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EDUCATIONALIST.

FIFTY CENTS A YEAR IN ADVANCE.]

"Knowledge is Power."

[AFTER THREE MONTHS ONE DOLLAR.]

VOLUME I.

BRIGHTON, CANADA WEST, NOVEMBER 16, 1860.

NUMBER 5.

Doct's Corner.

OUR SCHOOL-HOUSE BY THE WAY.

BY COUSIN FANNIE.

Some distance from the way-side inn
Adown a pleasant street,
Where, summer days, you'd see the prints
Of little, bare, brown feet,
O'er which the great, cool shadows fell
Through all the glad some day—
There stood, by trees a secret kept,
Our school-house by the way.

Outside, it had a dress of white—
Had windows half a score,—
Has blinds as many, brightly green,—
A single, western door.
Within, a wall of dainty white,
Of books a bright array,
With flowers and pictures, all made glad
Our school-house by the way.

Southward, two maples, twins by birth,
And twins in growth and mien,
With branches, twisting over-head
Where birdling nests are seen,
Stood guard, and through the summer time,
The sun-shine kept at bay,
Lest it should beam unkindly on
Our school-house by the way.

Northwest, an elm of wondrous size
With branches drooping down,
Threw all the day its waving shade
While looking toward the own
Westward in front, were poplars three,
Arms lifted as if they
Would catch rich blessings down upon
Our school-house by the way.

Eastward, so near the golden fruit
Tempted out children's eyes,
An orchard stood within the mead,
With trees of giant size.
It had an ancient, thus-worn look,
Was old and somewhat gray;
'Twas planted long before they built
Our school-house by the way.

Its owner was a kind old man
With mien and manners mild,
Who, though four-score, had not forgot
That he was once a child.
And so, to gather flowers or fruit
In Autumn or in May,
There went our bright-eyed children of
Our school-house by the way.

Ten paces southward to the mead
There ran a babbling brook,
Coursing beneath the orchard trees
With many a curious crook.
There, at the sultry noon-tide hour
The children loved to stay,
And with them, she who taught within
Our school-house by the way.

But years have pass'd; another band
Sits by that dainty wall,
Or wanders by the orchard brook
Where early robins call.
And still, adown the pleasant street,
Through all the glad some day,
There stands, by trees a secret kept,
Our school-house by the way.

Clark's School Visitor.

[Written for Moore's Rural New-Yorker.] SUGGESTIONS TO YOUNG TEACHERS.

Upon this subject, Hebron Bell presented some thoughts in the *Rural*, of Jan. 28th, which could be profitably considered by all, but which are especially worthy of careful note, by those who are just beginning to act in this important sphere. The writer is a young a-b-c-darinn, very much attached to the "Educational Department" of the *Rural*; perhaps, he may be able to add something of interest.

"The great secret of successful teaching is in governing a school," says Hebron Bell, and in this, probably all will be agreed. Mismanagement on the part of the teacher will insure confusion in all the pupils. If a teacher fails in government, though he may have excellent qualifications, and a good ability for imparting instruction, his labors will be almost entirely useless. But good teachers have different methods by which they accomplish so necessary a result; and while a teacher should not fail to appropriate to himself whatever may be useful of the various reliances are as essential in school-teaching as in any of the various vocations of life. The spirit in which any particular plan of action is carried out, very often determines whether success or failure will be the result, consequently one teacher can act successfully in accordance with a particular plan, while in the case of another, if he follow the same plan, a failure will be the result. Doubtless many young teachers have failed to secure good reputations,—to their own chargin and disappointment of their friends,—simply because they attempted to imitate some one *instead of acting out themselves*, and relying upon their own good sense for guidance in the peculiar circumstance in which they were placed.

"After governing the school right, teaching commences," is the doctrine advanced by Hebron Bell. This may be correct, yet there may be "a more excellent way." "Satan finds some mischief still for idle hands to do," is just as true in the school-room as out of it, and is the principle which leads me to advocate the following theory. Do not turn the attention of the school to government, unless it seems necessary to make a very few general rules. Ascertain at once the branches which your pupils have already studied,—the advancement which they have made,—and without delay, begin the work of awakening an interest in the studies to be prosecuted. The energy and ingenuity of the teacher should be engaged in accomplishing this.

A great portion of a teacher's reading should be on subjects connected with his calling; then he will be able to give additional interest by illustrative facts and

anecdotes. Young persons are influenced more powerfully by example, than by any other means, and if you manifest an interest in subjects before your pupils, they will, without doubt, be interested also.— Thus see that all are busy, and interested as much as possible. No exception should be made in the case of the little ones, if you have them in your school. Doubtless, many teachers have been harmed by attempting to put undue restraints upon them. Children who are sufficiently old to study but little, should be allowed to be much out of doors; but when in school, ought to be kept busy and interested in one way or another. Prove, by kind words and acts, that you are interested in the welfare of those committed to your care, and you will certainly be potent in the school-room. Your scholars, if interrogated in regard to your government of the school, will be likely to reply, "Well, I don't know,—haven't thought much about that,—but every thing is passing off finely, and we are having a pleasant time."

Thus you will be, by an indirect, instead of a direct, method, undisputed ~~advantages~~ *advantages* in geometry are those in which the indirect method of reasoning is employed. Many schools can be governed in the way pointed out, without a case of discipline,—only hardened characters would fail to be conquered. If you thus succeed in interesting your pupils and winning their love, you will have a certain triumph,—a triumph of the most brilliant character.

ELLATH.

Wadhams' Mills, N. Y., 1860.

CORRECT SPEAKING.—We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of the youth, the proper season for the acquisition of language be past in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads instead of the slang which he hears, to form his taste from the best speakers, and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.

USEFULNESS.—Blessed are they who see the day of glory, but more blessed are they who contribute to its approach.—*Seeley*.

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THE EDUCATIONALIST.

NOVEMBER 16, 1860.

THE ENGLISH LANGUAGE.

Language is the power which man possesses of communicating his thoughts, sentiments, and pledges. Its possession is one of the greatest blessings; because, without it, the richest treasures of the mind remain untold, and hence, *virtually*, have no influence. He who has a ready flow of speech, so as easily to express his ideas, has certainly obtained a boon well worth seeking. By its magic power the roughest breast may be made calm and joyous; the murderer turned from his bloody purposes; and the dormant energies of man aroused, stimulated and unfolded. It strews our pathway with all the accumulated treasures of past ages, and thus gives us so much intellectual wealth with which to begin our career; and hence each succeeding race, adding its wisdom and experience to that of the past, continues building upward that solid temple whose foundation is facts gathered by observation, and whose roof and pinnacle are nature and unerring reason.

But, as is evident from our every day's observation, language may also be employed for the worst of purposes; if it were otherwise, it would differ widely from every blessing bestowed by the kind Creator on

the human race. By its assistance no base passion of the human soul is left without expression, which tends to produce the same state of feeling in those within the reach of its influence, thus adding fuel to the already burning flame of man's animal and selfish appetites, feeding impure desires, and fostering the blighting influence of hatred, rage, and murder. Hence Language, though a great blessing, is potent for good or ill, according to the purposes to which it is applied.

Of all Languages our own is to be fraught with the most thrilling interest and specially deserves our attention. If we were to enter into details as to its formation, that is, its various sources, the mode of its derivation from each, its roots, prefixes and affixes, together with the nature and extent of its progress, it would be an almost Herculean task, and volumes of much interest might be written on each of these subjects.

The English Language is of quite recent origin, having been but a few centuries in existence. It was unknown when Greece and Rome held absolute sway over the earth, physically and intellectually.

The eloquence of Demosthenes and Cicero had long been known and enjoyed before it came into being; and even the nations to which they belonged had lost their importance, and their sun had set forever, and France, Germany, and Italy had passed through many a Revolution; yes, and England herself had gone from stage to stage in her onward career before the language began to assume the proportions of an intelligible existence, or even its name was known. But a few centuries have passed since its first rough, disjointed, and barbarous accents were heard, and nobody was then so sanguine as to expect that it would ever extend over even the British Isles. As to its derivation, suffice it to say that it is composed chiefly of Latin, Greek, French, and Saxon roots, prefixes, and terminations blended in the strangest and most beautiful manner.

Man is the great complex being that exists as an inhabitant of this globe; that is, the greatest number of separate and distinct elements, physically and mentally, enter into his composition; but by virtue of that very complexity he is rendered the greatest, and constituted the natural ruler of the rest. Those nations composed of the greatest number and variety of originally different tribes have the most extensive influence among others, politically, intellectually, and morally. As with man so with languages which are only the reflex of himself; those made up of the greatest number of distinct elements are best adapted to the expression of every variety of ideas and sentiments, and can be combined with the greatest effect and beauty. The painter confined to a few colors never can produce a finished and admirable picture, especially where great variety of hues are to be dis-

played. Language is a picture of the thoughts existing on the mind; and he who uses it is a painter of ideas on the canvass of others' feelings, intellect, and being.—Hence arises the necessity for numerous words of varied significations, and in this respect our language is particularly rich

For the purposes of public speaking, and the expression of eloquent sentiment, no language can surpass our own. Already has it not only rivalled but far surpassed, by its inherent beauty and great variety, the loftiest and boldest flights of Grecian and Roman oratory. And also in this respect the other modern languages hold a place of decided inferiority. It can be distinctly heard at a great distance, and is very effective in swaying popular assemblies. Witness the peals of living eloquence bursting forth in rich, varied, majestic, and fascinating grace, beauty, and grandeur from the souls of immortal Curran, Grantan, Chatham, Webster, Burke, Henry, and an immense host of others; flashing the fire of their pure and generous sentiments far and wide from their own glorious centres. And after having witnessed these oratorical efforts, uninfluenced by the prejudices of an early education whose sympathies are entirely with others, tell us to whom must the palm of victory be awarded. But as our language is new and progressive it is destined to become far more powerful and as new Sciences raise their heads, and unknown Faculties of the human soul begin to appear and expand, it gathers fresh accessions of words to those already in use; while old and improper words and phrases fast disappear.

In prose and poetry we are equally successful. What can excel the natural ease and beauty of Goldsmith; the poetic fire and knowledge of Shakspeare; the splendid imagery of Milton; the thrilling sentiments of Campbell; the clearness and grace of Addison; and the accuracy and power of Johnson? Have classic Greece and Rome produced a Homer, a Hesiod, a Virgil, and a Horace, who have been held up as models for after ages? But have we not already had many by whom they have been surpassed in thoughts that shall live, and that after ages shall admire? If, in an age of darkness, when our language was only in process of formation, such splendid results have been exhibited, what may we not expect when greater refinement and a more general diffusion of the blessings of Education characterize the British people and their descendants in every nation on the globe. Our literature is already rich and extensive, and exerts a great influence in countries whose dialect differs from ours. The language, too, extends over a vast portion of the civilized world. Not only over the British Isles, with a population of about thirty millions of earth's most industrious and energetic sons, but over nearly all the continent of North America, which at this very day plays a most im-

portant part in the drama of human life. the new and almost unheard-of continent of Australia, destined at no distant day to stand side by side with the greatest nations; Hindostan, with its vast population, fast growing toward civilization; the Cape Colony, destined to become the lever by which Africa is to be raised in the scale of moral being; and, in fact, go where you will you will find you have been preceded by those who speak the English language.—Everywhere it exists, its nature being diffusive, it is certain to extend and widen the circle of its influence. Had it arrived at the stage of manhood it might not appear so strange; but, still a mere stippling, far from maturity, it already shadows forth the gigantic and stately proportions of its future and matured existence. Dare we follow it in the future and sketch out its territorial extent and national influence? If we do, we shall be forced to arrive at the conclusion that it is destined to become earth's universal language. The known energy of those nations already mentioned, their perseverance, their spirit of enterprise, improvement and extension, aided by their influence and their sure and steady progress, shall ere long bring about the period when the sweet anthemial song of universal harmony shall be chanted in melting and soul-thrilling melody throughout every part of our refined and beautiful world, through the medium of our own language brought to perfection.

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Meetings, on the first Monday in August and following days. Next meeting at Colborne, on Monday, 5th August, 1861.

THE FINAL DESTINY OF THE EARTH.

Encke's comet, which revolves about the sun in $3\frac{1}{2}$ years, has been observed to complete its revolution in a constantly shortening period, showing that it is drawn inward towards the sun. This fact has led to the general conclusion by astronomers that the planets are moving in a resisting medium, far more attenuated than our atmosphere, but still sufficient to affect their motions. If this is so, it follows by strict necessity that our earth and its sister orbs are all winding spirally towards the sun, and that they must eventually strike against it and become incorporated with its mass. The time required for this purpose belongs to those inconceivable periods with which geology and astronomy have to deal. The resisting medium is so exceedingly attenuated that it exerts but a slight influence on the comets, which are themselves masses of the very thinnest vapor, and its influence would of course be very much less on the matter dense of the planets. Astronomical observations, with all their wonderful delicacy, have yet failed to detect the slightest progressive shortening in the periods of revolution of any of the planets. It is curious, however, to note the multiplied obstacles which prevent the perception of this fact, if it does exist. All the measures of these revolutions are shortening with the revolutions themselves.—If we begin, for instance, with the earth, the problem is to ascertain whether the time occupied by the earth in its journey around the sun is gradually becoming shorter. The first plan that suggests itself is to compare this with the rotation of the earth upon its axis, to see whether the year occupies the same number of days and hours and seconds that it did in former times. But if the earth is gradually cooling, it is contracting in size, and its axis are becoming more rapid; in other words, the day is shortening with the

year; and if the measure shrinks just in proportion to the thing measured, we cannot tell whether the latter is becoming shorter or not. If we take the time of the revolutions of the moon around the earth as a standard, the same resisting medium would draw the moon towards the earth and shorten the month also with the year. If we resort even to the less satisfactory measure of the sun's rotation on his axis, his bulk is also diminishing by the radiation of his heat, and the period of his rotation is consequently becoming shorter. In brief, from the two causes of radiation and the resisting medium, all the times and distances which could be used to measure the earth's distance from the sun (or the period of its annual revolution) are shortening together. So that the differences in the extent of these several contractions are the only means left for detecting by observation the approach of the earth to the sun, if such approach is really taking place. These differences would doubtless reveal themselves in the course of generations to refined astronomical observations.

If the earth and the sun are gradually becoming cold, this winding of the earth towards the sun would tend to keep up its warmth, and it may be a wise provision for prolonging, by some millions of years, the continuance of animal life upon our globe. But this period must come to a close, for if there is a resisting medium pervading the space between us and the sun, the final destiny of the earth is to be crushed by a cannon ball, it dashes itself with an awfully sublime crash into the mass of the sun.—*Scientific American.*

SCIENTIFIC PARADOXES.

The water which drowns us, a fluent stream, can be walked upon as ice. The bullet, which, when fired from the musket, carries death, will be harmless, if ground to dust before being fired. The crystallized part of the oil of roses, so grateful in its fragrance—a solid at ordinary temperatures though readily volatile—is a compound substance, containing exactly the same elements, and in exactly the same proportions, as the gas with which we light our streets. The tea which we daily drink, with benefit and pleasure, produces palpitations, nervous tremblings, and even paralysis, if taken in excess; yet the peculiar organic agent called theine to which tea owes its qualities, may be taken by itself (as theine, not as tea,) without any appreciable effect. The water which will allay our burning thirst augments it when congealed into snow; so that Captain Ross declares the natives of Arctic regions "prefer enduring the utmost extremity of thirst rather than attempt to remove it by eating snow." Yet if the snow be melted it becomes drinkable water. Nevertheless, although, if melted before entering the mouth, it assuages thirst like other water, when melted in the mouth it has the opposite effect. To render this paradox more striking, we have only to remember that ice, which melts more slowly in the mouth, is very inefficient for allaying thirst.—*Blackwood's Magazine.*

THE ASSUMPTIONS OF FASHION.

There is a very large class of fashionable people in this country whom Mr. Thackeray, if he had the privilege of making their acquaintance, would set down as snobs. They have an air of outward elegance, of magnificence, and run to the vulgar extreme of fashion. The absence of true refinement of soul is, of course, indicated in a thousand ways, when they, themselves, are least aware of it. And then there seems to be an understanding between them, that they shall tolerate licenses in others in order that they may enjoy the same privileges themselves; for instance, the liberty of making remarks upon dress, and of gratifying their curiosity and love of gossip in various ways. The fashionable woman has the most to fear from her own "set." It must be a hardening process which the naturally sensitive feelings of a woman go through before she can coolly face and even court the scrutiny, secret or avowed, to which she knows she is subjected, by her "dear, five hundred friends." She may be willing and anxious to tell "where she got her love of a collar," and "how much she paid for her new silk," that "she sent to New York for her velvet cloak," and that "her husband gave her her diamond earrings on her birth-day;" but it can be only the baser emotions of her heart which are gratified by knowing the envy and petty scandal which she braves, and which laugh at the uncharitable remarks which are sure to follow during her absence from those whom she has excelled in her dress. The most ludicrous of all, is that which prompts them to go to one another for the purpose of having their vanity tickled. "What have you pretty to tell me to-day, dear?" "Ah! you can't guess! Mr. A. said you had the handsomest neck of any woman at the party last night." "Thank you, love!—Did he, really! I have something nice for you, too. Mr. B. told Miss C. that you were the best dressed lady he had seen this season!" Admirable, isn't it? These ladies separate mutually delighted with themselves and each other—as if such base flattery were the genuine coin which they covet! There is falsehood in the very principle. According to the degree in which she wishes to hear herself praised, is the compliment that one invents or exaggerates for the other, who, to repay her kind friend as liberally, returns one of similar worth. How unsatisfactory to the heart, and even to the craving, insatiate vanity which grows hungry with what it feeds upon! Such cannot know the sweeter praises of an approving conscience and of a deeply-loving, deeply-happy Home.

In the whole system of high fashionable life and *ton*, distinction is so much that is untrue to nature, selfish, mean, and artificial, that it is not wonderful its votaries are betrayed into sins against a true politeness founded in kindness, against true refinement founded in nobility of soul. As long as wealth and fashion, with their glare and caprice, have the dictation of "good society," there must be all kinds of snobbery. When gold-headed canes instead of unsullied honor make

the gentleman, and *moir antiquus* instead of modesty and gentleness make the lady, we may expect strange derelictions even from Lord Chesterfield's system of politeness, to pass unnoticed, obscured by the brilliancy of the deer's outward appearance.

A little incident in "high life" came to our notice not long ago. A lady, who prided herself on her high breeding, sent to another in a neighboring city, with whom she was but slightly acquainted, to do her the great favor to select and send to her by express, a hat for her daughter, with the order—"Please send it soon." The lady sent to, the first day it was convenient for her to go out, purchased a beautiful hat, paid for it, (the money was not sent with the order, but the lady wishing the favor done being a woman of "wealth and standing," of course no hesitation was felt,) and dispatched it by express. Now, the daughter was married upon a certain day and left before the bonnet arrived; but the lady purchasing was not to blame, for no particular time had been assigned her. The bride went upon her wedding tour to the city where the lady resided, and without troubling herself to inquire if she had sent the hat ordered, purchased another upon the day in which the first arrived at her mother's. The mother paid the express charges and sent the bonnet back to the lady; the milliner refused it; the lady wrote to say that it was upon her hands and to know what she was to do with it—she had a winter hat herself, and could make no use of it. The lady of "wealth and standing" in town, has allowed the bonnet to remain upon her friend's hands, who, for her kindness in doing a favor, is a sufferer to the amount of a costly winter hat. Of course instances like this are rare, but that such fruit should occasionally fall from the cultivated tree of selfishness and vain display, is not singular.

Where dress is the criterion of merit, the temptation in weak and unreflecting minds to excel is so powerful that the subtler promptings of truth are sacrificed, particularly where deliberate falsehood is not resorted to. By falsehood we mean all equivocations thought excusable by many; appearing beyond her real means; sacrificing the business interests of her husband or father; neglecting home duties, and living a life of hollow show, envy, vanity, and deceit, as many a woman does. The flowers of *real* beauty cannot bloom in such a hot-house atmosphere; the real graces of life cannot take root in such a shallow soil. Oh, for a little more of nature's loveliness—a little more of the grace of modesty—of the refinement at which a love of the intrinsically beautiful gives—for a little more true friendship and heart-felt praise—a little more sincerity, self-sacrifice, and genuine human sympathy!

We see a smile gathering on the face of some fair and foolish child of fashion at the mere mention of the last-named qualities. We sigh while she smiles. For the expression of noble sentiments which kindle the eye and flush the cheek with lofty enthusiasm—for a response to the deep, unutterable melodies of the human soul—for the sympathy which warms and

delights great hearts—for the pleasures of spiritual excitement, the discussion of elevating philosophies—for the love of the fine arts and an interest in their perfection—for a passionate labor to aid in the education and happiness of the masses—for a deep love of man and God—she might indeed smile if we looked to such as her, and the "exquisite" whom she admires, for things like these.

The standard of moral and social excellence is *not* to be found in the creature of fashion, but in her, who, discarding the falsity of mere assumption, dares to act from the impulse of virtue and honor alone.

CORRUPTION OF LANGUAGE.

A Correspondent, for whose opinion in such matters we have great respect, says:

"While you were speaking of the barbarisms in speech, the other day, I wonder very much that you did not take notice of the use of *commence*, instead of the good old Saxon word *begin*. There is scarce a boarding-school girl who, after she has written *begin*, does not scratch it out and substitute the hideous Gallicism *commence*, because she imagines it is the finer word. Of late it has got into the kitchen, as well as into the boarding-school. Our house-maid, Biddy, the other day, came home from church in a driving snow-storm, saying, "It commenced to snow before I got to church, ma'am, and while I was there it commenced to blow, and before I got out it commenced to rain." I saw the word *commence*, in the metaphorical sense of approve, adopt, sanction, has become so much into use that its repetition is absolutely nauseating. If a man agrees with another, he is said to *commence* his views, and so on; this on poor word being made to do duty for twenty others. The gift of fluency is certainly possessed by our public speakers, but, as a general rule, they have a very meagre vocabulary, and they and the newspaper writers ring the changes upon the same word with a perseverance which, as the saying is, "would do them honor in a better cause."

"How is it that *prestige* is now so often printed in Italics, as if it were a French word, and pronounced *presteesh*, with the accent on the second syllable? *Prestige* is a legitimate English word, formed in the same manner from the Latin as *vestige*, and pronounced so as to rhyme with it. It is a common affection to call a singer an *artists*, as if using the French orthography made a difference in the thing. If a singer be an artist, call him so boldly in English, if he be not, call him a performer, a vocalist. The phrase *en route*, I see, has lately come much into use in the newspapers, instead of the English word *on the way*. If a member of Congress be on his way to Washington, he is said to be *en route* to Washington. Now, nobody who is not acquainted with French knows how to pronounce the words *en route*, and this gives those who have a smattering of the language a decided advantage and an opportunity to show off their accomplishments—they therefore say *en route*.

"I might enlarge this list, but you must think it long enough for the present.

If I am allowed, I may speak at another time of other corruptions which have crept into our newspaper dialect."—*Buffalo Com. Advertiser.*

¶ We often make life unhappy in wishing things to have turned otherwise than they do, merely because that is possible to the imagination which is impossible in fact.—*Hazlet.*

¶ He that knows useful things, and not he that knows many things, is the wise man.

HOW TO READ.—No. 2.

The use of the pauses, or points of punctuation, in Reading, is a matter of very great importance, and might, with propriety, be introduced here as the lesson next in order; but we prefer to treat of this subject at some length in future articles. It is a part of composition to employ these significant characters, and for the present, we shall merely observe them as pauses; at the proper time we may try to explain their uses. Therefore we shall continue our lesson from the October number, as promised, yet we may not be able to speak of modulation until next month.

INFLECTION.

2. This word comes from a Latin word meaning to bend; it implies a bending or sliding of the voice up or down in the utterance of sounds or words. If we are careful to observe, we will detect a pleasing variety of tone to the voice in ordinary conversation,—a graceful and recurring rise* and fall to suit the sentiment conveyed to the ears of others. Nature accords even the tones of the little, prattling child to the thought it wishes to express. In talking, or laughing, or crying, the child will use the proper inflections, without rule, or without a thought about commas, semi-colons or periods! It is not difficult to give graceful expression to what is really understood; it is only in reading that we need to be careful.

3. There are two slides of the voice,—the upward and downward. When these two are blended, we have the circumflex inflection, or wave, which is used to express sarcasm, irony, or doubt. In the School Reading Books and in the Visitor this mark [] represents a falling, and this [^] a rising inflection.

4. The circumflex "is a significant twisting or waving of the voice, generally downward, and then upward, but sometimes the reverse, and is attended with a sensible protraction of sound on the syllable thus inflected."† The circumflex is indicated by this mark [^] or this []].

FALLING INFLECTION.

5. We will give some examples in the use of inflections. It must be remembered that the falling inflection is required where the sentence is complete, or where the clause indicates finished sense. This rule is always applicable, regardless

*Pronounced *rice*. *Rice*, when a verb, is pronounced *rise*. When a noun—*rice*.
† Willson.

of punctuation, or auxiliary words in subsequent sentences.

- (1.) The rain' has ceased.'
- (2.) By virtuo' we secure happiness.
- (3.) Charity suffereth long, and is kind; charity envieth not; charity vaunteth' not itself; is not puffed up; doth not behave itself unseemly; seeketh not her own; is not easily provoked; thinketh no evil.'

[NOTE.] In the example we find the reading claims a rule like this, in addition to the above. Members of sentences which express complete and independent sense, require the falling inflection on the last accented syllable, and on all that follow it.

6. Questions which can not be answered by yes or no, generally require the falling inflection, as,

- (1.) How many horses are there in the field?'
- (2.) Where is the teacher?'
- (3.) What did you see in the meadow?'
- (4.) Why do you speak so?'
- (5.) When will he return?'
- (6.) Who is here so base that he would be a bondman?'

7. When questions requiring the falling inflection are repeated, or when they become emphatic, they then take the rising inflection. For example, take the fifth question above, and, after it has been once asked and called forth no answer, it is repeated, with the added interrogatory, (not spoken but implied,) "Did you not hear me?" indicated in the tone of voice, giving the original question the inflection strictly belonging to the implied one. To illustrate:

1st time. When will he return?'

No satisfactory answer is received.

2d time { Implied.—Did you not hear me?'

{ Spoken.—When will he return?'

8. The language of command or authority usually requires the falling inflection. Such tones,—imperative, determined,—are best given when the voice is abrupt, full and emphatic.

- (1.) Charge, Chester, charge, on, Stanley, on.'
- (2.) Hence, horrible shadow, unreal mockery.'

(9.) Reverence, awe, or adoration is most appropriately expressed by words taking the falling inflection. The deeper, nobler feelings of our nature are fitly told in words deliberate, full-toned, earnest, decided, which can not be given without using the falling inflection. How irreverent and unbecoming the manner of some who address our All-Father thus.

Our Father who art in Heaven.'

Hear the difference when the falling inflection is substituted,

Our Father who art in Heaven.'

10. Just here we would call attention to the beautiful and patriotic poem, familiar to many, *The American Fly*, published in this number of the Visitor. Now for something practical. We love our country. We glory in her welfare. We honor her name and her emblem—the American Flag. Let it call out hearty good-cheer from our hearts, and let this feeling be evidenced by the tones of the voice while we read. The lesson is before us. We see the very Flag waving proudly in the free air of Heaven and over the heads of freemen. We call our

Flag by noble names—let our words be patriotic and endearing.

- (1.) Majestic monarch of the cloud!'
- (2.) Child of the sun!'
- (3.) Flag of the brave!'
- (4.) Flag of the seas!'
- (5.) *Flag of the free heart's only home!'*

To show how insignificant these thrilling appellations may be made, let the reader but use the rising instead of the falling inflection. We shall refer to this poem again when speaking of modulation.—Then we shall tell why we have italicized the last line of addresses. Meanwhile let our readers practice upon this lesson.

RIISING INFLECTION.

11. The rising inflection is usually employed as follows.—After direct questions, or those that can be answered by yes or no, (a); at the pause of suspension, showing unfinished sense, (b); after conditional sentences, (c), in direct addresses, where reverence, awe or adoration is not expressed, (d), before words and clauses connected by the disjunctive, or, (e); when negation is opposed to affirmation, (f); in a succession of particulars, after the one before the last, (g), in expostulation, tender entreaty, &c., (h); and in kind reproof, (i)

- (a.) Did you see William to-day?'
- (b.) Has God, thou fool, worked solely for thy good, thy joy, thy pastime, thy attire, thy food?'
- (c.) John, Henry, James, and Robert, come to me.
- (d.) If, then, his Providence, out of our evil, seek to bring forth good, our labor must be to prevent that end.
- (e.) Thomas, do as I bid you.

[NOTE.] When an address is repeated, it takes the falling inflection, thus, Thomas, Thomas.'

- (f.) The baptism of John, was it from Heaven, or of men?'
- He may go to Boston, or New York, or Philadelphia; or, he may remain in Baltimore.

- (g.) I did not hear him, I saw him.
- (h.) The rocks crumble; the trees fall; the leaves fade, and the grass withers.'

- (i.) My mother! when I learned that thou wast dead, Say, wast thou conscious of the tears I shed?'

Hovered thy spirit o'er thy sorrowing son, Wretch, even then, life's journey just begun?'

- (j.) My child, do not do so.

12. There are other instances of the use of both the rising and falling inflections; but these are the principal ones. At most we can but suggest helps to the pupil.—The surest and pleasantest method of study in elocution and reading is to enter into the spirit of the lesson, whatever it may be; to mean what the author means for the time being; to feel what the author feels, to enjoy what he enjoys. If this be done, there will be but little difficulty in observing the inflections in reading. The greater trouble would be to avoid their right use. It is more difficult for a good reader to read badly, than for a poor reader to read well.

13. We must close the present lesson by giving an exercise or two for practice. The circumflex and modulation will remain for our next article.

EXERCISE I.

[1.] The finest idea of a thunder-storm was when Wiggins came home tight. He came into the room where his wife and daughters were, and just then and there he tumbled over the cradle, and fell whop on the floor! After a short time, he rose and said:

- [2.] "Wife, are you hurt?"
 [3.] "No."
 [4.] "Girls, are you hurt?"
 [5.] "No."
 [6.] "Terrible clap, was n't it?"

EXERCISE II.

THE LAST LEAF.—O. W. Holmes.

[1.] I saw him once before, as he passed by the door, and again the pavement stones resound as he totters o'er the ground with his cane. They say that in his prime o'er the pruning knife of Time cut him down, not a better man was found by the erier on his round through the town.

[2.] But now he walks the streets, and he looks at all he meets so forlorn; and he strikes his feeble head, and it seems as if he said, "They are gone."

[3.] The mossy marbles rest on the lips that he has pressed in their bloom; and the names he loved to hear have been carved for many a year on the tomb. My grandmamma has said—poor lady! she is dead long ago—that he had a Roman nose, and his cheek was like a rose in the snow.

[4.] And now his nose is thin, and it rests on his chin like a staff, and a crook is in his back, and a melancholy crack in his laugh.

[5.] I know it is a sin for me to sit and grin at him here, but the old three-cornered hat, and the breeches—and all that, are so queer! And if I should live to be the last leaf upon the tree in the Spring—let them smile as I do now at the old forsaken bough where I cling.

HOW VICTORIA TRAINS HER CHILDREN.

A primary regard is paid to moral and religious duties. They rise early, breakfast at eight, and dine at two. Their various occupations are allotted out with almost military exactness. One hour finds them engaged in the study of the ancient—another of the modern authors, their acquaintance with the languages being first founded on a thorough knowledge of their grammatical construction, and afterwards familiarized and perfected by conversation. Next they are trained in those military exercises which give dignity and bearing. Another hour is agreeably filled up with the lighter accomplishments of music and dancing.—Again the happy party assemble in the riding school, where they may be seen deeply interested in the various evolutions of the *manège*. The ice-while drawing and the further exercise of music, and the lighter accomplishments, call off the attention of their sisters—the younger Princes proceed to busily engage themselves in a carpenter's shop, fitted up expressly for them, at the wish of the Royal consort, with a turning lathe and other tools essential to a thorough knowledge of the craft. They thus early become, not

only theoretically, but practically acquainted with the useful arts of life. A small laboratory is occasionally brought into requisition, at the instance also of their Royal father, and the minds of the children are thus led up from a contemplation of the curiosities of chemical science and the wonders of nature to an inquiry into their causes. This done, the young carpenters and students throw down their saws and axes, unbuckle their philosophy, and shoulder their miniature percussion-guns—which they handle with the dexterity of practiced sportsmen—for a shooting stroll through the Royal gardens. The evening meal, the preparation for the morning lessons, and brief religious instruction, close the day.—*Selected.*

SUPPORT YOUR HOME PAPER.

The world is flooded with papers—all sorts of papers—secular papers, religious papers; papers for the farmer, the mechanic, the teacher, the child; daily, weekly, monthly papers; papers pictorial and papers congressional; funny papers and stupid papers; Posts, Tribunes, Forums—Messengers, Advocates, Herald—Banners, Flags, Trumpets—Day-Books, Journals, Ledgers—Worlds, Suns, Stars—Dispatches, Expresses, Couriers—Chronicles, Examiners, Reporters, and a thousand other famous papers, all of which are scattered broadcast throughout the land; but one of the best papers for a family of young persons, and the one deserving the first and promptest patronage from the head of the household, is the indispensable local or county paper—the home paper.

2. We would earnestly recommend farmers and mechanics, teachers, lawyers, doctors, preachers, by all means, encourage first your own paper, published in your county-town and containing all the local news of your neighborhood. It is a grand mistake for persons in the country or at remote distances from the great cities, to send their money hundreds of miles away in exchange either for a stale daily, or a weekly made up of dead dates, and expect thus to find profitable and entertaining reading for a family!

3. Be neighborly. Subscribe and pay your dollar or two, as the price may be, for your home paper. If it happen to be a little dull at times, breathe new life into it by writing something lively for its columns, or sending a few subscribers and as many dollars to the editor. Sure cure for dullness! Encourage home enterprise and home industry. Encourage home talent by teaching your children to contribute articles, short, pointed, useful, suggestive, to the juvenile department of the home paper.

4. Any thoughtful farmer—any shrewd mechanic—and of course any professional man, ought to be able to lend a hand literarily, and a dollar or two literally to the support of an independent, faithful local paper.

5. Friends, think of this, and resolve to assist your neighbor, the publisher of the paper established and continued to promote your interests and your happiness. Give your nearest paper a hearty

welcome these winter evenings; and should you have an extra quarter or half dollar left for reading money, give it to Johnnie or Mary, and let it be expended in securing the regular visits of some live youth's paper. Such investments will pay a thousand fold. A. C.

THE EDUCATION MOST NEEDED.

The idea too commonly prevails that a mere knowledge of books is the beginning and end of education. The sons and daughters, especially of the rich, grow up with this notion, in idleness, as it were, with little idea of the responsibilities that await them. Their natures revolt at the mention of "labor," not dreaming that the parents before them obtained the wealth they are so proud of by industry and economy. How many young men, college bred though they may be, are prepared to manage the estates which their fathers possess, and which it may have required a lifetime to acquire? How many young women, though they have acquired all the knowledge and grace of the best schools, know how to do what their mothers have done before them, and which the daughters may be compelled to do at some period of their lives? The children of the poor have to labor or starve, and as far as that goes they are educated to be practical. The education that scoffs at labor, and encourages idleness, is the worst enemy for a girl, man or woman. Instead of ennobling, it degrades; it opens up the road to ruin.—The education which directs us to do what we are fitted to do—that respects labor—that inculcates industry, honesty, and fair dealing, and that strips us of selfishness, is the education we do need, and that which must become the prevailing system of the country before we can be a people either happy or prosperous.—*N. Y. L. Press.*

READING ALOUD.—There is no treat so great, truly remarks the Springfield Republican, as to hear good reading of any kind. Not one gentleman in a hundred can read so as to please the ear, and send the words with gentle force to the heart and understanding. An indistinct utterance, whines, drones, nasal twangs, guttural notes, hesitation, and other voices of elocution are almost universal. Why it is, no one can say, unless it be that either the pulpit, or the nursery, or the Sunday School, gives the style in these days. Many a lady can sing Italian songs with considerable execution, but cannot read English passably. Yet reading is far the most valuable accomplishment of the two. In most drawing-rooms, if a thing is to be read, it is discovered that nobody can read, one has weak lungs, another gets hoarse, another chokes, another has an abominable sing-song, evidently a tradition of the way in which Watts' hymns were sung, when he was too young to understand them, another rumbles like a broad-wheel wagon; another has a way of reading which seems to proclaim that what is read is of no consequence, and had not better be attended to.

The Face that Ever Wears a Smile

I love the man whose open brow
Proclaims a noble mind;
I love the sympathetic soul
That feels for all mankind—
That feels for human wrongs and woes,
And pities e'en their guile;
And O, I love the angel face
That ever wears a smile!

I love my little lisping child,
And her who gave it birth;
I love the memory of the dead,
Whose deeds illumine our earth;
I love the friend of freedom's cause,
Whom gold could ne'er defile;
And O, I love the angel face
That ever wears a smile!

The face that ever wears a smile
Hath sunshine in the heart:
Its beaming rays reflect around—
A thousand joys impart;
It gladdens, cheers, inspires with hope,
Far more than tongue can tell;
'Tis in such hearts the angels bright
Forever love to dwell.

SPREAD OF THE ENGLISH LANGUAGE.

"The spread of the English language," says a document of the London Tract Society, "is a remarkable fact in the providential dealings of the Most High with mankind. Its study is increasing over all Europe. It is the mother tongue of the United States, as well as of the British Isles, and prevails over the whole of the vast colonies of North America appended to the British crown. It is the language of many of the West India Islands, and is heard, more or less, in all the centres of commercial activity in South America. It is the tongue of the infant empires of Australia, Van Diemen's Land, and New Zealand, and appears destined to overspread the whole Polynesian Island groups. From the Cape it is moving upwards into the interior of Africa; and into whatever part Dr. Livingstone pierces from the west, he will take with him not only the merchandise but the speech of his country. Along the Egyptian highway to Asia it is becoming a familiar sound. Throughout all India, from Cape Comorin to the Himalayas, it is being acquired by the most active and influential of the native population; and in five of the crowded ports of China it is one of the dialects of every-day life. Wherever the English tongue is spoken its literature finds its way. Hence it is no exaggeration to say that the preparation of a Christian literature in the English language is an object of world-wide importance."

TRUTH.

If there is anything noble in man—anything that lifts him above the degraded, and places him by the side of the worthy and honorable—anything that lives within his heart a pure, priceless gem, it is truth.

If we wish to be honorable—if we deem it a privilege and duty to preserve our names and character—and look forward to the day when something of worth will be left in our footsteps, truth must

have a place in our hearts, and we cannot blind our own deeds and attempt to fix a foundation upon the sandy and unsafe grounds of falsehood and deception.

It is never injured by the false-hearted; and when "Crushed to earth, shall rise again," and appear more beautiful than before. Even should it be trampled upon and disfigured by those who have no soul or feeling for the "good and beautiful," by its own strength it will lift its head and stand even more beautiful for its oppression. So long as truth is our guide the "world will see and call us honorable." And when by-paths are open to lead us from the right, truth, the pure and noble, will stand by us and whisper—"The path of honesty is the only path of right."

Truth carries with it prosperity, happiness, and a conscience inoffensive. It leads to enjoyments which nothing else can give. Falsehood is but the first step to crime, which produces misery and want. It cannot mate with the virtuous and good, but seeks the abode of vice and wickedness. It propagates crimes without number, and like a fiend, laughs at its victims who have been ensnared by its cunning. Truth, then, is a priceless gem, and all who choose it for their guide may well feel proud of their choice.

PURITY OF CHARACTER.

Over the beauty of the plum and the apricot, there grows a bloom and beauty more exquisite than the fruit itself,—a soft, delicate blush that overspreads its blushing cheek.—Now if you strike your hand over that, and it is once gone, it is gone forever, for it never grows but once. The flower that hangs in the morning, impearled with dew—arrayed as no queenly woman ever was arrayed with jewels.—once shake it, so that the beads roll off, and you may sprinkle water over it as you please, yet it can never be made again what it was when the dew fell silently upon it from heaven! On a frosty morning, you may see the panes of glass covered with landscapes—mountains, lakes, trees, blended in a beautiful, fantastic picture. Now lay your hand upon the glass, and by the scratch of your finger, or by the warmth of your palm, all the delicate tracery will be obliterated. So there is in youth a beauty and purity of character, which, when once touched and defiled, can never be restored, a fringe more delicate than frostwork, and which, when torn and broken, will never be re-embroidered. A man who has spotted and soiled his garments in youth, though he may seek to make them white again, can never wholly do it, even were he to wash them with his tears. When a young man leaves his father's house, with the blessing of his mother's tears still wet upon his forehead, if he once lose that early purity of character, it is a loss that he can never make whole again.—Such is the consequence of crime. Its effects cannot be eradicated; it can only be forgiven.—Henry Ward Beecher.

GOOD TEACHERS.

A good teacher should possess, with other qualifications, a certain degree of knowledge pertaining to human nature. This will enable him to judge of the various dispositions and characters of the different individuals who may be placed within his charge. He should also pos-

sess cheerfulness, firmness, patience, and promptness of decision. These will at once command the respect and secure the confidence of his pupils. And it should be his duty to impress their minds with the necessity and importance of punctuality, neatness, order and regularity.

If a teacher possess these accomplishments, success will seldom fail to attend his efforts. A good teacher is that which every school should desire to possess, yet the pupils should understand that their progress in learning and science does not depend altogether upon their teacher, but in a great measure upon themselves.—Great success requires great individual effort. It should be the duty and pleasure of each scholar to obey promptly the wishes of his teacher, and in so doing he not only merits the approbation of his teacher, but advances the interest of the whole school.

A good example costs us but little, yet its value we seldom appreciate. The school-room, properly conducted, is a source of pleasure as well as of usefulness. Happy hearts and cheerful countenances should always be found therein. Time flies swiftly by, yet, on the wings of memory, our minds often return to those happy scenes which cluster round the Old School-house, and our youthful associates, where first we started to ascend the rugged hill of science. C. KEENEY.

WOMEN AND LITERATURE.

The literature of three centuries ago is not decent to be read; we expurgate it. Within a hundred years woman has become a reader, and for that reason, as much or more than anything else, literature has sprung to a higher level. No need now to expurgate all you read.—Woman, too, is now an author; and I undertake to say, that the literature of the next century will be richer than the classic epochs, for that cause. Truth is one, ere, absolute; but opinion is truth filtered through the moods, the blood, the disposition of the spectator. Man has looked at creation and given us his impression, in Greek literature, and in English, one-sided, half-way, all awry. Woman now takes her stand to give her views of God's works, and her own creation, and exactly in proportion, as woman, though equal, is eternally different from man, just in that proportion will the next century be doubly rich because we shall have both sides.

You might as well plant yourself in the desert, under the changeless gray and blue, and assert that you have seen all the wonders of God's pencil, as maintain that a Male Literature, Latin, Greek, or Asiatic, can be anything but a half-part, poor and one-sided; as well develop only muscle, shutting out sunshine and color, and starving the flesh from your angular limbs, and then advise man to scorn Titian's flesh and the Apollo, since you have exhausted manly beauty, as think to stir all the depths of music with only half the chords. The diapason of human thought was never struck, till Christian culture summoned woman into the republic of letters; and experience as well as nature tells us, "what God hath joined, let no man put asunder."—Wendell Phillips.

THE RISING GENERATION.

We may call this the age of intellect, the era of colleges and schools. Pests are plenty as blackberries, and professors as the leaves of the trees. Men use their brains more than they do their hands. The genius of the age is bringing a dearth in the land. But hunger is a great enemy to genius; it cools the ardor of youth, and the evil is working out its own remedy. Men, when thus brought to the starving point, are taught that they must not only labor with their head, but with their hands. Already there is mutiny in the camp. The necessities of life are so dear, that the people groan and sigh for the "flesh pots again." We must have cultivated minds and cultivated fields, but one must not be had at the expense of the other.

"All work and no play makes Jack a dull boy, All play and no work makes him a mere toy." This is just as true now as it was in the days of the unknown bard who penned these lines. Now the true position is at the mean between these two extremes. Labor and study should go on together. That they can go on together, we have abundant evidence in the lives of N. P. Banks, Elihu Burritt, and other eminent men. Necessity is the main spring of labor, and a great promoter of virtue. She is the mother of our most useful working men. It must have been the design of our Creator, that man should earn his bread.

The Cretans were in ancient times the most expert slingers in the world. Their mothers used to place their bread upon a high tree, and no boy could have his meal till he had brought it down with his sling. Something similar should be done for the rising generation. Every boy and girl should be early taught that they have duties to perform. When they have arrived at the age of fourteen years, they should be a help to their parents and cease to be a burden. They should be encouraged in every possible way to be busy, studious and useful. They should not be *bobbed and assed*, but treated as men and women. The girls should obtain a practical knowledge of every household duty. They might be encouraged to rise early and do an ironing or get a meal, with neatness and dispatch, by the present of a book or side-saddle. They should also have a plot of ground, with time and opportunity for cultivating flowers. To make the boys trusty and faithful, charge them with business. Let them buy and sell, pay a note, cast interest, &c. Suppose they make mistakes; if you deal with honest men, (and you need not deal with any other,) the mistakes could be rectified. No class of men have such a choice of men with whom to trade, as the farmer. He deals with a very few men, and those few may be the best. All that is wanting is a little care at the outset. He can thus with a proper discretion, steer clear of disputes, and the mazes of the law.

To encourage boys to work, say *come boys—not go boys*. "Come boys" should

be the farmer's watchword. Working parents generally have industrious children.—The boys should have a piece of land to do with as they please. The great aim of parents should be to teach their children to do for themselves. This is at least half of the great battle of life. There are thousands who are faithful to others, but cannot do anything for themselves, because they never learned to do it. Like unfledged birds, they need to be under wing. What is working the mischief with our young men is, that the old folks hold the staff of authority too long. They keep their sons in the background, and as a consequence they get into nomadic habits, or, if at home, remain complete underlings, without spirit or ambition. If, then, the fathers who are farmers, wish us, their sons, to be spirited and ambitious, let them turn over their business to us, in part. Allow us to drive occasionally to the store, the mill, and to meeting. Nothing has a tendency to please young men, or make them more virtuous than to be *trusted* by their parents. If, then, you have sons industrious, virtuous, and ambitious, charge them early with business, for by this means you put binders upon them, that will hold them to good habits as they pass up and down the hills of this life.

YOUNG LADIES AND HOUSE-WORK.

A Friend of ours, remarkable for strong, good sense, married a very accomplished and fashionable young lady, attracted more by her beauty and accomplishments than by anything else. In this, it must be owned that his strong, good sense did not seem very apparent.—His wife, however, proved to be a very excellent companion, and was deeply attached to him, though she still loved company, and spent more time abroad than he exactly approved. But, as his income was good, and his house furnished with a good supply of domestics, he was not aware of any abridgment of comfort on this account, and he, therefore, made no objections to it.

One day, some few months after his marriage, our friend, on coming home to dinner, saw no appearance of his usual meal, but found his wife in great trouble instead.

"What's the matter?" he asked.

"Nancy went off at ten o'clock this morning," replied his wife, "and the chamber-maid knew no more about cooking a dinner than the man in the moon."

"Couldn't she have done it under your direction?" inquired her husband, very coolly.

"Under my direction? I should like to see a dinner cooked under my direction."

"Why so?" asked the husband in surprise, "you certainly do not mean to say that you cannot cook a dinner."

"I certainly do, then," replied his wife. "How should I know anything about cooking?"

The husband was silent, but a look of astonishment perplexed and worried his wife.

"You look very much surprised," she said, after a moment or two had elapsed.

"And so I am," he answered; "as much surprised as I should be in finding the captain of one of my ships unacquainted with navigation. Don't you know how to cook, and the mistress of a family? Jane, if there is a cooking school anywhere in the city, go to it, and complete your education, for it is deficient in a very important particular."—*T. S. Arthur.*

AN ORATORICAL GENIUS.—Upon a certain time an orator, who wished to advocate the construction of a new turnpike road through a section in Virginia, made the following sublime speech:—

"May it please your worships, while Europe is convulsed with civil discords, and her empires tremble with internal commotions, and while their astronomers mount the wings of their imagination, and soar through the ethereal world, pursuing their course from star to star, and system to system, until they have explored the vast eternity of space—let us direct our attention to a road more immediately in our neighborhood!"



PROSPECTUS
OF
THE EDUCATIONALIST.

"Knowledge is Power."

The want of a periodical on Education, established on a free, enlightened, and common basis, through whose columns every teacher, and friend of free and unfettered education in the Province of Canada may express his views without official censorship, or interested centralisation has induced the publisher, advisedly, to undertake to publish a semi-monthly, bearing the title of the *Educationalist*.

As Teachers form the minds intellectually, and to a great extent morally of the youthful population of our country, a large share of the *Educationalist* will be devoted to their interests and improvement.

The literary articles of the *Educationalist* will embrace *seriatim* all the subjects taught in our Common Schools, and the articles on Chemistry, Micrology, Physiology, &c., will not be mere scraps, but a well digested series of easy reference for both teachers and families.

It is the intention of the publisher, and his friends to make the *Educationalist* the best Educational Periodical in Canada, and the assistance of some distinguished scholars and practical teachers has already been secured.

An article on Agricultural Chemistry free from tectical language will find a place in every issue.

The history of Canada and all matters connected with its industrial, and natural developments, will obtain a prominent place in its columns.

The *Educationalist* will be strictly neutral in Politics and Religion, while it strenuously uphold and maintain the sacred truth that "Righteousness exalteth a nation."

Teachers and Superintendents are respectfully requested to act as agents for the *Educationalist*, and forward the names of subscribers to H. Spencer, Publisher, Brighton P. O., C. W. The first copy will be issued as soon as a sufficient number of subscribers can be obtained.

The *Educationalist* will be published at 50 cents a year in advance and if not paid until the end of three months one dollar will be charged.