We are sorry to see a ruling by the State superintendent of Wisconsin, to the effect that when a school is closed to prevent the spread of a contagious disease the teacher's salary stops during the time so lost. This does not conform to the general practice in such cases, and it has been held by the courts of other States that when school is suspended because in the judgment of the board of education, sanitary reasons render it advisable, the teacher's salary continues; and it does not, lie in the power of the board to require him to teach after the period named in his contract in order to make up lost time. A dispute of this kind came up in Lansing, Mich., about a year ago, if we are not mistaken, in which the board undertook to exact of the teachers that they continue school after the end of the regular school year, to cover time lost by a vacation ordered by the board, and the matter ended in the discomfiture of the latter. The same question has been up in Iowa, and has been settled in the teachers favor. Actual sickness is held to be the "act of God," but dismissing school as a precaution against the spread of an epidemic is the act of man, which he has no right to perform at the cost of one of his fellows.

TEACH THE CHILDREN TO BE SAVING.

The civilized world has again and again expressed astonishment at the ease with which France canceled the enormous indemnity exacted from her by the Germans at the close of the late Franco-German war. After having suffered the destruction of her armies, and the greater part of her material of war, amounting to many millions, after having endured almost, if not quite, as great loss in the damage of property, and after having been despoiled of two of her fairest and richest provinces, she was compelled to pay five millions, or five billion francs, as a war indemnity to Germany. She negotiated for three years in which to cancel this enormous debt, and the world looked on with a feeling of commiseration, believing, with Count Bismarck, that France would be financially crippled not less than a quarter of a century, at least so far as to be unable to expend any great sum on armaments. What was the amazement then of the nations when France not only asked no extension of time, but, without going beyond her own borders to float her bonds, actually anticipated the payment of the last installment by nearly a full year. Not only this, but she reorganized her army and navy within the same period, so as to render them substantially stronger than when the war began, and expended more for public schools than she had ever done in any equal period of her previous history. What was the secret of this wonderful national vitality and financial elasticity? Beyond question, it lay in the almost universal thrift and frugality of the French people. When the curiosity of the world was excited to learn how the feat was accomplished, and the political scientists of all lands set themselves at work to discover the hidden springs of the nation's wealth, it was ascertained that there was scarce a peasant, a miner, a factory hand, a shop clerk or a day laborer in all France who had not laid by a part of his earnings in savings banks, government rents, stocks, or old stockings; so that when Fatherland called for money to rid itself of the hated and humiliating German occupation by payments of the deferred instalments of the war indemnity, and offered its own pledges for sale, they were seized by the people with the greatest avidity. In every instance the subscriptions to the loan far exceeded the amount called for. That which added to the general astonishment was the fact that a large proportion of the loan was taken by the common people.

France herself, was surprised at the volume of her children's savings, and the intensity of their love and faith. The golden sands of Pactolus were insignificant compared with such a stream of riches as this.

But how happened these peasants, artisans, clerks and laborers to hold such an enormous amount? Indeed, it did not happen, at all; and this fact adds immensely to the interest we should feel in the matter. In no sense could the possession of this wealth by these classes of people be regarded as a happening, a mere fortuity. It was the result of causes, and causes that men everywhere should understand. It came about, first of all, through education. Part of this education was imparted in pure selfishness, by the old feudal landlords of France, the most exacting set of landlords that ever ground the industrial classes of any land under the heel of relentless greed. If any school could teach a people the least possible moiety of earnings upon which a mortal can subsist, it was such a school as the industrial classes of France spent all their lives in, until the revolution of 1789-90 exploded like a mine of dynamite under that terrible tyranny, and utterly abolished the old system of land tenure and feudal exactions. In most lands, and with most peoples, such a radical change came to the industrial classes of France would have been followed by profligacy; but in their adversity they had learned not only to endure poverty, but to endure it with moral fortitude and to offset as far as possible the extortions of their rulers by systematic frugality. This they did not abandon when the change of government came, but they resolved to make it the means of laying up something for themselves and their children, whom they trained up to the exercise of the same virtue. With all their exuberance of gaiety,
no people can be more abstemious than the common people of France, and probably no other race equals them in the knowledge of how to make the most of everything that enters into the consumption of a family. Cooking, sewing, knitting, spinning, weaving, lace work, designing, and other industries are taught in the most careful manner, not only at home, but in schools taught by adepts. Under all the two prime studies, first, how to make the most out of a given amount of material; and, second, how to husband one’s earnings. Not satisfied with home instructions for the inculcation of this latter virtue, they dignified it by making it a branch of school instruction; so that with the arithmetic of accounts and abstract exhortations to economy and thrift, French children are trained in the schools to practice these lessons by depositing part of their earnings out of school hours, and a part of the spending money granted them by their parents in school savings’ banks. The habits inculcated in this way are of far greater value than the amount husbanded. In after years, these habits manifest themselves in all their expenditures; and right here is discovered one of the hidden springs of national economy.

We will close this article by the following extracts from an article in a recent number of the Chicago Inter-Ocean embodying information procured by its Washington correspondent from the Bureau of Education.

SCHOOL SAVINGS BANKS.

The establishment of school savings banks is originally a French idea. The first school savings bank was established by M. Dulac, a teacher of Mans, on the 4th of May, 1834. From 1856 to 1860 school savings banks were established at Amiens, Grenoble, Lyons, Paris, Perigueux, and several other French cities. The first penny bank in England was established at Greenock in 1837. School savings banks were established at Verona (Italy), in 1844; in Saxx-Weimar and Wurtemburg, in 1846; in Prussia and Switzerland, in 1851; in Hungary, in 1860; in Belgium, in 1839. In France the number of school savings banks is 10,261, with 131,135 depositors. The school amount deposited is 4,246,614 francs. Statistics of school savings banks in other countries are still wanting. The following is an account of the method employed by M. Laurent, the founder of school savings banks in Belgium:

In the fall of 1866 M. Laurent, professor at the University of Ghent, called a meeting of some of the directors of the city schools. He told them that saving must be taught, like virtues, by practice. Children are the best agents of social reform. The future laborers must learn the great importance of small savings. While small savings are of great value to all the children, they are especially so to the children of the poor, who receive more pittances than larger coins, and to whom the habit of saving will be the only means of success in later years.

M. Laurent thoroughly explained his plans to the directors, and then went from school to school, to give the children lessons of economy. In October, 1866, two communal schools of Ghent had each a savings bank, and, thanks to the encouragement on the part of the communal council, the city school commission, and two liberal societies, the savings banks have been introduced, into all the city schools. Of the 45,000 pupils of those schools more than 15,000 have deposits each exceeding one franc. In the communal schools, the school-room is the bank office.

From Ghent the savings banks spread over the whole country, and the Belgian system was later introduced in several places in Germany, Holland, and Italy.

The following is the method of M. Malarce in France:

After having made arrangements with the nearest savings bank, the director of the school informs his pupils that he is ready to receive their small savings (the amount of deposit must not exceed 5 francs), and that as soon as the deposits amount to 7 francs, he will transfer them to the regular savings bank. The director fixes a day in each week, at the beginning of the school, deposits will be received. He has before him a register, in which he enters the names of depositors, and the amount deposited. Each pupil keeps a duplicate account on a single sheet of paper with sufficient columns for the whole year.

The above is the simple process as far as the school-room is concerned. The transactions outside of the school-room—the relations with the savings banks—are also very simple. In the beginning of every month the teacher adds the deposits of every pupil, and in case they exceed one franc, he deposits the even francs at the savings bank, and keeps the amounts of less than one franc on the register of the school savings bank.

The bank-books of the pupils are kept by the teachers. As long as the pupils attend school. When a pupil leaves school, the book is handed over to his parents or guardians.

No pupil can withdraw a part, or the whole of his deposit, without the consent of his parents or guardians.

WHY IS IT?

Passing along the street the other morning, we witnessed a little incident that set us to thinking. Two little tots, six and seven years of age perhaps, were making their way along the muddy street on some domestic errand intent, apparently, for the eldest carried a pitcher in his hand. But their minds seemed to be less intent upon their errand, than upon finding the lowest mudholes on the dirty crossings. Coming to a wide pool of water about two inches deep, they paused a moment in rapturous delight, then both deliberately walked right through it. Our natural instincts arose in wrath at the sight, and we exclaimed, for we were now by the side of the youngsters, “You shouldn’t do that, you’ll get your feet wet, and catch cold.”

For reply to this warning, the saucy little pair looked up at us; their eyes twinkling with mischief, and the elder replied: “All right, then we would not have to go to school.”

We had not time to deliver a homily to the little reprobates, so we walked on, leaving them to their delectable search for mud-puddles and influenza, and as we walked we pondered on the question, “Why is it that children are so eager to escape going to school?”

Then memory carried us back to the days of our childhood. Days when a sprained ankle was regarded by us as an occasion for special thanksgiving, and an influenza and sore throat were sources of joy—if they kept us home from school. And it was remarkable how serious our ailments were while the decision concerning our going to school was still in abeyance, and how soon the frightful nature of the symptoms was assuaged when the question was decided in the negative. A sprained ankle that would not carry us half a rod on the way to school without causing howls of anguish, would permit us to walk at quite a rapid pace and with but slight discomfort over into the meadow to hunt for woodchucks, or half a mile down the creek to look at muskrat traps. Did we hate to go school? Oh, no; not at all. We liked to go well enough, seeing we had to, but it was so awfully jolly not to have to. We would do anything in the world for a legitimate excuse to stay away. Though we must admit that when we were kept away from school to hoe potatoes, the matter assumed a different aspect; and the dizzy little purgatory on the hill had unwonted attractions for us.

Well, why is it? For this is the query to be answered. Is it anything more than the wonted revulsion of perverse human nature against doing what it is bidden to do? The undisciplined spirit loathes compulsion (witness the case of hoeing po-
HINTS FROM ACROSS THE SEA.

Special Correspondence of The Weekly.

WASHINGTON, March 28.—We have organizations in this country for the prevention of cruelty to animals. This is well, but in Europe they do still better, they make the treatment of animals a subject of school instruction. Technical schools engage the attention of The Weekly so I have been pleased to notice. I send you a memorandum showing the course of study in Milan.

SCHOOL INSTRUCTION IN KINDNESS TO ANIMALS.

An official report, received by the Bureau of Education, from the French Minister of Public Instruction, contains the number of societies for the protection of animals. These societies have been established in connection with primary schools, but their exact number was not known until recently. The Minister of Public Instruction directed the school inspectors to ascertain the number of these societies in each department and to lay the results before him. It was very encouraging to see that the French people begin with the young, as it is very doubtful whether the lectures to grown people will have the same lasting effect. Nine hundred and ninety-six societies have been established already, and they will doubtless soon be found in every Commune.

In the German countries there are no societies in connection with schools, but the teachers make from time to time remarks on the subject of protecting animals. Cases of cruelty to animals on the part of the pupils are promptly punished at school, or reported to the Mayor of the city.

There is less cruelty to animals in Europe than in America, because the European children are early taught that animals are very useful gifts of God, which must be treated kindly.

THE SUPERIOR TECHNICAL INSTITUTE OF MILAN.

The Bureau of Education has received the programme of the Superior Technical Institute of Milan for the year 1888–89. This famous school, which is supported by the State, the province and the Commune of Milan, has the following sections:

1. The general, or preparatory section.
2. The section of civil engineering.
3. The section of industrial engineering.
4. The section of architecture.
5. The normal section for the future teachers of mathematics, physics, chemistry and natural sciences in technical schools. The general or preparatory course lasts two years, and each of the other courses three years. The school has the following collections and laboratories for the use of the professors and students:
   1. A technical library.
   2. A collection of machines and models of machines.
   3. A collection of architectural models.
   5. A laboratory of technological chemistry.
   8. A botanical garden.
10. A collection of drawing models.

The Director for the present year is Prof. Francesco Brioschi.

MEDICAL COLLEGES AND WOMAN.

Our allotted task is completed, yet we cannot close this address without a brief survey of the present period, in which the facilities afforded women in all branches of learning contrast strongly with the formerly well-nigh insurmountable impediments and obstacles.

Women desirous of acquiring medical knowledge are no longer obliged to disguise themselves in male attire, like Agnodiaca, the Athenian, nor are practitioners liable to suffer the penalties of the law for their works of benevolence and charity. In 1880 the young woman with aspirations for intellectual culture finds open to her such excellent training-schools as Holyoke, Wells, and Wellesley, such noble institutions as Vassar, Smith, and Wellesley. Does she not shrink from contact with her brothers, she may gain entrance into many universities, either expressively founded in a liberal spirit, as Oberlin, Cornell, and Ann Arbor, or which have yielded to the steady pressure of public opinion, and now open their doors more or less widely to the gentler sex. To quote the latter would be tedious and unprofitable; suffice it to say that even venerable and aristocratic Harvard has lately joined the number, and our own Columbia, should her President's views prevail, will not be slow to follow.

The young woman who seeks intellectual training of a more technical character, with a view to adopting a professional career, will find many avenues opening up with constantly increasing privileges and facilities. The student in art, thanks to the philanthropy of our venerable citizen, Peter Cooper, can, without incurring expense, acquire a knowledge of designing or of wood-engraving, which will hardly fail to secure for her a competency. The student in biology will receive her share of attention at a summer school of science held on our Atlantic seaboard, or in connection with some enterprising institution of learning. The student in pharmacy and chemistry can conduct her experiments on an equality with men, if, or if she prefer, in laboratories controlled and officered in large part by women themselves.

The student in medicine now gains access to medical colleges in nearly every State in the Union, and the legitimacy of her pursuit, as well as her ability to grapple with it, gains increasing advocates. She is no longer regarded as "too good and too stupid to study medicine." The candidate for medical honors also finds in Boston, Philadelphia, New York, and Chicago, well-appointed schools of medicine especially adapted to her needs, with corps of trained and sympathetic instructors ready to lend a helping hand.

Looking across the Atlantic, we find countries so lately intolerant of the intellectual advancement of woman at last yielding, not always gracefully, to the inevitable. The little republic of
HOW TO GET STRONG.

We clip the following paragraphs from a capital book with the above title, by Wm. Blakie, a Scotch physician of note. It is worth the careful notice of all teachers who do not as a rule appreciate the value of good health:

"In the 1877 and 1878 annual report of Harvard College, President Elliot, who has been exceptionally well placed to observe several thousand young men, and to know what helps and what hinders their intellectual progress, adds his valuable testimony to the importance of vigorous health and regular physical exercise to all who have or expect to have steady and severe mental work to do. Busy professional men may well heed his words. Speaking of the value of scholarships to poor but deserving young men, he says: 'If sound health were one of the requisitions for the enjoyment of scholarships, parents who expected to need aid in educating their boys would have their attention directed in an effective way to the wise regimen of health; while young men, who had their own education to get, would see that it was only prudent for them to secure a wholesome diet, plenty of fresh air, and regular exercise.'

"A singular notion prevails, especially in the country, that it is the feeble, sickly children who should be sent to school and college, since they are apparently unfit for hard work. The fact that in the history of literature a few cases can be pointed out in which genius was lodged in a weak or diseased body is sometimes adduced in support of the strange proposition that physical vigor is not necessary for professional men. But all experience contradicts these notions. To attain success and length of service in any of the learned professions, including that of teaching, a vigorous body is well nigh essential. A busy lawyer, editor, minister, physician or teacher has need of greater physical endurance than a farmer, trader, manufacturer or mechanic. All professional biography teaches that to win lasting distinction in sedentary, indoor occupations, which task the brain and nervous system, extraordinary toughness of body must accompany extraordinary mental powers."

AN EXPERIMENT.

Editor of The Weekly:

It is related of Bishop Wilberforce, that on one occasion he spoke two hours on three successive days upon the same subject without notes and without the repetition of a single thought. On being asked how he could do this, he replied that his father in his boyhood was in the habit of giving him a subject to study. After a sufficient time, without having been allowed to write a word, he was required to tell his father all he had learned or thought upon the topic. In this way he became one of the most able orators of the age. Being called upon lately in a teachers' gathering to take part in a debate, I was obliged with shame to excuse myself, not because I had no thoughts upon the question, but because I had not the confidence to face the small audience, nor the ability to express my thoughts before them. I mentally inquired whether teachers could not on a small scale repeat the experience of Wilberforce and train their scholars to be ready and fluent speakers. It seems to me a great defect in most schools that children are not taught to do many things which are to be of the utmost importance to them in future every-day life. In how few schools, for example, have children been taught to write letters, and yet it is one of the most needed branches of knowledge. There are many who are familiar with languages and sciences who cannot write a respectable letter because they were never taught. So with the art of quick and ready expressions of their own thoughts in public.

The only form in which this seems to be cultivated in schools is in the debate; and this is, as far as my observation goes, only in the high schools, and only the boys take part, while the girls read essays and selections or give recitations. As a large majority of scholars do not enter the high schools, and as women in their constantly enlarging fields of usefulness have great occasion to be ready speakers, it seems as if the training should begin in the primary department and be continued through the grades. Acting on this opinion, I have begun the experiment with my scholars, who are from 9 to 12 years of age. I gave them a question two or three days previous, took a vote as to their opinions, and told them I should expect each one to come forward and give at least one reason for his opinion. The first question was: Which is the better season, summer or winter? At the appointed time each one was called forward, opposite sides alternately, and required to state in good language his or her judgment on this question, with reasons, the teacher, meanwhile, noting them. At the close the reasons were repeated and a new vote taken, the decision being in favor of summer. The second question was, Which is the more useful, a horse or a cow? They are now considering this subject, and the question will be rationally answered in a few days. This is as far as the experiment has gone, but it already promises to prove successful in developing both the reasoning faculties and the use of language.

I have written this hoping it may lead other teachers to use or improve upon these suggestions, feeling sure that a multitude of those who would be otherwise timid and hesitating in speech will be improved by it.

MATHEMATICAL DEPARTMENT.

EDITOR, DAVID KIRK, JACKSON, MICH.

RATIO.

I would like an answer to this question and a reason for the same: what is the ratio of 2 to 0? Is it 3 or 0? As authors differ, which method should we adopt?

W. L. LINDSEY.

According to the English mathematicians, the antecedent is a dividend, and the consequent a divisor. The French mathematicians regard the antecedent as the divisor. Either way strictly followed is right, for it is obvious that if we wish to find the relation of two quantities as regards their magnitude, it is immaterial whether we say the first is 3½ the second, or the second 3 times the first; but we hold that it is more convenient, and more philosophical, to consider the antecedent the dividend. Some of the arguments in favor of the opposite view are as follows:

"In examples in the Rule of Three, the answer sought is the fourth term. To find it we multiply the third term by the ratio of the first to the second. The first term being always the divisor, the rule would not work; we are to consider the ratio the quotient of the first term divided by the second." We reply to this argument, the Rule of Three is an arbitrary arrangement of our grandfathers.

The unknown term may as well be the third as the fourth; as well the first as either. Any term may be the term sought. Therefore, the rule might read: Make that number which is the
same in kind as the answer required, the fourth term. Arrange the other two terms accordingly, and divide the product of the extremes by the given mean. In this case the above objection would not prevail.

Again, it is claimed the antecedent is not the dividend in the progression 2, 4, 8, etc., which may be written 2 \times 2 \times 4 : 8. We reply; it is true, the ratio of the progression is 2, but we are at liberty to regard it as the inverse ratio of 2 : 4, and such, indeed, it is. The objection, last given, is put forward as the strongest, by the advocates of the French view of ratio; we think it has no weight at all.

Again, it is said, in speaking of concrete quantities, that we may form the proportion; unit of measure : quantity :: 1 : numerical value; then we divide the second term by the first; but if we divide the first by the second, we must write : quantity : unit of measure :: numerical value : x thus reversing all the processes of the Rule of Three. This argument has already been answered. It is strange that the rule of three, and proportion, should be regarded as synonymous terms.

We might form the proportion. 2 horses : 3 horses :: 4 bushels of oats to 6 bushels of oats. By alternating the terms, the proportion would read, 2 horses : 4 bushels of oats : 3 horses : 6 bushels of oats, which is just as true as the other, for the ratios are, after all, between abstract numbers.

It is necessary to give only one reason for preferring to call the antecedent the dividend. In reading an expression of divided, the dividend is always read first. If we use the common sign of division, as in a \div b, the dividend is read first. If we write \( \frac{a}{b} \), the dividend is read first. By erasing the horizontal line in the first mentioned sign of division, we get the sign of ratio. It is desirable, then, to regard the antecedent as the dividend. When we see the expression 2 : 6, we understand by it, that it inquires "what is the relation of 2 to 6?" In other words, how does a compare with 6? It certainly is not as large as 6. What part of 6 is 2? Two is \( \frac{1}{3} \) of 6.

Suppose a man were to ask, "How does London compare with New York?" Would we answer him by saying, New York is \( \frac{1}{2} \) as large as London? Certainly not. We would say, London is 3 times as large as New York. This would be a direct answer, that would be indirect; just as every ratio is indirect, when the consequent is taken as the dividend.

PROBLEM BY J. W. MCCLURE.

A piece of land is 30 rods long. At one end it is 10 rods to feet, at the other 3 rods, 6 feet, 8 inches. What length should be cut off the small end to make one-fourth of an acre?

To make the solution general:

Put \( l = \) length = 30 rods,
Put \( b = \) broad end = 642 rods,
Put \( n = \) narrow end = 56 rods,
Put \( a = \) area to be cut off = 40 square rods.
Let \( x = \) distance to take from small end.

Then \( \frac{b-n}{l} \) is divergence of lines on part to be cut off.

Half of this divergence added to narrow end gives \( n + \left( \frac{b-n}{2} \right) x \)

= average width of piece to be cut off.

This multiplied by length of piece to be cut off gives its area.

\[ \left[ n + \left( \frac{b-n}{2} \right) x \right] x = a \] from which \( x^2 \left( b-n \right) + 2nx = 2al \). By rule for complete quadratics this readily gives the general formula

\[ x = \frac{-n \pm \sqrt{n^2 + 2al}}{b-n} \]

Introducing values of \( l, b, n, a \), and performing operations indicated we readily find \( x = \frac{-314 \pm \sqrt{399144}}{13} \) rods 4 feet, Ans.

MINOKE, ILL. D. H. DAVISON.

The above solution gives an answer two feet larger than that found by other correspondents, but if incorrect it is plainly a matter of inadvertence.

Notice that Mr. Davison's solutions are always general solutions, and in this respect worthy of imitation.

GENERAL NEWS OF THE WEEK.

The Conservatives in the British Parliament met with an overwhelming defeat on their motion to censure the Gladstone ministry for the evacuation of Candahar. The majority of the government was a net 100 votes. Not satisfied with this overthrow, the Conservatives have moved a vote of censure of the government for making peace with the Boers in the immediate wake of a bloody defeat. In fact, however, this treaty does Great Britain the highest honor. It shows that it is possible for a civilized power, when it is convinced that it is committing an act of oppression, to retreat, even at the sacrifice of some loss of military prestige. Oscar de Lafayette, a grandson of General Lafayette, whom President Garfield had selected to be present at the centennial celebration of the surrender of Yorktown, next fall, is dead, at 85. He was a Senator of France, and an able one.

The Porte has sent its ultimatum to Greece, agreeing to cede the greater part of Thessaly and the island of Crete, but no part of Albania. It is almost certain that Greece will decline this proposition, and it threatens to appeal to arms at once. The Sultan has called upon Egypt for a contingent of Egyptian troops in case of actual hostilities.

Ex-Governor Seymour says: "I hear men at Albany from St. Lawrence and Chautauqua and Orange counties, declaring against the canals and deploring that these counties derive prosperity from them. Yet the canals have afforded the means from which these very men's salaries are paid at Albany. They have contributed more than any other cause to the growth and wealth of New York city, which not only pays so large a part of the school tax that $50,000,000 derived from her tax assessors is divided every year among other counties for school purposes but actually pays almost half of the expenses of the State government."

Since Natal was wrested from the control of the Boers they have been very much interested in making the connection between the Transvaal and some good seaport to constitute an outlet for the rich products of their country, outside of the jurisdiction of the hated English. They thought they had attained this object by negotiations; entered into so long ago as 1875, with the Portuguese, by which a railroad was to be constructed from the Transvaal to Delagoa Bay, through the district of Lourenco Marques. The British government, to head off this arrangement, has negotiated a treaty with Portugal by which the trade of that port will be virtually under British control. The railroad iron is already landed at Lourenco Marques, but it is now doubtful if the road will be constructed. The unpopularity of this act of the Portuguese ministry has led to such an outcry that the ministry has been forced to resign. The district of Lourenco Marques is laid down under that name on new maps. It stretches along the east coast from 26 degrees 50 minutes to the Inhampura river, including about one hundred and forty miles of coast and eighteen hundred square miles of territory. It has but one considerable town, few inhabitants, and no trade of importance. But the harbor is a good one, the situation is strategic, and in all probability the Lourenco Marques question will be heard of again.

A man by the name of Coleman, charged with participation in the attempt to blow up the Mansion House, the headquarters of the Lord Mayor of London, is believed to be on board the Australia, bound to this country. The British government has by telegrams to Halifax and other points on this side made arrangements intended to intercept the vessel and arrest Coleman before he sets foot in the United States.

The wife of Rev. Henry Ward Beecher was found at the close of the service last Sunday evening, sitting in the family pew, perfectly rigid and unconscious.
The Wisconsin Legislature has passed a bill to make the legal rate of interest 6 per cent, and by special contract 8 per cent.

Captain Ends has three parties of engineers at work on the Tehuantepec isthmus, exploring for his proposed ship railway. The Mexican chief engineer has reported to his government that the route and plan of Captain Ends is entirely feasible.

M. DeLessse held a meeting of stockholders of the Panama ship channel last week. His report of operations thus far was received with great enthusiasm. General Grant, Mr. Romero and Mr. Ulysses S. Grant, Jr., have started for Mexico, to see farther to the interests of the Nicaragua ship channel.

The United States Senate is at a dead lock on the question of changing the subordinate officers of that body. It meets, goes through a siege of dilatory motions, responds to the ayes and noes, and adjourns without being able to report progress.

President Garfield's "declaration to a friend" that he could not appoint a new man to a certain office because that office was not vacant, and he "should make no removals simply to make places, for somebody else in cases where the incumbents are satisfactorily discharging their duties," suits the great body of the President's friends and supporters, whether it finds favor with the office crooners or not.

Governor Porter has formally proclaimed that the several constitutional amendments submitted to the voters of Indiana, including the change of time for holding the State elections, from October to November, have been adopted.

It is asserted now that the President declines to call an extra session of Congress to provide for the funding of the five and six per cent. government bonds, which the Secretary of the Treasury has the right to call in after next June. We shall see.

The bill that passed one branch of the Wisconsin Legislature, to tax all church property, was defeated in the other branch.

The tug-boat, O. B. Green, which got fast in the ice between the mouth of Chicago river and the crib, more than a week ago, has at last been relieved from its perilous situation.

The Democrats of Chicago, have nearly unanimously nominated Carter Harrison for re-election to the mayoralty.

The Republicans have nominated John M. Clark, for Mayor of Chicago.

Ex-Secretary Evarts, and Ex-Senators Thurlow, of Ohio, and Howe of Wisconsin, Commissioners to the European Congress on the remonetization of silver, leave for Europe this week.

Kalloch, son of Mayor Kalloch of San Francisco, who murdered Charles De Young in that city last year, has been acquitted, and goes free.

General Lew Wallace is to be charge d'affaires in Paraguay and Uruguay, and will be succeeded as Governor of New Mexico by L. A. Sheldon, of Ohio, who was lieutenant colonel in Gen. Garfield's regiment.

Mr. Gladstone's government, judging from its treatment of the Afghan and Transvaal questions, is much more disposed to listen to the dictates of Justice than "the jingo" government of O'Driscoll. It gives further evidence of this equitable disposition by announcing its willingness to pay a large sum for the damages done American fisheries off the coasts of Nova Scotia and Newfoundland, some months ago, in contravention of the treaty of Washington. In case the two governments cannot agree upon the amount, it expresses willingness to leave this question to arbitrators.

The war between the English and the Barutos, South Africa, still goes on. A fight of six hours duration took place there, at Boloka, last week. The result was not decisive. Col. Carrington and a number of others on the British side were severely wounded.

Stanley is heard from through a missionary now in England, who has received a letter from Africa reporting that the Portuguese explorer, Count, has returned from an expedition in the interior, during which he met Stanley, who is well, but having a hard time in prosecuting his enterprise.

Arrests continue to be made in Spain of persons who are charged with plotting to overthrow the government and establish a republic.

It is asserted that Alexander III. intends to strive to maintain good relations with Germany, towards which Alexander II. was amicable to the last. The maneuvers of Otto are not likely to be cordial. The attitude of the Hungarians to Russia is well known to be far from friendly. France is to be cultivated, and the personal friendship between the new Czar and the Prince of Wales, it is believed, prognosticates a kindlier feeling towards England than has prevailed for years past.

The Boers are to have their independence in all questions of local government, but the British have the right to maintain a representative at the capital, to raise the flag once a year in sign of suzerainty of the Queen, and are to be consulted in all questions involving frontiers, or relations of any kind with foreign governments, including treaties with the neighboring native tribes.

It is rumored that a formidable rebellion prevails in Herat. Three-Herat regiments stationed at Kushk have been induced by the Governor of that district, to mutiny. These are the same regiments which assassinated the noted Mohammedan priest and partisan, Mohammed Jan.

It is rumored that General Melkoff has tendered his resignation of the arduous office of suppressing seditions and preserving the peace. Even the almost supreme powers with which he was clothed did not suffice to guard the person of the late Emperor. It is also rumored that the Czar has resolved to convocate the Council, and submit a plan for representation of the people in matters of State.

STATE NEWS.

ILLINOIS.

Normal.—George Schilling has a school near Lexington.

John Spear is home on a visit.

The spring term of school opened March 7. Professor Seymour and a number of the students were delayed in getting back to Normal by the deep snow. The wetting section is small but promising.

Miss Floy Ohr is taking post-graduate work.

Professor McHarg was heartily applauded as he took his seat on the platform for the first time, at the opening of the term.

Miss G. Mills has been chosen president of the senior class.

Mr. Burbank read for the Wightonion Society on Friday evening, March 13.

Both societies had special entertainments for the first Saturday night of the term. The Philadelphians gave a drama in the large hall.

President Hewett delivered a lecture before an institute at Shelbyville on the 13th inst.

Mrs. Bruce Hunting, formerly Miss Melinda Neely, and a Normal student, who is a London, is in Chicago, Feb. 26. Miss Neely did excellent work in school and made many warm friends. She has been an invalid for some time, but the news of her death will be a painful surprise to many.

Among the old Normalites who visited here during the week before last were A. L. Anderson, class of '86, J. L. Better, and Misses Sadie Martin and Mary Gillan. Mr. Anderson is succeeding in his agency for nursery stock. Mr. Better and Miss Gillan are working up studies in connection with their teaching, and will graduate with this year's class.

Miss Beth goes up graduating to take a position in Bloomington. She fills the vacancy in the intermediate grades caused by the resignation of Miss Newhall. Miss Newhall leaves the profession as school-ma'am do—to accept a more agreeable position.

The senior class were entertained by the family of Mr. J. R. Gaston, a few evenings last week. After refreshments, Mr. F. L. Williams, Mr. P. M. McEiulf, F. M. Tyrell, and a number of other old students are back. Misses Mahoney is taking post-graduate work.

Miss Better is working up studies in connection with their teaching, and will graduate with this year's class.

Miss Alice McCormick is home again.

Naples has a short school year.

Miss Mattie Knight is home for a vacation.

Miss Anna Steinheff will be in Normal during the spring term studying music. The commencement essays and orations will be limited to eight minutes each this year.

The boys in school have organized a mimic Senate for parliamentary drill.

Champagne.—The closing exercises of the election class were given at the University Chapel, March 15. They were about five hundred persons in the audience, and the exercises reflected great credit upon their instructor, Prof. Feitshans.

A literary and musical programme in the Chapel, March 17, celebrated the fourteenth anniversary of the institution. The address of the occasion was delivered by Prof. Burrill. With the exception of the songs, none of the other exercises performed specially to the occasion. An essay was read by Miss Jesse Wright; an original poem by Prof. C. H. Dennis, and orations were given by E. Philpots, and Mr. F. L. Williams.

The Junior exhibition occurred March 5. It consisted of essays, oration, poetry and song.

Miss L. M. Stevens—Marna school building has received a cleaning and decorating. The pupils, encouraged by the teachers, did the work.

The Joliet school board, at a recent meeting appointed Mrs. E. E. Henderson, Mrs. J. P. Alpin, to the principship of the high school, in place of Miss L. M. Stevens. Sunday other changes have occurred in the teaching force during the year.

Woodstock public schools have had a coal famine during the recent snow blizzard; most of the railroads. It is wise for all school boards to keep a little coal ahead, even though the spring-time.
Dr. H. W. Everest, President of the College at Eureka, Ill., has been elected to the presidency of the University of Indiana. The announcement was made in the State house of the university, and the President-elect is expected to take up his duties immediately.

The Indiana Times announces that Miss Hata, formerly a Bloomington teacher, died recently at Spring Lake, Minn.

Decatur schools closed the winter term, March 18. Instead of the usual public schools and high schools, the city was especially invited to ordinary advance recitations, and the programme was changed so that every recitation would come in the afternoon of some one of the last three days.

The suit against Principal Philbrick, mentioned in the WEEKLY of the 17th in the case of the proposed improvements in the university' buildings, is not yet known whether he will accept.

Mr. D. D. Dunlop, the District Attorney of the city, has been re-elected to the additional duties of Attorney General, for a period of two years.

The Illinois Journal of Education reports that the schools of the State have been visited by Mr. A. W. Wheelock, of Galesburg—one at Knox College Chapel, on the 11th and 12th, and no other school in the state.

Prof. Bourne and his pupils netted quite a little sum for the school library at a recent public entertainment. Besides charging an admission they gave a chance for voluntary contributions of contributions. More than a hundred dollars were received.

We are told that M. L. Crow has resigned the Presidency of the Illinois State University, and the Board of Trustees has determined to elect a successor.

Miss Lottie Blake, of Streator, has the offer of a position in the Baptist College at Gifford, Nebraska. It is not yet known whether she will accept.

The Board of Education of the State, in accordance with the law, has appointed a committee to correspond with the school authorities of the States in which instruction in sewing has been introduced into the public schools, and report before the close of the school year upon the expediency of teaching sewing in the schools of Chicago.

Contracts have been awarded for the erection of two new school houses in the city, one of which will be on the avenue and Madison street, to cost $157,721; and another at Wicker Park, to cost $37,563.

The Board of Education has appointed a committee consisting of O. C. Wheelock, Charles Bunce and Amos Green, to ascertain the exact value of the old postoffice block, now occupied by Haverly's Theatre, which is to be leased or sold for the benefit of the city school fund.

A large meeting was held in Central Music Hall, last Saturday night, to consider the proposed movement for the erection of a public library and museum building as a memorial of the resurrection of the city from the ashes of the Great Fire of 1871. Mayor Harrison presided, a number of the leading citizens, the Mayor, and a committee of one hundred were present. The members of the various industrial, mercantile and financial classes of the city was appointed to take the matter in hand.

The Educational Weekly

The Oratorical Contest—The State oratorical contest will be held at English's Opera House, Indianapolis, on the evening of April 11. Hanover, Franklin and Wabash Colleges, and Butler, Purdue, Ashbury and the State University will be represented by contestants. The following judges have been selected: Hon. Stanley Mathews, of Ohio; R. S. Taylor, of Fort Wayne; G. W. Friedley, of Bedford; H. S. Tarbell and Abraham Hendricks, Indianapolis. The Wabash College representative will be selected on March 18.

The Indiana Times pays the following deserved tribute to the efficiency of Prof. James H. Smart's administration of the public school system of the State.

The retirement of Prof. James H. Smart, yesterday, from the office of Superintendent of Public Instruction, marks a period in the educational progress of the State, for, since he was appointed, the progress has been rapid, the schools have been improved, and the State is now in a position to be proud of the educational system.

He had been thoroughly trained in educational work, and assumed his duties in Indiana well prepared to take a high place at once in its councils. He has been, for three terms, the president of the Board of Education—ten years as superintendent of a city school, and six years as Superintendent of Public Instruction by the choice of the people of the State.

In 1865 the permanent school fund of the State amounted to $7,511,377.44. The amount of this fund is now $10,000,000. The total value of the property of the school system is now $1,000,000,000. The annual average salary of the teachers is now $1,000,000, while it was only $3,500,000 in 1865.

Throughout the State, from 90,000 to 150,000 children are taught every day. The number of schools is now over 1,500, and the number of teachers is now over 10,000. The average length of school in days in 1865 was 60; in 1866 it was 130; and the number of schools in the State had risen from 8,925 in 1865 to 15,787 in 1880, and their annual average salary from $107,30 to $212.45. The number of children attending school has increased from 202,512 in 1865 to 512,833 in 1880, showing a much smaller relative increase in this item than in any other in connection with the entire public school system, but the increase in the number of children and in the school attendance is a fact which cannot be denied.

The improvement in the reputation of the State school system is not only apparent in the increase of the school attendance, but also in the increased interest which it now commands. The public school system of the State is now regarded as one of the best in the country, and it is to be hoped that this will continue to be the case.

Prof. Smart, who was asked to enumerate some of the improvements in the mental, moral and physical condition of the people of Indiana which had come under his notice in that time mentioned: 1. The great improvement in the schools themselves, the increase of the efficiency, the higher standard of education and training, and the better fitness of their pupils for the work of life; and, 2. the improved condition of the teachers themselves in character, industry, opportunities, and their increased interest in it. The character of the work done by teachers in institutes, normal schools, and all gatherings where they are brought together, is a true reflection of the condition of the public school system of the State. When fifteen years ago, the State was looked upon by the citizens of other States, in derision, the good qualities of the State and its people have now become known and appreciated, and it is no longer spoken of contemptuously.

The increased intellectual activity in the cities and towns, shows in the organization of Shakespearian clubs, and those of every other name and nature having for their purpose of the improvement and training. This is particularly marked in the intellectual activity of the women of the State compared with their condition when he first had occasion to observe the culture of the women of the State. More than the success of the improvement has been remarked by such observers as Bronson Alcott, and Prof. Albee, who have lately had occasion to compare it with its former condition.

The most marked event of improvement is seen in the circulation, management, make-up and general character of the newspapers of the State. The growth and multiplication of public libraries, and their general use by the people of the State, as well as the increase in private libraries which have been established by the people of the State, shows the improved taste evident everywhere in house building, especially in furniture; in short, in everything that goes to make the standard of taste and the improved condition of the State.

When to this we should add the increased number of colleges and training schools and high schools, all contributing their part toward improvement, the influence of the system of public education will rather be enhanced than lessened.

In all this Smart has been an intelligent observer as well as director, and much of the marvellous advance in the interests of education is due to his wise counsel. He has been in it and felt proud of it, and can show after sixteen years devotion to hard, earnest work in the educational field of Indiana. He retires with the good will of all the people of the State, who will appreciate his success in the future with a livelier and intelligent interest.

MICHIGAN.

Editor of the Educational Weekly:

L'Ange—I have been led to write this note, with reference to our schools, by the conviction of the improvement and training. This is particularly marked in the intellectual activity of the women of the State compared with their condition when he first had occasion to observe the culture of the women of the State. More than the success of the improvement has been remarked by such observers as Bronson Alcott, and Prof. Albee, who have lately had occasion to compare it with its former condition.

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The following is a list of Michigan Teachers' Institutes, of this spring's season.

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<th>COUNTY</th>
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<td>Bay</td>
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The first class in Greek, consisting of six members, has just been organized in the State, and the new building, which is to be devoted to the study of Greek, was completed last summer.

MINNESOTA.

Professors Tiesburg and Lytton, of St. Olaf's College, Northfield, have reigned under a cloud; having indulged, so the town talk declares, in oculatory practices with a young woman, who was expelled for her share in the offense. There is no evidence of any criminal act, and Professor Tiesburg demands an investigation to substantiate this statement. Of course, Miss
Grundy is full of horrible suspicions. The teachers were, to say the least, indignant in this matter.

The legislature at its recent session made the following appropriations for educational purposes:

**FOR 1881:**
- Mankato Normal School Building: $10,000
- St. Cloud: 1,000
- Winona Normal School: 900
- Reform School, repairs and defects: 2,500
- University Building, annual for six years: 30,000
- University: 28,000
- Winona Normal School (including regular appropriation): 14,000
- Mankato: 13,000
- St. Cloud: 13,000

**Total:** $105,950

**FOR 1882:**
- State University support: 23,000
- Winona Normal School (including regular appropriation): 14,000
- Mankato: 13,000
- St. Cloud: 12,000
- State University Building, annual for six years: 30,000
- Encouragement of Higher Education: 9,000
- Reform School: 5,000
- Deaf, dumb, blind and idiots: 4,500

**Total:** $177,000

The school fund of Minnesota is now $4,400,000.87, as against $3,850,664 in 1876. It is estimated that the permanent school fund of this State, when the lands belonging to it have all been sold, will reach the grand aggregate of $15,000,000.

**IOWA.**

The Iowa High School Ootanical Contest, held at Marshalltown, was a brilliant success. The hall could not contain the audience. There were 115 entries in all. Miss Emma A. Smith, daughter of Hon. D. C. Smith, carried off the first honors and will go to Monticello to participate in the next State contest.

**NEBRASKA.**

What has been facetiously called the "Long fellow contest" between the four grammar schools of Lincoln, came off last week. Three premiums were offered to the three pupils of any grammar school who showed the best knowledge of spelling and his writings. Each school chose three champions, and the whole twelve not Friday to be examined by a committee of five chosen for the purpose. The prizes consisted of three different editions of Longfellow's works. The affair created much interest.

The School Board of Lincoln voted to pay the R. E. face of all the city teachers who will attend the meeting of the State Teachers' Association at Omaha this week.

The winter term of the State University closed last Thursday week. The late legislature appropriated $5,000 a year for two years for developing the Agricultural Department of the University. This is more than twice the amount appropriated two years ago.

**UTAH.**

A large building is projected at Salt Lake City, for the University of Deseret, the last legislature of that Territory having appropriated $20,000 for the purpose. The Board of Aldermen of Salt Lake City has donated one of the public squares for the site of the building. The plans show a main building 88x189 feet, three stories high, including lecture and class rooms and laboratories for chemical and other experiments, a dissecting room, gymnasium, orchestra room, with spaces for nautical, botanical, geographical and miscellaneous museums. On the second floor there will be an assembly or lecture room, 72x158 feet, with large recitation rooms on either end. The third story will be devoted to various uses, including private rooms for the professors. The Deseret University is an old Mormon institution, which has long been under the supervision of Prof. Park, who bears the reputation of being an efficient instructor. Nearly all the leading religious denominations have schools in Salt Lake and other cities of the Territory, apart from the Mormon school system, which has been rather crude in its general features. There ought to be no difficulty in the way of obtaining a respectable education by any young person in this Territory who may desire it.

**SCIENTIFIC NOTES.**

The whaling steam vessel lately purchased by the government at the cost of $60,000 to go on a search of the Arctic exploring steamer Jeannette, is now undergoing the necessary alterations at Mare Island, San Francisco bay, and is expected to be in readiness to start north in June.

The president has approved the plans submitted by Liest, Grecley, for the proposed white house for the fifth international medical congress at Detroit, for which an appropriation of $25,000 was made by congress. The plans provide for the detail of three officers of the army and twenty-one ward men. The detail has not yet been made out, but will be made by the secretary of war. It is proposed to charter a whaling vessel, which will convey the party and their supplies to Lady Franklin bay, which is in the prize of the trip. The party will not, however, locate the vessel will then return to this country, and go back the next year with additional supplies. The house which was taken north by the Howgate expedition will be used by the party. Dr. Parry, the naturalist of the Howgate expedition, is on his way home. He left the ship near Disco, where he is now engaged in securing seals, furs, and other supplies.

He will join the party on their arrival. Mr. Henry Clay, who remained with the party, will also join them. He is now stationed at a small station at this point, where meteorological observations will be made and other scientific observations taken. It is expected that the expedition will start early in June.

**SCHOOL LAW.**

**IN IOWA.**

Rulings of State Superintendent C. W. von Coelln:

1. In making a location for a school-house, a board cannot be influenced by the fact that a few scholars from an adjoining district wish to attend, in accordance with section 2535, chapter 15, laws of 1880. The location must be made for the benefit of the district in which the site is located.

2. The board, for what may seem to them good reasons, may order a short vacation. But they cannot shorten the term included in the contract without the consent of both parties.

3. If the electors, in accordance with the provisions of sections 779 and 917, vote that any additional branches shall be taught, the board are required to endeavor in good faith to carry out the wishes of the electors.

4. The Supreme Court has decided incidentally that the Board of Directors have the right to exclude children from school if they are afflicted with a contagious disease. See Iowa Reports, 31, 562. The board have also the power to prohibit children from attending school from houses where it is believed persons have contracted diseases. The board of Health may make and enforce such regulations upon these matters as they believe necessary for the welfare of the people. See chapter 151, laws of 1880.

**IN WISCONSIN.**

Rulings of State Superintendent W. C. Whitfield:

Q. Can a district vote a tax for two months German school in addition to five months English school, and could such tax be collected?

A. There is no authority for voting such a tax, and its collection could not be enforced.

Q. How is a teacher's certificate to be annulled, if he is not teaching at the time?

A. The law seems to suppose a teacher is always teaching. But if persons, who teach, but are not, for the time being, teaching, come in, to use the language of the law, "as the act of God," the effect is to suspend the contract entered into. The teacher probably would not recover wages for time thus taken. The board could not compel the teacher, the teacher could not compel the board, to continue the school beyond the time named. The loss in such cases is mutual. It falls upon people, children and teacher; but the school would still be compulsory, and some liberality may reasonably be exercised towards the teacher.

Q. What is the effective closing public schools in consequence of epidemic disease? Can the teachers recover wages for time lost? Can they continue the school and make up the time, after the time named is out? Can they be obliged to thus continue?

A. Where a school is necessarily suspended for the reason named, it would be regarded, to use the language of the law, as the "act of God." The effect is to suspend the contract entered into. The teacher probably would not recover wages for time thus taken. The board could not compel the teacher, the teacher could not compel the board, to continue the school beyond the time named. The loss in such cases is mutual. It falls upon people, children and teacher; but the school would still be compulsory, and some liberality may reasonably be exercised towards the teacher.

Q. The answer given above proceeds upon the supposition that a term or year of school is to begin and close at a certain time. It is presumed that in case of the interruption of a school for a few days only, by an epidemic, or other providential cause, the time, by mutual arrangement, might be made up.

A. I am not satisfied with your answer, that a clause at the end of a contract may permit the board to dismiss the teacher, when he ceases "to give satisfaction," is of no force; please explain why not.

A. It is perhaps sufficient answer to say that the Supreme Court recently decided that the board may dismiss a teacher when he ceases "to give satisfaction," as follows: "The board has a right to judge whether the teacher fulfills his contract—performs his work. He fails to do so, the board may terminate the contract, but of course must hold itself ready to show that he has failed. The power to terminate the contract for cause, is all the power the board needs. That the teacher in this case, was not to "give satisfaction," follows as a matter of course. To put the clause mentioned into the contract is superfluous, and so expensive and void. The points of the decision by the court will be given as soon as reported.

**TWO ORGANS.**—Regulate first the stomach, second the liver: especially the first, so as to perform their functions perfectly and you will remove at the same time all the ills that mankind is heir to, in this or any other climate. Hop Bitters is the only thing that will give perfectly healthy natural action to these two organs. —Maine Farmer.
THE SCHOOL ROOM.

LIKE BEGLES LIKE.

Did you ever see an impatient teacher that did not have a turbulent school? Did you ever have a fast teacher whose class was restless and nervous? were not reproduced, in greater or less degree, by his pupils? Did you ever, on the other hand, know a teacher of uniform, amiable temper, who had not generally tractable and pleasant tempered scholars?

A teacher ought, for the sake of himself and his pupils, to cultivate a pleasant countenance and manner. There is no denying the fact that teachers have much to annoy, chafe and irritate them in their daily life. Their sedentary life also renders their nerves very sensitive, and, of course, their tempers very touchy. But here is where the grace of self control is needed, and must come in, if the teacher is going to make his work a real success. If he cannot control himself, how can he efficiently control others? If he cannot keep that ugly scowl from his brow, and that sharp, unpleasant tone from his voice, how can he induce among his pupils that cheerful, willing spirit, which is so essential to their good discipline and progress.

No man can justify himself for making all around him uncomfortable, by a scowling face and disagreeable manner. It is more than unjustifiable for a teacher to do this. Is it not his duty to set before the young people under his care such an example as they ought to follow. A patient, morose manner is infectious, and a fretful, scolding teacher will cross-looking and cross-acting pupils; but a cheerful, smiling teacher will waken smiles on all the faces about him, and melt away iniquitous rebellion and rudeness as the spring sun melts the snow drifts.

Like begles like; be cheerful, good-natured and smiling in the school-room, and you will have about you always a band of children full of happy smiles and cheers.

GRAVITY.

AN EXERCISE FOR THE OLDER SCHOLARS.

Teacher (holding an apple or apple in his hand before the class).—Now, if I let go my hold on this, what will it do?
Class. —It will fall.
Teacher. —Why will it fall?
Class. —It will fall because the earth draws it. Because the earth draws it, because of the attraction of gravitation.
Teacher. —To say, because of its weight, is easily understood, but it is not altogether accurate. Gravity is the better term. Gravity is the force by which the earth draws everything. Weight, is properly, the excess of gravity over centrifugal force. If I throw this ball from me forcibly it will go quite a distance through the air before its gravity, or the force of the earth acting upon it, overcomes the force with which it was hurled, and brings it to the ground. We say, it falls to the ground because of its weight. We say, too, that an apple, potato, or any other body will move in a straight line, if the only force acting upon it, is equal to the mechanical force required to bring it to the earth, the entire body is brought by a degree of force which is the sum of all these. In like manner you may think of any atom of any body, of whatever shape, as tending in a straight line to the earth. You may then imagine a straight line drawn from every atom to the center of the earth. The straight line in which the body, if a solid, would fall to the earth, would be found to be the resultant of all these lines.

HINTS ON BLACKBOARD DRAWING.

Remember we are working on a black surface. If we examine any picture upon a white surface, it is seen that the white or high lights are, as a rule, the nearest to the observer,—always in points, never in masses. To produce similar effects upon the blackboard, we must whiten that part of the picture which, in the object comes nearest to us, leave the most distant parts alone, and leaving everything else as it is. This is evidently wrong. We cannot shade with white. We must leave the shade on the distant parts, and put the white light with white on the points nearest. If we draw a circle, and wish with it to represent a sphere, we must brighten the middle part and blend toward the circumference. Very pretty effects can be produced by drawing a frame, say a two foot circle, oval, rectangle, or some other pretty form, and whitening the black in the line of the frame, blending with dry colors, and going over it again and again with crayon turned flatwise, still blending, until the surface is a smooth white. Upon this white surface, the whole picture drawn in black points the interest of the common blackboard colors. Slighter-licks make excellent blackboard makers. Make the frame true, and the white edges sharp. Landscapes. Make the frame first. Use ultramarine blue at the top, pressing on with the crayon flatwise, blending the upper white line, lighter below, the lower red, orange, or some other bright color, down to the horizon, half-way, perhaps. Lay on clouds of white. Build a line of mountains with contes-crayon against or upon the sky, showing the horizon in spots, and again running the tops up into the blue. Make the mountains blue, blend.
ing in purple, white or brown. Make those most distant with softer, lighter strokes and lighter blending. Perspective may be shown by strength of lines as well as a slight blurring of the distant parts of the landscape. The nearer, softer, more hazy, while the strength of strokes and colors increases as the work approaches the foreground. Use ultramarine for sea and ocean, working while into that part coming nearest. Make the water level. Put in tail-boat of white. Finish the foreground or bottom of the picture in stronger colors, brown, green, etc., and with heavier strokes.—W. N. Hull, in Primary Teacher.

SIT UPRIGHT!

Sit upright! That fashion of leaning forward, rounding your shoulders over your desk, will render you stoop-shouldered and awkward; it will bring on weakness of the spine, disease of the lungs, torpidity of the liver; it will bring about a slump, perhaps very early, to the manufactories grave. Sit upright! Give your limbs room to expand freely with every respiration. Throw back your shoulders and hold your spine erect. The effort thus required to overcome the natural laziness, or weariness, if you choose, of the flesh, will be well repaid in the improvement of your health thus secured.

Teachers should make it a point of duty to preserve an erect posture in school, not only for its advantage as regards their own health, but because of its influence over their scholars. We believe pupils have more respect for a teacher who sits upright than for one who seeks a slouching attitude, with elbows sprawled wide over the desk before him. He should teach his scholars to sit upright also, not only in their recitations, but when at their desks for study. He should dwell upon the health considerations, and emphasis of well-placed illustrations, to impress upon the young minds the criminal folly of disregard alike of health. Aesthetic considerations should not be forgotten either; the listless, stooping posture is ungraceful, and very unpleasant to the observer.

This action may seem a trivial one to many, not worth taking into account in the midst of the many cares and tasks of the school-room, but when duly considered in its influence upon the children's health it is seen to be no trifling subject. Nor is it its influence upon the discipline of the school to be disregarded. There is no doubt that laxity and indifference on this point is an indication of laxity and indifference on other points usually regarded as of more importance. Such laxity could give a wrong impression of the discipline of a school than to see the children disposed in various attitudes, self-chosen according to their degrees of natural indolence; the student on one knee, resting his elbow over their desks, cultivating myopia and consumption as well as their indulgent ones assuming some position,—or two or three at once, it may be,—that may seem least galling to the frame of him who waits for school to let out. We have seen such schools, and we feel sure that the teacher as well as the scholars needed a course of training in manners, hygiene, and common sense.

Nothing here advocated should be construed to recommend the keeping of children in one stiff position until it becomes torture. When children sit, let them sit in becoming postures. This is all we advocate. There are enough such postures to afford all the changes that reason requires.

PRIMARY DEPARTMENT.

THE ORDER OF STUDY.

There is a natural order for everything in nature. "First the blade, then the ear, after that the full corn in the ear" is the order of growth and fruition. Never does nature take freaks, and bring the full corn before the ear, or the ear before the blade. She is the most consistent observer of her own law.

If we would be successful as teachers, we must mark, learn, and always strive to faithfully follow the laws of nature. We must present the simplest elements of each study first. We must notice how acute the faculty of observation is in the young child, long before his powers of reasoning are at all developed, and enable the earlier faculty to gather, under our experienced guidance, material which the later and riper powers can use to the best advantage. Remember, the natural order leads from the concrete to the abstract, not from the abstract to the concrete. Operations in arithmetic can be taught by the help of objects, long before the abstract, principle governing the operation, can be taken in by the thought, or held in the memory of the child. Important facts in natural history can be learned before the laws governing them are fully understood. Teaching should strive, therefore, in teaching the younger scholars, to develop first their powers of observation and comparison. Teach by objects, always striving to awaken interest in every branch taken up; to remember the unfolding law of nature; from the concrete to the abstract; from the known to the unknown.

TEACHING LANGUAGE IN PRIMARY SCHOOLS.

Primary language lessons, if taught in the true spirit, will develop thought, the power of correct expression and observation, and prepare the way for a very successful and profitable study of the analytical and grammatical forms of our language.

The following rules should be carefully followed:

I. Proceed slowly. A little well taught is far better than much half understood.
II. After each lesson require pupils to express their thoughts in their own language.
III. Be certain that the meaning of each word used is understood and its spelling learned.
IV. Read frequently an interesting story. Require it to be repeated in the pupil's own words, and then written. This exercise will call out the power of expression, impart self-confidence, discipline the memory, and give the teacher an excellent opportunity.
V. Punctuation and the use of capital letters may be easily taught by example, aided by a few simple rules. Children learn that many things are right before they can tell us.
VI. The correct meaning of words is best taught by leading children to properly use those they understand. Many more can be added from time to time to the stock as they need to use them.

If these rules are followed, teachers cannot fail to be successful in teaching the use of language.—Exchange.

KINGS AND QUEENS.

TOMMY.

Upon the lilac-bush I heard
The earliest robin sing;
I wished, what never will come true,
That I could be a king.
For, if I only were a king,
I know what I would do:
I'd have plum-cake, instead of bread,
To eat the whole year through.
Great heaps of oranges would
Upon my palace doors,
And fountains, full of lemonade
Spool up beside its doors.

FRED, GRACE, HARRY, ISABEL.

Oh, shame upon you, Tommy Brown!
You're such a greedy thing!
We're glad you are not over;
You should not be our king.

JESSIE.

And, if I were a king, I'd wear
A new dress every day;
No prunes in a fairy-tale;
Would have such fine array;
With golden lace and glittering gems;
My robes my maid's would deck,
And diamonds large as pigeons' egg;
Would hang about my neck.

FRED, GRACE, HARRY, ISABEL.

And, oh, how proud and vain you'd be!
How fond of being seen!
We're glad you are not over us;
You should not be our king.

KARL.

And, if I were a king, I'd have
In every thing my way;
My servants would stand waiting round,
My wishes to obey;
And I would do just what I pleased,
And say just what I chose,
And not a soul in all the land
Would dare my will oppose.

FRED, GRACE, HARRY, ISABEL.

And you would be the worst of all:
What troubles you would bring!
We want no tyrant among us;
You should not be our king.

LILLIAN.

And, if I really were a queen,
I would put on my crown,
And through the country everywhere
Go walking up and down;
And all the old folks, sick, and poor,
I would have warmed and fed;
And every houseless I would help.
Should home with me be led;
And I would love them all, and try
To do the best I could;
To make the sorry people glad,
The naughty people good.

FRED, GRACE, HARRY, ISABEL.

And you would have the happiest reign
That ever yet was seen;
And, if we had a queen at all,
Then you should be our queen.

MARIAN DOUGLAS.—The Nursery.
THE MAGAZINES.

"St. Nicholas for April is full of fine, pictures and good reading for the little folks.

"Andrews' crass brings us the Spring styles and hints for dressing in the mild weather we have now a breath of, yet, but flowers must keep ahead; and here are patterns to suit all ages, tastes and uses, with full description of what is the modern style of an appealing to that of foot-covering. There are also pretty patterns for needlework.

"The Magazine of Art has a large number of fine and beautiful engravings, two of them full page. Each receiving the thanks of the Ambassadors after the news of the Massacre of St. Bartholomew, and "Amy Robsart." There is a sketch of the life of this artist, an interesting account of the "Winter exhibition at the Groverbury Gallery," and much other good reading. Issell, Peter, Galipia & Co. New York.

"The Last and Next Cabinet may be warmly welcomed by the ladies to whom, under the title "Hunts," it gives directions for caring for the house-plants, starting seeds and cuttings, and other arrangements of the garden, which spring makes them think. There are also two articles, descriptive of the nature, formation and needs of the flowers and gladiolus, with illustrations of each, and a pleasant article "Bits of Wild Gardening." Adams & Bishop, New York.

"Appleton's Journal for April contains the first part of a Greek idyll, "A Question," by George Ebers. Mr. Hooper has "Mysteries and Miracles Play." The momentous problem, "Why does the Crab go Sideways," is settled by Mr. Robert B. Roosevelt; Helena Faucet Martin has an essay on Portia. "Greek Dinner" gives some information about the writers of epigrams. The editorial department treats Carlyle from a new standpoint, questioning his claim to be considered a "Great Man.

"Spring is here; so the "fashion" books say and the person who cannot in the "Young Ladies' Journal for April find something to suit her taste, figure and purse must be hard to please, for here are all various styles of dresses or described, in shape, color and material, and the designs for fancy work are almost innumerable and very beautiful. The reading matter is made up of the usual quota of stories, recipes and short articles; among the latter we notice one particularly fine, "The Power of Enjoyment."

"Lippincott's Magazine for April has "A Peep at the North of Ireland," and "Characteristic Dances of the World," both well illustrated. An illustrated paper on "Zoological Curiosities," treat of Mount St. Helens and "Scenes in the Garden Heights." J. Brand, Matthews writes of the "Recent Tendencies of the French Drama;" Lizzie W. Chapman has a paper on the American loyalists, and Frank B. Y. Carpenter gives a very amusing sketch of "Wash Lo," the typical chimney of the present day. An article "On the Dangers of Drunkenness." is by B. D. De Wit, and opens well, "Heaven Heary," by Sydney Chase, is laughable. The poems are by Maurice Thompson, Howard Glyndon, and Charlotte Bates.

"In Popular Science for April an article on "Phthisis" urges the necessity of fresh air and free sunshine for children, and states that the best hygienic location of a dwelling house is the bank of a small river in the neighborhood of a large mountain-range. There is an interesting history of chronology and definition of its terms. The subject of "The Photographic Liability" shows the changes that have occurred in the legal status of the medical profession, and "The Stages of the "Scientific Series," is an interesting analysis of the causes of man's superiority to all other animals. "What is a Cold?" gives some practical information of value. The article on the "Protection of Sewer-Waters,"

One of the most original and entertaining of the illustrated articles in April Scribner is "Marine Forms as Applicable to Decoration," in which beautiful specimens of Japanese art are given, and the necessity of observing and studying nature in order to produce a true effect, is shown. "Father Hynie" is accompanied by a fine portrait. "A Georgia Plantation" shows how much profitable work may be done by and with the colored people, when they are properly treated. "New York Artistic Houses-oops," and "The Calhoun Summer Home," are finely illustrated articles. A sketch of "Elementary Instruction in the Mechanic Arts," as taught in the Mechanic Art School of the Massachusetts Institute of Technology, deals with a subject that is of practical interest at the present time.

"The opening poem of Arthur's Home Magazine for April gives a shiver on the contrast between the ideal Spring with its "balmy air" and "springing grass," and the reality of huge snow banks and a foot or more of ice, but in the interest aroused by the remaining contents it is soon forgotten. There are several chapters of "Bay Windows," and the rather weak story "Back to Old Home" is finished. "Left till called for," is a simple, natural sketch of an incident at a railway station, and "The Gypsy Lover," in which our hero got rid of "Gypsy Lover," is very amusing, especially as it is a fact. The other selections are of all kinds, stories, biographical, historical, and fancy sketches, with the usual amount of poetry, of which "Waiting" is the gem. The Home department shows many of the familiar national events, is clean, clear and practical, with many pretty illustrations.

"Political Forms and Forces" is discussed in the "Fortnightly Review" by Herbert Spencer, who arrives at the conclusion, that the aggregate of the forces of mankind, past and present, are the guiding influences of society, and may be more potent than law and religion together. H. M. Hyman, in presenting "The Lights and Shades of American Politics," gives a very fair view of a Presidential campaign in this country, especially commanding its conclusion. The popular verdict is set down in favor of financial honesty and protection of home interests and industries. The dangers threatened from unregulated capital and demagogism are freely discussed, with the prevailing extravagance of expenditure. The American working class is far better off than the English; the good more clearly balances the bad here, and England has a good deal to learn from us in the direction of political organization and general progress, are the general conclusions of the paper.

EDUCATIONAL BOOKS.

"Advanced Readings and Recitations" is a useful manual of oratory and collection of pieces, prepared by Austin B. Fletcher, Professor of Rhetoric in Brown University. It marks out in a manner of study for the individual, with exercises in physical and vocal training, and has other excellent features which commend it. Lee & Shepard.

"Mrs. Elinah D. henry's successful lectures on Art History, delivered before the Concord School of Philosophy, have been gathered, with additional papers, in a volume entitled "Blessings in the Fields of Art," which will be read with enthusiasm by students of art and lovers of good literature. It is a book which inspires one to fresh study of the beautiful, and which, once read, will be kept on hand for reference. Lee & Shepard.

"The Inductive Algebra," an excellent work on the Art History, delivered before the American School of Arts and Sciences, by William illustrated. The author, in this work has followed the plan adopted in his works on arithmetic, presenting the subject in such a manner as to make it simple and attractive by rendering the transition from art to algebra easy and natural. This method has been thoroughly tested, and gratifying results have been attained.

"The latest volume of the "Epochs of Modern History" is by F. W. Longman. Its subject is "Frederick the Great and the Seven Years War," and is a graphic sketch of the memorable war which saw Europe single-handed, and raised his kingdom to a position which was the beginning of its present prosperity. Besides the
record of his career, the book includes an account of the conquest of Canada and the subjugation of India by the English. Charles Scribner's Sons.

Life and Her Children, by Arabella B. Buckley, is a handsome volume, from D. Appleton & Co. the publishers of the book which wise parents seek to place in the hands of their children, and though intended for a holiday gift-book, it would be an appropriate present for any season. Its style is suggestive and stimulating, and the illustrations are calculated to increase its interest. It deals with the lower and less interesting forms of animal life, giving a realization of the teeming condition of the world, and of the struggle for existence, not afforded by any adult scientific work of our acquaintance.

Prof. Edward Dowden's Shakespeare: A Critical Study of His Mind and Art, though an accepted authority on the subject, has hitherto been only accessible to American readers in imported copies. Harper & Brothers now republish it in a handsome volume from the third English edition. The author brings to his task rare scholarship and an earnest spirit of investigation, which seeks truth for truth's sake, and does not strive to prove fallacious theories, or to make a display of learning not pertinent to the subject. In this he differs from many commentators, and his work is by contrast the more valuable.

The price ($9) of the Relief Atlas of All Parts of the Earth takes it out of the class of ordinary school books, but every school should have it in its library, as it will give fresh interest to the geography lesson. It consists of thirty-one maps in relief, with text facing each. All are framed in cardboard, and the book is half bound in a quarto volume. Great care has been taken in the maps so as fully to emboss, and a few minutes' examination of them will give a child a clearer idea of varying states than an hour's study of figures. They are prepared by G. P. Bean, and Scribner & Welford are the publishers.

The two-volume History of Greece, by Prof. Timayens, of the New York School of Languages, embodies much that is new and noticeable. Well-written as the subject is, the author has shown an independence and originality in dealing with it which gives his work a distinctive stamp. Its narration of facts of course follows accepted authorities; but in the deductions drawn from them, the writer exercises individual opinion. His style is direct and pleasing, and as his work covers the entire period of Greek history, it will be acceptable to all who desire a compact and interesting work of the kind. It has colored maps and is thoroughly indexed. D. Appleton & Co.

Mrs. Abby Sage Richardson has a happy faculty of interesting youthful readers, and her Familiar Talks on English Literature will be found an admirable adjunct to any textbook on the subject. The attractive subject of English Literature becomes, in the hands of this ex-student of the school-book makers, dry and distasteful. Mrs. Richardson carries her readers through the life of Sir Walter Scott, and gives a good idea of literary progress from the earliest dates to that period. Under the guidance of an intelligent teacher, scholars might not require an additional book for class recreation, but its best office, as we have intimated, is use with another textbook. Jansen, McCurg & Co.

The scholarship displayed in Anthony Trollope's two-volume Life of Cicero will be a surprise to those not well acquainted with his numerous novels. He has chosen a path which many biographers have trodden before him, because no one has done justice to the famous Roman orator; for while his literary powers and oratorical talents have been universally acknowledged, his sincerity, courage and patriotism have been disputed. While claiming to prove Cicero's title to these qualities, Mr. Trollope goes farther and sees in his character high moral perceptions, natural affections, domesticity, philanthropy, etc., which do not seem to have been as yet fully appreciated. The biographer does not hesitate to attack other writers, and Froude in particular receives severe handling for incorrect statements in his Cæsar. The work is written in a diffuse style that resembles the verbiage of the author's fiction, and would be greatly improved by pruning down to a single volume. Harper & Brothers.

MISCELLANEOUS BOOKS.

Thirty Years; Poems New and Old, by the author of "John Halifax," (Houghton, Mifflin & Co.) will bring into the hands of its readers a collection of poems full of the sweet feeling that pervades all of Miss Mulock's writings.

Pearls of Thought. Edited by M. M. Ballou, Houghton, Mifflin & Co. A choice little volume of extracts from the best authors, arranged alphabetically according to subjects. The selections in this little volume are wise and pithy, and adapted to inspire the reader or writer who may refer to it, with new ideas on the special topic he may be interested in.

I. K. Funk & Co. bring out a small pamphlet of the "Familiar Hymns," with short biographical sketches of the authors. Those who have long known the words may be glad to know something of the circumstances that occasioned them. The same firm also have the "Proctors' Cabinet," a collection of illustrations, definitions and short sayings by prominent men of all ages.

On the Self-curability of Disease; or, The Divine Art of Healing against The Human Art of Medicine for the Last 4,000 years, by the same author. In the latter brochure the author claims to show in some five pages the opinions on drugs of the most eminent physicians the world has ever seen, to the effect that the so-called science of medicine is a humbug, and the use of drugs mere guesswork. He then traces the history of the healing art, showing up its blunders and contradictions. The title of the first named work tells its own story. It is written to show that the best cure for disease is to let nature have its way, "throwing physic to the dogs," and relying on "nature's own recuperative powers."
GOOD READING.

BEFORE THE DAY-BREAK.

Before the day-break shines a star
That in the day's great glory fades;
Too fiercely bright is the full light
That her pale-bleaming lamp upbraids.

Before the day-break sings a bird
That stills her song in living light;
Too loud for her is the day's air,
The woodland's thousand-toned delight.

All great the honor is to shine
A light wherein no traveler errs;
And rich: the prize to rank divine
Among the world's loud choristers.

But I would be that paler star,
And I would be that lonelier bird;
To shine with hope, while hope's afar,
And sing of love, when love's unheard.

-Spectator.

PAST.

As I sauntered beneath the windswept tree, I looked up, and saw there
was nothing left but only a little empty nest, into which the snow was fast
falling.

1.

When springtimes come, ablaze with bloom
To summer's bridal bower,
We do not care what else is there,
We see but fruits and flowers.

2.

But winter's blast, that strips at last,
Shows if there'sught that cleaves,
Some little nest that stands the test
Above the fallen leaves!

3.

But, what awaits when wintry gales,
Make buds and blossoms go?
Hope's empty breast, like Robin's nest,
Will catch but falling snow.

VA.

WHAT A VOLCANO CAN DO.

Tarpley Stark (—•).

COTAPAXI, in 1833, threw its fiery rockets 5,000 feet above its crater, while
in 1754, the blasing mass, struggling for an outlet, roared so that its awful
voice was heard at a distance of more than 600 miles. In 1797 the crater of
Tungurahua, one of the great peaks of the Andes, flung out torrents of mud,
which dammed up the rivers, opened new lakes, and in valleys 7,000 feet wide,
made deposits 600 feet deep. The stream from Vesuvius, which, in 1827,
passed through Torre del Greco, contained 53,000 cubic feet of solid matter,
and in 1793, when Terre del Greco was destroyed a second time, the mass of
lava amounted to 45,000,000 cubic feet. In 1790, Erna poured forth a flood
which covered 84 square miles of surface and measured over 1,000,000,000
cubic feet. On this occasion the sand and scoria formed the Monte Rossini
near Nicholas, a cone of two miles in circumference and 4,000 feet'high.
The stream thrown out by Erna in 1810 was in motion at the rate of a yard
a day for nine months of the eruption; and it is on record that the lava of the
same mountain, after a terrible eruption, was not thoroughly cool and
consolidated for ten years after the event. In the eruption of Vesuvius, A.
D. '79, the scoria and ashes vomited forth far exceeded the entire bulk of the
mountain; while in 1860 Erna disgorged 20 times its own mass. Vesuvius has
sent its ashes as far as Constantinople, Syria, and Egypt; it hurled stones
eight pounds in weight to Pompeii, a distance of six miles, while similar
manes were tossed up 2,000 feet above the summit. Cotapaxi has projected a
block of 460 cubic yards in volume a distance of nine miles; and Sumbawa,
1815, during the most terrible eruption on record, sent its ashes as far as
Java, a distance of three hundred miles.

ONE OF THE ANCESTS.

The long, bearded neck apex humility, but the supercilious nose in the air
expresses perfect contempt for all modern life. The contrast of this haughty
"stack-up-saviness" (it is necessary to coin this word to express the camel's
ancient conceit) with the royal ugliness of the brute, is both awe-inspiring
and amusing. No human royal family dare be uglier than the camel. He is
a mass of bones, faded tufts, humps, lumps, spay joints, and callousities. His
tail is a ridiculous whip, and a failure as an ornament or fly-brush. His feet
are simply big sponges. For skin covering he has patches of old buffalo
overhead, and with the hair turned off. His voice is more disagreeable
than his appearance. With a reputation for patience, he is unappalling and
indulgent. His endurance is overrated—that is to say, he dies like a sheep on
an expedition of any length, if he is not well fed. His gait moves every muscle
like an ague. And yet this ungainly creature carries his head in the air, and
regards the world out of his great brown eyes with disdain. The Sphinx is
not more placid. He reminds me, I don't know why, of a pyramid. He has a
resemblance to a palm-tree. It is impossible to make an Egyptian picture
without him. What a Hapsburg lip he has! Ancient, royal! The very
poise of his head says plainly, "I have come out of the dim past, before his-
tory was; the deluge did not touch me; I saw Mese come and go; I helped
Shoofo build the great pyramid; I knew Egypt when it hadn't: an obelisk
nor a temple; I watched the slow building of the pyramid at Sakkara. Did
I not transport the fathers of your race across the desert? There are three
as the date palm, the pyramid and myself. Every-thing is modern. Go to!"—O'Flah, Dudley Warner, "My Winter on the Nile."

HOW COLONEL WAKE'S LIFE WAS SAVED.

The following anecdote, which we take from "Old Westminster School
Days," a charming volume of reminiscences concerning this historic school,
is at least one, and worth remembering:

"There is a story connected with Dr. Buxby's rule at Westminster during
the times of trouble, that must always find a place in any of the traditions of
the school. All Westminsters are aware that at one time a curtain hung on
"the gill bar" which was drawn to divide the boys' and girls' part of the
school. This curtain was one day torn during the school hours by a
boy named John Glyme. The unfortunate little fellow was in a terrible
fright at the prospect of the flogging which he knew the Doctor would give
him. Seeing this, a generous and plucky friend, named William Wake, offered
to take the blame and the flogging. Glyme evidently had not pluck enough
to refuse such an offer, so Wake offered to take the punishment the year 1654, among the prisoners who had been taken at Salisbury at the time
of Penrod's unsuccessful rising; was William Wake, who had become
Colonel the in the Royalist army. He was brought before Cromwell's judges
and sentenced to death.

"Immediately after the trial, one of the judges mounted his horse and
rode as fast as he could to have interview with the Lord Protector. He
asked as a personal favor that Colonel Wake's life might be spared. His
petition was granted, and the judge had the satisfaction of saving the life of a
man who, when a boy, had taken a flogging from Dr. Buxby in his stead—for
the boy was John Glyme. After the Restoration of Charles II, Dr. Buxby
had the honor of showing the King over the school. It was on this occasion
that the Doctor apologized for keeping his eye on the King's presence, be-
cause he explained, it would never have done to let the boys think there
was a greater man in the world than himself."

CONSUMPTION CURED.—An old physician, retired from practice, having
had placed in his hands by an East India missionary the formula of a
simple vegetable remedy for the speedy and permanent cure of Consump-
tion, Bronchitis, Catarakt, Asthma, and all Throat and Lung Affections,
also a positive and radical cure for Nervous Debility and all Nervous Com-
plaints, after having tested its wonderful curative powers in thousands of
cases, has felt it his duty to make it known to his suffering fellows. Actu-
ted by this motive and a desire to relieve human suffering, I will send
free of charge to all who desire it, this recipe, in German, French or Eng-
lish, with full directions for preparing and using. Sent by mail by address-
ing with stamps, naming this paper, W. W. SHEARER, 149 Powers' Block, Roch-
est, N. Y.

FEES OF DOCTORS.—The fee of doctors is an item that very many per-
sons are interested in just at present. We believe the schedule for visits
which a physician would tax a man for a month in which he would take a
daily visit, over $1,000 a year for medical attendance alone! And one single bottle of Hop-Bitters taken in time would save the $1,000 and
all the year's sickness. —Post.

Go to H. B. Bryant's Chicago Business College, young man, if you can
possibly arrange matters so as to do so.

Hosford's Acid Phosphate should be taken by those who perform mental
labor. It acts as a brain-food.
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