

stick into his coat when he went to church. He saw the boy, and breaking off the most beautiful of his carnations—it was streaked with red and white—he gave it to him. Neither the giver nor the receiver spoke a word, and with bounding steps the boy ran home. And now here, at a vast distance from that home, after so many events of so many years, the feeling of gratitude which agitated the breast of that boy, expresses itself on paper. The carnation has long since withered, but now it blooms afresh.—*Douglas Jerrold.*

An Experience.

I HAD just passed my sixteenth year, and was fresh and green from my desk at the seminary. I had studied Mathematics up to and including Plane and Spherical Trigonometry, Botany, Geology, and Rhetoric, as we learn these things in our school-books. In short I had been most thoroughly *crammed* with the higher branches of polite learning. Need of money rendered it necessary that I should do something for means to carry on further the process of cramming. It was settled, therefore that I must teach a school. Fortified with the high testimonials of my Principal, I applied for and obtained the necessary certificate, —though it must be confessed that I nearly fainted when the rude man who examined me asked me what a vowel was and how many sounds there were in the English Language. I remember thinking how foolish he was to bore me with such questions, when he might have asked me to perform a triangulation, or have had me give him the latest theory of glaciers or of drift.

Every thing that could be suggested by a cunning but good woman to give me an oldish look and an air of wise experience was done, and on a bright September morning I took formal possession of my School-room. This edifice was of unhewn logs, with numerous open interstices through which a good-sized boy might crawl without inconvenience to his person. The seats were made of slabs by inserting four rough wooden legs into the round face of these slabs and turning up the flat surface. These benches I afterward discovered, had a very poor faculty of keeping the centre of gravity within the base, and not unfrequently precipitated themselves, scholars and all, into the middle of the floor. Pegs were inserted into the walls of the room, and on these sloping planks were laid, which were dignified by the name of desks. The floor was of loose plank, and, being supported some feet above the ground, we were some times annoyed by visitors resident in the vicinity that congregated underneath and enjoyed this tolerable shelter. No maps, no charts, not even a black-board, relieved the tedium of the blank walls.

Some thirty youths, younger than myself, were here assembled to receive the educational pabulum. I was there to disburse. Silence was proclaimed. I read my code of laws in which was combined the double wisdom of Solon and Draco. Then came the enumeration and scheduling; then an inquisition as to their learning and books. Here my first great trial began. Spelling-books were there old enough, I thought, to have been the property of the Pilgrim Fathers, and so wonderfully dog-eared and crumpled and backless that I found them veritable spheres, resting upon any base in perfect equilibrium. Readers were there, from Murray's first edition of the English to the latest reader by Cobb. Three Grammars were found, but not two by the same author. Geographies were exhibited whose atlases gave only three divisions of the Louisiana Purchase,—the state by the same name, Missouri Territory, and the Mandan District. Classification was therefore quite as impossible as the quadrature of the circle.

I made my little speech, pointed them to that porticoed building supposed to be the Temple of Fame, and showed them were ran the narrow, rugged path of Science, that brought up abruptly against the very door of the aforesaid temple, and closed with that stale truism of 'no excellence without great labor'. I then called up my youngest pupil, asked him if he knew his letters, and vainly tried to find the Alphabet among the crimpings of

paper he called his book: failing, however, I borrowed a better one and commenced cramming him with letters even as I had been crammed with the Higher Mathematics.

Somehow, it never occurred to me that it would be better to lead the youthful learners up the said rugged hill, and I had no other conception of duty to these children than to drive them up the slope with all the speed possible. Poor things! I see them now, weeping, sleepy and stupid, trying to memorize whole pages of descriptive lessons utterly devoid of interest to them, and numberless definitions that conveyed no ideas to their weary minds. I will not weary your patience with the details of that school: indeed, the folly of it so affects me as memory recalls it, that I doubt if I could do justice to it.

The general results may be summed up in a few words. The books were but a little more decayed, the children a little older and able to boast that they had been some pages further over in the book than my predecessor had taken them, and I received high encomiums, and the people's notes for fifty-four dollars for my three months' work,—and half that sum I never collected. I returned to the seminary to study Astronomy, Zoology, etc., highly satisfied that I had discharged ably and efficiently my duty in the great work of educating the youth of the land. No body, so far as I know, was essentially wiser or better for my labors. If the children did not hate me, hate books, hate schools, school masters, *et id genus omne*, the Temple of Fame, the Hill of Science, and all the appurtenances thereunto belonging, it was not because they had no just reason to hate them. I was too young, and had no business aspiring, at the age, to the position of an educator. The people of the district, the Superintendent, —or Commissioner of Schools, as he was then called,—myself, my aiders and abettors, should have been subjected, each and all jointly, to an indiscriminate amount of just such teaching for just three months as a punishment for their folly.—*Illinois Teacher.*

Geographical Sketches.

Although it is to Ritter and Humboldt that we owe the full conception and final perfection of the Science of Geography, there are yet some solitary generalisations of preceding thinkers which contributed in no slight degree to prepare the way for the new movement. Among these men, none is more worthy of attention than the geologist Heinrich Steffens. The following view of the structure of the continents, which appeared in his "Geognostic-Geological Essays," in the year 1810, is conceived in the spirit of Ritter himself.

If we consider the entire earth, it will be obvious to all how the lands approach toward the north, so that they almost encircle the North Pole, but toward the south run out in sharp points. This is generally known, and would not escape the attention of any investigator. But not only do the three continents, South America, Africa and New Holland, ending in sharp points at the south spread toward the north into more broadly extended lands; this structure is repeated in all the remaining peninsulas which tend to a point, even in the highest northern latitudes. All run sharply toward south, south-east or south-west, since at their northern extremities they are united to a larger east and west extending land. Examples of this structure may be found in Norway, Spain, Italy, Turkey, Arabia, Hindostan, Malacca, Corea, Alaska, California, &c. This direction of the points has in it something astonishing, and expresses clearly the power of the lands toward the north. If we now consider more closely those three mighty continents South America, Africa and New Holland, we find a remarkable correspondence which has indeed, been already noted. For not only do they contract southwardly to points, and broaden toward the north: they have also on the south-west a noteworthy indenting arm of the sea, which is most marked in New Holland, least distinct in South America. But this similarity becomes yet more obvious if we consider the probable previous form of New Holland. The location of New Guinea, the Louisiade Islands, New Georgia, New Hebrides, New