Congress has adjourned, leaving the Burnside Educational bill, sent down from the Senate, a waste screeed. This is a pity, as the House seemed favorable to it so far as it had been polled. Each Congress holds at least two annual sessions; and unfinished business carried over from the first session to the next can be taken up just where it was left. Not so in this case. The Congress that meets next December is an entirely different body before the law, and unfinished legislation of this year must be introduced de novo. It matters not that the last Senate passed the Burnside bill, except so far as that may dispose the new Senate to regard it favorably.

One of the ablest arguments made lately by the advocates of the retention of the Bible in the public schools is contained in this number of The Weekly, under the title, “Theology in the Public Schools.” Do not fail to read it. In another article, close by it, we repeat certain recent utterances of Bishop Spaulding, of Peoria, avowing that the Roman Catholic Church is not opposed to the public schools, or to compulsory taxation for school purposes, but at the same time deprecating the non-religious character of these schools and recommending the establishment of parochial institutions for the children of the faithful. On the one hand, these religious men are bitterly opposed to the reading of the Holy Scriptures, even without note or comment; the simplest method, certainly, of inculcating Christian morality and piety without sectarianism. On the other hand, we have one of the most liberal-minded of their clergy avowing in one breath that he is favorably disposed towards the public schools, and in the next urging his followers to make provisions to withdraw their children to church schools as soon as possible. The glaring inconsistency of these two lines of action would seem to be patent to the simplest intellect.

The most sanguine friend of the “act to provide for public elementary education in England and Wales,” which became a law in 1870, would not have predicted the remarkable success that has attended it. It decreed that “a sufficient amount of accommodation in public elementary schools for all the children resident in each school district” should be provided; that all children attending these schools whose parents were unable, from poverty, to pay anything toward their education, should be admitted free; and, finally, that the whole administration of the system should be placed under “school boards,” elected by the suffrages of all tax-payers, including women, and invested with plenary powers, among them that of compelling parents to send their children of ages from five to thirteen to school, or at least to give them the advantages of elementary education. Some idea of the marvelous development of these public schools during the past ten years may be derived from the following statistics: In London, in 1873, the attendance at the Board Schools was 30,853; in 1874, it was 62,347; in 1875, 89,748; in 1876, 109,957; in 1877, 138,373; in 1878, 159,114; in 1879, 182,486; and in 1880, 198,969. For this year the estimated attendance is 224,014. For all England and Wales the growth of the “board schools” has been still more remarkable. Whereas, in 1872 the number of schools under school boards was not more than 82, with an attendance of 11,388 pupils, the next year there were 520 such schools and almost eight times as many pupils, or 91,262. In 1876 the number of schools had increased to 1,790, of which 123 were in boroughs and 1,667 in rural districts; and in 1877 the school attendance at inspection was 11,221,363. Without doubt the compulsory section of the act accounts for a good deal of this rapid increase, but much of it is due to the real excellence of the schools, and a growing sentiment in the great body of the people in favor of popular instruction.

We remember attending a “teacher’s examination” some years ago, during which the superintendent asked the teachers “why they taught school?” Nearly all of them taught from a desire to do good, and one or two were honest enough to confess they wanted the money. To teach for the sake of doing good is noble, and there is no harm in working for money, provided you are willing to do your very best to earn your money. Whoever expects to teach school on “flowery beds of ease” might as well abandon the field at the outset. There is no need for a teacher to be eternally grumbling about small salaries, school committees, superintendents and unnecessary work. A teacher must make up her mind to work hard, and to be found fault with. She must not be over-sensitive. Let her conscientiously strive to do her work and let a worrying, trying to please everybody, spirit depart. Above all things, don’t be forever grumbling, accept the situation and extract all the sunshine and sweetness out of it you can. We believe there is much enjoyment in plain, prosaic school teaching, and we speak what we know. We remember, and smile at it now, though we felt terribly at the time, when in our early teaching the bright little boy of a certain minister artlessly told us that his father said he might as well stay at home, for he didn't learn anything.” Fathers and mothers are quite apt to express their opinion in a way that you will hear of if you happen to cross John or Susan, but this is only the bitter with the sweet. There are parents who appre-
ciate your earnest work; school committees are better than they seem; superintendents don't believe in over-much praise and nobody ever has salary enough. You are sowing seed that shall ripen into grand men and women if you are doing the best you can, working cheerfully, and not continually grumbling at your salary, the lack of appreciation, and your social standing. Dignify your labor. Be lady-like, gentle and patient. If you are not naturally all these, rest not till you have overcome. Above all, be in earnest in your work, then, although you did not love it at first, you will soon see what a fascination there is even in such a common-place thing as teaching school.

Our Indianapolis correspondent informs us that down to Friday nothing definite had resulted from the proposed school legislation of the winter. The legislature has before it a codified draft of the school laws of years passed, containing among other things some few not very important amendments, yet calculated to reduce taxation for school purposes to a still lower limit than the present minimum, which experience has shown is so low that in many places it is impossible to maintain schools to accommodate even the usual school attendance and pay teachers sufficient salaries to retain them any longer than circumstances force them to remain. One of the best of the proposed amendments is designed to raise the standard of qualifications required of candidates for teachers' licenses. It is proposed to make county licenses run one, two, and three years. A professional license may be granted by the county superintendent, under prescript of the State Board, good anywhere in the State for eight years. The compulsory bill has been engrossed in the House. Its friends say that it is likely to become a law, while the opposition are almost as confident that it is doomed to defeat. Unless an extra session is called, which will be settled probably before this goes to press, there is little prospect of any of this legislation being brought to maturity. Since the above was written, the legislature has adjourned, leaving all the above bills in the waste basket.

DOCTOR McCOSH ON DEVELOPMENT.

Dr. McCosh, in his recent Monday lecture, at Boston, Mass., on the "Nature of Development," said, "The account of the progressive nature of creation as Genesis, is in accordance with science. This has been shown satisfactorily by the three men on this continent best entitled to speak on the scientific question, Prof. Dana, of Yale, Prof. Dawso, of Montreal, and Prof. Guyot, of Princeton. It can be shown that it is equally consistent with development, as revealed by recent science. There are two accounts of the creation of man. One is in Gen. chap. i. There is council and design. "Let us make man in our own image." This applies to his soul or higher nature. The other account is in chap. ii. 7: 'And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life, and he became a living soul.' This is man's organic body. We have a supplement to this in Ps. cxxxix., 15: 'My substance was not hid from thee when I was made in secret and curiously wrought in the lowest parts of the earth. Thine eyes did see my substance, being yet imperfect, and in thy book all my members were written, which in continuance were fashioned when as yet there was none of them.' This passage used to be quoted by Agassiz. This is my creed as to man's bodily organism. I so far understand what is said. Man is made of the earth. There is a curious preparatory process hinted at; a process and a progress being on, I know not how long; and all is the work of God and written in God's book. I understand this, and yet I do not understand it. Socrates said of the philosophy of Heraclitus that what he understood was so good that he was sure the rest would also be good if he understood it. So say I of this passage. I so far understand it, and get glorious glimpses of a divinely ordained process; and yet I do not understand it, for it carries me into the secret things which belong unto the Lord our God. I affirm with confidence that there is not in the geological or biological science any truth even apparently inconsistent with this statement." We make no apology for quoting so freely from Dr. McCosh's own words, for they have the ring of the true metal, and in these days of so-called liberal views, which many carry to the extent of broad materialism, it behooves all who have love for the old faith to know that its foundations were laid by a master-builder, and that there is none other foundation laid than that is laid.

A PAINSTAKING CRITIC.

Mr. M. W. Smith, of the Hughes High School, Cincinnati, has made a painstaking analysis of two recently issued First Readers, the names of which are not given. His results are interesting, although they cannot be said to include the chief points which constitute the school value of a First Reader. This value depends much upon the method used in teaching. Thus, if the sound method is used, some one frequent vowel, as, for example, a short, should be solely used on the first pages, in words like at, cat, mat, fat, rat, an, man, pan, can, etc., to allow the child to soon gain an idea of how letters stand for sounds from the paper, board or slate, the words that the sounds sound uttered by the mouth; and, so, how letters are meant to stand for sounds. In this method the names of the letters are rarely used. Their powers and uses are seen sooner and better by merely using their sounds.

Mr. Smith found 666 different words composing the vocabulary of the First Reader examined, but of these 140 are not used in the text and 268 are not used in it under the spelling headings in which they are given; 224 are used in the text without appearing in the spelling columns. He found four abbreviations. Mr., Mrs., won't and it's. [Query: Is it not an abbreviation simply, or is it not rather a distinct word?] The letter o occurs in only four words; the letter a only in fox and six; e only in base, and g in no word.

The other book has a vocabulary of 634 words, all used in the text, and immediately after being placed at the head of the lesson, and only eleven are thus placed twice. It gives for abbreviations: I've, isn't, didn't, don't, o occurs only in ten words; a in box, fox and next; e in lazy, and g in quiet.

The writer makes some good and true remarks on the perfect elocution of a child's natural voice; on the abusing and spoiling of the voice in the school, and on the futile attempts to restore it by the special elocutionary exercises commonly given in Third and Fourth Readers, and the ineffectual attempts by teachers to use them. The plain thing to do is to give the child nothing unfamiliar or non-understandable to read, and to avoid letter-naming, oral spelling, and all the stumbling blocks that lead to hesitations and to unnatural or forced tones.

The writer is the better able to appreciate the amount of patient counting involved in Mr. Smith's statistics, from having
twice counted a thousand letters, and then 1,000 sounds in pas-
sages of ordinary reading matter; and then counting and marking
each over again—the one twenty-six times, to get the comparative
number of times of each letter's occurrence, and the other forty-
two times, to get the number for each of thirty-six sounds and
six diphthongs, [ch, j, i, oi, ow, ew.] It is not a trifling job to
give these out so correctly as to make the exact thousand on
adding up. The reason for taking 1,000 is that the number
that comes out for each letter shows its percentage of frequency
in our written language, while the number for each sound shows
the percentage of frequency of each sound in the spoken lan-
guage. The investigation was part of the preparatory work for
adapting the French method of stenographic dictee for English
primary schools, by using homographic characters adapted to
conveniently and clearly show the pronunciation of all English
words, with the fewest possible and most easily traced signs con-
sistent with entire distinctness. I will some day copy these
tables for THE WEEKLY, where they may be useful for study and
reference. They show some of the alphabetic features of our
language in a striking light.

A "SCIENTIFIC" OPPONENT OF OUR PUBLIC
SCHOOLS.

The weakness of the arguments of the opponents of our
public schools, who claim to base their opposition on scientific
principles, is no less obvious than the prejudices of the religious
enemies of the system. Neither of these classes of objectors
is willing to be put down as a positive opponent of these
schools; they admit their usefulness to the extent that they may
be needed to guard the existence of government, or to render
the citizen a conservative factor in society. The most of these
critics, however, like a writer in Popular Science for March (H.
H. Wilson,) carry their arguments to an extent that discloses
their animus to the public school system itself, instead of being
confined to an extravagant extension of it, or to some of its
doubtful methods—the close-graded system, for instance. Mr.
Wilson sets out by showing the tendency to enlarge the sphere
of state instruction to include technical branches and profes-
sions. Few will dispute with him on the point that the state
shall teach "those things that will enable the rising generation
to perform intelligently their functions as citizens," and there
are very many friends of public instruction who would limit its
advantages to a thorough English education, so that the writer
is not alone in his strictures on this point. But he quickly
diverges from this view, and proceeds to the discussion of the
broad question as to the ability of the state to educate more
efficiently than the individual, sustaining the negative by a re-
markable course of argument. He contends that the public
school system is necessarily one of homogeneity, in which no
room exists for the healthy development of individuality, and
that the people of China, Germany, and France, long under this
system, furnish in their national peculiarities fatal illustrations
of the evils of public instruction.

China, says Mr. Wilson, was reduced to her present condition
by a most rigorous system of state education; Germany has a
most unyielding system, which is fast reducing the German mind
to a mere repository of facts and figures. Under the French
system France has made rapid strides toward that condition in
which China has so long remained. America has not entirely
escaped the dwarving influence of such a system, which the
writer believes has a tendency to unfit men for the practical
affairs of life. And again, he says: It is the tendency of state
education to make all intellectually alike—to crush genius and
enthrone mediocrity. Singling out Buckle, Spencer and Mill as
particular examples of those exempt from public school instruc-
tion, and instancing Franklin, Greeley, and Lincoln as men who
had little or no public school education, he leads the reader to
infer that these distinguished men, were saved from obscurity
solely on account of their absence from the public schools. If
such discrimination is to be made a test of the value of these
schools, Mr. Wilson's argument could easily be turned against
him by the citation of numerous cases of distinguished gradu-
ates of the public schools, and by conspicuous instances of
moral and mental failure on the part of ignorant members of
society who have not enjoyed such advantages. But even this
opponent would "not have the whole system of state education
destroyed at one fell swoop, which might prove too great a shock
for the ever frail structure of society;" though if the results of its
continuance are likely to be as shocking as his imagination pic-
tures, it would be wisdom for the people of the United States to
wipe out the whole dangerous structure at one blow. Such a
demoralizing feature of society as is here depicted should not
be tolerated for a moment longer than the weapons can be found
to knock out its underpinning:

"For the conclusion, however unpalatable it may be, is forced
upon us, that the perfection of our system of State education
implies the destruction of individuality, and that the destruction
of individuality means social, political, intellectual stagnation,
the last symptom of that fatal disease to which China long ago
fell a victim, which is even now gnawing at the vitals of France
and Germany, and of whose insidious approach America may
well beware."

As the writer furnishes no basis for a scientific comparison
between the educational systems in vogue in the foreign coun-
tries mentioned, he gives the reader no opportunity for compar-
between them and that of the United States. It would be
interesting to know in what respect Chinese and American
schools so closely resemble each other, that there is danger of
Americans finally graduating as Chinamen, or approximating to
their intellectual and moral condition? Is there nothing dis-
tinctive in the races, in the forms of government, or in the re-
ligions, habits and customs of the two powers, aside from their
public schools, to account for the national peculiarities? Is the
science of public instruction the same in Germany and France
as in America, and do governmental systems play no part in
forming the character of a people? With all her great learning
and her many brilliant intellects and men of genius, Germany
has always labored under a severe system of government repres-
sion, which has crippled and chained the faculties of her people
and limited the possibilities of her progress. Can any liberal
or scientific system of instruction exist under such circum-
stances? Have we any basis for comparing the school systems
of the two countries, or grounds for the fear that the people of
the United States are in danger of falling into the intellectual
condition of Germany, whatever that may be?

The public schools of the United States combine a system
that is sui generis—a product of our own soil and free institu-
tions. To say that it is perfect in its character or complete in
its results would be foolish. It is yet in its infancy—it is to be
tested, as are all other features of our government, by the strain
of actual experiment. If its opponents would define explicitly
its weak points, they would confer a favor upon the public. But
when, like Richard Grant White, they ridicule the schools, or like Mr. Wilson, launch indiscriminate censure upon them, they only air their prejudices, without good results. There are fair grounds of criticism as to the methods and routine of teaching, which are always welcome to the friends of education.

Judged by our admitted progress in scientific pursuits, in art, and in national advancement, our public schools have not, so far, proved a total failure, neither have they rendered our national character so stupid in its homogeneity as to endanger our individual diversities, or lead any class of our people to become infatuated with Chinese systems or theories.

THEOLOGY IN THE PUBLIC SCHOOL.

There is an article in the last North American Review, by Bishop A. C. Coxe, on "Theology in the Public Schools," which is really a plea for the retention of the Bible in these schools. After saying that there is no feature of American civilization that more deeply impresses the stranger, who brings with him the mind of a statesman, than that of our religion, that he expects from our reputation abroad for intelligence, energy, and indomitable pluck, to see us working out the improvement of society and the embellishment of our domestic life, but rather expects to find us trying the hazardous experiment of living without State support for our religious wants, and leaving the supply of such wants, even in new territories, to the caprices of a rude colony of pioneers, he goes on to say: "what he actually does behold, even in the recent wilderness to which the Sierras of Nevada furnish a backbone, is, therefore, the occasion of surprise, and not less of reflection and inquiry. In short, he finds everywhere the glistening spire, and, amid evidences of the most elementary social state, he rarely fails to discover some provision for the worship of God."

Speaking of the spirit of American sectarianism, he does justice to it, something which is very rarely found in utterances on this topic. He says: "Every Christian wishes to maintain a specific Christianity, and is willing to pay largely for his personal views and tenets. Hence, a pretty village will build here a dozen temples and strive to support them all. The waste is immense in the view of the economist, but it proves what I am now referring to, the deep and earnest religious element in our social estate. Christianity as such, they all agree, or nearly all, to be fairly represented by their neighbors, so far as seems absolutely necessary to future happiness; but, for the very essence and kernel of Christianity also, each is willing to tax himself."

"The stranger finds here no armed police; yet, everywhere he finds a prevailing respect for, and obedience to law. The history of our people explains all this. Our forefathers were in their various kinds, earnest Christians. The grand republic, of which they laid the foundations, had its origin in religious convictions. They have bequeathed this religious sentiment to the progeny, along with the civilization which they created. And the conviction is deep among all the thinking classes in our country, that when our Christianity disappears, our national estate must perish with it."

But if sectarianism is prevalent in the United States, Bishop Coxe has the knowledge and judgment to make plain the fact which robs it of its old-world virus and leaves it, as it is in many respects, a wholesome, stimulating, and to some degree purifying element of the religious life of this country — the analogue in our religious polity of rational party discussions and divisions in politics. He says: "Now, there is another peculiarity about this national Christianity, such as it is: with all its sharply cut and defined sectarianism, it is exceedingly tolerant, or, rather, practically good-natured. And the secret of this, apart from the excellent common sense of our people, is their general acceptance of one book, as their common inheritance, and as the word of God. If ever, by any occurrence, the American people should so far disagree about this book as to provide themselves, each church and sect with a set of several bibles, the elements of social discord would soon be introduced, which thus far have been happily unknown. The enormous value to a people, to a race, to a world of English-speaking humanity, of such a common bond as they now possess in their hereditary Bible, must be felt by every reflecting mind. In presence of an immense audience, in Paris, after an argument of overwhelming eloquence and logical force, I once heard Father Loyson attribute the vast superiority of the people "beyond the channel," in all that makes freedom a possibility and a lasting possession, to their knowledge of a bible in a vulgar tongue, in which, from the queen, to the plowman, the whole population are more or less instructed; "so that its old Shemitic proverbs and formulas of thought and expression are absorbed into the habits of the race; even infidelity and and unbelief unconsciously borrowing its felicitous idioms in the endeavor to turn their point and beauty against the source from which they were derived." I have heard Dr. Newman, in his efforts to talk like an Italian, inadvertently clothing an assault upon the religion of his better days in a quotation from the common English Bible, from which he had long attempted to extricate himself by picking up his parvenu acquaintance with the wretched and hobbiling version of Douai.

And now, let me remark that the question of "Theology in the Public Schools," resolves itself into this: Shall such a venerable and priceless possession of the English-speaking world be ignominiously thrown out of the schools, after the experience of two hundred and fifty years, during which, with two exceptions, Americans, one and all, have received it as part of their education, and laid their hands upon it reverently in all transactions requiring the confirmation of an oath? It is not a question of bringing in, but of thrusting out; and who are they who would thus deprive the children of the future of an element in their education, such as long experience has proved essential to the social fabric, and, personally, to the formation of the citizen capable of rational and regulated freedom? We find the only opposition to the old order of American education, almost the only opposition which creates any difficulty of a practical sort, coming from those who are opposed to freedom itself, and who make no secret of their disposition, not to thrust their opinions from the schools, but to provide always that it be the theology of Pio Nono and his "Syllabus." In one of the public schools of the State of New York, which I visited in the discharge of my duties and the exercise of my rights as a citizen, I found the whole course of instruction controlled by theological ideas of this sort, and managed by nuns, wearing the dress and trinkets of their order. It is from such a source, primarily and principally, that we find the most emphatic protest against the Bible in our public schools. With the exception thus indicated, it may safely be said that no one in America dreams of introducing dogmatic theology into these schools. The practical wisdom of our Christian civilization consents to this as a condition of social existence forced upon us by Divine Providence.

Each religious sect, content with supplying, by other instrumentalities, such instruction in his own tenets as he feels bound to impart to children. The same practical instinct recognizes the advantage of having all children educated in the knowledge of the Bible, apart from dogma, as the surest foundation not only of good moral character, but also of a familiar acquaintance with the English elements.

The Bible, as a classic and as the base of all our social and moral ideas, and not, in any sense, as the text-book of a formal creed, is thus honored and accepted among us. Nobody who claims an English education can be ignorant of this book; it is the corner-stone of our language and literature; and as I have...
said, the question is not about bringing it in, as a novel and untriend experiment, but about thrusting it out in disgrace, after centuries of happy experience of its importance. Possession gives us nine points in our favor, and feeble indeed must be the popular mind and conscience, if it permits such an ejection to be resisted against it, at the demand of a comparatively small and intolerant minority.

Just here, an aggressive infidelity comes to the aid of bigoted intolerance, and sets up a plea for this minority, as a plea for the American Constitution. A single citizen, it argues, outweighs the whole residue of the people, if he appeals to the constitution and to the majority, he lost his cause out of a religious book. The Bible, therefore, must be expelled from the schools.

But the Constitution of the United States has its origin in the practical wants of a Christian civilization. It may be changed when a majority of the people becomes Mormon, Mohammedan, or Confucian; but, while it lasts, it must reflect the spirit of that civilization which created it and which it was created to protect this exercise. But then, not to furnish children with an oath recognizes the common law mode of administering an oath, in the States, protected in so doing, because the same instrument says nothing about the English language, but that it is implied rather than expressed. The To the disciple of Pius the Ninth we oppose a like consideration against any attempt to teach his children out of a religious establishment, or the rights of the church. They are treated as affecting the essential interests of civil society.

If all this be law, municipal law and organic law, surely the quiet Christians, who, in addition to tax-paying, yield such voluntary tribute to the State as I have instanced, by supporting the institutions of religion, ought to have their stand upon the laws and insist upon the rights of children to learn the elements of Christianity in the public schools, to found some acquaintance with the Bible. To this purpose the Supreme Court of Pennsylvania speaks pungently when it asserts the emptiness of an oath upon a discreditably book. Discredit and eject that book, and you "strike at the root of civil government." But here and there a tax-payer sets up a grievance. It may be well to remember that those same citizens as we deal with those excellent citizens, the Quakers. We do not abolish the militia, nor exempt them from supporting by their taxes an institution which is required by the public good; but we do exempt them from bearing arms. Let all children whose parents object to their presence when the Bible is read, be excused from attendance at this exercise. But then, not to furnish children with a play-skill on such professions of grievance, let the same children, for an equal time, be exercised in the reading and hearing of the National and State constitutions, and sundry municipal laws.

There are some who will never be satisfied with slight concessions, it is true. Must we overthrow the whole fabric of our laws to please them?

To the disciple of Pius the Ninth we oppose a like consideration, based upon the free civilization of American Christianity. The law secures us in the right and duty of teaching the children of the republic the fundamental morality of the Bible, as a rule of conduct. When he declares, "But all this will conflict with the syllabus, by which we are bound to instruct our children," we can only reply, the syllabus is not in any way bound to respect, because "the morality of the country is not ingrained upon the doctrines of that instrument." If the Bible, as read in our schools, conflicts with your syllabus, so does the constitution of the State and that of the nation; and if you send your children to the public schools we shall teach them the constitutions, and you must pay your taxes. You can set up schools of your own, and teach the morals of the syllabus, and of St. Alphonso da Liguori, destructive as they are of all the principles of American citizenship. You will be protected in so doing, because other children are taught to respect your rights under the constitution. It is no hardship that you should be taxed to support schools which thus define and defend the morality of the American free and cruel assailants of society, as organized to preserve and perpetuate it.

The spirit of Romanism is not changed, but the letter of its law has essentially changed the relation of all Romanists to free States since the publication of the syllabus of the late Pope, in connection with his assumption of infallibility. We might differ dogmatically with the late Archbishop Carroll, of Baltimore, or with the good old Cheverus of Boston; but they were nurtured in those Gallican maxims, of which Bossuet was the great expounder, and under which they sheltered themselves in conformity to the free laws of America. They were good citizens. But it is the misfortune of the present generation of American Romanists that their foreign oracle has compelled them to choose between being poor citizens and God Papists. If we teach our children the American constitution and that of our State in our public schools, they are spoiled as Romanists. For example, we teach them (1) the liberty of the press; (2) liberty of conscience and of worship; (3) liberty of speech; (4) the power of the State to define civil rights of ecclesiastics; (5) that the church may employ force; (6) that the civil law must prevail over Papal laws; (7) that the free exercise of religions ought to prevail in all countries; (8) that civil marriages are valid; (9) that the domain of morals may be treated apart from the decrees of pontiffs, and (10) that civil duty and allegiance may be taught and treated with a similar freedom. We teach all these things directly, or indirectly, in expounding the American constitution and the principles on which it rests. Should any American complain? Yet, in the creed of the

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Let me refer, in a less particular manner, to the splendid argument of Webster, in the "Girard case." "Christianity," says the Supreme Court of Pennsylvania, with evident reference to its moral and social system only, "is part of the common law of this State. Its foundations are broad and strong and deep, are laid in the authority, the interests, and the affections of the people. Waiving all questions of hereafter, it is the purest system of morality, the firmest auxiliary, and only stable support of all human laws. It is impossible to administer the laws without taking scripture as their basis. An oath, in the common form, on a disputed book, would be a most idle ceremony.

And, to the like purpose, it will suffice to quote Chief Justice Kent, as to the State of New York. "Christianity, in its enlarged sense, as a religion revealed and taught in the Bible, is not unknown to our law. The statute for preventing immorality, consecrates the first day of the week as holy time and considers them to choose between being Christians and the Quakers. We do not abolish the militia, nor exempt them from supporting by their taxes an institution which is required by the public good; but we do exempt them from bearing arms. Let all children whose parents object to their presence when the Bible is read, be excused from attendance at this exercise. But then, not to furnish children with a play-skill on such professions of grievance, let the same children, for an equal time, be exercised in the reading and hearing of the National and State constitutions, and sundry municipal laws.

There are some who will never be satisfied with slight concessions, it is true. Must we overthrow the whole fabric of our laws to please them?

To the disciple of Pius the Ninth we oppose a like consideration, based upon the free civilization of American Christianity. The law secures us in the right and duty of teaching the children of the republic the fundamental morality of the Bible, as a rule of conduct. When he declares, "But all this will conflict with the syllabus, by which we are bound to instruct our children," we can only reply, the syllabus is not in any way bound to respect, because "the morality of the country is not ingrained upon the doctrines of that instrument." If the Bible, as read in our schools, conflicts with your syllabus, so does the constitution of the State and that of the nation; and if you send your children to the public schools we shall teach them the constitutions, and you must pay your taxes. You can set up schools of your own, and teach the morals of the syllabus, and of St. Alphonso da Liguori, destructive as they are of all the principles of American citizenship. You will be protected in so doing, because other children are taught to respect your rights under the constitution. It is no hardship that you should be taxed to support schools which thus define and defend the morality of the American free and cruel assailants of society, as organized to preserve and perpetuate it.

The spirit of Romanism is not changed, but the letter of its law has essentially changed the relation of all Romanists to free States since the publication of the syllabus of the late Pope, in connection with his assumption of infallibility. We might differ dogmatically with the late Archbishop Carroll, of Baltimore, or with the good old Cheverus of Boston; but they were nurtured in those Gallican maxims, of which Bossuet was the great expounder, and under which they sheltered themselves in conformity to the free laws of America. They were good citizens. But it is the misfortune of the present generation of American Romanists that their foreign oracle has compelled them to choose between being poor citizens and God Papists. If we teach our children the American constitution and that of our State in our public schools, they are spoiled as Romanists. For example, we teach them (1) the liberty of the press; (2) liberty of conscience and of worship; (3) liberty of speech; (4) the power of the State to define civil rights of ecclesiastics; (5) that the church may employ force; (6) that the civil law must prevail over Papal laws; (7) that the free exercise of religions ought to prevail in all countries; (8) that civil marriages are valid; (9) that the domain of morals may be treated apart from the decrees of pontiffs, and (10) that civil duty and allegiance may be taught and treated with a similar freedom. We teach all these things directly, or indirectly, in expounding the American constitution and the principles on which it rests. Should any American complain? Yet, in the creed of the

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Let me refer, in a less particular manner, to the splendid argument of Webster, in the "Girard case." "Christianity," says the Supreme Court of Pennsylvania, with evident reference to its moral and social system only, "is part of the common law of this State. Its foundations are broad and strong and deep, are laid in the authority, the interests, and the affections of the people. Waiving all questions of hereafter, it is the purest system of morality, the firmest auxiliary, and only stable support of all human laws. It is impossible to administer the laws without taking scripture as their basis. An oath, in the common form, on a disputed book, would be a most idle ceremony.

And, to the like purpose, it will suffice to quote Chief Justice Kent, as to the State of New York. "Christianity, in its enlarged sense, as a religion revealed and taught in the Bible, is not unknown to our law. The statute for preventing immorality, consecrates the first day of the week as holy time and considers the violation of it as immoral. The act concerning oaths uses the common law mode of administering an oath, by laying the hand on and kissing the Gospels." And in the same connection, he says: "Whatever strikes at the root of Christianity, tends manifestly to the dissolution of civil government." Again: "Blasphemy, according to the most precise definitions, consists in maliciously reviling God or religion," reviling Christianity through its author. Such offenses have never been held independent of any religious establishment, or the rights of the church. They are treated as affecting the essential interests of civil society."
Papists, every one of these principles is condemned by infallible authority, and nobody can maintain them without peril of salvation. Is it just that we should be called upon to turn the constitution out of our public schools in deference to our Romish fellow-citizens and their scruples? Why not? If every reading book must be purged of the parables of our Lord, and if, because such citizens object, no pupil may be allowed to know anything about the book on which he may be called to swear in a court of justice, where are we to stop? Where shall we draw the line? For a hundred years of American freedom the Bible and its maxims have been honored, and, in some degree, taught in our public schools. Who is the worse for it? Certainly not the better system.

They teach that no Romish State ought even to tolerate us in a reverse of circumstances. Obviously, as soon as the majority of the Church schools as now conducted. He does not begin to act upon the principles of the syllabus. In short, we take our stand upon this rule: That no good citizen can object to our schools on the ground of a simple and elementary use of the Scripture, and the inculcation of Scriptural morality, which has always been a feature of public school instruction in this State. The citizen who objects must furnish a better system, to prepare the young for their moral duties and their civil rights under a free constitution. When this better system is accepted by a majority of our people it will doubtless be introduced. Till then—nulla sumatur: We see no reason for changing our institutions to suit the views and scruples of those who accept a foreign despot as the master of their consciences.

BISHOP SPALDING ON SCHOOLS AND TEMPERANCE.

In the Lenten circular of Bishop Spalding, of Peoria, Ill., to the clergy, the doctrine of the Catholic church in relation to public education is stated at length. We give the conclusion of the bishop's argument:

"Now, the Church, speaking through the Sovereign Pontiff and the Bishops of the Catholic world, declares to-day, as it has always declared, that, since man has a religious destiny, a system of education which excludes the teaching of religious truth and morality is based upon false principles, and must in the long run undermine society itself, which rests upon a religious foundation.

We are not opposed to universal education, or to free education, or to taxation for schools, or to compulsory education, or to methods and contrivances of whatever kind by which knowledge and enlightenment may be diffused through the masses of the people. In this direction Catholics are willing and anxious to go as far as others; but they are opposed, necessarily and unalterably opposed, to any and all systems of education which either ignore or exclude religious knowledge."

Bishop Spalding is more temperate and reasonable in his statements in regard to the public schools than some of his colleagues in the church have been, and it seems to us wisely so, when we reflect that thousands of Catholic children in his own and other dioceses are constantly indebted to the public school system for their education, which better meets their needs than the majority of the Church schools as now conducted. He does not intimate that the absence of religious teaching in the common schools is the result of a Protestant conspiracy against Catholicism. On the contrary, he says:

"I am not blind to the fact that the originators of the public school system of this country not only had no religious intention, but were for the most part profoundly convinced of the truth of Christianity. The purely secular character of the public schools is the result of circumstances, and not of a deliberate purpose; and its justification is sought for on grounds of expediency and not in principle."

The Catholic clergy are urged to establish parochial schools for the religious as well as the secular education of their youth, and the circular also earnestly presents the evils of intemperance, setting forth in vivid language its terrible results, concluding with the positive prohibition of the sale of intoxicating liquors of whatever kind at church or school entertainments.

A DAILY NORMAL SCHOOL.

A daily normal school was opened in Newark, N. J., in September, 1879, under the auspices of City Superintendent Barringer, to which only graduates of the High School are admitted. There are two departments. We quote from the Sunday Call:

The theoretical department is presided over by Miss Jane B. Johnson, formerly of Welles College, New York State. The practical department is the primary school, or city training school, of which Mr. William M. Griffin is principal. Miss Johnson teaches the young ladies mental and moral philosophy, to train them to think and give them analytical minds, also the theory of teaching. In addition they are taught composition, drawing, reading, music, and the principles of philosophy of education. These lectures have thus far been delivered once a week by Superintendent Barringer. The pupils have charge of the lowest class in the primary school, and also the class next above it, and thus save the city about $1,000 a year that would otherwise be paid to two teachers. At first each of these two classes is cared for by two young ladies, one of whom attends to the discipline while the other teaches. Afterward the ladies are left in charge alone a week at a time. In this way they obtain considerable experience in actual teaching. But this is not all the practice they receive. While not teaching in the two lower classes the Normal School pupils are sent into the five other class-rooms of the primary school to observe the regular teachers. They make notes of what they see and hear, and at the close of the session ask questions of the teachers. On an average each of these five classes is also given up for a half a whole day every week to a Normal School pupil, the teacher remaining in the room or returning occasionally to observe the novice. When the session is over or during recess the pupil and teacher meet, and the latter makes him acquainted with what the novices may need in the future.

"If it can give, perhaps, a clearer idea of our system," said Principal Griffin to the reporter, "by reading to you the record of one of the pupils' work since the beginning of the school year last September." Then he opened a book containing a register of the pupils, with marks opposite each name, showing how they had been engaged. "Here is Miss Bailey, for instance," he continued. "At first she observed in a boys' class one hour each day for the same purpose. The eighth week she is in the normal class all the time. The third week she assisted another pupil in taking charge of the lowest class in the primary school. Having thus lost a whole week she passed the fourth and fifth weeks in the normal class to catch up in her studies. You will remember she observed at first in a boys' class. Now she goes to a girls' class and observes one hour each day for a week, and the next week, which is the seventh, she goes to a class of boys and girls one hour a day for the same purpose. The eighth week she is again in the boys' class one hour a day, and the ninth in the girls' class for the same length of time, each week observing the teacher. Having once been an assistant in teaching, she now takes the control of a class; and the last time she now studies five weeks in the normal class. There is one more week in the term, and this she spends in observing a regular teacher in a boys' class. Now we come to the new term. She observes one hour a day in a girls' class and teaches the class one day, the regular teacher passing through the room and afterwards criticizing. The second week she observes one hour in the lowest class; the third, observes one hour a day in a boys' class and teaches one-half a day. This is as far as the record goes this term. A record is made out for a
whole term of what the pupils do, and the next term they teach and observe more or less, as the needs of each may require." At the end of the year it is not the record alone that decides the fate of the pupil. Miss Johnson, Mr. Griffin and the teachers of the primary school meet as a faculty and declare by vote whether a pupil is a good disciplinarian or instructor. This testimony, along with her written record, decides whether or not she shall be recommended for a teacher.

Two difficulties are met with in carrying out the Normal School system. They will probably suggest themselves to readers. The first is the effect upon the children of giving up the primary classes to the care of young ladies who are still learning the art of the primary school. They acquire proficiency in instructing the young. Teachers will appreciate this, for they know how difficult it is to reduce their pupils to order or bring them up to a grade in their studies after a substitute has had charge of the class for a day or two. In the Market street school Principal Griffin gives special attention to the two classes which are exclusively taught by Normal School pupils, to see that no injustice is done the children. He says, however, that the young ladies exert themselves so earnestly to do thorough work that he has no fear for the children. In the regular classes the teachers strive to make up for the shortcomings of their occasional substitutes. It is believed that in these two ways the difficulty is overcome. The parents of the children have made no complaint, and some excellent recitations, it is said, have been given by the children themselves at the teachers' monthly institutes.

The second problem relates to the regular teachers of the primary school. They acquire proficiency in instructing the Normal School pupils, and it is essential that they be retained. But there is no chance of promotion for them there, and unless they can obtain appointments in the grammar schools they must receive comparatively small pay. There is but one way out of this difficulty. If they are to be retained to do both Normal school and primary school instruction they must be paid more than primary school salaries. The Board of Education has recognized this fact by advancing the pay of these teachers $25 a year; but it will probably have to do more than this to keep them in the fields where they are now doing such valuable service.

MATHEMATICAL DEPARTMENT.

Editor, DAVID KIRK, JACKSON, MINN.

GRAVITY AGAIN.

1. The earth and its atmosphere are in natural, compound circular and curve line, sliding motions, and all bodies falling in our air, descend in apparent, and invisible compound circular and curve line motions, in the two-fold moving air of two-fold moving earth.

2. Educated, reasoning, and logical teachers should be of one mind, and teach that bodies falling in our air partake of the earth's motion with the atmosphere, and hence the fall of hail-stones, rain-drops and other bodies is not due to gravity.

3. The assumed fall of a body, as a natural motion, leads to the assumption that the earth is in a state of rest. This did Aristotle, and all the old school of Poilemy. So also did Kepler, Galileo and Newton in celebrated cases, assuming like Aristotle "the earth stands still."

4. And, knowing as we do, that Newton's gravity was derived from the earth at rest, and it was generated by a mixture of nascent and evanescent quantities, which have no correspondence with bodies in nature, why not open the gates of truth and let in the grand army of the immutable facts of nature to take possession of our mental domain, and let it be Hall Columbia indeed.

Yours very respectfully,

REV. W. ISAACS LOOMIS,
Marindale Depot, Col. Co., N. Y.

Reply to Mr. Loomis: When a clergyman takes an interest in our department we feel like giving him space to elucidate his ideas, though they be faulty, as in the above article.

Of course falling bodies partake of the earth's motion in common with the atmosphere, but these motions do not cause the fall of bodies, neither do they interfere with their falling, as Newton's second law, known as the coexistence of motions will show.

When a sailor falls from the mast of a ship he continues to go on with the ship, and touches the deck at the foot of the mast, but gravity, not the motion of the ship, is the cause of the fall.

If the mast were several miles high, the excess of centrifugal force at the top over that at the bottom, would have to be considered.

The three laws of motions given in Newton's Principia, are axiomatic, and applicable to the subject under consideration. A careful study of these and other portions of the Principia, will show our reverend friend that, even if we admit his theory that the fall of bodies is due to the motions of the earth, gravity is still the cause of these motions. It is not treating Newton fairly to class him with the old philosophers. His theory of light was wrong, but on the questions above alluded to he was sound. For one, we are willing that the gates of truth should be opened, and we think they are open, and letting through as much truth as can be received, and more too.

GENERAL NEWS OF THE WEEK.

President Garfield was duly inaugurated on Friday last, at about 1 o'clock. The ceremony was strikingly imposing, there being nearly twenty thousand troops, national and state together, in line, under the skilful marshalship of General Sherman. Men of all parties vied with each other to render the occasion, one of especial good feeling, a harbinger of a new era of restored union sentiments. General Hancock accepted the invitation of the committee of arrangements to participate in the inaugural ceremonies. He entered the Senate, resplendent in the full uniform of a Major-General of the regular army, just before the President elect came in. Senator Blaine introduced him, and instantly the leaders of all parties crowded around him with well-wishes, while the galleries rang with applause. Mr. Garfield and President Hayes, arm in arm, entered a few minutes later. The senators, (who had crowded themselves into half the hall to make room for the diplomatic corps and other visitors,) rose to their feet as soon as the chief magistrate and his successor were announced, and remained standing until these had taken their seats.

Soon all repaired to the east porch of the Capitol, where, after an eloquent, scholarly address, breathing the spirit of true patriotism, and assuaging of an impartial administration, Mr. Garfield took the oath prescribed by the constitution and the laws, as administered by Chief Justice Waite, and forthwith became President of the United States. The first act of the President, as he turned to receive the congratulations of those around him, was to kiss his venerable mother, and his devoted wife, who were the first to salut him.

President Garfield's cabinet is composed as follows:

Secretary of State, James G. Blaine, of Maine; Secretary of the Treasury, William Windom, of Minnesota; Secretary of War, Robert T. Lincoln, of Illinois; Secretary of the Navy, William H. Hunt, of Louisiana; Secretary of the Interior, Samuel J. Kirkwood, of Iowa; Postmaster-General, Thomas L. James, of New York; Attorney-General, Wayne MacVeagh, of Pennsylvania.

These nominations were promptly confirmed by the Senate, and gave general satisfaction. It will be observed that the eastern states have three representatives in this cabinet, the west three, and the south one. It includes three senators, which, of course creates three senatorial vacancies in addition to that made by the death of Senator Carpenter of Wisconsin. The legislatures to fill these vacancies are at present Republican, insuring, it is believed, the election of republicans.

The refunding bill passed both houses of Congress but was vetoed by the President, on the ground that it threatened to unsettle the national banking system.

A number of leading citizens of Chicago have contracted with Theodore Thomas for a grand musical festival in this city in May of next year.

An appalling loss of life followed the earthquakes on the Island of Ischia, a few days since, more than 300 bodies having been found at one village.
The Congressional apportionment bill, which passed the House, failed in the Senate, and as the President only called an extra session of the latter body, to dispose of certain executive business, it follows that apportionment, the Burnside educational bill, and all other unfinished business must go over until the next meeting of Congress.

It is cheering to note the tone of the public press North and South, touching the inaugural address and the President himself. The papers of the opposing parties speak of him in terms of confidence in his ability and integrity, and generally prognosticate a prosperous administration. The English papers, also, commend the man and his address, and predict continued prosperity under his administration.

The storm that prevailed throughout the Northwest from Wednesday night until Saturday afternoon, seems to have put even "the oldest inhabitant" to his wit's ends to name its equal in the amount of snow that fell in a given time, and in its effects in the way of obstructing travel. In many parts of Illinois, Wisconsin, Minnesota and Iowa, the people were cut off from mail communication with the outside world for from three to four days. There is actual suffering in many places for the necessities of life; fuel especially being out of reach, and food rations short.

The veto of the refunding bill has had an excellent effect on American securities in Europe. So long as a financial disturbance of considerable moment was threatened these securities had declined.

Minnesota has resolved to redeem herself from the dishonor of repudiation. The legislature has passed the bill to pay the long repudiated railroad bonds secured by the pledge of the State.

The Kansas legislature passed an act authorizing the city of Topeka to erect a library building on the capitol grounds, for which purpose the Santa Fe railroad company has donated $25,000.

Frost, a most unusual and unwelcome visitor in that part of the world, has destroyed millions of dollars worth of sugar cane in the British West Indian Island of Antigua.

There was a continuous snow-storm in Scotland for seventy hours, during Friday and Saturday. It is but a short and sharp time since the State Asylum for the Insane of Minnesota, at St. Peters, was destroyed by fire, with consequences harrowing to relate. Now comes the word that the State Insane Asylum of Pennsylvania, near Danville, Pa., a building costing over $600,000, was totally destroyed by fire on Saturday last. Fortunately, the first report, that a large number of inmates were burned in the ruins, proves to be false. But it does seem as though these lessons should make converts to the cottage plan of building asylum of this kind.

The veteran educator, George B. Emerson, of Boston, died last week.

The train bringing ex-President Hayes back to his old home at Fremont, Ohio, was wrecked by colliding with a train of empty cars, at Severn Station, Md. Several persons were killed and a number of others severely, if not, fatally, injured, but, with his usual good fortune, Mr. Hayes escaped, with his entire party.

It is understood that the British Ministry have agreed on terms for a treaty of peace with the Boers, and telegraphed the same to their representatives at the Cape. The nature of the proposition has not been made public.

STATE NEWS.

ILLINOIS.

McHenry county teachers had an institute at Lovington, Feb. 12. Mr. Stokes and Michael O'connor and Harbaugh gave class exercises on various subjects. Discussions were introduced by Mears, Haney and Statehouse.

Perry schools issue a very neat report for the year 1880. The number of teachers in the employ of the board January 1, 1881 was seventy-four. Interesting notes by the president of the board, the superintendent of schools and the principal of the high school.

Miss Randall, of the Boston school of Elucution and Oratory has been recently added to the teaching force of the High School.

A perfect winter library entertainment, February 11, for the purpose of founding a school library.

Logan county has had something of a sensation in the arrest of Jas. G. Challoner, formerly county superintendent, now attorney and pension agent.

The United States marshals at Springfield to answer to the charge of drawing pensions on false pretenses.

Bureau county keeps the school interest lively. An institute was held at Arlington, February 5. Superintendent Harrington reports that his teachers were never more thoroughly awake to their business.

Ottawa has a dramatic club which is doing Goldsmith honor by playing "She Stoops to Conquer."

Abalum Warrick, one of the directors undertook to expel Mr. Sexton, the teacher of the Warrick district school, near Iroquois, without ceremony. Sexton appealed to the authority of this one man power. The directors of the board insisted that charges be brought and proven. Accordingly charges were preferred. A trial was held, and so completely did the teacher convince himself that the board, instead of discharging him, increased his salary $80.00 per month. This was something, as he was expelled, one of the big, smart boys who was at the bottom of the trouble.

The B Class of the Galesburg High School, celebrated Washington's birthday, February 22, with more enthusiasm than usual. The pompano program included music, recitations, of several appropriate selections, music, scraps from a "waste basket" filled with matter too good to waste, and finally, that which was not final in any sense, but was admirably well managed. In the very beginning of the exercises, an appropriate address from the Principal, Mr. M. Andrews. The chapel of Knox College was crowded to the utmost on Washington's birthday afternoon, on the occasion of the commemorative exercises arranged by the students. The hall was decorated so that it presented quite a patriotic appearance. At the back of the rostrum was hung a large United States flag, while at the sides of the hall were hung small flags. On the rostrum at Washington's tree with some chips cut out and laying over the platform, and in the tree hung the fabled hatchet about which children like to read so much. At the other side of the rostrum, and in the windows, were stacked copies of the program included by Miss M. H. Hardie, "Paeans, " a culeogy of Washington, by Thos. A. Taylor; "The Puritans," Walter A. Edwards; "The Revolutionary Fathers. Why and How We Remember Them," M. W. Flackney; "Jefferson," Edwin M. Carey, "Post Master," for the Poughkeepsie Home, "The American Eagle," Robert Mather; "Lincoln," Ed. O. Holyoke; "Knox College Heroes," Neis F. Anderson. All interspersed with graceful garlands of song and instrumental music.

The exercises on the whole were entertaining and amusing. Some of the orations were extremely humorous, and the audience showed their appreciation of the performances by frequent applause.

The Wilmingtom schools did not close on the 22d. In the High School some time was given to exercises, commemorative of the day and the man of whose birth it was the anniversary. An essay was read upon the life and character of Washington, and one upon Washington as a soldier; some selections were also read from Washington, Jefferson and Rufus Choate, illustrating the character, work and worth of the father of his country. The exercises on the poet Longfellow's birth day proved of especial interest, from the recitation of selections from his poems and the reading of sketches from his life.

The Freeport public schools celebrated on February 28 the birthday anniversary of the favorite poet, Henry Wadsworth Longfellow. Although the weather was unusually severe, there assembled at the various buildings large numbers of parents and friends. The exercises proved very interesting. Each pupil having committed to memory his quotation from the poet, arose at his desk in the school room and repeated it. In addition to these there were appropriate recitations of entire poems, the singing of others set to music, incidents of the poet's life, descriptions of his home, and biographical sketches. Prof. Snyder, superintendent of schools, had written the poet, informing him of the contemplated celebration of his birthday by the pupils of the schools and received, in response, a beautiful back-hand writing, the following: "Mr. Longfellow's compliments and good wishes." On the reverse of the sheet were the lines:

"Living near me all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprint in the sands of time."

Longfellow's day will long be remembered by the children of the schools of this city. Every library and bookstore in the city has been ransacked to find something rare and new about Longfellow.

Normal.—The winter term of school closed Thursday, Feb. 24.

A large number of students did not go home during the one week vacation.

Washington's birthday was observed by excusing students from school when not engaged in recreation.

At the close of school Thursday, a sixty dollar edition of "Faust" was presented to Miss Wakefield by Miss Helen Middlekauff on behalf of the students of the Normal and High Schools.

Prof. Seymour goes to Oregon, Ogle county. where he delivers a lecture on electricity, Tuesday night, March 1st.

The Union meeting of the counties was held the last Saturday evening of the term, Tuesday evening, Feb. 25th.

Wm. H. Smith read for the benefit of the Wrightonian Society.

C. B. Blagden stopped here on his way to Chicago. He begins to work at once in the office of the News Gleaner.

A number of students intend going on an excursion to Springfield during vacation time to see the legislature. President Herbert will go with them.

Miss Sarah M. Littlefield, class '74, is making quite a reputation in the neighborhood of Beardstown, as a temperance worker.

MISSOURI.

St. Louis has a public kindergarten which has been so well managed that its cost has been reduced, in the average pupil, to $3.52.

Missouri has 8,450 white schools, with an attendance of 560,600, and 402 colored schools, with 22,860 pupils.

Missouri's total school expenditures in 1880 reached the sum of $1,151,178.47.
NEBRASKA.

The fifteenth annual meeting of the State Teachers' Association is to be at
Omaha, March 29 to 31 inclusive. The following is the programme :

A large number of bills are before the Legislature to amend the school
law. The principal one includes a complete revision of the school law. This
bill changes the law, but makes no important changes in the mode of its
administration. The bill has passed the Senate and it is
thought will meet with no serious opposition in the House. This revision
is in charge of State Superintendent Thompson in 1878, and was
before the Legislature then but failed to pass for want of time.

The State University has a larger attendance this year than last; and,
except a mild scrimmage over the "Hesperian student," is going on smoothly.

Prof. Culbertson, of the Agricultural College, is spending the winter hold-
ing faculty meetings in different parts of the State.

The public schools of Lincoln have had their attendance greatly dimin-
ished within a few weeks by measles and mumps. Happily these diseases
are now abating.

Arrangements are being made to furnish supplementary reading in the Lincoln
schools. As soon as any room is able to read that part of the regular course
in reading, which is assigned to that grade, a new book or paper is taken,
and this occupies the time till the next book in the course comes up in order.
This arrangement gives immense satisfaction to the children.

The chief educational event of the last two weeks was the passage of the
Revised School Law. This is a revision and codification of all school laws
of the State in one act, including all educational agencies from the primary
school to the Normal School and University. This revision is the work of
Superintendent Thompson. It was made two years ago, and passed the
Legislature very nearly in the form offered. Some slight amendments were
made in the Senate, but none at all in the House. No other educational
bills were passed. The following is a brief mention of the new features
embodied in this law:

1. A general institute law for the whole State, similar to that in force in
Kansas and Iowa.

2. School boards are given authority to condemn land for school sites,
under certain restrictions and in certain cases.

3. A minimum size of district is established, and none smaller can be
formed hereafter.

4. All cities in the State are to be organized under one uniform law, with
boards of six directors. Heretofore some cities had four directors, some
twelve and some six.

5. County Superintendents are given larger discretion in the matter of the
division of districts and district property, and the rights of the minority
in school districts are more carefully guarded.

6. Women are allowed to vote at school meetings on the same grounds as
men.

Several bills on the text-book question were offered, but none passed.
A compulsory education law also failed.

Longfellow's day was celebrated with great eclat in the schools of Lancas-
ter County. During the afternoon a large number of the citizens visited the
schools and great satisfaction is expressed with the exercises.

The schools of the city of Lincoln are to have a Longfellow contest at the close of the winter term. Each school is to study the poet's
works till three days before the time of the contest. Then, by an exami-
nation, three champions are to be chosen from each school, and these cham-
nions are to be examined by a committee. Three prizes, first, second and third
will be awarded.

Washington's birthday was celebrated by appropriate exercises at Brown-
svillle and also at the State Normal.

WISCONSIN.

A teachers' institute, commencing March 26, will be held at Eau Claire, in
the east side school house. It will be conducted by Prof. J. B. Thayer of
the River Falls Normal School, and will continue one week. The county
superintendent, Miss Agnes Hosford, gives notice that all who desire to teach
in that county within a year are expected to be members of the institute the
entire week. The institute circular will be sent on application to any who
have not received it.

Examination of teachers will be held at the same place April 4, 5 and 6,
and also April 9. The whole stock of school exercises in different ages
are to be given, and a large proportion of the examination questions will be based upon the outline of institute work. Persons un-
der sixteen years of age, and those who do not intend to teach in the county
within a year, are requested not to apply for examination.

OHIO.

On April 6, the Case School of Applied Sciences, of Cincinnati, will open a
special term, though the regular session does not begin until September.

MICHIGAN.

The University of Michigan has now 4,157 students.

There are no stauncher friends of the schools of this country than many of
the Roman Catholic parents, who defy the authority of pope or
patriarch, and persist in sending their children to these instead of to the paro-
chal schools. But there are others who yield to the dictation of their
hierarchy and withdraw their children to send them where they receive, as a
rule, very inferior instruction from the sisters, or nuns, of different orders,
very few of whom have been properly trained for teaching. At Battle Creek,
Michigan, under the commands of the priests, many of the Catholics have
withdrawn their children from the public schools, and are now conducting a
small parochial school in an old church building. But the faithful are drawing
stone and other material for the erection in the spring of a large two-story
school-house and residence for the Sisters of Mercy. The school-house will
be the largest used for any sectarian school in this vicinity.

CALIFORNIA.

The school population of California is 295,613, and last year the public
schools had an average attendance of 100,956. Private schools were attended
by 14,653. The number of census children who did not attend any school
was 52,140. The average monthly salary paid to male teachers was $80.05
and female teachers, $64.73. The total receipts for school purposes were
$486,572,45. The total cost per capita of average number attending was $24.35. The compulsory education law is a dead letter.

EASTERN STATES.

The percentage of students from outside of New England, at Harvard, has
increased greatly during the last fifteen years.

Harvard's library costs $200,000 a year.

Last year over 37 per cent. of the students in the College of Liberal Arts
in Boston University were young women.

The average daily attendance in the New York city schools is 122,849.

New Hampshire, it is said, is a good State to emigrate from. Apparently
many of her citizens have found it so. Fully one-fourth of the public schools
in this State have now an average attendance of less than seven pupils.

Lafayette College, Pennsylvania, has received a gift of $40,000 from Hon.
J. J. Blair, of New York, to endow its President's chair.

SOUTHERN STATES.

The school attendance in Georgia was, in 1879, 49,767. In 1897 it was
226,527.

In Tennessee, in 1879, the average daily attendance of pupils was 156,805.
In 1880 it was 197,461.

ABROAD.

At the medical school of St. Petersburg, Russia, during the last four
years, 760 female students have matriculated.

The University at Tomsk, Siberia, will soon be completed.

The University of Berlin has over 4,000 students this year, the largest
number ever reached by any university in the world.

GENERAL EDUCATIONAL NOTES.

There are in this country 160 normal schools, in which 40,000 students
are training for the work of teaching. These annually graduate about 5,000
young men and women, the majority of whom actually engage in teaching.

Ten years ago kindergartens teaching was a thing unknown in this country.
It was not until 1876 that the first normal school was opened.

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General Educational Notes.

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are training for the work of teaching. These annually graduate about 5,000
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Ten years ago kindergartens were unknown in this country. In 1878 159 of these schools reported to the Commissioner of Education
with 376 teachers and 4,797 pupils. Since that time the number has prob-
ably been doubled.

There were, in 1878, 5,793 public libraries in the United States, having a
total of 12,482,671 volumes, and reporting an annual circulation of 9,308,
with 13,947,142 readers. They also have 1,046,753 students this year;
their number ever reached by any university in the world.

Mr. R. G. White is evidently in a state of great irritation on account of
the criticisms of his review article—"The Public School Failure." He has
replied to his critics in two articles published in the New York Times.
The calumnies and good taste of his reply may be judged from this passage:

"Educationalists who get together and read "papers" to each other, to
their great educationalistical delight at seeing an opponent of the public
school system demolished so educationalisticaly, and editorialers who thrice
a week destroy the same monster because they think "it will please our
readers," may be well assured that they are merely playing an ostrich part.
Well enough, too, that the spirit of Technology has; best, perhaps; for their heads
are so small that they can hide their thickened backs as for their other ends.
Heaven help us! where would be the sand deep enough to cover those mon-
strous signs of their unwisdom?"

Mr. Rusk in has written in equal vigor, but less coarseness, of some
writers who have presumed to criticise him. If the above extract indicates the
quality of "culture" which Mr. White has derived from associating with
his English friends--he says, with Lord Tiss and my Lady That, it is to be hoped that he will confine his society and writings ex-
clusively to them in the future.—Chicago Tribune.

A friend of Harvard University has given to resident Eliot $50,000, for
the construction of a new Law School building at Cambridge, and work will
be begun as soon as a location and plans have been agreed upon.

The plan of supplementing the ordinary work of schools by supplying
extra reading matter, and by directing the reading of pupils, and aiding them
in selecting good books, is working at Boston and Worcester, Massachusetts
and other places, with the best results.

Dr. Schellmann has presented all his Trojan antiquities, including the gold
and silver ornaments of the so-called "Treasure of Priam," to the Emperor
of Germany, who will probably place them in the new Ethnological Museum
at Berlin.
SCHOOL LAW.

IN MICHIGAN.

State Superintendent C. A. Gower, has published the following opinions in regard to the authority of teachers over pupils in and out of the school-room.

1. In the school-room the teacher has the exclusive control and supervision of his pupils, subject only to such regulations and directions as may be prescribed or given by the School Board.

2. The conduct of any part of the premises connected with the school-house or in the immediate vicinity of the same (the pupils being then virtually under the care and oversight of the teacher), whether within the regular school hours or before or after them, is properly cognizable by the teacher. Any disturbance made by them or offenses committed by them within this range, injuriously affecting in any way the interests of the school, may clearly be the subjects of reproof and correction by the teacher.

3. In regard to what transpires by the way, in going to and returning from school, the authority of the teacher may be regarded as concurrent with that of the parent. So far as offenses are concerned for which the pupils committing them would be amenable to the laws, such as larceny, trespasses, etc., which come more particularly within the category of crimes against the State, it is the wisest course generally for the teacher (whatever may be his legal power), to let the offenders pass into the hands of judicial or parental authority, and thus avoid being involved in controversies with parents and others, and exposing himself to the liability of being harassed by prosecution as a law. But as a matter of precautions, of which the pupils are guilty in passing from the school-house to their homes, which directly and injuriously affects the good order and government of the school and the right training of the scholars, such as carelessness, quarreling with other children, the use of indecent and profane language, etc., there can be no doubt that these come within the jurisdiction of the teacher, and are properly matters for discipline in the school.

4. Teachers may, at their discretion, detain scholars a reasonable time after the regular school hours, for reasons connected with the discipline, order or instruction of the school.

THE SCHOOL ROOM.

ALWAYS BE PREPARED.

Do not forget that in taking the work of a teacher upon yourself, you have taken a duty that you cannot justly neglect in any particular. Every day you should give the most thoughtful and diligent attention to your school. You should prepare yourself at least, for some years, regularly upon the subject that you must teach. Every day should find you a student. You must not neglect this, for you cannot afford to be found wanting on a single detail of your lessons. If you have failed to study over the lessons, and some point, long ago trusted to the keeping of a too treacherous memory, is forgotten, your power over your pupils is, so far forth, destroyed. Study all the details of your lessons daily. Though to do so may cause an effort that is sometimes very trying, it is worth making; always be prepared.

COURSES OF READING.

It has been urged strongly by many educators that the pupils in advanced school be induced to pursue a course of reading outside of the regular school studies, this course to be selected for them by the teacher. This idea has been carried out, in several instances, with more or less success. But there are some objections to making the attempt universal. In the first place, it is a tax upon students, already, in many instances, overborne with the variety and extent of their school work. Unless the course of reading can be so chosen as, in some degree, to lighten this work, it is an additional burden that can hardly be profitably borne. And more, in how many schools outside of the great educational centers where constant diligence has kept up the standard of scholarship among teachers to the highest possible limit, are the teachers really competent to mark out a good course of reading for boys and girls? The teacher who attempts to map out work of this kind for students, should be possessed not only of extensive literary information, but of sound judgment and good taste, and these qualifications are not called for by our present outlines of examination.

In spite of these objections, however, we must heartily commend the plan, for those who are not successful in this case, it is likely to prove of great advantage, not only to the pupil, but to the teacher. It is a move in the right direction, in the direction of that wider culture that lies outside of the field of text-books, a culture essential to the well educated man, but too often altogether ignored by schools and teachers.

A teacher should always strive after perfect accuracy. He should endeavor to know the details of every subject that he tries to teach with absolute correctness. We do not mean that he should aspire to know all that there is to know about every subject, that would be impossible, and the effort to acquire it would certainly result in a mere superficial knowledge—the worst foe of accuracy. Many things are thus acquired in the form of a mere smattering, but nothing is learned accurately. The teacher should strive to be accurate in his own knowledge, and to insist firmly upon accuracy on the part of his pupils. Be sure, in their case, as well as your own, that when they think they know a subject they do know it, not that they merely know something like it: or something about it or around it. Cultivate the habit of accuracy in speech, in recitation, and in every action of life, not alone in yourselves, but in all those under your care.

IS IT ALL THE FAULT OF THE SCHOOL-ROOM?

Poor school accommodations are much to be deplored, and are no doubt fruitful sources of colds and coughs. Still we think oftentimes more is laid to their charge than they are guilty of. If a child attending school takes cold, the school-room is at once charged with being the cause of it. Younger members of the family, too young to attend school, have colds at the same time and the parents never stop to ask: Am I keeping my house at a proper temperature? Do I Exercise proper ventilation? Am I doing all I can to keep off colds by properly clothing and feeding my children? Let them first examine thoroughly and see if the foundation for a cold was not laid at home, before they accuse the teacher and school-room. Children very often in these days of furnaces and stoves, are made too tender to endure the fierce blasts of winter, consequently as soon as they are exposed to outdoor life they take cold. Another thing, children eat too much of the sweets, oils and stanches. To be sure, more of these is needed in winter than in summer, but when bread and molasses, griddle cakes, syrup and butter, fat meats and rich gravies, pastry and cake, are eaten three times a day, and candy at all hours, then the body has too much fuel and becomes as uncomfortable as a room too much warmed. Then it is that all the system is weakened and rendered susceptible to colds and coughs. We know a little girl who is always taking cold at school. This little girl, only 72 years old, was in her house the other evening until 12 o'clock. She had been to her grandmother's to take a music lesson. She had on a warm bonnet and scarf, but no leggins. Is it strange that we asked ourselves if she caught all her colds in the school-room? It seems to us a little better care at home would rid even our poor school-rooms of some of the odium attached to them. We wish with all our heart that all our school-rooms were perfect. We are sorry that there is so much sickness among the dear children. But don't let us make a scape-goat of the imperfect school-room by laying at its door the sickness that comes from within. Let us be sure and think of ourselves and our homes before we take the children out of school. Let us think about these things—give the old school-room a chance, and try to deal fairly and justly with our own dealings with our children, with our own home management, and with the teacher in charge of the old school-room.

FARM SCHOOLS FOR GIRLS.

France has agricultural schools for girls. One of the chief is near Rosen, which is said to have begun with a capital of one franc by a Sister of Charity and two little discharged prison girls, and to be now worth $100,000. The establishment has now 200 girls from 6 to 18. The farm, entirely cultivated by them, is over 400 acres in extent. Twenty-five Sisters form the staff of teachers. More than one medal of the French Agricultural Society has been awarded to this establishment at Darnetal, and the pupils are in great demand all over Normandy on account of their skill: They go out as agents and all over Normandy on account of their skill. They go out as agents and all over Normandy on account of their skill.
PRIMARY DEPARTMENT.

IN-DOOR KINDERGARTEN.

Children do not thrive in dark back rooms, and in the first eight years of their lives are all the time growing. The conditions of Frobel are already in this respect, and the best arranged nursery I ever saw was the Findel-sammer ("founding-wand") in the convent of the Ursuline number in Wurzburg. The landed estate of the convent having been sequestrated, their department of charitable institutions had been re-organized on a more economical basis, and the poor nuns thought it necessary to apologize for the ingenious simplicity of theirummer, whose plan had been suggested chiefly by the necessity of dispensing with hired help. The room was about forty feet square, facing south and west, with three large windows on each side. These windows and the fireplace were barred with netting, to guard against it, and securely fastened, and strong enough to stop anything from a football to a forty-pound baby. The floor was carpeted with rugs, covered with a sort of coarse sheeting to prevent dust. From the floor to the height of the window-sills the walls were padded all round with old blankets, secured with nailed naps, and stuffed with something that felt like moss or cow's hair. The only piece of furniture was a cushioned divan in the corner next the space; but the floor was covered with playthings and movable nonscript, balls of all sizes, and a big Weize, a sort of wooden cylinder, muffled up with quilts and cotton. From the center of the ceiling depended a hand swing, two rings just low enough to be within reach of a youngster standing on tiptoe, the original sitting swing having been removed as liable to be used as a catapult in a general row. Above the windows, out of reach of the boldest climber, were shelves with flower-pots, rose-gill flowers, and wintergreen. In this in-door Kindergarten, fourteen playmates—twelve babies, namely, and two puppies—had been turned loose, and seemed to celebrate existence as a perpetual circus-game. They could run and play with each other with zest, swing in a circle, roll on the floor, and ride the Walze; but the attempt to hurt themselves would have baffled their combined ingenuity. There were no murmurings, of course, but all mischifts from three to eleven, wrestling and quarrelling were soon then, but, as the nuns solemnly averred, never crying except for causes that would make the puppies cry—a squeeze or an inadvertent kick—all disputes being referred to the umpire, a flaxen-haired girl of eight, who often took charge of the nuns solemnly averred, “Condemn the fault, and not the actor of it.” Let the teacher be in good spirits. Children always adopt the mood of the teacher. We all know that when we enter the school room in the morning with a cloudy face, how soon darkness spreads itself all around; neither the child nor the teacher does hearty school work. When the little fellow enters, his first glance is toward the teacher, and if he is greeted with a smiling face, he is made happy for the day. In the words of Goldsmith, “Well do the boding treble learn to trace the day’s disasters in his morning face.”

Let the teacher accept the “golden rule.” Boys and girls cannot be men and women. They are incon siderate, and will often do things from a mere overflow of spirits, which should be checked,—but, “put yourself in the child’s place.” Some 111nfortunates cannot make allowances for children and not dreaming they themselves were ever restless, questioning little folks. The most successful teacher will be one who can remember her own childhood, and profit by its experience.

Instructing new ways is one of the happiest characteristics of a good teacher. Sometimes a new mode of discipline may produce better results when the secret of the success is not that the teacher has discovered a better way, but that he adopted a new one. Variety is the spice of life, and especially in the primary school.

Let the teacher be a person of marked individuality, and she will not be content to copy from, or ape any one. Not two nuns and not two teachers are exactly alike; so every one must find her own method. In short, a teacher must have common sense; take things as she finds them, and know how to use them. Jack with common sense is much more desirable. “All is but lips wisdom, which wants experience.”

Thus far, we have remarked upon what the teacher should be; now, what must she do? Let her appear to do little. The pupils may feel the power of the teacher, but yet there may be no exhibition of it.

THE MATTER OF DISCIPLINE.

In the last number of the Primary Teacher, Miss L. D. Phillips, offers some suggestions on the principles and methods of discipline, which will be found worthy of thought, especially by the teachers of the younger ones. We give part of the article below.

This study of child-nature will be full of surprises for her who thinks she knows it best. She ought to study character and learn to detect a bad habit, and know to what that habit will lead if not corrected. She ought to study the thinking of the child (for no two are exactly alike), that she may be able to select and judiciously apply her method of discipline.

A knowledge of the circumstances of her pupils will assist the teacher in her study of their characters. Knowing their home influences, and what to give part in the school, she will possess the power to do from one who has.

She should be as smart as smart could be, the very sharpest Kitty out! You’d be stupid, little cat! You’d beat both brother Jack and me.

But it will never never do,
For you to know just, mean and eat,
Must learn some little lessons too,
Or, you’ll be stupid, little cat!

Now come—
Twice one’s two—
(Pussy answer the lessons!)”

Twice two’s four,

(Pussy gave her paw.)

Twice three’s six,

(Pussy gave her paw.)

Twice four’s eight,

(Kitty! step your tricks! (hops her.)

Here Kitty, take this slate.

THE MORAL CHARACTER OF BOOKS.

Bad books are worse than bad words. Like evil deeds, they mould the thought and will of future generations. The printed book lives, while the author is dust and ashes. The bad author lives forever in his race. His book continues to disseminate his badness.

All nations find some form of government necessary. All societies—wherever there is a collection of people—form rules to be observed. In school—a collection of children—control is equally necessary for promoting intelligence and morality. We remember “order is heaven’s first law.” Without it in the school, everything would be a failure. To promote order, and properly govern a school, requires a determined purpose, self-possession, energy, patience, and an exercise of all the governing qualities.

We should not seek to manage our school well merely to secure temporary conformity to the rules of this school. But we must bear in mind that school government is a means to an end, a means to a moral betterment; a means for facilitating all the work to be accomplished.

TEACHING PUSSY RITHMETIC.

[Sitting in a little chair before the fire. Pussy on her lap. A book in her hand. Slate, pencil, pen, and school bag on a stool beside her.]

Now, Pussy, you must sit right still—
I’ve got to get my “two times two”
And you can get it, if you will.
For you can say your ME-O-U!

Now, if a mouse was hereabout,
You’d be as smart as smart could be,
The very sharpest Kitty out!
You’d beat both brother Jack and me.

MRS. PARTINGTON says don’t take any of the quick nostrums, as they are regimental to the human cisterh; but put your trust in Hop Bitters, which will cure general dilapidation, composative habits and all comic diseases. They saved Isaac from a severe extract of tripod fever. They are the re plus medical of medicines.—Borden Globe.

GOOD READING.

WHAT IS THE IMPOSSIBLE?

Maybridge, a California photographer, has not only succeeded in obtaining pictures of horses in rapid motion, representing in some cases an animal’s movements in less than the six-thousandth part of a second, but he has in troduced a contrivance by which the actual motion of the horse is shown moving across a screen, and so exactly reproduced that the owner of the different horses thus displayed was able to tell the name of each animal as it was thrown upon the screen by the cinematograph. To obtain these effects was deemed an impossibility, even by Maybridge, but when Gov. Stanford insisted that it could be done, the artist proceeded to construct machinery to overcome the difficulties, and fully succeeded. It would seem that there is hardly any desirable, natural effect in mechanics that ingenuity and skill cannot produce, and this principle can hardly fail to flood the world with inventions and appliances that will revolutionize the structure of society and governments. Indeed, our system of practical education for the people, and the spread of scientific information, are gradually preparing them for a higher range of thought and action, and tending to make impossible the return of the medieval ages of darkness or the revival of the superstition and barbarisms that have long held mankind in their fetters.

THE MORAL CHARACTER OF BOOKS.

Bad books are worse than bad words. Like evil deeds, they mould the thought and will of future generations. The printed book lives, while the author is dust and ashes. The bad author lives forever in his race. His book continues to disseminate his badness. "The art of printing," says Frederick Schlegel, "in itself one of the most glorious and useful, has become prostituted to the speedy and universal circulation of poisonous tracts and libels. It has associated a dangerous influx of paltry and superficial compositions, alike hostile to soundness of judgment and purity of taste—a sea of frothy conceits and noisy dullness upon which the spilt of the age is tossed like thin and thicker, not without great and frequent danger of entirely losing sight of the compass of meditation and the polar star of truth."

Thus Schlegel argues about the responsibility of authors. They are responsible for the evil they do as well as for the good that they inculcate. The
LEPHEROS BOOK GETS INTO OUR LIBRARIES; IT GETS INTO OUR HOMES. THE BOOKS MAY BE VERY CHEAP. THEIR STYLE DRAWS THE READER ON, YET THEY MAY BE FULL OF VIVID THOUGHTS. IT WAS SAID BY STEINER [MR. SMIKES MEANS BURKE] THAT "VIOLETS SHINE EVEN WHEN THEY LOSE THEIR PETALS." BUT THIS IS A MISCHIEVOUS IDEA. GROSSNESS MAY REVOLVE US, BUT COVERT ABOMINATIONS, CLOTHING IN SPRIGHTLY WORDS, MAY SINK DEEPER INTO OUR MINDS. LOOK, FOR INSTANCE, AT THE CRUCELLY NOVEL READ BY YOUNG LADIES. IT IS WRITTEN IN A BRILLIANT STYLE, THOUGH IT IS FULL OF UNCHASTITY, IMPURITY, AND MORAL POISON. IT OFTEN BEGINS WITH A MURDER, AND ENDS WITH UNCHASTENESS AND ADULTERY; AS IF THE OBJECTS OF THESE WRITERS WERE TO DISPLAY THE CARNOSITY OF THEIR LIVES. THE WORST OF THESE WRITERS ARE A PECULIAR RACE.


THE SEVEN BIBLES OF THE WORLD.

The seven Bibles of the world are the Koran of the Mohammedans, the Tri Pelekes of the Buddhists, the Five Kings of the Chinese, the three Vedas of the Hindoos, the Zendavesta, and the Scriptures of the Christians. The Koran is the most recent of these, dating about the seventh century after Christ. It is a collection of sayings of Muhammad, the Prophet, and the New Testament, the Talmud and the Gospel of St. Barnabas. The Eddas of the Scrocdianas were first published in the fourteenth century. The Pelekes of the Buddhists contain sayings of the Buddha, and the Vedas and P'orans of the Persians are the most ancient books of the Hindoos. These sayings were first published in the fourth century B.C. Moses lived and wrote the Pentateuch fifteen hundred years before Christ. The Zendavesta of the Persians is the oldest book, followed by the Vedas. The seven Bibles of the world contain sublime morals, and pure aspirations, and their author, Christ the Good Shepherd, the Three Kings of the heaven of the Persians, is the greatest of the sacred books next to the Vedas.

When the end comes, when the harvest of the best books into well-built garners than now. The reapers are few, but trained helpers can be found to do the work.

"WHAT THE EYE SEES IN READING."

In your admirable cautionary note on "The Eysie of Readers," in the September number of your magazine, you say, "A book of five hundred pages, forty lines to the page and fifty letters to the line, contains a million of words, of which the eye has to take in, identify, and combine each with its neighbor."

I believe you are wrong. I don't believe we deal with letters in reading at all, except when we meet unfamiliar words. I think persons, who read rapidly recognize words and phrases without analyzing them into their elements. I think that every word has a countenance, a physiognomy, which we soon learn, and which we afterward recognize as we do the faces of our friends.

Repeatedly I have amused myself by approaching an unfamiliar sign, or handbill, or printed page. What comes first into view? Not letters, but words. I am sure that I should recognize the word "office" more readily than the word "department," and that the word "city" more readily than the word "municipality." It lies within easy observation that the lateral oscillation of the eyes of a rapid reader is very limited. Why? He cares little about spelling the word when he reads it, that he does not even present to all of them the more sensitive spots on his retina, but is content to leave the images of most words upon more peripheral parts where they could not be spelled.

It is impossible to inform you of the experiment of teaching children to read without spelling—an experiment which I believe has been most thoroughly tried in St. Louis. In the care of children so taught, words only are scanned, the young readers being wholly ignorant of the value of letters.

I have a correspondent whose written characters could not possibly be recognized, and yet to me his letters are very legible. Why? Because, however distant he retreats from the school of the copy-book, he always writes any given word in the same way; and, although I could not spell isolated words from his written page, I have learned to recognize them as quickly as if they were printed.

I think it might be successfully maintained that there actually is not time for each letter to be separately regarded, either by the eye or the mind, in rapid reading. I read the first three pages of the "Sketch of Joseph Liddy" in three minutes, and Abercornbe could have read it much quicker. In each minute I read four hundred words, containing more than two thousand letters. I submit that, while it is possible to see six or seven words per second, it is quite impossible to see thirty or forty letters per second.

hindian, New York, October 10, 1880.

DAN. MILLIKIN.

-POPULAR SCIENCE.-

Loves Calendar.

The summer comes and the weather goes;
Wild flowers are fringing the dustry lanes,
The swallows go darting through fragrant rains,
Then, all of a sudden—it snows.

Dear Heart, our lives so happily flow,
So lightly we heed the fast dying hours,
We only know winter is gone—by the flowers,
We only know winter is come—by the snow.

—T. B. ADLEIGH.

PUBLISHERS NOTES.

The school book firm of J. H. Butler & Co., Philadelphia, has been changed to T. B. Aldrich & Co. We understand the publications of the old firm, Mr. J. H. Butler retiring from business. The Western representative is Mr. O. G. Wilson, 8 Quincy place, Chicago.

There are at present sixty-five geographical societies in the world. The oldest, that of Paris, was founded in 1719; the youngest, those of Buenos Ayres, Algiers and Oporto, were founded in 1880.

H. B. BRYANT'S CHICAGO BUSINESS COLLEGE IS THE RIGHT PLACE FOR YOUNG MEN TO SPEND THEIR LEISURE TIME.