Let the school-master not fail to call the attention of his pupils to the beautiful astronomical phenomenon now visible every clear night in the western sky, where three of the most brilliant planets, Saturn, Jupiter and Venus, form an obtuse angled triangle, of glittering points. Venus, the brightest, is about five and a half degrees north of Saturn, the pale blue tinted planet at the vertex of the obtuse angle. Jupiter is at the acute angle next the base, about twice as far west of Saturn as Venus is north of it. It is next in brightness to Venus. The remarkable spectacle of these three conspicuous planets in such near conjunction, is very rare, occurring only once in many years. Jupiter will overtake Saturn a few months hence and pass it, but when Venus next passes them they will not be so favorably disposed for observation in this part of the globe. Venus is still moving eastward, and will continue to do so, apparently, for a few days longer, growing brighter for three weeks to come, while the brilliancy of Saturn and Jupiter diminishes as they pass towards conjunction with the sun, in the latter part of April. The moon will be near Jupiter on the evening of March 5, when the sight of Dian and the three planets above named all in a cluster, will be a scene not soon to be forgotten. By observing the moon early in the evening and just before it sets, comparing its positions from time to time with that of Jupiter, students will obtain a good idea of the rate of the moon's apparent motion. By observing how the form of the triangle made by the three planets changes from night to night, owing to the eastward motion of Venus, they will obtain an idea of planetary progress through the constellations and a faint conception of their relative rates of motion. Watching Saturn from month to month, they will observe the rate at which Jupiter is slowly overtaking Saturn, owing to his completing his journey around the sun in about twelve years, while Saturn requires nearly two and a half times as long to make his orbital circuit.

Slowly at first, of late rapidly, the arguments advanced in favor of the use of newspapers in the school room, as supplementary reading, are making converts. For some years past, a few school principals have been in the habit of bringing their own newspapers into the school room and reading selections, or appointing several of their best readers among the pupils to read the most important items of the news of the day. The teacher would precede or follow this general exercise with questions and explanations, geographical, historical, biographical, scientific, or of such other nature as the reading suggested. The schools of Richmond, Ind., West Rockford, III., Champaign, Ill., Kenosha, Wis., Plymouth and Clinton, Ind., and a number of other places, became conspicuous for work of this kind. A few years ago The Evening Journal, of this city, then maintaining an educational department, advocated an advance in the use of newspapers in schools, recommending that they be substituted for readers in the higher reading classes, from two to three days each week; or that they be used as supplementary reading matter. Various schools subscribed for twenty, thirty, and some for as many as fifty copies of the paper, to be used by pupils both in school and at home. The rapid improvement made by such pupils both in learning to read and in acquiring familiarity with the events of the times was surprising to all who gave the matter any attention. Subsequently the educational department of the Evening Journal was transferred to the Chicago Inter Ocean; which has ever since persistently advocated the use of newspapers in schools. Later the Eastern papers took up this subject and several of them have repeatedly urged the adoption of this means of increasing the interest of the pupils in the subject of reading, and rendering them better acquainted with the history the world is making every day. This position of the New York Evening Post, the New York Herald and other prominent public journals next led to the publication, by Superintendent Marble, of leaflets, of the size of an ordinary tract page, treating of the news of the week, to be read in the Worcester public schools, and such other schools as desired to subscribe for them. One of the leading educators of Pennsylvania has recently espoused the cause of newspaper reading in schools, and a paper he has prepared on this subject has been largely quoted by the public press generally, particularly the Eastern journals; and the voice of the press has been well nigh unanimous in favor of this addition to school reading. Now comes forward a new paper, called the School Herald, published in this city, semi-monthly, by W. I. Chase, which is designed to furnish an abstract of the news of the fortnight, adapted to schools. It is free from several objections used against newspapers; and the encouragement it is receiving shows very plainly that public sentiment is ripe for this very sensible innovation.

The Illinois compulsory education bill has passed the Senate. It now goes to the lower house, where there is a large number of bills on file, which must be disposed of before this one can be put upon its passage, unless the member taking charge of it can obtain unanimous consent to take it up out of the regular order. Should he fail to get such consent it will be some weeks before we shall know the issue of this last movement to enforce school attendance in this state.
boys, with 376 pupils, and a school for girls, with 550 pupils. Both schools belong to the religious orders.

IV. MAYOTTE AND NOSI-BE.
Population, 20,717. The number of schools is 7, viz., 2 public and 4 private. The total number of pupils is 399, viz., 254 boys and 145 girls.

V. ISLAND OF REUNION.
Population, 277,886. School population (6 to 14) 42,949, viz., 21,902 boys and 21,038 girls. Number of schools, 318; number of teachers, 273; number of pupils attending primary schools, 10,791.

VI. COCHIN-CHINA.
Population, 979,176. Number of schools, 34; number of pupils, 2,010.

VII. NEW CALEDONIA.
Population, 20,000. Number of children between the ages of 6 and 14, 8,075. Number of schools, 10; number of pupils, 1,394.

VIII. GUADALOUPE.
Population, 157,594. Guadeloupe has 34 schools for boys, with 2,138 pupils, 35 schools for girls, with 1,654 pupils, and 4 mixed schools, with 84 pupils. Total number of pupils, 3,876.

IX. MARTINIQUE.
Population, 150,169. The total number of schools is 70, viz., 32 for boys and 38 for girls; 40 schools are public and 30 private. The total number of pupils is 4,438, viz., 2,268 boys and 2,170 girls. There are 10 infant schools, with 156 pupils, and 2 orphan asylums, with 98 inmates.

X. GUIANA, OR CUYENNE.
Population, 24,432. Number of schools, 9; number of pupils, 1,298, viz., 470 boys and 828 girls.

WAYSIDE JOTTINGS IN THE SOUTH.

REV. J. H. BURNS.

NEW ORLEANS, Feb. 15, 1887.

Editor Educational Weekly:

Leaving Chicago, with its deep snow and mercury recently 16° below zero, after forty hours ride by rail and seven hours delay by the truck wheels of the tender getting off the track near Milan, Tenn., I arrived safe here at this fair city of the "Sunny South," per the Illinois Central Railroad, whose pleasant route southward I would most heartily commend to all our northern friends desiring a change of climate.

NOTES BY THE WAY.

I found more or less snow, spreading far and wide its health giving, fertilizing benefits all the way down to " Dixie," where they complain of this being about the hardest winter they ever knew. I did not pass the line of snow till near Jackson, Tenn.

A fine fruit region along this line of road is the ridge between Mayfield—the spine, near Arlington, Ky. A Mr. Thos. Sprat of this place, whose acquaintance I formed on the train, is largely engaged in fruit culture for both the St. Louis and Chicago markets. He says: "All the country south of the Tennessee River, in Kentucky, is good for all kinds of fruit, such as peaches, pears, cherries, apples, strawberries, raspberries, and all kinds of garden fruit and vegetables, which find a ready market; and yet that much of this valuable soil can still be bought for from $5.00 to $20.00 per acre, according to the improvements. His twenty-four acres in strawberries alone yield him on an average $75.00 per year.

True, much of the land farther south along the line of this road is poor and abandoned, yet some day, doubtless, by the appliances of agricultural chemistry and better tillage it will be made richly productive. It has that common southern appearance of red clay soil intermixed now and then with chocolate. If not the richest it has this advantage over our more northern and cold lands of yielding often two crops a year, as for instance for corn and cotton, and then two more of cotton, one year—the first crop planted in February, the second in July, and yielding each crop at the rate of 150 bushels per acre, as two planters of Crystal Springs, Miss., testified to me while on the way. As to the society I am told it is much better now than it has been; there is more desire for general culture, especially for common school education. The average time of public instruction is about four months in the year, mostly to the blacks—not intermixing both races in the same school-house, this by no means allowable in the South; but each race must have their own separate school-house. One colored teacher of Obion, Ky., told me that there they only had from three to five months of public school every second or third year! That the average pay of teachers was $25.00 and $30.00 per month. The whites most generally prefer to patronize the private schools, semi-naries and academies.

The whole system of public schools in the South is weak, far behind that of the North, and manifestly greatly needs to be revolutionized. So far as I can learn, that educational bill recently introduced in Congress, to help them with large land grants, is just the thing for them and meets with general favor. Jefferson's motto, you know was, "Intelligents and virtue are the only safeguards of our republic!

Houses and towns, with the general improvements of both town and country along the route, are mostly of the old fashioned sort—low and dilapidated buildings, often with chimneys standing outside. Here and there, however, are some bright spots and beautiful exceptions.

Wasson, Miss., seems quite enterprising, in the midst of a fine pinery—boasts of the Richardson House, several new buildings, a brick bank, erected in 1880. Its Mississippi Cotton and Woolen Mills, employing 200 hands, work by daylight and night are lit up with the Edison Electric Light.

Jackson, Miss., is somewhat attractive, with its magnificent capitol dome and other public buildings and business squares. At the depot how strange to behold two negroes heavily loaded with fire arms, accompanied with a pack of bloodhounds guarding the convict labor at a freight train loading or unloading some cars. Thereat also came aboard two Virginian families, fourteen in all, migrating from Rice, Va., to Waverost, Texas—actually abandoning their old homesteads, of 500 acres, as one family claimed to still have, on which they could no longer make a living; for the new and richer lands of southern Texas.

From the evergreen as we go by the side, the first is that of the holly tree, whose leaves were formerly prized to be useful both for table tea and medicine. Next is the wild cane and plenty of wild moss, which, clinging to the sweet gum, runs to the very tree tops. Further south is the hanging moss, suspended from almost every bough. On either side the whole timber or woods is beautifully festooned—underneath which, in the low lands, abounds the evergreen swamp palmetto. At Lake Marapas the train halted a moment, when one of the young men quickly bounded out and brought in some of the sharp pointed palmetto plants and distributed them among the passengers; who, presently, both old and young, began poking each other therewith in the head and ears with great glee and laughter. None enjoyed it more than did the little folks, so happy were these emancipated families on their way to "the better land and cotton land."

After crossing Lake Marapas, we passed on our left that other most beautiful lake, Pontchatrain; said to be thirty miles long and as many wide. Thence, rounding in toward the east, at about 7 P. M., I first beheld the gleaming light of "the Crescent City," of which more anon.

"There is no nobler trait in the human character than the pride of race. Show a few people who take a pride in that to believe there are none superior; or who have simple faith in it, and we will show the few who will succeed in the race of life. To be possessed of this trait marks a noble character; to be devoid of it as indelibly stamps the brand of ignobility."
THE HIGHEST EDUCATION.

In an article in the Ohio Educational Monthly, President B. A. Hindsdale, of Hiram College, has given clear and forcible expression to a conviction, which is slowly but certainly developing in the minds of the best thinkers in the field of social science and statecraft. It is not true that the public schools of this country wholly neglect moral instruction, but it is true that character building is not regarded as their principal aim, and the planting of motives is not one of the "standard branches" of instruction enjoined by law or by popular sentiment. Children are taught to read, spell, write, and cipher; it is taken for granted that if they observe the rules of the school and learn these branches, they will absorb character in the process, and they will grow up intelligent and good moral citizens. This is a part of what Dr. Hindsdale says:

"Thus far the education of the intellect is the education that has most occupied the attention of the world. If men were left, without schools, to the experience of life, to their business and to contact with the world, they would get a considerable intellectual training, to a certain extent—the power of observation and judgment would be quickened, the memory strengthened, and the thinking-power developed. But this would be wholly inadequate to a civilized state. Very early, therefore, in the history of progress, men create schools in which intellectual education is furnished. To some extent, too, these schools educate the other faculties of the soul. Besides, schools for moral and religious instruction, which looks to the feelings and the will rather than to the intellect, are also organized. Now, it so happens, that no school can exist that calls out a single faculty. There may be one scholar and one teacher, but the relation of the two will influence feeling and choice. Or if a student shuts himself up with the dryest book in the coldest chamber, he can not exclude the elements of emotion. A lesson and a class in mathematics call out the will and the sensibility; on the other hand, the most direct appeals to the feelings and to the will must reach their destination by way of the intellect. But, generally speaking, it must be said that what is commonly called a school is primarily a place of intellectual education. That is the direct and conscious purpose for which it is organized; and the training of the sensibility and the will comes indirectly, and is often overlooked altogether.

We hear much of the science and the art—the theory and the practice—of education; and what people who use these expressions have in their heads is intellectual education. We hear much, of course, of study and methods of instruction; and everybody understands that these phrases have reference to intellectual results. Who ever heard of a school for the feelings? Who ever saw a course of training for the will? I do not say that such schools would be useless, but I do say, if not, only one man in a thousand can say why not. And the inability of the nine hundred and ninety-nine is owing to the relatively slight attention that these branches of education have hitherto received. In such a community as Ohio, nearly every parent has asked, "What shall I have my child study? The question looks to an intellectual preparation for the future. But what proportion of these have ever even asked the question, "What training does my child need, that its temper, its faith, its hope, its patience, its courage, its independence, or its resolution may be properly educated." Of course, the majority of these people do a great deal for their children in some or all these ways; this they do by correcting bad habits and encouraging good; but, generally, they work without the guidance of any general law, and under an inconsistent and fitful manner. The fact is, these branches of education are, in a large measure, left to the facts and forces that exist and play for a wholly different purpose. Nature (including human society and life in the term) does the work, and perhaps as well as parents without ideas could do it. Were the question, "How stiffen a limber will?" or the question, "How check a headlong hope?" put them for answer, they would be dumb-founded. These questions, and many others like them, are indeed discussed in the books of the philosophers; but there has been next to no popular discussion of them. Even the school text-books on Mental Philosophy often embrace only the intellect. But that all these subjects lie without the field of educational science, is well known to every man who has given them careful attention; and there is no reason inhering in the subject matter why we should not have a popular theory and practice that shall embrace them. If any one be curious to know why our common science of education includes no more, he may find the information in the new and revised estimate by Professor Merriam on intellectual prowess and education. "At first," says Dr. Mark Hopkins, "men worshiped strength of body, physical energy. The man who had the greatest power of muscles was the hero. The next step is the worship of intellect. Disputants and intellectual prize-fighters become heroes. Great debaters, pleaders, orators, writers, become the great men, irrespective of character. This is our present state. No nation has got beyond this. No doubt the time will come when this state of things will be looked back upon as we now look back upon the ascendency of force."

THE USES OF EDUCATIONAL JOURNALS.

Alexander L. Wade, in his "Graduating System for Public Schools," refers to the importance of educational journals as valuable aids to teachers in the pursuit of their profession. Commenting on the fact that comparatively few teachers are subscribers to such journals, he shows by an illustration furnished in his own experience that when this subject is properly presented, teachers are ready to respond. He suggests that normal school pupils be required, "before graduation, to become thoroughly acquainted with the spirit and work of our school system, by reading regularly some of the best educational journals," and that county superintendents and commissioners should popularize such journals by personal efforts, place an educational journal in the hands of every teacher. Mr. Wade adds: "The influence and usefulness of periodical literature are but beginning to be understood and appreciated by superintendents, principals and teachers, and it is not strange that, in time past, many of them have neglected to read and circulate educational journals."

EDUCATION AND WAR.

An English Society of International Law, which deals with the same subjects as the Peace Congress, in perhaps a more practical way, has adopted a Manual of the Laws of War, by Herr Bluntschli, of Berlin. This has been translated into English. The book has been written in reply to M. Bluntschli's presentation of the book to him, desiring his approbation of it, which the great strategist does not quite give. He says "Perpetual peace is but a dream, and not a good dream, (pour un beau rêve) War is an element of the order of mundane affairs established by God. It brings out the most noble virtues of man, and without it, the world would stagnate and all would be lost in materialism. As to rules for the amelioration of the procedures and accidents of war there can be no assurance of their having any value, because in the event of two nations going to war, no third power is willing to join in capsule peace, and there have been infractions of a certain code of rules on one side or the other. Improvement in this line can only come from a higher moral and religious education on the part of the chiefs. A great advance has been made in our days by rendering army service obligatory on all, so as to include the better instructed classes. * * * Two powerful means of repressing excesses are the strictness of discipline during time of peace, rendering it habitual to soldiers, and through care on the part of officials to supply necessaries. * * * * * I have no sympathy with the declaration that war should only aim at the reduction of the military forces of an enemy; for it becomes necessary to attack all his resources—his finances, his railroads, his means of subsistence, and even his character (précieuse). "* * * * * No article of laid down law will persuade soldiers that they should see regular opponents in men who take up arms of their own accord, to defend merely themselves and their own localities. * * * No measure of allevi-
truth in the saying that the principal industry of Prussia is war. As to the benefits of war by rousing and stimulating a nation, no doubt good effects follow among the evils. God takes care that all shall not be lost. Like some good results from storm and fever, some ray shines amid general wreck. Nothing could more plainly show the utter necessity for a complete attempt of all on the part of the greatest captains of our times to justify his murderous and desolating vocation, which has well been said to be the sum of all villainies.

ENGLAND AND THE BOERS.

A LESSON IN MODERN HISTORY.

When, in 1835, the Dutch inhabitants of Cape Colony became dissatisfied with British rule, they did not raise the standard of rebellion, but emigrated in a body to the then wilderness that lay to the eastward. After innumerable privations, and after two or three years wandering, they located in Natal and established their republic of Natal. This was beyond the limit of British authority, and the emigrants made no encroachments. But in 1842, four years after the establishment of the little republic, a body of British troops under Sir Hope Grant pressed into Natal and took possession of the town and country in the Queen's name.

The Boers resisted, were overpowered, and, after an unsuccessful appeal to the Governor of Cape Colony, emigrated northward across the mountains and the Orange River. This second exodus, like the first, was attended with great misery, but in due time they were located in the highlands, where they thought the British would not follow them. But in 1848 a proclamation was issued declaring the district they had occupied annexed to the British colonies. They protested, resisted, were overpowered, and those who had been concerned in the revolt emigrated to the country north of the Vaal River. Four years later they were by treaty absolved from allegiance to the British crown, and established the little republic of Transvaal. The next year the British Government retired from the Orange River Colony, and the Boers organized the republic of the Orange River Free State.

But both these States remained undisturbed until the discovery of the diamond fields in 1857 caused the British to make encroachments. These caused no difficulty, however, and Transvaal remained under the government of the Boers until three or four years ago when a British force marched into the capital, Pretoria, hauled down the flag of the republic, and hoisted the British flag. A first it was thought that the Durnielt government would not approve of the action of the Liberal leaders. But the Liberal leaders insisted that it should not. But the fear that a railroad would be built from Pretoria to the Portuguese colony at Delagoa Bay, and thus open the interior to the British, influenced the Durnielt government to approve the scheme of annexation.

The Boers protested in vain until, a few months ago, the complications with the Basutos gave them the opportunity to assert their authority, and again proclaim the republic. The British immediately set on foot movements looking to the invasion of the Transvaal region. Seeing that they were treated as rebels the Boers organized for resistance, and moved forward to meet their enemies at the Denksbury range of mountains, across which they moved when they left Natal in 1848. Their success in stopping the advance of the British column had great influence in exciting the descendants of the Boers in Natal and the Orange River country, and it seemed at one time as though there would be a general uprising of all the Boers in the several districts. The latest dispatches announce an armistice with the Basutos, and intimate that a proposition for division of territory has been made, or will be made, to the Boers. This may form a basis for peace, and the present government in England may conclude to treat the Boers of Transvaal as fairly as the government of Lord Granby did the Boers in Natal, the Orange River Colony, in 1855. In this they will be opposed by the Tories and all who are interested in the development of the South African railroad system.—Inter Ocean.

THE TRANSVAAL.

Transvaal, the scene of the present South African war, (that is, "across the Vaal,") lies between latitude 25°-37 south and longitude 25°-37 east. Its northern boundary is the Oor or Limpopo river, which here runs from west to east, and is formed by the confluence of the Boshengh and mountains; the southern is the Vaal river, and the western an undefined line separating it from the country of the Bantuans. The total area is 114,300 square miles, which is far less than that occupied by the United States, 2.750,000; probably a rough estimate, from which little can be known as to the fighting strength of the people who have defied the powers of the British empire. Potchefstroom, the seat of government, is by land 960 miles northeast of Cape Town. The region is described as a vast plateau, sloping to the north, supported by the coast line of mountains, which, preponed to the north, and distant, occasional, the dome, stretch away on their western flank into immense undulating plains. At right angles to the coast range another belt of very high lands, called the Orange, runs east and west, forming a water shed between the Vaal and Limpopo rivers. The southern face of this range also presents long undulating plains, generally well watered and wooded, and abounding in large game. To the north, approaching the Limpopo, high parallel chains of hills appear, through the forest, in winter, tidal streams. The average height of the portion of the plateau inhabited by Europeans is from 4,000 to 5,000 feet, but many of the mountains peak reaches an elevation of 8,000 to 9,000 feet, and a part of the year are covered with snow. The climate is generally healthy, though in the northern section the heat is intense, and during the summer months hot winds and heavy thunder-storms occur. The worst feature is, perhaps, a fly called Tsetse, the bite of which is fatal to horses and oxen, thereby rendering travel very difficult, if not impossible, at certain seasons. The Boers, though originally Dutch, are now very considerably mixed with intermarriages with European refugees and emigrants from Cape Colony and Natal, as well as the natives. Still the Dutch characteristics largely predominate, and while the standard of education is said to be low, the people are now enough to govern themselves and hate the foreign yoke. In religion they are Protestants of the strongest Calvinistic persuasion, and the Bible and hymn-book are almost their literature.—Anonymous.

GENERAL NEWS OF THE WEEK.

The Common Council of Detroit has granted Edison the right to lay wires for the electric light through the streets of that city. So many National banks have declared their intention to surrender their charters in case the 3 per cent. refunding bill becomes a law in its present form, that a financial panic seemed impending last week, and the Secretary of the Treasury, to relieve the stringency of the money market, had to intervene by offering to redeem Government bonds not due until next summer, to counteract the contraction of the currency occasioned by the banks refunding in this bill. It is thought now that the President will veto the bill in case the House accepts the Senate's amendments, which is all that is left to be done before it goes to the President.

The Nebraska Assembly passed the Constitutional amendment striking out the word "male." Mr. David Kirk, mathematical editor of The Educational Weekly, writes from Jackson, Mississippi: "I doubt if there is a more afflicted region on the globe than Mississippi this winter. No mails, no trains, no fuel, short rations, undearable storms, arctic cold. This has been our situation since last October. Our railroad, the Southern Minnesota, is buried under enormous banks of snow for hundreds of miles."

The storm of Saturday and Sunday last delayed trains on nearly all the roads east and west. An extra session of Congress is certain to be called. The death of Senator Carpenter, of Wisconsin, and the impossibility under the law of Congress of electing his successor before the 8th of March, render it a serious question whether the Republicans, even with the help of Senator Malone, can control the patronage of the Senate, if that body is convened before the 8th of March, to which time, it has been urged by some, the date of the meeting of the extra session should be convened.

A Cleveland dispatch says that thus far only Senators Blaine and Allison are certain of cabinet appointments. John Jacob Astor is reported to be the only applicant for the missions to Paris or Berlin.

Gen. Garfield left Mentor at 3 o'clock Monday afternoon and proceeded to Washington, via Ashtabula and Pittsburg, arriving in the capital Tuesday morning. His journey was an ovation.

The Catholic Orphanage, at Scranton, Pa., was destroyed by fire last Sunday evening. Seventeen children, locked in their rooms by one of the runs in attendance on the institution, were burned to death.

The Legislature of Nebraska closed its session last Sunday morning, but not until it had fixed the price of liquor licenses at $500 to $1,000 per year, and declared that saloon-keepers must give a bond in $5,000 to pay all civil and criminal fines imposed upon them for violations of the law. A bill was passed, also, making it a misdemeanor to treat a man to alcoholic drinks.

The balance of trade is still largely in favor of this country; our exports having exceeded our imports last year by $210,001,792.
The two societies elected officers for the spring term this week. The results are as follows:

Wrightontains: President, N. T. Vasteh; Vice-President, Flora Lewis; Secretary, Cora Lartor; Treasurer, N. T. Harvey; Assistant Treasurer, Geo. Himes; Chorister, Mary Gaston; Librarian, G. F. Miner; Editor-in-Chief, Hattie Shumard; News Reviewer, J. W. Hines.

Philadelphians: President, May Parsons; Vice-President, M. R. Regan; Secretary, J. L. Hall; Treasurer, D. W. Reid; Assistant Treasurer, E. W. Colley; Librarian, F. F. Barrett; Assistant Librarian, L. M. Beatty; Chorister, Annie Speer.

Miss Mary Fuller died at her home in Normal, Wednesday, February 16. Miss Fuller graduated in the class of '83. After graduation she taught several years in Decatur. She has since traveled for a short time in Europe, has taught in other places, and has recently studied in the Boston School of Oratory. She was a lady of strong intellect and noble character, and her sudden death was mourned by a large number of friends. Miss Fuller graduated in the class of '83, after which she taught in other places.

Owing to the incompleteness of the weather, but few teachers from abroad attended the last session of the Greene County Teachers' Institute, at Kane. Mrs. English was appointed chairman. It was decided that the next institute should be held at Kane, March 13, 1881, and that the same programme should be used that was prepared for Feb. 12. Miss Anna Lomon, of Whitehall, gave a short talk on "How to teach phonetic spelling." She handled her subject in such a manner as to show that it was one that she was fully acquainted with, and we think many teachers would do well to accept some of Miss Lemon's ideas on this subject. The next topic was "How to prevent whispering in the school room," led by Rush English, Kane, and followed by nearly all teachers present. It was agreed that it is impossible to entirely prevent whispering, but many ways were suggested to prevent it from becoming too prevalent.

"We heard an excellent piece of music from the choir. The title was "How to teach phonetic spelling" by Miss Lemon. Mrs. Jones' remarks were full of wise hints on this subject. "Advantages of visiting pupils at their homes," was discussed by Miss Mattie Irwin, followed by Miss Lena Menzies. La Pye, of Normal.

The Teacher's Institute held at Ransom, last month, called out a very large attendance, crowding the audience room of the Ransom high school building to the utmost. Prof. Day, from Marseilles, and Prof. Lakin, from Streator, were present. Large classes of students from a distance were present. Prof. Hoffman, principal of Streator high school, was not able to be present on account of ill health. County Superintendent Will was present and took part in the proceedings. Mr. T. L. Brunk, of the Ransom schools, Mr. Reuben Smalley, Supt. Williams, C. H. McGrew, of Allen, Professor B. L. Lakin, of Streator, and Prof. Day, of Marseilles, were the principal speakers; but the discussion was not limited to many others, and generally very lively. "How to teach phonetic spelling" by Miss Lemon was generally the subject.

The pupils of the Lewistown schools have addressed themselves to the task of founding a school library by donations of books. Quite a number of books have been secured in this way. They are particularly anxious to obtain standard authors. Scientific works are especially valued. Every book will bear the name of the donor, and this will in many cases recommend it. The library will be under the management of Miss Ada Bates, who knows something about handling libraries.

Ford county offers $200 in premiums for school work at its next fair, to be held in the autumn.

OHIO.

Supt. T. J. Mitchell, of Mt. Gilead, Ohio, has just emerged with flying colors from the thorough answers he gave the State Board of Education. The State Board of Education, in a recent decision, took the position that it was the duty of the state to keep an eye upon the affairs of the schools and that it had the right to make investigations, by the state or through the state, at any time, of the schools of the state. The State Board of Education, in their recent decision, took the position that it was the duty of the state to keep an eye upon the affairs of the schools and that it had the right to make investigations, by the state or through the state, at any time, of the schools of the state.

The pupils at Sheridan on Friday evening presented the following:

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The pupils of the Lewistown schools have addressed themselves to the task of founding a school library by donations of books. Quite a number of books have been secured in this way. They are particularly anxious to obtain standard authors. Scientific works are especially valued. Every book will bear the name of the donor, and this will in many cases recommend it. The library will be under the management of Miss Ada Bates, who knows something about handling libraries.

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eight lines of select literature each week. The book used is Peaslee's "Gems of Literature."

The joint committees on education in the present legislature have under consideration a complete revision of our present school laws.

The amount of non-resident tuition for the Fall term in the Battle Creek schools is 7.50 per quarter for each pupil.

We are acquainted with a school where a number of the teachers are accustomed to meet together for the purpose of studying civil government. We wish to comment upon all such efforts.—Exchange. Some teachers think that such gatherings are a waste of time, and exclaim, 'Oh, I never learned anything from the teachers' meetings.'

The Lenawee County Institute will be held at Hudson, March 26 to April 4, inclusive. Prof. W. W. Wendell is the local committee.

Corneal A. Johnson, Superintendent of Public Instruction, has accepted the position of Superintendent of the State Reform School for boys, at Lansing.

The University.—Prof. Tyler will deliver a short course of lectures before the Lowell Institute during the Spring vacation. The Boston Transcript of a recent date contains a very flattering notice of Prof. Humequin's series of text-books, and of his excellent work as an educator. Prof. Stowell, of the University, and his wife, are about to begin the publication of a bi-monthly illustrated journal of medicine. Dr. Ford still continues ill. Prof. O'neal's revision of his plane and spherical geometry is now being issued by the Courier presses. The edition now being printed is for Brown University, and is understood to be unchanged from the first edition.

The bill making appropriations for the University, introduced in the House by Mr. G. H. Hopkins, is the bill prepared by Regents Grosvenor, Van Riper and Hitzfield, the author, who were appointed a committee for that purpose at the last meeting of the Senate. It deals with the following amounts during the next two years:

- New Library building: $100,000
- Dental building: 10,000
- Sewer for University grounds: 7,500
- Eye and ear ward in University hospital: 3,500
- University hospital: 7,000
- Homoeopathic hospital: 4,000
- Mechanical laboratory: 2,500
- Books for library: 10,000
- To reimburse general fund for erection and equipment of additions: 15,000
- Homoeopathic college: 4,000
- Gymnasium: 10,000

Total: $125,000

Prof. N. H. Walbridge, principal of the Newaygo Union school, is conducting an educational column in the Newaygo Republican.

WISCONSIN

Milwaukee News.—The teachers of the city assembled at the Normal School, on Saturday, February 19, to listen to a lecture by James McAllister, Esq., Superintendent of Schools. The subject of the lecture was, "The Art of Illustrating Books." The lecturer stated that teachers generally do not more fully appreciate the educational influence of pictures. He showed that the progress of school-houses in Wisconsin do not possess a map or globe, not even a respectable representation of the world. The report of the state superintendent shows that the state possesses a very small number of teachers who use text-books, while on the other hand, the city of Milwaukee has more than 700 teachers who teach by text-books. The lecturer advocated the use of pictures in instruction, and the necessity of making the school a place of amusement as well as study. He also advocated the use of text-books, and the necessity of using them in the schools. The lecturer stated that the next year will see a great improvement in the schools of the city, and that the public will be well pleased with the results.

The Evening Schools of this city passed into history on the first day of March. The schools were closed after a long vacation. They will probably re-open the first of November next. The schools were quite generally a success, and not a very great expense.

Mr. Jacob E. Horns, teacher in the Sixth District School, has resigned, to accept a position in a school in Syracuse, N. Y. Mr. Horns was an earnest and efficient teacher, and his connection with our school made many friends among the teachers, who will be pleased to learn of his well-deserved promotion.

The Tenth and Seventeenth Districts will soon hold school entertainments. Wilcox & Whitney are to open another commercial college in the city. The fortunes made by the proprietors of the two colleges now established will seem to warrant this enterprise. However, "there's always room at the top." Mr. Whitney was formerly principal of the Eighth Ward School.

INDIANA

The fourth annual meeting of the Southern Teachers' Association will be held at Lawrenceburg, Wednesday, Thursday and Friday, March 16-18. The program is as follows:

Wednesday evening, roth: Music; Address of Welcome, by Rev. S. N. Wilson; Response, by J. W. Caldwell, retiring President; Inaugural Address, by D. E. Hunter, president elect, Superintendent Washington schools.

Thursday morning: Meet at High School building and spend the forenoon visiting the Lawrenceburg schools. Thursday afternoon: Session at the school house where the following exercises will take place: Improvisation on the Course of Study in our Public Schools, by David Graham, Superintendent Schools, Rushville; Discussion opened by H. B. Jacobs, Superintendent Schools, New Albany; Authors of Indiana, Ph. D.; Superintendent Schools, Cincinnati, Ohio; How may we know, and Meet the Intellectual wants of our Pupils? by Miss Anna L. Rice, Lawrenceburg, Ind. Discussion, opened by W. A. Bell, Indianapolis, Ind; Thursday evening: A. E. Hight, superintendent Vincennes University. Thursday evening: Session at the court house.

Exercises: Moral and Literary training in Public Schools, by John B. Peaslee, Ph. D.

Friday morning, Session at the High School. Exercises: How to interest Pupils in the study of Natural Sciences, by Clifton Scott, Superintendent Schools, Orleans; Special Work, by C. D. Bogart, Principal High School, Salem; Evening; Lawrenceburg; Discussion, opened by T. V. Dodd, Superintendent Madison Schools; Esthetic Education, by Henry H. Fick, Superintendent Drawing, Cincinnati Schools; Discussion, opened by George P. Brown, President Indiana Normal School.

Friday afternoon, Session at the High School. Exercises: Report of Committees and Election of Officers; The County Superintendent, His Work and Relation to the Teacher, by J. M. Wallace, Superintendent of Bartholomew County; Discussion, by H. B. Jacobs, Superintendent Schools, and Thomas Bogot, Superintendent Ripley County; The demand in the Hour in Educational Progress, by John Mickleborough, Principal Cincinnati Normal School; Literature, by Dr. W. T. Stott, President Franklin College.

Friday evening: Entertainment of Odd Fellows' Hall by the Miners Literary Society. Those who lead in discussion are requested not to prepare manuscript. The following roads will sell round trip tickets on presentation of orders, at the rates named: G. L. L. & Co.: one-cent fare; O. M., one and one-half fare. J. M. & L. connecting with O. M. at either Seymour or North Vernon at reduced fare. Enclose stamps to J. R. Trisler, Lawrenceburg, for orders. The White Water R. R. will sell round trip tickets at Cincinnati, Connersville and Brooksville at one and one-half fare. The L. N. & A. C. will sell at reduced rate, round trip tickets at points between New Albany and Greensville, to connect with O. M. & M. at Mitchell. The U. S. Mail Steamer will carry delegates at 85 round trip from Louisville.

Hitzfeld, Fitch, and Hunt's Hotels will entertain members at $1.00 per day. Boarding houses 60 to 75 cents per day. Teachers should notify Mr. C. D. Bogart, Chairman of Committee on Entertainment, as to the number coming. On arrival at Lawrenceburg they will report at the school building, and be assigned to accommodations.

The music will be rendered by the Lawrenceburg High School, under the direction of Prof. E. A. Roehrig, Superintendent of music in Lawrenceburg Schools.

J. R. Trisler, Chairman of the Executive Committee, urges teachers to arrange for their spring vacation at this time and all come.

EASTERN STATES

Wendell Phillips opposed a bill before the Massachusetts legislature for calisthenics, gymnastic and military drill in public schools, on the ground that "training every child for military service and inoculating him with military taste and longings is very properly and gravely objectionable to a large class of right thinking men."

EDUCATION ABROAD

In the discussions of the International Congress of Educators, at Brussels last Summer, a most animated debate in the general assembly was raised by the examination of the reciprocal service that might be rendered by schools to the army and by the army to general instruction. Most speakers were of opinion that some military exercises should be introduced into schools which might prepare boys for the service, and would instil the spirit of order and discipline, so indispensable in the army. The entire meeting was of one opinion about the encouragement to be given to the introduction of classes into co-operative societies, mutual benefit societies, societies for recreation, and the persuasive debate on the subject made manifest how indispensable they are.

The Minister of Public Instruction, Herr Von Putikammer, has announced his former decision to reform the gymnasiurn and realschulen (secondary schools), and is now forming a long and arduous project. The new university library at Halle, Prussia, has just been opened. It is built on the French system, and special precautions have been taken with regard to fire. It now contains 200,000 volumes, and is room for half a million. The cost of the building amounts to $100,000.
At the recent monthly meeting of the Glasgow School Board, it was reported that for the month ended December 31 the Board had expended $2,453 for the salaries of the teachers in attendance. Since 1875, the Board has erected 27 new schools and acquired 12 others, and arrangements have been made for the erection during the next two years of five new schools, which is estimated to cost $50,000. The Vienna Pedagogium (City Teachers' Seminary) has this year 355 students—the highest number yet reached during the thirteen years of its existence. The institution is under the able administration of Dr. F. Dittes, one of the most learned German educators and educational writers.

A return just published at Berlin shows that Prussia possesses 245 gymnasiums (classical secondary schools), with 73,279 pupils. Of that number, 51,969 are Protestants, 24,359 Roman Catholics, 9 dissenters, and 7,019 Jews. The preparatory classes of the gymnasiums have 10,631 pupils, of whom 8,402 are Protestants, 830 Roman Catholics, and 1,400 Jews. The gymnasiums employ 4,139 teachers. (All new in the gymnasiums to the 245 possessed in 1873, in which 3,991 pupils are taught by 284 teachers, and 106 realschulen (now classical secondary schools), with 1,846 teachers and 29,241 pupils. The total number of pupils (all boys) in secondary schools is therefore 117,710. The population of Prussia is 20,000,000.

Montenegro has a seminary for the training of priests, a higher female school, a seminary for the training of male teachers, two advanced elementary schools, and about 1000 elementary schools. A movement is on foot to establish several secondary schools for boys and a university. The population of Montenegro is about 200,000.

According to the latest report of the Minister of Public Instruction, Hungary has 171,157 elementary schools; 2,900 common schools have no schools at all. Of the 15,731 elementary schools, 2,51 state schools, 1,538 communal schools, 1,658 church schools, and 258 private schools. The number of children in attendance is 2,141,815, or 44.66 per cent. of the total population—13,566,199. Only 1,041,538 children of school age attend school, while 470,601 receive no school education. The number of elementsal schools has increased 53 to 192, and the number of students of the realschulen (now classical secondary schools), with 1,846 teachers and 29,241 pupils. The total number of pupils (all boys) in secondary schools is therefore 117,710. The population of Prussia is 20,000,000.

The observatory in the neighborhood of Nice, which is being erected at the expense of M. Bischofshim, is rapidly approaching completion. The great equatorial telescope is to be one of the largest in the world—perhaps the highest number yet reached during the thirteen years of its existence. The institution is under the able administration of Dr. F. Dittes, one of the most learned German educators and educational writers.

The endowment fund has been increased from $340,500, the original amount received from the sale of the land in the United States in 1876, to $340,500. Of this fund $355,000 is invested in Indiana State bonds bearing 5 per cent. $100,000 is in gold certificates for the payment of the salaries of the educational corps of the University. The fund is barely sufficient for the present wants.

The attendance of students is increasing rapidly, begetting a necessity for additional teachers and professional chairs.

From the President's report it appears that the whole number of students matriculated during the year was 205, classified as follows: In the College, 5 resident graduates, 2 seniors, 7 juniors, 11 sophomores, 22 freshmen, 36, elective, 8, total, 86. In the special schools: chemistry, 4; industrial art, 13; agriculture, 11; mechanics, 6, total, 34. In the academy, second year, 45; first year and irregular, 71; total, 117. Deducting students twice entered, there were in all 203. The number of students in attendance at the first year of the University (1874-75) was 64; the number the second year 93; the third, 122; the fourth, 199; the fifth, 203. The number enrolled the present term is 201 (some thirty more than in the Fall term of 1876), and the usual per centage of increase the next two years will give an annual enrollment of 230 to 230. For two years past Purdue has realized a larger attendance than the State. The present Faculty is constituted as follows: Emerson E. White, President and Professor of Political Economy. Intellectual Science, Rhetoric and English Literature; Harvey W. Wiley, Professor of Chemistry and Physics; David G. Herron, Professor of Mathematics; Langdon S. Thompson, Professor of Industrial Art; Charles L. Ingegnozzi, Professor of Agriculture and Horticulture; Robert W. Weier, Instructor in German Language; John A. Maxwell, Instructor in Latin and History; Charles R. Barnes, Instructor in Zoology, Botany and Geology; William F. N. Gross, Instructor in Mechanics and Forestry of the Mechanical and Agricultural Institute; Edna D. Baker, Associate Instructor in the Academy and Matron of the Ladies' Hall; Moses C. Stevens, Registrar and Librarian.

The School of Agriculture and Horticulture was opened in September, 1879, and what has since been accomplished is an assurance of its great success and usefulness in the future. It works includes 1 systematic and thorough instruction and training in agriculture and horticulture, and (2) well directed series of scientific experiments. In other words, it is both a school of instruction and training; and an experimental station. The course of instruction extends through three years, one hour each day, with accompanying work in the field, conservatory, etc. It includes lectures on breeds of horses, cattle, and swine, stock breeding, veterinary obstetrics, diseases of animals, etc.; dairy and market gardening, etc., land management, and agricultural economy, etc.; horticulture, floriculture, and green-house management, landscape gardening, etc.; entomology, meteorology, and agricultural chemistry. This is an outline of the special course. The regular or full agricultural course adds to these special courses in science, mathematics, industrial drawing, history and English.

The "Experimental Station" consists of a field of ten acres, carefully planned. These experiments were made, besides the apparatus furnished the Board by the United States Signal Service office, and other appliances for scientific experiment.

The means of illustration and practice in horticulture include the "Prince Conservatory," well filled with choice plants; the campus, with its lawns, trees and hedges; and the nursery and orchard. The conservatory is a donation by M. L. Prince, Esq., the Treasurer of the University. It is a neat structure, about fifty feet by twenty feet, with addition for boiler, fuel and potting purposes. It is heated with hot water and admirably ventilated.

The school for practical Training in Mechanics, was opened in October, 1879, with 50 students, the number which could then be accommodated in the shop at one time. The method of instruction and training adopted is what is known as the instruction or model method, devised at the Imperial Technical School of Moscow, Russia, and recently adopted in a number of technical schools in Europe, and also in the United States. Its purpose is not to teach special trades, but to teach the use of typical hand and machine tools for working in wood and iron, and the elementary principles which underlie the methods of the various trades and their interrelations for the apprentice system, which is fast disappearing. The workmen thus trained are prepared to enter the work-shop as journeymen with lower wages, and after a few months, they become skilled assistants and increase the total 35% of all sources were:

- Interest on endowment fund, $10,412 50
- State appropriations, 478, 1 71
- Current receipts of the University, 2,400
- Current income of the Farm, 2,453 27
- Received from the sale of stock, 1830 76
- Mr. Peirce's donation for greenhouse, 1,000 00

Total receipts, $55,047 61
THE SCHOOL ROOM.

CALL OUT THE BEST.

In your work of training the young, teacher, endeavor always to appeal to the best part of their natures. Strive never to awaken sordid motives, or to cherish the lower impulses which are, in greater or less degree, the inheritance of the fallen nature of us all. In urging your pupils to do well in their studies, to strive for a high rank in school, do not appeal to the mere desire to excel, to the vain and foolish wish to outrank others, still less to the base ambition to excite envy in the breasts of the less fortunate, or to rejoice in their humiliation. Sordid and selfish motives will play too large a part in the lives of these children as it is, let no word or act of yours encourage them. Try to cultivate noble and unselfish motives in your pupils. Urge them to do well, to study hard, that they may gain as much and their parents pleasure, that they may be better men and women for the effort, that they may make the best possible use of the talents which God has given them, that they may do much toward making the world wiser and better. In this way you will find you can call into play not only the best powers of the children’s minds, but also the noblest qualities of their hearts and souls. In this way you will gain an influence for good that no human power can measure, and only the Divine power can estimate and reward.

TEACHING WRITING.

Writing must be taught by its principles. The pupils should be made familiar with the analysis of the letters, also, their up or down strokes and curves, and by constant drill in these they can be made perfect in the art of writing. Before each exercise is put in the copy-books let the pupils practice it upon loose slips of paper. Leaving the stroke be made station, classes, by the whole school, the teacher keeping time audibly for them, one, two, or better, up, down, for the strokes, and right, left, for the curves, mentioning them in their proper order.

One of the most serious faults in teaching writing is the endeavor to make pupils write as much as possible like the copy in the book. If a child can learn to make the letters neatly and legibly, it is not of the slightest consequence whether they look like the copy or not. Children do not naturally write correctly. Their first efforts are rather comical, and their writing is often monstrous, but it can be modified by a change in his course of action. This faculty is not endowed, but also the noblest qualities of their hearts and souls. In this way you will gain an influence for good that no human power can measure, and only the Divine power can estimate and reward.

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Various occupations have been suggested to the teacher as a means of engaging the interest of the pupils during these leisure hours, such as reading aloud, reading, recitation, games, and sketching. But it is evident that the most valuable game is reading in modern history, investigations in experimental science, etc. But we would suggest another, rather easier than any we have mentioned, and likely to be of more advantage to them, playing chess. Besides, if the thing is impossible, for when the pupils leave school and undertake the business of life, their writing assumes distinctive characteristics, so distinctive that in a thousand men, all taught to write by the same copy-books, it would be hardly possible to find two whose handwritings were so similar that the one would be likely to be taken for the other. Teach children to practice writing outside of their copy-books, by copying short poems or articles, and by committing their thoughts to paper. They will be far more likely to take pleasure in their writing exercise in these instances, and will improve with tenfold more rapidity. [Here is an opportunity for a discussion. Ed.]

LOOK AHEAD.

Various occupations have been suggested to the teacher as a means of engaging the interest of the pupils during these leisure hours, such as reading aloud, reading, recitation, games, and sketching. But it is evident that the most valuable game is reading in modern history, investigations in experimental science, etc. But we would suggest another, rather easier than any we have mentioned, and likely to be of more advantage to them, playing chess. Besides, if the thing is impossible, for when the pupils leave school and undertake the business of life, their writing assumes distinctive characteristics, so distinctive that in a thousand men, all taught to write by the same copy-books, it would be hardly possible to find two whose handwritings were so similar that the one would be likely to be taken for the other. Teach children to practice writing outside of their copy-books, by copying short poems or articles, and by committing their thoughts to paper. They will be far more likely to take pleasure in their writing exercise in these instances, and will improve with tenfold more rapidity. [Here is an opportunity for a discussion. Ed.]

At the Breerne school, Napoleon lived in solitude, having no friendly relations with his pupils. The boys besought his name and called him "A la paille en nez."—Straw in the nose. In his letters to his mother, he is asking to be taken out of the school because he did not want to be the laughing-stock of a lot of boobies. He was once locked up on account of a quarrel with his companions. For a year he was a prisoner, and wrote a letter to the Governor of Corsica, who was the protector of his family, insisting on being withdrawn from the school. He was not a bad scholar. His behavior was good, and besides, he had marked aptitude for mathematics. He was a good student of geography and history, but could not be got to apply himself to Latin. His reading and studies, he was turned to the navy, but failing to get admission to it, he chose the artillery, and went to the school at the age of seven. When he left the school in Paris, he had his degree of doctor of law. In 1809, the following certificate to his espress was given him: "Respected and studious; prefers study to any sort of amusement; reads good authors with pleasure; is devoted to mathematics and geography; silent, a lover of solitude, and capable, moody, inclined to egotism, with a dangerous propensity for reply, prompt and severe, much self-loving, ambitious and very aspiring, this young man is worthy of protection." The two young men, Napoleon and Jung Bohling, show him as the student at the military school, the restless, plotting young lieutenant

dreaming of freeing his native land from the French yoke, going back and forth between the station of his regiment and hisCorsican home to stir up revolutionary agitation, and whiling away his tedious of garrison life by writing a history, a novel and a play. His character, in his formative period, was a simple indication of the strength afterward developed under the stimulus of a towering ambition and the favorable opportunities of the French revolution.
careful calculation of all future movements that you find so necessary all your game. This will enable you to avoid many mistakes, to guard against serious mishaps. Mastery over the pieces of the chess-board, will give you many a hint toward achieving mastery over the minds and wills of your pupils. When you can move flesh and blood figures as readily as you can the ivory ones, the good end of looking ahead has been accomplished.

**NATURAL HISTORY.**

**SOMETHING ABOUT THE SNOW.**

We have had abundant opportunity to study this natural phenomenon this winter, certainly, but probably our interests have not led us far into such research.

A few persons, except school boys, have any especial fondness for snow. It is like some other things, pleasanter to look at than to handle. For the purpose of sport, for which school boys exist, or would exist, if they could, snow may do well enough, but to the workers of the world it is a sad trial. It obstructs travel, it hinders trade, and in large amounts it puts a stop to all the machinery of the world—all the work, that is, in the northern and busy latitudes.

Some philosophers tell us that the destiny of this planet is a snow-covered ice-berg. They look forward to the time—only a few million years to come—when the whole globe shall be a frozen mass, wrapped in a winding sheet of snow.

But there is quite an interest and beauty in snow, considered as a natural phenomenon. In this season,

A VERY INTERESTING OBJECT LESSON might be made from it, especially if the teacher can have a microscope at hand to show the form of the snow flakes.

Calling attention to a cup upon his table, heaped full of snow, the teacher may ask some questions about it, as: Who can tell me anything about snow? Where is it found? What is it good for? Various and suggestive answers will be given to these questions. You will be told that snow is cold, white and light everywhere that it is good for snow-balling, skating, sleigh-riding, and, perhaps, to keep the earth warm through the winter. Then ask who can tell what snow is. Of course many can tell you it is frozen rain. Taking this fact as a text go on through the lesson.

Snow is frozen rain. When the air about the earth becomes very cold, the water-drops falling from the clouds are frozen coming down. When water is frozen in larger drops it falls in the form of hail. You may explain why it is that hail, which must be formed in a more intensely cold region than snow is, falls in summer rather than in winter.

THIS IS BECAUSE in the hot weather the warm air below, expanding, carries the clouds upward into a region where it is really much colder than in the part of the atmosphere where snow is generally formed. If a very cold current of air were allowed to pass through a room where the air is warm and damp, the moisture of the air would instantly congeal into snowflakes. A gentleman who visited Russia, tells how in a crowded assembly-room, where a pane of glass was broken, fine flakes of snow were found falling upon the heads and shoulders of the people present.

Snow is very light and white. Its lightness is caused by the fact that the very small drops of water in congealing, expand greatly, so that though with an extended surface, the snowflake really contains very little substance. Its extreme whiteness comes from the fact that it is formed of very minute particles, each of which reflects a ray of light. Ice, when powdered fine, becomes white also for the same reason.

But, though snow is very light, in large quantities, it has tremendous weight, which we may know by having seen it break roofs of houses. We have also read of the

DESTRUCTION CAUSED BY THE AVALANCHES, the sliding of large masses of snow down the mountain sides.

At certain heights above the sea, snow falls everywhere, but most heavily upon plains. This is because plains are colder than mountainous regions and wooded lands. Within the Arctic circle it is too cold to snow during the winter months, but during April, May and June, travelers tell us, snow falls every nine days out of ten. Who would spend his Mays and Junes in the Arctic regions if he could help it?

The form of snowflakes is very beautiful. Each one forms a regular six-pointed star, and the points or rays of the stars are of beautiful and various designs, no two in hundreds, perhaps, being alike. You have seen the surface of the snow sparkling in the sunlight, have you not, as though covered with small diamonds? This is caused by the thousands of many-sided points of these stars throwing back the rays of light falling upon them. In our climate the snow is so fine that the crystal form of the flakes cannot be seen without a microscope. In colder climates, however, the snow often falls in such large flakes that the outline of each can be distinctly seen.

IN THE ARCTIC REGIONS, snow is often seen of a red color. This strange phenomenon is differently accounted for. Some travelers have attributed it to a vegetable substance found on the snow, but it is now generally thought to be caused by the presence of innumerable little insects, resembling very small ants.

The snow is "carried off" as we say, that is, converted into water, by rain, or by the warmth of the sun. There is no doubt a constant evaporation from the snow also, independent of these direct influences. This is especially the case in towns where the warmth from the houses is felt largely in the atmosphere. This accounts, no doubt, for the mists that often hang over the snow, even where there has been no sunshine to soften it.

[The teacher is advised to examine some book of Northern travel, to prepare himself for this exercise, and to have a fund of interesting and illustrative anecdote concerning the snow in those regions to interest and instruct the little folks.]

**PRIMARY DEPARTMENT.**

**SCHOOLS AND HOUSES.**

Many mothers object very strongly to sending their little children to the public schools, and this for the very good reason that school life is so apt to rob a little one of that unconsciousness of self, which is one of the most pleasing traits of childhood. Little ones, after a few months in the school room, become self-conscious, and artificial in their manners. Their sweet natural simplicity seems gone, their ease of action and movement is lost, and they become either excessively awkward and embarrassed in company, or into a straight-jacket, or by the warmth of the sun. There is no doubt a constant evaporation from the snow also, independent of these direct influences. This is especially the case in towns where the warmth from the houses is felt largely in the atmosphere. This accounts, no doubt, for the mists that often hang over the snow, even where there has been no sunshine to soften it.

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THE NEW ULSTER.

There was a boy, I won't say who, That had an ulster spandy new; To make some calls. In all the land
I don't believe another boy Whose ever half so fitted and joy And honest pride, as Master Jack, With that new ulster on his back.

"There's one thing more I'd like," he said— "A tall black hat upon my head, Such as are worn by other men." I'm sure I should be happy then! He called on Auntie and her cousins; But I can hazes he had some dinosaurs Upon his list, where he would go—
To show his ulster, you must know. But, truth to tell, his courage fled (Jack is a bashful boy, 'tis said), And "Making calls is just a bore!" He murmured, ere an hour was o'er.

So home he went post-haste, you see, So tired of "being a man" was he. I'm glad I found him but a boy said, "A Scotch cap better fits my head!" Then what do you think did Master Jack? He threw his ulster off his elbow On his nice old gray coat, and—
And went with the other boys to play.

Are better than a tall black hat!"
—Our Little Ones.

GOOD READINGS.

CARLYLE.

Whoever undertakes to account for Thomas Carlyle as a curious phenomenon in modern literature must be prepared to face strange things and such as may offend. Carlyle is the most unconventional of writers, and the coquets and crockets of much of our modern, mental housekeeping ha transpired under feet rough shod. To analyze the mental and spiritual forces in his thirty volumes (not including many inepted specimens of his literary appreticeship) is impossible except in a volume.

Born of the strain of Scotland, 1795, and bred in the simple austerity of a godly Scotch home, with a father as upright and inflexible as Scotch granite; entered at Edinburgh University at 14, where he remained seven or eight years; intended for the Scotch Kirk, which he declined, because he felt that it was a swindle, and broke with his father; then to a Scotch schoolmaster, in company with that so sainete, Edward Irving; turned to literature for a living: and life-work, and for weary years neither paid nor recognized; happy with his wife. His son and able wife, whose moderate fortune raised him above want; resident in Germany, whose Goethe was his intimate; spending six years (1828-34) among Scotch hills in a solitary glen, but busy with.speculative essays; moved to Paris and to London, where, in a modest home, and in a free, unique life, he has spent his days with such tasks and fame as came to him—such are the main, visible facts of a life which has as large a place as any as a real factor in the nineteen century literature.

Carlyle's literary life divides itself by the date of the publication of John Sterling's Life, in 1831. The years before were his days of glory; his after-work has shown him in deterioration and eclipse. It must be noted, as a key to his early character, that he was born heir to that unctuous and stale of the French revolution which drove Englishmen like Leigh Hunt, Byron, Shelley, and a crowd of others to their novels ways and works in literature in and morals. Carlyle's blood was hot with the breath of a great age urgent to clarify and enoble itself through the new tool in untried realms of philosophy and thought. It was the best day of his life. He was the giant protagonist against that materialism which would make this world a sty for that indescribably curious brute called man.

Carlyle's first lasting work is his Sartor Resartus, and in them, Robert Burns, for example, the Scotch poet of an immortal memory in him, is put upon a new but stately throne, outranking Stuart and Hanover, which the democracy of literature, strong upon Carlyle, built with a craftsman's skill in the name of progress and humanity. It is there that which first actually introduced the German world of letters to Englishmen, these essays will be found to search with the true democratic temper into the depths of men and the made to appear as if the men and women of whom his party was not to be feared, his wares are heaped in indescribable confusion, and run to the panoramic and the chaotic of organized but scattered treasures; only his panoramas are alive with men and giants, and the scenery is as somber as the Stone of Scotland. Great riches in roof, hampers are his literary art.

It is too soon to say how far and how often this busy world, in days to come, will search in them for food and refreshment—Literary World.

The practical training afforded at H. B. Bryan's Chicago Business College is invaluable to young men. Nothing pays better.

A French paper gives a useful suggestion to persons who write very long letters, and sometimes find matter for a postscript which they cannot put into the letter. The suggestion is to write the postscript on the outside of the letter, together with the name of the addressee, and then fold the back of the letter, so that it may be put into the envelope, put the stamp across one of the laps, and then the whole of the smooth side is left for the postscript. If any system of short-hand is mutually understood the matter written can be passed from hand to hand without making any change in the address on the back, or folded side of the envelope, put the stamp across one of the laps, and then the whole of the smooth side is left for the postscript.