

cas where men are drinking and swearing. George does not mean ever to drink or to swear; he only stands there to hear these men sing their songs and tell their stories, and sometimes he will drink just a little sip of sugar and spirits out of the bottom of a tumbler; but George never means really to be a drunkard. Ah, take care, George; the little fish did not mean to be caught either, but he kept playing round and round the hook, and at last he was snapped up; and so you will be if you don't take care.

"Then William Day means to be an honest boy, and you could not make him more angry than to tell him he would ever be a thief; and yet William *plays too much round the hook*. What does he do? Why, he will take little things out of his father's desk or shop, or out of his mother's basket or drawers, when he really does not want his father or mother to see him or find it out. William thinks, 'O, it's only a little thing; it isn't much matter; I dare say they had just as lief I had it as not.' Ah, William, do you think so? Why do you not go to your parents and ask for it then? No; the fact is that William is learning to steal, but he does not believe it is stealing any more than the little fish believed that what looked like a fly was in fact a dreadful hook. By and by, if William doesn't take care, when he goes into a shop or store, he will begin to take little things from his master, just as he did from his father and mother; and he will take more and more, till finally he will be named and disgraced as a thief, and all because, like the little fish, he *would play around the hook*."

"Mamma," said Charley, "who are George Jones and William Day? Did I ever see them?"

"My dear, I must use some names in a story; I am just making this up to show Charley what I mean by *playing around the hook*. And now let me teach you a text out of the Bible that means the same thing: 'He that despiseth small things shall fall by little and little.'—*Idem*."

MRS. STOWE.

Origin of Punctuation.

Written letters were at first not divided into words, but in ancient inscriptions whole sentences form one continuous series.

It was at a much later period than is commonly imagined, that dots or similar marks were first employed to part sentences and words from each other; to leave an open space between them is a comparatively modern improvement. Marks of punctuation, also, remained unknown until the times of the Alexandrian Grammarians, and especially Aristophanes of Byzanz, and the Masorettes in Hebrew writings. Even then, however, they were only used as an aid in books of instruction, and neither the Goth, nor the Coptic, much less the Northern Runes, ever knew their use.

The order in which the lines of written letters are arranged, has varied considerably; among the ancients; the direction from the right to the left prevailed generally; modern writing follows the opposite direction. The Chinese and Japanese place their words, not side by side, but under each other, and arrange the perpendicular columns from the right to the left; Greek, Eastern Indian, and Runic writing is horizontal, but begins also at the right. The oldest writing is "Boustrophedon," combining both directions, and so called from its resemblance to the movements of a plough.

DE VERE.

Learn to Spell.

"The benefits of correct spelling may be learned from the fact, which appears by the official canvass of the votes cast for Governor last November, that several hundred votes were not counted for either candidate, on account of the wrong spelling of names."

The above was clipped from a newspaper, and relates to the State of New York.

If the judges at our elections were to reject votes for the same reason, how many would lose their votes? We will make this an occasion of mentioning a method of teaching the art of spelling practiced in one of the large schools at the North; and probably in many of them.

The teacher in the morning writes upon the black board, the lesson for the day; this is copied by the pupils and the definitions learned during the day. In the evening the lesson is put out by the teacher; the words are spelled by the class, and at the same time, each one *writes down* the words in a blank book kept for the purpose; these books are inspected by the teacher, and the mistakes corrected. The advantages of this plan are:

1. The *form* of the word is presented to the eye.

2. The *sound* of it strikes the ear.
3. The *meaning* of it is associated with it.
4. The *hand* is employed in writing it down.

All these, help to impress it upon the memory. The disadvantages are, it is a slow process, and requires much time and labor from the teacher.

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LITERATURE.

POETRY.

EASTER DAY.

Rise, Heir of fresh eternity
From thy virgin tomb,
Rise, mighty Man of wonders, and thy world with thee,
Thy tomb the universal east,
Nature's new womb,
Thy tomb fair immortality's perfumed nest.

Of all the glories make noon gay,
This is the morn,
This rock buds forth the fountain of the streams of day,
In joy's white annals lives this hour
When life was born,
No cloud scowl on his radiant lids, no tempest lower.

Life, by this Light's nativity,
All creatures have,
Death only by this day's just doom is forced to die:
Nor is death forced; for may he lie
Throned in thy grave,
Death will on this condition be content to die.

EDWARD CRASHAW.

CHURCH MUSIC.

SWEETEST of sweets, I thank you, when displeasure
Did through my body wound my mind,
You took me thence, and in your house of pleasure
A dainty lodging me assign'd.
Now I in you without a body-move,
Rising and falling with your wings
We both together sweetly live and love,
Yet say sometimes "God help poor kings."
Comfort, I'll die if you part from me,
Sure I shall do so and much more;
But if I travel in your company,
You know your way to heaven's door.

GEORGE HERBERT,

TWO WENT UP INTO THE TEMPLE.

Two went to pray? O! rather say
One went to brag, the other to pray:
One stands up close, and treads on high,
Where the other dares not send his eye;
One nearer to God's altar trod,
The other to the altar's God

EDWARD CRASHAW.

BELLS.

If another Locke were to write on the association of ideas, modern science would furnish him quite a new stock of illustrations. Sound, like sleep, "has its own world," ranging, in each individual consciousness, from the mechanical routine hinted by the morning drum or the locomotive's whistle to the mysterious sphere on which the spiritually-minded enter with the key-note of a grand symphony. Some of the more purely suggestive of master compositions have been caught from the voices of nature, whose scale of harmony, extending from the roar of winds and waves to the rustle of grain and the hum of insects, breathes to attentive ears the whole eternal process of the universe. But of sounds derived from human invention and economy there is none which, in the variety and the permanence of the associations it awakens, compares with that of bells. The individual quality of their tone, the scenes amidst