo, which was formerly supposed to be the loftiest of the Andes, has an elevation of 21,420 feet,—5000 of which, from the summit, are covered with snow. The peak of Teneriff, in the island of that name, is 12,182 feet, or upwards of two miles high. Mount Blanc, the loftiest mountain in Europe, is 15,810 feet above the level of the sea. These altitudes, although apparently very considerable, are nothing when compared with the magnitude of the globe. Thus, if an inch were divided into one hundred and eleven parts, the elevation of Chimborazo, on a globe of eighteen inches in diameter, would be represented by only one of these parts. Hence, the earth which appears to be crossed by the enormous ridges of lofty mountains, and cut by the valleys and the great depths of the sea, is nevertheless, with respect to its magnitude, only very slightly furrowed with irregularities, so trifling, indeed, as to cause no difference in its spherical figure.

The more remarkable changes which the surface of the earth has undergone may be reduced to two general causes, floods and earthquakes.

Thomas Keith.

INCENTIVES TO READING.

EVERYTHING that passes around you, everything that you meet upon your walk, is a stimulus to read. The very roll of the tide, the fall of the leaf in autumn, the growth of the grass in spring, the roar of the tempest, or the starry firmament, each and every one of these things is a subject in itself. Do you understand these things? Do you know their changes? If you do not, don't say that you want a stimulus to read. Each of them is a study in itself; they are studies that will amuse you, that will instruct you, and that will elevate you.

THE BIBLE.

How comes it that this little volume, composed by humble men, in a rude age, when art and science were but in their childhood, has exerted more influence on the human mind and on the social system than all the other books put together? Whence comes it that this book

has achieved such marvelous changes in the opinion of mankind—has banished idol worship—has abolished infanticide—has put down polygamy and divorce—exalted the condition of woman—raised the standard of public morality—created for families that blessed thing, a Christian home, and caused its other triumphs by causing benevolent institutions, open and expansive, to spring up as with the wand of enchantment? What sort of a book is this that even the winds and waves of human passion obey it? What other engine of social improvement has operated so long, and yet lost none of its virtue? Since it appeared, many boasted plans of amelioration have been tried and failed—many codes of jurisprudence, have arisen, and run their course. Empire after empire has been launched upon the tide of time, and gone down, leaving no trace upon the waters. But this book is still going about doing good, leavening society with its holy principles—cheering the sorrowful with its consolation—strengthening the tempted, encouraging the penitent—calming the troubled spirit—and smoothing the pillow of death. Can such a book be the offspring of human genius? Does not the vastness of its effects demonstrate the excellency of the power to be of God?

The Woodstock Journal.

THE MOTHER MOULDS THE MAN.

THAT it is the mother who moulds the man, is a sentiment beautifully illustrated by the following recorded observation of a shrewd writer:—“When I lived among the Choctaw Indians, I held a consultation with one of their Chiefs respecting the successive stages of their progress in the arts of civilized life; and among other things, he informed me that, at their start, they fell into a great mistake—they only sent their boys to schools. These boys came home intelligent men, but they married uneducated and uncivilized wives—and the uniform result was, their children were all like their mothers. Their father soon lost all his in both wife and children. And now,” said he, “if we would educate but one class of our children, we should the girls, for when they become mothers they educate their sons.” This is the point, and it is true.—No nation can become fully enlightened when mothers are not in a good degree qualified to discharge the duties of the house-work of education.

Ib.

I HAVE NO TIME TO READ.

THE idea about the want of time is a mere phantom. Franklin found time, in the midst of all his labour, to dive into the hidden recesses of philosophy, and to explore the untrodden paths of science. The great Frederick, with an empire at his direction, in the midst of war, on the eve of battles that were to decide the fate of his kingdom, had time to reveal the charms of philosophy and intellectual pleasures.

Bonaparte, with all Europe at his disposal, with kings in his ante-chamber, begging for vacant thrones, with thousands of men whose destinies were suspended on the brittle thread of his arbitrary pleasure, had time to converse with books. Cæsar, when he had curbed the spirit of the Roman people and was thronged with visitors from the remotest kingdoms, found time for intellectual conversation and study.

Boys and girls can have time, if they are willing to improve it, to gain much valuable knowledge, while out of school, without depriving themselves of necessary play or enjoyments.

Suppose every scholar eight years of age should commence reading some interesting books, and read one hour each day, continuing to do so until he is twenty years old; he would have gained more than a year's time, or three hundred and sixty-five days, of ten hours each.

Who will try this course! Young reader, will you do it? You can, if you will only make the attempt, and thus lay up a vast amount of knowledge for yourself. Now is the time to read.

The Student.

BOOKS OF REFERENCE.

WE need make no long preface of reasons for giving under this title from time to time some account of such books or periodicals as seem to us likely to prove useful to teachers. Every kind of knowledge, from knowledge of the everlasting granite to knowledge of the delicate nervous tissues of the human body, from the vast geometry of God by which he has built the universe down to the life of the creature whose water-drop is an ocean, is used by the good teacher, to adorn and illustrate and vivify his instructions. To add to his knowledge and his treasure. As he finds

frequent use for his dictionary to give him words, so he finds books of reference on other subjects invaluable to give that fullness of knowledge which makes the accurate and ready teacher.

A well-informed person and especially a teacher, feels ashamed of a mispronunciation of an English word. That a similar mortification is not experienced from miscalling names of persons and places arises principally from the fact that it is so difficult to ascertain such pronunciation that only the best scholars are expected to know it. Nevertheless, one feels awkward in reading or speaking upon encountering a word under the shadow of such a doubt. Nor is the difficulty confined to foreign names. You wish to speak of the senator from Texas; H-o-u-s-t-o-n you must call *Hooston*, though inclined, from the spelling of his name and from the custom in New York, where a street has that title, to call him *Howston*. In the East some one asks you a question about *Al-ton*, meaning our city called here *Auel-ton*. Two Western young men travel in New England just after earning their diplomas: at Providence one asks at the railroad station for tickets to *Wavr-ces-ter*, and while the ticket-seller looks blank at such a demand, the other corrects him: "'t is *Wurces-ter*." The agent finally informs them that they mean "*Worster*" for so *Worcester* is pronounced. In England you visit the last residence of the poet Cowley, Chertsey; you must call it *Chessy*. You hear of the valuable library and art-gallery of the Marquis of "*Chumlee*" so spoken, but how spelt? You will have to be told, for 't is past guessing; Cholmondeley! Will you venture uninstructed upon *Youghiogeny Honeoye*, *Lincoln*,—*Pontetract*, *Beaulieu*, *Agassiz*, or *Taney*?—Will you pronounce *Southby* in analogy with *Southeast*, or with *Southern*? Does "*Titian*" rhyme with *politician*?

We have seen an anecdote, (apocryphal, we suspect) of Thackeray. Being in company with Angus B. Reach, author of "*Claret and Olives*," he addressed him as *Mr Reach* (*Reech*). "*Re-ack, Sir*," sharply replied Angus. Considering the tartness not called for, the great humourist shortly afterwards, offering him a basket of fruit, asked, "*Mr Re-ack will you take a pe-ak?*"

When we come to foreign names the matter is much worse. Some have become thoroughly Anglicized. It would be affectation to

of Ma-he-co, Pah-ree, Kec-ho-tay, instead of Mexico, Paris, and Quixoto, though the former are the real Spanish and French pronunciation: but generally names should be pronounced as nearly as possible as they are pronounced by the educated people of the countries to which they respectively belong. Such pronunciation will almost always be found more euphonious than one based upon the English analogies, if such can be found. Bacchiglione (bak-kei-1-yo-nay) is an example.—How will you find English analogies for "Zschokke?" For "Schiller," the name of Germany's greatest poet, will you take the analogy of *schemer*, or of *schism*? Both are wrong; the name is Shiller. "Rothschild" is Rote-scheild (red shield). Our western hunters tell of the river Heely; on the maps we find Gila. If you talk to a German of the poet Goethe, you will fail to make him understand of whom you speak unless you are acquainted with German pronunciation, or call him something between *Gaty* and *Gatty*.—Even one familiar with foreign languages may be misled by an exceptional case, as Guines, (in Chuba) which varies from the rule for *gui* in Spanish.

LIPPINCOTT'S PRONOUNCING GAZETTEER, or Geographical Dictionary of the World (briefly noticed in our last number), as a most valuable book of reference. It contains a notice of nearly one hundred thousand places, giving the pronunciation of the names, and the most recent and authentic information concerning them.
Illinois Teacher.

THOUGHTS FOR THE THOUGHTFUL.

WORLD individuals, in general, but employ a moderate proportion of their income, in aid of practical benevolence, what a mighty change would, ere long be apparent!

A most favorite scheme of the great enemy to counteract *good*, is to endeavor to flood the soul with *wandering thoughts*.

The ungodly rich man hath more than reason can desire, and still he is dissatisfied; the righteous poor man hath but little, yet is contented, and hence *truly* happy.

True flowers of loveliness; true gems of beauty, are found only in the deathless land.

All just laws; all true civilization; all the multitudinous blessings we enjoy, are essen-

tially founded upon, or connected with, the Holy Bible.

Very often, what we look upon as wormwood and gall, proves afterward, delicious honey to the palate

UNITY.

PLUCK if you can a beam from the body of the sun, the beam will then have no light; break a branch from the tree, it will bear no fruit; sever a river from the spring, it will be soon dried up; cut a member from the body, it soon dieth; cast a pumice stone into the water, and though it be never so big, while it remains entire, and the parts whole together, it will swim above the water; but break it once into pieces, and then every piece of it will sink to the very bottom.—Thus both church and commonwealth, which are supported, and as it were held up by religion and unity, peace and concord, are ruined and destroyed by discord, dissention, schism, and faction. How happy are such a people, such a nation, such a church, such a state, as live together in peace and unity!

Did you ever watch a sculptor slowly fashioning a human countenance. It is not moulded at once. It is painfully and labouriously wrought. A thousand blows rough-cast it.—Ten thousand chisel-points polish and perfect it,—put in the fine touches, and bring out the features and expression. It is a work of time; but at last the full likeness comes out and stands fixed forever and unchanging in the solid marble. Well, so does a man, under the leadings of the Spirit, or the teachings of Satan carve out his own moral likeness. Every day he adds something to the work. A thousand acts of thought and will and deed shape the features and expression of the soul: habits of love, purity and truth—habits of falsehood, malice and uncleanness—silently mould and fashion it, till at length it wears the likeness of God, or the image and superscription of the Evil One.

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