

leisure—days of waiting. During this period a youth can afford to sell his time for little—for less than would be necessary to meet the demands of sterner years of life, when come deeper cares and broader interests. To this age of unsettled talents, of undefined principles, and undeveloped faculty, and to that class of talent that can afford to compete with it, we intrust the vital, the immortal spark, that liberty so dear to all—the future destiny of all our cherished institutions, and, to a great extent, the present and future happiness of ourselves and our children: and all this on the principle of the poor man's economy, merely because such experience and talent are cheap.

A cloud of wickedness and the resulting evils continually hang over us; but we perceive not whence it comes: we appear to strive against it, but, as it were, cut off the blaze without putting out the fire—dip out the stream without stopping the fountain. When we feel the rod of oppression, we war against it; when liberty is gone, we fight for it; we mourn over the growth of intemperance; weep over poverty; become excited over the meanness of tattlers, and th' elies of slanderers; get mad over the deceitfulness of evil speculators, and the lawlessness of politicians—yet seek no preventive, nor lay the axe to the root of the evil. Men may play the hypocrite, yet they cannot hide hypocrisy—they ultimately show what they are—what they are educated to be. Character is a thing of development, and of exceedingly slow growth; and what that character is the life will show. “From the abundance of the heart the mouth speaketh.” Had the cow a lion's teeth she would live on prey; had the gazelle a poisonous fang it would bite like a viper; nor does a man lie without lies in his heart.

Now, we believe it is universally acknowledged that to train up children in ways of wisdom to pursue happiness where it can be found, is the most difficult task required of man, except that of self-control. And still the multitude do not see the necessity of seeking talent for that purpose, and cannot, with any degree of clearness, see the difference between a good and a poor school. The following lines express truly a very common idea of teaching, as compared with other occupations:

A ditcher's a ditcher, and a teacher's a teacher;
 The one is a worker, and the other a creature:
 If the ditch is digged, it's digged, and the water 'll run through it,
 If the school is taught, it's taught, no matter how you do it.