

well informed means correctly informed; or so as not to admit of doubts. Several rules are laid down for this purpose, which are found quite important. Words:—Silk gown, salt mine, gold pen, no hyphen. Rule 1. "Omit the hyphen when the first substantive serves the purpose of an adjective, expressing the matter or substance of which the second thing is composed, and may be placed after it with *of* (not denoting possession.)" Words:—Laundry-maid, grog-shop, cork-screw, school-master, with hyphen. Rule 2. "When the first word does not express the matter or substance of the second, and may be placed after it with *of* (denoting possession,) or with *for*, or *belonging to*, the hyphen should be inserted." *Eclaircissement*. Rule 1. Silk gown means a gown of silk. The first substantive, by designating the substance of which the second consists, serves the purpose of an adjective, and may be placed after the second with *of* (not denoting possession.) Salt mine and gold pen, ditto. Rule 2. Laundry-maid, means a maid for the laundry; grog-shop means a shop for grog, —more distinctly, a place where grog is sold; school-master means a master of a school, &c. The first words do not express the matter or substance of the second, and may be placed after them with *for* or *of* (denoting possession.)

Of the many words, however, coming to our notice in the form of compounds, at least one fourth were better, if not more correctly, not hyphenated. The frequent and long use of them certainly sanctions the omission of the hyphen. The following are words of this class: Inkstand, schoolhouse, schoolroom, school-master, statesman, journeyman, bookstore, bookseller, fisherman, loghouse, honeysuckle, hummingbird, mockingbird, bumblebee, &c., &c. Most, if not all, of these, however, are often written by good writers, with the hyphen inserted.—*Anon. in Northampton Educator*.

### Language and Grammar.

The proper studies of boyhood may be classified under three heads,—language, mathematics, and science, both natural and exact. Without going into much detail, we wish, first, to consider what the training of all boys whose parents can afford to let them study until they are twenty-one should be in each of these principal subdivisions up to about the seventeenth year.

In language, the first thing which a child should study with persistence and thoroughness is his native tongue; and this, not through its formal grammar, but by reading aloud, by committing to memory choice bits, and by listening to a good teacher's commentary upon passages selected from standard authors on purpose to illustrate the capacities and varieties of the English sentence, the nature of its parts, the significance of the order of words, and the use of epithets. A child can drink in and instinctively appreciate the beauties of a refined or noble style years before he can understand grammar and rhetoric, just as he admires the flaming woods of Autumn long before he even thinks to inquire into the elements and explanations of their sudden glory. The mother tongue should come to a child by unconscious imitation of good examples, by impregnation unawares with the idiomatic essence of the native speech. But to this end the best examples, in prose and poetry, must be kept constantly before him from the time when he can first commit to memory a bit of poetry (not doggerel) or a verse of the Bible. Almost all American schools utterly neglect this kind of training. French and German boys study their own languages in the manner above indicated early and late; but in England and the United States the study of formal grammar has unfortunately replaced the true study of English. When a boy has learned by imitation to know and use his mother tongue, it will be time enough for him to look at it as an instrument of thought; and before this time comes, it is to be hoped that he will have studied grammar in some other language than his own. English literature should be the first which an American boy studies. It is a shame that so many boys of seventeen read the *Georgics* before the *Midsummer Night's Dream*, *Horace* before *Milton*, and *Xenophon* before

*Napier*. The boys' school ought to teach English systematically and amply, so that no child's knowledge of his native language should be left to the chance influences of his home, the street, and the newspaper.—*From the Atlantic Monthly*.

### Homes.

Recreation is a necessity of our hard-working, overstrained life. Men and women need it, and will have it. But should they go from home to find it? Is home nothing but a place to sleep, eat and drudge in? a place to be escaped from, as from a prison, whenever enjoyment is to be sought? Plainly false and injurious as is such a view, it seems to be that which generally prevails among us. The members of our households seek their recreation abroad. Yielding to different tastes, or controlled by different circumstances, they seek it in different places. Husbands and wives, parents and children, thus separate from one another in their associations, the family unity disappears, and the seeds of discord are planted in the home circle. Under this false and fatal idea, that it is necessary to go abroad to seek after enjoyments, society has become a travelling association of pleasure-hunters, as if pleasure could be found by thus hunting for it. The old, happy home-life is disappearing—we had almost sadly said, has disappeared; and with it is vanishing not only the truest enjoyment, but also the greatest safe-guard of our social state. Miserable or guilty is that man who quits his home to find enjoyment. Lost is that woman who does it. Unhappy is the son or daughter who does not find home the happiest spot on earth. The family circle is a misnomer, as applied to the members of households thus separate in their associations and pleasures. With them there can be no golden chain of holy affection strengthened and kept bright by loving association and the communion of the innocent joys and sacred sorrows of the family. Home should be the dearest, happiest spot on earth to every individual. There the weary man of business should find his needed rest. There the wife and mother should find her purest, deepest pleasure. And there children should find attractions stronger than all the world can present.

We tinker away at the evils of society, and go on making new "societies" to amuse, instruct or restrain our people, when the great want is *homes*!—*Spectator*.

### The Result of Application.

Seek to acquire the power of continuous application, without which you cannot expect success. If you do this, you will be able to perceive the distance which it creates between you and those who have not such habits. You will not count yourself nor will they count you, as one of them. Thus you will find yourself emerging into the higher regions of intellectual and earnest men—men who are capable of making a place for themselves, instead of standing idly gaping, desiring a place without the power to command it. Keep on striving to accomplish more and more every day, and thus enlarge constantly the range of your intellectual ability. If you learn to do as much work in one day as you used to do in two or three days, you are as good as two or three such men as you formerly were, boiled down to one.—*Dr. Wayland*.

### Manners.

Manners are much with all, but most with teachers. Children live with them several years. They catch their ways. Postures, changes of countenance, tone of voice, minutest matters, are taken and transmitted, and go through generations. Teachers should think of these things. Carelessness in dress, language, position, carriage, are all noticed, often imitated, always ridiculed. *Teachers should have no tricks*.—*Bishop Doane*.