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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.

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## EDUCATION--NEW BRUNSWICK.

NEW BRUNSWICK is divided, for educational and other purposes, into counties, parishes, and districts,—a very convenient division for the purposes intimated.

Since 1833, when the educational enactments “for the better establishment and maintenance of Parish schools” assumed a more definite shape, we have had no less than seven enactments in the short space of twenty-five years.

The act of 1833 invested the trustees with the power of examining teachers, schools, etc., and certifying to the justices in session the schools in their several parishes where the teachers and people had complied with the requirements of the law. Male teachers under this law received twenty pounds, and female teachers ten pounds, per annum.

This act continued in operation until 1837, when it was repealed, and another enacted, providing for County

Boards, whose duty it was to receive application from, and to examine all persons, desirous of teaching school, and to report thereon to the government.

In 1840, another act was passed, differing but little from the former, except in the increase of teachers’ salaries.

The principal reasons assigned for the inadequate adaptation of these several enactments to the advancement of education, were:—The services had to be performed gratuitously by all the officers connected with the administration of the laws; the incapacity of trustees in some localities to perform the duties in consequence of the infant state of knowledge; the inhabitants not taking much interest in education; teachers being generally employed more with a regard to cheapness than to moral and intellectual qualification; and the small sum paid to teachers both by the legislature and the inhabitants generally,—in place

of contributing to make teaching an art, it only tended to fill the teachers' ranks with incompetent, indigent and in too many cases, immoral men. Hence the failure.

In 1847 these acts were all repealed and another substituted, which provided for a Provincial Board of education, composed of the Governor and Executive Council; the establishment of a training school at Fredericton, where teachers were to attend for the space of ten weeks, to receive instruction in the art of teaching, each candidate to receive ten shillings per week during this stay towards defraying the expenses thus incurred; trained teachers, to be classed by the Board according to their qualifications: First class teachers to receive 30*l.*; the second 22*l.*; and the third 18*l.* per annum; the sum of 1000*l.* was granted for the purpose of providing books, apparatus, etc., for the use of parish Schools; and the trustees had the same powers as conferred by former acts—except that of examining the literary qualifications of teachers—but no pay: hence they neglected the duties.

This act gave way for another in 1852, which provided, first, for the appointment of a provincial superintendent of education, who was to act as secretary to the Board, with a salary of 250*l.* per annum; second, a local inspector for each county; third, provision for the voluntary adoption of the assessment principle, allowing twenty-five per cent. extra to the teachers of the schools adopting it—teacher's salaries remaining as under last law; fourth, the establishment of a training school at Saint John, with male and female instructors; fifth, teachers of the lowest class could obtain authority to teach from the superintendent on producing a certificate from the local inspector.

In 1854, one section of this law was repealed, and another substituted, providing that the salaries of teachers be as follows:—

MALE TEACHERS.

1st class . . .	£37 10 0	per ann.
2nd " . . .	30 0 0	"
3rd " . . .	22 10 0	"

FEMALE TEACHERS.

1st class . . .	£27 10 0	per ann.
2nd " . . .	22 10 0	"
3rd " . . .	17 10 0	"

The partial failure of these several en-

actments to advance public instruction, may be attributed in a measure to their ineffective provisions; the want of energy on the part of the guardians of youth; the onerous duties imposed upon trustees without remuneration; and the general negligence on the part of those officers who were paid for their services.

However, among the good things partially secured by these laws, were,—the classification of teachers; the increase and uniformity of school books; increased remuneration of teachers; and a more full annual report of the state of the schools throughout the province.

The year 1858, has produced the repeal of all former laws, and the substitution of another which is less efficient and more expensive in its administration than any former law; and the prevailing opinion of the public mind is becoming more fully inclined for its repeal also, and the substitution of a law, abolishing the present inspectorship, and giving trustees and county boards the management of the schools, with pay for services.

As we have in former numbers of the *Parish School Advocate*, given our views of the present inadequate and costly educational system, we defer further remarks for the present.

The following statistics are extracted from the superintendent's report for 1857:—

The total number of school districts is set down at 1,120; school houses, 938; schools in operation during the year, 812: but 892 are reported as having been in operation for longer or shorter periods in the year. The number of pupils in attendance is 30,000, which would show an average attendance at each school of 37 nearly. Of the school houses, 575 are reported as in good condition; 230 are supplied with maps and black boards; 89 with maps only; 245 with black boards only; leaving 437 destitute of all such school apparatus. The number of school houses erected during the year is 44, of which 35 are framed houses.

The number of teachers employed during the year has been 952; of whom 566 hold third class licenses; and 216 only, of whom 130 were females, had first class licenses. The total amount expended for parish school education in 1857, was 38,637*l.* 12*s.* 9*d.*, of which 21,043*l.* was drawn from the treasury.

The following tabular statement will show the progress made during the years indicated thereby:—

Years.	No. of Teachers.	No. of Pupils.	Governmental Allowance.
1849.	521	15,736	£ 9,771
1850.	550	17,732	9,453
1851.	647	18,386	11,985
1852.	688	18,591	13,252
1853.	774	24,127	13,656
1854.	635	21,977	17,526
1855.	768	27,744	18,414
1856.	866	29,007	20,639
1857.	882	30,000	21,048

It will be observed by the preceding table that the number of teachers and students have nearly doubled during the last nine years, while the government allowance has been more than doubled.

Until very recently, teachers generally engaged to teach on condition of having board and lodging secured to them by the subscribers. Hence the government allowance was all that they had for their labour—in fact the law only required the fulfilment of a contract of this nature by the inhabitants. We have been led to believe that this state of things had undergone a great change during the last five or six years, and still think such is the case in many localities: but on examining the report for 1857, it is obvious that teachers still do not receive more in a general way than the government allowance. The amount subscribed by the inhabitants 17,599*l.*, which if divided by 892, the number of teachers employed during that year, would not give an average to each teacher of more than 20*l.* per annum, a sum sufficiently small to defray expenses of board and lodging. Teachers, it is true, are more in the habit of finding their own board and lodging than formerly, which they can do, some in their own families, etc., much cheaper than with their subscribers; and in this way they may save an amount over and above the government allowance: but, after all, let them use all the economy they can, especially in districts where the inhabitants are few and far between, and also in very ordinary pecuniary circumstances it is not much they can save above the provincial allowance.

The amount annually paid by New Brunswick, in aid of education gene-

rally, is far above that paid from the revenues of any other colony or state on this continent; still it does not appear to be sufficient to induce the teachers to make teaching a calling, and follow it as an art. Male teachers only appear to follow it until some more lucrative and satisfactory calling presents itself, when they "bid good bye" to school teaching; females generally continue until marriage, when they generally leave their places for others to fill. In order to secure the continuation of good teachers throughout the country, the inhabitants will have to increase their subscriptions—raise the teachers' salaries, so as to induce teachers to continue in the calling, prosecute self-education, and such other requirements as will tend to elevate themselves, and advance the moral and intellectual character of the youth of the county.

#### SCHOOL REGULATIONS FOR NEW BRUNSWICK.

THE Board of Education for the province of New Brunswick has recently issued a number of regulations for schools, which are as lengthy, as the act upon which they are based. These regulations define the duties of officers connected with the administration of the school law, teachers of parish schools, and pupils, in the most minute manner. For instance, the fourth paragraph, under the head of "the duties of pupils," reads thus:—"The pupil is required" to deliver accurately, and as soon as possible, all messages to or from his parents or guardians, and from time to time remind them when the school fees are due, and when books or paper, pens or ink, pencils or slate, or any other things may be wanted for use in the school." Many of these regulations are very good, and may be applied to the advancement of education; while other sections are inapplicable and childish: indeed all the regulations required might have been comprehended in half the words.

The section of the regulations defining the time to be devoted to teaching seems to call for some consideration.—There are to be two vacations of two weeks each, in every year, besides "every alternate Saturday, or half of each Saturday, and Queens' birth day; which will amount to fifty-one days, exclusive of provincial holidays—leaving

262 days per annum, of six hours each, to be employed in teaching. We submit the question whether this arrangement will advance education in a satisfactory manner throughout the rural settlements of the country, where the children are generally strong and robust, and get plenty of vacations, which is the general subject of complaint—irregular attendance. The custom is too prevalent of keeping children at home one month, and sending them the next, dividing the

time about equal between unnecessary vacations and school attendance.

The time devoted to teaching under these regulations will not amount to more than half a year, per annum, at *eight hours a day*. There can be little doubt that if three hundred days of eight hours each, per annum, were devoted to teaching, especially in country districts, education would make greater progress than at present.

## ALBERT COUNTY, N. B.

HAVING recently had occasion to make a survey of a part of the sea-board of this fine county, we were delighted with the present appearance and future prospects of wealth every where presented. The parts surveyed commenced at Mary's Point, Grindstone Island, the latter situated in Chignecto Bay, an arm of the Bay of Fundy; from thence along the northerly margin of the former Bay a few miles up the Pettitcodiac and Dorchester Rivers, both emptying into Chignecto Bay.

The landscape is beautiful—variegated with hills and vales, from the Shepody mountain, to the flat lands and rich marshes, and extensive sheets of tidal water, running to a height of 45 feet, with fleets of boats taking the fine shad for which these waters are distinguished.—*Agriculturally considered*, this county presents great advantages—several large tracts of rich marsh, one of which contains not less than ten square miles; the upland in front is of a fair quality, some of it very good; and the interior, where extensive settlements are made, the land is excellent. The people live principally by farming, the safer calling, especially during these times of commercial depression. The farms and farm buildings every where present the appearance of industry, neatness, and taste; and the large tracts of good land yet unsettled, present the prospects of houses for a large population.

Geologically and mineralogically considered, this county is not behind any county of its size in the lower provinces.

The *coal*, so called by the legal courts, or *asphaltum*, as contended for, or *albertite*, locally so called; or *asphaltic coal*,

by some so called, is one of the geological wonders of America. Its anomalous position, its gas and oil producing qualities, render it a commercial boon; and its fossil fishes, etc., with which the museums of America are supplied with the curious. This mine is situated near the northern margin of the Shepody mountain,—the material is brought by railroad, five miles, to the Pettitcodiac river, from where it is shipped to the States, and towns of the lower provinces. The mine is opened to the depth of 460 feet, and 800 feet horizontally.

In addition to this valuable deposit, and not more than four miles southerly therefrom, and about three miles from a place of shipment, is an inexhaustible mine of the best and richest *manganese* yet discovered on the American continent. It has been worked to a limited extent. Add to these stores of mineral wealth, mountains of gypsum of excellent quality, convenient for shipment; and again, add extensive districts of every variety of free-stone of the best quality, out of which, along with the free-stone of Dorchester river in Westmorland, the principal buildings in the neighbouring States are constructed. Competent authorities have pronounced the free-stone of this section the best yet discovered, in this part of America, to resist weight, retain beauty and durability.

Looking at the contorted and upheaved character of this section of New Brunswick, and the variety of useful minerals already discovered, and the limited explorations yet made, it is impossible to say what amount and variety of mineral wealth is yet in store for the inhabitants of this fine county. Geological explorations as yet have only been casual, and

there is no doubt that a complete exploration of this section of country would prove pregnant with advantages to the province and interest to the lovers of what is curious and instructive.

*Socially and morally* this county stands high. The people are industrious, sober and intelligent. The most uninviting premises we witnessed during our stay in this county were the *court house and gaol*. From their appearance, and the grounds around them, one would be

inclined to conclude that the people do not delight in litigation,—not a bad sign of prosperity.

The school houses present the appearance of taste; and from the published reports it is evident education is on the increase. The teachers are said to continue a greater number of years in one school than they do in some other sections of the country—which is a good sign of progress in this department.

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## PRACTICABILITY OF SELF-EDUCATION.

THAT Self-education is practicable, must appear from various sources. So evident, indeed, is this fact that the purpose of this chapter is illustration rather than argument. According to the view just exhibited, it assumes the character of a self-evident truth, and as such demands investigation but not proof. The following are the principal sources relied upon for supporting the position here taken.

1. *The nature of education.* Education is the effect of mental industry directed to the acquisition of science.—Now we must admit that self-education is practicable, or deny that the mind is capable of thinking without the aid of a teacher.

4. *Faculties of the mind.* These are natural endowments, brought to perfection, like our physical powers, without the aid of human culture, and operating intuitively with unimprovable exactness. Such faculties place education within the reach of all, and make the customary facilities for learning matters of mere convenience, which may safely be dispensed with whenever circumstances require. Powers of this instinctive and pre-existent character cannot exist with mental vassalage except upon the condition of voluntary acquiescence on the part of the possessor.

2. *Condition under which all original scientific pursuits are prosecuted.* I speak not now of acquisitions made at school, for in these institutions neither student nor teachers often aim at originality. But there are other if not higher intellectual researches constantly devolved upon the mind under circumstances which do not admit of the aids of supervision. Not to mention that we are

ushered into a world where much of our success even in common affairs depends upon our own unaided powers of observation, it is obvious that every scientific improvement must be the effect of self-directed energy. That which is not known cannot be taught; therefore, if we have anything new in science, it will be the result of original and independent efforts. Could all be satisfied with things as they now are, and yield themselves to one unvarying course of instruction, then the mind might always be guided by authority, and the schools would become the chief dispensers of knowledge. But this cannot be. Science must advance beyond its present position, and every step of its progress will be the triumph of individual genius over the didactic art. Our schools do not originate science, and the different branches taught in them are contributions from the intellectual wealth of the solitary student. Instruction is confined to principles already established, and pupilage ceases where invention begins. Hence it follows that self-education is as practicable as the search for truth, and every science is a monument of its success.

4. *Incomptency of schools to furnish the requisite knowledge.* That literary and scientific institutions can teach what they profess to teach, we have no doubt; that much of what they teach is profound and useful, it would be folly to deny. Still there are departments of knowledge in which they are obviously unable to afford instruction, because the attainments of those who would be pupils are far in advance of those who must be teachers. What college or university could have instructed Copernicus

in astronomy, Galileo in optics, Columbus in navigation, Shakspeare in poetry, Locke in metaphysics, or Newton in mathematics? We are aware that some of these men had been educated at college, but the exalted acquirements which have handed their names down to posterity were not the fruits of college life. In everything peculiar to them, or in any way affecting their greatness, Locke and Newton were as really self-educated as Columbus and Shakspeare. These men aspired to what was unknown in their times; their researches extended beyond the supposed boundaries of science. No institution could either aid their inquiries or determine the propriety of their course. From this it is evident that the highest and most successful efforts of the mind are necessarily independent of tuition. And if the noblest achievements of which the intellect is capable, can be accomplished without a teacher, may not every inferior task be easily performed in the same manner? In a word, if able to originate science, may not the mind readily acquire that which others have originated?

5. *Incidental character of the assistance afforded by schools.* The diligent student, although pursuing his studies at school, will in fact be self-educated, for his teachers have nothing to do but hear him recite. He repeats in their hearing what he had learned alone, and as much alone, as if such an institution had never existed. It is not, therefore, too much to assert that a thorough student is necessarily his own instructor.—His industry renders assistance superfluous, and pushes him forward faster than the current of instruction could carry him, or than will allow him to profit by its favouring tendencies.

But even the dullest and most dependent scholar receives only an incidental and unimportant advantage from the office of instruction. His time, his attention, his memory and his judgment must be in constant requisition in order to gain the knowledge which he is supposed passively to imbibe. And yet these requisites comprise everything essential to self education. They have given us all the sciences which we now possess, and must give all that we are hereafter to possess. The dependence which is created by leaning upon a teacher, seems to include nothing more than the difference in facility of comprehension between

written and oral directions. That is the advantage of the one is as much greater than that of the other, as a man can teach better than a book; it is the simple difference between writing and speaking. This, to be sure, is conceding the fact that every book is a teacher, and that those who have access to books are never without a competent instructor; yet the use of books has become so common that they have ceased to be looked upon in this light, and are regarded merely as pre-requisites to instruction. Hence they are employed in schools as much as in private, and the sphere of the living teacher is reduced to hearing recitations, or, in more general terms, to securing on the part of the student a thorough acquaintance with such standard works as are embraced in his course. If an author can be understood without additional assistance, then the labours of another teacher are not necessary, and may be dispensed with whenever convenience requires. Of the possibility of dispensing even with books, we shall speak in another place.

6. *History of literature.* Education has never flourished in proportion to the multiplicity of schools. Its foundation lies deeper in human character than can be reached by such a cause. Literature and science are rarely pursued because they can be; a higher motive is requisite; a motive, the inspiration of which will render assistance useless, and sets difficulties at defiance. The origin of literature is buried in the deep shades of antiquity, and we shall forever remain ignorant of the exact circumstances under which it arose; but this is the less to be regretted since its progress, with which we are familiar, must involve the very same principles which originally gave existence to the art of writing.—Under certain circumstances individuals and nations have always devoted themselves assiduously to the cultivation of letters. This event has occurred, either when superior talents have discovered the need of learning, or when popular energy has by degrees mellowed communities from barbarism into refinement.—Literature is one of the results of activity—of that general activity upon which all improvement depends. It is remarked by Mr Keightly that many of the best works have been produced in times of great excitement. "Though we cannot conclude that literary genius is the

creation of political circumstances, yet we may observe that it usually appears synchronously with great political events. It was during the Persian and Peloponnesian wars that the everlasting monuments of the Grecian muse was produced; and it was while the fierce wars excited by religion against modern Europe, that the most noble works of poetic genius appeared in Italy, Spain and England. So also the first band of Roman poets were co-existent with the Punic wars; and the second and more glorious, though perhaps less vigorous display of Italian genius, rose amid the calamities of the civil wars." Arabic literature flourished during the Saracenic conquests, but has ever since declined; and Chinese literature, together with that of most eastern nations, is evidently a legacy handed down from more enterprising times—its present possessors not being able to make any improvement, nor even to maintain the original trust unimpaired.

Learning is a commodity which the ignorant and the idle do not want, and whatever may be the facilities for its attainment, such persons cannot be successfully persuaded to seek it. They have other and more congenial pursuits, requiring less of the mind, and answering better the purposes of immediate gratification. Schools have rendered literature more accessible, but they have added nothing to the force of those convictions on which enterprise depends, and hence are to be reckoned only as an arrangement of secondary character—as a dictate of invincible purpose. It is from this purpose, which can always command the means for its own accomplishment, that literature emanates, and not from our halls of learning. A cause which thus produces at once both science and its facilities, is surely equal to self-education.

7. *Successful examples of self-educated men.* Had it ever been so impossible in theory to trace the cause of education to any other source than that of scholastic institutions, still the numberless examples of self-education would have effectually contradicted such a conclusion.

Both in ancient and modern times a very large proportion of distinguished names are found to have risen to eminence by their own unaided exertions, and often in spite of yet greater disadvantages from positive opposition. It

cannot be expected that from a list so extensive we should select more than a few instances on the present occasion: and these will be taken from the moderns, as their history is best known.

Shakspeare, who stands confessedly at the head of dramatic literature, and who is one of the boldest, most profound, and most correct writers of any age, was altogether his own instructor. It is true that the events of his early life are not well known: but enough is known to render it certain that the elevated conceptions and inimitable style which have immortalized his writings were not the gift of academic shades nor of pedagogic toil.

Pope ranks high in the first class of original poets, and is justly acknowledged to be first among the translators of poetry. But he assumed from choice, not necessity, the responsibility of educating himself: a task well executed, if enduring fame may be taken as the measure of success. Dr Johnson thus alludes to the subject: "Pope finding little advantage from external help, resolved thenceforward to direct himself; and at twelve formed a plan of study which he completed with little other incitement than the desire of excellence."

Thomas Simpson, one of the ablest mathematicians that Europe has produced, and the author of several valuable treatises, was entirely self-taught.

Defoe, whose name is familiar to most readers by his unrivalled tale of Robinson Crusoe, was an extensive and elegant writer, but independent of scholastic training.

Sir William Herschel contributed more than any other modern astronomer to that department of science, although he was from first to last his own teacher, and the maker of his telescopes.

Sir Humphrey Davy not only mastered the science of chemistry without assistance, but extended his researches until important additions were made to that department of knowledge.

Dr Franklin's eminence as a statesman and a philosopher is as little questionable as the fact of his being entirely self-educated.

Dr John Mason Good was a scholar of the highest order in almost every department of science; in medicine, in natural science, in classical and in oriental literature.

Another of similar acquirements, ex-

cept, perhaps, in medicine, and the last to which I shall now refer, was the late Dr Adam Clarke. This eminent man was no less distinguished for oriental than for classical literature. His proficiency in almost every science was too well known to leave a doubt of his being one of the maturer scholars of the age. But he, like the rest of the individuals here mentioned, received no assistance from colleges or universities.

These examples are quite sufficient to show that education is within the reach of determined industry, whatever may be the paucity of external advantages.

There is, however, another class of learned men who properly belong to this category—I mean those who for various reasons left the university without finishing their studies, or who were eminent before entering there. Among the former are Lord Bacon, Gibbon the historian, and Sir Walter Scott; the first two having left the university through disgust, and the last, that he might apply himself more particularly to his legal studies. That this designation does no injustice to Sir Walter we have the very decided testimony of Mr Lockhart. “As may be said I believe, with perfect truth of every really great man, Scot was self-educated in every branch of knowledge which he ever turned to account in the works of his genius. Among the latter are Grotius, Johnson, Murray, and Gifford. One of the works of Grotius, written prior to his entering the university, is said to be equal to any which he afterwards published. Dr Johnson gives us the following statement of his early attainments. It is a sad reflection, but a true one, that I knew almost as much at eighteen as I do now. My judgment, to be sure, was not so good; but I had all the facts.” Dr Alexander Murray and William Gifford both gained for themselves places, the one in a Scotch, and the other in an English university solely by the merit of their unquestionable and unaided scholarship.

8. *The nature of science.* We have shown that the faculties of the mind have a peculiar competency for the reception of truth,—an aptitude which neither admits of material improvement, nor needs it. This fact naturally teaches us to look for a corresponding adaptation of science to those faculties; and the slightest observation is sufficient to show

that the character of this relation is reciprocal. Knowledge is the food which satiates our intellectual appetency and gives strength to the mind—not indeed organic capacity—but supplies the means by which organic capacity becomes efficient. Hence the pleasures of science, or the attractive inducements of truth, have ever been considered one of the principal inducements to study. Milton’s elegant description of these delights is familiar to all. “We shall conduct you to a hill side; laborious, indeed, at the first ascent; but else so smooth, so green, so full of goodly prospects and melodious sounds on every side, that the harp of Orpheus was not more charming.”

It is further to be remarked that the truths of science are level to all observers. Education gives no new faculties, nor does it essentially invigorate those which nature has given us. The elements of knowledge, the facts which make up every science, are intuitively obvious to the diligent mind. All may perceive them who will take the pains, as labor alone is the price of their acquaintance. They are like a favorite view which can be had only from the summit of some lofty mountain, but which is equally within the reach of all whose industry surmounts the rugged ascent. Capacity for such acquisitions is manifestly co-extensive with common sense. There is no fact in science either above the comprehension or beyond the reach of an ordinary intellect. Religion presents us with truths more profound and more important than human research has ever gleaned from the study of nature; and yet the mind of man—of man through all the grades of intellectual character, down to where responsibility is lost in mental weakness—is competent not only to understand, but to carry into successful practice the highest principles of revelation. This shows us that things are not difficult of apprehension in proportion to their importance. It requires no more strength of mind to understand the highest than the lowest truth; we comprehend truths without reference to their intrinsic character. The idea that great truths can only be known to great minds, would forever exclude the knowledge of God from all but a fraction of our race. Such a conclusion is no less subversive of philosophy than revolting to religion. There is, therefore, no-

thing impracticable in the nature of science; it can neither be monopolized by the learned nor lost for want of prerequisites on the part of the student. Did truth disclose itself only to minds previously developed according to the popular notion, then education would be the formation of capacities, and industry could avail nothing for want of constitutional power. But, except as one fact may help to know another, the learned have no pre-eminence above what nature has conferred. The natural equality of human understandings is not disturbed by the acquisitions of diligence; and hence we very frequently see those who have little of what is called learning making important discoveries, while the more learned waste their time in fruitless speculations.

*Analogy.*—In every other pursuit mankind are necessarily self-directed; and it is singular indeed if the acquisition of knowledge violates the analogy which everywhere else obtains in active life. Is man less able to direct his mental than his physical energies? or, rather, is he less able to direct the energies of his mind when applied to the acquisition of science than when applied to the acquisition of physical objects?—We must either suppose that some fatality attends the use of his faculties in the one instance from which they are free in the other, or admit that he is equally competent whether the objects of his actions are physical or intellectual. The only school for great achievements is the common theatre of human enterprise, where every man is a master, and all are learners. The agriculturist, the mechanic, the statesman and the warrior are thrown upon their own resources, and compelled to act, not only without direction, but frequently in opposition to the

most maturest counsel. In the highest department of science—that of invention, the same necessity prevails. Nothing can be done until the mind acts for itself independent of all authority. Even where much less than this is aimed at, science obliges all her votaries to an independent course. If they would throw themselves forward to future ages, it can only be by attaining such indisputable excellence as will suffer no depreciation from the lapse of time—by exceeding the standard of their own to meet the anticipated progress of future generations—by successful competition with the past, the present, and the future. That is, instead of following authorities, one must himself become an authority in order to secure a lasting reputation.—Such exertions as are required by an enterprise like this cannot be the subject of tuition. They demand an energy and a knowledge as incommunicable as genius itself. Thus, we have seen that in all physical pursuits, and in those intellectual operations, which, from their greatness are removed from the sphere of scholastic supervision, the mind is quite equal to the task of self-direction, and cannot by any possibility, be subjected to pupilage. Under these circumstances, can we conceive it to be impracticable for any ordinary intellect to direct its own efforts successfully in the pursuit of knowledge, and especially that kind of knowledge which is usually taught in our schools?

In concluding this chapter, I have only to say that if these remarks have the appearance of claiming too much for self-education, the result was unavoidable. Facts admit of no compromise. If the human mind is incompetent to this task, it is capable of no other.

Hosmer.

## INFANT SCHOOLS.

A LECTURE MADE BEFORE THE TEACHERS' ASSOCIATION IN CONNECTION WITH THE MCGILL NORMAL SCHOOL,

BY PROFESSOR HICKS.

THE INFANT SCHOOL and its system, although intended for the training of a large number of children assembled under one roof, must not be considered as only deserving the attention of those professionally engaged in instructing the young. They have claims upon all. The mother who desires to train

up her children mentally and morally in such a manner as to ensure, in a great degree their future happiness, the sister who has her duties to perform towards the younger branches of the family, the father, brother, indeed all may profit by investigating the principles upon which infant instruction is based. Infant

teaching, then, is based upon the fact that the dispositions, or impulses of the mind are accessible in early life to training, and as the neglect of these leads invariably to grave errors, the sooner we begin this education judiciously the better. Precept, although full of importance, will not always protect the young from evil example, which operates in a contrary direction, it therefore becomes important to add something to strengthen the precept, and that we find in good moral and religious training, which forms the second prominent feature in every well conducted Infant's School. As far as intellectual training is concerned, one of the first faculties of the mind brought into play is perception, or that power of the thinking part of our being by which cognizance is taken of objects presented to the senses. By the aid of the senses we ascertain the shape, colour, size, etc., of objects, and it is the training of the judgment, in making use of these senses that constitutes one great feature of our infant system.

The third part has reference to the physical training of the child, and as this forms so obvious a portion of the daily routine of the school, I need not take up much of your time in speaking of it. Nature herself has happily provided for the maintenance of this part of education by implanting in the child an intense desire to keep constantly in motion. His curiosity is unbounded. We, who have reached an age that has allowed us much past time to inspect the nature, qualities, and uses of most of the objects daily presented to our notice, pass with indifference thousands of things that meet us in our daily path, but the young child just beginning to notice the objects that meet him at every step, has an untried field before him; curious appliances meet him at every step; the simple opening of the lid of a box is an unsolved mystery over which he spends a long five minutes; and a new toy presents to his view, combinations of colours, newness of form, and a variety of beauties, which absorb all his attention. These keep him constantly in motion; and under proper training the physical development of the limbs proceeds with daily accessions of strength and freeness of motion.

It appears then that the training of the infant can be divided into three parts:

1st. Religious training;—2nd Mental training; and 3rd, Physical training.

#### RELIGIOUS TRAINING.

In this part of a teacher's duty the first care should be to lay an early foundation for the love of God, with such illustrations of his goodness as present themselves to the child in daily life. His goodness and mercy in supplying our daily food—in clothing the beasts of the field—in sending the sun to ripen the corn, and to give us light; and the rain from heaven to water the earth—all these things should be brought forward to confirm our statements; and where opportunities admit, texts of scripture, of a suitable nature, should be added.

#### MENTAL TRAINING.

The mental training, or the developing of the mental faculties, of which perception is the earliest and most important, demand much care and study. Its object is to enable the child in its enquiry after truth to arrive at just conclusions. Another great purpose answered by this important part of the infant teacher's labour is to excite in the child a disposition to investigate every object that comes before its eyes in such a manner, that in its search after knowledge, it may be led to take a road that will lead to a successful result. This can be best carried out by lessons on objects that are calculated to arrest the attention of the infant mind.

It must not however be supposed that this has reference only to those objects which are occasionally seen arranged on the shelves of Infants' Schools; very often covered with dust, and used merely as ornaments. Almost everything of a portable nature may be brought under the notice of a class of infants. A simple leaf from a neighbouring tree may afford a subject for a gallery lesson replete with food to strengthen the expanding mind. An apple, or a pear, or a beautiful cherry with its ruddy hue, may excite the enthusiastic teacher to exert his eloquence to win the attention of his listening flock, and to pour instruction into the ready ear. The qualities of objects, their differences of form, the surfaces of objects, the length, breadth and depth of common things, may all be invested with interest, and act the useful part.

We will suppose a *teacher* standing in front of a gallery of 60 infants, from the age of three to six; the little creatures fresh, from the playground, where they have satisfied their desire to exercise their physical energies, bringing the mind in its turn, ready to undergo needful training. The teacher produces a flower-pot containing a flower 'a bloom, or just about to expand its lovely blossoms. Who that has had the gratification of drawing out the minds of children, does not feel the power of such a teachers' position, not only to arrest the attention of those before him, not only to develop the intellectual faculties, but to strengthen those good feelings of nature upon which the moral dignity of the future man may be built with a sure and certain foundation? The taste may be refined by the beauty of the form, the colour of the leaves, and the loveliness of the flowers; the "*form of beauty*" which is born in man may be fostered and excited by the entire object as an ornament of nature, but the intelligent teacher, who looks upon the little ones before him as so many immortal souls who are journeying towards a better land, where there are things which the ear has not heard, and which the eye has not seen, will not fail to centre all in the great truth that every trace of ornament is owing to His creative wisdom, of whom the christian poet beautifully says "Not a flower, but shows some touch, in freckle, steak or stain, of His unrivalled pencil. He inspires their balmy odours, and imparts their hues, and bathes their eyes in nectar, and includes in grains as countless as the the seaside sands the foras with which he sprinkles all the earth."

It would give me much pleasure to enter more fully into the advantage which the infant teacher has in thus bringing his charge into contact with objects skilfully treated, so as to draw out the tender mind, but I am afraid that I shall lengthen my paper beyond its limits, and leave no room for that discussion which will elicit the remarks of many able to give their experience in this important feature of wisdom, school education. It must however be apparent that every one who has this most pliant period of infant life entrusted to his care, occupies a position of the greatest moment; and the characteristics of such

a one will afford us an opportunity of consideration, from which we may derive great and enduring benefit. He must have in the first place love of children; good temper and decidedly religious feelings; ability to study the human mind, and readiness of speech, which I feel more and more every day to be a great instrument in the hands of the intelligent man whether in a private or a public position. It is only those that have had much practice in school keeping, and who have had daily opportunities of noticing school teachers, that can fully appreciate the advantage of the fluent teacher over one who has not had an opportunity by practice of bringing this important talent into play. Without this fluency no instruction can be successful in that picturing out of objects, etc., which forms so essential a part of infant teaching. In order to do this well it is essential that by careful study we should ascertain how far the minds of very young children reach in their endeavours to apprehend what is brought before them. Care must also be taken to use those terms which are simple yet applicable, that the words may so far convey an idea of the object which we desire to paint that the imagination of the child may readily realize it. This can only be done by great practice, and that careful watching of the childrens' countenances, which if properly studied will serve as a gauge to measure how far success has been attained.

This picturing out need not be confined to objects such as are generally used in schools, but it may be used to explain words, to describe events, paint natural scenery, and anything that the mind of the child is capable of grasping. I need hardly mention that in carrying out this system of word painting, the teacher must be well up, to use a homely phrase, in all that relates to the different methods of questioning, such as the elliptical method, the suggestive method, the place of simultaneous response, besides that occasional individual questioning which puts all the school upon the alert, and secures general attention. Immediate results are not to be expected in any school, much less in one where the gentle, but sure influence of affectionate training can only be resorted to in order to produce good discipline and perfect control.

We have all read of the trials of Wil-

derspin, when he first began to teach his untrained flock, of the clamour that assailed his ears when the parents had left the school room, of the expedient he adopted by raising his wife's cap on a pole, and swinging it around the room (thus giving his first object lesson), of his after success, when his warmest wishes were realized; and who that has read this has not felt that it was merely one instance out of many such commencements, which by perseverance and diligence have become far more favourable to young teachers, than if their endeav-

ours at the onset had been attended with less trouble and difficulty.— There are several other points of interest connected with Infant Schools, which I should be happy to bring before your notice, but these I am afraid I must leave till some future opportunity when I shall be glad of an occasion to enter again upon a subject which I feel to be one of great importance to all, and to none more than to the elementary teacher.

Journal of Education, Lower Canada.

## MISCELLANEOUS.

### THE PENITENT SCHOLAR.

SCHOOL is out. The last lesson has been recited and the evening hymn sung, and the shouts of merry voices are heard on the green. Their spirits overflow like long pent-up waters. But one of their number remains behind. All is quiet now in the school-room. There sits the teacher at her desk, with a sad and troubled look.

At one of the desks before her sits a boy, whose flushed countenance and flashing eye tell of a struggle within. His arms are proudly folded, as in defiance, and his lips are compressed. He will never say, "I'm sorry, will you forgive me?" No! not he. His breath comes thick and fast, and the angry flush upon his cheek grows a deep crimson. The door stands invitingly open. A few quick steps, and he can be beyond the reach of his teacher. Involuntarily his hand snatches up his cap, as she says, "George, come to me". A moment more and he has darted out, and is away down the lane. The teacher's face grows more sad; her head sinks upon the desk, and the tears will come, as she thinks of the return he is making for all her love and care for him.

The clock strikes five, and slowly putting on her bonnet and shawl, she prepares to go, when, looking out at the door, she sees the boy coming toward the school-house, now taking rapid steps forward, as though fearful his resolutions would fail him; then pausing, as if ashamed to be seen coming back. What has thus changed his purpose?

Breathless with haste, he has thrown

himself down upon the green grass by the side of the creek, cooling his burning cheeks in the pure, sweet water; and as gradually the flush faded away, so in his heart died away the anger he felt toward his teacher.

The south wind, as it stole by, lifting the hair from his brow, seemed to whisper in his ear, "This way, little boy, this way," and voices within him murmured, "Go back, go back." He started to his feet. Should he heed those kind words—should he go back? *Could he go?* Ah! here was the struggle. Could he be man enough to conquer his pride and anger, and in true humility retrace his steps, and say "forgive?" Could he go back? As he repeated these words he said to himself: "I will go back;" and the victory was won. Soon, with downcast eye and throbbing heart, he stood before his teacher, acknowledging, in broken accents, his fault, and asking forgiveness.

The sunbeams streamed in through the open window, filling the room with golden light, but the sunlight in those hearts was brighter yet. Ah, children, if you would always have the sunlight in your hearts, never let the clouds of anger rise to dim your sky.

He was a hero. He conquered himself; and Solomon says, "He that ruleth his spirit, is better than he that taketh a city." At first he cowardly ran away; but his courage came again; he rallied his forces and took the city. Brave is the boy that has courage to do right, when his proud heart says I will not.

New York Observer

## RULES FOR HOME EDUCATION.

THE following rules we commend to all our patrons and friends, for their excellence, brevity, and practical utility. They are worthy of being printed in letters of gold, and of being placed in a conspicuous place in every household. It is lamentable to contemplate the mischief, misery and ruin which are the legitimate fruit of those deficiencies which are pointed out in the rules to which we have reference. Let every parent and guardian read, ponder and inwardly digest:—

1. From your children's earliest infancy, inculcate the necessity of instant obedience.

2. Unite firmness with gentleness. Let your children always understand that you mean what you say.

3 Never promise them anything unless you are quite sure you can give them what you say.

4. If you tell a child to do something, show him how to do it, and see that it is done.

5. Always punish your children for wilfully disobeying you, but never punish them in anger.

6. Never let them perceive that they vex you or make you lose your self-command.

7. If they give way to petulance or ill-temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.

8. Remember that a little present punishment, when occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.

9. Never give your children anything because they cry for it.

10. On no account allow them to do at one time what you have forbidden, under the same circumstances, at another.

11. Teach them that the only sure and easy way to appear good is to be good.

12. Accustom them to make their little recitations with perfect truth.

13. Never allow of tale-bearing.

14. Teach them self-denial, not self-indulgence, of an angry and resentful spirit.

If these rules are reduced to practice—daily practice—by parents and guardians, how much misery would be prevented, how many in danger of ruin

would be saved, how largely would the happiness of a thousand domestic circles, be augmented. It is lamentable to see how extensive is paternal neglect, and to witness the bad and dreadful consequences in the ruin of thousands.

Lower Canada Journal of Education

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## SCHOOL VISITATIONS.

No complaint is more common from teachers, than that "parents will not visit the school." Every teacher knows the great influence of parental visits upon the general interest of the school: hence he feels an anxiety to have what he rarely gets. "How shall I get parents to visit the school?" is frequently asked; "not one has called during the quarter." And one principal of a Seminary stated publicly, on examination day, that not more than three parents had visited it during the year.

The indifference of parents and citizens is a great fault, and much to be regretted, and teachers should set themselves to work to change the habit. The question is asked, *how* can it be done? Like everything else of importance, by hard work and well directed skill.

Experience of some ten years in Public Graded Schools proves to me that the thing is not only possible, but comparatively easy to be attained.

When anything is to be brought about, a teacher should lay his plans carefully, and when formed, steadily execute them.

First, a teacher must waken up his scholars, excite them in their studies, and get up a pride for the school. If he cannot do this, he can never reach the community, and had better give up all hopes of success.

If he can succeed in arousing the ambition and energy of his pupils, he may feel confident of succeeding in getting out the parents. After the teacher has created interest among his pupils, let him see the directors and some other prominent men in his district or town. Get their promise to be present at school on an appointed day, invite every parent that he sees to visit the school at that time, give general notice to the scholars that directors, clergy, and parents are coming. Let them be prepared with extra exercises of interest, brisk and varied, such as declamations, concert recitations, and readings, men-

tal arithmetic or geography, and whatever else the age of the pupils will admit of. When the time comes, go through with all the exercises that were prepared. Some will be present, perhaps but few, but a beginning has been made; you have set the people to *talking about the school, favorably*. Appoint another day for similar exercises, and urge all to be present. You have but to tax ingenuity to vary the exercises, and the skill to interest pupils, to secure the attention of every parent.

The teacher who never or rarely sees parents in school, may charge himself with 95 per cent. of the blame for it, and has only to try the experiment suggested, to be convinced of the fact. But few parents will attend merely from a sense of duty. They must be *interested* when they visit, and when pleased, they will not fail to attend, and induce others to accompany them. To teach an efficient school, requires energy, skill, and learning. These, properly directed, will enable any one of ordinary perseverance to succeed: without them, he ought not to engage in a work so important, involving the present and future interest of immortal beings.

Indian School Journal.

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### GRAMMAR.

The lessons should be given progressively; a general idea of the parts of speech should be given with few details, and if the children be very young, without any details whatever.

Attention must be paid to the order in which the parts of speech should be taken.

1. *The Noun* must be first explained as being the foundation and ground work of every proposition. The names of *material* objects should be first selected, which the pupil can *see* or *touch*. He should produce them from his own observation, and enumerate by word of mouth, or by writing on a slate, the names of things which he has seen on the road to school, or at the breakfast table or dinner table. A more advanced class may add a list from abstract subjects, things which they cannot see and yet talk about, as *goodness, virtue, etc.* Pupils should practice in writing out lists of nouns with similar terminations,

ending in *en, and cr, or, ess, etc.* Here enters the use of grammar in cultivating the habits of minute observation and *classification*. Children may be left in their class, or required at home to write out lists of nouns *common* and nouns *abstract*. This they may do either from their own observation or from their reading lesson books.

2. *The article* should come next in order, unless it be considered in the light of an adjective.

3. The next part of speech to be examined is the adjective. When a noun is perfectly understood as the name of any object that can be seen or spoken of, attention must be drawn to its qualities, and the words which describe these qualities are adjectives, whether we say *white chalk is white*. The words which are adjectives should be drawn *from* the children.

4. A *verb* comes next in natural order. The most ready method of explaining it is to put the question—*What nouns do?* Example—"Boys play;" "bird fly."

At this stage the pupil must be made to perceive that a *noun* and a *verb* by themselves are capable of forming sentences. Each of the last examples conveys a complete sentiment.

5. *An adverb* follows the verb and is found in answer to the question—*How* actions are performed? We must not descend yet to the different classifications of adverbs.

6. *Pronouns* come next in order. We must confine the attention to *personal* pronouns, and even omit distinction of persons; much more the inflexions, to denote varieties of case or number.

7. *The preposition* is the last part of speech that occurs in a simple sentence, and is the most difficult to explain, because it is the most abstract in its character. The points to be aimed at are to show that a preposition denotes, (1) the direction of the action of the verb with respect of the noun—"he sat on the chair." (2) The relation of one object to another—"the book on the shelf."

8. *The conjunction* might be omitted altogether till a latter course, unless it be regarded as a link between two words, rather than of two sentences, which is its proper office.

Papers for the Schoolmaster.

DIFFERENCE OF TIME.

When it is twelve o'clock high noon at New York, the time is as follows at the stated places:—

	A. M.
Buffalo . . . . .	11 56 32
Charlestown . . . . .	11 39 40
Cincinnati . . . . .	11 16 18
New Orleans . . . . .	10 55 40
Philadelphia . . . . .	11 55 22
Salt Lake City . . . . .	9 27 40
Oregon City . . . . .	8 46 50
Honolulu, Sandwich Islands . . . . .	6 24 07
	P. M.
London, England . . . . .	4 55 42
Montreal . . . . .	12 10 44
Sebastopol . . . . .	7 10 28
St. Petersburg . . . . .	6 57 20
Jerusalem . . . . .	7 17 24
Edinburgh . . . . .	4 42 16
Constantinople . . . . .	6 51 44
Calcutta . . . . .	10 49 56
Madrid . . . . .	4 40 32
Rome . . . . .	5 46 03
Liverpool . . . . .	4 44 39

"The difference of time between the extreme east and west points of the United States is 3 hours 50 minutes. When it is Monday noon at New York, it is 6.68 A. M., Tuesday, at Tahiti, and between twelve and one A. M. of Tuesday at China. In the China Sea between Singapore and China, it is midnight when it is noon at New York.

"The time at St. John Newfoundland, is 1.26.07 P. M. and the difference in time between Trinity Bay and Valentia Bay is about 2 hours and 48 minutes."

SUBMARINE TELEGRAPHS.

The following is a list of the submarine cables now in existence, and their lengths, and date of construction:

	Date.	Miles.
Dover and Calais . . . . .	1850	24
Dover and Ostend . . . . .	1852	76
Holyhead and Howth . . . . .	1852	65
England and Holland . . . . .	1852	115
Port Patrick and Donaghadee (2 cables) . . . . .	1853	26
Italy and Corsica . . . . .	1854	65
Corsica and Sardinia . . . . .	1854	10
Denmark—Great Belt . . . . .	1854	15
"    Little Belt . . . . .	1854	5
"    Sound . . . . .	1855	12
Scotland—Firth of Forth . . . . .	1855	4
Black sea . . . . .	1855	400
Soland, Isle of Wight . . . . .	1855	3

Straits of Massina . . . . .	1856	5
Gulf of St. Lawrence . . . . .	1856	74
Straits of Northumberland . . . . .	1856	10
Bosphorus . . . . .	1856	1
Gut of Canso Nova Scotia . . . . .	1856	2
St. Petersburg to Cronstadt . . . . .	1856	10
Atlantic Cable—Valentia to Trinity Bay . . . . .	1858	1950

2,862

THE BOOK OF NATURE AN AID TO TEACHERS.

THOSE chapters of the Bible which are thronged with images drawn from landscapes and rural incidents, acquire new beauty and power when studied in the presence of similar symbols. "The heavens declare the glory of God" is a familiar phrase, easily understood. Repeat the same words thoughtfully when you are alone in some silent twilight, when the purple clouds are fading in the west, and the lustrous evening star is a gem in the brow of night, and the bright-eyed watchers of heaven come forth one by one like sentinels, and under the ebony wand the earth is hushed into slumber, and the queenly moon, pure and cold, walks forth in the courts of the sky, robed in downy clouds, and the air is so still, that you hear the falling of the leaf; then these words become replete with lively meaning, and shine on the dark blue vault in starry letters of fire. Sit under a spreading elm in the sleepy noon, when the honey-bee circles round each gay flower with a complacent hum, and birds retire from the blaze of day, and sing little chirping songs from out of the shadowy wood, and the dragon-fly shoots like a day-meteor through the rushes by the stream. Reclined in the shade, read the 6th chapter of Matthew, or some other passage of Holy Writ, containing copious quotations from the book of nature, and see if you cannot extract a richer and fuller meaning. Your soul will be attuned to the spirit of these passages by surrounding objects.

If you have any truth to enforce or decorate, a careful choice of places and seasons may help you to many a hint. With the open volume of nature before you, "whilst you are musing, the fire may burn." Is the vanity of the world, or death, or the resurrection, or the Christian's glorious hope, your theme, you may spend a profitable half-hour in a village

church-yard; a locality in which I love to wander. Go in the still summer's evening when the ancient church tower noiselessly stretches his broad shadow over the swelling grassy hillocks. The setting sun encircles his "hoary head" with a "crown of glory." The gentle night wind moves in plaintive music amongst the aged trees. Only the bending grass acknowledges her soft footsteps, as she chants a low requiem over the silent dead. How peacefully they rest! Their eyes closed, their hands folded, in a dreamless sleep! When the wakening sun in the fresh upspringing of the morn, summons creation to arise and join in his great anthem, and mountains and valleys, fields and woodlands, cast off sleep, and choir God's praise—"they shout for joy, they also sing;"—there is no response from those who rest around the sanctuary. Are they deaf to the excellent psalm of thanksgiving? Say rather of those sleepers who have passed into the gloom, resting trustfully on Christ, that, far from earth's imperfect music, in a purer air, under a more glorious sun, in union with angels, in blessed fellowship with the Most High, their ears drink in, their well attuned voices swell, a loftier hymn.

A rare place for meditation is a churchyard. God's field, as the Germans expressively term it. It is the ante-chamber of Eternity; where are deposited the coarse earthly robes of those who are gone into the presence of the Great King. It is a lofty vantage-ground, whence we may look into the deep world beyond the deep stream of death. All the wild merriment and turmoil of the world sweeps by below, whilst we, wrapped in the listening silence of a holy reverie, catch the wafting of a nobler song. Is any one harassed? Is any one desirous of tutoring himself to the contemplation of the great end of all men? Let him go into the solitary churchyard, and "see how the dead rest;" and, far from the clatter and din of busy life, listen there to the tolling of the great bell of eternity, that ever rings out from the cathedral of heaven with solemn and soothing tone.

Often, indeed, in an hour of silent enjoyment amongst the beauties of nature, the heart is full of thoughts too vague to be grasped like vapour, yet pleasant as incense. Cherish nevertheless this mere current of emotion and

you will frequently find, as a living poet expresses it, that—

"When the stream,  
Which overflowed the soul has passed away,  
A consciousness remains that it has left,  
Deposited on the silent shore  
Of memory, images and precious thoughts  
That shall not die, and cannot be destroyed."

#### "MY MOTHER KNOWS BEST."

A PARTY of little girls stood talking beneath my window. Some nice plan was on foot; they were going into the woods, and they meant to make oak-leaf trimming, and pick berries. Oh, it was a fine time they meant to have.

"Now," said they to one of their number, "Ellen, you run home and ask mother if you may go. Tell her we are all going, and you must." Ellen, with her white cape-bonnet, skipped across the way, and went into the house opposite. She was gone some time. The little girls kept looking up to the windows very impatiently. At length the door opened, and Ellen came down the steps.

She did not seem to be in a hurry to join her companions, and they cried out, "You get leave, you are going, are you?" Ellen shook her head and said that her mother could not let her go. "Oh," cried the children, "it is too bad. Not go! it is really unkind in your mother. Why, I would make her let you. Oh, oh, I would go whether or no."

"My mother knows best," was Ellen's answer,—and it was a beautiful one. Her lip quivered a very little, for, I suppose, she wanted to go, and was much disappointed not to get leave; but she did not look angry or pouting and her voice was very gentle, but very firm, when she said "My mother knows best."

There are a great many times when mothers do not seem to give their children leave to go and do where and what they wish; and how often they are rebellious and sulky in consequence of it. But this is not the true way, for it is not pleasing to God. The true way is a cheerful compliance with your mother's decision. Trust her, and smooth down your ruffled feelings by the sweet and dutiful thought, "My mother knows best." It will save you many tears, and much sorrow. It is the gratitude you owe her, who has done and suffered so much for you, and the obedience you owe her in the Lord.

Christian Treasury.

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