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EDUCATIONALIST.

[FIFTY CENTS A YEAR IN ADVANCE.]

"Knowledge is Power."

[AFTER THREE MONTHS, ONE DOLLAR.]

VOLUME I.

BRIGHTON, CANADA WEST, JUNE 15, 1861.

NUMBER 19

Doct's Corner.

WANTED—A GOVERNESS.

BY JOHN PARRY.

I know not a cure so good for the vapors
As reading the wants which appear in the
papers;
There's "wanted a husband, or wanted a
sample,
Or wanted to borrow!" but here's an ex-
ample:

Wanted—a governess. A governess wanted;
Governess wanted well fitted to fill
The post of tuition with competent skill,
In a gentleman's family highly genteel,
Where 'tis hoped that the Lady will try to
conceal
Any fanciful feeling or slight she may feel;
For this gentleman's family 's so very genteel;
They're so very genteel.

Superior attainments are quite indispensable;
Ever thing, too that's correct and ostensible
Morals of pure, unexceptionable ability;
Manners well turned and of strictest gen-
tleness.

The pupils are five—ages six to sixteen.
All as promising girls as ever were seen;
And besides (tho' it is scarcely worth while
to put THAT in,
There are TWO little boys, but THEY only
bear Latin.

Wanted—a governess fitted to fill
The post of tuition with competent skill,
In a gentleman's family highly genteel;
Where in order that things may go joyous
and tranquil,
They seldom express themselves quite as
they feel;
For this gentleman's family 's so very genteel!
They're so painfully genteel.

Lady must teach all the several branches
Whereinto polite education now launches;
She's expected to speak the French tongue
like a native,
And be on her pupils of all its points dative.
Italian she must know (of course) nor needs
banish
Whatever acquaintance she may have with
Spanish;
Nor would there be harm in a trifle of
German,
In the absence, that is, of Herr Herrman.

Wanted—a governess fitted to fill
The post of tuition with competent skill,
In a gentleman's family highly genteel;
Where the lady will find, by attention and
zeal,
That she'll scarcely have time to partake
of a meal;
For this gentleman's family 's so very genteel!
They're so very genteel.

The Harp and Piano (*tela ra sans dire*)
With thorough bass too on the piano-forte;
In drawing, in pencil and chalks, and the
painting
That a called oriental she must not be stint in.
She must paint upon paper, cu, satin, and
velvet,
And if she knows waxwork she'll need not
to fret;
Dancing (of course) with the newest Gam-
brades
The French language not best forgotten;
Arithmetic, History joined with Chronology,
Heraldry, Writing, Genealogy,

Grammar and satin-stitch, Netting, Geog-
raphy,
Astronomy, and use of the Globe's Cos-
mography.

These are the principal matters (Au reste)

Address J. Z. H. Q. V., Easy Place West.
As the salary's very moderate, none need
apply
Who more on that point than on comfort
rely;
But perhaps 'twere as well, to make mat-
ters shorter,
To mention the terms, namely, five pounds
a quarter.

Wanted—a governess well fitted to fill
The post of tuition with competent skill;
Where 'tis wished that the pupils should
never be still,
Nor the governess either, be she well or ill
A governess wanted. Wanted—a governess.

PARADISE OF HIGH-MINDED WOMEN.

The adventurous African explorer, Dr.
Livingstone, states, in a recent letter,
that he has found nothing more respect-
able among the highly intelligent tribes of
the Upper Zambezi than the respect uni-
versally accorded to women by them.
Many of the tribes are governed by a
female chief. "If you demand anything
of a man," remarks the intrepid explorer,
he replies, "I will talk to my wife about
it." If the woman consents, your de-
mand is granted; if she refuses, you will
receive a negative reply. Women talk in
all the public assemblies. Among the
Bechuanas and Kaffirs, the men swear by
their father, but among the veritable
Africans, occupying the center of the con-
tinent, they always swear by their mother.
If a young man falls in love with a maid-
en of another village, he leaves his own
and takes up his dwelling in her's. He
is obliged to provide in part for the main-
tenance of his mother-in-law, and to as-
sume a respectful attitude, a sort of semi-
kneeling in her presence. I was so much
astonished at all these remarks of respect
for women, that I inquired of the Portu-
guese if such had always been the habit of
the country. They assured me that such
had always been the case."

The glass steam engine, on exhibi-
tion by the Bohemian troupes of glass
blowers at the Cooper Institute, is well
worth seeing. It is a complete transpar-
ent, low pressure, working engine with all
the inner parts, valves, &c., of course,
visible.

FOR WHAT CHILDREN ARE GRATEFUL.

Parents spend a life of toil in order to
leave their children wealth, to secure them
social position and other worldly advanta-
ges. I do not underrate the worth of
these things. Had they not been valu-
able, there would not have been so many
providential arrangements impelling men
to seek them. I would only show that
there is something of infinitely greater
value, not only to the parent, but to be
transmitted to the child. What does the
child most love to remember? I never
heard a child express any gratification or
pride that a parent had been too fond of
accumulating money, though the child at
that moment was enjoying that accumula-
tion. But I have heard children, though
their inheritance had been crippled and
cut down by it, say, with a glow of satis-
faction on their features, that a parent
had been too kind-hearted, too hospitable,
too liberal, and public-spirited, to be a
very prosperous man. A parent who
leaves nothing but wealth, or similar social
advantages, to his children, is apt to be
speedily forgotten.

However it ought to be, parents are not
particularly held in honor by children be-
cause of the worldly advantages they
leave them. These are received as a mat-
ter of course. There is comparatively
little gratitude for this. The heir of an
empire hardly thanks him who bequeathed
it. He more often endeavors before his
time to thrust him from this throne. But
let a child be able to say, my father was a
just man, he was affectionate in his home,
he was tender-hearted, he was useful in
the community and loved to do good in
society, he was a helper to the young, the
poor, the unfortunate; he was a man of
principle, liberal, upright, devout—and the
child's memory cleaves to that parent.—
He honors him, treasures his name and
his memory, thinks himself blest in hav-
ing had such a parent, and the older he
grows, instead of forgetting, only reveres
and honors and remembers him the more.
Here is experience and affection sitting in
judgment on human attainment. It
shows what is most worth the seeking.—
Epiphany Peabody.



THE EDUCATIONALIST.

JUNE 15, 1861.

NOTICE TO TEACHERS.

The Convention of the Teachers' Association, for the East Riding of the County of Northumberland, will be held in the Village of Brighton, on the 6th of July next.

We are requested to say that there has been a misunderstanding as to the time of the meeting of the above Association, announced in the circulars issued by the Corresponding Secretary.

The Chairman of the Association (Mr. E. Scarlett) will examine the schools in the Township of Haldimand, on the 29th instant.

DR. RYERSON'S NEW BOOK.

The Chief Superintendent of Schools is preparing "A History of the United Empire Loyalists." This work is a desideratum in the historical literature of the Province, and will be eagerly sought after as soon as it is issued. We know of no one better fitted for the compilation and embellishment of matter of this kind than the Reverend Superintendent. He has had opportunities of acquiring extensive and varied information on the subject, and will no doubt present it in an acceptable form. He solicits the contribution of any facts of which descendants of the U. E. Loyalists may be cognizant, that they may be incorporated in the work, and we doubt not all parties concerned will feel it a duty to the cause of literature to aid the Dr. in this way to the extent of their ability.

A VALUABLE BOOK.

We have seldom derived greater pleasure from the reception and perusal of a book than that afforded by an examination of a new work issued from the press of John Lovell, Montreal, and entitled "Lovell's General Geography." It is from the pen of J. George Hodgins, L. L. B., the talented author of several valuable contributions to our Canadian school literature. The want of just such a book has long been felt in Canada, and the supply leaves nothing to be desired. It is not only a home production, but one whose utility and perfect adaptation to

our wants constitute its principal value. It is surprisingly complete in those tables and minute descriptions which render a work on Geography valuable for reference, while at the same time, it is sufficiently condensed as completely to answer its proposed end as a school book. The portion devoted to British North America is sufficiently extensive for general purposes, and lacks the obnoxious political allusions which deform American works of this kind. These 100 pages contain a great quantity and variety of information some of which cannot be found in so accessible a form elsewhere; and not only as an exhibition of Canadian literary progress, but as a beautiful and appropriate sample of Canadian art, we must congratulate the publisher on this very opportune and praiseworthy donation to the teachers of youth in Canada. The binding of the copy we have received is perhaps too light to be durable, but the printing and engraving are almost faultless. The definitions are clear and well adapted to the purposes of instruction; while the arrangement is so natural as to aid the memory and incite the learner by the easy and pleasing style of the descriptions. Nearly every man of any literary eminence in Canada has expressed a very high appreciation of "Lovell's General Geography," and we hope to see it immediately adopted as a text book in every school throughout the land.

For the Educationalist.

THE DUTY OF PARENTS TO PROVIDE EDUCATION FOR THEIR CHILDREN.

BY J. MACKAY.

The subject of the duty of parents to provide an education for their children is rather a delicate one, and I know not well how to approach it in order to do it justice. Notwithstanding the advancement of the present age in civilization, and all that is intellectually ennobling, elevating, and refining, is it not lamentable to see so many who are careless and indifferent on this all important subject? How many are there holding good social, and often very influential positions in society, whose minds, instead of giving a share of their attention to the cultivation of the moral and intellectual faculties of their offspring, are wholly engrossed by sordid selfishness; who permit avarice to reign predominant, and whose actions all radiate towards one centre,—the amassing of wealth? How many, instead of inform-

ing and instructing their minds during our long winter evenings, not only for their own interest, but also to enable them to impart something to their children, to say nothing of the real pleasure and enjoyment obtained by such a course when once pursued, would rather gossip about their neighbors, listen to the story of some bar-room leugner, or squander the precious time which an ever bounteous Benefactor has given them in something equally foolish and vain?

It is beyond my comprehension to understand how parents, who live in this enlightened age, who have the preaching of the Gospel within their reach, eye, even at their very doors, and who have committed to them the nurturing of precious and immortal minds, can be blind to the blasting and withering influence of such examples on the future development of their children's character. If they did not consider their neglect of duty, one would think they would at least consider the interest of their children in respect to such examples. But such people are generally willfully blind. Some may, even through lack of knowledge, but a greater part is generally aware of such influence to a certain extent; perhaps they deserve our pity more than blame, because in their youth they were influenced by such examples themselves, and retain that influence to the present day.

The duty of parents to provide their children an education in accordance with their station in life, and the situations which they intend they should occupy in society, is a duty enlarged on by moralists, and enjoined by the Bible.

If on no other ground, the divine teachings would be sufficient; much more than should that duty be fulfilled when we consider the countless blessings flowing from individual and national education, which blessings are enjoyed by that individual or nation, and exert a powerful influence on the whole world.

It is to education that we owe the arts and sciences, which place us above the barbarous and heathen nations; and it was with the first dawning of education that our progress in civil and religious liberty came. Yes, education was the bright morning star that foreshadowed the dawning of civil and religious liberty, which, next to the Bible, is the most glorious boon which we poor mortals possess. But the Bible teaches us the duty and value of education, to which we owe civil and religious liberty, and our progress as a nation in the arts and sciences. The

Disciple, therefore, must be considered as the sun, round which these primary planets with their numerous secondary ones revolve; and wherever you find a nation which truly values that precious book, there you will find an educated people—a people which are prosperous and happy. If any one doubts that statement, let him cast his eyes over the political world, at the present day. Let him look at Russia, that gigantic empire, comprising upwards of one-half of the whole continent of Europe, with a population reaching nearly seventy millions of souls, three-fourths of which are in a state of barbarism, and taught to look up to the Czar as second only to God, whose vice-gerent he is. Let him look at Italy—the former cradle of civilization and refinement, and dictator of laws at one time to the then known world—now glorious because she has escaped the chains of despotism in which she has been enthralled for centuries; and, in conjunction with her, let him look at our own Ireland, which is, and has been, sunk in papal darkness and superstition; then let him mark the changes which have occurred during the last few years, and say whether he does not discover the progress of the Bible on one hand and education on the other.

Does he not discover the influence of education and civilization at work in producing the glorious reformation which the Czar of Russia is now engaged in; viz., freeing millions of human beings in a state of Serfdom? Does he not discover the same influence at work in Italy—glorious Italy? Does he not discover the same cause producing results in different parts of Asia? And, lastly, can he not discover its influence in bringing about the present momentous crisis in our neighboring republic? If he does not, I know not what he can ascribe these effects to.

Not only has education produced these effects, but, if we read history's pages attentively, we will discover that as soon as it began to be considered a matter of some importance so soon did the glorious empire of which we form a part, begin to emerge from her long habits of barbarity and superstition. Civilization, the arts and sciences, with all their numerous concomitants, began to develop themselves; legislation began to acquire strength every day; and such was the state of learning and progress during the end of the reign of Queen Elizabeth that it has ever been called the Augustan age of England.—Such will hold true, in regard to any other

country which has had a similar experience. Looking at these facts in their true light, parents should consider the education of their children binding on them, if no other reason existed.

If individuals are not educated, it is evident that nations cannot be educated. Every child is a subject of the state, and its individual education forms part of the national. If all were to neglect the education of their children, as some do who have ample means within their power, what would our rising Canada become? But, fortunately, there are few in our country so poor as to be unable to give their children an education; and for that few no excuse can be alleged if they neglect their duty. Our noble school law makes provision for such. Their children can be educated at the expense of those who are generally well able to sustain the burden, and whose duty it is to sustain it if the parents are unable.

It is alleged that the child belongs to the parent, and he has a perfect right to give or withhold an education. Whence did he derive that right? Certainly not from his Creator. It might just as well be alleged that he has a perfect right to withhold temporal food also. If the boy is never supplied with mental food, the man probably will be of little use in fulfilling the end of his creation than the brutes. Nay, he will not fulfil it as well, because the brutes have no mind given them, therefore cultivation is out of the question. But man is gifted with an immortal mind whose "chief end is to glorify God, and enjoy him forever." I ask them, how can that be accomplished except he is made aware of that fact and taught the method of its accomplishment? It is true that the law compels the parent to provide for the sustenance of his child temporally; it is also true that we have no law in our land to compel him to provide sustenance intellectually, except the law of God; but the man who willfully withholds food from the mind—the masterpiece of its great Architect—the noblest part of man's nature—is violating a fearful responsibility.

But apart from its being a duty morally and religiously binding on parents to educate their children, there are many other reasons which should induce them. One reason is the enjoyment arising from an education when rightly used. The person who gets the rudiments of an education can employ them to great advantage if he desires more. If he is anxious

to climb the path of literary eminence, or reach the goal of science, all that is required is an indomitable perseverance.—We have the thoughts of the master minds which the world has produced embodied in books, and can make ourselves acquainted with these thoughts—which probably cost their authors years of deep thought and intense study—in a very short time. By their aid the children attending our Schools attain to a greater proficiency in knowledge than our most learned men who lived three or four hundred years ago ever attained.

In regard to the possibility of a person rising in an intellectual point of view who has received only the first rudiments of an education, let one instance suffice.—Abraham Lincoln received only a few months' education at a common school, and these schools, when he was a boy, were not so efficient as they are now, besides these few months, he received no assistance, but taught himself; and now by unwavering perseverance, honesty, and integrity, he has reached an eminence of which he may well have reason to boast—the highest office in our neighboring republic—the ruler of one of the most powerful, prosperous and intelligent nations on the face of our globe. Instances in positions in society to places of eminence, power, and influence might be multiplied *ad infinitum*.

Giving these facts their due consideration, parents, if it is not in their power to give their children a first class education, should give them what they can, and sacrifice something to enable them to do so. That is all that they can do, and all that is expected from them.

Another consideration which should induce parents to provide their children an education is that, other things being equal, the educated man is the most successful in any branch of trade or industry and will command the highest price. If he is doing business for himself, he will be more successful with an education than without one, and if he has not got that requisite he will be unable to compete with those who have, except, indeed, he possesses an extraordinary talent which the others are destitute of. If he is a mechanic or tradesman of any description, he will be entrusted with more work of a critical nature than the uneducated one, because his employer knows that he can place dependence in him not to commit some palpable

(From the New Era.)

THE PRESS AS AN EDUCATOR.

BY MR. W. L. MATTHEWS.

An Essay delivered before the Teachers' Association.

The times in which we live may reasonably be denominated "the epoch of the press;" for were a search instituted throughout the volume of the world's history, a similar period could not be found. The pages of history bear no record of an age at all to be compared with the present, with regard to the amount of reading dispatched by the masses. There never was a period when the publications of this mighty "Armstrong gun" of moral conflict were scattered so broadcast throughout the earth. And never was there a period when its issues were so varied and extensive.

The productions of this most prolific of producers are profusely spread around us in almost every shape and size:—from the diminutive "extra" to the broad, many-colored news sheet; from the small juvenile paper; to the large, full and instructive "monthly" or "quarterly;" from the short story to the closely printed, mance; from the pamphlet to the bulky octavo or quarto.

It would be well if these issues of the press varied in appearance only; but it is a lamentable fact, that the publications of the present day not only possess these diversified externals, but that they are frequently characterized by opposite qualities, and, as a consequence, exert influences which are oftentimes as widely different as the meridian sun and midnight darkness—the one influence being highly beneficial, while the other is of that pernicious nature, which every philanthropist would wish, not only that there might be an end, but that there had been no beginning.

In what manner does the press exert an influence which is pernicious in the education of youth? We will begin with that which is least detrimental in its effects upon the mind of the rising generation. The time spent in the perusal or study of those books or papers, the contents of which afford none, or considering what might be gathered from their ranks, comparatively little instruction, nor conduce to the refining of the mental taste, is time misapplied. And it may be laid down at once and for ever as an axiom, the truth of which will not be questioned,

that whatever leads to the misimprovement of time is baneful in its effects, however innocent otherwise. When we consider that a few brief years comprise our allotted time on earth, this fact alone should cause us to aspire for at least a portion of that universe of knowledge, of which as yet we have acquired comparatively nothing. When such a mind as Newton's, which was unceasingly at work, had only comprehended a drop out of the immense ocean of science, intellects of a more limited order cannot afford to fritter away time, but must be "up and doing."

A very pernicious influence is also exerted by the publication of many works not of questionable utility only, but of a character decidedly demoralizing and licentious. The book-stores, circulating libraries, and private libraries too, are teeming with such trash, not to mention those which are hid during the day and read when the reader should be asleep. Included among these is a vast number of the multitude of novels and romances, which are printed in a cheap and attractive form, and disseminated far and wide, contaminating and ruining the impressible minds of the young. The fruits of such publications may be dollars to the authors and venders, but to those who read them are physical, mental and moral ruin. We have no hesitation in making the assertion, that many a noble young mind, just as its capacity was budding out to enjoy the blessings and to partake of the honours of life, has imbibed some of these destructive productions, and has, in consequence, been lost to self, to friends, and to the public. It was said not long since by no less a literary authority than the *Edinburgh Review*—"The press is pouring out every day a tide of books which distract the attention, weaken the judgment, corrupt the taste, and defy the criticism of the public by their very multitude. Every one, young or old, man or woman, fool or wise, thinks himself able to say something that may catch the peoples' eye to raise himself, either by money or notoriety. The whole world has become a great school, where all the people have turned themselves into teachers; and the ravenous appetite of an idle people, always craving for some new excitement or amusement, and ready to swallow the most unwholesome food, is daily stimulating the market."

The question may perhaps be asked, are novels and romance to have no place in our select literature for the rising gen-

eration? In presuming to present an opinion on this subject, we think it our duty to state, that to place such works indiscriminately in their hands is most improper, and cannot but be attended with evil consequences; yet hesitate not in stating, that well written works of fiction; the some of which is moral and instructive, and without the tendency of originating improper thoughts in the mind, or in the least degree of dissipating the imagination, so that other and more useful subjects should have their influence marred, may possibly, when judiciously selected, and a certain time allotted for their perusal by natural and experienced minds, be productive of some good. It would be none of our intention were we possessed of the qualifications for such a position, to fill the office of censor, and decide what works are or are not suitable for the perusal of those upon whom will soon devolve all the responsibilities of political and social government; but there should undoubtedly be some one to direct in such cases, and who could exert a more beneficial influence on this most important matter than the instructor of youth, or, in other words, the Common School teacher.

In a great majority of cases where the reading of fiction is much pursued; didactical subjects are neglected and discarded. What reflecting and observing mind has not observed this fact? It is notorious that many persons, old and young, seldom, or perhaps never read biography or history, a book of science or a poem.—How shameful, and yet how well known a reality it is, that the most of parents are so very deficient in this respect.—They have no taste for reading themselves, seldom or never is a book or a newspaper found in their hands; hence they are quite incapable of directing their children as to what they should read and what leave unread. Ought not all who admit the truth of the statements we have enunciated, and to whom the mental training of the rising generation is intrusted, lend all their influence to foster a taste for the purest literary knowledge?

Another phase of the pernicious influence of the press is witnessed in the diligence of some to propagate that which leads to excite the passions of the curious. To particularize, for instance, how often do our editors publish detailed accounts of trials of criminal cases, thus pandering to the morbid craving of minds morally diseased for the sake of pecuniary gain. By this means, as well as others, the press has been unfortunately discrimina-

ting much by which the minds of the young in particular are led away from the paths of virtue.

But let us turn to the bright side of the picture, and consider the great benefits that have accrued to the world since the invention of the "art of arts." Prior to that event almost universal ignorance prevailed, and we may safely assert that scarcely one in a thousand could read; and even were they able to read, the high price of books placed them beyond the reach of all the most wealthy, there being no public libraries or other means by which access could be had to the works then written. As far as we can observe the events of the past, it appears that the period immediately preceding the invention of printing, like that portion of night just before day-break, was about the darkest, most ignorant and superstitious since the christian era. No sooner, however, were the productions of the press spread abroad, than the clouds of ignorance and superstition began to disperse before the rays of this great enlightener; and like the appearing of the majestic orb of day above the eastern horizon, diffused its benign rays throughout the world. In a short time the press changed the character and symmetry, as soon as books were abundant enough to subject it to a close scrutiny. The records of divine wisdom, which had long been concealed, were now diffused. And as the world was emerging from the glimmer and gloom of the middle ages, history warrants us in asserting that the press effected more towards the emancipation of the world from the feudalism, the absolutism, and the dogmatism then existing, than any other instrumentality.

It must be gratifying to every lover of progress to know that, though the press of our day is far from being perfect, yet it is decidedly in advance of that of former days, as well in moral influences as in every other respect. At all times we doubt not but that the good effected by it has far outweighed the evil. Macaulay, in his incomparable history, thus illustrates our statements: During a hundred and sixty years the liberty of our press has been constantly becoming more and more entire; and during those hundred and sixty years the restraint imposed on writers by the general feeling of readers has been constantly becoming more and more strict. At length comes that class of work in which it was formerly thought that a voluptuous imagination was privileged to dissipate itself; love songs, comedies, novels, have

become more decorous than the sermons of the seventeenth century."

But why do we thus refer to the good that has been effected by the press? We do so in order to prove that much good might yet be accomplished by the same instrumentality. The evil which it has effected, and is still effecting has been to some extent portrayed. The only antidote we at present suggest is, that in every case possible there should be a well-selected library in the possession of every family, at least one or two reputable periodicals, besides the regular newspaper. Most desirable and important is it too that the contents of these have for their basis the great and eternal principles of revealed religion. With these prerequisites it is almost impossible but that children will grow up with intellectual habits, a taste for good reading, acquiring a vast amount of knowledge and valuable moral lessons. Besides the profit resulting from adopting such a course, as well as the numerous evils avoided, a rational enjoyment is placed ever within reach.

April 27th, 1861.

DISCOURAGING CHILDREN.

It is somewhere related, that a poor soldier, having had his skull fractured, was told by the Doctor that his brains were visible. "Do write and tell father of it, for he always said I had no brains," he replied. How many fathers and mothers tell their children this, and how often does such a remark contribute not a little to prevent any development of the brain? A grown-up person tells a child he is foolish, brutish, or a blockhead, or that he is deficient in some mental or moral faculty, and in nine cases out of ten the statement is believed, or if not fully believed, the thought that it may be partially so, acts like an incubus to repress the confidence and energies of that child. Let any person look back to childhood's days, and he can doubtless recall many words and expressions which exerted such a discouraging or encouraging influence over him, as to tell upon his whole future course of life.

We knew an ambitious boy, i. e. he, at the age of ten years, had become disappointed with fruit-finding and unprofit, not only mingled with encouraging words, that at an early age he longed for death to take him out of the world, in which he conceived he had no ability to rise. But while all thus appeared so dark around him, and he had been so often told of his

faults and deficiencies that he seemed to himself the dullest and worst of boys, and while none of his good qualities or capabilities had been mentioned, and he believed he had none, a single word of praise and appreciation, carelessly dropped in his hearing, changed his whole course of thought. We have often heard him say, "that word saved him." The moment he thought he could do well, he resolved that he would—and he has done well.—Parents, these are important considerations.—*Selected.*

THE PLEASANT WORLD.

This is a very pleasant world and very pleasantly made, curiously contrived indeed to keep life wide awake until we "round it with a sleep."

There is an arrangement effected in the last way in the world we mortals should have thought of—just by rolling the globe over and over. Of course we need day and night—the lights and shadows of life's fair perspective. Aside from the necessity we feel of that almost dying now and then which we call "sleep," what could possibly afford a grander series of surprises than the alternation of night and day.

Day: nothing but a little lighted vestibule to something, we know not what. Night: a short, dim hall, that leads us to another. And on we go, through this grand suit of brilliant chambers with shadowy passage ways between, until we have explored this wondrous castle of our mortal being.

What if it were one great, unbroken day; how dull 'twould grow in life's long afternoon! How like a Monday would existence be! Nothing made over new, no twilight to muse in; no dawning to await; no to-morrow to dream of, or to hope for; no surprise to quicken thought and heart, but just a steady blaze of day—an Arabia the Rocky, without an "Araby the Blest."

For our part, we are glad we are ignorant; glad we are not ubiquitous; we would not have "the wings of the morning," if we could. This opening and shutting of doors all through the world pleases us. It is a poem without a prefratory "argument;" a play without a programme. Were life and action "hid out," then action and life would be a corpse, and all we mourners should "go about the streets."—*Chicago Journal.*

Men deceive themselves more frequently than they deceive others.

blunder which might probably involve expense and loss of time to repair.

But again, a sound moral and practical education is the best legacy to bequeath to their children; and far better were it for some of the children of wealthy parents if they had received only fifty acres instead of one hundred, and the value of the remaining fifty been given to provide them with an education. Their education could not be thrown into the pockets of the tavern keeper and grog seller as their property can. It is something which they could not absolutely squander were they inclined. But what a lamentable sight it is to see large numbers of our population squandering their valuable properties in profligacy, debauchery, drunkenness and licentiousness, until they bring themselves and families to wretchedness, starvation and disgrace. Had they got a sound moral and practical education, probably they would never have reached such a deplorable condition; and if they really wish to get out of such a condition, education would stand their friend. I do not deny the fact that many of our confirmed debauchees are educated men. I admit such to be the case, and feel grieved to think that such is the fact; but I also believe that the majority of these men have simply a secular education, which was not begun on a religious or moral basis. Seldom do you find the man with the latter education who has his name inscribed in the catalogue of the drunkard or gambler, and remains such for lifetime. But again, when parents consider for a moment the fact that our present generation will, in the course of twenty, thirty, or forty years, be the governors and rulers of our land,—that these little minds, whose welfare troubles many of them very little now, will, by and by, fill our legislative council and assembly, our halls of justice, our pulpit, our noble colleges and universities—not to be taught then, but to teach—our municipal councils, and our glorious common schools, they should be very careful about the channels which they steer these little minds into. They should be careful that the twigs are bent in the right direction while they are twigs; that they shoot forth luxuriantly into the paths of religion, virtue and truth, and not ground on the sands and quicksands of infidelity, ignorance, bigotry, superstition and vice.

Another reason why parents should furnish their children with a sound education is, that education is one of the best remedies for the decrease of crime, in fact

it is the best and only one. All the pages of history bear witness to the fact that nations have become great, and crime decreased in exact proportion as sound moral and practical education increases. Four-fifths of our drunkards, criminals and assassins, come from the ranks of ignorance and bigotry; and if these classes were reduced what a vast amount of expense would be saved to our country?

The last reason which I will allege in favour of education is, that the cultivation of the moral and intellectual faculties is the true standard of manhood, and the true source of a nation's greatness.

We have a fertile soil, and a salubrious climate; we have scattered around us the countless blessings of a bounteous benefactor; our country is full of hope; we look to a glorious future in regard to wealth and prosperity; we live under one of the best constitutions ever framed by man, and under the reign of one of the most benign sovereigns which ever sat upon a throne. But what will all these avail if we permit our moral and intellectual faculties to wither and decay. Our national greatness will never consist in our fertility of soil, salubrity of climate, or boundless wealth.

Cast your eyes around our globe and you will find some of the most fertile spots upon its surface, with a climate the most congenial to the habitation of man—once the seats of civilization and refinement—now sunk into the lowest depths of ignorance, vice and superstition; and the national mind corrupted and depraved by indulgence in sensuality and licentiousness. Look at Italy, Greece and Spain. What have they become owing to neglect in the cultivation of the moral and intellectual faculties? The abodes of despotic rulers, vicious profligates, haunts of banditti, and mid-day assassins.

Look again and observe how the desert island, and the pestilential swamp have become the abodes of civilization, the arts and sciences. Look at Holland with its swamps, and Scotland with her mountains: observe the contrast. Their populations are industrious, moral, contented, prosperous and happy. Look at the past history of these and many other countries, and at their present state; then examine the glorious past history of Italy, Greece and many other countries, and take note their present state, and then inquire whether the contrast is not owing to their cultivation of the moral and intellectual faculties? So surely as the cultivation of these faculties is neglected, so surely will that

nation begin to decline, until, by following an incontrovertible law of nature, it sinks to the level of the brute creation. It is sometimes said in the language of one of our great poets, that

"A little learning is a dangerous thing,
Drink deep or taste not the Pierian spring;"

but that idea was exploded long ago. The more knowledge a man has the better, and if parents cannot give their children a great education, let them give them a small one; a little is far better than none.

The ignorant man knows no other country but his own, and he knows very little about it. Often his knowledge of geography &c. lies all within a circuit of ten miles around him. He knows no other planet except the one he lives on. The sun he supposes to give light and heat only to this earth; and the stars he sees—besides countless millions he cannot see—are simply little lights to amuse him in the journey. But when his faculties become cultivated, and he is led to behold some of the beauties and discoveries of science, he becomes altogether changed in his notions; his views become enlightened and liberal; his idea of God and His handiwork are sublime and elevating; he is taught to behold the works of creation with an awe-inspiring, and yet pleasing delight; and if he studies the structure of his own wonderful frame, his ideas of men and things become totally changed; he looks upon himself as created for nobler purposes than some of the grovelling pursuits of life, and begins to try and fulfil some of the duties for which he was created.

Parents, in view of these facts, if you have neglected this all-important subject, neglect it no longer. Take note with the mind, delicate in structure, transcendent in value, and immortal in destiny. Take note with the education of your children, seeing that it is so intimately connected with their welfare both in time and eternity. Do you wish to see our beloved Canada rise in the scale of nations?—Then neglect not your duty. Especially would I say this to mothers. The mothers of our land exert a powerful influence on our future welfare, and that of the world, through their children. Remember our future progress and prosperity, not in wealth alone, but in all that makes a nation great, annihilating, exalted and influential, depend on education. Sacrifice something in order to accomplish your children's education. They are part of the nation, and a whole is made

op of parts. Above all neglect not the moral and religious basis, in striving to accomplish the secular part. Without this foundation the secular education may only prove a curse; and not a blessing.

Attend to these and we may look forward with confidence to the time when the pages of Canadian history will contain the names of some of the most illustrious poets, the profoundest philosophers, the most eminent statesmen, and most God-fearing men which the world has ever produced—whom the history of our land will be second to none other but the land which gave birth to our forefathers and ourselves.

Easton's Corners, May, 1861.

THE PRINTER'S ESTATE.

The printer's dollars—where are they? A dollar here, and a dollar there, scattered over numerous small towns, all over the country, miles and miles apart—how shall they be gathered together? The paper maker, the building owner, the journeyman compositor, the grocer, the tailor, and all assistants to him in carrying on his business, have their demands, hardly ever so small as a single dollar. But the rates from here and there must be diligently gathered and patiently hoarded, or the wherewith to discharge the large liabilities will never become sufficiently bulky. We imagine the printer will have to get up an address to his widely-scattered dollars something like the following:

"Dollars, halves, quarters, dimes; and all manner of fractions into which ye are divided, collect yourselves, and come home! Ye are wanted! Combinations of all sorts of men that help the printer to become a proprietor, gather such force, and demand, with such good reasons, your appearance at his counter, that nothing short of a sight of you will appease them. Collect yourselves, for valuable as you are in the aggregate, single you will never pay the cost of gathering: Come in here, in single file, that the printer may form you into a battalion, and send you forth again to battle for him, and vindicate his feeble credit!"

Reader, are you sure you haven't a couple of the printer's dollars staking about your clothes?"

To cite the examples of history, in order to animate us to virtue or to arm us with fortitude, is to call up the illustrious dead to inspire and to improve the living.

For the Educationalist.

TO A GRASSHOPPER.

Ah! thou merry little songster ever dancing—
Ever singing your little life away!
Through the long bright summer day,
From every hill and road-side
Resounds thy happy lay.
What seekest thou on my casement,
Looking so wise you foolish thing?
Didst thou think thyself a bee,
To try the honey of my flowers?
Or was it to listen gravely to my greeting?
Away now to thy mates, and sing the song
I heard in childhood's sunny hours:
Thou mindst me of the hot dusty road,
O'er which I daily trudged to school,
And chased the yellow butterflies—
And of the fireside, where I sat
And listened to the cricket's mournful lay.
Thou mindst me of a far off little grave,
Where a precious darling sleeps;
For I know that even now thou singest
A summer requiem there
Men call thee a destroyer,
Of all things fresh and green,
But thy music waketh ever,
The joys of youth, I woen.

F. A. D.

Buffalo, June, 1861.

THE CERTAINTY OF SCIENCE.

It is well known that much anxiety was felt in England, in regard to the safety of the Prince of Wales, in consequence of his not arriving in England for some time after the fleet was due. It is said that in this emergency, the Admiralty applied to Lieut. Maury, who had left this country on a mail steamer, on a short leave of absence to visit Europe, and had left New York on the 26th of October—seven days after the Prince of Wales left Portland.

Lieut. Maury immediately made the desired report, in which he distinctly described what weather the Hero had encountered; in what part of the Atlantic the winds had operated adversely on the voyage; what course the Hero must have been compelled to take, namely, southerly; and about what time the Prince might be expected, after the delay caused by this detour. In a word, his report reassured the public mind—for Lieut. Maury is acknowledged as authority wherever the white-winged Commerce extends her rule.

Immediately after, and precisely at the time indicated by Maury—namely, on the 15th of November—the Prince of Wales did arrive, much to the satisfaction of his family and the public.

Moreover, the exact course which Maury said the Hero must have taken, turned out to have been an actuality,—indeed a necessity induced by the particular winds occurring about the place and time mentioned in Maury's report. The exactitude of science—that is of Maury's science—was exemplified there, and Maury stands before the world as prophet:—before and not after the fact, as is the case in most modern instances.

A SWEET VOICE.—A sweet voice is indispensable to a woman; I do not think I can describe it. It is not inconsistent with great vivacity, but is often the gift of the gentle and unobtrusive. Loudness or rapidity is incompatible with it. It is low, but not guttural—caliberate, but not slow. Every syllable is distinctly heard, but they follow each other like drops from a fountain. It is like the cooing of a dove, not shrill, nor even clear, but uttered with that subdued and touching readiness which every voice assumes in moments of deep feeling or tenderness. It is a glorious gift in woman.—I should be won by it more than by beauty—more even than by talent, were it possible to separate them. But I never heard a deep, sweet voice from a weak woman. It is the organ of strong feelings and of thoughts which have lain in the bosom till their sacredness almost hushes.—Willis.

CHILDREN'S RIGHTS.—Why should not a child's fancy in the way of food,—we refer to their intense dislike of certain things,—be regarded, as well as the repugnance of an adult. We consider it a great piece of cruelty to it, because somebody once wrote a wise law to the effect, "that children should eat whatever is set before them." We have often seen the poor little victims shudder and choke at sight of a bit of fat meat; or a little scum of cream on boiled milk; toothsome enough to those who like them, but in their case a purgatorial infliction. Whenever there is this decided antipathy, nature should be respected, even in the person of the smallest child; and he who would act otherwise, is himself smaller than the child over whom he would so unjustifiably tyrannize.

There are some persons who burst upon us like a hurricane, and carry us along with them per force, much as the wind sweeps everything before it. Others come like a breeze, pleasantly waking us up, and moving our hearts, and quickening our life and energies into a vigorous and healthful action. Others again meet us like soft sunshine—dropping into our hearts, melting all the ice of our natures away, and warming the sterile soil, till the buds and flowers of love spring up in the heart, shedding new light and beauty round our path.

H. A. D.

TOO TRUE.—"What's geography, Bill?"
"It's tellin' of forrin lands we know nothin' about, by cute chaps that's never seen 'em."

VICTOR EMMANUEL ON POPULAR EDUCATION.

The *Official Journal* at Naples contains the following letter from his Majesty to the Lieutenant General:—

MY DEAR FRIEND,—On my arrival in this city I wished to be informed as to the condition and necessities of the least fortunate classes, and I was painfully affected on learning how little cared for have been the institutions for popular education. Instruction—the religious and civil education of the people—has been the constant thought of my reign. I know that by them the industry and the morality of the whole nation are increased. The liberal constitutions left by my father, and preserved by me, to be useful to all must be understood by all and benefit all. I am persuaded that you will be the faithful interpreter of my intentions; but in the diffusion of popular education, which I have much at heart, I wish to concur personally. For these reasons I dispose that, from my private purse the sum of 200,000 Italian livres shall be taken and distributed for this work of beneficence to the mind and soul. In the employment of this sum you will bear in mind the advantages which may be derived in a large city from the establishment of infant schools. You will, moreover, give proper directions in the provinces for the study of the important subject of the education of the people. I desire that the representative of the Government, the municipal authorities, and associations of citizens, may be by your efforts encouraged and aided in the promotion of this work of Christian and civil progress, to which, both as men and rulers we owe the most solicitous care.

VICTOR EMMANUEL.

If the secrets of every guest at a *dîner* were told, would any be found unmixedly happy? Would there be one devoid of cares of their own or other people's, undisturbed by the absence of the right individual or the presence of the wrong one, by mishaps of deportment, difficulties of dress, or want of notice? Perhaps, after all, it may be best to have some one abiding anxiety, strong enough to destroy tedium, and exclude the pettier distresses, and most wholesome is it that this should be an interest entirely external.

The first of all virtues is innocence, the second is modesty; and neither departs without being quickly followed by the other.

A NEW SUBSTANCE IN THE AIR.—A scientific writer says that the theory of Mr. Clemson, head of the agricultural department of the Patent Office, of living organisms in the atmosphere here, which he made public in 1856, has been adopted by a French Chemist, named Barrel, and announced to the French academy.

Mr. Clemson's theory is that the air, like water, teems with minute living organisms; that there is phosphoric acid in the air, derived from the successive generations after generation of myriads of these organisms produced, living and dying in the atmosphere; that such organisms exist and are at work, assimilating from one to another, preparing food for more perfect organisms, from the microscopic point of life up to the most perfect animal existence. It is expected that this discovery will explain why the earth is increased in fertility by being broken up and exposed to the air. It contains meteorology with agriculture, and will, when fully developed, open a new page to the learned of the relation of the spots on the sun, the degree of fertility of the earth, and electrical changes of the atmosphere and magnetical condition of the earth.

CURIOUS ANIMAL.—Australia is a land full of natural wonders to us. Great tracts of that country are covered with balls of quartz, shot, as it were, from some lunar battery; the natives kill the jumping kangaroo by shooting the boomerang "round the corner;" and there is the *ornithorynchus*, which puzzles naturalists to classify by its paradoxical peculiarities. It appears to be a link between the quadruped, bird and reptile. Its body is something like that of a beaver; It has four short legs and is web footed, and on its little flat head it has the bill of a duck. These creatures live a great deal in water, their resorts are quiet creeks fringed with weeds, among which they search for food. They burrow in the banks of streams like moles; in disposition they are timid, playful and harmless, and have been made very amusing pets.

—*Scientific American.*

ARISTOCRACY.—I can respect the aristocracy of family—the consciousness of blood that has flowed through historic veins and throbbed under blazoned shields of renown. I can respect the aristocracy of enterprise that bursts all obstacles, and itself earns and holds with a modest self-exertion. But of all aristocracy, the aristocracy of mere vulgar, flaring wealth, and nothing else is the simplest and silliest.—*E. H. Chapin.*

LOVE OF APPROBATION.—The greatest enemy that we have to combat in the education of children, is self-love, and to this enemy we cannot give attention too early. Our business is to weaken it, and we must be careful not to strengthen it by indiscriminate praise. Frequent praise encourages pride, induces a child to value herself superior to her companions, and renders her unable to bear any reproach or objection, however mild. We should be cautious, even in the expression of affection, not to lead children to suppose that we are not constantly occupied with them. Timid children may be encouraged by praise, but it must be judiciously bestowed, and for their good conduct, not for personal goodness. Above all things, it is necessary to inspire them with a love of truth; to teach them to practice it at their own expense; and to impress upon their minds that there is nothing so truly great as the frank acknowledgment—"I am wrong."—*Mad. de Lamphere.*

Fossils.—It is a curious fact that among all the fossils of extinct animals or plants, no remains have ever yet been found of man; tending to confirm the Scriptural assertion that this most perfect of organized beings was not produced until the earth had been replenished with the plants and animals that now flourish on its surface. The fact of this agreement between the Mosaic record and scientific discoveries is not only of intense interest, but strikes at the root of the Atheistic notion of the eternity of the world, by showing a succession of creations. By harmonising the details of Genesis with those of geology, a finishing touch is put to the noblest and most delightful investigations open to mankind.

—*Blackwood's Magazine.*

EFFECT OF SMOKING ON THE INTELLECT.—In the September number of the *London Pharmaceutical Journal* for 1860 it is stated that, on dividing the pupils of the Polytechnic School of Paris into smokers and non-smokers, it is shown that the smokers have proved themselves, in the various competitive examinations, far inferior to the others. Not only in the examinations on entering the schools are the smokers of a lower rank, but in the various ordeals they have to pass through in a year, the average rank of the smokers has constantly fallen, and not inconsiderably, when the men who did not smoke enjoyed a cerebral atmosphere of the clearest kind.