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The Parish School Advocate,

AND FAMILY INSTRUCTOR:

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

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

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VOL. I. NOVEMBER, 1858. No. 11.

REVIEW.

TESTIMONY OF THE ROCKS. HUGH MILLER.

IT is impossible in a passing notice of so great a man as was the late Hugh Miller, and so great a work as the Testimony of the Rocks has proved to be, to afford our readers even a faint idea of either the man or his works.

For the present, however, let it suffice to quote a few brief paragraphs from this work, bearing on the two Theologies, natural and revealed, as viewed through the medium of Geology.

After successfully combatin' and disposing of the different views held by writers, as to the reconciliation of "the two records, Mosaic and Geologic," our author, in unison with Jameson, Cuvier, and Silliman, proves, we think, beyond dispute, that the days named in the first chapter of Genesis denote long periods of time. In exposition of this view we shall allow Mr Miller to speak at length:

"Premising, then, that I make no pretensions to even the slightest skill in philology, I remark further, that it has been held by accomplished philologists, that the days of the Mosaic creation may be regarded, without doing violence to the genius of the Hebrew language, as successive periods of great extent. And certainly, in looking at my English Bible, I find that the portion of time spoken of in the first chapter of Genesis as *six* days, is spoken of in the second chapter as *one* day."

. . . "Waiving, however, the question as a philological one, and simply holding with Cuvier, Parkinson, and Silliman, that each of the *six* days of the Mosaic narrative in the first chapter were what is assuredly meant by the *day* referred to in the second,—not natural days, but lengthened periods,—I find myself called on, as a geologist, to account for but three of the six. Of the period during which light was created,—of the period during which a firmament was made to separate the waters from the waters,—or of the period during which the two great lights of the earth, with the other heavenly bodies, became visible from the earth's surface,—we need expect to find no record in the rocks. Let me, however, pause for a moment, to remark the peculiar character of the language in which we are first introduced in the Mosaic narrative to the

heavenly bodies,—sun, moon, and stars. The moon, though absolutely one of the smallest lights of our system, is described as secondary and subordinate to only its greatest light, the sun. It is the apparent, then, not the actual, which we find in the passage, - what *seemed* to be, not what *was;* and as it was merely what appeared to be greatest that was described as greatest, on what grounds are we to hold that it may not also have been what *appeared* at the time to be made that has been described as made? The sun, moon, and stars may have been created long before, though it was not until this fourth period of creation that they became visible from the earth's surface."

"The geologist, in his attempts to collate the Divine with the geologic record, has, I repeat, only three of the six periods of creation to account for,—the period of plants, the period of great sea monsters and creeping things, and the period of cattle and beasts of the earth. He is called on to question his systems and formations regarding the remains of these three great periods, and of these only. And the question once fairly stated, what, I ask, is the reply? All geologists agree in holding that the vast geological scale naturally divides into *three* great parts. There are many lesser divisions,—divisions into systems, formations, deposits, beds, strata; but the master divisions, in each of which we find a type of life so unlike that of the others, that even the unpractised eye can detect the difference, are simply three,—the Palæozoic, or oldest fossiliterous division; the Secondary, or middle fossiliferous division; and the Tertiary, or latest fossiliferous division.

"In the first, or Palæozoic division, we find corals, crustaceans, molluscs, fishes, and, in its later formations, a few reptiles. But none of these classes of organisms give its leading character to the Palæozoic; they do not constitute its prominent feature, of render it more remarkable as a scene of life than any of the divisions which followed. That which chiefly distinguished the Palæozoic from the Secondary and Tertiary periods was its gorgeous flora. It was emphatically the period of plants,—"of herbs yielding seed after their kind." In no other age did the world ever witness such a flora: the youth of the earth was peculiarly a green and umbrageous youth,—a youth of dusk and tangled forest, of huge pines and stately araucarians, of the reed-like calamite, the tall tree-fern, the sculptured sagillaria, and the hirsute lepidodendron.—Wherever dry land, or shallow lake, or running stream appeared, from where Melville Island now spreads out its ice wastes under the star of the pole, to where the arid plains of Australia lie solitary beneath the bright cross of the south, a rank and luxuriant herbage cumbered every footbreadth of the dank and streaming soil; and even to distant planets our earth must have shone through the enveloping cloud with a green and delicate ray. Of this extraordinary age of plants we have our cheerful remembrancers and witnesses in the flames that roar in our chimneys when we pile up the winter fire,—in the brilliant gas that now casts its light on this great assemblage, and that lighters up the streets and lanes of this vast city,—in the glowing furnaces that smelt our metals, and give moving power to our ponderous engines,—in the long dusky trains that, with shriek and snort, speed dart-like athwart our landscapes,—and in the great cloud-enveloped vessels that darken the lower reaches of your noble river, and rush in foam over ocean and sea. The geologic evidence is so complete as to be patent to all, that the first great period of organized being was, as described in the Mosaic record, peculiarly a period of herbs and trees, 'yielding seed after their kind.'

"The middle great period of the geologist—that of the Secondary division—possessed, like the earlier one, its herbs and plants, but they were of a greatly less luxuriant and conspicuous character than their predecessors, and no longer formed the prominent trait or feature of the creation to which they belonged. The period had also its corals, its crustaceans, its molluscs, its fishes, and in some one or two exceptional instance its dwarf mammals. But the grand existences of the age,—the existence in which it excelled every other creation, earlier or later, were its huge creeping thing,—its enormous monsters of the deep,—and, as shown by the impressions of their footprints stamped upon the rocks, its gigantic birds. It was peculiarly the age of egg-bearing animals, winged and wingless. Its wonderful *whales*, not, however, as now, of the mammalian, but of the reptilian class,—ichthyosaurs, plesiosaurs, and cetiosaurs,—must have tempested the deep; its creeping lizards and crocodiles, such as the teliosaurus, megaiosaurus, and iguanodon,—creatures some of which more than rivalled the existing elephant in height, and greatly more than rivalled him in bulk,—must have crowded the plains or haunted by myriads the rivers of the period; and we know that the footprints of at least one of its many birds are fully twice the size of those made by the horse or camel. We are thus prepared to demonstrate, that the second period of the geologist was peculiarly and characteristically a period of whale-like reptiles of the sea, of enormous creeping reptiles of the land, and of numerous birds, some of them of gigantic size; and, in meet accordance with the fact, we find that the second Mosaic period with which the geologist is called on to deal was a period in which God created the fowl that flieth above the earth, with moving [or creeping] creatures, both in the waters and on the land, and what our translation renders great whales, but that I find rendered, in the margin, great sea monsters.

"The Tertiary period has also its prominent class of existences. Its flora seems to have been no more conspicuous than that of the present time; its reptiles occupy a very subordinate place; but its beasts of the field were by far the most wonderfully developed, both in size and numbers, that ever appear-

ed upon earth. Its mammoths and its mastodons, its rhinoceri and its hippopotami, its enormous dinotherium and colossal megatherium, greatly more than equalled in bulk the largest mammals of the present time, and vastly exceeded them in number. The remains of one of its elephants (*Elephas primigenius*) are still so abundant amid the frozen wastes of Siberia, that what have been not inappropriately termed "ivory quarries" have been wrought among their bones for more than a hundred years. Even in our own country, of which, as I have already shown, this elephant was for long ages a native, so abundant are the skeletons and tusks, that there is scarcely a local museum in the kingdom that has not its specimens, dug out of the Pleistocene deposits of the neighbourhood. And with this ancient elephant there were meetly associated in Britain, as on the nothern continents generally all around the world, many other mammals of corresponding magnitude. "Grand indeed," says an English naturalist, "was the fauna of the British islands in those early days. Tigers as large again as the biggest Asiatic species lurked in the ancient thickets; elephants of nearly twice the bulk of the largest individuals that now exist in Africa or Ceylon roamed in herds; at least two specimens of rhinoceros forced their way through the primeval forest; and the lakes and rivers were tenanted by hippopotami as bulky, and with as great tusks, as those of Africa." The massive cave-bear and large cave-hyæna belonged to the same formidable group, with at least two species of great oxen (*Bos longifrons* and *Bos primigenius*), with a horse of smaller size, and an elk (*Megaceros Hibernicus*) that stood ten feet four inches in height. Truly this Tertiary age—this third and last of the great geologic periods — was peculiarly the age of great beasts of the earth after their kind, and of cattle after their kind.'

"Let me yet further remark, that in each of these three great periods we find, with respect to the class of existences, vegetable or animal, by which they were most prominently characterized certain well marked culminating points together, if I may so express myself,—twilight periods of morning dawn and evening decline"

The greatest objection probably that the reader will take to Mr Miller's work is its apparent disagreement with the view generally entertained as to the Sabbath. It will be observed by examination of the sacred formula that while the evening and the morning were referred to as the beginning and end of each of the six days, the *seventh* is not said to have an evening. It would appear from the sacred text as well as from geology, that at the termination of the six periods, God ceased from his work of creation, and that cessation we believe still continues: God still rests from his creative work; and the work of redemption —his sabbath day work—then commenced, and is still going on.

And this view of the work of creation cannot possibly detract from the power, wisdom and goodness of the creator; for while man's sabbaths are limited to *one* in *seven*, it is only but reasonable that God's sabbath should continue throughout the whole period of redemption; and its evening will be when the ransomed of the Lord shall be called to a seat in that house not made with hands, eternal in the heavens, and when this earth shall be burned up; not, we believe, annihilated, but changed, and perhaps fitted for other intelligences;—for it is with reference to intelligence that all things apparently were made that are made.

The eternal existence of matter without mind fitted to enjoy it and glorify its author, seems incompatable with the great end, apparently, held in view by the Creator of the universe. On this subject let Mr Miller again speak:—

"I have failed to see any force in the objection. God the Creator, who wrought during six periods, rested during the seventh period; and as we have no evidence whatever that he recommenced his work of creation,—as, on the contrary, man seems to be the last formed of creatures,—God may be resting still. The presumption is strong that his Sabbath is an extended period, not a natural day, and that the work of Redemption is his Sabbath day's work. And so I cannot see that it in the least interferes with the integrity of the reason rendered to read it as follws:—Work during the six periods, and rest on the seventh; for in six periods the Lord created the heavens and the earth, and on the seventh period *He* rested. The Divine periods may have been very great,—the human periods very small; just as a vast continent or the huge earth itself is very great, and a map or geographical globe very small. But if in the map or globe the proportions be faithfully maintained, and the scale, though a minute one, be true in all its parts and applications, we pronounce the map or globe, notwithstanding the smallness of its size, a faithful copy. Were man's Sabbath to be kept as enjoined, and in the Divine proportions, it would scarcely interfere with the logic of the "reason annexed to the fourth commandment," though in this matter, as in all others in which man can be an imitator of God, the imitation should be a miniature one.

The work of Redemption may, I repeat, be the work of God's Sabbath day. What, I ask, viewed as a whole, is the prominent characteristic of geologic history, or of that corresponding history of creation which forms the grandly fashioned vestibule of the sacred volume? Of both alike the leading characteris-

tic is progress. In both alike do we find an upward progress from dead matter to the humbler forms of vitality, and from thence to the higher. And after great cattle and beasts of the earth had, in due order, succeeded inanimate plants, sea monsters, and moving creatures that had life, the moral agent, man, enters upon the scene. Previous to his appearance on earth, each succeeding elevation in the long upward march had been a result of creation. The creative fiat went forth, and dead matter came into existence. The creative fiat went forth, and plants, with the lower animal forms, came into existence. The creative fiat went forth, and the oviparous animals,—birds and reptiles,—came into existence. The creative fiat went forth, and the mammiferous animals,—cattle and beasts of the earth,—came into existence. And, finally, last in the series, the creative fiat went forth, and responsible, immortal man, came into existence. But has the course of progress come, in consequence, to a close? No. God's work of elevating, raising, heightening, — of making the high in due progression succeed the low,—still goes on. But man's responsibility, his immortality, his God-implanted instincts respecting an eternal future, forbid that that work of elevation and progress should be, as in all the other instances, a work of creation. To create would be to supersede. God's work of elevation *now* is the work of fitting and preparing peccable, imperfect man for a perfect, impeccable, future state. God's seventh day's work is the work of Redemption. And, read in this light, his reason vouchsafed to man for the institution of the Sabbath is found to yield a meaning of peculiar breadth and emphasis. God, it seems to say, rests on *his* Sabbath from his creative labors, in order that by his Sabbath day's work he may save and elevate you.—Rest ye also on your Sabbath, that through your co-operation with him in this great work ye may be elevated and saved. Made originally in the image of God, let God be your pattern and example. Engaged in your material and temporal employments, labor in the proportions in which he labored; but, in order that you may enjoy an eternal future with him, rest also in the proportions in which he rests.

One other remark ere I conclude. In the history of the earth which we inhabit, molluscs, fishes, reptiles, mammals, had each in succession their periods of vast duration; and then the human period began,—the period of a fellow worker with God, created in God's own image. What is to be the next advance? Is there to be merely a repetition of the past?—an introduction a second time of man made in the image of God? *No.* The geologist, in those tables of stone which form his records, finds no example of dynasties once passed away again returning. There has been no repetition of the dynasty of the fish, of the reptile, of the mammal. The dynasty of the future is to have glorified man for its inhabitant; but it is to be the dynasty—"the *kingdom*"—not of glorified man made in the image of God, but of God himself in the form of man. In the doctrine of the two conjoined natures, human and Divine, and in the further doctrine that the terminal dynasty is to be peculiarly the dynasty of HIM in whom the natures are united, we find that required progression beyond which progress cannot go. We find the point of elevation never to be exceeded merely coincident with the final period never to be terminated, —the infinite in height harmoniously associated with the eternal in duration. Creation and the Creator meet at one point, and in one person. The long ascending line from dead matter to man has been a progress Godwards, —not an asymptotical progress, but destined from the beginning to furnish a point of union; and occupying that point as true God and true man,—as Creator and created,—we recognize the adorable Monarch of all the future!"

TO OUR READERS.

SOME of our patrons and friends may be curious enough to know how much money we are making out of our publications,—we are also curious enough to tell them.

In 1845, the "work on Theoretical and Practical Land Surveying" was published; this publication cost us 125*l.*, exclusive of the labour of preparing it. The sales amounted to 45*l.*; and a grant from the New Brunswick legislature swelled the amount received towards the liquidation of the cost to 95*l.*—The balance of the copies of the work were principally destroyed by fire and other accidents. So it will be seen by these facts that we were left minus 30*l.*

But as the work received the approval of the most competent authorities in the lower provinces, it paid us in an indirect way—having been employed on the principal railway and other surveys of the country.

In 1855, an Historical, Statistical and Geographical work on the provinces of Nova Scotia, New Brunswick, and Prince Edward Island was issued—containing 400 pages, with two maps. The cost of this publication, exclusive of the labour of preparing it, amounted to 300*l.*; and

notwithstanding the sale of 200*l.* worth of copies to the New Brunswick government, and 30*l* worth to the Nova Scotia government, and other small sales to school districts, and scattering copies throughout the country, we have not received, over and above the cost of printing and binding, *ten pounds* for our labour, which all must consider was very great. Indeed knowing as much as we do about such matters at present, we should be very unwilling to take one hundred pounds as compensation and travel the same ground over again. But we get the work before the public, and we are happy to be able to say that it has been well received both in this and the mother country, and only wants a little exertion to get the remaining copies, which are on hand, disposed of.—We intend now, as the expenses of publishing are all paid, to reduce the price of those on hand, by single copies, to the wholesale price—as sold to the legislatures, etc.

And now we are engaged in the publication of the *Parish School Advocate*, which our readers are aware was commenced at the beginning of the present year, and though our terms are, payments in advance, and the price so low that even the poorest family in the provinces can avail themselves of the work; still, out of nearly 700 subscribers we have not received remittances from *one hundred*: while we have to pay the printer regularly every month as the work advances.

We feel satisfied that if in place of publishing the works above referred to we had published a fiery partizan newspaper—abusing one political party, we care not which; or published a *novel*—a lie, absolute, well told, there is no doubt but what our coffers would have been much, very much better filled: but to publish works with a view to the elevation of the more substantial literature of the country is a losing affair.

The work on Land surveying, we believe, is the only one ever published in British North America; the history of the lower colonies, the only one, on so extensive a scale, except an old and much esteemed work by Judge Haliburton; and now the "Parish School Advocate," the only one, when commenced, in the lower provinces, are works which required much labour in their preparation; and up to the end of this year the sum expended will not fall far short of 600*l.*

With these facts before us, and the small amount of remuneration yet directly received for our labours, and our willingness, however much we may fail in intellectual ability, to do the best in our power, and not having pecuniary means, except what our industry procures for us, and numerous other disadvantages, we think we can honestly ask the patrons and friends of the *Parish School Advocate* to continue their support and extend our subscription list; and those who have not remitted the amount of their subscriptions, we will be extremely obliged if they will do so before the termination of the year 1858. Money we know is very scarce, and therefore have not asked for remittances until now—nearly the close of the year.

Our patrons will please accept our thanks for the interest they have manifested in the spread of our publications; and to those ladies who have taken so decided an interest in the P. S. A. we are under a double compliment, and as remuneration for kindness, we hope to make the *Parish School Advocate* more worthy of their patronage.

SCHOOL INSPECTION.

The Inspector of Schools, Mr Duval, for the eastern counties of New Brunswick, has just completed his first examination of the schools under the present law. He speaks favourably of their condition, generally.

Our conviction is more firmly established, that it is impossible for an inspector not living in the locality of the schools to ascertain their true state. In some schools, finding when the inspector is at hand, which is generally ascertained, an extra effort is made to make a favorable appearance for the time, while the school at other times is anything else but what it should be.

Let the trustees in each parish be paid, and clothed with authority to examine & report on the schools, and the evil will be in a great measure remedied; but, as it is, it is only a waste of money, 1000*l.* per annum, to continue the inspection.

EDUCATIONAL DEFECTS.

THE following article from the *Westmorland Times*, carries out our views with regard to the results that may be expected from the present School Bill with the machinery in operation. We believe, with our cotemporary, that, "the present act is so exceedingly defective, that we doubt much whether it is worth its cost to the country:" but we beg to differ with him with regard to forcing taxat on upon the country.—Upper Canada has not done so, and there the system reigns in all its usefulness. Coercion will not do, in a free country; the beauties of education must be shown and circulated by other means. Prussia, under her coercive system, does not advance in moral and intellectual education equal to our sister province.

THE SUBJECT OF EDUCATION has been, and seems destined yet to be, one of those vexed questions which the power and influence of Legislative enactments can neither govern nor control. We do not presume to suppose that the present School Act is by any means complete, neither do we imagine that it is not calculated to effect much good if properly applied; but we have of late had an opportunity of witnessing how exceedingly inefficient any act of the Legislature may become, however well intended, where people are to be found ready and willing to take all *and every advantage of its defects, and* the officers appointed to carry it out are rendered powerless either through the want of ability or the want of will to test its qualities and apply its provisions to the requirements of the country. In this part of the County of Westmorland we have lately had a visit from the Chief Superintendent, and also from Mr Duval, the District Inspector; although as far as we can either perceive or understand, the amount of good which has resulted, or is likely to result, is of such an insignificant amount as to be hardly discernable. Education is one of those subjects which we believe must be dealt with in a thorough, wholesome, clear, and decided manner. We cannot understand any such thing as half measures at all; and the experience we have had under the present Act brings us to the conclusion that however well intended and however many its good points, it is but a half measure after all. The arguments in its favor we will admit are quite feasible. Voluntary taxation looks reasonable enough, and it is hard to gainsay the principle; but people will not adopt it as a general rule and therefore its benefits become only partial. From whatever cause we are unable to define, but such is the fact, either people are not sufficiently enlightened to see its necessity or they are too selfish and short sighted to discover its advantages. But the application of the principle when placed in the hands of the people as a matter of choice, either to be received or rejected, is in a large majority of instances allowed to die a natural death. We long ago advocated the passing of a law for direct taxation to support the Educational Institutions of the country, and every day convinces us more clearly that nothing short of this will suffice; for with all its improvements on the old *system (and we will admit it has many)* the present act is so exceedingly defective that we doubt much whether it is worth its cost to the country. We can look at our own immediate locality as a fair sample of the whole country, and we hesitate not to say that means and appliances are made use of for the purpose of procuring the assistance provided under the present Act which are not by any means creditable; and that although the intention may be ever so good, and the object ever so well meant there is ample room for partiality and injustice to be practised, and like every other act of the Legislature, people will be found ready to suit themselves to circumstances and take advantages whether fair or unfair when there is room left to do so. We have no doubt the Act was meant to provide that those who are best qualified to teach should receive such assistance and remuneration as their merits properly entitle them to, neither have we any hesitation in believing that it is the duty of the officers appointed by the Government to find out and award accordingly; but we have something more than a doubt whether they have succeeded in doing so. We will do Mr Duval the justice to believe that he is a thoroughly classic scholar, and perhaps he intended to carry out the provisions of the Act according to what he understood to be their true intent and meaning; but either his mission has failed of success or the Law is so defective that

its objects cannot be attained. We do not wish to write all this without effecting an object, and that object is to call the attention of the Government to the fact that the present School Act is neither expansive enough in its grasp nor stringent enough in its enactments. Taxation is the only mode by which Education can be fairly and properly supported in this country, and here is no reason why every man should not be made to contribute his fair proportion according to his ability; and although the voluntary principle appears to have a great shew of justice in its application, yet if the fact is admited that every man ought to contribute, then there can be no sort of injustice in compelling all men alike to do that which is right in itself and beneficial to the country."

CORRESPONDENCE.

To the Editor of the P.S.Advocate.

ON THE EFFECTS PRODUCED ON EDUCATION BY RAILROADS AND TELEGRAPHS.

SIR:—The results of the improved means of inter-communication between different countries and between different districts of the same country, have been so various, and have so far exceeded the most sanguine expectations of their original projectors, that it is not surprising if persons, residing in localities not yet reached by these modern innovations, should doubt whether they have actually realized the anticipated or imputed benefits to mankind.

When Watt and Cunningham, with several others, first struggled to draw attention to the propulsion of boats by steam—when Stephenson contended against lawyers and parliamentary committees for a railroad speed of fifteen miles an hour—when the electric telegraph was first exhibited at the Adelaide Gallery, astonishing its visitors by the instantaneous communications passed along a wire one mile in length—no one could dream of the mighty effects produced by the application of steam-ships to the purposes of commerce and of war; —no one could readily believe the astonishing speed, and the great extent, of railway travelling; and no one could even imagine the use of the telegraph, in conveying information for hundreds of miles as rapidly as for one;—while any person who might even have hinted at the possibility of connecting the two hemispheres, and of forwarding the London news to New York as fast as it can be spread over England itself, would have been deemed little short of a madman. The application of steam to ocean navigation, once deemed impossible, has facilitated and expedited the operations of the merchant, and formed a new era in modern warfare. The almost universal adoption of the iron road and the powerful locomotive, has economized time and capital, the two great ingredients in mercantile enterprize, and has brought out and stimulated the talent, energies and capabilities of every country into which these agents have been introduced; and the last great application of science has already, to a great extent, advanced, and, as it is brought into more general action, will most materially tend to the advancement of all those objects, and to the more intimate connection and general amelioration of the whole race of mankind. All these are undoubted and undisputed facts: but, it may be asked, how do these great improvements bear on the question of general education, to which you, Mr Editor, have devoted your pages. Let us inquire into this, one of the most material results of their general introduction.

Let any person, who may be disposed to question their operation in this direction, picture to himself an isolated settlement, destitute of roads, or of the means of intercourse with its neighbours. Let him take a young man, bred up in this seclusion, even with the benefit of books, and, if he pleases, with a scientific education, and compare him with another of the same age, but who has travelled over the United States, or the continent of Europe, and he will at once be struck with the superior advantages a free intercourse with his fellow men will have conferred on the youth who has enjoyed it; and how much better he will be prepared for the ordinary affairs of life. Let a similar comparison be carried out between the inhabitants, ge-

nerally, of any secluded district—say fifty years ago—and the very same locality, brought into active life by the mere construction of a common road. The difference must have struck many of your readers, and I am sure that no argument, no proof is required to establish the fact. If this has been the effect of an imperfect, tardy and expensive mode of inter-communication, similar, but more extended results must follow from the greater improvements we are considering—from the cheaper and more rapid means of travelling,—and from the introduction of strangers, of travellers, and of scientific men into the secluded district we have supposed. That this is, in fact, no imaginary case—that such have been the gradual, but unfailing, results, from the opening a country to travel will be apparent to every one who will take the trouble to inquire, or even to read the publications of the day.

If an instance of the disadvantages of this seclusion from the world were necessary, China affords one on a large scale. The inhabitants of that immense empire, though not generally deficient in shrewdness or capacity, or in many branches of science, are, as is well known, most grossly ignorant in the common business of life, and devoted to the vilest and most absurd superstitions.

Russia, again, the state of whose roads, even in the maritime districts, was found so wretched by our Crimean expedition, is another instance. The ignorance of the mass of its population is almost proverbial. And what are the means its present emperor is taking to enlighten them? What indeed, but the construction of railroads and telegraphs to an enormous extent throughout his vast and semi-barbarous provinces

But it is not only in this general point of view—in the promotion of useful intercourse between man and man, and the consequent improvement of all thus brought into contact with each other — that railroads and telegraphs promote the general improvement. The very construction of these works, apart, of course, from the mere manual and physical labour of forming the earth works, introduces a scientific and intelligent description of workmen; the very surveyors and foremen directing the rough operations, and the engine drivers, operatives, and mechanics afterwards employed, tend to promote information, and to give a taste, to the rising generation at any rate, for employments that require some degree of education, and give rise to a thirst for knowledge, which, in its ultimate effects, has often developed genius, and led to scientific inventions of great practical utility. On most of the English railroads, mechanics' institutes and libraries have been formed, for the benefit of the workmen and others in the vicinity of the stations; and thus a most important auxiliary has been brought to assist in the cause of education. At the Swindon Central Station, on the Great Western Rail-road a library of 2200 volumes had been collected nearly two years ago.

These are minor advantages, though not unimportant. Another most essential benefit, conferred by rail-roads and steam-boats, is the safe and rapid conveyance of letters and periodicals. No reasonable man at the present day will underrate these advantages, the immense number of letters passing through the English Post office—between three and four hundred millions every year—the seventy thousand copies of the "Times" newspaper, daily distributed in that country—the weekly circulation of the Illustrated News, amounting to one hundred and forty thousand,—besides the innumerable host of other papers, pamphlets, and magazines—to say nothing of the book post recently established—could not be spread over the country without the aid of the steam horse, except at a cost that would most materially enhance their price to the literary consumer. We have not, in so great a degree, begun to appreciate this branch of enjoyment in these provinces, but when we recollect that the number of English newspapers, passing through the Halifax Post office is no less than sixty thousand, and looking, in addition, at the daily increasing productions of our own press, we shall be convinced that these means of diffusing knowledge are operating, to a great extent, through our own, as well as other countries more densely peopled, and more advanced in the conveniences and appliances of modern social life; and we shall find that we too need the same mechanical auxiliaries to the spread of information as are found beneficial to our European fellow countrymen and our Republican neighbours. The telegraph, too, is no mean ally in the same cause. By the frequency

and speed of its communications, it excites and keeps alive an interest in the transactions of the nations of Europe; —it stimulates us to follow their example in scientific and literary institutions; and it promotes the education of adults, as much as the schools, which are your more immediate object, provide for that of the rising generation. Another most material benefit will result from the easy and instantaneous communication between scientific men in all parts of the world, thus facilitating astronomical discovery, and philosophical experiments of almost every description.

These are but a few of the modes in which these great modern inventions will act on the general education of the people. In many other respects their effects cannot be calculated, and we must remember that knowledge progresses in a geometric ratio. Every step taken in this direction not only prepares the ground for the next, but renders it much more easy, and increases the desire of the student to advance.

I am, Sir,
Yours obediently,
NEMO.

20th Oct., 1858.

AGRICULTURE.

USE OF SNOW.

SNOW is in Canada one of those over abundant gifts of Providence that, like the air we breathe and the water we drink, are too common often to excite our interest or our gratitude. Yet snow is a thing wonderful in its origin and structure, and having great and important uses in nature.

Snow differs from ice in its origin. Snow is frozen vapour, whereas mere ice is frozen water. Vapour in freezing, as we may see by looking at the frosted window panes, and the little tufts of icy needles that form in frosty weather on the heads of nails, forms delicate crystals, and these when produced in the air as snow flakes, are exceedingly thin, six-sided films of ice, often extended into stars by the projection of pointed or feathered expansions of their angles. In mild weather these stars become very large and being entangled together, form large loose flakes. The thinness and smoothness of the snow crystals, gives the slippery anti-friction surface of the polished sleigh track, and the lightness and the porosity of the mass renders it one of the best non-conductors of heat, and consequently enables it to protect the ground from excessive frost.

The snow is in truth a huge fleecy blanket spread over the surface, to protect tender plants and prevent the frost from penetrating too deeply into the soil. So true is this, that however cold the air above, the temperature under the snow will rarely be found much below the freezing point Hence, under a deep covering of snow, the ground is frozen only very slightly; and when the snow is gone, vegetation is not retarded by the coldness of a frozen subsoil. Under snow the temperature is also equable and the great injuries which result from alternate freezing and thawing of plants are prevented. Many plants can be imbedded in frozen soil without injury, but if alternately frozen and thawed they soon perish.

But snow is not only a covering, it is a manure, or rather a collector of manure. The old popular impression to this effect, is confirmed by chemical investigation. It has been ascertained by Liebeg and Johnston that, while the composition of newly fallen snow is nearly identical with that of rain water, snow which has remained for some time on the ground, affords, when thawed, a quantity of ammonia not previously present in it. This is accounted for by the porous character of the material, which enables it to absorb ammoniacal or other vapors, thus purifying the air, and at the same time collecting one of the richest and most volatile of manures for the nutrition of vegetation in the spring. Ammonia is also known to enable plants to thrive with less light than they ordinarily require, hence it is not impossible that when under snow and plentifully supplied with this substance, they may actually grow. Thus, as well as the effect of a gradual thawing of the snow in preventing the leaves from being frost-bitten, may account for the bright green colour which grass often presents after the snow has left it.

Snow like rain falls on the lands of the just and of the unjust. It benefits the bad as well as the good farmer. Yet the uses above stated, suggest the question—do we use all the means in our power to receive benefit from this useful gift of nature. Our ordinary clearing and cultivation tend to lay bare the land to the influence of winter storms, and to cause the snow to drift into piles, and to fill up water courses and hollows, instead of evenly covering the surface. In this way, much of its benefit is lost. In nature, on the other hand, the shelter of the forest, and even of the shrubs and withered herbage ensures a more even covering of snow. If possible, we should imitate nature in this, and by belts of trees or hedge rows shelter those places which by experience we find to drift bare of their natural winter covering. The benefits of such shelter are largely realised in Great Britain, and also on new farms in this country, while still sheltered by the forest; but the bare unsheltered surface of many of the older districts, has this want of protection from the destructive effects of the winter blasts, added to the other causes of its increasing sterility.

Other effects of the more or less equal distribution of snow are also worthy of notice. When parts of a field are bare and other parts covered with snow-banks the penetration of the frost is unequal, and the snow-water instead of sinking with its ammoniacal matter into the soil, runs off into the streamlets and drains, cutting trenches in the soft ground, and rapidly swelling the brooks and rivers. Thus, two fold losses are sustained, independently of the manifold winter inconveniences of snow-drifts.

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INTELECTUAL FARMING.

If you wish to keep your sons on the farm, you must put more intellect in your farming. A bright boy wants food for the mind, as well as work for the body. Mere routine will not satisfy him. He will be willing to work when mind directs the hand. Otherwise, you cannot keep him at home. He will be off, ere you are aware. Therefore, read and think, and work out your reading and thinking on your farm. Your boys will stay with you then.

SHEEP.

Sheep must be *well* protected in cold and wet weather. Sheds for this purpose are to be made, closed on every side but the south. Some straw should be provided in very cold weather for bedding. To fatten them, or any other animal in winter, keep them dry and warm. The more rest they have, consistent with health, the better they fatten.

They need two and a-half to three pounds of hay each per day, and from one to three gills of ground corn, or corn and cob meal. A varied diet of roots and grain is best, as it is not so heating as all grain. Steam the roots and chop them fine. One feed of roots and one or two of grain per day will lessen the amount of hay required. They must have fresh water twice a day at least—and a trough with tar sprinkled with salt, of easy access. Some green pine tops thrown in to them occasionally to browse on, are said to do well in lieu of the tar; but do not neglect to give them salt frequently. Chopped oats may be fed to them in place of corn, if preferred. They may be put up as soon as cold weather comes on, allowing the use of a small lot in fine weather, with access to the shed. These are general directions, to be modified in their application to particular locations and circumstances.

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AGRICULTURAL LIBRARIES.

Farmers should provide themselves with a good agricultural library, in addition to their weekly or monthly agricultural journals. They will never regret the purchase, and I will guarantee an outlay of twenty-five dollars so expended, will be more than twice repaid by the information so procured. A farmer will find "Randall's Sheep Husbandry" soon paid for, by its telling him how to put on an extra layer of fat on his twelve whethers, which will bring in to him some extra dollars.

When you want an agricultural book or treatice, ask the editor of your agricultural paper which is the best work, suited to your wants, locality, etc., upon the particular branch or subject needed, and he will not fail to give you good advice.

SELECTED POETRY.

TRUST IN GOD.

When gathering clouds around I view,
And days are dark, and friends are few,
On Him I lean, who, not in vain,
Experienced every human pain;
He sees my wants, allays my fears,
And counts and treasures up my tears.

If ought should tempt my soul to stray
From heavenly wisdom's narrow way:
To flee the good I would pursue,
Or do the sin I would not do,
Still He who felt temptation's power
Shall guard me in that dangerous hour.

When vexing thoughts within me rise,
And sore dismayed my spirit dies,
Yet He, who once vouchsafed to bear
The sickening anguish of despair,
Shall sweetly soothe, shall gently dry,
The throbbing heart, the streaming eye.

When sorrowing o'er some stone I bend,
Which covers all that was a friend,
And from his hand, and voice, and smile
Divides me for a little while;
My Saviour marks the tears I shed,
For Jesus wept o'er Lazrus dead!

And O! when I have safely passed
Through every conflict but the last,
Still, Lord, unchanging watch beside
My dying bed, for Thou hast died.
Then point to realms of cloudless day,
And wipe the latest tears away.

LORD GLENELG.

THE PLAY HOUR.

The bell has rung, with merry shout
From school the boys are rushing out,
Now books are closed, with what delight
They grasp the marbles, ball, and kite.
Shout on, light hearts, one loves to hear
This burst of voices fresh and clear,
To watch a troop of schoolboys gay
Enjoy like you the hour of play.

How short it seems! yet to the boy
Its shortness brings a keener joy.
The hours of work that go before
Endear the hour of leisure more.
Shout on, glad hearts! in boyhood learn
Your pleasure through your toil to earn,
If life were all one idle day
You would not prize the hour of play.

Improve the golden hours that bring
Such stores of knowledge on the wing,
None have used them well but knew
That labour's path is pleasure's too.
Choose heavenly wisdom as your guide,
And peace will follow at her side,
A purer joy bless manhood's way
Than brightened boyhood's hour of play.

"WHAT HAVE I?"

A CHILD'S QUESTION.

I have these eyes, these beaming eyes,
Which by my God are given,
To read his message from the skies,
And see his face in heaven.

I have a voice, a pleasant voice,
Which by my God are given,
To praise him here, and to rejoice
For evermore in heaven.

I have these hands, these busy hands,
Which by my God are given,
To do whatever he commands,
And strike my harp in heaven.

I have these feet, these nimble feet,
Which by my God are given,
To tread his paths with foot step fleet,
And pace the courts of heaven.

I have a soul, a precious soul,
Which by my God are given,
To know in part, but not in whole,
Until it gets to heaven.

If soul and body thus fulfil
The ends for which they're given,
Death parts them here, but soon they will
For ever meet in heaven.

A CHILD'S GRAMMAR.

1. Three little words you often see,
Are Articles—*a*, *an*, and *the*.

2. A noun's the name of any thing—
As *school* or *garden*, *hoop* or *swing*.

3. Adjectives tell the kind of noun—
As *great*, *small*, *pretty*, *white*, or *brown*.

4. Instead of Nouns the Pronouns stand:
Her head, *his* face, *your* arm, *my* hand.

5. Verbs tell of something being done—
To *read*, *write*, *count*, *sing*, *jump*, or *run*.

6. How things are done, the Adverbs tell:
As *slowly*, *quickly*, *ill* or *well*.

7. Conjunctions join the words together:
As men *and* women, wind *or* weather.

8. The Preposition stands before
A Noun—as *in*, or *through*, a door.

9. The Interjection shows suprise—
As, *Oh!* how pretty! *Ah!* how wise!

The whole are called nine prats of speech,
Which reading, writing, speaking teach.

MISCELLANEOUS.

THE RELATION OF TEACHER AND PUPIL.

Most pupils believe that they and their teachers have different interests. In their view, it is his business to exact of them hard service; theirs to escape from it. It is his privilege to make laws; theirs to evade them. He is benefited by their industry, they by their indolence; he is honored by their obedience, they by their independance. From the infant school to the professional seminary, this moral warfare exists. It is difficult to persuade learners that there is no ground for it, real or imaginary. They know that the "roots of learning are bitter;" they transfer their dislike of the duty of learning to him who requires it. The teacher is, in some sense, their taskmaster, whose impositions it is honorable to resist. In school, a lesson omitted is a pleasure gained; to convert a day of study into a holiday is a positive concession to natural rights. In our higher seminaries and colleges students seek by fictitious excuses to avoid both the beginning and close of a term; and those who arrive late claim to be excused from the first exercise after their return, because they have just come back and have not become settled.

Those who reach a school a week or two after a new term commences give their employment as a reason for not returning and for not reading what their class have gone over in their absence; and on review beg to be excused from the same portion because they were not present when it was read. A difficult lesson in college often deprives a tithe of the class of the benefits of the teacher's explanations because they feared to be called up. Such things ought not to exist. No student who had any self-respect would yield to such temptations. In a little work entitled "Life in Earnest," I find a true portraiture of this class of persons who sometimes give tone to public opinion in our highest schools. "There are some persons of a dull and languid turn. They trail sluggishly through life, as if some painful viscus, some adhesive slime where clogg'ng every movement and making their sunlpath a waste of their very substance. They do nothing with that healthy alacrity, that gleesome energy which bespeaks a sound mind, even more than a vigorous body, but they drag themselves to the inevitable task with remonstrating reluctance, as if every joint were set in a socket of torture, or as if they expected the quick flesh to cleave to the next implement of industry they handled. Having no wholesome love for study, no joyous delight in duty, they do every thing grudgingly, in the most superficial manner and at the latest moment — Others there are who if you find them at their post, you will find them dosing at it. They are a sort of perpetual somnambulists walking through their sleep; moving in a constant mystery; looking for their faculties, and forgetting what they are looking for; not able to find their work, and when they have found their work not able to find their minds; doing everything dreamily, and therefore everything confusedly and incompletely; their study a dream, their sleep a dream, not repose, not refreshment, but a slumberous vision of rest, a dreamy query concerning sleep; too late for everything, taking their passage when the ship has sailed, insuring their property when the house is burnt, locking the door when the goods are stolen —men whose bodies seem to have started in the race of existence before their minds were ready, and who are always gazing out vacantly as if they expected their wits were coming out by the next arrival." From such materials, teachers are expected to make men, industrious, energetic, punctual and *successful* men. They are blamed if they fail to meet this unreasonable expectation. Parents censure them; their pupils, in after life, cast the shame of their blunders and failures upon them. It is the common plea of every educated dunce, "I had a poor teacher; I was never taught as I ought to have been; my school life was wasted for want of good instruction. All this is said with a full consciousness of his matured stupidity and a dim recollection of the idleness and indifference of his student life. Some young men, even after they attain to their majority, think that high scholarship is produced out of the soiled and filthy rubbish of a confused and undisciplined mind, precisely as pure white paper is made of rags, *by passing through the mill*. They are to remain passive; the teacher must *pour in* knowledge to

the extent of their capacity ; and if they absent themselves one day, he must infuse a double quantity of new ideas the next. Now is it possible to disabuse such persons, and to some extent the entire public, of these errors? How can pupils be made to feel that *punctuality in attendance and preparation* constitutes the best portion of their discipline? They think that teacher morose and severe who will not accept their frivolous excuses for absence ; but in civil, in official life, to which they are all aspiring, the public never excuse delinquency, neglect of duty or pecuniary defalcation. There the scales of public opinion are held quite even ; and sometimes an additional weight is placed on duty's side, so that the incumbent must do more than reason requires to gain the approbation of his patrons.

Imbecility is to be pitied ; perverseness censured. Dullness should be treated with kindness ; idleness and indifference reprimanded ; and if possible, corrected. Where indolence has become a *habit*, the school room is not the place for reform. This vice should be met at home where it has been formed. The school is often charged with vices which belong only to the domestic circle, Parents excuse their own neglect of duty by soundly rebuking the teacher or denouncing the school ; but what was true in Quintilian's day is true now. Speaking of the corrupting influence of an immoral home, he says: "Fit ex his consuetudo, deinde natura. Discunt hæc miseri antequam sciant vitia ; inde soluti ac fluentes non accipiunt e scholis mala ista, sed in scholas afferunt."

New Hampshire Journal of Education.

EDUCATIONAL ENTERPRIZE.

Mr William L. Truman of Point De-Bute, Westmorland County, N. B., has commenced the erection of a Female Seminary, and is taking active steps to secure the services of Female Teachers well qualified to give instruction in all the various branches of modern education. The tuition fees and other charges are not to exceed two-thirds the amount charged in other similar institutions in the lower provinces. We wish Mr Truman every success in this very laudable undertaking, and hope that such an education will be given, as will best qualify those who may enter within its walls to perform the various avocations in life which may fall to their lot with satisfaction to themselves, and be an honour to the country.

The time is fast being numbered with the past, and the sooner the better, when the female portion of society are to be brought up in gross ignorance. It is now an established fact in every well regulated state, community or family, that the education of females is equally important with that of the male portion of society. History, as well as every day's experience teaches us the truth of this statement. The important offices filled by females throughout the various walks of life, teach us the necessity of education and general knowledge. An old writer, speaking of a great man, says: "he had," which is generally the case with great men, "a great mother." So it is with most every great man whose mother lived to instruct him, much, yea, the greatest of his greatness, his usefulness in the renovation and upholding of society is attributable to his having a good, exemplary, and intelligent mother. A writer of the past day, says: "the mother moulds the man ;" and again says: "show me the intelligent and exemplary mother, who has had her family under her care until their maturity —until the frivolities of youth have passed away—and I will show you a family fitted to manage the vicissitudes of life with honour to society. Numerous illustrations might be adduced in evidence of this fact from the history of most every great and good man. After the masculine tendencies of his mind became fully developed and acknowledged, when he looked back to the period of his childhood and school-boy-days, that, that was the period when the foundation of his usefulness was laid—it was then that the mind received its bias.

A friend of ours once giving what might be called a friendly advice to some young men in search of wives, as he supposed, said, the best rule he knew of, was, first be sure and ascertain whether the mother of the "fair ones" was moral, intelligent, and kept her house in order. But what do you mean, sir, by keeping the house in order, said one of the company? Our friend coming at once to the point, said, the mother who inculcates moral precepts, as contained in the scriptures; does not suffer slander,

sabbath-breaking, lying, drunkenness, cursing and swearing, or any other immoral word or act to exist in her family; and at the same time instructs those under her care to perform industriously the various pursuits incident to their situation in life as a matter of duty and right—such a one is a mother indeed. and out of such a family you would be pretty sure of getting a good wife,—so we believe also. Then let the female portion of our race be well educated and in order to this end, every mother of a family should be an intelligent preceptress, and her house an academy, where the arts and sciences, so to speak, of domestic and practical life should be well taught, and her family there fitted to enter other seminaries, where they may be more completely prepared to take their stand among the fathers and mothers of succeeding times.

We certainly have our fears that much of the academical education of the present day is not well suited to the real wants of our fair provinces. The days of *men* and *women* appear to be on the decline—the days when our fathers and our mothers, who are fast passing from our midst,—honour to their departed dust—"made war upon the wilderness and solitary place"—solitary except to the ferocious beasts and the no less ferocious Indians; when schools were few and far between, and academies were not thought of. We are afraid that the new cognomen—*ladies* and *gentlemen*—applied respectively to each of our sex is bringing on the stage, fashions, etc., inimical to the moral, intellectual and physical developement of the energies of our people—we mean some of that portion of society academically educated.—And we by no means stand alone in this opinion—it is an opinion gaining ground that much of the education given tends to disqualify the youth of our land for the various duties of life; laying the foundation of a disrespect for honest and laudable industry and the performance of the multitudinous offices of life.—Physically considered, many of our academy-going youth do not bear much resemblance to the strong, rugged and healthy race who, by their skill, industry and perseverance, have cleared the fields, erected the buildings, built the roads and bridges, and, in a word, made the country fit for us to live in.

It would be well for those engaged in the erection and endowment of institutions of education to see that the structures are placed in healthy places, and that their internal arrangements are such as will not lay the foundation of physical maladies and premature death: but, on the contrary, that the arrangements and education may be such as will tend to develope the whole moral, mental, and physical machinery of man, so that those blessed with such an education, on leaving the academical gymnaseum, may be well fitted to undergo the toils and cares of life, and not ashamed to put their hands to the plough or spinning-wheel if required.

THE TIMES MAGAZINE

Is the title of a monthly publication recently commenced in Pictou, N. S.—It is edited by Mr Samuel Kelly. Each number contains sixteen pages of well written matter—touching the interests of the lower colonies,—price, 3s. 9*d*., per annum. We recommend this work to our readers; and any of them who may be desirous of obtaining copies of the work, we shall be happy to receive subscriptions and forward them to the editor.

The following article, from the October number of this periodical, is well worthy of perusal:—

FRESH AIR, VENTILATION, ETC.

The Americans are far ahead of us in these matters, as in many things in which we inhabitants of "Bluenosia" evince a great want in our practice of life. With them, in all rooms in which a number of persons congregate, a regular system of ventilation is to be observed,—an inlet at the bottom, and an outlet at the top, corresponding to the size of the room; and in almost every building the windows pull down from the top, in order that the consumed air, loaded as it may be with various gases, may find egress. With us old fashions are retained in too many things. From the primitive cabins of the first settlers, which by their construction generally allowed too much of the good thing, builders have gone right over to the opposite extreme in the more finished houses of the present, in the most of which smothering gas must be inhaled over and over again, until, especially in winter, the inmates become sicklied o'er with the pale cast not of thought,

but of poisonous air, like plants in a cellar, growing to the windows; for, in this co'd climate, many persons must remain, for six or seven months of the year, stifled up with a hot stove, as if under some chemical process, and whom a breath of fresh air would lay up for a week with the cold, rheumatism, or any other disease to which the system has most exposure.

A constant accession of fresh and pure air is essential to the existence of human life, and upon this principle, that it is the the means of purifying the blood and rendering it fit to circulate through the body. Hence, if the supply of air be cut off—as in cases of hanging, drowning, smothering, etc., the blood stagnates in the lungs, the heart does not receive a sufficient quantity of this food to stimulate it to action, and death ensues. In breathing we perform two actions; first, the act of inspiration, whereby the air enters the lungs; second, the act of expiration, by which the air is again expelled from them. This being premised, it is necessary to remark, that the expired air differs from the air inspired, inasmuch as, while in the lungs, in the act of purifying the blood, it loses a portion of its stimulating, and acquires noxious properties.—Accordingly, crowded rooms, such as churches, school houses, places for evening meetings, etc., should be strictly ventilated. Ventilators should be large or numerous in well filled rooms; the apertures at the top should lead *straight up* to the open air, and those at the bottom should be at least as low as the floor.

In respect to bedrooms, the doors should be furnished with ventilators; and during the summer months the windows should be kept partially open during the night and day. The fire place should not be stopped up at any season of the year by a chimney board, as many rooms are made to shut up so close that this is the only aperture by which fresh air can be admitted. To this may be added, that the bed curtains should never be drawn close around the beds, which confine the air spoiled by frequent respiration, and the perspirable matter like a noxious vapor over the sleeper; but happily, the old fashion of curtains is now but little followed. Beds should never be placed close to an open window, or in a current of air passing from one window to another or the door.

The air we breathe may prove injurious to the constitution in two ways: first, by its being loaded with poisonous matters, such as marsh miasm; and, secondly, by its surrounding us with a sudden vicissitude of temperature. In many districts on this continent, also in England, Germany, Italy and France, a marsh miasm arises from the soil, which gives rise to severe intermittent fever. During the time the wind blows from the Campagna di Roma over the city of Rome, the inhabitants of that city shut up their houses which are exposed to the current, and retire to another part of the city, in order to avoid inhaling the miasm by which the disease is produced. The nature of this miasm, which is of so subtle a nature as to defy analysis, has been a matter of much speculation. By some it is presumed to be a gas which arises from the earth; by others it is supposed to be a diseased secretion of plants, which become so diseased from the effects of the standing water by which they are surrounded: whichever theory be adopted —and neither admits at present of any satisfactory demonstration—it is certain that when such marshy soils are drained, the air of the district becomes purified, and intermittent fever disappears. For this reason, dwelling houses in the neighborhood of lakes and marshes should be avoided; indeed, the most healthy situation to build a house is on a rising ground, in an open and dry country, neither exposed to the severest degree of cold in winter nor the highest degree of heat in summer. Trees, also, of a heavy and thick foliage, ought not immediately to surround the w ndows of a house, because they interrupt the free current of air, have a tendency to make the rooms damp, and during the evening or night exhale odours that are often extremely injurious to health.

WAVES OF THE OCEAN.

It is said by some of the best authorities of the day that the height of the waves of the Atlantic ocean are not over forty feet. It is also asserted that there is no disturbance felt in the water of the ocean below the depth of three hundred feet.

PURE AIR.

THE *Eclectic Medical Journal* of Philadelphia, in speaking on this subject, very properly remarks that it is not only necessary that men may have sufficient air to breathe, but that it is necessary to provide air for the apartment itself in which they live as well as for the persons who inhabit it. The influence of impure air is not only exercised upon persons through their breathing organs, but the surface of their bodies, their clothes, the walls of the apartment—in short the free surface of everything in contact with the air of the place becomes more and more impure—a harbour of foulness—a means of impregnating every cubic foot of air with poison—unless the whole apartment has its atmospheric contents continuously changed so that everything animate and inanimate is freshened by a constant supply of fresh air.

Scientific American.

THE COMET.

THE long-expected comet of Charles the fifth, says the *Scientific American*, is beginning to enter an appearance at last. It has been detected in a faint and dim, but this time unmistakeable, presence, below the horizon, at the Paris Observatory. Professor Donati, of Florence, on the 2nd of June last, first discovered it, and prophecied the point from which it will emerge. A deputation of scientific men have been sent by this county, Great Britain and France, to South America; they would meet at the Isthmus, and fix on some point in the Andes from which to make their observations."

This mysterious eratic traveller, of great dimensions, has been visible in the northwestern heavens for some weeks. It is moving at an immense velocity in a southwestern direction. "Truly the heavens declare the glory of God, and the skies show forth his praise."

CURE FOR BRONCHITIS.

IT is affirmed that common mullen leaves, smoked in a new pipe—one not previously used in smoking tobacco—is a sure cure for this dangerous disease—a disease now proving so fatal to large numbers of the human family. The remedy is simple and harmless.

SEPARATE SCHOOLS.

AT a meeting recently held in Ireland, by an Arch-bishop and seven Bishops of the Roman Catholic Church in that island, it was solemnly declared "that no system short of an unqualified separate education for our flocks shall ever satisfy us."

KING'S COLLEGE FREDERICTON.

HER Majesty has disallowed the act passed last winter, to abolish this institution. So the end is not yet.

DEATH OF GEORGE COOMBE.

THIS great Scotch philosoplical phrenologist—the author of "The Constitution of Man considered in relation to external objects"—has departed this life. He was a writer of the first order, and had a master mind.

LONDON LETTERS.

THE Postal affairs of London are truly amazing, as will appear by the following statistics:—Out of 950,000,000 letters posted in the city of London, more than 490,000,000 were for circulation in that city. Within the last ten years there have been more letters posted in London alone, by 32,000,000, than there have been in the whole United States.

NEMO.

WE think the name our worthy correspondent has assumed, signifying *nobody*, does not comport with the spirit of his communication. We feel satisfied that our readers, after giving it a careful perusal, will conclude that he is *somebody*—that he is well acquainted with the march of improvement, and the advances being made by society for the spread of knowledge. It is a fact well illustrated in the world's history, that the country that is without the modern means of transit is, generally speaking, both morally and intellectually low in the scale of legetimate advancement.

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