

## Select Poetry.

**DE IS DEAD.**  
IN MEMORY OF REV. J. G. ARCHER.  
(From the Harvard Old-Boy Despatch.)

Take these garlands from the walt—  
These falling blossoms from the air—  
At Christmas time, when there are  
One hundred fairs full of mirth and cheer,  
And hope of a bright New Year,  
And now he's dead!

The wife has flung her last few words,  
Which pierce our hearts like sharp swords,  
He is dead!

Killed on his joyous way to meet  
Her, whom he never more can greet,  
Our dear fair child's bright eyes were—  
And now he's dead!

In midnight sleep the deathly death—  
Came, and the lighted world was still—  
Not prepared for such a high,  
Woe! others how it live—  
With that he's dead.

He comes, But not to make us sorrow—  
No glad pronouncing of his name—  
He is dead!

Thee best him to thy father's hall;  
These dear ones here lay their pall,  
In vain they weep;—but their pall  
Fair let it be!

Look on his plumb, lone home;

That's the sole rest on son bid?

The purpled dream of death—

Already come, the pale,

The last white glossiness pall—

Am, but he's dead!

On, keep his like-like like some  
From far, although he's dumb—

Calm him with love, and keep about  
Death. Alas! he's still enough—

For every breath his father's soul—

Our darling's dead!

These flowers which kindly hands have given  
To deck his urn, so ready even—

He is dead!

I saw them but a week ago—

Ah! little I'll, then, they'll know—

Above me, down me, and low!

He'd died! he's dead!

But hope, that we may meet again;

Both bid this bairn of hell its part;

His ransom'd soul awaits us now

On high; even still in grief we low,

The life immortal lights his home—

It is to him's heart—

Killed on the railroad, January 12, 1868.

## PRINCIPLE.

It is impossible to imagine man existing out of society. Man is a being who from his birth to death is continually undergoing changes, from weakness to strength, and from strength to weakness. Without the aid of others the child could not live to become a man. Again, any one man's powers of observation would be quite inadequate to procure for him anything like the amount of knowledge which a number of men, impinging their information to each other, and disputing about it, store up by means of this operation. In short a man is, during a great portion of his life, dependent on others for the preservation of his life, for his education, for the formation of his habits, for the cultivation of his passions, and for his usefulness in society. And last, man may be regarded as an educator of those with whom he has intercourse, if not directly as a professed teacher of others, every act of his life has an influence on the minds of those with whom he is associated. It has been said by a wise philosopher that "if a stone be cast into the middle of the ocean, the waves will be troubled to either shore."

Man may therefore be the means of accomplishing much good if his acts are founded on good principles, or he may be the instrument of a world of evil, in pursuing an opposite course. The pulpit and the press may be termed the balanced wheels of society: the former as the great lever, moving and regulating the principles of morality; the latter, if properly conducted, as the guiding star of reciprocal justice in business relations, the principles of governments, and the several relations that man sustains to his fellow-men in a civil point of view. Those principles that are productive of the large amount of good, and capable of overcoming evil, should be sustained, even at the expense of those that merely gratify a propensity of selfishness. Why is it that many of our modern organizations who seem to aim at reform, and the improvement of society in general, fail for want of support? such as "Temperance Periodicals," "Temperance Houses," &c. Is it not on account of a want of principle on the part of their professed friends? Who ever knew a Temperance House to succeed, or a Temperance Paper that received a living patronage? We have known professed temperance men pass by temperance houses and take quarters where liquor was sold under their immediate observation, and have visited men who seemed deeply interested in every movement favoring the temperance cause, patrons of a number of secular papers, who did not give their influence in favor of a periodical devoted entirely to temperance printed in their own country. We have had certain organizations of these facts in our own neighborhood.

Action is what we need; energetic action alone can suppress vice, and cause virtue to predominate, but not until the advocates of any cause of moral reform shall themselves by corresponding actions.

Consistency is a jewel; its silent arguments are stronger than all the orations, newspaper art classes, public parades and demonstrations that men have entered into for the benefit of my cause. How great the responsibility of every man; as a social being, he will have much to account for in relation to the principles he adopts for his own government through life and for the influence they exert on the minds of his fellow-men.—*Tyrone Herald.*

**WORRIED TO DEATH.**—This is a very common expression, with a metaphorical meaning; but many a time, alas! it is literally true—especially so with the over-solicitous—the too highestrung. But it is often an unnecessary result, arising from idleness, giving time to brood over trifles, or from the wicked and weak-winded habit of getting into a worry about trifling things. I once knew a woman to cry because it rained before she could have some work finished around her splendid mansion. All of us should re-examine ourselves to take things by their smooth handle, remembering that it has been wisely said, "The chief source of comfort lies not in satisfying trifles to one, and profitably cultivating an overgrowth of small pleasures since very great ones are set on long leases."—*Hall's Journal of Health.*

**STILL GOING ON.**—It is stated that the statement for January will show an increase in the National debt of \$11,000,000 for the month.

## Educational Column.

## TEACHERS AND SCHOLARS.

No one need think to enter the field as a teacher unless he is willing to yield himself up to his labor, for it is a labor, though a pleasant one, when undertaken in the right spirit; but it should not be a task. Not only should we, as instructors, be prepared to furnish the necessary instructions, but we should study how to impart it to the best advantage; how to make it available, how to sift out the knowledge, as it were, so as to make dry studies interesting. In fact, there should be no such thing as dry study. There is a great deal of use matter drawn into school books, and the pupil is forced to repeat the ideas, and often the exact words of the author, without giving the least glimmer of their light; they leave the class, may the school, destitute of the faintest idea of what they have been studying. When the book is not clear, when pages are devoted to what may be condensed into half that space, the book should be set aside and the teacher give oral instruction. I have seen pupils who have been studying arithmetic up to the age of sixteen or seventeen years, and yet they were not able to perform an example in long division, nor calculate the simplest arithmetic calculation. You may say, "Oh! this is a solitary instance; she must have been very stupid." I tell you no. It is the case with a great portion of our pupils who attend what are termed our best city schools. Our public schools are not an exception. I have found many, even there, who have not been taught the best methods of reasoning. Now what is the reason of this? If a child be naturally intelligent, he should be able to give up the study of arithmetic at fourteen years of age. It surely should not be necessary for a child to dwell on writing arithmetic longer than from 10 to 17 years of age—seven years. Yet it is almost without exception the case. Where does the fault lie? I do not say altogether in the teacher, for, of course, if parents keep their children from school a day or two every week, progress can not be expected. They should then be obliged by the rules of the school to take a lower position in their classes; and thus they would be likely to learn something thorough, and not attain a useless smattering without end or aim. If all teachers were conscientious and true to their high calling, the parents could not decide the matter, and the pupil would be educated in spite of difficulties. I would have the teacher do less for the pupil than he now does. Set the child to thinking, show him the way; then let him move on and learn to overcome difficulties. The child should be encouraged to ask questions. I know that many will disagree with me, and say it is impossible to make any progress with a class if one step to answer all the questions, which children may put. Many will tell me they will make idle and foolish inquiries. I answer no! If properly trained they will ask such questions only as will awaken interest and show thinking minds. I have always encouraged the habit. The teacher should strive to prepare himself on all subjects, and if he be not careful, he will find his pupils will steal a march on him and make some demands which will at first seem difficult to answer. I would here notice the sad failings I have observed in my fellow-workers, which is this, that they think the pupil must be answered at once, and the question is eradicated from the mind, a blow given to the cheeks, and the work and reward involved becomes a strong and healthy being.

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Prepared by Dr. C. M. JACKSON.

Philadelphia, Pa.

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