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VOLUME II.

BRIGHTON, CANADA WEST, NOVEMBER 1, 1861.

NUMBER 4

MINUTES

Of the Second Annual Convention of Teachers for the County of Northumberland, held at Colborne, C. W.

MONDAY, August 5, 1861.

MORNING SESSION.

Vice President, Mr. J. Turner, in the Chair.

In consequence of the demise of J. R. Clark, M. P. P., who was to give the opening lecture at this convention, it was resolved that we do adjourn till 1 o'clock, P. M.

AFTERNOON SESSION.

President J. M. Grover, Esq., in the Chair. Mr. G. Young, Cobourg, was appointed Secretary during the absence of J. B. Dixon, Esq., Colborne.

The President, having referred to the providential mercies of God—not one of our number being called from time, except the esteemed gentleman who was to deliver the opening address—declared the meeting open for the transaction of business.

Mr. G. Young commenced by exhibiting his method of teaching the elements of Arithmetic. Mr. D. John then followed on the same subject. Mr. J. Bell, Seymour, took up the subject of Algebra.

EVENING SESSION.

President in the Chair.

Mr. C. Underhill lectured on "The Laws of Nature." Thanks, with a request for its publication, was tendered to the lecturer.

WEDNESDAY, Aug. 6.

MORNING SESSION.

Mr. G. Young in the Chair. Mr. W. J. Bell, Seymour, assisted by Mr. G. Young on Grammar; Mr. J. Bell, Seymour, on History, entertained the audience.

AFTERNOON SESSION.

Mr. N. H. Peterson in the Chair. Mr. C. E. Ewing lectured on Euclid. Mr. G. Young read an essay on "The Education of the People." Its sentiments were highly appreciated by the teachers. A request for its publication.

EVENING SESSION.

President in the Chair.

Rev. I. B. Aylworth, M. D., Colborne, delivered a lecture, orally: Subject—"Teachers; their Calling and Qualifications."

The thanks of the Convention were tendered to the Rev. lecturer.

WEDNESDAY, Aug. 7.

MORNING SESSION.

Mr. G. Young in the Chair.

The attention of the Convention was occupied by Mr. Bell on Geography; Mr. McMillan on Grammar, and Mr. J. Stratton on Arithmetic.

Mr. J. H. Gorman in the Chair.

The Executive Committee submitted: "That, to defray the expense of printing, each male teacher pay 75 cents, and each female teacher 25 cents."

The resolution was adopted.

Mr. Macoun continued the subject of History.

J. B. Dixon, Esq., moved, and E. Scarlett, Esq., seconded, that Mr. G. Young be Secretary during the sittings of this Convention.

AFTERNOON SESSION.

J. B. Dixon, Esq., on Euclid, and Mr. B. Brisbin on Algebra, entertained the audience. A lively discussion on school government followed.

EVENING SESSION.

President in the Chair.

Rev. P. Duncan lectured on Geology.

The thanks of the Convention, with a request for the lecture for publication, was tendered to the Rev. lecturer.

THURSDAY, Aug. 8.

MORNING SESSION.

Mr. Bell in the Chair.

Mr. N. H. Peterson on Geography; Mr. Gorman on Grammar; Mr. G. Young on Arithmetic, and Mr. Macoun on History, entertained the audience.

AFTERNOON SESSION.

Mr. C. E. Ewing in the Chair.

Messrs. Bell and Macoun discussed the subject of Algebra.

A very animated discussion, which lasted for three hours—fifteen minutes being allowed each speaker—was carried on by the teachers on "Government."

EVENING SESSION.

President in the Chair

E. Scarlett, Esq., County Superintendent, delivered an able lecture: Subject—"Some Practical Remarks to Teachers on their Calling."

Thanks, with a request for its publication, was tendered to the lecturer.

FRIDAY, August 9,

Mr. Robinson in the Chair.

Mr. N. H. Peterson on Mathematical Geography; Mr. G. Young on the Theory of the Tides; how the velocity of Light was discovered, and the subject of Logarithms; and Mr. E. R. Young on General History, occupied the attention of the audience very much to the satisfaction of all present.

AFTERNOON SESSION.

Mr. R. Easton in the Chair.

The Executive Committee presented resolutions affecting our Constitution, which were adopted.

A code of By-laws was also submitted and adopted.

Vice President, J. P. Powers, Esq., M. D., Colborne, in the Chair.

It was resolved that the forenoon session, in future, be devoted to the subjects on the programme; the afternoon to discussions on general subjects and essays.

The following programme for next Convention was then adopted, the lecturers for each subject having volunteered

1st, *Algebra*—Messrs. Spafford, Macoun, Tucker, Brisbin, and Scarlett.—*Loomis's Large work.*

2d, *Grammar*—Messrs. R. Easton, Kines, Bell, Dixon, and McMillan.—First ten pages of *Pollock's Course of Ten-3d, Arithmetic*—Messrs. Easton, Macoun, Peterson, Spafford, and Chapman.—*Sangster's.*

4th, *History*—Messrs. Spafford, E. R. Young, Macoun, Brisbin, and McMillan.—*English.*

5th, *Euclid*—Messrs. Dixon, Ewing, Scarlett, Easton, and Chapman.

Other members of the Convention prepared to assist in the discussion of the above subjects are requested to report themselves to the Executive Committee.

The selection of officers for the ensuing year was then taken up, and resulted in the election of H. Squier, Esq., Brighton, President; J. B. Dixon, Esq., Colborne, Vice-President; Mr. G. Young, Cobourg, 2d. Vice-President; Mr. C. Underhill, Colborne, Secretary; Mr. R. Easton, Colborne, Treasurer; Messrs. E. C. Ewing, J. S. Spafford, W. J. Black, J. C. Gorman, N. H. Peterson, J. Bell, J. Macoun and E. R. Young, Executive Committee.

Mr. C. Underhill called attention to the P. S. in the publication of the last Convention, which charged him, as Secretary, with carelessness.

Moved by Mr. Dixon, seconded by Mr. G. Young, That in consideration of the explanations given, Mr. Underhill be exonerated from all blame in the matter.

Mr. G. Young read an essay on "Decision of Character."

Thanks, with a request for the publication of the essay, was tendered to the essayist.

Moved by Mr. Scarlett, seconded by Mr. Macoun, That the next meeting of this Convention be held in Brighton. Carried.

Mr. Black moved, seconded by Mr. Ewing, That the hearty thanks of this Convention is justly due and is hereby cordially tendered to the inhabitants of Colborne and vicinity, for the very hospitable manner in which they have provided for our accommodation and comfort during the present session of this Convention. Carried.

EVENING SESSION.

President in the Chair.

J. B. Dixon, Esq., read a very excellent lecture on "Education."

A vote of thanks was tendered the essayist, with a request for its publication.

Miss Irish read an essay on "Female Education."

Thanks, with a request for its publication, was tendered to the fair essayist.

It was moved that the President do now vacate the Chair, and that Mr. Dixon occupy the same.

Mr. G. Young moved that the thanks of the Convention be tendered to Mr. J. M. Grover, Esq., our esteemed and worthy President, for his zeal in the cause of education, and his able conduct in the Chair during the several sessions of this Convention.

The motion was responded to by a rising vote.

Mr. Black moved, seconded by J. B. Dixon, Esq., that the thanks of the Convention be tendered to J. P. Powers, Esq.

M. D., second Vice President, for the ability with which he discharged his duty in the Chair. Responded to, also, by a rising vote.

Mr. McMillan moved, seconded by Mr. Ewing, that a vote of thanks be given to Mr. G. Young, Secretary. Carried.

The thanks of the Convention were also tendered to C. Underhill, Esq., Treasurer, the Executive Committee, and the ladies, for their attendance.

Mr. E. R. Young proposed that we close by singing the National Anthem, which was heartily joined in by the dense assembly.

Thus ended, amid feelings the most cordial and pleasing, a second of the most interesting and important meetings ever assembled in the County of Northumberland.

G. YOUNG, Sec'y.

CONSTITUTION, AS AMENDED.

Article 1. This Association shall be known as the Teachers' Association for the County of Northumberland, and be composed of those teachers, school officers, and friends of education who shall conform to this Constitution and the by-laws for which it provides.

Art. 2. The object of this association shall be the mutual improvement of its members, by lectures, essays, and discussions upon the various topics connected with the educational interests of our county.

Art. 3. The officers of this Association shall consist of a President, two Vice Presidents, Treasurer, Secretary, and a Committee of nine, who together shall complete an Executive Board, all of whom shall be elected annually, five of whom shall form a quorum for the transaction of business.

Art. 4. 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*.

Art. 5. 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 by the Association or Executive Board.

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

Art. 7. The duties of the Executive Board shall be, to make all necessary arrangements for the holding the future meetings of the Association; to procure lecturers on general subjects; to prepare and submit to the Association for its approval such by-laws and regulations as they may deem necessary for the proper management and future government of

the Association; and also to perform all other business unprovided for by this Constitution and the by-laws thereunto authorized.

Art. 8. This Association shall hold its annual meeting in August of each year, commencing on the first Monday in the month.

BY-LAWS.

1st. Any person wishing to become a member of this Association may do so by signing the Constitution, and paying into the treasury annually seventy-five cents—if the applicant be a gentleman, and twenty-five cents if a lady.

2d. No individual will be entitled to the consideration of the Stationing Committee until By-law No. 1 be complied with, and he agree to attend the sessions of the Convention till its close.

3d. It shall be the duty of the Executive Committee to meet on the last Saturday in May, at the hour of one o'clock, in the place appointed to hold the next Convention, and appoint the following committees: *first*, a Lecture Committee; *second*, a Stationing Committee; *third*, a Finance Committee.

AIR POISON.

People have often said that no difference can be detected in the analysis of pure and impure air. This is one of the vulgar errors difficult to dislodge from the public brain. The fact is, that the condensed air of a crowded room gives a deposit which, if allowed to remain for a few days, forms a solid, thick, glutinous mass, having a strong odor of animal matter. If examined by the microscope, it is seen to undergo a remarkable change. First of all, it is converted into a vegetable growth, and this is followed by the production of multitudes of animalcules; a decisive proof that it must contain organic matter, otherwise it could not nourish organic beings. This was the result arrived at by Dr. Angus Smith, in his beautiful experiments on the air and water of towns, where he showed how the lungs and skin gave out organic matter, which is in itself a deadly poison, producing headache, sickness, disease, or epidemic, according to its strength.

Why, if "a few drops of the liquid matter, obtained by the condensation of the air of a foul locality, introduced into the vein of a dog, can produce death with the usual phenomena of typhus fever," what incalculable evil must it not produce on those human beings who breathe it again and again, rendered fouler and less capable of sustaining life with every breath drawn? Such contamination of the air, and consequent hot-bed of fever and epidemic, it is easily within the power of man to remove. Ventilation and cleanliness will do all, so far as the abolition of this evil goes, and ventilation and cleanliness are not miracles to be prayed for, but certain results of common obedience to the laws of God.—*Household Words.*

EXPERIENCE IN CITY LIFE.

A Youth who we think is troubled with a disease which no physician can cure, commonly called "homesickness," sends us his experience, and a warning that he hopes will keep others out of danger. He left a pleasant home to seek fortune and fame in a city, but soon found that "he had left a dear and cherished home, a loving and sympathizing circle of friends, for a cold and cheerless place among strangers in a strange land,—a miscellaneous collection of gripping, struggling, self-interest-seeking souls, with whom he must battle in a perpetual warfare of bitterest and most determined competition, and then barely gain the morsel that sustains life.

"It is a delusive phantom that draws so many intelligent young men from the honest and honorable occupation of tilling the soil, and an unsound and unhealthy aspiration that causes them to ignore and to despise their lot, because lacking that hollow and superficial glare—those gilded veils, and those exciting and falsely-brilliant attractions, so prevalent in the densely crowded metropolis.

"It does now and then happen that a country youth, either through the aid or influence of wealth, friends, or rare talents, succeeds in the city; but, in nine cases out of ten, the talent that would have given honor, luster and strength in the rural district, is swept by the city's boisterous tide into oblivion."

DECISION OF CHARACTER.

MR. YOUNG'S ESSAY,

READ BEFORE THE TEACHERS' CONVENTION AT COLBORNE.

Of all the different traits of character with which we are acquainted, that we denominate Decision, has the greatest power of exciting our admiration and eliciting the largest quota of commendation. Wealth, beauty, wit of genius, fall far behind in this respect. Like the sun amid the other celestial luminaries, it eclipses all in the steady, constant flow of its own ever-increasing resplendent glory. Like the sun, also, it may be seen peeping forth in the morning of life, and continuing its course, from the horizontal period of youth, onward to the zenith of meridian manhood. Unlike the haub's during the refreshing shower, as it advances it becomes more stable, enforcing its claims on our attention, and eliciting our sympathies in admiration of its possessor; so

that the more we know of such the more we desire to know.

The individual possessing such a principle moves in our midst an index ever pointing to the achievement of deeds of noble daring. Breathing an inspiring influence on all his acquaintance, he multiplies the good accomplished by his own personal endeavors.

Behold him! He is now prepared to act for himself. The multifarious pursuits of life pass in panoramic view before his vision. One is peculiarly attractive. With due precaution he closely examines its minutest parts and scrutinizes all its important bearings, that he may satisfy himself whether it be worthy his ambition or not—whether it be such as he can follow with credit to himself and profit to community. That he may make no error, he follows the advice of a wise teacher and brings it to the law and to the testimony. There, as in the scales of eternal rectitude he weighs the matter and adjusts the balance. The task of such a process may seem difficult, insurmountable; yet he shrinks not nor avoids a thorough investigation; but, like a skillful physician, the knife is applied and the wound laid open, layer after layer, until he arrives at the root of the matter. The evidence for or against has its proper effect. The encouragements and difficulties, probabilities and improbabilities of success are duly balanced. The result justifies the choice.—He hesitates no longer, but, like the illustrious heroes of Waterloo, he is up and at it. His mind made up—his purpose fixed, he commences at the beginning, and, like a good master-builder, digs deep for a solid foundation. Henceforth, like the rock on which he builds, he is immovable. As the anvil to the hammer, he flinches not. Like the noble lion, he turns not out of the path of duty, but, like the majestic river in its resistless course, he bears down all opposition, and, like the mighty ocean, he never wearies. Ever present to his mind is the motto, "Onward." It may be slowly, yet majestically onward he moves. Overcoming every obstacle, removing every obstruction, he pursues the even tenor of his way till victory crowns his efforts. Difficulties only serve to stir up the man of decision to greater exertion, which opposition sharpens and energizes his endeavors. His vocabulary is minus the word "fail." "Try, try again," is to him a beautiful and cheering sentiment. Success must crown his efforts. He may be singled out a target

to be pierced by the haughty, disdainful look, the ironical smile, or the scathing remark of the enemy; but amid the frowns of a jealous world, the scoffs of avowed enemies, and the irony of bosom foes, he has that within which buoys up his spirit, strengthens his resolution and nerves him on to conquest. From the justness of his cause—the integrity of his heart—the sincerity of his motives, and his own patient, untiring devotion, he derives hope and comfort. His faith may be taxed to the utmost on account of the slow development of his cherished hopes—the object of his ambition may seem far off in the distance, yet he repines not at his lot. Having nailed his colors to the mast he knows no surrender. Friends may forsake, fortune frown, and circumstances prove adverse, but these are only the crucibles of purification and refinement. He may be branded by the world as a fool and a maniac—his first attempts ridiculed and frowned upon, but he has long since towered above such influences to be affected by them.—

And having satisfied himself that the wisdom of the world is vanity, he troubles not himself about its maxims or regrets. He may be of obscure origin and minus a well filled purse, but like the sun bursting from the shades of night, his pathway is onward and upward, dazzling all around, till he reaches the acme of his ambition, has his name inscribed on the scroll of fame, and handed down to posterity as one of the benefactors of our race. Thus amid sunshine or storm, prosperity or adversity, praise or animadversion, his stability of purpose shines prominently forth, leading all the other qualities of his nature to a willing subserviency.

History abounds in examples. Joseph's strict integrity of purpose, not to be drawn aside by lust or luxury, seemed to shut him up in dungeon obscurity, yet was he advanced to the highest pinnacle of honor. Moses rejected preferment and position for the sake of his brethren, and he became their deliverer and leader. Joshua could say, "As for me and my house we will serve the Lord." Need I mention the Hebrew children, or Daniel? Paul says in his determination to complete his work, "What mean ye to weep and break my heart? For I am ready, not only to be bound, but also to die at Jerusalem for the name of the Lord Jesus." Those mentioned are only the types of a numerous host found in every nation and in every station of life. Let us examine English history and we shall find abundant

instances of true heroic, decided characters. Cary, a shoemaker, was convinced that the word of life should be sent to the Indians, and he succeeds in becoming a missionary to those benighted people, thereby extending commerce, civilization and Christianity. For many years Wilberforce thundered in the ears of the English nation the propriety and necessity of liberating their slaves, and as a result the shackles fall from millions in a day. A yeoman of obscure origin begins life by turning his attention to calico printing, and by unaided personal effort he raises his family to independence, and his family name to the first rank in the nation. It is unnecessary to mention Robert Peel. The present illustrious Faraday was a book binder.— Sir Isaac Newton was the son of a farmer whose income was thirty pounds a year. The indefatigable industry of those gentlemen was their only aid. Lord Brougham's industry is proverbial. His labors have extended over a period upward of sixty years, during which he has ranged over many fields of law, literature, politics, and science, and has achieved distinction in them all. Few men have written more than Sir E. B. Lytton; yet his "Weeds and Wildflowers," the title of his first attempt in poetry, was a failure. Falkland, a novel, met the same fate. His success is a literary triumph. Mr. Disraeli is, perhaps, one of the brightest examples on the page of history of successful endeavor. His first attempt at debate in the House of Commons was spoken of as "more screaming than an Adelphi farce, and was received with more laughter than Hamlet played as a comedy." His conduct on that occasion proclaimed his mettle.— Writhing under the derision of that august assembly, he remarked before he took his seat, "The day will come when you will hear me," and come it has, so that those who laughed at him now laugh with him. Struggling with difficulties and penury, without encouragement, Watt spent ten long years inventing and contriving improvement on the steam-engine, and as the reward of patient industry we inherit the condensing steam-engine.— Richard Arkwright, the father of the spinning-machine, was the youngest son of thirteen whose parents were poor.— His only educator was self. During life he continued his labors from four in the morning till nine at night; and such was his perseverance that at the age of fifty he commenced and learned English grammar, and improved his chirography and orthography. Need I mention Hugh Miller,

the stone mason of Cromarty; Milton, the son of a London scrivener; Lord Macaulay, the son of an African merchant; Sir Humphrey Davy, a country apothecary's apprentice, and midshipman Owen, the Newton of Natural history, to awaken emulation in the bosom of my fellow teachers. It is sufficient what has been done may be done again.

But you will ask what has all this to do with teachers? I answer, a vast deal. Example goes before precept. All we want is a just appreciation of our powers and capabilities. Talent and energy, I believe, we have in abundance. In our attainments there is room for improvement. Let us resolve to begin the work of improvement. Success shall be ours.

Let me here say, the present association of school teachers in our annual conventions will prove a most valuable aid to each and all. By our attendance we will learn wherein we are deficient and in what we excel. The former should incite us to diligence, the latter inspire us with courage to persevere in our efforts that we may be deficient in no department of our calling. But do we not require men of stamp in our schools? Most assuredly we do.— Where the greatest number can be affected for good, our best men ought to be.— That is in the school-room. A member of Parliament may accomplish much good for our country, but it is all precept. A minister of the gospel does much to bless the world, but his intercourse is limited almost to one day in seven. Not so with the school teacher, for five days in the week he is looked up to by nine-tenths of our population as a model of excellence.— Our youthful charge expect to find in us perfection, not in our acquaintance with the subjects we teach, but also in every thing characteristic of the true gentleman. Away for ever with the idea that a man of ordinary accomplishments can become a school teacher. Let us who are employed as teachers see that we leave no reproach on our calling. Let our motto be excellence. Let us aim at the highest excellence. Let us gird up the loins of our mind, be sober and diligent, and we shall soon attain fully the position we already occupy in part, viz., men who shall be pointed out to children as models of excellence. Having chosen our position, marked out our calling, let us enter on its duties with untiring energy, perseverance and industry, resolved that we will leave the profession better than we found it, and we, too, will experience that "Decision" is a virtue.

LECTURE ON EDUCATION.

BY E. SCARLETT, ESQ.

When we look over the globe we inhabit, and see the different races which people it, what a contrast between those sunk in the lowest barbarism and those nations whom we find advanced to a high state of civilization. Such is the difference, that some pretended philosophers, who have not carefully examined the subject, suppose some of these nations are not the descendants of Adam. But a more careful examination of the subject would correct the error. The savages of Van Dieman's Land, and numerous species of the same race scattered over the south-eastern region of our globe—the people of the south-eastern extremity of America—the Bushmen Hottentots near Cape Colony—rank among the lowest savages. But there is a regular gradation from these, ascending step by step up to the most polished nations. Savages cannot civilize themselves. No race of beings sunk in barbarism has ever yet, or ever can, raise itself, if left to its own resources, to a high state of moral enlightenment; for men left to themselves in a state of ignorance, either degenerate or remain from age to age the same. If it be, then, that man unaided can not ascend in the scale of civilization, how came improvement at all? What makes us differ from the millions who are walking in the grossest darkness? We answer that a nation taught the first principles in the arts of civilized life, may by their own powers attain to any degree of improvement. But the first step must be pointed out, and that too by a being who has made some advancement. We find the nations of antiquity, who made progress in the arts and sciences, always pointing to some foreigner, who came among them and introduced those arts. The Greeks point to Cadmus, Trophimus, and others, who first taught them agriculture and other principles pertaining to refinement. The Peruvians refer to Manco Capac, who taught their ancestors the useful arts. It is said that the name of this man in the Peruvian language signifies white. If so, he was in all probability a European. All other nations who made any advancement in the arts and sciences represent civilization as coming from without, and not from within. But how came man to be civilized at first? Why did not the first of our race perish?—for mankind is not endowed with instincts such as those of the lower animals, and hence far less capable of providing for himself than brutes that are supplied with bodily organs for procuring their wants. We answer: the first of our race must have been taught, and instructions given them by God himself.

We have evidence in the oldest book in existence that Adam, our first parent, was divinely instructed; and we find the division of labor exhibited in the occupations of the first two born of him. The first of our race, fully instructed and aided by God, made observations on the heavenly bodies; and hence arith-

netic and geometry began to be studied. Abraham, the father of the faithful, after his removal to Canaan, went to sojourn in Egypt, in consequence of famine, and there, as Joseph informs us, he followed the profession of a teacher. Among his descendants a regular line of teachers was established after the giving of the Law. Moses himself was a divinely-appointed teacher, and his fidelity, meekness, and singleness of aim, to benefit his race, is well worthy of imitation by every teacher, lay or clerical. Time would fail to enumerate the great teachers raised up among this heavenly constituted community. Men, whose minds were raised from earth to heaven, who soared by a divine allusion far above the stars, and drank deeply at the fountain of inspiration, and came down filled with wisdom and knowledge which baffled human language to make known, but conveyed in types and shadows, as fit emblems of the sublime ideas which heavened their bosoms.

Neither was the heathen world wanting in great teachers. Thales, Aristotle, Pythagoras, Plato, Euclid, Archimedes, Solon, Socrates and a host of others whose great minds soared far above the surrounding gloom, and caught glimpses of that pure empyrean flame to penetrate the thick darkness which surrounded them; although there was much error with their teaching, we must say peace to their ashes! they answered a great purpose. But, at the head of all teachers, ancient and modern, stands the Prince of Peace—the great Teacher himself—who, by his life, by his example, by his teaching, by his death, by his glorious resurrection, by his triumph over death, hell and the grave, by his ascension, and by his intercession, commenced, and is still carrying on that great work of moral renovation which will yet overturn, *overturn*, overturn every system of error by which mankind are at present enslaved. Every true teacher is a worker together with this mighty teacher, to effect the amelioration of the human race; and no man has a right to assume the responsible position of instructor who does not aim solely to benefit humanity, and who does not feel conscious in his own bosom that he is a heaven-appointed agent to perform a great work. Let a man do anything for a living, yea, let him beg or starve, sooner than be instrumental in blighting, blasting, or stultifying the growing powers of the youth of our land.

It might be interesting to give a brief view of the rise and progress of education, from its being confined to the sons of the great and wealthy, until it became apparent to the ablest statesmen, that, in order to secure a nation's rights and liberties, to maintain and perpetuate freedom, it was necessary that the masses of the people should be educated. But as it would occupy too much time, we propose at once to proceed to our scholastic affairs, and discourse a short time on the teachers of Canada and their duties.

We have already adverted to the fact, that the human race before they could have made any advancement in the arts and sciences must have had instructors. That whatever indivi-

iduals learn comes from without. That the first principles must be taught, and that therefore there must of necessity be instructors. Accordingly, the wise Disposer of events in all ages of the world's history has raised up men to act in that capacity. It is our pride, friends, as well as our glory, that we can boast of one of the best school systems in the world that, through our Chief Superintendent, our school system, with some exceptions, is in every respect adequate to meet the educational wants of a free people. In your hands, fellow teachers, is placed the working of this excellent system; on you rests in a great measure the responsibility of carrying out the wise provisions of the statute relating to our scholastic affairs. Let each one of you, then, go from this place to your own respective school section more thoroughly imbued with the spirit of the teacher. Let the mighty workings of that spirit manifest itself in all your intercourse with parents, guardians and trustees. Let it be your ardent desire to act as those who have a great work to perform—a work which is second to none in the universe.

It is said in holy writ of angels, "And are they not all ministering spirits, sent forth to minister for them who shall be heirs of salvation." And it is also intimated that each little child has one of those happy spirits to guard him. "Take heed," is the language of the great teacher, "that you despise not one of these little ones; for I say unto you that in heaven these angels do always behold the face of my father which is in heaven." Could that curtain which hides the invisible world be drawn aside to afford us a view of the real agents at work in all our schools, what a scene would present itself. The hosts above, with inexpressible anxiety, watching over the little ones committed to your trust, and judging with an unerring certainty the future effects of your precepts and example in the formation of the characters of the little ones under your charge, and perhaps then winging their way to other worlds in infinity of space, there to declare to other happy intelligences either the pernicious effects of your example and teaching, or the glad tidings that little children are being "trained in the way they should go."

They may talk lightly of the office of a teacher who are blind to the awful position he occupies. The ignorant and the hireling may assume this office for mercenary purposes, without thinking what they do. *What they do!* Oh! look down ye heavens, and weep and groan ye earth, our common mother, with unutterable heavings groan, that any of your sons could be so dead to the dictates of humanity as to assume an office where they are instruments in effecting the ruin of their species!

Fellow teachers, let us ponder well the paths of our feet; let us see that our motives be pure; that the spirit of the teacher permeate our very life being; that our single aim is to get good, and do good; that we live for the well-being of our race. To you is applicable the words of the apostle, "Let that

mind be in you which was also in Christ Jesus."

From the time of the good old Patriarch Job, until the present, patience has ranked high among the christian virtues; and no class of individuals need it more than you. You have trials, crosses, and petty annoyances which put to test your strongest resolutions, but "in patience ye must possess your souls, and your patience whatever may be your religious creed, must be christian patience. You must have help from the source of all good, or your failure to accomplish a right purpose will be inevitable. Unless you are a man of prayer, you cannot be faithful to your trust. In all ages, men with whom originated great schemes to bless mankind, were called emulous by a cold hearted and selfish world, because the religious element predominated in them, and was the propelling power which prompted them to effect such mighty deeds. And you, my friends, must be possessed of the same spirit, or the good you would otherwise do will never be accomplished. Your position is certainly not a very enviable one in a worldly point of view. Men of talent at present can do better elsewhere. Your remuneration is small compared with your great work. We only speak of workmen. It is not a very inviting prospect for a man to receive a family on three or four hundred dollars a year. The coldness of something receive from your employer is compared with that warm reception which you are conscious is your merit, often pierces you as a dagger. Frequently the ignorant and selfish look upon you with suspicion, as a man that receives all but who gives no equivalent. Your limits are too short, say they, "a day is not black too many, laboring men have to work much harder than you and receive far less wages. It is unaccountably strange why it is so. The Government is greatly to blame. The Chief Superintendent and Local Superintendents are partly concerned to fleece the poor farmers who have to support the whole box and dice of you. It is all a humbug.

"Our schools are degenerated since the time when Jack Smith, the one armed old pensioner, and Tom Jones, who got drunk every Saturday night and remained so until Monday morning, and Harry McMassee, who was sent to the penitentiary for being a bore, and the old man, Lyb McCarty, who boarded round the region, and others, taught our schools. Why, education was then cheap. Those who had children paid the teacher if they had a mind to, and the school got so much Government money as to be satisfied. But now, Oh dear! every man has to pay a set of teachers who take their money; even if a man has a son who is obliged to pay school fees, the county is this! What are we going to do? I wish myself for once in the place." Such men do not care for the tax with that which is used to support the schools; neither do they care for the penitentiary statistics, or the time it is proportion to the tax. They do not care that school law is not good.

school teachers in them, supported by a general tax, lessen a country's expenses in addition to the moral benefits which they dispense. And that heaven-appointed teachers (and no other should be) are the vital element in every civilized community. Men might as well think to expel, if in their power, the heart from their own physical system, and expect the other bodily organs to perform their respective functions, as a nation to exist and prosper without active energetic teachers.

Much has been done within the last ten years towards compensating the teacher for his services to the community. We do not forget when fifty pounds a year was the maximum salary of our most efficient teachers, and that now their wages ranges from 300 to 500 dollars per annum; but we also do not forget that society has improved, and that first class common school teachers 20 or 25 years ago (many of them at least) could get no class now. The present salaries of teachers have not so much increased as the talents and acquirements of our existing staff of instructors exceed the men of twenty years since. But still we have to lament that many of our school teachers fall far short of that knowledge, tact, and aptitude to teach, which gives efficiency to the labors of the school room. Some of our young men can say that the school room is their sphere of action; that they are happy in the discharge of their duties there. But the future rises before them as a present reality, and they think in one sense of laying up a good foundation against the time to come, when they will prove by experience the matrimonial paradox that two are one; and they begin to see that unless they live ascetics for the kingdom of heaven's sake, there is no prospect of worldly comfort in the home of a school teacher, with perhaps half a dozen of half starved and half naked children around him to soothe his already fevered brain. Of all the trials through which a teacher has to pass, this becomes the most painful. He is compelled to abandon the position for which he knows he is naturally fitted, and in the working of which he is happy, and engage in a situation where he has to serve as a hireling for the purpose of providing a comfortable home.

It is strange that in the arrangements of society the man who is the most useful is frequently the least rewarded, and often compelled to forsake an employment for which he is best adapted, and enter into one which, although it elevates him in a worldly sense, he has no inclination further than subverts his pecuniary interests. Does society escape, do you think, in thus reversing the laws of nature? Nay, verily, she receives her reward. To all the offices of the men whom nature intended should be there enters a set of lazy, lounging, dreamy, sleepy sort of beings, who have got neither education nor energy to work, and to beg they are ashamed, but who will for the sake of ease offer themselves for what they are pleased to call a moderate salary; and shameful as it may be, trustees often grasp at them, and glory they can get their schools kept so cheap. Yes, kept, remember,

but not taught. And the consequences are, in some instances, our children are growing up in worse than ignorance; for in addition to bad instructions, they have the habits of idleness imbibed from worthless teachers. But we must hope on, and hope on ever, and our hope, and that of our country, is in many of you present, and those of your fellow teachers in other parts of this growing Province, who have in you the right metal, to show by your acts and your superior method of teaching, that a good teacher is the cheapest under all circumstances.

The time will come, as come it must, when men will be as careful to employ individuals to teach their children as they now are in selecting men to train their horses and oxen, or in working on their farms. Let us show the people that it is more against their interests to hire worthless teachers than worthless laborers; that, in the first case, the present and eternal well-being of their children is at stake, besides loss of time and money; but in the latter they only lose a few dollars; and we will soon have our teachers raised above want. With you, then, in a great measure rests the elevation of your own profession; you must be diligent, faithful, and energetic in your school rooms. There is no earthly use in teachers' crying out about the indifference of parents if they are indifferent to their own duties. Such men usually reap their reward in losing the confidence of their employers and their schools. But look at the earnest teacher. He is instant in season and out of season. Meet him in the morning going to the scene of his labors, and you know the man by the firmness of his tread. Surcharged as he is with the right kind of influence and energy, every little child in his way is sure to receive benefit from this living galvanic battery, and when he enters the school room the vast amount of power which is seen in his looks and actions instinctively lead children to think that this is not the place for idlers.

This man is emphatically a moral assessor, as he has any amount of persuasion, both in words and actions. Does he ever look for a school? No; the schools look for him. Had he twenty heads, he could have twenty schools to be head of; his works always go before him; his name is known far and near. Did not prudence forbid, I could give some living examples now before me. If every teacher was possessed of this spirit—and have it he should, or abandon a calling in which he is injurious—what a speedy reformation there would be in our school affairs! Teachers would be sustained; their wants would be provided for; they would be respected, and the youth of our country trained up to discharge the important duties which are always in connection with free institutions. Thoroughness is the motto of every right-minded teacher. He does not look so much to the amount of work done, as to how it is done. Every subject is thoroughly mastered before bringing it. He firms in his pupils the habits of self reliance and self education as much as possible. That man has done much for his scholars who has taught them habits of close,

accurate thinking. The man who has got no tact for teaching does great injury to the self reliance of the young. He allows them only to proceed with their recitations as parrots; his mode of questioning tends to it. For example, he asks his class, perhaps, 'Who introduced letters into Greece?' The class silent. 'Cadmus, was it not?' answers the teacher. 'Yes, sir,' respond the children. 'From which of Noah's sons were the Israelites descended?' The class silent. 'Shem, was it not?' says the teacher. 'Yes, sir,' answers the class; and in this way he proceeds perhaps for years, ever making great pretences, but never doing much only in his own estimation.

The faithful teacher is exemplary; in fact he aims at being a model man. He knows, children are great imitators; that example is almost every thing to them; that it is useless for him to give precepts unless there is an embodiment of them in his own life. Hence everything which is inimical to good taste and good breeding is carefully avoided by him. He teaches his pupils to pay honor to whom honor is due; to respect their parents, the aged and infirm. He checks that precocious pertness and effrontery which is the sin of the youth of our country. In doing so he brings the power of example to bear upon them as well as precept. Out of our excellent reading books he brings before his scholars, time after time, the characters of Abraham, Joseph, Moses, Josiah, Ezekiah, Daniel, Ezra, Nehemiah, and others. He shows that obedience to God and his laws is rewarded in this life and disobedience brings its punishment. From the children of Seth before the flood—Samson, Solomon, and others after that event—he shows the contaminating effects of bad associates, the impossibility of mingling with the depraved and worthless, without imbibing their spirit and habits.

Let those who are ignorant of the working of our excellent school system rail as they may about "Godless Schools." We have, thank heaven, some teachers at least who inculcate great moral lessons without interfering with any man's creed. But because peculiar dogmas are not taught in our mixed schools, they are Godless, forsooth! As the statute stands at present relating to schools, each teacher, if he be himself a model man, can inculcate the great moral lessons of christianity without giving offence to any man; and if he is not what he should be, no rules of any council of public instruction could induce him to benefit his pupils in a moral point of view.

Many of you, my fellow teachers, are ornaments to your profession. If we had you not for examples we know not what we should do. While trying to arouse the careless or give experience to the tyro, we make free use of your names, and refer to your schools to show what can be accomplished by diligence, perseverance and tact. In this way you do good out of your schools as well as in them. No men on earth we respect more; no men will we try to do more for; because, in helping you, our adopted country is vastly benefitted by having its youth fitted for the conflicts of life, and impressions made on their young and

plastic minds which will be a crown of rejoicing to you when the present state of human affairs forever cease.

You have given evidence during the current week where your treasures are. At the commencement of this Convention you did not forsake your post because the prospects appeared gloomy. But, like men who understand their profession, you went to work, knowing that success depended on your own efforts. And with some of the good people of this village, who, on all occasions, manifest a philanthropic spirit, you have succeeded in keeping up the credit and interest of our Convention. You have manifested that disinterested, self-denying spirit throughout the whole proceedings which characterize you every day. You have allowed no pleasure parties, no regatta, no picnic amusements to draw you from a place like this.

We are happy to congratulate the lecturers on the success they have had in that capacity. We have been surprised at the facility with which many of you can explain subjects, and are proud to find we have those amongst us as teachers, whose influence, example and talents are worthy of our fine country, worthy of our children, and worthy of the highest confidence and respect from parents, guardians and trustees.

DOING GOOD.

That doing good should be the great object of our lives, all, I trust, will be willing to admit, but many I fear have yet to learn its true philosophy. A life of practical goodness alone will demonstrate it; and those who live for self only, if such there be, have yet to learn the advantages accruing from such a life. The Philanthropist, who bends the noblest energies of his soul in seeking out the sorrowed and oppressed of earth—who strives to alleviate sorrow, by pouring in the balm of consolation upon the heart, or by supplying the demands of suffering humanity—feels a satisfaction within, a consciousness that he has fulfilled in part the object of his creation. The Christian who spends a life of self-denial—who labors to secure the happiness of perishing souls, by leading them to the river of eternal life, "whose streams make glad the city of our God," knows "that with such sacrifices God is well pleased." The poor widow, as she casts her last mite into the treasury of the Lord, feels of a truth that it is more blessed to give than to receive. So we see that doing good is not only attended with unalloyed pleasure to us, but it is carrying out, in part, the great principles taught us by our Savior, who went about continually doing good.

There are many ways by which good may be accomplished. It may not be

necessary to sacrifice our possessions, our enjoyment, or our lives; but by gentle words and little acts of kindness we may disseminate an influence the most salutary—we may throw a talisman around the hearts of some who could not be met under other circumstances, however auspicious their character. To accomplish this, our lives must be circumspect, our characters unblemished, and our hearts adorned with love and purity. Changed, indeed, would be the aspect of the earth if all hearts were engaged in such an enterprise—how conducive it would be to our present enjoyment, and the endless felicity of the world to come.

FATE OF THE APOSTLES.

St. Matthew is supposed to have suffered martyrdom or put to death by the sword, at the city of Ethiopia.

St. Mark was dragged through the streets of Alexandria, in Egypt, till he expired.

St. Luke was hanged upon an olive tree in Greece.

St. John was put into a cauldron of boiling oil, at Rome, and escaped death. He afterwards died a natural death at Ephesus, in Asia.

St. James the Great was beheaded at Jerusalem.

St. James the Less was thrown from a pinnacle or wing of the temple, and then beaten to death with a fuller's club.

St. Phillip was hanged up against a pillar at Hierapolis, a city of Phrygia.

St. Bartholomew was flayed alive by the command of a barbarous king.

St. Andrew was bound to a cross, whence he preached to the people till he expired.

St. Thomas was run through the body by a lance, near Malabar, in the East Indies.

It is not plainer preaching, certainly, it is not a clearer Bible you need; but it is a clearer eyesight, a power of sharper discernment, and a more perspicuous insight into yourself. This "opening of your eyes," this exaltation of your faculties, God alone can give.

The gospel drops nothing but marrow and fatness, love and sweetness, and therefore God looks in these days that men should grow up to a greater height of holiness, heavenliness and spirituality than what they attained to in those dark days wherein the sun shone but dimly.

LITTLE AND PRECIOUS.

Everything is beautiful when it is little. Except souls; little pigs, little lambs, little birds, little kittens, little children. Little martin-boxes of homes are generally the most happy and cozy; little villages are nearer to being atoms of a shattered Paradise than anything we know of.—Little fortunes bring the most content, and little hopes the least disappointment. Little words are the sweetest to hear, and little charities fly furthest, and stay the longest on the wing. Little lakes are the stillest, little hearts the fullest, and little farms the best tilled. Little books are the most read, and little songs the dearest loved. And when Nature would make anything especially rare and beautiful, she makes it little; little pearls, little diamonds, little dew.

Agur's is a model prayer, but then it is a little prayer, and the burden of the petition is for little. The Sermon on the Mount is little, but the last dedication discourse was an hour. The Roman said *veni, vidi, vici*—I came—saw—conquered—but dispatches now-a-days are longer than the battles they tell of.

Everybody calls that little that they love best upon earth. We once heard a good sort of man speak of his little wife, and we fancied she must be a perfect *bijou* of a wife. We saw her; she weighed two hundred and ten; we were surprised. But then it was no joke; the man meant it. He could put his wife in his heart, and have room for other things beside; and what was she but precious, and what *could* she be but little?

We rather doubt the stories of great argosies of gold we sometimes hear of, because Nature deals in littles almost altogether. Life is made up of littles; death is what remains of them all; day is made up of little beams, and night is glorious with little stars. *Multum in parvo*—much in little—is the great beauty of all that we love best, hope for most, and remember longest.—*Chicago Journal*.

A humble soul can never be good enough; it can never pray enough, or hear enough, or mourn enough, or believe enough, or love enough, or fear enough, or joy enough, or repent enough, or loathe sin enough, or be humble enough.

Full vessels will bear many a knock, many a stroke, and yet make no noise; so Christians, who are full of Christ and full of the spirit, will bear many a blow, many a stroke, without murmuring.

FEMALE EDUCATION.

BY MISS ——— IRISH.

We cannot well overrate the value of female education. The power of moral influences which is exerted by the female sex is not a little; and as their education is increased, so we see human happiness more and more widely disseminated. Has not her presence inspired man with courage and enterprise, and so harmonized life that severities have been lessened, and the ferocities that have disgraced the house, cottage and cabin disappeared before her benign and redeeming influence? It is a fact that is easily proved, that woman has ever had great influence over the powers of man. In the most ancient history we see this fact illustrated. Then, why not ever since, through the scenes of a period of about 6000 years?

If we mention names, we shall consider Esther in the Persian court, who delivered her people from a dismal fate; Helen, who set in motion the whole of the powers of Greece, which were excited for ten years; next, we see Cleopatra take Anthony as it were with the strongest chains, and if the battle of Actium had decided in her favor, we doubt the existence in modern history of the proverbial expression, "The Augustine Age."

We might also note the great influence that Amytis possessed, when she, like Esther of the Jews, was allowed to ask of her husband to the one-half of the kingdom; and Nebuchadnezzar, according to her wish, made Babylon to resemble a hilly country. Now what a vast amount of labor and genius must have been exerted upon this occasion, when the very earth was raised upon a series of elevated terraces. When we consider the amount of influence that has ever been exerted by woman, we are led to believe that it is of the greatest importance that the young ladies of the country should be most thoroughly educated. But the different kinds of education have played as fantastic tricks with truth as the most potent magic of fancy:

It is a very common thing to lament that the finest faculties in the world have been confined to trifles utterly unworthy of their richness and their strength. The instruction imparted to the attendants of our fashionable boarding schools we would not another advocate. It might be very well if they were going to practice what they have learned there to gain a living; if they are going to become musicians, artists, teachers of music, painting, dancing, etc. But we observe that they must sooner or later lay aside these less important accomplishments for the more important duties of life. For instance, we might take the sick chamber as an example. Supposing a father lay there sick with one of the numerous ills to which old age is subject. He has some fashionable, educated daughters; calls on them to give some assistance; they come, but what does it avail? One can do nothing another much less than nothing, for she moves she makes but a lds pain to the already afflicted parent. They look over their whole vocabulary of accomplishments, and get quite perplexed in not finding the necessary one there. They

could embroider him a night-cap, pocket handkerchief, or vest; could paint him with a variety of most beautiful colors, or stick him all over with pine cones or colored wafers; or if it would prove salutary to him, could festoon him from top to toe.

If the objections against the better education of woman were once happily removed many good effects would ensue; and one of the benefits that would arise from a more liberal and rational system of female education, would be the banishment of many trifling vanities and frivolous amusements, and corporal punishment would be abolished. None will deny the importance of having females properly qualified for their various and peculiar duties; and yet few are aware how much an experienced teacher may accomplish in effecting this all important object.

Woman is the first who stamps impressions on the immortal spirit that must remain forever; and what requires so much sound discretion, such devoted tenderness, such ardent love and profound wisdom?

Principles formed in childhood are ever reclaimed; how important, then, that the mother should be an exemplary woman. Precept is good, but example much better. The former is like that which is written on the sand—floods come and wash it away; but the latter is like that which is engraven on stone, which will last for ages. Think of the instruction that Moses received in his youth, or during the time he was with his mother. It had such a strong hold upon him, that he did not forget it even in the gaieties of an Egyptian court, among the wise men, in which a man of his wisdom would be likely to fancy. Also, we might notice the promise Hannibal made in his youth with respect to the Roman people. Was it not ever kept in mind by him?

Woman is also the presiding genius of the domestic circle, and who must regulate the thousand minutiae of the household, that require habits of industry, order, neatness, punctuality, and unremitting care; and it is for such a diversity of duties that she is to be trained. For this her most tender sympathies, her lively imagination and quick invention all need to be cherished and improved; while at the same time the more foreign habits of patience, calm reflection and self control should be induced and sustained. The great principles and ideas contained in history, the principles of philosophy and reasoning should not be hidden from her, that she may be able to judge the future by knowing cause and effect, past and present, and also to keep a sharp look out to the latest improvements.

Which is the strongest throne on the globe to-day? Is it not one governed by a noble, virtuous, and illustrious woman, Queen Victoria, who sways the sceptre over upwards of thirty millions of people, and are not the masses of them satisfied with her government?

We believe it is in the power of the educated female to lay broad and deep the foundation of peace, of order, of learning, and of religion. What great achievements may be aimed at and accomplished by the educated. If we have the right

kind of education, we shall be great in adversity and great in prosperity.

We should be both theoretically and practically educated. Theory without practice is of no good; and practice without theory very little; but where they are combined we see improvement. It is possible to be employed merely physically while the powers of the mind lie dormant; but what an improved state of affairs do we see when the mind becomes employed. Where system is used, how much sooner can we accomplish our feats of manual labor. Let art and science be combined, and what a difference do we observe.

Women may be considered to the child as one who plants. No noise or pomp, proclaims the planter's coming. He silently deposits the seed in the ground, and covers it quite out of sight. Nothing can seem less showy or unpromising of great results, yet there has been a great work accomplished; great, because it is in harmony with all the universe. From that moment the power of God in earth, in ocean, and in air, all unite to protect and bring forward that planted seed.

The earth rolls, the sun shines, winds blow, waters roar, vapors rise, and rains descend, all in favor of that plant. He that labors, whether for temporal or spiritual things, has the power of God above, beneath, and around him, working with him, and his work shall prosper.

DO YOU WANT A CONGREGATION?

Get a good Sunday School; and if you want the largest and best congregation in town, make your Sunday school the best in town. You cannot do this, perhaps, in three months, or in six; but you can see changes for the better even in as short a period as six months, if you will set out for it. Do you think that your ends can be secured without liberality in labor, and perhaps pecuniary liberality; not to get scholars, but in the care of those you have. A generous course of treatment with your Sunday school will verify to you, as readily as you can expect, those remarkable words; "Give, and it shall be given unto you." You will be surprised at the measure you will get, and find you were never in a more paying business.

PLEASURES OF PRODIGALITY.—It would not be a pleasant arrangement, that a man who has to be carried across from England to France should be fixed on a board so weighed that his mouth and nostrils should be on a level with the water, and thus that he should be struggling for life, and barely escaping drowning all the way. Yet hosts of people, whom no one proposes to put under restraint, do, as regards their income and expenditure, a precisely analogous thing. They deliberately weigh themselves to that degree that their heads are barely above water, and that any unforeseen emergency dips them under.—*Atlantic Monthly.*