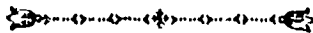


T H E AMERICAN MAGAZINE.

CONTAINING
A MISCELLANEOUS COLLECTION OF
ORIGINAL and other VALUABLE ESSAYS,
IN PROSE AND VERSE,
AND CALCULATED BOTH FOR
INSTRUCTION and AMUSEMENT.

“ Science the guide, and truth the eternal goal.”

For DECEMBER 1787.



CONTENTS,

	Page		Page
INTRODUCTION,	3	Letter from Guy Grumblestone,	48
General Lincoln's Letter on the in-		Curiosities,	49
grafting of trees,	4	London Review of Dr. Adam's De-	
Advice to Masons, and to husbands		fence of the American Constitu-	
that have scolding wives, and		tions,	52
wives that have peevish husbands,	8	P O E T R Y.	
Anecdote of the Duke of Gordon,	8	Verses on the New Year,	56
Principles of Government, and		Lydia,	57
Commerce,	9	The Virgin's First Love,	57
On Bills of Rights,	13	The Seasons moralized,	58
Letter to Dr. Stiles, accounting for		On a Lady's striking a Fly with her	
the Fortifications west of the Al-		fan,	59
legany,	15	The Rare Adventures of Tom Brain-	
Abridgement of Smith's history of		less, showing what his father said	
Virginia,	19	of him; how he went to College	
On Education,	22	and what he learned there; how	
Letter from Jemima Loveleap,	26	he took his degree and went to	
Floretta, or the Fountains,	27	keeping school; how afterwards	
Life of Sir Wm. Jones, Kat.	36	he became a great man and wore	
Titus Blunt on fashion,	39	a wig, and how any body else	
Anecdote of a Sailor,	40	may do the same,	59
Letter from Philander on Marriage,	40	Invocation to the Nightingale,	61
Rev. Dr. Dwight's Valedictory ad-		Foreign Intelligence,	62
dress, &c.	42	American Intelligence,	63
Mr. Pope's Letter to the Bishop of		Marriages and Deaths,	64
Rochester,	47		

NEW YORK, PRINTED BY SAMUEL LOUDON,
And sold by the PRINTER, by Messieurs BERRY and ROGERS, Mr. R.
HUDGE, Mr. S. CAMPBELL, Mr. T. ALLEN, and Mr. T. GREENLEAF.

T H E

AMERICAN MAGAZINE,

For D E C E M B E R, 1787.

I N T R O D U C T I O N.

THE Editor of the *American Magazine* presents the Compliments of the Season to his readers, and wishes them all the blessings they wish for themselves. He begs leave, on the auspicious opening of the year 1788, to usher into the world a *New Publication*, which he designs to continue, as long as it shall be profitable to himself, or entertaining to his countrymen. He thinks it unnecessary to trouble his readers with an enumeration of the *benevolent motives* which prompted him to this undertaking; for whatever he may say in his *own* favor, mankind will still have their own opinions of the Editor's views. To this he has not a single objection; while he is conscious that among several motives which actuate him on this occasion, there is not a *bad* one.

The plan of this Work is comprehensive, and great pains will be taken to render it in the execution both useful and amusing.

The Editor is determined to collect as many original Essays as possible; and particularly such as relate to this country, and contain useful and curious discoveries in the history, or geography of America, or ingenious remarks upon the science of Government, and the peculiar institutions and customs of the people, in the different States. For these purposes the Editor has sut-

nished himself with many materials; and he will acknowledge himself indebted for valuable communications both from Societies and individuals.

The most interesting Essays upon every subject, will be extracted from the latest periodical publications, both in Great-Britain and France; and from time to time, an abridgement of the English Reviews of new and useful publications will be inserted.

It is the Editor's wish to gratify every class of readers—the Divine; the Philosopher, the Historian, the Statesman, the Moralist, the Poet, the Merchant and the Laborer—and his *fair readers* may be assured that no inconsiderable pains will be taken to furnish *them* with entertainment; at the same time, he flatters himself that many of the Ladies, who are the favorites of Minerva and the Muses, will be found in the number of his correspondents.

The *American Magazine* will be open for every species of decent and valuable Essays; for fair discussion, general satire, wit and humor, and for the productions of imagination. At the same time, the Editor will find it necessary to reserve to himself the right of deciding on the merit of the Essays communicated, and the propriety of admitting them into the work; as personal invective, ribaldry and immoral writings will

form no part of the proposed selection.

The Editor is sensible of the arduous task he has imposed upon himself, in attempting to please the different tastes of his readers, and render the publication worthy of encouragement. But he is determined to devote more attention to the work than is usual in such publications; and that if it should fail of success, it shall be for some cause which it is not in *his* power to remove. The bulk of readers who are judges, and give reputation to any performance, are generally candid. *Small faults* will never condemn a work that is substantially good; and if *great faults* should be found in the *American Magazine*, the Editor will freely consent to discontinue the publication.

In this new world, a thousand subjects present themselves for discussion, which in Europe, are almost

exhausted. Our predilection for foreign productions, among other causes, has operated to discourage undertakings of this kind; but while we allow foreign publications all their merit, it must be conceded that none of them can be wholly calculated for this country. Every periodical publication in Europe, consists of matter, more than half of which must be to us wholly uninteresting.

In a country where people generally read, and where their governments require them to be informed, Magazines must be well received, if well conducted. New-York, for its situation and other advantages, is the most eligible place for a publication of this kind; and it is presumed, that from its relative importance in the United States, its citizens will be among the first to cherish the attempt.

New-York, Jan. 1st. 1788.

A LETTER from the Honorable BENJAMIN LINCOLN, Esq. F. A. A. to the Honorable JAMES WARREN, Esq. F. A. A. relating to the INGRAFTING of FRUIT-TREES, and the GROWTH of VEGETABLES; inclosing the Observations of his Friend on the GROWTH of TREES DOWNWARDS after the first Year.

HINGHAM, November 3, 1780.

MY DEAR SIR,

I TAKE this early opportunity, agreeable to my promise, to enrole you the sentiments of my friend on grafting, the growth of plants, trees, &c. These were given on a conversation which arose on my mentioning, that I had observed, for a number of years, an apple-tree in my orchard, the natural fruit of which was early, having been grafted with a winter cy-

on, producing fruit very like in appearance to the fruit produced by the tree whence the cyon was taken, but destitute of those qualities inherent in that fruit, and necessary to its keeping through the winter. This led me to call in question the propriety of grafting winter fruit on a summer stock, and to enquire, whether the stock through which, I supposed, the food passed to the cyon,

Pemissapan, a sachem, to destroy the whole settlement. But the English, suspecting some mischief, took measures to defend themselves, and coming to an open rupture, they slew *Pemissapan*, with a few others and defeated the whole plan.

Soon after this event, a fleet of 23 sail, under the command of Sir Francis Drake, appeared in sight, and the admiral sent a letter to the

Governor, offering him provisions, ammunition, and a ship to carry the party to England, if it was their choice to return. After some deliberations, they all determined to return. They sailed in June 1586, and arrived in Portsmouth, on the 27th of July, having abandoned the idea of a settlement in Virginia.

(To be continued.)

E D U C A T I O N.

THE Education of youth is, in all governments, an object of the first consequence. The impressions received in early life, usually form the characters of individuals, a union of which forms the general character of a nation.

The mode of Education and the arts taught to youth, have, in every nation, been adapted to its particular stage of society or local circumstances.

In the martial ages of Greece, the principal study of its Legislators was, to acquaint the young men with the use of arms, to inspire them with an undaunted courage, and to form in the hearts of both sexes, an invincible attachment to their country. Such was the effect of their regulations for these purposes, that the very women of Sparta and Athens, would reproach their own sons, for surviving their companions who fell in the field of battle.

Among the warlike Sythians, every male was not only taught to use arms for attack and defence; but was obliged to sleep in the field, to carry heavy burthens and to climb rocks and precipices, in order to habituate himself to hardships, fatigue and danger.

In Persia, during the flourishing reign of the great Cyrus, the education of youth, according to Xenophon, formed a principal branch of the regulations of the empire. The young men were divided into classes, each of which had some particular duties to perform, for which they were qualified by previous instructions and exercise.

While nations are in a barbarous state, they have few wants, and consequently few arts. Their principal objects are, defence and subsistence; the education of a savage therefore extends little farther, than to enable him to use, with dexterity, a bow and a tomahawk.

But in the progress of manners and of arts, war ceases to be the employment of whole nations; it becomes the business of a few, who are paid for defending their country. Artificial wants multiply the number of occupations; and these require a great diversity in the mode of Education. Every youth must be instructed in the business by which he is to procure subsistence. Even the civilities of behavior, in polished society, become a science; a bow and a curtesy are taught with as much care and precision, as the elements of Mathematics.

matics. Education proceeds therefore, by gradual advances, from simplicity to corruption. Its first object, among rude nations, is safety; its next, utility; it afterwards extends to convenience; and among the opulent part of civilized nations, it is directed principally to show and amusement.

In despotic states, Education, like religion is made subservient to government. In some of the vast empires of Asia, children are always instructed in the occupation of their parents; thus the same arts are always continued in the same families. Such an institution cramps genius, and limits the progress of national improvement: at the same time, it is an almost immoveable barrier against the introduction of vice, luxury, faction and changes in government. This is one of the principal causes, which have operated in combining numerous millions of the human race under one form of government, and preserving national tranquility for incredible periods of time. The empire of China, whose government was founded on the patriarchal discipline, has not suffered a revolution in laws, manners or language, for many thousand years.

In the complicated systems of government which are established among the civilized nations of Europe, Education has less influence in forming a national character; but there is no state, in which it has not an inseparable connection with morals, and a consequential influence upon the peace and happiness of society.

Education is a subject which has been exhausted by the ablest writers, both among the ancients and moderns. I am not vain enough to suppose I can suggest any new

ideas upon so trite a theme as Education in general; but perhaps the manner of conducting the youth in America may be capable of some improvement. Our constitutions of civil government are not yet firmly established; our national character is not yet formed; and it is an object of vast magnitude that systems of Education should be adopted and pursued, which may not only diffuse a knowledge of the sciences, but may implant, in the minds of the American youth, the principles of virtue and of liberty; and inspire them with just and liberal ideas of government, and with an inviolable attachment to their own country. It now becomes every American to examine the modes of Education in Europe, to see how far they are applicable in this country, and whether it is not possible to make some valuable alterations, adapted to our local and political circumstances. Let us examine the subject in two views. First, as it respects arts and sciences. Secondly, as it is connected with morals and government. In each of these articles, let us see what errors may be found, and what improvements suggested, in our present practice.

The first error that I would mention, is, a too general attention to the dead languages, with a neglect of our own.

This practice proceeds probably from the common use of the Greek and Roman tongues, before the English was brought to perfection. There was a long period of time, when these languages were almost the only repositories of science in Europe. Men, who had a taste for learning, were under a necessity of recurring to the sources, the Greek and Roman authors. These will

ever

ever be held in the highest estimation both for style and sentiment ; but the most valuable of them have English translations, which if they do not contain all the elegance, communicate all the ideas of the originals. The English language, perhaps, at this moment, is the repository of as much learning, as one half the languages of Europe. In copiousness it exceeds all modern tongues ; and though inferior to the Greeks and French in softness and harmony, yet it exceeds the French in variety ; it almost equals the Greek and Roman in energy, and falls very little short of any language in the regularity of its construction.*

In deliberating upon any plan of instruction, we should be attentive to its future influence and probable advantages. What advantage does a merchant, a mechanic, a farmer derive from an acquaintance with the Greek and Roman tongues ? It is true, the etymology of words cannot be well understood, without a knowledge of the original languages of which ours is composed. But a very accurate knowledge of the meaning of words and of the true construction of sentences, may be obtained by the help of Dictionaries and good English writers ; and this is all that is necessary in the common occupations of life. But suppose there is some advantage to be derived from an acquaintance with the dead languages, will this compensate for the loss of five or perhaps seven years of valuable time ? Life is short, and every hour should be employed to good purposes. If there are no studies of more consequence to boys, than those of

Latin and Greek, let these languages employ their time ; for idleness is the bane of youth. But when we have an elegant and copious language of our own, with innumerable writers upon ethics, geography, history, commerce and government ; subjects immediately interesting to every man ; how can a parent be justified in keeping his son several years over rules of Syntax, which he forgets when he shuts his book ; or which, if remembered, can be of little or no use in any branch of business ? This absurdity is the subject of common complaint—men see and feel the impropriety of the usual practice ; and yet no arguments that have hitherto been used, have been sufficient to change the system ; or to place an English school on a footing with a Latin one, in point of reputation. It is not my wish to discountenance totally the study of the dead languages. On the other hand I should urge a more close attention to them, among young men who are designed for the learned professions. The poets, the orators, the philosophers and the historians of Greece and Rome, furnish the most excellent models of Style, and the richest treasures of Science. The slight attention given to a few of these authors, in our usual course of education, is rather calculated to make pedants than scholars ; and the time employed in gaining superficial knowledge is really wasted.

“ A little learning is a dangerous thing,
“ Drink deep, or taste not the Pierian
“ spring.”

But my meaning is, that the dead languages are not necessary for men of business—merchants—mechan-

* This remark is confined solely to its construction ; in point of orthography, our language is intolerably irregular.

les—planters, &c. nor of utility sufficient to indemnify them for the expence of time and money which is requisite to acquire a tolerable acquaintance with the Greek and Roman authors. Merchants often have occasion for a knowledge of some foreign living language—as the French—the Italian—the Spanish or the German; but men, whose business is wholly domestic, have little or no use for any language but their own; much less, for languages known only in books.

There is one very necessary use of the Latin language which will always prevent it from falling into neglect: which is, that it serves as a common interpreter among the learned of all nations and ages. Epitaphs, inscriptions on monuments and medals, treaties &c. designed for perpetuity, are written in Latin, which is every where understood by the learned, and being a dead language is liable to no change.

But the high estimation in which the learned languages have been held, has discouraged a due attention to our own. People find themselves able without much study to write and speak the English intelligibly, and thus have been led to think rules of no utility. This opinion has produced various and arbitrary practices, in the use of the language, even among men of the most information and accuracy; and this diversity has produced another opinion, both false and injurious to the language, that there are no rules or principles on which the pronunciation and construction can be settled.

This neglect is so general, that there is scarcely an institution to be found in the country, where the English tongue is taught regu-

larly, from its elements to its true and elegant construction, in prose and verse. Perhaps in most schools; boys are taught the definition of the parts of speech, and a few hard names which they do not understand, and which the teacher seldom attempts to explain—this is called, *learning grammar*. This practice of learning questions and answers without acquiring any ideas; has given rise to a common remark, *that grammar is a dry study*; and so is every other study which is prosecuted without improving the head or the heart. The study of geography is equally dry, when the subject is not understood. But when grammar is taught by the help of visible objects; when children perceive that differences of words arise from differences in things, which they may learn at a very early period of life, the study becomes entertaining, as well as improving. In general; when a study of any kind is tiresome to a person, it is a presumptive evidence that he does not make any proficiency in knowledge, and this is almost always the fault of the instructor.

In a few instances perhaps the study of English is thought an object of consequence; but here also there is a great error in the common practice; for the study of English is preceded by several years attention to Latin and Greek. Nay; there are men, who contend that the best way to become acquainted with English, is to learn Latin first. Common sense may justly smile at such an opinion; but experience proves it to be false.

If language is to be taught mechanically or by rote, it is a matter of little consequence whether the rules are in English, Latin or Greek;

Greek: But if children are to acquire *ideas*, it is certainly easier to obtain them in a language which they understand, than in a foreign tongue. The distinctions between the principal parts of speech are founded in nature and are within the capacity of a school-boy. These distinctions should be explained in English, and when well understood, will facilitate the acquisition of other languages. Without some preparation of this kind, boys will often find a foreign language extremely difficult and sometimes be discouraged. We often see young persons of both sexes, puzzling their heads with French, when they can hardly write two sentences of good English. They plod on for some months with much fatigue, little improvement and less pleasure,

and then relinquish the attempt.

The principles of any science afford pleasure to the student who comprehends them. In order to render the study of language agreeable, the distinctions between words should be illustrated by the differences in visible objects. Examples should be presented to the senses which are the inlets of all our knowledge. That *nouns are the names of things, and that adjectives express their qualities*, are abstract definitions which a boy may repeat five years without comprehending the meaning. But that *table* is the name of an article; and *hard or square* is its property, is a distinction obvious to the senses, and consequently within a child's capacity.

(To be continued.)

M I S C E L L A N I E S.

To the EDITOR of the AMERICAN MAGAZINE.

S I R,

✓ WAS highly delighted, when I first saw your proposals for printing a Magazine in this city. It gratified my pride to think New-York would have a Magazine, as well as London and Philadelphia. You must know, Sir, that we females have many good ideas to communicate, as well as the men; but *talking* will not answer the purpose; our opinions must be committed to paper, before they have their proper effect, and your Magazine is the place.

Now, Sir, it struck my mind as soon as I saw your proposals, that there is something ominous in your beginning the publication on the first of January one thousand seven

hundred and *eighty eight*. I cannot but predict some good fortune for young Ladies; for the union of two 88 is a lucky omen. I remember to have heard or read somewhere, that Mr. POPE, the celebrated poet, was born in the year one thousand six hundred and *eighty-eight*, the same year that the great comet appeared, and frightened every body, without doing any harm.

Every body remembers that the union of three 777 took Burgoyne, and prepared the way for the French Alliance. My Grandmother has often told me that she was married in the year 1722, and that she has had good luck whenever 2 or 3 figures

of