

# WEEKLY MISCELLANY.

Devoted to the Intellectual and Moral Improvement of the Young.

Vol. 1.

Halifax, N. S. Tuesday, July 7, 1863.

No. 3.

PUBLISHED WEEKLY, AT \$1 PER YEAR  
IN ADVANCE, BY

W. Cunnabell, 155 Upper Water Street.

Subscriptions received by the Agents, and at the  
office of publication.

HALIFAX, N. S. JULY 7, 1863.

## TEACHERS AND SCHOLARS.

Young people are apt to think that it is a "great thing" to be a schoolmaster; that it is a position of power and pleasure, and that it is a gratification to the teacher to impose restraint and inflict punishment upon the scholars. Little indeed do such estimate the real state of matters, or appreciate the irksome and harassing duties of the teacher. How astonished they would be to be told that their teacher would often gladly change places with them! And such we doubt not is often the case. Great responsibilities and hard toilsome duties rest upon the teacher, and none but those who have been engaged in teaching can form an idea of all the trouble he has to encounter. The confinement in the school-room is as oppressive to him as it is to the scholars, and his task there is not to learn lessons, but to teach. Any one so disposed can learn some lesson, but it is very difficult to make another learn a lesson, and this the teacher has to do, not with one, but with many; among whom are frequently found indolent, careless children, who cause an incredible amount of annoyance.

When they are attentive and willing to learn, the teacher's situation becomes pleasant, and his duties agreeable and interesting. He becomes attached to such scholars, and they become attached to him, and all go on delightfully. But when children are idle, careless and disobedient, it is vexatious and discouraging to him, and the infliction of punishment becomes absolutely necessary;—otherwise those who are indolent and obstinate had better be taken from the school and put to some useful work.

We earnestly invite our young friends to consider what we have said. If they find any lesson too difficult they should at once tell their teacher, who will give them

every assistance in explanation. It is very easy for any one to *try* to please. Whenever a disposition is shown to satisfy others, and to make them happy, it is sure to produce a mutual feeling of kindness, that will render both happy. But when people are disobliging, selfish and rude, their conduct begets dislike, and makes both themselves and others discontented.

## ELEMENTS OF SUCCESS.

People of genius without endurance cannot succeed. Those who start in one kind of business may find it impossible to continue in the same all their days. This may arise from various causes—their health; new fields of enterprise may be opened to them, or new elements of character may be developed; and some may have positive distaste for certain pursuits; success in life demanding a change.

No kind of business is free from vexations. We all know our own troubles, but cannot know what others suffer. Life is not long enough to allow any one to be *really* master of more than one pursuit, and if one is "everything by turns and nothing long," he cannot expect to prosper.

Children with natural abilities, but without instruction, must remain as dunces; and without application to, and endurance in their studies, they will lose the instruction which is essential to their pursuits in life. Without trouble, painstaking or application, nothing of importance can be done. Many who have succeeded in life have been of high resolve and endurance. The famed William Pitt was in early life fond of gaming. He knew that he must at once master the passion, or the passion would master him. He made a firm resolution that he never would play at a game of hazard; and he kept it. His subsequent eminence was the fruit of that power.

William Wilberforce—the celebrated leader of negro emancipation—loved the excitement of games of hazard; but seeing the ruinous consequences of the vice of gaming, he withdrew entirely from the

society of gamblers, and became afterwards highly distinguished.

When Richard Brinsley Sheridan made his first speech in parliament, it was regarded on all hands as a mortifying failure. His friends urged him to abandon a parliamentary career, and enter upon some other field better suited to his ability. "No," said Sheridan—"no; it is in me, and it *shall come out*." It did, and he became one of the most splendid debaters of his time.

So, when it is discovered that young persons possess ability to excel in any particular department of education, or line of business, let them persevere industriously and honestly to cultivate their natural talents; and with judgment and good conduct they cannot fail to succeed,—at least so far as to pass through life respectably. If they feel what is in them, let them resolve that it *shall come out*.—First of all, they must attend to their schooling—otherwise they will be fit for nothing.

WHERE OUR FLOWERS COME FROM.—Our sweet peas we have received from Sicily and Ceylon; pinks, carnations and stocks are natives of Spain, Italy, and the Greek Islands; sweet Williams come from Germany; the pretty saxifrage, or London Pride, from the Alps; and heart's-ease from the wastes of Siberia. The amaranths are chiefly from the East Indies; the anemone grows wild in Germany and Switzerland; the hepatica comes from the mountains of Sweden; the fuchsia is a native of Chili, in South America, where it is a tree. Chrysanthemums and hydrangeas have been introduced from China; the gladiolus was brought from Turkey; the crown imperial comes from the woods of Persia; hyacinths belong to Syria; and dahlias grow wild in the sandy plains of Mexico. The scarlet lychnis is a native of Asia, Greece and Russia; the ranunculus was brought to Europe from the Holy Land by the crusaders.

THE WORK OF WAR.—An American paper states that the Pension-office at Washington has lately recorded the nineteenth thousandth application of wives made widows by this war between the Northern and Southern States.