

EPODES AND CHANGES ON THE SURFACE OF THE EARTH.

The history of our Globe exhibits to us three grand periods: the *first* or preparatory period, when it was enriched only with vegetable life; the *second*, when it was under the power of the brute creation; and the *third*, when it was under the dominion of man. This last period is again divisible into two—the antediluvian period, and that in which we ourselves live. During this extensive portion of time, numbering 4300 years, no event has occurred of the same transcendent magnitude as the deluge; but great changes, both of a local and general nature, have taken place on our globe.—Floods of vast extent have swept over its surface; successions of mighty forests have flourished and decayed on the same spot. The seas have, in one region, quitted their ancient beds, and in another invaded and destroyed the habitations of man. Earthquakes have shaken the mountain crests, and dislocated the solid pavement of the Globe. Extensive lakes have peened out their contents, and recorded upon their ancient shores the erosions of the winds and waves. Huge masses of rock have been transported from their mountain crags to vast distances in the plains below; and that element with whose desolating power we are all familiar, seems to have at one time exercised a more tremendous energy, when in the form of glaciers, it descended our valleys with slackened pace but accumulated power—grinding the granite flanks which held it—crushing the forest trunks which stopped it—poising on its crystalline pinnacles huge blocks of stone, and carrying them along its glassy viaduct over valleys now smiling with lakes, and plains now luxuriant with vegetation.—*Edinburgh Review.*

SUSPICION.

One thing you will learn fast enough in the world, for it is potent in such teaching—that is, to be suspicious. Oh, cast from you for ever the hateful lesson. Men do not think how much of their innocency they are laying down, when they assume a clothing whose texture is guile. Beware of this mock protection, for you can hardly use it without practising deceit. I do not ask you to trust always; but I would have you think well of men until you find them otherwise. When you are once deceived, either by and acted or a spoken falsehood, trust that person no more. I had it once laid down to me as an axiom by a very dear friend (and I am so satisfied of the precept's truth as to make it a rule of my life), that persons rarely suspect others except of things which they are capable of doing themselves. Yes, these shadows of doubting are generally flung from some bad realities within. You are looking at your own image when you see so much vileness in your neighbour's face. How much better might not we ourselves become, if we used more largely to others that blessed charity which thinketh no evil!—*Dublin University Magazine.*

Speak but little, and to the purpose, and you will pass for somebody.

EFFECTS OF CHANGES IN THE SEA.

The mean depth of the sea is, according to La Place, from four to five miles. If the existing waters were increased only by one-fourth it would drown the earth, with the exception of some high mountains. If the volume of the ocean were augmented only by one eighth, considerable portions of the present continents would be submerged, and the seasons would be changed all over the globe. Evaporation would be so much extended, that rains would fall continually, destroy the harvest, and fruits, and flowers, and subvert the whole economy of nature. There is, perhaps, nothing more beautiful in our whole system than the process by which the fields are irrigated from the skies, the rivers are fed from the mountains, and the ocean restrained within bounds which it never can exceed so long as that process continues on the present scale. The vapour raised by the sun from the sea, floats wherever it is lighter than the atmosphere; condensed, it falls upon the earth in water; or attracted to the mountains, it gathers on their summits, dissolves, and replenishes the conduits with which, externally or internally, they are all furnished. By these conduits, the fluid is conveyed to the rivers which flow on the surface of the earth, and to the springs which lie deep in its bosom, destined to supply man with a purer element. If we suppose the sea, then, to be considerably diminished, the Amazon and the Mississippi, those inland seas of the western world, would become inconsiderable brooks; the brooks would wholly disappear; the atmosphere would be deprived of its due proportion of humidity; all nature would assume the garb of desolation; the bird would droop on the wing, the lower animals would perish on the barren soil, and man himself would wither away like the sickly grass at his feet.—*Quarterly Review.*

PROFANITY.—In the use of profane words, no idea is to be expressed, no object is to be attained, no end secured, no ear to be pleased, no appetite is to be administered, no passion to be fed, no title to be acquired, no wealth to be earned, no possible good either real or imagined, is had in view. They mean nothing. They are wicked cheats, playing a game of deception; attempting to palm off a blustering sound for a substantial thought. Profanity is surely a good witness of a terrible dearth of wisdom—a frightful scarcity of ideas. Nor will any one pretend that there is any good in profanity; for, besides being an arrant cheat, it is an idle and wicked use of the name of the greatest being in the Universe—the best and truest friend of every human being.

A mother once asked a clergyman when she should begin the education of her child, which she told him was then four years old. "Madam," was the reply, "you have lost three years already. From the first smile that gleams over the infant's cheek, your opportunity begins."

THE BIAS OF A LIBERAL EDUCATION.

We do not hesitate to say that ancient literature—the Greek and Latin languages—should be the foundation of the education of youth. If you change the system, we venture to affirm you will cause the national mind to degenerate.—Infancy is pre-eminently apt for the study of language, because at that age the understanding, unfit for the exercise of reflection, is well disposed for that of memory. * * Without the ancient languages we do not know antiquity; we have but a pale, imperfect representation of it, now, antiquity, we venture to say, to an age proud of itself, is that which is most beautiful in the world. Independently of its beauty, it possesses for childhood an unequalled merit—that of simplicity. If simple food be necessary for the body of a child, it will also be necessary for its mind; as their palates should not be palled by things too savoury, the mind should not be stimulated by the often exaggerated beauty of modern literature. Homer, Sophocles, and Virgil, should occupy in the teaching of literature, the same place that Phidias and Praxiteles occupy in the teaching of the Arts. And it is not merely words that children are taught when they learn Latin and Greek; they are noble and sublime things, the history of human nature under images simple, great and ineffaceable.—*M. Thiers.*

VISIT YOUR SCHOOLS.

You could not do a better thing.—Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about more important matters to worry about her recitations. Grammar is dry as dust to her, geography is tedious, arithmetic is a bore, reading is horrid, writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and speculation, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, and in what they excel. See who sits next to them in the school-room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but be interested in them, and then you cannot possibly avoid talking of them. Making these matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means, then, visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a stiff one to turn off.