MARKS OF A BAD SCHOLAR.

From Abbott's Teacher.

At the time when she should be ready to take her seat at school, she commences preparation for leaving home. To the extreme annoyance of those about her, all is now hurry and bustle, and ill-humour. Thorough search is to be made for every book or paper, for which she has occasion; some are found in one place, some in another, and others are forgotten altogether. Being finally equipped, she casts her eye at the clock, hopes to be in tolerable good season, (notwithstaning that the hour for opening the school has already arrived) and sets off in the most violent hurry.

After so much haste, she is unfitted for attending properly to the duties of the school, until a considerable time after her arrival. If present at the devotional exercise, she finds it difficult to command her attention, even when desirous of so doing, and her deportment at this hour, is accordingly marked with an unbecoming listlessness and abstraction.

When called to recitations, she recollects that some task was assigned, which till that moment, she had forgotten, of others she had mistaken the extent, most commonly thinking them to be shorter than her companions suppose. In her answers to questions with which she should be familiar, she always manifests more or less of hesitation, and what she ventures to express, is very commonly in the form of a question. In these, as in all exercises, there is an inattention to general instructions. Unless what is said be addressed particularly to herself, her eyes are directed toward another part of the room; it may be, her thoughts are employed about something not at all connected with the school. If reproved by her teacher for negligence in any respects, she is generally provided with an abundance of excuses, and however mild the reproof, she receives it as a piece of extreme severity.

Throughout her whole deportment there is an air of indolence, and a want of interest in those exercises which should engage her attention. In her seat she most commonly sits in some lazy posture—either with her elbows upon her desk, her head leaning upon her hands, or with her seat tipt forwards or backwards. When she has occasion to leave her seat, it is a sauntering, lingering gait, perhaps some trick is contrived on the way, for exciting the mirth of her companions.

About every thing in which it is possible to be so, she is untidy. Her books are carelessly used, and placed in her desk without order. If she has a piece of waste paper to dispose of, she finds it much more convenient to tear it into small pieces, and scatter it about her desk, than to put in a proper place. Her hands and clothes are usually covered with ink. Her written exercises are blotted, and full of mistakes.

☞ It is with books as it is with women, where a certain plainness of manner and dressing is more engaging than that glare of paint and airs and apparel, which may dazzle the eye, but reaches not the affections.—*Hume.*

FALLACY OF PREMATURE EDUCATION.

When we are considering the health of children, it is imperative not to omit the importance of *keeping their brains fallow, as it were, for several of the first years of their existence.* The mischief perpetrated by a contrary course, in the shape of *bad health, peevish temper, and developed vanity,* is incalculable. Some infant prodigy, which is a standard of mischief throughout its neighborhood, misleads them. But parents may be assured that this early work is not, by any means, all gain, even in the way of work. I suspect it is a loss; and, the children who begin their education late, as it would be called, will rapidly overtake those who have been in the harness long before them.

And what advantage can it be that a child knows more at six years old than its compeers, especially if this is to be gained at a sacrifice of health, which may never be regained? There may be some excuse for this early book-work, in the case of those children who are to live by manual labor. It is worth while, perhaps, to run the risk of some physical injury to them, having only their early years in which we can teach them book-knowledge. The chance of mischief, too, will be less, being more likely to be counteracted by their after life. But for a child who is to be at book-work for the first twenty-one years of its life, what folly it is to exhaust in the least its mental energy, which after-all, is its surest implement.

A similar course of argument applies to *taking children early to church,* and to over-developing their minds in any way. There is no knowing, moreover, the disgust and weariness that may grow up in the minds of young persons from their attention being prematurely claimed.—*Arthur Helps.*

Unconscious Influence.—The very handling of the nursery is significant, and the petulance, the passion, the gentleness, the tranquility indicated by it, are all reproduced in the child. His soul is a purely receptive nature, and that for a considerable period, without much choice or selection. A little further on, he begins voluntarily to copy everything he sees. Voice, manner, gait, everything which the eye sees, the mimic instinct delights to act over. And thus we have a whole generation of future men, receiving from us their very beginnings, and the deepest impulses of their life and immortality. They watch us every moment, in the family, before the hearth, and at the table; and when we are meaning them no good or evil, when we are concious of exerting no influence over them, they are drawing from us impressions and moulds of habit, which, if wrong, no heavenly discipline can wholly remove; or, if right, no bad association utterly dissipate. Now it may be doubted, I think, whether, in all the active influence of our lives, we do as much to shape the destiny of our fellow-men, as we do in this single article of unconscious influence over children.

MANUFACTURE OF THIMBLES.

Notwithstanding the facility with which the manufacture of these small but essential implements is carried on by means of moulds in the stamping machine, few processes can compare, in ingenuity and effective adaptation, with the contrivance originated by M. M. Rouy & Berthier, of Paris. Sheet iron, one-twenty-fourth of an inch thick, is cut into strips of dimensions suited to the intended size of the thimbles. These strips are passed under a punch press, whereby they are cut into disks of about two inches diameter, tagged together by a tail. Each strip contains one dozen of these blanks, and these are made red hot, and laid upon a mandrel nicely fitted to their size. The workman now strikes the middle of each with a round-faced punch, about the thickness of his finger, and thus sinks into the cavity of the first mandrel. It is then transferred successively to another mandrel, which has five hollows of successively increasing depth, and, by striking it into them, it is brought to the proper shape. This rude thimble is then stuck into the chuck of a lathe, in order to polish it within; it is then turned outside, the circles marked for the gold ornament, and the pits indented with a kind of milling tool. They are next annealed, brightened, and gilded inside, with a very thin cone of gold leaf, which is firmly united to the surface of the iron by the strong pressure of a smooth steel mandrel. A gold fillet is applied to the outside, in an annular space turned to receive it, being fixed, by pressure at the edges, into a minute groove formed on the lathe.—*North American.*

PLEASURES OF THE MICROSCOPE.

From the *Earthworm and the Housefly*—by James Samuelson—we take the following:

The rich coat of the Leopard, the beautiful and variegated plumage of the Bird of Paradise, the sweet note of the Nightingale, and the graceful form and movements of the Gazelle, all delight the senses, but tend little towards the elevation of the intellect. These afford gratification alike to the savage, the child, and the educated man—perhaps in a less degree to the last than to either of the former; but when we come to examine those creatures that offer so much attraction to the superficial observer, we find them to be so wisely constituted, and to possess such interesting appliances by which they perform their natural functions, that we begin to wonder how it is we should have remained so long in ignorance of their remarkable propensities. We find ourselves in a new world, and the objects contained therein, at the same time, that they impart sensations quite as pleasureable as those which were wont to excite our childish imaginations when first we behold the more beautiful of the higher animals, communicate new ideas; and, what is of far greater importance, they instil into our minds careful habits of observation, and enable us to form a more correct estimate of our own humble capacities, and of the boundless power and wisdom of our Creator.