

venture will not succeed. One individual cannot whip the universe. Doubts must occasionally creep in. The assertion of infallibility is never free from cavil. The struggle will be something like that recorded of Dame Partington in the great Sidmouth storm, when the waves came rushing in upon the beach, threatening the overflow of houses and lands. "Dame Partington lived upon the beach, and in the midst of the storm she was seen at the door of her house with mop and pattens, trundling her mop, squeezing out the sea-water, and vigorously pushing away the Atlantic ocean. The Atlantic was roused. Mrs. Partington's spirit was up; but it need not be said the contest was unequal. The Atlantic ocean beat Mrs. Partington. She was excellent at a slop or a puddle, but she should not have meddled with a tempest."

BROTHERHOOD.

BY ELIZABETH OAKES SMITH.

LOVE! it is the soul's anointment;
'T is the need of every heart;
 Going forth, at God's appointment,
 To reclaim its severed part.

Pardon, then, the fault and weakness—
 Human these, though grieving thou:
Lift the burden in thy meekness;
Love and trust thou, even now.

Now we need the friendly brother—
 Not tomorrow, but to-day:
Bear we must from one another;
Love we must, and love alway:

Not the wise and the strong-hearted —
Human hearts yearn not for such ;
Better is its love imparted
To the tempted over-much.

Love the weak and tendril-yielding,
Who else succorless were left ;
Who imploringly ask shielding,
Ere they be of strength bereft.

Art thou strong, and unexempted
From the shame, remorse and woe ?
Veil thy face, O thou untempted !
Only God the heart can know.

THE DIVORCE OF LEARNING AND LABOR.

BY HORACE GREELEY.

I WOULD not, if I could, conceal my conviction, that before Education can become what it should and must be, we must reform the Social Life whence it proceeds, whitherto it tends. To the child daily sent out from some ricketty hovel or miserable garret, to wrestle with poverty and misery for such knowledge as the teacher can impart, what true idea or purpose of Education is possible? How can he be made to realize that his daily tasks concern the Soul, the World, and Immortality? He may have drilled into his ears, day after day, the great truth that "the life is more than meat, and the body more than raiment," but so long as his own food and raiment are scanty and wretched, his mind will be engrossed by a round of petty and sordid cares. (I speak here of the general fact; there will be striking instances of the con-