

the advantages of a house and a *household*—the other not. A family without a house is a camp merely fortified for the night; but a family in a house of their own, are a family in a permanent fortification. It is well called a *HOUSEHOLD*, as if it was a fort and citadel, into which men may run all their life long and be secure! A nation of men on wheels would remain Calmucks forever. A rolling stone gathers no moss.

COL. FREMONT' AS A SCHOOL-BOY.

[Extract from the Preface to Dr. Robertson's Edition of Xenophon's Anabasis, published in 1850.]

"For your further encouragement, I will here relate a very remarkable instance of patient diligence and indomitable perseverance.

"In the year 1827, after I had returned to Charleston from Scotland, and my classes were going on, a very respectable lawyer came to my school, I think some time in the month of October, with a youth, apparently about sixteen, or perhaps not so much, (fourteen,) of middle size, graceful in manners, rather slender, but well formed, and, upon the whole, what I should call handsome: of a keen, piercing eye, and a noble forehead, seemingly the very seat of genius. The gentleman stated that he found him given to study, that he had been about three weeks learning the Latin rudiments, and, (hoping I suppose, to turn the youth's attention from the law to the ministry,) had resolved to place him under my care for the purpose of learning Greek, Latin, and Mathematics, sufficient to enter Charleston College. I very gladly received him, for I immediately perceived he was no common youth, as intelligence beamed in the dark eye, and shone brightly on his countenance, indicating great ability, and an assurance of his future progress. I at once put him on in the highest class, just beginning to read Cæsar's Commentaries, and, although at first inferior, his prodigious memory and enthusiastic application soon enabled him to surpass the best. He began Greek at the same time, and read with some who had been long at it, in which he also soon excelled. In short, in the space of one year he had, with the class and at odd hours with myself, read four books of Cæsar, Cornelius Nepos, Sallust, six books of Virgil, nearly all Horace, and two books of Livy; and in Greek, all Græca Minora, about the half of the first volume of Græca Majora, and four books of Homer's Iliad. And whatever he read, he retained. It seemed to me, in fact, as if he learned by mere intuition. I was myself utterly astonished, and at the same time delighted with his progress. I have hinted that he was designed for the church, but when I contemplated his bold, fearless disposition, his powerful inventive genius, his admiration of warlike exploits, and his love of heroic and adventurous deeds, I did not think it likely he would be a minister of the Gospel. He had not, however, the least appearance of any vice whatever. On the contrary, he was always the very pattern of virtue and modesty. I could not help loving him, so much did he captivate me by his gentlemanly conduct and extraordinary progress. It was easy to see that he would one day raise himself to eminence. Whilst under my instruction, I discovered his early genius for poetic composition in the following manner. When the Greek class read the account that Herodotus gives of the battle of Marathon, the bravery of Miltiades and his ten thousand Greeks raised his patriotic feelings to enthusiasm, and drew from him expressions which I thought were embodied, a few days afterward, in some well-written verses in a Charleston paper, on that far-famed, unequal, but successful conflict against tyranny and oppression; and suspecting my talented scholar to be the author, I went to his desk and asked him if he did not write them; and hesitating at first, rather blushing, he confessed he did. I then said: 'I knew you could do such things, and suppose you have some such pieces by you, which I should like to see. Do bring them to me.' He consented, and in a day or two brought me a number which I read with pleasure and admiration at the strong marks of genius stamped on all, but here and there requiring, as I thought, a very slight amendment.

"I had hired a mathematician to teach both him and myself, (for I could not then teach that science,) and in this he also made such wonderful progress, that at the end of one year he entered the Junior Class in Charleston College triumphantly, while others who had been studying four years and more were obliged to take the Sophomore Class. About the end of the year 1828, I left Charleston. After that he taught mathematics for some time. His career afterwards has been one of heroic adventure, of hair-breadth escape by flood and field, and of scientific explorations, which have made him world-wide renowned. In a letter I received from him very lately, he expresses his gratitude to me in the following words: 'I am very far from either forgetting you or neglecting you, or in any way losing the old regard I had for you. There is no time to which I go back with more pleasure than that spent with you, for there was no time so thoroughly well spent; and of anything I may have learned, I remember nothing so well, and so distinctly, as what I acquired with you.' Here I cannot help saying that the merit was almost his own. It is true that I encouraged and cheered him on, but if the soil into which I put the seeds of learning had not been of the richest quality, they would never have sprung up to a hundred-fold in the full ear. Such, my young

friends, is but an imperfect sketch of my once beloved and favorite pupil, now a Senator, and who may yet rise to be at the head of this great and growing Republic. My prayer is that he may ever be opposed to war, injustice, and oppression of every kind, a blessing to his country, and an example of noble virtue to the whole world."—*Massachusetts Teacher*.

SECRET PRAYER.

Thou shouldst pray alone, for thou hast sinned alone, and thou art to die alone, and to be judged. Alone thou wilt have to appear before the judgment seat. In the great transaction between thee and God, thou canst have no human helper. You can be free before God. You are not going to tell him a secret. You may be sure he will not betray confidence. Whatever reasons there may be for any species of devotion, there are more and stronger reasons for secret devotion.

HEAT OF BLOOD IN ANIMALS.

AVES.	Deg. Fah.	MAMMALIA.	Deg. Fah.
Great Titmouse.....	111.25	Bat (Vesp. pipistrellus).....	106 to 105
Swallow.....	111.25	Squirrel.....	105
Fringilla.....	111 25 to 107	Sheep.....	104 to 100.4
Duck.....	111 to 106	Ox.....	104 to 99
Common Hen.....	109.94 to 102.99	Rabbit.....	104 to 99.46
Falcons, different species.....	109.74 to 104.5	Ape.....	103.86
Pigeon.....	109.58 to 106.7	Cat.....	103.6 to 98.6
Raven.....	109.23 to 105.99	Bat (V. noctula).....	102
Vulture.....	107.49	Dog.....	101.3 to 99.3
Common Cock.....	103.73 to 102.99	Guinea Pig.....	100.4 to 96.37
White Game.....	102	Hare.....	100
Gull.....	100	Elephant.....	99.25
		Horse.....	98.24 to 97
		Man.....	98

THE FOUNDATION OF KNOWLEDGE,

Must be laid by reading. General principles must be had from books, which, however, must be brought to the test of real life. In conversation you never get a system. What is said upon a subject is to be gathered from a hundred people. The parts of a truth, which a man gets thus, are at such a distance from each other that he never attains to a full view.—*Johnson*.

THE VALUABLE PART OF EDUCATION.

EDUCATION is to the mind what cleanliness is to the body: the beauties of one, as well as the other, are blemished, if not totally lost, by neglect: and, as the richest diamond cannot shoot forth its lustre wanting the lapidary's skill, so will the latent virtues of the noblest mind be buried in obscurity, if not called forth by precept and the rules of good manners.

Virtue is the hard and valuable part to be aimed at in education; all other considerations and accomplishments should give way and be postponed to this.—*Maxims and Observations*.

VALUE OF SCIENTIFIC EDUCATION.

It is related of the late Dr. Nathaniel Bowditch, that when at the age of twenty one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, afterwards became a captain of a ship. These facts illustrate not only the value of knowledge, but the advantage of associating with the educated.

A WARNING TO ABSENTEE SCHOLARS.

An old man, of slow gait, wrinkled forehead, cheeks, and bended form, was seen wending his way to our Sunday school; and as he entered, uttered these words—"I should like to see it once more; I was a scholar here." Presently the superintendent accosted him, when he said, in an audible voice—"Sir, I was once a scholar here; may I speak to the lads?" Being permitted he told this sad tale—"When I was a scholar in this school, two lads were always persuading one to break the sabbath, to get me with them into the fields, instead of coming to school; they often tried, but I refused to join them. I lived to SEE BOTH OF THEM PUT IN CHAINS, AND SENT FROM YORK CASTLE TO BE TRANSPORTED; but here I am, THANK GOD. Take warning, take warning, my lads. I love you all—I love you all." May this unembellished fact stimulate our teachers to warn the parent, and make the careless absentee scholar the object of his special love and prayer.—*Church of England Sunday School Magazine*.

CONVERSATIONAL ELOCUTION.

Perhaps nothing so soon betrays the education and association as the modes of speech, and few accomplishments so much aid the charm of female beauty as graceful and even utterance; while nothing so soon produces the disenchantment that necessarily follows a discrepancy between appearance and manner as a mean intonation of voice or a vulgar use of words.—*J. F. Cooper*.