

those scholars of both sexes and of all ages, who have had access to newspapers at home, when compared with those who have not, are,

1. Better readers, excelling in pronunciation and emphasis, and consequently read more understandingly.

2. They are better spellers, and define words with greater ease and accuracy.

3. They obtain a practical knowledge of geography, in almost half the time it requires others, as the newspaper, has made them familiar with the location of the important places, nations, their governments and doings on the globe.

4. They are better grammarians, for having become so familiar with every variety of style, in the newspaper from the commonplace advertisements to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text and consequently analyze its construction with accuracy.

5. They write better compositions, using better language, containing more thoughts, more clearly and connectedly expressed.

6. Those young men who have for years been readers of the newspapers, are always taking the lead in the debating society, exhibiting a more extensive knowledge upon a greater variety of subjects, and expressing their views with greater fluency, clearness and correctness in their use of language.

### GROWTH OF THE ENGLISH LANGUAGE.

The following extract shows in an admirable manner the vast improvement which has taken place in our vernacular tongue during the last four hundred years.

The extract is from nine articles which were proposed by the Earl of Warwick, as preceptor to Henry VI., in his minority, to the Lords and Council for their approbation, on the 29th of November, 1432 : on the opposite column is a translation of it into modern English.

*Articles de Mons<sup>r</sup>. de Warrewyk touch le bon regime du Roy, &c.,*

For ye goode Reule demesyng and senrete of ye Kynges p'sone and draught of him to vertue and connyng and eschuying of eny ying yat mighte yeve empeschem't or let yrto or cause any charge defaulte or blame to be leyd upon ye Erle of WARREWK at eny tyme withouten his desert he considering yat p'll and businesse of his charge aboute ye Kynges p'sone groweth so yat that anchoritte and power yeven to him before suffiseth him nought without more yrto desirith yrfore yees yinges yat followen :

Furst yat considering yat ye charge—&c. &c.

*Articles declaring how the Earl of Warwick took the charge of King Henry VI.*

For the good rule, management and surety of the King's person and leading of him to vertue and cunning (*knowledge*) and eschewing of anything that might give impeachment or let thereto, or cause any charge, default, or blame, to be laid upon the Earl of WARWICK at any time without his desert, he, considering that pearl and business of his charge about the King's person groweth so that that authority and power previously given to him is insufficient of itself, desirith therefore, these things which follow :

First, that, considering that the charge, &c., &c.,

### CONDENSED CHRONOLOGY.

A large part of the time and labor devoted to the study of History is generally lost, because pupils obtain no well-defined ideas of the *chronology* of the events recorded. For the same reason these pupils will, in subsequent life, read history with very little pleasure or profit, and will be likely to prefer other and less profitable reading. To remedy the defect above named, we know of no plan so successful as to have a general outline of Chronology thoroughly committed by every scholar, and frequently reviewed during the whole course of instruction.

The following, compiled from various sources, has been used by the writer for several years, and with the most gratifying results.

Chronology treats of the computation of time and the dates of important events : it is of two kinds—*astronomical* and *historical*. Astronomical chronology treats of the computation of time ; his-

torical chronology, of the dates of important events. Historical chronology is divided into *ancient*, *medieval*, and *modern*.

Ancient chronology extends from the Creation, B. C. 4004, to the Fall of Rome, A. D. 476, a period of 4480 years. Medieval chronology extends from A. D. 476, to the Discovery of America in 1492, a period of 1016 years. Modern chronology extends from 1492 to the present time, a period of 361 years.

Ancient chronology is divided into three great portions by the Deluge, and the Advent of the Saviour. They are denominated :

I. Antediluvian ages, extending from the Creation to the Deluge, A. M. 1656, a period of 1656 years.

II. Postdiluvian ages, extending from the Deluge to the coming of Christ, A. M. 4004, a period of 2348 years.

III. Post-advent ages, extending from the Advent to the Fall of Rome, A. D. 476, a period of 476 years.

The Antediluvian ages are not subdivided into periods.

The Postdiluvian ages are divisible into eight periods :

1. From the Deluge, B. C. 2348, to the Call of Abraham B. C. 1921, a period of 427 years.

2. From 1921 to the Exodus of the Israelites, B. C. 1491, 430 years.

3. From 1491 to the Building of the Temple, B. C. 1004, 488 years.

4. From 1004 to the Founding of Rome, B. C. 752, 252 years.

5. From 752 to the Battle of Marathon, B. C. 490, 262 years.

6. From 490 to the Reign of Alexander, B. C. 336, 154 years.

7. From 336 to the Conquest of Carthage and Greece, B. C. 146, 190 years.

8. From 146 to the Birth of Christ, a period of 146 years.

The Post-advent ages are divided into two periods :

1. From the Advent to the Reign of Constantine, A. D. 306, 306 years.

2. From 306 to the Fall of Rome, A. D. 476, 170 years.

Medieval chronology is divided into five periods :

1. From A. D. 476 to the Heigirs, or Flight of Mahomet, A. D. 622, 146 years.

2. From 622 to the Crowning of Charlemagne, A. D., 800, 178 years.

3. From 800 to the Landing of William the Conqueror, 1066, 266 years.

4. From 1066 to the Overthrow of the Saracens, 1258, 192 years.

5. From 1258 to the Discovery of America, 1492, 234 years.

Modern chronology is divided into five periods :

1. From 1492 to the Abdication of Charles V., A. D. 1556, 64 years.

2. From 1556 to the Restoration of Charles II., 1660, 104 years.

3. From 1660 to the Declaration of Independence, 1776, 116 years.

4. From 1776 to the Fall of Bonaparte, 1815, 39 years.

5. From the Fall of Bonaparte, 1815, to the present time.—*Ohio Journal of Education.*

"THAT IS A BOY I CAN TRUST."—I once visited a large public school. At recess, a little boy came up and spoke to the master ; as he turned to go down to the platform, the master said, '*That is a boy I can trust—he never failed me.*' I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy earned ! He had already got what would be worth more to him than a fortune. It would be a passport into the best store in the city, and what is better, into the confidence and respect of the whole community. I wonder if the boys know how soon they are rated by older people. Every boy in the neighbourhood is known, and opinions are formed of him ; he has a character either favourable or unfavourable. A boy of whom the master can say, '*I can trust him ; he never failed me,*' will never want employment. The fidelity, promptness and industry which he shows at school are in demand everywhere. He who is faithful in little will be faithful also in much. Be sure, boys, that you earn a good reputation at school. Remember you are just where God has placed you, and your duties are not so much given you by your teachers or your parents, as by God himself. You must render an account to them, and you also will be called to render an account to him. Be trusty—be true.