

The reverse is the case in the southern hemisphere.

Having thus far traced the actual courses of the wind, let us examine the cause.— Assuming that the equatorial heat and the polar cold are the causes of the currents going to and fro by incessant heating and cooling processes, operating upon the mobile atmosphere, shall we not find in the same cause, though in a modified form, the constant tendency of the atmosphere in one zone moving from east to west; that is to say, will not the warming process of the coming morning sun, rising constantly in the east, have a tendency to draw the atmosphere in that direction, bringing it from the cooling shades of night, also constantly acting upon it on the western side of the daylight? That is the best theory that I can hang upon the fact. I do not pretend to say that it is the best theory, but the facts of the wind's courses are, nevertheless established; on the surface of the earth by mariners, and in the upper currents by twenty-five years' sailing among them.

Upon this great circulatory system of the vast atmosphere I base the ultimate success of aerial navigation. By studying the currents and deflections in detail, we will be enabled to move among them to any part of the globe we wish to reach. Maury leaves nothing to be deduced in his outlines of the currents of air on the surface of the globe; they are all elaborated and systemized facts; and these currents on the surface partake of various directions corresponding to the points of the compass. It is therefore a rational deduction that they must have their corresponding counter currents above, though my experience only positively reveals the two spoken of above; one from the southwest, the other overlapping it and coming from the northwest.

There is yet a new world of wonder and happiness in the vast and unexplored region of the atmosphere. Ought this grand subject not be brought under the scrutiny and general investigation of artistic and scientific men by a preliminary experiment of sailing round the globe with a balloon? It can be done at a cost of not over \$10,000.

JOHN WISSE?

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PHYSICAL CULTURE, No. 2.

BY REV. WILLIAM M. CORNELL,

A. M., M. D.

In my last I spoke of the management of the child while very young. In the present number I will take children from two to five or six years of age.

2. The child should now be sent to a school. Not, however, to such a school as young children are usually sent to; I mean a school for the purpose of study. Children of this age are not old enough to study, and they ought not to be confined, nor made to sit still. Such treatment would be contrary to nature, and

what is unnatural is wrong anywhere; but, especially so, in education. Let me give you a plan of such a school as would benefit children of the age above named.

3. A. B. will open a school, a genuine primary school, for children from two to five years of age, at *****. The design of this school is to amuse, exercise, entertain and instruct these children.— No books will be used; no regular study required. Amusement, by plays, innocent games, constructing block-houses, learning the alphabet from cards, explaining pictures from scriptural and other historical characters and events, &c., will occupy one-half the time. The other half will be employed in gentle out of door exercise, or within doors in drawing, or imitating outline pictures of animals, birds, houses, by simply marking or pricking them with pins, or pencils, upon paper, or in making them in the form of basket-work with strips of paste-board variously colored, and such like entertainment.

4. Everything in the management of this school will have a tendency to keep them out of "harm's way," to teach them how to enjoy life; to smile, laugh, play, use their hands and feet with agility, and to improve and cultivate good dispositions, and to instil into their young minds social and virtuous ideas. Any parent who entrusts a child to my care and supervision, in this school, will find its health good; its bodily organs well developed; its face smiling; its eye bright; its mind better informed than that of those who are made to go to an ordinary school at the age of four years, to sit still six hours in the day, and to study; its social affections lovely and kind; and it possessing, (unforeseen contingencies excepted,) "a sound mind in a sound body." Parents, if you wish to see such children, try such a school, and at the close of the three years, you will be satisfied. The school should be under the immediate direction of a lady of amiable disposition, cultivated minds, and good taste; one who loves little children, as all ladies should.

5. The time might be extended to the sixth year with advantage.

6. This is not a new plan exactly; nor one originally devised by the writer; for, in some parts of Germany, similar schools have been in operation for several years, and they have been found to work to good advantage.

7. But, as it is not probable that all the children, from two to five or six years of age will be brought to attend this class of schools, the question arises, what is to be done with the residue of them? I will endeavor to answer the inquiry.

8. They must be where they can have air and exercise. No place can possibly be more unfavorable to their health, and most perfect development of body and mind, than one of close confinement at home. Instead of shutting them up in what is usually called a nursery, where they have but little space, and, often, less air, they should have an open out of door yard, garden or field in which they shall have full scope for physical training.

9. Look at the children of the poor Irish—how healthy! And if they had any thing like decent food and training,

many more of them would live to grow up than do at present. The first impression would be that such children, running bare-footed in cold weather, half-naked and dirty, that they would all die; and yet, most of them live and grow up a hardy race. If the children of American parents were to have the same advantages of out of door life, with the same food and care that they now have, not one in ten would die in childhood.

10. Parents, if you wish your children to live and be healthy, try the open air for their bodies, and free their minds from all confining study till they have lived, at least five years.

THE FAITH OF CHILDHOOD.

What a lesson of truth does the following incident convey—what a sermon against deceiving the "little ones" with idle tales:—"A touching case," says the *New Orleans Delta*, "was presented lately to the consideration and charity of one of the Good Samaritans who now take care of the sick, relieve the destitute, and feed the starving. A boy was discovered in the morning lying in the grass of Clairborne street, evidently bright and intelligent, but sick. A man who had the feelings of kindness strongly developed, went to him, took him by the shoulder and asked him what he was doing there. 'Waiting for God to come for me,' said he. 'What do you mean?' said the gentleman, touched by the pathetic tone of the answer and the condition of the boy, in whose eye and flushed face he saw the evidences of the fever. 'God sent for father and mother and little brother,' he replied, 'and took them away to his home up in the sky, and mother told me when she was sick that God would take care of me. I have no home, nobody, to give me anything, and so I came out for God to come and take care of me, as mother said he would. He will come, won't he?' Mother never told me a lie. 'Yes, my lad,' said the man, overcome with emotion, 'He has sent me to take care of you. You should have seen his eyes flash and the smile of triumph break over his face,' as he said. 'Mother never told me a lie, sir, but you've been so long on the way.' 'Mother never told me a lie,' and when she promised her lone child the protecting care of the Father of Mercies, how fervent his zeal—how great his reliance. 'Oh, for more of the faith of little children!'

REAL KNOWLEDGE.

There is no difference between knowledge and temperance; for he who knows what is good and embraces it, who knows what is bad and avoids it, is learned and temperate. But they who know very well what ought to be done, and yet do quite otherwise, are ignorant and stupid.—Socrates

We may seek costly furniture for our homes, fanciful ornaments for our mantel-pieces, and rich carpets for our floors; but, after the absolute necessities for a home, books are, at once, the cheapest, and certainly the most useful and abiding embellishment.