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"Knowledge is Power."

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MRS. GRAMMAR'S BALL.

Mrs. Grammar gave a ball
To the Nine different parts of speech,—
To the one and the tall,
To the short and the small,
There were peas, plums, and puddings for
each.

And at first, little Articles came,
In a hurry to make themselves known,—
Fat A, An, and The,
But none of the three
Could stand for a minute alone.

Then Adjectives came to announce
That their dear friends, the Nouns, were
at hand—
Enough, Bougher, and Boughest,
Tough, Tougher, and Toughest,
Fat, Merry, Good-natured, and Grand.

The Nouns were indeed on their way,—
Ten thousand and more, I should think;
For each name that we utter,—
Shop, Shoulder, and Shutter,—
Is a Noun; Lady, Lyon, and Link.

The Pronouns were following fast
To push the Nouns out of their places,
I, Thou, You, and Me,
We, They, He, and She,
With their merry, good-humored old
faces.

Some cried out—"Make way for the Verbs!
A great crowd is coming in view,—
To Bite and to Smite,
And to Light and to Fight,
To Be, and to Have and to Do.

The Adverbs attend on the Verbs,
Behind them as footmen they run;
As thus—"To Light: Badly,
They run away Gladly,
Shows how fighting and running were
done.

Prepositions came—In, By, and Near,
With Conjunctions, a poor little band,
As—"Either, you Or me,
But neither them Nor he—
They held their great friends by the hand

Then, with a Hip, Hip, Hurra!
Rushed Interjections uproarious,—
"Oh, dear! Well a-day!"
When they saw the display,
"Ha! ha!" they all shouted out, "Glorious!"

But, alas! what misfortunes were nigh!
While the fun and the feasting pleased
each,
There pounced in at once
A monster—a Demon,
And confounded the Nine parts of Speech!

Help friends! to the rescue! on you
For aid, Noun and Article call,—
Oh, give your protection
To poor Interjection,
Verb, Adverb, Conjunction, and all.

The above might be repeated by every
child, night and morning, beneficially.
Nor would it do any hurt for many of the
"children of a larger growth" to follow
suit!

NATURAL HISTORY.

No other of the industrial employments
of man is so favorable to the study of
Natural History as farming. The farmer
is brought into constant contact and com-
munion, so to speak, with animated nature.

—Quadrupeds, birds, reptiles, fish,
insects and fishes, are his every-day com-
panions as it were, if his eyes be only open
to what is going on about him. The
habits, uses and abuses of these creatures,
constitute matter for daily and almost
hourly observation and contemplation.
The happiness derived from meditating
upon subjects like these, will be in propor-
tion to the knowledge he possesses. The
child who only knows his A B C's, can
receive little pleasure from turning over the
printed pages of a book, compared with
another who can read fluently whatever
volume is placed before him. So of the
farmer; if he only knows the names of
the creatures over which he has dominion,
his enjoyment is meagre when compared
with that of him who is familiar not only
with their names, but is also well acquaint-
ed with their habits and uses. No one is
ignorant of the pleasure derived from
knowing the people that live about him in
the rural regions. It is a source of real
discontent no be amid strangers, as people
emigrating West learn and testify.

Why then should the farmer be content
to live amid quadrupeds, birds, reptiles
and insects, almost totally ignorant of
their names, habits and uses? Children
are inquisitive from their birth, and con-
tinue so until their curiosity is blunted by
the ignorance of their seniors, to whom
they have often resorted, but in vain, for
information which they earnestly coveted.

Their curiosity to know, being so general-
ly met with "I don't know," from both
parents and teachers in regard to the na-
tural world, that they very naturally con-
clude that their desires to know are vain,
and they soon sink into that state of indif-
ferentism touching such subjects, as seems
to pervade nearly all about them.

It would be a source of constant pleasure
and satisfaction to the farmer to be able
to recognize the quadrupeds, birds, rep-

tiles, worms and insects, that frequent
his farm and its suburbs—to know their
habits and to be acquainted with their
uses—to know whether they promote his
labors, or interfere with his crops, their
culture and maturity. Some animals are
his co-workers—others seriously hinder
the growth of fruits, tubers, roots, grains
and grasses. Knowledge here, as else-
where, gives power; and the conscious
possession of power always gives one the
feeling of self-respect.

WHAT THE LEAVES SAY.

You have often gazed upon the many-
colored leaves which fluttered in the au-
tumn breeze, just ready to fall to the ground.
Did you ever listen to hear them talk
to you? for talk they do, in their silent
language,—telling you of the bright spring-
time, when they drank in the gentle dew,
and inhaled the balmy air, and spread out
their delicate fibres to the rays of the sun;
and, fashioned by a divine Creator, took
forms of beauty; and, painted by His
hand, assumed the pleasant green; and
how, upheld by His power, they had borne
the pelting of many a pitiless storm, and
the scorching heat of the noonday sun,
while many of their companions had faded
and fallen to the ground. And they would
tell you that, one by one, they, too, should
fall. Thus these fading, falling leaves,
talk to us of life's evening, and whisper
to us to be ready, for "we all do fade as a
leaf." And do not they talk to us of
something brighter and better,—of the
unfading leaves of the tree that grows on
the banks of the river of life, and urge us
to seek that heavenly world?

Religion should influence its pro-
fessor in all the relations of life. What-
ever he does, he should do it better for be-
ing a Christian. Religion should make
one a better student, a better servant, a
better master, a better parent, a better
child, a better man in all respects. The
pious but eccentric Rowland Hill, remark-
ed, "That he would not give a farthing
for that man's religion whose cat and dog
were not the better for it."