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EDUCATIONALIST.

FIFTY CENTS A YEAR IN ADVANCE]

"Knowledge is Power."

[AFTER THREE MONTHS ONE DOLLAR.

VOLUME I.

BRIGHTON, CANADA WEST, OCTOBER 1, 1860.

NUMBER 2.

Doel's Corner.

MENTAL PHOTOGRAPHS.

BY JAMES W. WARD.

At the age of five and twenty,
Golden age of trust and promise,
When the hopes of life are brightest
And its cares and trials are hidden,
When the heart is strong and earnest
And the natant love is kindling
That pure flame that burneth ever
While the oil of life endureth—
Then my honored father married
His beloved Evelina,
My true-hearted angel mother.

This was in the blooming spring time,
In the month of flowers and sunshine;
Winter, with its frosts, had left them,
And the grasses in the meadow,
And the flowers upon the hill-side,
Springing up in life and beauty,
Filled the air with health and sweet
ness.

My mother then was just eight een,
And beautiful, they said who knew her,
As any fly; not a blossom,
Sweetly nodding in the valley
Of the rippling Wissibicon,
Turned its lovely face to heaven
With a purer glance or fairer;
And some father saw and wooed her
Then was fixed her lovely image
On his heart, as, fresh and youthful,
Warm with love's divine emotion,
Then she blushing smiled upon him;
And ever after, through all changes,
If he wake, or if he slumber,
Still that gentle face he seeth
As he saw it on that morning
Her sweet voice first called him husband.

Forty years of peaceful union,
Forty years of love and duty,
On their heads since then have ripened,
Hope, and trust, and joy maturing;
Till at last has come upon them
Age, or what in youth is called so;
Age, that unperceived approaches,
Making subtlest alterations,
With its somber lines and shadows,
In each slowly changing feature;
And my mother, bless her sweet face,
Kind and loving through all changes,
Is no more the radiant beauty
She was once; a time disposes
Of the youthful charms and graces
That enchain us and delight us.

Came the other day an artist,
With his camera and lenses,
With his chemicals and metals,
Copying faces with the sunlight;
And my mother sat before him,
And the beams that shone upon her,
From her pure face were reflected
To the plate prepared to fix them;
Accurately there imprinting
Every line, and shade, and feature,
Every dimple, every wrinkle;
The solicitude maternal,
That calm look of anxious yearning,
And the lips' matured expression,
And the sunk cheek's care-worn shad-

ows—
All were truly represented,
Nothing changed, and naught omitted;
True as in the placid water
Was the image of Narcissus;
True as the answer of the mirror
To the face that looketh in it.
The artist spoke his approbation:

"Tis very good," he said, "and truth-
ful.
"Tis excellent," exclaimed that stranger;
"Tis mother," all the children echoed,
And I myself declared it perfect.

But my father, looking inward
On the past, in dreamy fondness,
Thoughtful gazed, in silent sadness,
Shook his head in disappointment,
Said at length, with strange assurance,
Tears upon his eyelids glistening—
"Tis not her; not so I see her,
Not thus through years of bliss have
known her;

Not thus appears my Evelina,
Still to me as fair and blooming,
As when first her love she gave me.
She in youth I loved and wedded
Locks not thus to me, has never
Shown these sad and life-worn features:
Or the dreamy past has mocked me,
Or my memory is failing,
Or my sight is dim and treacherous,
Or these tears obscure my vision,
Or the likeness is defective;
But I cannot in the picture
See the face, to me so different,
Of my wife, my life's companion;
Tis not thus to me she looketh."

'Tis a mystery needs solution;
Who will help me to an answer?
Why is it, my aged father,
All his mental strength possessing,
Clear in lead, and keen of vision,
Cannot see his wife grow older—
Sees her still as when he won her
In her maiden beauty blushing?
Shall we say the heart receiveth,
In its youth, ere time has scared it,
Its supreme and deep impressions,
Like the sensitive, quick metal
Of the camera, and retaineth
Them indelibly, forever?

NATURE'S LESSONS.

BY PROF. IRA W. ALLEN, OF ANTIOCH
COLLEGE.

This is a beautiful world in which we
live. The account of its creation, as
given by inspiration, is one of inimitable
beauty, simplicity, and grandeur. This
little world of ours, a "wandering star,"
to say nothing about the other countless
planets and stars of the illimitable uni-
verse, presents an inexhaustible study to
man. God pronounced it good. It came
from His hand, beautiful and grand; and
whatever of deformity and discord has
since appeared, has been the result of ig-
norance and sin. God can create nothing
but what is good and harmonious, for He
is the perfection of wisdom and love and
beauty. There is no end, indeed, to the
magnificent pictures, the inimitable blend-
ings of light and shades, and the sweet
voices of nature; for, to the eye of him
whose heart is in unison with the spirit
of the great All-Father, she presents one
continued moving panorama of highest
charms, and into his ear she breathes the
sweetest melodies, while his soul is ravish-
ed by a thousand unseen influences sent
forth by the beneficent messengers of the
Highest Love.

Such faintly is the world in which we

live to Him whose eye can see, whose ear
can hear, and whose heart can feel; and
I am happy in the belief that the number
of such is increasing.

I rejoice, therefore, in all associations
whose object is to cultivate and patronize
the *fine arts*, and to educate an appre-
ciative taste. Christianity and aesthetic
culture are intimately connected; for
where the Bible goes, there sooner or lat-
ter must art flourish.

In no written or printed work are there
found such inimitable word-paintings as
in the Bible.

It is a vast "Mulum in parvo" of the
good and the beautiful, and an inexhausti-
ble treasury for the tongue of the orator!
What, therefore, God has joined together
let no Vandal hand try to sever. Let
Christianity and aesthetic science, sister
messengers of the Highest Love, go hand
in hand, and visit all nations.

Who can doubt the divinity of the
beautiful, and the inspiration of art?—
Are they not agencies in God's hand for
devoting the race? Is not the highest
civilization the most liberal patron of the
aesthetic arts? He who doubts the divini-
ty of the beautiful, belies his own na-
ture; for there is no healthy soul that
does not enjoy the smiles of nature, and
the attractions of true art. Some of the
highest and noblest faculties of the mind
find their true life only in aesthetic cul-
ture. Let true genius, then, be encour-
aged, and true art patronized, in every
laudable way, by both individuals and
associations.

OUR GRAMMAR CLUB.

It is usually found quite difficult to
induce scholars to write "compositions."
This I have remedied during the last,
and thus far the present winter, by or-
ganizing a "Club" described as follows:
—Last winter we occupied a short time
each Friday P. M. as a "committee of
the whole," myself acting as Chairman,
and one of the pupils as Secretary. One
of our number was then chosen, *viva*
voce, according to parliamentary rules, to
address us upon any proper subject, for
each morning of the week. The election
was made as formal and dignified as pos-
sible, so as to command respect and enlist
support, and the result was astonishing.
No attendant of the school wished to be
excused, but instead, pupils, hardly able
to write, were anxious to perform the
duties. The address had to be written
and corrected by the teacher, and read
each morning at commencing of exercises,
and if teachers want their pupils on hand
at "top of the drum," let them awaken
an interest of this kind.

This winter we have organized a little
differently—forming, for the same object,
what we have named "The Students'
Grammar Club." The teacher acts as
Chairman, and we have a Clerk who re-

ords the result of each election, &c.—Great interest is felt, and improvement in spelling, writing, reading, composing, &c., are the result, with something of a knowledge also of the manner of conducting public meetings properly. We recommend it for trial. W. H. GARDNER.
Sublette, Ill., 1858.



THE EDUCATIONALIST.

OCTOBER 1, 1860.

TO OUR CORRESPONDENTS.

For the want of time we have not been able to answer the numerous questions asked us by our correspondents, but all will be attended to as early as possible.

Teachers and others who act as agents for the *Educationalist*, will be held responsible for their orders.

We will announce, with pleasure, the time of meeting of every Teachers' Association in the Province, as soon as we are able to ascertain the names of the Associations, and their places of meeting. We are requested to say that the York Association will meet on the fourth Saturday of every third month. The next meeting takes place in Aurora, on the fourth Saturday in October.

We defer the answer to the problems we gave in our first number, in order that Teachers may have time to examine them. A corner will be reserved for Mathematical questions and answers, if the Teachers find it worth while to furnish them, with their answers.

CONVENTION OF THE SCHOOL TEACHERS OF THE EASTERN RIDING OF NORTHUMBERLAND.

The above Convention met at Codrington, on Saturday, the 29th of September, about forty persons being present, when, in addition to carrying out the usual classes, the following business was transacted. The sub-Committee appointed to draft a Constitution, submitted the following, which was unanimously adopted.

CONSTITUTION.

Article 1st.—This Association shall be known as "The Teachers' Association for the Eastern Riding of the County of Northumberland," and shall be composed of such Teachers, School officers, and friends of Education, as shall conform to

this Constitution, and the By-Laws for which it provides.

Article 2nd.—The object of this Association shall be the mutual improvement of its members, by means of lectures, essays, and discussions upon the various topics connected with the educational interests of the district.

Article 3rd.—The officers of this Association shall consist of a President, two Vice-Presidents, a Treasurer, a Secretary, and a Corresponding Secretary, who together shall form an Executive Board, all of whom shall be elected annually, and of whom three shall form a quorum for the transaction of business.

Article 4th.—It shall be the duty of the President to preside at all meetings of the Association or Executive Board; in his absence, the Vice-Presidents in order of seniority; and in the event of their absence, the Association or Board shall have the power to appoint a Chairman, *pro tem*.

Article 5th.—The duties of the Treasurer shall be to take charge of all monies belonging to the Association, and to hold such, subject to the order of the Association or Executive Board, signed by the President, and countersigned by the Secretary; and to report the state of the funds in his hands, when required so to do by the Association or the Executive Board.

Article 6th.—The duties of the Secretary shall be to keep a correct record of the proceedings of the Association, and to discharge such other duties pertaining to his office as may be required of him.

Article 7th.—The duty of the Corresponding Secretary shall be to conduct the correspondence, internal and external, of the Association.

Article 8th.—The duties of the Executive Board shall be to make all necessary arrangements for holding the meetings of the Association, procuring Lecturers and Instructors in the various subjects; to transact all business not otherwise provided for; and to adopt such By-Laws as may be deemed necessary for the government of the Association, subject to its approval.

Article 9th.—That, unless otherwise decided by a meeting of the Association, its Conventions shall be held on the last Saturday in each quarter.

Mr. S. G. Stone was appointed Secretary in place of Mr. W. L. Johnson, and Mr. T. S. Gillon was elected Treasurer.

The following Resolutions were passed:—

1st.—That each male member of the Association subscribe 12½ cents, quarterly, to its funds.

2nd.—That the next Convention of the Association be held at Pleasant Vale School House, on Friday, 21st December next.

3rd.—That, in the opinion of this Convention, the remarks, in the first number of the *Educationalist*, on the Provincial Normal School at Toronto, are uncalled for.

The following are the subjects chosen for the next Convention of the Association:—

GRAMMAR—Extract from Thompson's "Seasons," in the Fifth Book, entitled "Snow."

HISTORY—From Darius Hystaspes to the birth of our Saviour.

ARITHMETIC—Ratio and Proportion.

ALGEBRA—Multiplication and Division.

COMMON SCHOOL SYSTEM OF MISSOURI.

We take the following items from an address read before the Missouri State Teachers' Association, July, 1859, by W. B. Starke, State Superintendent of Common Schools, and published in the November number of the *Missouri Educator*.

The State Constitution requires that "Schools and the means of education shall forever be encouraged. One school, or more, shall be established in each township as soon as practicable and necessary, where the poor shall be taught gratis." The present School Law was passed in 1853. There is at the head a Superintendent, who is elected biennially by the people. Each County has a Commissioner of Schools, whose duty it is to examine teachers and grant certificates of qualification; apportion the school moneys of his county; call meetings of the voters when necessary, and visit the schools. Each Congressional township is a school township, which may be divided into as many school districts, not exceeding four, as the inhabitants may desire. Each district is under the control of three trustees, who employ teachers, levy taxes, etc. Twenty-five per cent of the State revenue, and the dividends arising from the funds invested in the Bank of the State of Missouri, are annually apportioned, by the Superintendent, to the several counties, in proportion to the number of children in each between five and twenty years of age.—This, together with the county funds, composed of the interest upon the monies arising from the sale of the sixteenth sections, the fines, penalties, etc., accruing to the county, and the income derived from the swamp and overflowed lands, constitutes the amount annually appropriated to the payment of teachers' wages.

and is divided amongst the school districts in proportion to the number of children in each.

The capital of the School Fund is now \$680,000. In the year 1858 there were in the State 4,216 school districts; 3,878 school houses; 51 colleges; 100 academies; 4,198 male, and 855 female teachers; 367,218 children between five and twenty years of age; \$780,767 were paid to teachers, and \$107,599 for building and repairing school houses.

It is a hindrance to the complete and general introduction of this school system, that in some parts of the State the population is too sparse to admit the establishment of even one good school in a township six miles square. A greater evil is the apparent apathy manifested by many of the people. In some districts the majority of the people, instead of regarding the public school monies as a simple encouragement to them to do their duty, tend to it to accomplish the whole work of educating their children. When the annual apportionment is made, such a district will employ a teacher for three or four months, until their public money is exhausted, and then the school house will be shut until the next year brings another apportionment.

Missouri is not without her model schools and teachers. Especially has St. Louis set an example worthy of all honor. But there is a great want of a sufficient number of well-qualified, professional teachers, who would take hold of the work, not from a selfish or temporary interest, but as a lifetime business. The man who would undertake to practice medicine to-day, law to-morrow, and blacksmithing the next day, would be regarded either as a fool or a madman.—Yet in this most difficult and delicate of all undertakings,—the proper training and developing of the youthful mind,—persons frequently enter upon the business without any adequate preparation, and, what is fortunate for the pupils, many of these soon leave it in disgust.

SCHOOL-TEACHING vs. SCHOOL-KEEPING.

School-teaching and School-keeping are terms of a widely different significance, yet they are so nearly allied that one cannot exist in an individual independent of the other, under the present condition of the common school system. It is a matter of great importance that a person who offers himself as a candidate for taking charge of a school, be well educated in the branches which he expects to teach; but it is a matter of equally great importance that he be qualified to govern and manage the school he has under his charge, in a manner conducive to the highest interest and most rapid advancement of his students. The time was when all that was thought necessary for a person to possess to take charge of a country school, was great muscular power,—a sufficient commanding faculty to "knock down and drag out,"—instead of carefully pouring in mentally. But, happily, that opinion is fast dying away, and is superseded by the just belief, that

it is not so much the *pedagogue* as the *instructor* that is called for in this progressive age.

It is my belief that the wheels of time and progress will soon roll round the time when the question, "Can you govern a school," as asked by commissioners and trustees of the present day, will be but idle words; and the all-important interrogation, "Do you know enough, and have you the power of imparting, in a clear and comprehensive manner, to the young ideas, that which you do know?" will be put more rigorously. This would, indeed, be a great change, and no less great than good. It would not only prove a great benefit to the scholar, but also to the teacher. It will be taking from the teacher one very burdensome obligation, and, consequently, giving him more strength to perform, with success, that which remains. My short experience has taught me that it is an exceedingly delicate matter to fix the minds of a class of scholars on an illustration of any particular point, when, in other parts of the room, there is something else to attract their attention. The consequence is, double and even triple the time and labor is required to make them understand, had the instructor nothing to do but teach.

But, as some may properly ask, who are to bring about this change? Is it the school-teacher? Is it the commissioner? Is it the legislator? However great influence they may exert, they cannot effect this change unaided by other sources. The parent is to be the great auxiliary assistant and co-laborer with the teacher in bringing the common schools of our country up to that position which they are destined to occupy. Parents, you are accountable for your children's advancement at school. It is upon your shoulders the future well-being of your children rests. Will you have them grow up around you, heaping blessings upon your head, and shedding joy and happiness on those who come within the circle of their influence? Would you have them a benefit to society, and, as they go through life, leave "footprints on the sands of time," which will withstand the annihilating rain of ages? Instill into their minds, ere they cross the threshold of your door to go to the school-room, that they go there to search out treasures that are hidden, and which must remain hidden, unless found out by their own exertion. Teach them, while yet under your watchful care, that it is not to idle their time away, in mischievous sports, that you send them to the school-room. Invite them with a desire for knowledge,—teach them to look upon their teacher with respect, that he is not there to beat and to hate them, but that he is placed over them to love and to teach them that which they are ambitious to know. Thus you will secure for the teacher their love and respect; and by so doing, secure for your children redoubled energy and labor, on the part of the teacher, to promote their best interests and advancement. Fathers, will you not take this into consideration? Mothers, will you not take part of the care that too many of you, I fear, throw upon the teacher? Do not offer the excuse that the teacher is hired and paid

(though scantily,) for teaching, and, therefore, you are not to perform his labor. A sad mistake,—you pay for teaching, and not for keeping your children.

YOUNG TEACHER.

West Dryden, Townp. Co., N.Y., 1860.

CULTIVATING THE FACULTY OF SPEECH.

There is a power which each man should cultivate according to his ability, but which is very much neglected in the mass of people, and that is the power of utterance. A man was not made to shut up his mind in itself; but to give it voice and exchange it for other minds. Speech is one of our grand distinctions from the brute. Our power over others lies not so much in the amount of thought within us, as in the power of bringing it out. A man of more than usual intellectual vigor, may, for want of expression, be a cipher without significance in society. And not only does a man influence others, but he greatly aids his own intellect, by giving distinct and forcible utterance to his thoughts. We understand ourselves better, our conceptions grow clearer by the very effort to make them clear to others.

Our social rank, too, depends a good deal upon our power of utterance. The principle distinction between what are called gentlemen and the vulgar, lies in this, that the latter are awkward in manners, and are especially wanting in propriety, clearness, grace, and force of utterance. A man who cannot open his mouth without breaking a rule of grammar, without showing in his dialect or brogue, or uncouth tones, his want of cultivation, or without darkening his meaning, by a confused, unskillful mode of communication—cannot take the place to which, perhaps, his native good sense entitles him. To have intercourse with respectable people, we must speak their language.—*Channing.*

EDUCATION.

Education is an art or science which, despite the great improvements that have been made in it in modern times, is yet but in its infancy. The experience of almost every day teaches us how much the success of any one system of education depends upon the character and resolution of the instructor. A Dr. Arnold can work wonders with means that prove utterly inadequate with weaker spirits.—We agree with Prof. Pillans, that in almost every case "where young people are taught as they ought to be, they are quite as happy in school as at play; seldom less delighted, nay, often more, with the well-directed exercises of their mental energies, than with that of their muscular powers." It is, however, so very seldom that young people are as happy in school as at play, that we are forced to believe that they are equally seldom taught as they ought to be. Yet still, however, as a change not less admirable than noticable, the desire, which is now so general among teachers, to make the acquisition of knowledge itself an object of pleasure, and to conform their plans and modes of teaching to juvenile opinion, when reasonable.—*London Critic.*

YOUNG LADIES, READ!

What a number of idle, useless young women—they call themselves young ladies—parade our streets! "They toil not, neither do they spin, yet Solomon in all his glory was not arrayed like one of them." Do they ever look forward to the time when the real cares and responsibilities of life will cluster around them? Have they made, or are they making any preparation for the onerous duties which will assuredly fall to their lot—duties to society, the world, and God? They lounge or sleep away their time in the morning. They never take hold of the drudgery, the repulsive toil, which each son and daughter of Adam should perform in this world. They know nothing of domestic duties. They have no habits of industry, no taste for the useful, no skill in any really useful art. They are in the streets, not in the performance of their duty; or for the acquisition of health, but to see and be seen. They expect thus to pick up a husband who will promise to be as indulgent as their parents have been, and support them in idleness. They who sow the wind in this way are sure to reap the whirlwind. No life can be exempt from cares. How mistaken an education do these girls receive who are allowed to imagine that life is always to be a garden of roses! Labor is the great law of our being. How worthless will she prove who is unable to perform it!

It has been observed that "by far the greatest amount of happiness in civilized life is found in the domestic relations, and most of these depend on the home habits of the wife and mother." What a mistake is then made by our young girls and their parents when domestic education is unattended to! Our daughters should be taught, *practically*, to bake, to cook, to arrange the table, to wash and iron, to do everything that pertains to the order and comfort of the household. Domestic may be necessary, but they are always a necessary evil, and the best "help" a woman can have is *herself*. If her husband is ever so rich, the time may come when skill in domestic employments will secure to her a comfort which no domestic can procure. Even if she is never called to labor for herself, she should, at least, know how things ought to be done, so that she cannot be cheated by her servants.

Domestic education cannot be acquired in the streets. It cannot be learned amidst the frivolities of modern society. A good, and worthy, and comfort-bringing husband can rarely be picked up on the pavement.

"The nymph who walks the public streets,
And sets her cap for all she meets,
May catch the fool who turns to stare,
But men of sense avoid the snare."

The highest and best interests of society in the future demand a better, a more domestic training of our young ladies.—*Hartford Courant.*

Discretion in speech is more valuable than eloquence; and to speak agreeable, than to speak good words, or in good order. To use many circumstances before one comes to the matter is troublesome, and to use none is blunt.

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H. SPENCER,

Educationalist Office,
Brighton, C. W.

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Female Teachers getting up a club of four, or more, will be entitled to one volume free.

E. SCARLETT, Esq., Local Superintendent of Schools, is Agent for this County.

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THE EDUCATIONALIST.

OCTOBER 1, 1860.

WANTED.

WANTED IMMEDIATELY, responsible Agents, to canvass for the Educationalist. Steady employment, and fair remuneration will be given.

Since the first number of the *Educationalist* was issued we have received many flattering assurances from scholars of high standing that are very encouraging. In our enterprise like all others we must expect to encounter difficulties in the beginning, but we hope by perseverance and patience in readily presenting our readers with new and interesting matter to be finally sustained in our effort. We respectfully solicit the indulgence of our readers for some typographical errors which appeared in our first issue, and we hope in a short time to so mature our arrangements, that it may not be necessary to apologize for verbal or other mistakes.

To all our friends, and particularly teachers, we desire to express our gratitude for the efforts they have already made to disseminate the *Educationalist*. We would again remind our readers that

we have no Government aid in our undertaking, but that trusting entirely on the voluntary support of our fellow countrymen of all classes, we have ventured to put to sea. We expect to have many readers among our agricultural population. Our Farmers are the mainstay, and sheet anchor of the hopes of this rapidly improving and beautiful Province, and in the happy and honorable retirement of their winter evenings, amidst peace and plenty, we hope our little Journal will afford mental food and rational enjoyments to thousands of them.

We promised to devote a large space of the *Educationalist* to agricultural subjects, and this promise we purpose to fulfill to the letter. Our next issue will contain the first of a regular and consecutive series on that subject. We hope as our journal matures to do more than fulfill all that we engaged to do in our Prospectus.

THE MISSION OF LIFE.

[The following Essay on the mission of life, was read by Miss McClatchie before the Northumberland County Teachers' Convention, held at Colborne, on the 6th of August, 1860, and was published at the request of a large number of Teachers and friends of Education.]

What is the Mission of Life? For what purpose hath All-creating Nature constituted us intellectual, rational and social beings? Was it merely to seize the pleasures of the present day in a manner which will secure to us the greatest amount of momentary happiness? Was it to join that giddy throng who are slaves to folly and fashion, in their vicious schemes of ambition and vanity, which tend only to degradation and misery? Or was it not that we might enlist our names among that numerous host, who, to all appearance, seek naught but a few paltry dollars, doubtless flattering themselves with the idea that they shall one day rank among the wealthy and so called great of our earth; but before their expectations are realized, a change comes; death casts a gloom over the spirit of their dreams; they are hurried from the shores of time; they pass away from earth; and ere six months have rolled by their names are almost or quite forgotten. Riches, it is true, have power, but they have also wings and oftentimes flee away; and should they remain, till the rich man is obliged to part with them, they leave no memories, they create no sympathies. Methinks I hear you respond that these sentiments do not coincide with your ideas of the Mission of Life. What then? Shall we not much rather endeavor to tread in the steps of those whose names are famous in story? who, although they have long since gone into the eternal world, their illustrious deeds still beam forth with a

soul inspiring influence—and will continue to do so until the wheels of time cease to roll. We may probably feel inclined to complain that Nature has not endowed us with a sufficient amount of energy and mental strength,—consequently come to the conclusion that it would be useless for us to make the least effort towards rising to note, or becoming in any way useful to our fellow creatures. But with such reasoning as this I do not agree. I hold that we all are in truth very *high born*. I have yet to learn that a mortal who can look upon a Being of infinite perfection as his father and the highest order of spirits as his brethren is not high born. It is my belief that every person of ordinary abilities, possesses that amount of native talent, which, if properly cultivated and rightly directed, will enable him not only to become a benefit to those by whom he is surrounded, but to be a light in the world, and lead his mind in such a channel that when life's checkered scenes are over, his emancipated soul may finally be ushered into that haven of eternal repose.

I am of the opinion that man almost invariably makes himself what he is. In proportion as his virtues elevate him, or his vices degrade him, he assimilates himself to the celestial spirits or to the vilest animals. Look if you please, at some of the greatest worthies that have lived, and see if they were not self made men. Columbus the discoverer passed his youthful career in obscurity, following the occupation of a weaver; the celebrated Franklin was a journeyman Printer; Virgil was a Roman Baker's lad; Sir Humphrey Davy was a currier's apprentice; the Empress Catharine of Russia was a peasant, and lived as a servant for many years; and even Shakspeare himself was poor and a menial. What was it, I ask you, that made these great personages among the most renowned of the world? Was it not *energy*, genius, a clear and vigorous understanding, a strong and good heart, and an invincible determination, and "an honest purpose once fixed, will not fail to bring victory?" These persons, I consider, in a great measure, fulfilled the Mission of Life. And why shall not we follow their example? Why shall not we (if we have not already) open the eyes of the soul to the great purpose of life? Why shall not we encompass high and glorious achievements? What if we do at times grow pale over our midnight lamps; what if we do frequently close our eyes to the FLOWERS THAT blossom over life's pathway, and call in that depth of thought which will reach to those secret places in the universe—where no eye but that of the Almighty can penetrate. And may we ever be urged onward by the impression that, "what others have done we can do," and that nothing short of a never-give-up principle will bring about very important results.

Now my fellow-teachers, if my subject will permit, I would like to express my idea of the mission of a teacher. I consider our profession to be one of very high standing; one, the duties of which will tax our noblest powers; one in which we will find ample scope for head, heart, energy and skill. I believe it to be not

only our privilege, but duty as teachers, to set forth the examples of distinguished excellence in a manner suited to make a powerful and pleasing impression on the youthful minds and at the same time to instil that accurate information which will cause the mind to expand, and like the rays of a beautiful star, shine all over the world. It is our duty to inculcate the sentiments of truth and goodness; to give our heroes for the conflict of life; to teach them to combat the manifold doubts and assaults to which they will be exposed. ~~It is not our office to give words so much as thought; not mere maxims, but living principles; not teaching them to be honest "because honesty is the best policy," but because to be honest is right; it is teaching them to love the good for the sake of good; to be virtuous in their actions because they are so in their hearts.~~ It is our duty to hasten the coming of that bright day when the dawn of general knowledge shall chase away those careless, lingering mists which surround so many in the social circle. And while with all patience, firmness and gentleness, we impart worldly instruction, may heaven enable us to plant in childhood's fruitful soil, the seeds of heavenly grace, which will cause the soul, though surrounded with much that is pleasing, to aspire for an entrance in those fairer climes of bliss, in the regions of immortality, and make those lasting impressions which life's tempestuous ocean will never efface, which eternity alone will unfold.

A FEW WORDS ABOUT COMPOSITION.

"I do wish I knew what to write about," exclaims the school-boy who has been thinking over all the subjects he ever heard of, from Education, Temperance, etc., to the Seasons and Riding Down Hill. None of them suit him; but a composition he must have by next Friday afternoon, when all studies are laid aside to hear the general exercises.

Every individual who has attended the District School, well remembers the aversion he felt, and the trouble he encountered in attempting to perform this exercise, both because he could with difficulty find a suitable subject, and, when it was selected, he was perplexed to know how to commence, or how to proceed.—This same drudgery is still insisted upon in our schools, and no scholar can be blamed for disliking such a task. All readily admit the importance of it. Even the scholar, after many unsuccessful attempts, will frequently launch off upon Composition Writing itself, and, lamenting his own inability, extol the value of the task he hates, and his teacher for requiring it of him, such a prevailing sentiment is there that this is an important branch of education. And this is true; but why it is so, or how to derive the most benefit from it, comparatively few understand as they ought.

A right conception of the end obtained, is necessary to a knowledge of the use of the proper means to be adopted for it. What is the object of this exercise? One important use is, to enable the student to express his thoughts with ease, propriety and force. The difference is

very striking between the production of one who has been accustomed to write, and one who has not. It is sufficient for the present purpose, to mention only one other object, viz.: to awaken and develop thought. The present method of conducting this exercise, is just as consistent as a parent would adopt who should command his son to perform a certain work, of which he knew nothing, without giving him any directions concerning it.—The teacher, with a countenance full of meaning, makes the declaration to the school, that, on such a day, compositions must be read by all the older portion of the scholars. When the day arrives, part, duly prepared, read a collection of disconnected, unmeaning sentences, some evade the duty by reading half a dozen lines, and the rest have nothing at all, so that the next week or two is spent in compelling these delinquents to write.—This is the manner in which the system works, and, before the term is out, the teacher, in all probability, will have alienated the affections of many of his scholars by attempting to enforce a requirement that is so disagreeable.

Now, we will throw out a few suggestions which must commend themselves to all who are interested in this subject, and who understand the difficulty of obtaining compositions from a promiscuous collection of students, such as compose most of our country schools. It is evident that the teacher cannot expect to awaken any enthusiasm among his pupils unless he feels it himself; therefore, let him convince them that he is interested in their improvement in this department, and duly feels the importance of it. On account of its being an occasional exercise, he must enter into the spirit of it, if he would be fully successful. Again, he must expect to devote considerable time and attention to it. If he makes it interesting and profitable to his scholars, he must prepare himself specially for it; for, from the nature of the study, the resources of his own mind must furnish much of the material upon which his pupils work. An excellent plan is, to from the whole school into classes, according to their attainments and have them exercise in writing regularly—say once a week—in whatever way he may think best. He may give the younger scholars simple and familiar objects to describe; the more advanced cannot do anything with more profit than to form and re-cast sentences, with reference to their perspicuity, energy, neatness, etc., and also to the choice of words. His own judgment must determine the character and length of these exercises.

When a stated time is appointed for the scholars to prepare compositions that are to be the products of their choicest thoughts, direction should be given them in regard to their subjects. They are very likely to select one upon which they are least qualified to write. It is well for the teacher to frequently select their subjects, such as are adapted to their individual capacities and habits of mind. Direction should also be given as to the manner of treating them. No one thinks of constructing a building without having a regular plan before him. Every writer, also, must have what he designs to prove,

or illustrate, clearly defined in his own mind, else he writes at random. Every subject, however simple, is capable of certain natural divisions. If the learner has these before him, he immediately has something tangible upon which he can work; and he will see that there is something more in writing compositions than merely stringing sentences together. The subject matter must first be attended to; the form of expression is a secondary.—The teacher will find it advantageous to make these divisions for the pupil at first, until he forms the habit of distinguishing the various relations of the parts of any subject, when he will soon learn to lay out his own plan. The benefit the teacher himself will derive from these exercises, will amply repay him for all his labor.

C. E. D.
Rochester, N. Y., 1859.

TALK WITH THE BOYS.

NO. 5.—CARBONIC ACID ALL ALONE—
THE SCIENCE OF BURNING LIME—
THE METAL IN THE GREEK SLAVE.

"Do you want my money, father?"

"Yes, you may bring him up and have him ready here. But first we will have Charles' marble dust and acid; and, John, ask your mother to send up three or four white preserve jars."

"Are you going to get carbonic acid out of sulphuric acid, sir?"

"No; I am going to get it out of marble dust. There is water in marble as there is in almost everything else; but apart from the water (and impurities), every 50 lbs. of marble consists of 22 lbs. of carbonic acid and 28 lbs. of lime. It is the carbonic of lime. If it was a combination of carbon alone with lime it would be the carburet of lime, but combinations with carbonic acid are called carbonates. The lime is composed of oxygen and a white silvery metal called calcium. Calcium, like all the metals, is a simple substance, and you may make a ball, Charles, to represent its atom."

"How heavy must it be, sir?"

"An atom of calcium is a little more than 20 times heavier than an atom of hydrogen, but we will omit the fractions and call it 20 times. It is of the same size. An atom of lime is composed of one atom of calcium, combined with one atom of oxygen; and as the atom of oxygen weighs 8 times more than an atom of hydrogen, the weight of an atom of lime is 28. An atom of carbonate of lime is composed of one atom of carbonic acid which weighs 22 and one atom of lime weighing 28, making the weight of an atom of carbonate of lime 50; so that, in 50 lbs. of pure carbonate of lime, 28 lbs. are lime and 22 lbs. are carbonic acid."

"Shall I mark the calcium ball C?"

"No. You have already marked the carbon ball C; you may mark this Ca, and CaO will stand for oxide of calcium or lime. Have you mixed some water with the sulphuric acid, as I told you?"

"Yes, sir, and it made the bottle very warm."

"Now, pour some of the sulphuric acid upon the marble in the jar."

"How it foams! Look, John."

"Roll up a piece of paper, John; light it at one end and hold the lighted end in the jar."

"What makes it go out so quickly, sir?"

"The carbonic acid, which has been separated from the marble by the sulphuric acid, has filled the jar, pushing out all the air, and nothing will burn in carbonic acid. Throw another handful of the dust into the jar, pour in a little more acid, and then put in the cork that has the india-rubber tube through it, and bend the other end of the tube over into another jar. Now, as the carbonic acid continues to separate from the lime it will flow through the tube and fill the second jar."

"What makes carbonic acid separate from the lime?"

"Lime has a stronger affinity for sulphuric acid than it has for carbonic.—Sulphuric acid is a perfect old Turk; it wants to wed itself to everything that it meets. When it comes in contact with lime, it serves it in the same way that the Roman soldiers of whom you were reading did the inhabitants of Mexico."

"How was that, Charles?"

"They drove off the men, and took possession of their houses and wives."

"Carbon and oxygen are so perfectly united with each other, that they do not care much for other things. Carbonic acid may remain in quiet combination with lime for thousands of years; but if anything that the lime likes better touches it, or if the lime gets into a hot place, the carbonic acid leaves. When you pour the sulphuric acid upon the marble, the lime of the marble enters into combination with the sulphuric acid, and the carbonic acid passes off in the form of gas. The combination of the sulphuric acid and lime forms the sulphate of lime, the same as gypsum or plaster-of-paris."

"Is that jar filled now with something that we cannot see, that 10 minutes ago made a part of solid marble?"

"Even so."

"That is very curious. And the solid part of the marble is a metal?"

"The metal is no more solid than the carbon and oxygen, when all three are combined in the marble. Pure carbon, when it is crystallized, is the hardest substance known. It is then called diamond."

"What sort of a metal is calcium?"

"It is a white metal; it looks somewhat like silver. Its affinity for oxygen is so great that, in the open air, it combines with it very rapidly; in other words, burns right back into lime. This property of oxidizing so readily, entirely destroys the value of pure calcium, though, when combined with oxygen, forming lime, it is of great value for many purposes."

"I never knew before that there was a metal in marble. Has all marble got this metal in it, father?"

"Yes. All marble is the carbonate of lime. Powers' statue of the Greek slave, if it was heated red hot so as to drive off the carbonic acid, would yield about half its weight of first quality lime, suitable for mortar or for white washing. Marble is, in fact, the ore of the metal calcium.

Nearly all the rocks, as well as clay and earth, are metallic ores. Try your lighted paper in the mouth of the second jar, John, and see if that is full yet of the carbonic acid."

"Yes, sir, it puts the paper right out."

"Bring your trap then and drop the mouse into it. Is he alive?"

"Yes, sir; he has eaten up all the pumpkin seed that I gave him. Shall I open the trap and drop him into the jar?"

"Yes; let him go in. How he clings to the wires."

"Why, father! What is the matter with him? He is dead!"

"Yes. I knew he would not live long in that jar. No breathing creature can live in pure carbonic acid. Take up the jar, Charles, very steadily, and pour the gas on the flame of this candle; steadily now, just as if you were pouring water."

"Why! Was that the carbonic acid that put the candle out?"

"Certainly. You did not blow it out did you?"

"No; but it is so strange that I can pour a gas which I cannot see."

"You find this carbonic acid rather a curious substance, do you not? I have explained to you how firmly the carbon and oxygen that compose it are bound together, but next week we will follow it into the growing leaf, and discover the two blades of the invisible shears, that, like the shears of fate, sever even this union asunder."

THE TEACHER.

Who is not a teacher? What of God's creations whether possessing intelligence or not, is not an instructor in the world? The ivy that clings to the broad arms of the forest oak, teaches unmistakably the lesson of dependence. The same oak that supported, while in the pride of strength, the drooping ivy, when rifted by the thunder-bolt conveys forcibly to the mind the weakness of the mightiest, and how vain it is to clothe ourselves in the false glory of our own greatness, and seemingly lose sight of an omnipotent Power. All nature is replete with instructors. And if man will but listen to the teachings, he will never fail to receive lessons of wisdom, whereby to become acquainted with the character and workings of the great Creator.

But, of the instructor of the young mind, we designed to speak more particularly,—of him whose fate it is to encounter the numerous perplexities and difficulties attendant on the teacher's life. We need not here speak of the responsibility of the teacher's position; it has already been written "thread-bare" by abler pens. We speak principally of the evil results following an incorrect knowledge of the real position he should occupy, in relation to his scholars. Not a few instructors of the present day, upon opening their schools full by clothing themselves in their robes of dignified austerity, seemingly desirous of impressing their strange pupils with the conviction that they are no ordinary personages, and nothing but extreme deference on their part will insure them the prospect of a possible existence. This mode of introduction is most admirably

calculated to beget distrust in the mind of the scholar; for it is absolutely a difficult task to make a wild school-boy believe that any one is more than human. He is far more likely to bring into requisition, on such occasions as alluded to, his old stock of choice appellations, from which he will select a few for the special adoption of the teacher. The sociable teacher has succeeded best in all instances of my knowledge. But a distinction must be made between sociability and intimacy. The latter, being the opposite extreme of arrogant dignity, is equally dangerous. The influence of the teacher upon the mind of the youth is evidently acknowledged by all; while that of the farmer, the mechanic, and all with whom they associate, only by the few or more observing; hence the young teacher feels that his influence alone is to shape the future characters of the greater portion of the pupils, which becomes indeed a burden to the conscientious mind, and renders him less apt to discharge his duties to the pupil's greatest good, than he would did he view the matter in its true light.

W. C. M.
Genoa, N. Y., 1860.

WORKING TEACHERS.

"This is the working world in God's Universe," and we find in every sphere of action that nothing great or good can be accomplished without earnest, self-denying effort. Whoever assumes the responsibility of a teacher, should do so expecting to work. Not only during the time allotted to school exercises, but at all times and in all places, he is to have a mind awake, eagerly searching for truth; and a heart full of love for his particular calling.

First, there is a preparatory work.—However varied and extensive may be the knowledge of a teacher, a review, each day, of the lessons to be recited, is necessary, in order that incidents and illustrations that will be of benefit to the pupils, may be in mind at the time of recitation. Every teacher should also pursue some course of study, for in this way he will not only gain much useful information and discipline his mind, but also experience the difficulties of close study, and thus be better fitted to assign lessons to others.

Next, is the teaching work, which taxes both physical and mental powers. For instance, a teacher has a class numbering from twenty to thirty pupils to recite in half an hour. These are to be so questioned that the teacher can ascertain just the preparation each scholar has made for this recitation. Then he is to fix their opening minds with such new thought as will leave them hungering for more.—During the whole time, close attention is to be paid to the deportment of each pupil. And in order to discharge all these duties well, in so short a space of time, a teacher must work. In this manner several hours each day are spent.

There is also the general work. This includes numberless duties. Those who fill the responsible situation of Principal have a double portion to perform, having not only the government of pupils not directly their own, but what often requires more patience, the direction of oth-

er teachers. But we are so constituted that work is an element of our being, and therefore necessary for our happiness.—And though the calling of a teacher has peculiar trials, it has also peculiar joys. It is the general influence of the teacher which impresses his own character most deeply on the minds of his pupils.

And thus the working christian teacher will never lose his reward. He will find in the approval of his own conscience, the gratitude of his pupils, and the blessing of the Great Teacher.—*Connecticut School Journal.*

SUPPORT YOUR TEACHER.

Yes, we say support your teacher. If a young gentleman or lady have been employed to teach your winter school, this is the more important, as such will need your influence. It may be their first attempt in baffling with the realities of the world. It may be the commencement of a bright career,—under your kindly guidance they may be laying the foundation of a character. How is it, parents, that you expect so much of a young, inexperienced teacher, having under his care from twenty to thirty bright-eyed, mischief-loving children, two of which you may yourselves find it hard to govern even at home? How inconsistent for you to expect perfection from one so frail? But how shall we support our teacher?—In several ways.

1st. Support him by your influence at home. If your children return from school, some afternoon, with the complaint that the teacher would not hear their lessons,—or that he had punished them too hard,—or some other wonderful news, be sure that it is really so before you blame the teacher, and thus encourage your children in disobedience. Listen to no petty complaints. Do not allow your children to speak disrespectfully of the teacher.

2nd. Aid him by your influence abroad. Always speak well of him, if you possibly can, especially before your children.—This will inspire reverence and love in their hearts for him, without which he teaches in vain.

3rd. Support him by your presence in the school room. Let him see that you are interested in the education of their children. Let him know that you wish to sustain him in his labor of love,—that, as far as you can, you will assist him in controlling the stubborn and uncontrollable. To these few remarks, add common sense in the treatment of your teacher, and he will fare well.

A. J. W.
Elk Horn, Wis., 1860.

HONOR THY FATHER AND THY MOTHER.

The Bible has many striking features, which show the impress of God's countenance upon its pages; and, among these, are its mirror-like reflections of the family relations and duties. This will be further illustrated by some remarks upon the obligation enjoined by the text, the propriety of the injunction, and the advantages secured by those who obey it. First, the injunction is expressed in one word, "Honor."

"Honor thy father and thy mother." This is not in respect to one, or a few things only. It does not relate to one period of life only, or to a limited portion of life, it relates to the dispositions and actions of all children, in every thing relating to their parents, at all times. A few particulars will be proper as guides to our thoughts.

1. Honor your parents by submitting to their authority. Or, as the apostle admonishes: obey your parents in the Lord, for this is right. Obey your parents in all things, for this is well pleasing to the Lord.

2. Honor your parents by your respectful deportment and language. Treat them with respect always. "Hearken unto thy father that begot thee, and despise not thy mother," says Solomon. Fearful threatenings are uttered by the wise man. Hear him.—"The eye that mocketh at his father, and despiseth to obey his mother, the ravens of the valley shall pick it out, and the young eagles shall eat it."

"Honor thy father and thy mother, that it may be well with thee, is the first command with promise," says the sacred Book. That child need not expect it will go well with him, while he continues to disobey and break his parents' hearts. Under the law disobedient children were stoned to death. The gospel of Christ does not require such a death; but if you have Christian parents who wish to keep you from temptation and ruin, and you will not obey, but break through all restraint, and do as you please, and cast off your duty to parents and to God, remember that tho' you may not be put to a shameful death here, yet "for all these things God will bring you into Judgment." If children could realize but a small portion of the anxiety their parents feel on their account, they would pay far greater respect to the paternal wishes. A good child, and one in whom confidence can be placed, is the one that does not allow himself to disobey his parents. There should be something sacred, something peculiar in the word that designates parents. The tone of voice in which they are addressed should be affectionate and respectful. A short, saily answer from a child, to a parent, falls very harshly on the ear of any person who has any idea of filial duty.

3. Honor your parents by doing all in your power to ease their daily burthens,—to soothe their sorrows, and smooth their passage to the tomb. Do you know the cause of your mother? Nobody loves you; nobody will love you as she does. Do not be ungrateful for that love; do not repay it with coldness, or a curse of coldness will rest upon you, which you can never shake off. Unloved and unhonored, you will live and die, if you do not honor your father and mother. Never forget the dear parents who loved and cherished you in your infant days. Ever treat them as you will wish you had done, when you stand a lonely orphan at their graves. How will the remembrance of kind affectionate conduct, toward these departed friends, then help to soothe your grief and heal your wounded hearts.—*Selected.*

OUR ADVANTAGES.

(Written for Moore's Rural New-Yorker.)

To the young searcher after wisdom, the present age is one of peculiar interest. The past is brilliant with the deeds of the learned, but our own period eclipses their mightiest efforts. Our Universities and Colleges are mines of knowledge, glittering with massive and precious ores. The whole aspect of the intellectual field speaks a guiding hand richer in wisdom, and more royal in learning. The accumulated experience of age, expressed in characters of living light, is here centered, free to the ardent gaze of millions.—Everywhere is to be seen the fruits of minds matured after years of deep and profound study. The flames enkindled upon the altar of Education burn with brighter lustre and increasing brilliancy, dispelling the gathering darkness and threatening gloom. The thoughts of the learned, the heroic deeds of the great, the victories of the good and just, are garnered as into one common store-house, to feed and nourish the youthful mind.—There is spread out before our vision a picture of which the world has never seen the precedent.

Knowledge is everywhere diffused, radiating in all directions, and, like the sunlight, visiting the poorest. Its genial light, emanating from a free press, cheers the pathway and illumines the dwelling of the lowliest, elevating their condition, dignifying their characters, and sweetening their lives. The plodding husbandman may pass his leisure hours in hoarding up intellectual riches. Though his body is bowed earthward by the hardships of his lot, and his immortal mind is in comparative darkness, unhewn and shapeless, void and unfashioned, yet he may, by improving the many opportunities for profitable reading, mental and moral culture, break through the barriers that wall him in, and in the sunlight of free knowledge, develop the dormant rudiments of noble purposes that are imbedded in the deep mines of his nature. Though his hands still guide the plow, turn the sod or reap the ripened grain, his mind is unburthened, and in its free liberty turns from things groveling to revel in loftier studies and higher converse.

The spirit of Education has moved the world, and is destined to exert an influence which will increase and gather new strength as ages roll away. It possesses a charm that is boundless in its sway, no barrier being so formidable but it will assail and overthrow, setting free the oppressed, and instilling into their minds noble aspirations. Its works are in harmony with the better feelings of our nature, touching the tenderest heart-strings and inspiring our very being with a relish for things beautiful. Nearly every nation at the present time gives proof of its renovating influence. Its workings may be traced in the heretofore barbaric islands of the Pacific, and it is slowly wending its way to the sunburnt coast of degraded Africa. We have reason to believe that ere many ages have passed to swell the vast ocean of the past, it will be the acknowledged conqueror of the world. Every land paying homage to it as the

fountain of their many blessings and privileges.

The present age may truly be denominated an age of advantages far superior to that of any other in the history of our world. Knowledge has unfolded her glittering and varied store to the youth of our land and they flock to the fountain, drinking deep of the pure waters. Here they find originality portrayed in all its fascinating colors, here they can paint from reality, scenes radiant with Christian love,—here they find a congenial field that is inexhaustible in its vast researches. The archives of the past have not reached the acme of present aspirations, and we are seeking still higher stand-points. We have passed beneath the beetling cliffs of adversity, and are cheered by the sunshine of prosperity. Fame, from her lofty summit, still beckons on, waiting to deck the winner's brow with a wreath "that fadeth not away."

H. T. M.

Pearl Creek, N. Y., 1860.

TEACHERS SHOULD STUDY.

Some of the best lessons of life are learned from familiar objects, and we do not hesitate to seek instruction from the humblest sources. We have often watched with interest the management of steam engines on boats and on railroads. A goodly supply of fuel is provided at the outset, and so placed as to be convenient for use. Before the machine can be made to work, two things have to be done. A fire must be made in the furnace of the engine, and then must be duly supplied with fuel. The former of these operations is generally styled by engineers "firing up," and the latter "wooding up," or "coaling up," according to the materials used. We have heard the chief engineer of an Atlantic steamship call out to a subordinate, "coal up." Recently on a railroad connected with this city, we heard the order given, "wood up." And once in a miserable steamer, having been weather-bound for twelve hours in a Mediterranean port, we heard with joy the Captain's call, "fire up."

We have been led to reflect on the consequences that would follow if orders of this kind were either not given or not obeyed. Steamships would halt mid-ocean, and railroad cars would disappoint us more than when blocked up by "mountains of snow." Indeed, the whole course of business would be seriously affected, and general indignation would be excited against the steamboat and railroad engineers.

Now, we have educational crafts that are stopped in their career of usefulness by the ignorance and blunders of the managers more months than we spent hours on the Corsican coast. With what joy, then, would the call be heard by suffering communities, "fire up, wood up." Without assuming any but a subaltern's post, we take the liberty of raising the cry in our ranks, "Fire up; wood up."

Light and truth are as needful to the teacher as fire and fuel to the engine.—Neither can carry forward either man or humanity without proper attention.—Therefore, while veritable engineers "fire

up" and "wood up," let teachers "read up" and "study up" at every interval of their labors, for the better discharge of their duties.

We need not institute here a formal and extended parallel. Teachers should provide themselves with suitable books, maps, charts and other means of instruction and improvement; and should seek to kindle their zeal and quicken their interest in the objects of their profession by study, meditation, and intercourse with their fellow laborers. Teachers thus provided, and improving their means of usefulness, acquire, during a lapse of years, great energy of character and power of propulsion, often reminding one of the steam engine; and they bear about the same comparison with improvident, unimproving teachers, that a powerful locomotive does to a hand car.

In employing this figure of speech, we need not guard against misapprehensions. Though the steam horse goes snorting through the country, and, as a signal to parties interested, utters a shrill whistle on approaching a railroad station, noisy, officious demonstrations of zeal and interest on the part of schoolmasters and schoolmistresses are not hence to be commended. Rather such manners are to be characterized as vulgar and prejudicial to the best interests of education. Teachers of this order may float on the surface of society, but they are not the strongest reliance or the best representatives of their profession, lacking, as they generally do, the quiet energy and the inherent force of character which spring alone from genuine scholarship and mental culture.

"A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring;
For shallow draughts intoxicate the brain,
And drinking deeply sobers us again."

Teachers should study and think; for in this way alone can they keep in the line of their profession, understanding its aims, maintaining its spirit, and accomplishing its objects. Unfaithfulness or negligence here is a prolific source of mischief, often causing friends to pity and mourn, enemies to despise and rejoice, and bringing defeat to the best laid plans for the promotion of good learning.—They should work, drawing from the fountains of heavenly wisdom and illuminating their minds with the best lights of the ages. They should read and study the best books on the nature, objects, and means of education, or forever resign their noble calling.—*Ithaca Island Schoolmaster.*

PRIDE.

In beginning the world, if you don't wish to get chafed at every turn, fold your pride carefully, put it under lock and key, and let it air on grand occasions.—Pride is a garment, all stiff brocade outside, all grating sackcloth on the side next to the skin. Even kings don't wear dalmaticum except at coronations.—*Dutcher.*

It matters not whether a man be mathematically, philologically, or artistically cultivated, so he be cultivated.