

and winning speech and graceful manners. I will see foreign countries, and converse with accomplished men. I will drink deep of the fountain of classic lore. Philosophy shall guide me, history shall instruct, and poetry shall charm me. Science shall open to me her world of wonders. I shall then remember my present life of drudgery as one recalls a pleasant dream when the morning has dawned. He keeps his self-registered vow. He bends his thoughts downward, and nails them to the dust. Every power, every affection, every taste, except those which his particular occupation calls into play, is left to starve. Over the gates of his mind he writes in letters which he who runs may read: "No admittance except on business." In time he reaches the goal of his hopes, but now insulted nature begins to claim her revenge. That which was once unnatural to him, the enforced constraint has become a rigid deformity. The spring of his mind is broken.

He can no longer lift his thoughts from the ground. Books and knowledge, and wise discourses, and the amenities of art, and the cordial of friendship, are like words in a strange tongue. To the hard, smooth surface of his soul, nothing genial, graceful or winning will cling. He cannot even purge his voice of its fawning tone, or pluck from his face the mean money-getting mask which the child does not look at without ceasing to smile. Amid the graces and ornaments of wealth he is like a blind man in a picture gallery. That which he has done he must continue to do; he must accumulate riches which he cannot enjoy, and contemplate the dreary prospect of growing old without any thing to make age venerable or attractive; for age without wisdom and without

knowledge, is the winter's cold without the winter's fire.—*George S. Hillard.*

#### HOW IT STRIKES A STRANGER.



R. DUFF, the distinguished Scotch missionary, who visited this country a few months ago, on his return home, made a speech, 4 hours long, before the General Assembly of the Free Church, in Scotland, telling the people what he saw in the United States. Among other things, he says, "In all the Northern States, what have been called common schools, have been got up, at the public expense. They voluntarily tax themselves for these, and children are here taught free; and in every new State, they set apart millions of acres, to be devoted some day to education. In every district of 16 miles square, they set apart 1 square mile, or the 16th part, as a fund for common education, when that district is planted with human beings. Why, it is astonishing to see the edifices they get up there for educational purposes. They say that they will have nothing to do with small, paltry, close, confined, ill ventilated school houses. Their common school houses in New York, and elsewhere, are like palaces, 3 or 4 stories high; and they get some 1500 or 2000 children to attend. They are really furnished up and replenished most tastefully and handsomely, and the rooms are remarkably healthy and airy. Go into one of these crowded rooms, containing 500 children, and as