

Improvement

We are assembled here for the purpose of acquiring an education. And should we not be very thankful that our lot has been cast in a land where education is an honor, and the possessor ranks among the great, and under a government where the poorest may aspire to the highest offices of the power of the people to bestow? Who knows but that some of my school fellows may fill some of those high offices? It is not impossible, nor is it at all improbable. If they will improve the present opportunities they may lay the foundation for an education, that will fit them for whatever station, in which they may be hereafter placed. But for this purpose it is necessary that we should study. Coming here and idling away our time will do us no good, but rather injure others by calling their attention from their studies. It is an old maxim. If you take care of the minute, the hour will take care of themselves. Now if we adopt this plan how much time will we save in one quarter? Supposing that we lost two hours every day it amounts to a little over nine days or or about one sixth of our time. Allowing twelve hours in the day for study and recreation, if we were to improve this time as we should. I have no doubt that our studies would appear for more interesting and considerably easier than they do. We should also bear in mind that to improve is a duty we owe to our country, for the preservation of her liberties, which we hold sacred, will soon devolve upon the rising generation. And shall it be said that with all the advantages we possess

we are unable to carry on the government, to make laws,
and to enforce them, I hope not. Our improvement is also
a duty we owe that we owe to our parents, who are at the
expense of supporting and sending us to school. And how
should we repay them for this kindness. By idling
away our time, lounging on the benches, making pic-
tures on our slates, or sticking paper wads on the ceiling.
I do not think any parent would feel very much flat-
tered if they were told that their children were pursuing
such a course. What then must we do to cancel this debt
of gratitude. It can be done only by pursuing a course
that will answer their expectations, by industry, and
close application to our studies, by becoming learned
and wise. To improve is a duty we owe to ourselves.
If we wish to be loved and respected by all our friends
and acquaintances we must improve our time, and
lastly to improve our minds is a duty we owe to
our Creator. And should we not strive to enlarge our
capacities, and fill our minds with knowledge.

Worthington Academy.

Dr C R Woods

There has been much time and labor spent in prying into the mysteries of nature but to little or no effect. It is true that the sciences of Philosophy and Astronomy have made considerable progress. We can measure the distances of the planets, and calculate their times of revolution around the sun. We have ascertained that the earth is round, and has two revolutions. We have also discovered that all ~~o~~ bodies mutually attract each other, and by the skill and ingenuity of man the most powerful elements have been applied to useful purposes.

But we have not discovered ^{why} it was necessary to form the vast number of worlds we see spread out before us. We are unable to account for the attraction of gravitation nor can we explain the principle of the growth of a spear of grass. In looking around we see much to please the eye, and find ~~at~~ ourselves in an extensive field where our minds might be employed a lifetime in examining the works of nature. And at the close we should find that we had made ~~a~~ but little progress, and leave the field wherein all our researches had been made

comparatively unexplored. After all our search we should find ourselves but little advanced in the work of discovery, and be convinced that the works of the Almighty are not to be easily analyzed. At least they have not been, and are not likely to be analyzed, although the whole world should unite in one mighty effort to rend the veil; behind which the mysteries of the universe lie buried in obscurity. And what are all our discoveries, when compared with what yet remains wrapped in mystery, and will in all probability remain a mystery to us till time shall be no more.

Worthington Academy. By C. R. Woods

P.S. There is a considerable difference between this copy and the original. Mr. Nash says that it was all grammatical but was not connected ~~and~~ right. I followed the few hints he gave me, in copy.

Among English writers, those who has most of this character, though mixed indeed with several defects, is Lord Bolingbroke. He was formed by nature to be a factious leader. The nature demagogue of a popular assembly. He abounds in rhetorical figures, and pours himself forth with great impetuosity. His sentences are varied as to length and shortness; sometimes including parentheses and frequently crowding, and heaping a multitude upon one another, as naturally happens in the warmth of speaking. In the choice of his words there is great felicity and precision. Upon the whole his merit, as a writer would have been very considerable, if his matter had equalled his style. But while we find much to commend in the latter; in the former as I before remarked, we can hardly find anything to commend. In his reasoning he for the most part is flimsy and false in his practical writings; factious in what he calls his philosophical ones, irreligious and sophistical in the highest.

Chas R Woods