

attendance of pupils; and I think that by means of the circulation of the *Journal*, the labours of the Local Superintendents will be greatly diminished, as it will give that information on School matters and on the School Act, which could otherwise only be obtained from the Superintendent."

The Local Superintendent of Clinton says:—"I thank you in behalf of the whole interests of Education in this Township, for your unceasing enterprise and talented and efficient labours in this noble cause, and for the excellent plan of furnishing the Report, (*which I esteem invaluable*) and the *Journal of Education* to each section. May the blessing of God be upon you, and prosperity attend you."

### Miscellaneous.

#### TO A CHILD IN PRAYER.

Fold thy little hands in prayer,  
Bow down at thy mother's knee;  
Now thy sunny face is fair,  
Shining through thy golden hair,  
Thine eyes are passion—free;  
And pleasant thoughts, like garlands, bind thee—  
Unto thy home, yet grief may find thee—  
Then pray, child pray!

Now thy young heart, like a bird,  
Singeth in its Summer nest;  
No evil thought, no unkind word,  
No chilling Autumn wind hath stirred,  
The beauty of thy rest.  
But winter cometh, and decay,  
Shall waste thy verdant home away—  
Then pray, child, pray!

Thy bosom is a house of glee,  
And Gladness harpeth at the door;  
While ever with a joyful shout,  
Hope, the May-Queen, danceth out,  
Her lips with music running o'er!  
But Time those strings of joy will sever,  
And Hope will not dance on for ever—  
Then pray, child pray!

Now thy mother's voice abideth,  
Round thy pillow in the night;  
And loving feet creep to thy bed,  
And o'er thy quiet face is shed,  
The taper's sudden light:  
But that sweet voice will fade away;  
By thee no more those feet will stay—  
Then pray, child, pray!

*Conversations at Cambridge.*

#### WHAT WILL RUIN CHILDREN.

To have the parents exercise partiality. This practice is lamentably prevalent. The first born or last, the only son or daughter, the beauty or wit of the household, is too commonly set apart—Joseph-like.

To be frequently put out of temper. A child ought to be spared, as far as possible, all just causes of irritation; and never to be punished for doing wrong, by taunts, cuffs, or ridicule.

To be suffered to go uncorrected to-day in the very thing for which chastisement was inflicted yesterday. With as much reason might a watch which should be wound back half the time, be expected to run well, as a child, thus trained, to become possessed of an estimable character.

To be corrected for accidental faults with as much severity as though they were done intentionally.

The child who does ill when he meant to do well, merits pity not upbraiding. The disappointment of its young projector, attendant on the disastrous failure of any little enterprise, is of itself sufficient punishment, even where the result was brought about by carelessness. To add more is as cruel as it is hurtful.

Parents who give a child to understand that he is a burden to them need not be surprised, should they one day be given to understand that they are burdensome to him.

#### THE YOUNG MAN'S LEISURE.

Young men! after the duties of the day are over, how do you spend your evenings? When business is dull, and leaves at your disposal many unoccupied hours, what disposition do you make of them? I have known, and now know, many young men, who, if they devoted to any scientific, or literary, or professional pursuits, the time they spend in games of chance, and lounging in bed, and in idle company, might rise to any eminence. You have all read of the sexton's son, who became a fine astronomer by spending a short time every evening in gazing at the stars, after ringing the bell for nine o'clock. Sir Wm. Phips, who, at the age of forty-five, had attained the order of knighthood, and the office of high sheriff of New England, and governor of Massachusetts, learned to read and write after his eighteenth year of a ship-carpenter in Boston. William Gifford, the great editor of the *Quarterly*, was an apprentice to a shoemaker, and spent his leisure hours in study. And because he had neither pen nor paper, slate nor pencil, wrought out his problems on smooth leather with a blunt awl. David Rittenhouse, the American astronomer, when a ploughboy, was observed to have covered his plough and fences with figures and calculations. James Ferguson, the great Scotch astronomer, learned to read by himself, and mastered the elements of astronomy, while a shepherd's boy, in the fields by night. And perhaps it is not too much to say, that if the hours wasted in idle company, in vain conversation, at the tavern, were only spent in the pursuit of useful knowledge, the dulllest apprentice in any of our shops might become an intelligent member of society, and a fit person for most of our civil offices.—By such a course the rough covering of many a youth is laid aside, and their ideas, instead of being confined to local subjects and professional technicalities, might range throughout the wide fields of creation; and other stars from the young men of this city might be added to the list of worthies that is gilding our country with bright and mellow light—*Rev. Dr. Murray.*

#### GREAT PUBLIC VIRTUE OF THE DUKE OF WELLINGTON.

*Extract from the Speech of Lord Brougham in the House of Lords:*—"His was not the merit of genius merely, but that which I place first and foremost in his great character, and that which is worthy of being held up for the imitation, as well as for the admiration of mankind—I mean his great public virtue—his constant self-denial, the abnegation of all selfish feelings, and his never once during his whole illustrious career suffering any bias of passion, or of personal feeling, or of party feeling, for one instant to interfere with that strict, and rigorous, and constant discharge of his duty, in whatever station he might be called upon to perform it. From whence I have a right to say that his public virtue is even more to be revered than his genius and fortune to be admired. My Lords, we are now grieving over his irreparable loss. May Heaven, in its great mercy, forbid that we should ever see the times when we should yet more sensibly feel it!"

#### LOVE OF THE BEAUTIFUL.

Women have a much nicer sense of the beautiful than men. They are by far the safer umpires in matters of propriety and grace. A mere school-girl will be thinking and writing about the beauty of birds and flowers, while her brother is robbing the nests and destroying the flowers. Herein is a great natural law, that the sexes have their relative excellencies and deficiencies, in the harmonious union of which lies all the wealth of domestic happiness. There is no better test of moral excellence, ordinarily, than the keenness of one's senses, and the depth of one's love of all that is beautiful.

#### HOW TO MAKE CHILDREN READ SLOWLY.

The following plan for checking the speed of those pupils who have acquired the habit of reading by the page against time, has the recommendation of having been successful:—

Ask the pupil to look at as many words as, from their connection, he thinks it desirable to speak without a pause; then ask him to look from the book to you and speak them. After this, let him look on the page for the next phrase, or proposition, or so much as should be spoken without any pause, and again look up to you and speak it. Continue this through the paragraph; and then let the pupil read the same from the book, taking care to make the same pauses as before. The habit will be broken up before many days have passed.

Most persons have observed that, in animated speech, the speaker enunciates at once and with considerable rapidity, so much as the mind well receives at once; after which follows a pause more or less protracted, according to the importance of what has been uttered. The method we have spoken of above, no doubt originated from observing this fact.