

EXERCISE FOR GIRLS.

Did any of our readers ever meet a girls' school taking their accustomed exercise!—is there not something excessively ludicrous in the idea of some thirty or forty girls walking primly and demurely to a certain point, then right about face and back again! The timid step, the regular methodic movement, which I have heard waggishly compared to the mode of progress of an ordinary sixteen-legged caterpillar; the sedate tone of voice, each one talking with becoming decorum with the one with whom she walks abreast, perhaps catechising one another on the eccentricities of some French verb or ascertaining the degree of proficiency each has attained in Magnall's Questions,—how can this minister to health! But the medical attendant of the school recommends exercise; and is not walking across the common and back, exercise! Of course it is! what more would you have! Why, if that very worthy lady, the school-mistress, would allow me to have the charge of her pupils on the next forenoon's walk, (I believe it is not orthodox to take a walk every day in the week,) I think I could put them in a way of getting exercise by which they would be much more benefitted, much more pleased, and come home with rosier cheeks and more eager appetites, than is now the case.

Probably at these schools where these girls are, there are several teachers, and perhaps some of the teachers may have some little knowledge of botany, so I would suggest that the teacher should ask two or three of the girls to bring her some wild flowers from their next afternoon's walk, with the promise held out that she would afterwards tell something about them, and I must further petition that the girls be no longer compelled to walk two by two, methodically, but be allowed to roam and ramble at large—of course, taking care they do not get out of sight of their teachers. I admit that the effect of all the girls rambling along a country lane—some looking into the hedge bottom on this side, and others straggling to the other side of a broad, green lane, would not have the same fine effect which is produced by the formal procession along the dusty pathway of the common; but I think it would impress any one who saw them with the idea that the girls were at ease, and were out for enjoyment; whereas the stiff and prim set-out which we are accustomed to see, rather gives one the idea that they had said their lessons badly, and are doing penance for it, exposed to the public gaze.

—*Book of the Country.*

PHYSICAL EDUCATION.

We find in an exchange the following commonsense views, which we wish were more generally heeded by those upon whom devolves the solemn duty of educating the rising generation:

At the present time, when intellectual activity marks our entire population, and when our children have more active brains than muscle, proper physical education should be regarded as of the very first importance.

Let your boy bemoan his whole being, physical, mental, and moral, with tobacco, and however well directed the care bestowed upon him by his teachers, the result of this unfortunate physical habit will pain your heart some time, though you may not know the cause. Let your child go from a highly seasoned dinner of gross meats, mince pie, and coffee, of oysters, sardines, and wine, to the school-room, and while this unnatural food is in process of digestion, attempt to study, and it is like loading a race-horse with heavy weights before putting him on the course. But to require a child of five, seven, or ten years to think vigorously and closely, is like commanding him to cut his own throat. Let children think naturally and freely. Make knowledge attractive to them, but never cultivate the mind at the expense of the body. The prevalent sentimentality that makes it vulgar to regard the well-being of the body, is fraught with ruinous consequences. We want Professors of Physiology of Romping and Fun, in our public schools, as much as we want Professors of Mathematics or of the Natural Sciences. Children in their sports, want the vigorous influence of joyful and untrammelled maturity, and they would have it, were there *less false dignity* in the world. A good scholar, who is *nothing else* but a good scholar, may exist without health, but a truly noble man, instinct with expanded moral and intellectual life, even in temper and holy in emotions, to whom knowledge is a servant, and research a pastime, to whom one is not a task-master, and the other a task—such a one cannot exist without sound *health*.

JAPAN LANGUAGE.

The language of Japan is a mellifluous polysyllabic language, and has not much in it that resembles Chinese. True, there has been some engraftings from that great continent, but the Chinese has not so much affinity to Japanese as French has to the English. The alphabet with which Japanese is written has been borrowed from the Chinese, by taking certain characters from their sound only. These alphabetic symbols are forty-eight in number, and by combinations of them all words are spelled, somewhat after our method, but I think the introduction of the Roman alphabet would be a great benefit to the nation—for it is admirably suited to write their language and to express its sounds. It is common to print all the Chinese classics in Japan in large Chinese characters, and to print the Japanese meaning in small Japanese characters by its side. I have now before me a set so printed, which I got in Japan.—The salutation—*ohio* (the final *o* not sounded,) is the equivalent of good day; the common drink of the people is *cha*,

tea, or *meelsa*, water, or *sakee*, arrack, the boys in the streets are all *muscoe*, and the girls are all *mosemay*; the men are all *otoko*, and the women all *onago*; the commonest designation applied to Mrs. Jonkins, who, to the astonishment of the Japanese, accompanied me everywhere, in streets, shops, houses and temples, was *epi-yo-ka*, very handsome; and indeed one Japanese went so far as to propose an amount of money to buy her of me, while the little girls would come up the hill after her in dozens; and some would remain till we had to tell them to come back tomorrow, and then, after giving her a lesson in Japanese, they would depart with a polite bow and *si-u-na-ra*, good bye.

EARTH'S FASSIONS.

Earth's fassions never have changed.—Glorious too, the sky above her, in its vesture of fadeless blue and studding of brazen brilliants. The race run mad after new fashions, and brains are racked for new styles. But earth wears the ones she wore six thousand years ago. It annually fades, and leaf and bloom drop from its field, but the mysterious alchemy of the season retouches the garment with the same varied and beautiful coloring.—Not a leaf, or blade, or flower, has changed. The sky has the same blue, and the stars are as bright as when they sang together in the morning of creation. The lillies of the valley—they toil not, neither do they spin—yet the creations of art cannot vie with their beauty. How calmly and how grandly nature marches on to the music of the winds, the streams, the songs of birds, and the falling of the rain, her night journeyings lit by the "lamp on high," and the sunbeams of the days, glistening her peaceful armor of flowers and foliage and shimmering waters. Her banners rustle in the winds of summer, and in autumn, rent but still gorgeous and flaunting, sweeping by to the beat of the flail and the reaper's song, and the dreamy piping of the crickets in the fields. We are glad that earth's fashions never change.—*Wisconsin Chief.*

EVERY WORD TRUE.—It is a great and prevalent error, that children may be left to run wild in every sort of company and temptations for several years and then it will be time enough to break them in. This mistake makes half our spend-thrifts, gamblers, thieves and drunkards. No man would deal so with his garden or lot; no man would raise a colt or puppy on such a principle. Take notice, parents—unless you till the new soil and throw in the good seed, the devil will have a crop of poison weeds before you know what is taking place. Look at your dear children, and think whether you will leave their safety or ruin at hazard, and whether you should not train them up in the way they should go.

The school children of Switzerland have purchased, for \$11,000, the Grutli, the birthplace of Tell, where he and three others conspired for the deliverance of his country from its oppressors. The place is to be consecrated to national uses.