

sterling. I hope said—, 'that your children are not too fond of money and business to the exclusion of more important things. I am sure you would not wish that.'—Rothschild. "I am sure I should wish that. I wish them to give mind and soul, and heart, and body, and everything to business; that is the way to be happy. It requires a great deal of boldness and a great deal of caution to make a great fortune; and when you have got it, it requires ten times as much wit to keep it. If I were to listen to all the projects proposed to me, I should ruin myself very soon. Stick to your business young man," said he to Edward; "stick to your brewery, and you may be the great brewer of London. Be a brewer and a banker, and a merchant, and a manufacturer, and you will soon be in the Gazette." * * * One of my neighbors is a very ill-tempered man; he tries to vex me, and has built a great place for swine, close to my walk. So, when I go out, I hear first grunt, grunt, squeak, squeak, but this does me no harm. I am always in good humour. Sometimes, to

amuse myself, I give a beggar a guinea. He thinks it a mistake, and for fear I should find it out, off he runs as hard as he can. I advise you to give a beggar a guinea sometimes; it is very amusing." The daughters are very pleasing. The second son is a mighty hunter; and his father lets him buy any horses he likes. He lately applied to the Emperor of Morocco for a first-rate Arab horse. The Emperor sent him a magnificent one, but he died as he landed in England. The poor youth said very feelingly, that was the greatest misfortune he ever had suffered, and I felt strong sympathy with him. I forgot to say that [soon after Mr. Rothschild came to England, Bonaparte invaded Germany. The Prince of Hesse Cassel, said Rothschild, gave my father his money; there was no time to be lost; he sent it to me. I had 600,000 pounds arrive unexpectedly by the post; and I put it to such good use that the prince made me a present of all his wine and his linen."

THE ADVANTAGES OF TEACHING COMPOSITION PROPERLY IN COUNTRY SCHOOLS.

[The following essay was read by Miss Christina Mustard, of School Section No. 5, Hay, before the Exeter district Teachers' Institute, at a meeting held Nov. 7th, in Exeter.]

Before we can treat of any given subject we must have a clear conception, in our own minds, of what that subject is, else how can we tell what benefits will arise from the studying of it. In treating of composition, I will first try and describe what it is. Second, what it does. And lastly, why it should be taught in country schools, or rather what benefits country children will derive from studying it? What is composition? Were I to answer in my own words I would say, composition is the study which

by proper culture enables us to invent ideas and clothe those ideas in appropriate and elegant language. But, if we ask quite a large proportion of our school children, we will get a very different answer. Their definition will be somewhat after this style: Composition is the driest, hardest, most hateful old thing we have to study in school. These two definitions you will admit are very different; yet they come from two classes of persons who ought to agree. We will find the reason of this difference, is in composition not being properly taught. Some seem to think that it is a subject that cannot be studied in school until the scholars are pretty well advanced and understand the rules of grammar. Now, as I re-