In the marvelous material development of Iowa the higher interests of education have not been overlooked. Indeed, Iowa could not have so rapidly attracted to itself that intelligent and energetic class of American immigration which now holds its fair fields and directs its rapidly growing commerce and manufactures if it had not, from the first, recognized the importance of erecting school houses, organizing common schools, churches and Sunday schools, and establishing high schools, academies and colleges to reconcile families accustomed to such institutions in the Eastern States to a change of homes, but wise fathers and colleges to reconcile families accustomed to such institutions in the Eastern States to a change of homes. Herein lies the explanation, to a very considerable degree, of the difference in the rates of growth in Missouri, on the one hand, and Iowa and Kansas on the other. A constantly increasing stream of immigration has poured into Kansas, directly across the entire breadth of Missouri, swelling its population to the grand aggregate of 1,214,335 souls in 1880; a gain in ten years of 173 per cent., as against an increase of only 56 per cent. in the same period, in Missouri. Whatever other causes go to account for this enormous difference, it can hardly be said that they are to be found in the climate or the soil, or in the commercial advantages of the two sections, for if these alone were considered, the tendency might be to halt the columns of western immigration in the former State. The advantages on the side of Kansas exist in the social elements and the spirit of the government; and in no one particular have these advantages expressed themselves more eloquently than in the educational statistics. For, following the example of Iowa rather than that of Missouri, Kansas, as fast as the line of settlement advances, erects school houses and churches almost as soon as the pioneers’ cabins are under roof. That has been the order of progress in Iowa for the past thirty years. The settlement of Missouri was

What is it that inspires opposition to the establishment and support of high schools? Inspection of the tax lists has shown very conclusively, in nearly every instance where a high school war has been waged, that the great body of the opposition (except in cases where local feeling in regard to the location of buildings enters into the contest), comes from the non-tax-paying portion of the community. And yet, invariably, when such a conflict is raging, the cry is raised that these schools serve mainly to educate the children of the rich at the expense of the poor. Just as invariably these charges are refuted, but still the opposition is there. We seek for other causes then, and whenever we do so, we shall discover that the penaliousness of a very small proportion of the tax-payers, the most sordid and selfish spirits in the community, and the bigotry of a few narrow-minded sectaries are the vitalizing forces of the opposition. But because such forces are always unpopular, the men who are moved by them profess other motives: such as that contained in the plea of unjust taxation, class favoritism, tendency of higher education to prejudice children against labor, and others even more preposterous. It would seem as though the fallacy and hypocrisy of these objections and professions had been exposed so often that it can hardly be necessary to unveil them again. It is never safe, however, when the issue “for or against the high school” is distinctly joined on the platform, in the press, and at the ballot box, as it is now in the city of St. Paul, Minn., to take it for granted that the masses who have so much of the voting to do, however little they are required to pay, are familiar with the facts which go to contradict and overthrow the assertions of the opposition. We are gratified, therefore, to observe that the advocates of the St. Paul high school have taken the trouble to investigate every charge made by the anti-school
party, and to thoroughly riddle it with the minnie balls of fact and logic.

Among other facts, here is what they present in answer to the pretense that the anti high school partisans are impelled by a holy and just indignation springing from a keen sense of the injustice of maintaining a high school at the public expense to educate few if any but the sons and daughters of the wealthy classes. Two years ago the parentage of the children in the St. Paul high school was as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchants</td>
<td>80</td>
</tr>
<tr>
<td>Professional men</td>
<td>40</td>
</tr>
<tr>
<td>Clerks</td>
<td>30</td>
</tr>
<tr>
<td>Public officers high or low</td>
<td>20</td>
</tr>
<tr>
<td>Boarding house keepers</td>
<td>10</td>
</tr>
<tr>
<td>Day laborers</td>
<td>8</td>
</tr>
<tr>
<td>Orphans</td>
<td>5</td>
</tr>
<tr>
<td>Railroad employees</td>
<td>6</td>
</tr>
<tr>
<td>Manufacturers</td>
<td>7</td>
</tr>
<tr>
<td>Express agents</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
</tr>
</tbody>
</table>

A recent inspection of the high school register shows that the occupations and stations of the parents of the pupils of the current school year are as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real estate agents</td>
<td>6</td>
</tr>
<tr>
<td>Traveling agents</td>
<td>8</td>
</tr>
<tr>
<td>Merchants</td>
<td>35</td>
</tr>
<tr>
<td>United States officials</td>
<td>4</td>
</tr>
<tr>
<td>Manufacturers</td>
<td>4</td>
</tr>
<tr>
<td>Day laborers</td>
<td>8</td>
</tr>
<tr>
<td>Railroad officials and employees</td>
<td>17</td>
</tr>
<tr>
<td>Seamstresses</td>
<td>1</td>
</tr>
<tr>
<td>Professional men</td>
<td>17</td>
</tr>
<tr>
<td>Builders</td>
<td>5</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Dentists</td>
<td>3</td>
</tr>
<tr>
<td>Contractors</td>
<td>4</td>
</tr>
<tr>
<td>Barbers</td>
<td>5</td>
</tr>
<tr>
<td>Farmers</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
</tr>
</tbody>
</table>

These statistics effectually dispose of the charge that this is a rich man’s school. Now we venture our opinion, based upon the results of investigations made in other places, that an inspection of the opponent books will show that for every dollar of taxes paid by the known opponents of the high school there are twenty-five dollars paid by its advocates and supporters.

What then are the motives which impel the majority of those, who intend to vote against the high school bonds? Sift these men, and you will find that they are controlled by the personal influence of a few demagogues and priests, and a few, not perhaps one in twenty, of the tax-payers. Such tax-payers are, as a rule, those who have no children of their own to educate, or who, not being willing to educate their sons and daughter along with those of their poor employees and neighbors, send them to boarding schools, and so feel no direct concern in the maintenance of a public high school.

Now, such a school furnishes one of the few non-communistic methods of distributing the blessings of wealth among the classes who create it for others. The employees of these men should be the last to follow their dictates and refuse to vote for school taxes; knowing that they have not only contributed to the production of the property to be taxed, but that themselves and their children are bound in law to defend it against violence in case it is attacked. How then can such employes go to the polls in droves and vote against any school privileges which may be legally established and supported out of the wealth they are continually creating and standing guard over? Yet these men and the followers of the men who cry out against the public schools as Godless, supply the opposition with its rank and file on election days. Here, then, our friends at St. Paul will find the element that must be instructed and drilled into their service. Outside of these lines they are spending their time and strength where they are little needed.

**SOMETHING IS WRONG.**

Something is wrong either in our educational system or in the power of education to secure morality, when two young men of most respectable parentage and training, in the famous college town of Andover, one of them a student of the famous Phillips Academy, deliberately enter upon a life of burglary, until they are arrested, one by a fatal ball and the other by a policeman. Crime and respectability have gone much together of late. “Good families” have been numerous destroyed by murders, suicides, and lesser crimes. Colleges have been the scenes of successful outlawry, even splitting, murderous assaults, and other disorderly conduct, more serious than ordinary “hazing.” In Russia the nihilists are largely from the universities. Religious training is scarcely any better as a security. Missionaries are mobed in Mexico by a rival sect, and pious people gather to hold a prayer-meeting in Iowa over an insane girl, whom they deliberately see starve herself to death,—Chicago Evening Post.

True, “Something is wrong” with humanity; always has been, and always will be wrong, so long as man and woman are imperfect; but whether to the comparative extent that such writers as are quoted above, would have us believe, is another question. If such an editor were asked what proportion of college students became burglars, and to what comparative extent the other evils complained of prevail in society and church, his explanation would involve him in ridiculous inconsistencies. It is the fashion of too many newspapers, to reach out their Eriareously-endowed digits in every direction, to give preference to the incriminating refuse of the day’s events over the more wholesome and palatable occurrences of daily life. The criminal calendar comprises the ailments, misfortunes and dirty clothes cast off by society, and its lesson, on the whole, is rather a favorable than a discouraging one. It is not a new discovery that mere intellectual training does not insure its recipient against criminal influences or acts, as the above writer infers that it should, or that the religious cloak is donned by hypocrites and rascals, as a cover for dark plots and evil deeds. What civilized society is trying to find is the exact facts and phases of the world’s progress, its good as well as its bad developments, the ratio of health to disease, of virtue to vice, of right to wrong. Is our religious system a success? are our legal remedies adequate to their purpose? our governments the best adapted to promote the welfare of the people? Do our schools educate to a degree commensurate with their cost? These questions can only be answered, as the bookkeeper makes up his balances, by grouping together all the elements that enter into the problem; by comparing the past of man and society with their present condition. Toward this examination every department of useful science must contribute; every fact must receive due consideration; and the philosopher, the statistician, the historian, the moralist, the school and religious teachers are “the school” called to the witness stand. Our critical editor himself is one of the teachers to be tried. In other words, it is the enlightened judgment of civiliza-
and moral work, and its scope and influence. In making up this judgment the daily newsgather and publisher becomes an indispensable assistant, but he may greatly simplify the result and use of his labors by the exhibition of as many views of the kaleidoscope of humanity as possible, not omitting those which display its charms and graces and virtues in their divine lights. The thief, the burglar and the assassin have stood at the head of the column long enough as the highest ideal of daily journalism. Let us have a change which will show the world not as black as current sensationalism has painted it.

WHAT IS TEACHING?

BY DR. J. M. GREGORY.

What is teaching? The question is simple. The answer is complex. Teaching, as commonly understood, is telling—telling some fact or truth to one ignorant of it, with such explanations and illustrations as shall make it understood. This definition answers well enough for a primary conception of the work of instruction. If the branch to be taught involves something to be done, as in teaching the art of writing, then the telling must include also the showing, and the learning will include the practice.

Teaching thus described seems simple and easy. It is often, however, involved and difficult. The passing of ideas from one mind to another is not like pouring water from a pitcher into a goblet. Two minds concur in the act, working independently and yet together; the teacher thinks, and then puts his thoughts in words. The pupil listens, and then from the words reproduces the thought. This series of four acts are found in every full act of teaching. If any one of them is wanting, or is imperfectly performed, the teaching will be imperfect.

Experience proves that each of these acts is often defective or lacking. 1. The teacher may fail to obtain a full and clear conception of the lesson. It may lay on his mind like the reflection in disturbed waters, dim and distorted; or it may be there a mere lifeless form, cold and powerless. Here teaching fails at the fountain head.

2. The teacher may fail also to give to his thought, even when clear in his own mind, clear and vivid expression. His language may be poor and inaccurate, or it may be obscure and unintelligible to the pupils. In one case it conveys falsehood, and in the other one's mind has been taken away.

3. The pupil may fail to listen, or to hear correctly all that is said. Here knowledge fails midway. No teaching is accomplished. No one can teach a stone. An inattentive mind is a stone. Idle, careless, and partial hearing is little better. Be the teacher never so earnest and eloquent, he talks as if in solitude; he does not teach.

4. Finally the pupil may neglect or be unable to form a full or correct notion of the truths or facts expressed. The words come to him like stately ships full freighted with golden treasures; but he is too ignorant or too indolent to break the hatchets. The speech is splendid, but it dies on his ear like the words of an unknown tongue. Most frequently teaching fails at this point.

These four are the essential steps in teaching. All else are but aids and adjuncts. Pictures, objects, stories, and illustrations are useful, only as they help the teacher to reveal the truth, or aid the pupil to receive or understand it. They are pictured speech, clothing with light and beauty the spiritual idea, and summoning the little one's eye and imagination to help his struggling reason in its efforts to seize the invisible.

In the case of lessons learned from a book, the writer and his book stand in place of the teacher and his talk. The pupil, as a reader, turns the printed words into mental conceptions as the listener does the oral words. When text-books are used in school, the teacher has the humbler part of helper to the author. He adds his efforts to make the author's words understood, except as he sometimes gives additional lessons.

We have answered our question. Taken in its strict sense, such is teaching. But there is a larger sense in which teaching includes all the processes of education—the shaping of character, the formation of habits, the inspiration of sentiments, and the giving force and direction to the whole life. Yet even in this higher sphere of education, careful thinking will find that the teaching process, such as we have described it, forms the largest part of the work done. Truth, as the intellect sees it, is the body of which love and goodness and the heroic are the graceful or grand forms.

PRACTICAL INSTRUCTION FOR BOYS.

The Polytechnic Association, of the American Institute of New York, holds weekly meetings in the Cooper Institute for the presentation and discussion of scientific and mechanical subjects.

At these meetings a great many interesting facts are elicited from practical men, and valuable suggestions made. A sample of the drift of these meetings may be interesting. One member stated that a dress of spun glass was being made for Fanny Davenport at Pittsburgh. It is to be trimmed with glass lace. A new method of forming designs in glass, by means of air bubbles in the substance of the glass, was described. A discussion upon learning a trade was interesting. Mr. Patridge thought that the old style of learning a trade was obsolete and useless in such cases, there being no need for the boy to work for years at any of those trades that can be learned in three months or a year, which trades do not deserve high wages.

There are many positions now which are supposed to be parts of trades, which are practically trades by themselves, but others of a much lower grade. For example, the drill pressman of to-day would have been a day laborer of thirty years ago. The lower man has been brought up higher, and the machinist must go up or else come down to the level of the other. The effects of machinery in lifting the lower classes and pushing workmen either up into higher or down into lower ranks was then noticed. The machinist of the day was really the man who was making the machines, not the man who was using them. Girls took the place of the watchmaker in the factories, and the machinist was the man who constructed or designed the tools. The importance of selecting a trade that could not be easily supplanted by machinery was urged.

Too many young men, when getting along well in trade, stop growing mentally. On the other hand, the well educated boy does not wish to learn a trade. The trade and the education must go together hand in hand. In Europe there are more abundant technical schools and there is more opportunity to become an educated mechanic.

The examples of Peter Cooper and George H. Corliss were quoted to show what success education, study and thought were capable of producing.

It is desirable to have a school in which the young man or boy may work for a portion of the day, and then devote the remainder of the day to the study of such a character as may be needed.

In reply to questions from the President, some particulars were given of several such schools. One at South Bend, Ind., is conducted on this principle. It is the Catholic school of Notre Dame, and has about 1,000 pupils. About half of the hours are devoted to the trade and the remainder to study. In the United States Naval Academy the mechanics are taught.

Though nothing is made for sale, each man is expected to become efficient, and to make his own tools. In the morning the hour from 9 to 10 is devoted to study, from 10 to 11 to mechanics, the forges, etc. From 11 to 12 to study. Drill and dinner take the hour of noon. Study and work take up the time alternately till 4.

The President: The evening schools of our city may be taken advantage of by the mechanic's sons. We have many schools in which various useful things are taught. Besides the evening
schools of the city, the Mechanics' and Tradesmen's Society have a school in Sixteenth street, near Broadway, and Cooper Union has evening classes. These are free to all, and the boys, by a little self-denial, can avail himself of them. It would be a great advantage if the boy could work seven hours per day and then have two or three hours of instruction. In Europe there are many places where there are Sunday classes of mechanics and apprentices. These classes are generally in the forenoon, and there are lectures given to the students upon physics and other kindred subjects.

PERNICIOUS LITERATURE.

EXTRACT FROM A RECENT SERMON DELIVERED BY REV. DR. KITT-RIDGE, OF CHICAGO.

I often hear that some of you are walking blindfolded through this city life, unconscious of the myriad agencies of hell which lie in wait for your children at every step of advancing years. I am charitable enough to believe that your indifference is explained by your ignorance of any danger. Why, take the pernicious literature of the present day, the sensational novels, the magazine stories, the books and pamphlets which portray vice in seductive charms, inflame the lowest passions of the reader, ridicule faith and virtue, and insult the common sense of society by their miserable polluting daubs. The demoralizing literature is omnipresent. You will find it in our best book stores (for it sells like cheap, poisoned candy), in our Chicago public library, in all news-stands, on the cars, on steamboats: everywhere stalks this moral pestilence that walketh in darkness and wasteth at noontide. And yet Christian parents seem utterly unconscious of this peril. They have no oversight of the books their children read, so busy are they accumulating a fortune which will give but little joy when they see their boy a profligate through their own neglect.

Fathers, mothers, I urge you with an intensity of feeling which I cannot express, to keep a sleepless watch over every page that your children read. They are not old enough or wise enough to detect the stamp of infidelity and lust on the printed page, and you are placed by God to do it for them, and still you might far better expose your children to the most deadly contagion, thus imperiling the physical health, than to permit them to read the silly trash called love stories, and the degrading romances which set passions on fire and pollute every thought's desire of the soul. Many a criminal limes in our prisons to-day, many a girl from Christian homes is lost to virtue and almost to all hope, whose first downward step was the reading of the very literature which your children devour eagerly under your very eyes.

WHAT IS CORPORAL PUNISHMENT?

BY THE WEEKLY'S BOSTON SCHOOL MA'AM.

We should reply, anything that produces physical pain or discomfort. Some will say: Everybody knows that; why ask such an absurd question? Not so fast, my good friend. We know some teachers who seem to think whipping is the only kind of corporal punishment. In some schools the rod and froule are never used, but various uncomfortable attitudes are resorted to for purposes of punishment. We have seen children made to stoop over and touch a crack in the floor; to stand on one foot; or to stand on two feet until ready to sink from sheer weariness; to hold up one arm; and do many uncomfortable things in schools where "corporal punishment is never allowed." How fine it all sounds: "Our school is perfect in order and discipline, and we never permit corporal punishment within our borders." For our part, we would rather have our children receive a good sensible whipping, delivered sufficient hours after the offense, to allow every bit of anger caused by the offense, to evaporate, than have them put through some of the damaging attitudes known as "milder punishments." A child is a tender plant, and unnatural positions given for misbehavior may leave their mark for life. Happy is that teacher who can rule her school by love and reason. We suppose there are such, though we have never happened to meet one who conquered all by moral suasion. Yet, we know that some are born to command, and others have to resort to certain measures to enforce obedience, and to be able to exact and obtain obedience without harsh measures is an infallible certificate of success for any teacher. Do not substitute for a little corporal punishment the practice of keeping children in too much. Even a naughty child cannot be kept in at recess and after school, several times in a week, without physical injury. Let each teacher choose his own mode of punishment, but let him do whatever he does, carefully and conscientiously, and when he is perfectly good natured. Let him not be thoughtless, either. He should test each of his slight punishments on himself before using them, and then carefully make allowance for difference of age and powers of endurance. In short, punish as little as you can and retain mastery of the school room; never punish in anger; do not keep the little ones too long in one position, and let them be as natural as they can be this side of pandemonium.

WHAT IS EDUCATION?

Plato defined education as "the giving to the body and mind all the perfection of which they are capable." Rousseau, who thought the "golden age" lay in the past, said that "Education consists in making the primitive instincts and dispositions the constant guides of character and action." Kant, also going back to the time when God created man in his own image, said, "There is in every man a divine ideal, the type after which he was created, the germ of a perfect person, and it is the office of education to favor and direct the growth of these germs."

But education comprehends more than the mere evolving of what is wrapt up in the individual. It includes the transmission to him of as much as possible of the attainments and knowledge of preceding generations—which not only encircles him but put it within his power to add somewhat to his inheritance by virtue of the advantages derived from them—and thus tends to the onward progress of society. This truth is expressed very forcibly by Aristotle, when he says: "The most effective way of preserving a state is to bring up the citizens in the spirit of the government; to fashion and, as it were, to cast them in the mould of the constitution." "The task of the instructor," says Herbert, "consists in transmitting and interpreting to the new generation the experience of the race."

Well would it be if this comprehensive object of education were more generally understood. Then would we be spared that saddest of all sights to the thoughtful lover of his race, the repetition by each generation of the follies and weaknesses of its predecessors. It is small wonder that the development of man proceeds by such slow and halting steps, since each generation, instead of beginning its further upward advance at the highest point to which former generations had attained, slips backward and begins its advance over territory already con-
queried. Parents and teachers should remember that one of their most imperative duties to the young is to guard them against the errors which they themselves have committed. They owe to the generation entrusted to them not only care, provision, help and instruction, but also the ripe fruit of their experience. This would aid in educating the young not merely in book knowledge, but in that wiser, more comprehensive knowledge of themselves, of the claims of life upon them, and of their duty toward others, which the education of our schools, as at present conducted, takes little account of. Something of this omission must be supplied, before we can claim to have mastered all the meaning and demands of the word education.

AFTER SCHOOL, WHAT?

BY MAUDE MIRROR.

Do you ever think of it, girls, in a year or two school life will be done, and then what are you going to do? Did you ever notice the difference in expression between boys and girls in speaking of the end of school days? Most of the boys say: "I will finish school next year and then I am going to strike for a profession, or work in a store or office, to learn the business," while most of the girls say: "I am going to graduate next year," and there they stop, as if there were nothing coming after. Why should this be? Ought not girls to have as definite a purpose in life as boys? Perhaps some of you will say: "Why, after we leave school we are going into society, to enjoy ourselves, and after awhile, we'll get married." Well, do you think you will have any the less a good time for having a purpose to work for? Or will the having a substantial, practical knowledge of any one subject cause you to enjoy any less the pleasures of married life, or render you less fitted for its responsibilities? Can you think of any position in which you could be placed where a thorough knowledge of any subject could be a detriment? Would it not rather, either directly or indirectly, be a source of satisfaction to others. With such a view, girls, study your own tastes, capabilities, and circumstances, make up your mind in which direction you can attain the greatest success, and then make that your aim, toward which you will bend all your energies; and whether you ever need to use this knowledge for your own support or not, it cannot fail to be a source of satisfaction to yourself and comfort to others. With such a purpose in view, there will be no longer a question as to what shall be done after school is finished, for it will only be changing the place and manner of our study and work. As to the ideal you are to strive after, that can hardly be placed too high; only we must not despise the little things that seem not to have any relation to our life work. Everything helps, and where many make a mistake is in having an exalted idea of what would be a grand and glorious life, and because circumstances seem to keep them from that, overlooking and neglecting the little daily duties that go to make up so great a part of our daily life. And, girls, one thing more; do not say, because you cannot fit yourselves for any of the so-called higher positions in society, you can have no aim to work for. Is it not just as necessary to have good housekeepers, nurses, seamstresses, etc., as artists, doctors, teachers and writers? What would the latter do without the former? and, if we can learn the best and quickest way to do our work, and then learn enough about art, literature and science to read and appreciate the writings, and be the friends and companions of these others, as well as caring for their physical wants, is it not worth striving for?

HOME STUDY.

The relation of home study to school instruction is one of the vexed questions apt to cause friction between the authorities of home and school. Under the old regime of teaching, home was but the complement of school, the place where were, prepared the "tasks" for the hour after hour of recitation in school time; Who does not recollect with gratitude, that sweetest part of a holiday, the evening's exemption from study? Teachers ambitious of a high average of marks, and of the profit as well as the praise resulting therefrom, are perhaps given to push home study too far, and parents brought up under the same system are apt to measure the teacher's interest in pupils by the amount of book-work to be prepared at home.

On the other hand, it is urged that the hours given to school are quite sufficient for study; that recreation, the home-life, and exercise claim a share in the day on which "lessons" ought not to trench. In poorer families the help of a boy or girl is required by the parents, and the loss of that help in the afternoon or evening seems a very poor return for the effort made in sending them to school during the day.

The truth, as usual, lies probably in a middle position. All home study of new work should, as far as possible, be avoided until the body has outgrown the weakness of childhood. Till then, home study should consist of reviewing the instruction received during the day, with the single exception of going over the morning reading lesson. But for healthy, well-grown boys or girls, we have no fear that a fair amount of home study will injure their health, especially if properly and pleasantly be paid to drill and gymnastics during school hours. Far more harm is done to health, far more loss of natural sleep, overstrained nerves, and mental and bodily exhaustion are in reality caused by the premature and precarious social dissipation which even in country districts is so common among young people, whose health would be far better if they were left undisturbed at their studies.

But for the younger scholars the habitual preparation of lessons at school will ensure the advice and direction of the teacher, will greatly economise time, and render the great finder of work for "idle hands" an extinct Satan.—Canada School Journal.

THIRD INTERNATIONAL CONGRESS OF GEOGRAPHY, VENICE, 1881.

Washington, April 18.

The Bureau of Education has just received the programme of the Third Geographical Congress, to be held in Venice, in September 1881, under the patronage of His Majesty the King of Italy.

The Congress will be in session from September 15 to September 22, and a geographical exhibition will be held from September 1 to September 30.

The congress and the exhibition are under the presidency of His Royal Highness, the Duke of Genoa.

The congress is composed of honorary, regular, and associate members. Honorary members pay no fees; the regular members pay $5, and the associate members $3. Every member of this body will be entitled to a personal ticket, to take part in the proceedings of the congress, to free admission to the exhibition, and to a copy of the transactions.

The congress will be divided into eight sections, viz.:
1. Mathematical geography, geodesy, and topography;
2. Hydrography;
3. Physical, meteorological, geological, botanical, and zoological geography;
4. Anthropological, ethnographical, and philological geography;
5. Historical geography; history of geography.
6. Economical geography; commercial and statistical geography;
7. Methods, teaching and diffusion of geography.
8. Explorations and travels.

All the members must give notice of the section which they desire to join.

Speakers may use any tongue they prefer.

Persons desirous of attending the congress must apply for an admission ticket to the Executive Committee of the International Geographical Congress, No. 26, Via del Collegio Romano, Rome, Italy.

The fees, 40 Italian Lire ($8) for a regular membership, or 15 Lire ($3) for an associate membership must accompany the application.

Payment may be made by money order to the Executive Committee, or by a check on a bank in Rome, to the order of the Committee.

GENERAL NEWS OF THE WEEK.

The government is constrained to go to the relief of the sufferers drowned out by the overflow of the Missouri and its tributaries in Dakota. The war department has borrowed of the interior department one hundred barrels of salt meat, out of the supplies intended for the Indians, to be issued to the unfortunate. Governor Ordway and Delegate Bennett addressed a relief meeting in New York on Sunday evening.

President Hayes writes a letter to a Western editor, in which he admits that he was not a total abstainer from intoxicating drinks when he went into the White House, but he declares that for the past three years he has totally abstained from the use of all kinds of intoxicating liquors; and that he intends to adhere to this line of practice.

Mayor Means, of Cincinnati, is resolved that theatres and opera houses shall not stand open on Sundays. Only two of this class of institutions defied his prohibition last Sunday, and their keepers are to be prosecuted.

Dakota seems to be ready for planting in advance of northern Wisconsin. It is heralded through the papers that wheat sowing began on the great farms south of Fargo, last Monday.

It is rumored that General Kilpatrick is to be our next Minister to Chili. The Mississippi river is said to be open below Dubuque, and a steamboat has left that city for St. Louis, heavily loaded.

It is about concluded by the Republicans of the U. S. Senate that it is necessary to go into another session on the confirmation of some of the President's nominees for certain offices.

Cincinnati street car conductors followed the example set them by the conductors of Chicago, and on Friday last struck for higher wages. The public seem to be on the side of the conductors, and it looks as if the conductors will get their demand.

The result of inquiries directed to leading agriculturists in all parts of the Northwest has led to the opinion that the damage done to the winter wheat in Indiana and Illinois by the severe frosts and storms of the last winter and this spring, will amount to about fifteen per cent, but that the indications are for a good crop taking the country at large. It is thought that the general average will fall little, if any, below that of last year.

The Mississippi Valley Amateur Rowing Association will hold its next annual regatta at Peoria, June 22 to 24.

An attempt will be made to induce Gov. Porter, of Indiana, to call another extra session of the Legislature to complete the work in progress; the constitutional limit of the present session being now close to its last sands.

The Illinois Senate has adopted Mann's canal resolution, which provides that the commissioners may accept from the city of Chicago a flow of 60,000 cubic feet per minute from the river into the canal, in lieu of a supply of water from other sources, providing such current shall be accomplished by September next.

The Rothschilds refuse to aid Italy in resuming specie payments until all diplomatic questions with France are settled. The time has come when it is not kings who say when nations may go to war, but the great capitalists.

Great Britain has at last concluded to come into the international monetary convention.

Chili has not made a generous settlement with Peru. The terms amount to confiscation in their effect. The indemnity asked will keep the country hopelessly in debt, and, as the treaty stipulates that Peru is to maintain no army or navy for fifty years, it leaves the country at the mercy not only of the conquerors but defenseless against internal dissension. The treaty is harsh and unmerciful in the extreme.

The German Socialists have selected Vienna as the center of their organization.

The Japanese have followed the example of the United States and European countries, and opened a national exposition. During the first fortnight there were 65,000 visitors. The display of Japanese products of the fields, the shop and the loom is very creditable, and astonishes foreigners, even those most familiar with the country. The exposition of foreign wares of many kinds is a fine one, and will be of service in the instruction of the Japanese.

The King of Abyssinia is dead. He was killed in battle with a revolted tribe, the Assamese. His son Michael has been proclaimed King in his stead.

The Afghan cavalry relieved the British at Candahar last Friday. The Ammon's infantry will enter the city on Thursday, when Hadji Khan will assume command. This is the last act in the drama of the Afghan war, which opened nearly three years ago, has cost myriads of human lives, and millions upon millions of treasure, which must be repaid in the sweat of the laboring classes, out of the earnings of peace.

The expedition sent by the American Mission who proceeded to Tonquin to the Gulf of Atenas, is to be regarded as having been successful. The Greek note accepting the proposal of the Porte is not satisfactory to the Powers, but Premier Comminadeur declaans to modify its form. The Powers will, therefore, regard the acceptance as an accomplished fact.

The Chicago Board of Trade, acting upon information received direct from Gen. Sheridan, has appointed a committee to solicit subscriptions for the sufferers whose fields have been devastated and homes destroyed by the floods in Dakota. The lands overflowed were among the most fertile in the Territory, the longest settled and the most populous. People who were accountcd well off a few days ago are now dependent on the liberality of the public to keep them from starvation. Subscriptions forwarded to the "President of the Chicago Board of Trade, for Dakota sufferers," will be sure to be wisely appropriated where every dollar will render efficient aid.

The French are gradually completing arrangements for the annexation of Tunis to the French Colony of Cochin China.

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Dillon, speaking at Kanturk, Ireland, and the Irish farmers were agreed that unless radical changes were made in the land bill, it would be the duty of the Irish members of Parliament to reject it with contempt.

A scheme for the construction of railways in China has been voted in the Imperial Council.

A dispatch from Halifax, N. S., says the storm of Good Friday night was unqualified in destructiveness, even by the terrible storm of 1860.

The Canadian Government is credited with the intention to deal another stroke of good policy by reducing the canal tolls two-thirds. This will provide a better antidote for railway monopoly than all the anti-railroad legislation of this country for the last ten years.

The latest circular of the National Board of Health shows that the death rate of Chicago is lower than that of any other city of equal population.

The exodus of colored people from the South to Kansas has begun again, and threatens to be greater than last year, when, according to the declaration of the Kansas State Board having in charge the care of freedmen, it looked after no less than 100,000 of these people.

The new boundary line of Greece includes considerably less than the line proposed by the Berlin Conference. It extends from Platamonas on the Aegean Sea westward to a point within six miles of Metsovo, and then turns southward, extending to the eastern line of the Gulf of Arta. This gives nearly all of Thessaly to the Greeks and nearly all of Epirus, with Janina, Metsovo, and Arta, to the Turks.

Lord Beaconsfield died at 5 o'clock Tuesday morning. He was conscious to the last.
STATE NEWS.

MICHIGAN.

The first shipment of natural history specimens, collected by Dr. Edw. Brigham in St. Thomas, reached Ann Arbor recently. Representatives of the fortunate body of this enterprise, praised by Prof. Steere and Spaulding, divided the specimens and forwarded them to their allotted places of deposit. Dr. Steere estimates the value of this first consignment at $1,000. The collection includes embryos, larvae, spores, etc. Some very fine specimens of mebridians, stagras, and wandeprones are among the lot.

The institutes at Albion and Lapeer are as well attended, perhaps, as those of any other county. The one at Coldwater has a larger attendance than in any other institute; they cannot speak for the others. There is a marked improvement in the work done at all three of the places named. This is particularly the case at Albion. The seats seem to be better utilized, and the work is better systematized than formerly. — Inter Ocean.

The committee on education has reported "a bill to revise and consolidate the laws relating to public instruction and primary schools, and to repeal all statutes and acts contravening the provisions of this act." The bill provides that the school inspectors and the town clerk shall constitute a board of school inspectors, and that the inspector whose term will soonest expire shall be chairman of the board. Three county examiners are to be elected by the chairman of the several town boards, whose duty it shall be to examine candidates and issue certificates.

The University calendar is expected to be issued soon. Prof. Tyler delivered a lecture, on the 31st ult., at Howard College, on "Torism in the American Revolution."

The appropriation bill, having previously passed the house, passed the senate with only seven dissenting voices—Governor Jerome has signed the bill.

The summary of students, as it appears by the calendar, shows a total of 1,534, more than one hundred in excess of last year. The enrollment is as follows: Literary, 581; medicine and surgery, 380; law, 371; pharmacy, 88; homeopathic, 82; and veterinary, 86. There are students in attendance from thirty-eight states and territories, and from Ontario, New Brunswick, Province of Quebec, Manitoba, Nicaragua, Bermuda Islands, Bavaria, Scotland, Egypt, and the Hawaiian Islands.

The Teachers' Association for the counties of Ionia and Montcalm will meet April 22 and 23. This is the last meeting of the year. A good time is expected and a full attendance desired.

The Tri-State Teachers' Association met in Toledo, April 16. Prof. F. N. Demmon, of the University, read a paper on "Technical Grammar;" Prof. C. F. R. Bellow, Ypsilanti, one on "Adaptation of Studies to Mental Development;" and J. W. Smith, Monroe, one on "English Composition in our Country and City Schools."

Prof. N. H. Walbridge has assumed the editorial chair in the sanctuary of the "Moderator." May it be in a becoming manner.

The Monroe school board has introduced vocal music as a special study in the schools of that city, and employed a Mr. Reynolds as instructor in that branch.

Prof. B. A. Latta has taken the place of A. D. Metz as principal of the Petoskey schools.

MINNESOTA.

Mr. C. H. Bigelow writes to the "Pioneer Press," St. Paul, as follows:

"I have just received a letter from one of our Minnesota schools, which says that the regulations of the school board have been so set that it is impossible for her to take the step which may be necessary and profitable."

"We cannot afford to be behind other competing and rival cities in the education of our people. Two hundred and one cities are having high schools with increasing favor and liberality. Two thousand and now in prosperous existence in our country. Can St. Paul, in the face of such a record, refuse to build a high school, with its thirteen years of successful history and its 130 graduates. It is not proposed to materially increase the expense of the school, but simply to provide for it so that the commodious accommodations of the different schools may be so arranged that the people may be benefited.

"We therefore appeal to all citizens, irrespective of party or creed, to unite in supporting the bill permitting the erection of the school house required."

"The bill to revise and consolidate the laws relating to public instruction and primary schools, and to repeal all statutes and acts contravening the provisions of this act," the bill provides that the school inspectors and the town clerk shall constitute a board of school inspectors, and that the inspector whose term will soonest expire shall be chairman of the board. Three county examiners are to be elected by the chairman of the several town boards, whose duty it shall be to examine candidates and issue certificates.

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Mrs. George B. Carpenter has established at Central Music Hall a cooking school, with Miss Juliet Cornyn, of New York, as manager. The school is to be a permanent one, and will be managed by a board of directors, to be selected by the students themselves. The price of tuition is very low. Miss Cornyn will give this line a trial.

At a recent missionary meeting in this city, Mrs. Walker, of Auburndale, Mass., a former missionary to Turkey, made a few remarks and gave an account of the work. Dick Lassell Seminary at Auburndale is doing capital work, and the report of the committee of inquiry on the subject is an excellent work in this cause.

H. L. Boltwood, B. G. Dodge, George Howland, Isaac Lesen, and John E. Atwood, members, have recommended the State Board of Education; and H. H. McDowell, Trustee of the Reform School.

A young man named Proctor is under arrest at Henry, Ill., for embezzling school funds.

Chicago—At the last meeting of the Chicago Board of Education, W. K. Sullivan, formerly President of the Board, donated to the school fund the sum of $3,890, being the balance left of the amount provided him as school trustee for his expenses. The donor expressed his desire that the amount should be reserved as a permanent fund for prizes in grammar schools to pupils who may prove themselves the most efficient in drawing.

On motion of Inspector Hoyme a vote of thanks was tendered to Mr. Sullivan, and it was also ordered that the fund should be known as the Sullivan scholarship fund.

The committee on prizes reported, recommending the purchase of numerous articles.

The committee on text-books made the following report:

Your committee on text-books and course of instruction would respectfully represent to the trustees the question of text-books and devices for the instruction of the students in the public schools of the city for the school year 1881-82, and would recommend that the text-books in use during the present year be adopted for the school year 1881-82, with the following exceptions, viz.: in English, substituting the Model Fourth Reader for the Analytical Fourth Reader, substitute Warren's Primary Geography for Montefiel's Elementary Geography, substitute Wells' Shorter Course in Grammar for Green's Introduction to Grammar, substitute the Elementary Arithmetic for Robinson's Elements of Arithmetic, substitute Lucken's German Copy-books for Wernic & Hilliam's German Copy-books.


The following minority report was offered by Inspector Armstrong: I concur in the above report with one exception, the exception being the arithmetic in the primary grades. I offer as a minority report that the arithmetic now in the schools, viz.: Robinson's Elements of Arithmetic, be adopted.

The reports were laid over for a month, according to the rules, and ordered printed, as were also a list of books, with the bids which had been made by publishers.

The committee on teachers recommended, recommending the appointment of the following teachers to vacancies as rapidly as they occur: Hattie Besley, Laura G. Colby, Clara Dotta, Lillie Lein, Clara J. Schiold, Bertha Schjold, Sarah M. Smiddy, Mary H. Fuge, Josephine Leal, Margaret A. Spiera, E. Jose Orton.

The report was approved.

The following was the regular assignment of teachers: Minnie Early to Brighton School, Mary N. McCain to the Ward School; Belle H. McDonald to the Holden School, Esther M. Sprague to the Foster School, Elizabeth B. Day to the Ilavven School, Nettie D. Anderson to the Ward School. The following also the regular assignments of teachers: Catharine Bass, of the Haven School, and Mary O. Moser, of the Foster School.

The following is the report of the last meeting March 31, 1881, the following among other cash: Cash on hand as per last report, $291,951; school fund, from rents, $18,908.93; from interest, $83,318.40; from city school fund, $61,552.88; from city treasury, $61,552.88; from teachers' fund, $4,429.30; total receipts, $423,412.05; total disbursements, $418,153.00; total balances, $5,240.05. Total receipts, $775,422.50.

Expenditures, deposited with the city treasurer, $61,552.88; for teachers' pay-roll, $4,429.30; for school equipage, $127,079.00; total expenditures, $151,416.14. Cash on hand March 31, 1881, $32,503.09.

The superintendent's report, showing the following facts, was presented: Total number of schools, 62; total number of teachers, 994; average daily membership, 46,596; average daily attendance, 41,706; percentage of attendance, 86.9.

The following, received from the State Superintendent of Public Instruction for the State of New York, plainly show the principal facts as to the growth of the public school interests of that State. The expenditures for the year are here given amounted to $40,996,977.96, which is about one-fifth of the total amount expended for public schools in the entire Union, as reported by the census of 1890.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Total expenditures</td>
<td>$40,996,977.96</td>
</tr>
<tr>
<td>Amount paid for teachers' wages</td>
<td>$7,059,627.88</td>
</tr>
<tr>
<td>Amount paid for schoolhouses</td>
<td>$1,438,431.95</td>
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<tr>
<td>Estimated value of school-houses</td>
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<td>of sites</td>
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</tr>
<tr>
<td>Number of school-houses</td>
<td>11,890</td>
</tr>
<tr>
<td>Number of teachers employed for</td>
<td>20,956</td>
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<td>the legal term of school</td>
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</tr>
<tr>
<td>Number of teachers employed during</td>
<td>30,730</td>
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<tr>
<td>any portion of the year</td>
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<tr>
<td>Number of children attending public</td>
<td>1,031,598</td>
</tr>
<tr>
<td>schools</td>
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</tr>
<tr>
<td>Number of persons attending normal</td>
<td>5,713</td>
</tr>
<tr>
<td>schools</td>
<td></td>
</tr>
<tr>
<td>Number of children of school age</td>
<td>108,957</td>
</tr>
<tr>
<td>in private schools</td>
<td></td>
</tr>
<tr>
<td>of all ages</td>
<td>725,853</td>
</tr>
<tr>
<td>Number of persons in the State</td>
<td>$1,641,172</td>
</tr>
<tr>
<td>between the ages of five and</td>
<td></td>
</tr>
<tr>
<td>twenty-one years</td>
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</table>

The Union Theological Seminary, of New York, has purchased for $275,-

00 a plot of ground bounded by Madison avenue, Fourth avenue, Sixty- 

ninth and Seventeenth streets, and a new building will be erected thereon as speedily as possible.

EDUCATION ABOARD.

The other day the larger boys attending public-school in the village of Harmo- 

ny, county of Perth, Canada, took advantage of the temporary absence of the 

teacher to sce the one of the smaller pupils and try him for murder. At 

all events he was sentenced to be hanged, and with due ceremony and be- 

comingly he was suspended from the noose, and the rope was cut the 

moment he was nearly strangled. The mother of the child laid an information concerning this practical joke with one of the 

magistrates, and it is more than likely that these juvenilefeeries will be 

suspended after another fashion.

The Rev. Richard Burgess, the English archaeologist, is dead.

One hundred and forty Russian students have been rusticated this year for 

holding illegal meetings.

PRESBYTERIAN THEOLOGICAL SEMINARY OF THE NORTHWEST.

Professors Blackburn, Halsey and Elliott, of the Presbyterian Theological Seminary of the State of New York, have all resigned, and their resignations were all accepted at the recent meeting of the Board of Directors.

The officers this year are: President, Thomas A. Galt, of Sterling, Ill.; Vice President, Robert F. Sample, D. D.; Secretary, the Rev. John M. Feris.

The same Board of Trustees will hold over for another year, with one ex- 

ception, the Rev. John M. Feris being substituted for C. M. Howes.
THE SCHOOL ROOM.

HEALTH IN THE SCHOOL-ROOM.

There is no doubt that the beginning of many serious ailments among children may be traced to the school-room. Sometimes these come from a neglect of needed exercise, sometimes from confinement in one position, from over-study, excitement, chilly draughts, bad air and over-heated rooms. Now, the teacher should know enough of physiology to enable him to guard against these things. He cannot, of course, be a physician; but he should know enough of the needs of the human system to prevent him from recklessly starving it of air, light, and exercise, and overtaxing it continually with labor and excitement. Especially is it to be regretted that he has no knowledge of the delicate character of the nervous system and the injury consequent upon stimulating it to over-action. We are a terribly nervous people, and every generation is more lacking in nervous stamina than the last. Much of this is owing to our high-pressure mode of life and work; more, perhaps, to high-pressure methods in education. The watchword of our educational system, our institutes and lectures on education, is stimulate! stimulate! And yearly, hundreds of bright young minds go out in darkness and death, the victims of this undue process of stimulation. If teachers only knew more about physiology and hygiene, much of this might be prevented. We beg of them to give more attention to the subject; enough, at least, to be able to guard somewhat their own and their pupils' health in the school-room.

THE STUDY OF GRAMMAR.

The study of grammar is, usually, we think, according to the programme of improved methods, undertaken too early. There have been many primers of grammar prepared of late years, and enthusiastic advocates have been anxious to test them fully. But the result, as far as our observation goes, has not been altogether satisfactory. Grammar cannot be understood by an immature mind. Its many intricate relations and interdependencies require a full force of reason for their comprehension, and all that the little child learns from these primers is a mere smattering of technical terms, simply because his mind is not developed enough to take in the real force and bearing of grammatical ideas these terms are meant to convey; nor can he in the least understand the relation of these ideas to one another. Yet, some one may say, is it not better for the children to learn grammar, even in this imperfect way, than not to learn it at all? We are not sure that it is. We have seen early and superficial teaching in a difficult subject work an absolute, life-long injury. The child forced thus into a study beyond his comprehension imbites a distaste for it that he probably never recovers from; and more, he probably takes in ideas concerning it—if he does take in any ideas at all—which are entirely and hopelessly wrong.

THE TEACHER'S RESPONSIBILITY.

The teacher should enter upon his work with a full understanding of its grave responsibility. He will make mistakes, no doubt; but his effort, his constant endeavor, should be to avoid all needless errors. He should remember that his blunders will be likely to injure the children far more than they harm him; that though he may soon recover from them, and be none the worse, their effect may have been of lasting injury to his pupils. It is not enough for him to plead that he knew no better. He has assumed to fill a place where he is bound to know more than ordinary men. It is with him as with a physician; ignorance is a sin, because his claim to responsibility rests on his pretension that he has fitted himself to assume it. Let the teacher, then, who has no appreciation of the noble character of the duties he has taken upon himself, of the grave responsibilities that he has assumed, and, above all, of the unselfish motives that should actuate him in his work, leave the calling forthwith, and find work more suited to his worldly mind in commercial pursuits.

VISIT YOUR SCHOOLS.

You will find this a great help to you in gaining influence over the little folks under your care, and keeping them orderly and quiet in school. Children like to feel that the teacher is interested in them, and by this means can the teacher learn more about the real disposition of the little folks than he would be likely ever to learn if he saw them only in school. Then, too, he sees what influences surround them in their homes, and knows better how to cope with their peculiarities in the school. A great advantage is further gained by the teacher, if in visiting his pupils, he have tact enough to ingratiate himself into favor with the parents. Much of the unruly behavior of children toward their teachers often arises from some dislike which their parents have for the teacher, and which they are likely—with the lack of prudence characteristic of halfbred people—to mention and dilate upon in the presence of the children. When the children hear the teacher spoken of disparagingly at home they are not likely to exemplify proper respect for him in school. It should be one of the teacher's first aims to endeavor to disperse any unreasonable prejudices on the part of parents, by an effort to become acquainted with them, always manifesting toward them a spirit of frank and honest friendliness which will of itself disarm criticism. When a teacher has made all his pupils and their parents his friends his battle for success is more than half won.

DISCIPLINE.

We were in a school not long since where the most admirable discipline prevailed. The whole school seemed to be hard at work, every one employed, and apparently pleasantly employed. The necessary movements of the school-room seemed to be made with absolutely no noise whatever—the mere sound of gentle motion, no more.

We gave the teacher much enthusiastic praise for her successful discipline, and begged to know the secret by which she had secured such excellent results. What was her method? To our surprise, she assured us that she had no disciplinary methods whatever. She never said much to the children about order, she said; she kept them busy and taught them to move quietly.

"But do you not have trouble with noisy scholars?" we asked, "the incorrigible ones who will not be orderly."

"Occasionally," she said, "no one comes who gives us all much trouble at first, but after a little time he becomes as quiet as the rest."

Now, there was a secret in this apparently magical success. This teacher governed her school so well, because, primarily, she had learned to govern herself. Discipline is a thing which is enforced far more by manner than by words. The teacher whose manner expresses perfect self-control will impress this lesson of control on her pupils with a thousand fold more effect, even though she may never mention the word order—than one without it, who preaches ordeliness all the day long.

TELL TALES.

Some children seem to be born tell-tales, mischief-makers, busy-bodies in other children's affairs. At home they are running about to mother with tales of brothers' and sisters' misdoings. At school they are always telling teacher something that they have discovered detrimental to their school-mates. One would think these children enjoyed seeing their associates punished. Such children make splendid monitors, inasmuch as they have no scruples in reporting all they see, and sometimes their real inspirers them to see a little more and jump at conclusions. We do not heartily approve of monitors, though in a large school they are oftentimes a great help to the over-taxed teacher. But real tell-tales we have no use for. To be sure, there are things that parents and teachers ought to know; but when a child reveals to parent or teacher the wrong-doing of a brother, sister, or school mate, because the parent or teacher has impressed upon the child that by concealing certain faults she is injuring her schoolmates and her kin, she is not tale-bearing. Tell-tales are children who are constantly running with news, whether at home or at school. Some teachers thoughtlessly encourage this disposition to report everything seen that does not harmonize with school laws. The tell-tale becomes a favorite with the teacher and an object of dislike to his or her companions. Now, we think, regardless of the fact that some things pass unseen which the teacher ought to see, this disposition to tell of the faults of others ought to be discouraged rather than encouraged. Otherwise the habit of ill-speaking becomes fastened upon the child and by-and-by some neighborhood will be cursed with a gossip, some home made wretched by an unruly tongue. Why would it not be a good thing to have the monitor, (and right here let me add, never have a monitor if you can help it) occasionally report all the excellent things she sees, and let her learn how much sweeter it is to praise than blame? When tale-bearing and evil speaking are put down in childhood we may confidently say there is a good time coming.

HORSFORD'S ACID PHOSPHATE should be used when you are nervous and cannot sleep.

Go to H. B. Bryant's Chicago Business College, young man, and improve your education. It will pay you to do so.

THE EDUCATIONAL WEEKLY.
PRACTICAL COMPOSITION FOR GRAMMAR GRADES.

BY JOHN SVETT, PRINCIPAL GIRLS' HIGH SCHOOL, SAN FRANCISCO.

Special Directions for Pupils.

1. Avoid " fine writing."
2. Never use two words where one will fully express your meaning.
3. Avoid long and complicated sentences.
4. Divide into paragraphs, and punctuate as you write.
5. In correcting your first rough draft, observe the following order:
   a. Cross out any adjectives, or other words that can be spared.
   b. Interline any omitted words, or transpose any words, phrases or clauses to a better position in the sentence.
   c. Substitute more exact words whenever by doing so you can make the sentence clearer.
   d. Go over your composition very carefully, with reference to 1. Spelling; 2. Capitala; 3. Punctuation; 4. Grammatical correctness; 5. Dot your 'i's and cross your 't's.

GELLAR PRINCIPLES OF SENTENCE-MAKING.

1. Every sentence must be complete. It must contain at least one principal subject and one principal predicate, each of which must either be expressed or clearly implied.
2. Explanatory words, phrases or clauses, must be connected as closely as possible to the words which they explain or modify.
3. In simple sentences, be careful about the position of words and phrases: in complex sentences, about the position of clauses and the use of conjunctions: and in compound sentences, about the use of conjunctions of the and type.
4. When there are several adverbial phrases or clauses in a sentence, they should be distributed over the sentence, instead of being crowded together near the close.
5. Avoid writing long complex or compound sentences. It is better for beginners to write short sentences.
6. Use only words whose meaning you fully understand.
7. Express simple ideas in plain words.
8. Avoid the use of high-sounding adjectives, and high-flown language.
9. Use only words enough clearly to express your meaning.

THE PARAGRAPH.

A paragraph is a closely connected series of sentences relating to the same subject, or some particular part of a subject. Sentences are built up of words, phrases and clauses: paragraphs are made up of simple, complex or compound sentences; composition consists of a succession of connected paragraphs.

The art of dividing a piece of composition into paragraphs is best learned by noticing carefully the paragraphing in your readers, histories, or other books; but the following directions may be of use to beginners:

1. In general, make a new paragraph whenever you make a new turn of thought.
2. Denote a new paragraph by beginning the sentence a short space to the right of the left margin.
3. The sentences included in one paragraph should all relate to the same division of the subject.
4. The line of thought should be continued between paragraphs, if necessary, by some such connectives as and, but, moreover, however, thus, at the same time, etc.—Exchange.

CENTRIFUGAL FORCE.

A PROBLEM IN PHYSICS.

PROBLEM.

To find a measure for centrifugal force when we have the length of the radius (AB), the weight of the body, and rate of motion given.

Describe a circle, and through it draw a line representing the diameter. Mark one extremity of this diameter with the letter A, and the center of the circle with the letter B. From the point A draw a line perpendicular to the diameter, that is, a tangent line. From any point in the diameter line between A and B, mark off m, a line parallel to the tangent above drawn, and mark the point where it crosses the circumference of the circle with the letter n.

Suppose a ball attached to a string to be revolving in a perfectly smooth surface (horizontal). AB is equal to the length of the string, AN is the distance over which the ball passes in some unit of time, and AN is the distance over which the string draws itself; in the same unit of time; hence AN represents the tension of the string or centrifugal force.

1. Let \( AN = V \) (velocity) and \( AN = C \) (centrifugal force). Then by a proposition in geometry, you can prove \( AN' = 2 \times AB \times Am \), or, \( V^2 = 2 \times C \times R \); or, in other words, the square of the velocity is equal to twice the radius multiplied by the centrifugal force. From this we see the centrifugal force to be equal to the quotient arising from dividing the square of the velocity by twice the radius. That is, \( C = \frac{V^2}{2R} \), an equation of lines.

2. Let us now compare the effect of the tension which the ball gives to the string, or a horizontal plane with the effect of gravity on a body. Let \( W \) equal the weight of the ball in lbs. (weight is the measure of gravity); \( C \) equal centrifugal force in lbs.; \( V \) equal velocity per sec.; \( R \) equal length of string in feet; \( g \) = 16 2/3 ft. Then we have the following proportion: \( W : C :: g : V^2 \); that is, the forces are proportioned to the effects produced. The weight of the body is to the centrifugal force as the distance which \( g \) moves the body in one second.

3. We now have \( C = \frac{W \times V^2}{2R} \), an equation of weights. Or, multiplying both terms of the fraction by \( 2R \), we find \( C = \frac{W \times V^4}{2R^3} \). That is, the centrifugal force in pounds is equal to the quotient arising from dividing the product of the weight of the body and the square of \( V \), by the product of twice the radius and 16 2/3 feet (or the distance over which gravity will draw the body in one second of time). \( C = \frac{W \times V^4}{2R^3} \) an equation of weights.

4. But if \( R \) is taken as 1, then the circumference of the circle described by the ball, is 6.283. This is so, because the circumference of the circle is expressed by \( 2 \pi R \). \( \pi \) is a constant number, in value 3.1415 or 3.17 nearly. Let \( n \) represent the number of revolutions made in one second, then \( n \times 6.283 = \) the velocity per second and \( n \times 6.283 \times R = \) the velocity in any case; that is, \( n \times V \times R \). Since \( 2 \pi R \) expresses one revolution in any case, and \( n \times V \times R \) expresses the number of these in a second, it is evident that \( n \times 6.283 \) must be the velocity per second. Now square this value of \( V \) and substitute it in the third equation and the result will be, \( C = \frac{W \times (n \times V \times R)^2}{2R^3} \). That is, \( C = \frac{W \times n^2 \times V^2 \times R}{2R^3} \); the true measure for centrifugal force.

PRIMARY DEPARTMENT.

SUPPLEMENTARY BLACKBOARD READING LESSON.

Two little mice met on the cellar steps. One little mouse was going up, the other was going down.

We will call them Gray-back and Sharp-eyes.

"I'm so hungry," said Gray-back. "I know where to find some cheese," said Sharp-eyes.

"Where?" cried Gray-back.

Just then they saw the old black cat; so they ran away as fast as they could.

They was hungry, too.

Above is given the text of a Blackboard supplementary reading lesson. The teacher of primary reading feels the need, nay the necessity, of other matter than that furnished by the reading book—something to vary the usual class exercise, something fresh and entertaining.

Supplementary reading books, magazines, and papers have been resorted to; these are all better than no attempt for variety. But the difficulty lies here, the vocabulary of pupils, especially if reading in First Reader, being limited, they meet with too many new words and new sounds, which entirely change the character of the recitation from what was intended—making it advance drill work on words, instead of pleasant reading.

The teacher can do this work himself, can furnish his own supplementary lessons, can utilize the words already in possession of the class, and introduce as many new words and sounds as the particular class can master doing the recitation.

The first remark of the teacher will be, "I cannot draw!" No artistic drawing is necessary. It is certainly desirable, but the lesson can be just as successfully given with only a rude sketch drawn by way of illustration. Indeed, one of the happiest exercises of this kind I ever saw, was when the teacher drew an impossible cat upon the board, which cat was pronounced a chicken by a very small number of the class—much to the amusement of the others, who immediately began naming the difference between cats and chickens; and in their childish way suggesting to the teacher that by erasing certain lines and making the tail longer, she could make the resemblance to a cat much more obvious.

The preliminary work, that is the picture and the talking, need occupy but a few moments of the time; but it is absolutely necessary, in order to secure attention, to explain the lesson and to invest it with some degree of interest.

There is just enough of pleasurable excitement in such a lesson to arouse the keenest use of the faculties of the child.
If the teacher does her part there is no fear for the children; they will be delightedly interested during the entire exercise.

To introduce the lesson, the teacher asks the class to come without books, as there will be something new to-day. The pupils come and stand expectantly. The teacher places the blackboard, crayon in hand. She turns to the board and rapidly draws lines representing cellar steps. If the resemblance to steps be not close, then it would be well to suggest that they were intended to represent steps. The teacher then says, "Now, children, watch and you will see something going up these steps," at the same time drawing the mouse going up. "What is it?" "A mouse! A mouse!" the class answer. "Now watch and you will see another mouse going down." The teacher then prints—or writes—the first paragraph on the board, calling the children to read; at the same time, telling them that it is all about two little mice.

The next step is naming the mice. The children may be allowed to choose names if the teacher prefers. It is not necessary to suggest anything further. The teacher will gather the thought from what is here given. Much can be made of the direful catastrophe averted by the running away of the mice. Have the lesson read paragraph by paragraph; indeed, word by word, if necessary; and at the close, have it all read by individual members. The class can reproduce it in writing, after passing to their seats. Their attempts to reproduce the picture will not be the least pleasing part of the exercise.

Wisconsin Journal of Education.

MRS. E. B. BRIOGS.

SECU RING ATTENTION.

All agree that natural aptness has much to do with the success of the teacher, especially in the management and training of young children. Were we called upon to define what is meant by "natural aptness," we should say that it consists very largely in the ability to fix and hold the attention of all the pupils to the school work. Tacit is an important element in the teacher, to be exercised in securing and retaining the interest of the young, and in concentrating their minds upon the subjects taught. Emerson once said, "The hardest thing to do in the world is to think." The successful teacher has more than her own thinking to do; she must also train her pupils to think. The child must be educated to observe closely and fix the attention upon whatever is being done. This work must begin with the first year in the pupil's school life, and be continued until it becomes a fixed habit. All the efforts of the school are a means to this end. Every conceivable plan of repetition should be adopted that will tend to hold the active attention of all the pupils of a class. Many primary teachers fail in their efforts by attempting to explain too much to a few pupils, while the bulk of the class are only giving passive attention, and often are absolutely idle and indifferent to what is being taught. Many a teacher has been heard to say, "Oh, if my pupils would only give me their attention, I could make them learn! " Would it not better express the honest facts to ask, "If I taught as patient would not my class attend to my teaching?" It is difficult work to give continuous, undivided attention, and the successful and wise teacher will never continue the strain longer than is necessary to keep a healthful interest in the subject. Emerson once said, "The one thing changeless—utterly true—of the mice."

Do not ask questions in rotation.

Do not point to the pupil you wish to answer, while giving the question.

Do not even look fixedly at the pupil whom you wish to answer, while giving the question.

"State questions to the class as a whole. Ask one member for the answer.

Do not wait an instant for the answer, when you wish to answer; but give the question.

Do not point to the pupil whom you wish to answer, while giving the question.

Do not repeat a question to oblige those who are inactive.

Be sure to ask questions of those who are in the slightest degree inactive.

—Primary Teacher.

PUBLISHER'S NOTES.

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 Consumption, Bronchitis, Catarh, Asthma, and all Throat and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge a sufficient quantity of the above mixture to any person, in Germany, or any other country, with full directions for preparing and using. Sent by mail by address with stamp, naming this paper, W. W. SHERRA, 149 Powers' Block, Rochester, N. Y.

SKREWNESS AND ABILITY.—Hop Bitters so freely advertised in all the newspapers, are highly recommendable, in all cases of Skrewness, and are supplanting all other medicines. There is no denying the virtues of the Hop plant, and the proprietors of these Bitters have shown great skrewness and ability in compounding the Bitters, whose virtues are so palpable to every one's observation.—Examiner and Chronicle.

GOOD READING.

THE SEED.

A wonderful thing is a seed; 

The one thing changeless—utterly true— 

Forever old and forever new; 

And fickle and faithless never.

Plant blessings, blessings will bloom; 

Plant hate, and hate will grow. 

You can sow today, to-morrow will bring 

The blossom that proves what sort of thing 

Is the seed, the seed that you sowed. 

—Selected.

THE WEALTH OF THE UNITED STATES.

We stand near the head of the list—third on the list of all the Western nations. The United Kingdom of Great Britain and Ireland heads the list with a capital valuation of $44,400,000,000; then comes France with $46,700,000,000; the United States with $32,000,000,000; Germany with $22,000,000,000; Russia with $15,000,000,000; and the Low Countries with $11,150,000,000. These are the valuations made by those countries of their entire resources. What is the annual income per inhabitant in various countries? We come to the front in this comparison. The average annual income in the United States is $165, also in the Low Countries $150, in France $120; in the British Colonies $90, and in Germany and also in Scandinavia $85. In this reckoning Russia, with her 90,000,000 people, is out of sight; yet she will not be so very long. On the score of annual accumulation our case is even better—relatively far better. The annual accumulation of wealth in Germany is $200,000,000; it is $325,000,000 in the United Kingdom, $375,000,000 in France, in the United States it is $450,000,000! Our increase in national wealth since 1850, says a good English authority, would be enough to purchase the whole German Empire, with its farms, cities, banks, shipping, manufactures, etc. The annual increase of wealth has been $220,000,000, and therefore each decade adds more to the wealth of the United States than the capital value of Italy or Spain. Every day that the sun rises upon the American people it sees an addition of $3,500,000 to the wealth of the Republic.

BEACONSFIELD AND GLADSTONE.

[Lord Beaconsfield died last Tuesday morning after this matter was in type.]

The two greatest of living political leaders in England command just now a larger measure than usual of public sympathy and attention. Disraeli, Earl of Beaconsfield, who has been the leader of the Tories or Conservatives during the last 20 years, and Gladstone, Earl of Rosebery, since his death of Palmerston, the leader of the Liberals, has entered upon what he believes to be the last of his great Parliamentary fights. Disraeli is reported to be in such a state of health that he hopes to live long enough to tear the foreign policy of his rival to tatters, and Gladstone said in Parliament the other day that the budget he then presented was probably the last he would ever propose.

No man has had a more wonderful career than the veteran statesman who, on a sick bed, at the age of 76, believes he will live to make another great speech in Parliament. He was born in London in 1804, and, if the gossip tells the truth, was remarkable for his personal beauty and conversational powers while yet a boy. He went to Germany at the age of 19, and two years later published his first novel, "Vivian Grey." He then made an extended foreign tour, and, in 1831, published "The Young Duke." "Contarini Fleming" appeared in 1832; "The Wondrous Tale of Alroy" and "The Rise of Iskander" in 1833; several political pamphlets in 1834, "A Vision of the English Constitution" in 1835, "Emunyde" in 1836, and "Henrietta Temple" in 1836, "Venetia" in 1837, "Count Alarcon" in 1839, "Coningsby" in 1844, "Sibyl" in 1849, "John in Heaven" and "Tangled" in 1847, "Lothair" in 1850, and "Endymion" in 1850. His first novel was as great a success as his last, and the stories are constructed on much the same principle. The period from 1837 to 1870, marked by the absence of his pen, was the most active portion of his political career. He made an attempt to enter Parliament in 1837, but was defeated, and was defeated again in 1852, and again in 1855. At last, in 1859, in the first Parliament of the reign of Queen Victoria, he entered the House of Commons as a Conservative.

Those who had expected that his period of literary success would open as brilliantly as had his literary career were doomed to disappointment. His first speech was a complete failure, and the House refusing to listen, he said: "I will sit down now, but it will come again."

Ten years later he began to take a leading part in the House debates, and in 1849 became the recognized leader of the Conservatives, a position he maintained until his death in 1870. He returned to office again with the Earl of Derby in 1866, and in 1868 became Prime Minister. He remained in office but a few months, when he was succeeded by Gladstone. In 1874 he again became Prime Minister, holding office until 1880, when he again gave place to Gladstone.
Gladstone entered Parliament in 1839, and as early as 1848 was a junior Lord of the Treasury under Peel. He was Under Secretary for Colonial affairs in 1835, when Peel went out of office. When Sir Robert Peel returned to office, in 1841, Gladstone was made a member of the Privy Council, Vice President of the Board of Trade, and Secretary for the Colonies in 1843, when Peel became Chancellor of the Exchequer under the Earl of Aberdeen in 1846. He was Under Secretary for Colonial affairs until 1856, when Disraeli became Chancellor for a few months. Gladstone took the office again in 1858 and held it until 1866, when he was again succeeded by Disraeli. After the death of Lord John Russell, he again became the leader of the Whig party, and from 1866 to 1874, when Disraeli succeeded him. Gladstone was inclined to rest content in his old place as leader of the Whigs, when the Liberals entered into the canvass with great earnestness, and on defeat of the Conservatives again became Prime Minister.

It will be seen that this two men have worked up on parallel lines. They were rivals first in the management of the finances, and later in the government of the country. It is a curious fact that in 1852 Lord Derby tendered to Gladstone the place he afterwards gave to Disraeli, and made the same offer on his return to power in 1858. In fact, while Gladstone declined a Cabinet appointment under Derby, he accepted the appointment of Lord High Commissioner to the Ionian Islands. Another interesting fact is that when Disraeli became Prime Minister in 1852, he immediately undertook the management of the finances, and adopted many of the reforms and methods the latter had introduced. In Beaconsfield's last novel, it will be remembered that the latter had introduced. In Beaconsfield's last novel, it will be remembered that the latter had introduced. The fine, though not far removed from the laboratory of the physicist, agencies may be called into play to modify in some respects the conclusion based upon these experiments, yet, looking at the matter as a simple discovery in the domain of meteorological science, the facts ascertained by Mr. Aiken in this connection are of immense value. Among other things, they prove the beneficial service of cotton-wool respirators to persons who suffer from asthmatic or pulmonary affections, or even to healthy persons who reside in districts liable to be invaded by mists or fogs.

THE EDUCATIONAL WEEKLY.

MISS WILLARD IN THE SOUTH.

Miss Frances E. Willard, the Illinois temperance champion, President of the Woman's Christian Temperance Union, is thrilling the South with her eloquence. The Greensville (N. C.) Daily News says:

"In an audience was composed of three hundred speakers, the large one that filled the Methodist Church last night was by Miss Frances E. Willard, and the universal expression of delight was as much of a compliment to the speaker as to her. Her voice, as the flow of water, and her manner as the haze of fog or mist. It was beautifully represented in the atmosphere by a dust-particle, which the vapor condensing upon it has made visible. Strange as this theory at first appears to those unaccustomed to the direction of winds, it is true. In one of these experiments, steam was mixed with air in two large glass receivers. One of these receivers was filled with common air; the other one carefully passed through a cotton-wool filter, and all dust removed from it in the air. The exhalations appeared in the usual and well-known cloudy form of condensation; while in the filtered air, whatever appeared.

Other experiments were made on the same subject, warranting Mr. Aiken to draw the following conclusions: (1) that whenever water-vapor condenses in the atmosphere it always does so on some solid nucleus; (2) that dust-particles are the formers of the same kind, not as do other bodies; (3) that if there was no dust, there would be no fog, no clouds, no mist, and probably no rain; and that the supersaturated air would convert every object on the surface of the earth into a condenser on which it would deposit; (4) our breath; when it becomes visible on a cold morning, and every puff of steam as it escapes into the air: show the impure and dusty condition of our atmosphere. As to the existence of this atmospheric dust, there can be little doubt.

Every one knows that there are myriads of microscopic creatures in existence, and that most of these from our nature have a supply of food in microscopic particles. The fine, invisible dust, therefore, which pervades the atmosphere must, whatever its source, contain whatever our atmosphere must, whatever its source, contain within it not only particles of inorganic matter, but many germs of living substances—a fact which has been proved in connection with the exposures of the Board of Trade, and which bears on the fallacy of spontaneous generation. Any substance, whether mineral, vegetable, or animal, which breaks up into minute parts, contributes to the supply of this atmospheric dust. Even the spray from the ocean, when dried and converted into fine dust, has been shown by experiment to be an important source. Mr. Aiken also showed that by simply heating any substance, such as a piece of glass, iron, brass, etc., a cloud of dust was driven off, which carried along with pure air into the experimental receiver, gave rise to a dense fog when mixed with steam. So delicate a thing as dust, that if a single one-hundredth of a grain of iron wire, the dust driven off from it will give rise to a dense fog in the experimental receiver; and if we take the wire out of the apparatus, and put it aboard with our fingers and again replace it, it will again be active as a cloud-producer.

As to the dust-producing capacity of the different substances experimentally tested, it was found to be one of the most active. When burned in a fire or in alcohol, it is a great favorite with the atmosphere. But salt, again, was quite done out by sulphur which was the most active substance experimented upon. It gave rise to a fog so dense that it was impossible to see through the thickness of two inches of it. The dust-particles which form the nuclei of fog and cloud, must not be confounded with the minute dust-motes which are revealed to us by a beam of sunlight when shining into a darkened room; because these dust-motes can be entirely removed by heat, and yet the air remain active as a cloud-producer.
THE EARTHQUAKE AT ISCHIA.

A SCENE OF TRAGIC INTEREST.

Of all the lovely islands which dot the bay of Naples, verging their tender hues of green and gray into the deep purple of its waters, the loveliest and by far the most frequented is Ischia. Four steamers daily connect it with the mainland, and thousands of visitors throng the island in the season of the balmy days and the delightful hot springs, from its cool and salubrious climate. Just now the tragic interest of sudden destruction invests the charming spot, and stranger and citizen alike desert the century old destruction here, practically covered with wounded, crushed, dying humanity, on every side.

The new President, too, and a company of convicts brought from the castle to Tocchi for the purpose, labor heroically; but too many for the prompt succor of so many unfortunates. The soldiers, too, and a company of convicts brought from the castle of Tocchi for the purpose, labor heroically; but too many for the prompt succor of so many unfortunates. Among the former are many singularly lovely children, some with cheeks rosy as in life, others horribly distorted. A mother with her baby at the breast was seated on the ground, her left hand protectingly on the head of the smaller, a darling, blonde-haired baby of two years, whose face is hidden in her mother’s bosom. And on the pavement near her mother’s hand lies a pair of pincers in the death agony. In a well-known hostelry, a sort of popular morgue, one thousand francs in money are found in the crushed till of the ruined till of the Casa Mecocciola. As for the bodies, they are too much exhausted from want of food to be able to even try to seek assistance. Others stand in groups around the busy delvers, silently weeping. There are no loud cries—no vociferous grief. A mother hugs her dead baby, a child of four years, in her arms, and affirms that it is not dead to those who want to carry it away to that dreadful common tomb in the graveyard; but she says it under her breath. It seems as if the ordinary loquacity of grief, so noticeable in the Italian peasantry, were completely awed and silenced by the immensity of their misfortune.

A year or more ago, I witnessed an excavation specially ordered by the director of Pompeii for myself and a party of friends. I remember how the terrors of Menestry, how vast the ruin; but when eighteen centuries emerged the scattered bones of a skeleton. But those emotions were nothing to the heart-rending compassion which pervades every one of us as we watch the slow process of discovery. At a mass cremation, the dead are loaded on a cart in heaps. It is the living that are mourned for. Among the latter are many singularly lovely children, some with cheeks rosy as in life, others horribly distorted. A mother with her baby at the breast was seated on the ground, her left hand protectingly on the head of the smaller, a darling, blonde-haired baby of two years, whose face is hidden in her mother’s bosom. It is all true very much, even the horses, sedan chairs, tiny pony-carriages, attired in a group which may truly be called the modern Niobe. It was a mother and two children. This other day, with her right arm presses the two little ones to her breast and rests her left hand protectingly on the head of the smaller, a darling, blonde-haired baby of two years, whose face is hidden in her mother’s bosom. And on the pavement near her mother’s hand lies a pair of pincers in the death agony. In a well-known hostelry, a sort of popular morgue, one thousand francs in money are found in the crushed till of the counter. Farther on stands a broken corner of a house. We carefully notice it except to go by on the other side, when one of the officers sees what seems a signal from the solitary window, a white handkerchief. It may be only a rag hung out to dry, but the brave soul in command of the company of sappers and miners, Col. Parodi, orders a halt, and hoists a ladder. It is a signal for help. A spicula, that is to say, is it only the clouds that move? a dozen brave fellows rush to the ladder. "Stand back," cries the colonel. "I am the man who goes up!" and he steps to the ladder with trembling limbs, and the peasant women, wringing their hands, murmur their desperate outcry. A moment after the brave officer appears at the window with something on his shoulders. Another sapper rushes up the stairs. The others join. Two careful men lower their burden. Once on the ground she begins to run like a mad thing.

THE SCENE OF TRAGIC INTEREST.

The most important point of the island, because of the seat of the wonderful mineral springs which are justly considered the most efficacious in Europe. Casamicciola had become in these latter days one of the most populous parts of the island. One Mediterrenean steamboat, recently built, and private dwellings, being largely used in the season for the accommodation of strangers, had taken on an aspect of beauty and attractiveness. The streets are lined on either side with fine houses, "sedan chairs, tiny pony-carriages, attired in a group which may truly be called the modern Niobe. It was a mother and two children. This other day, with her right arm presses the two little ones to her breast and rests her left hand protectingly on the head of the smaller, a darling, blonde-haired baby of two years, whose face is hidden in her mother’s bosom. And on the pavement near her mother’s hand lies a pair of pincers in the death agony. In a well-known hostelry, a sort of popular morgue, one thousand francs in money are found in the crushed till of the counter. Farther on stands a broken corner of a house. We carefully notice it except to go by on the other side, when one of the officers sees what seems a signal from the solitary window, a white handkerchief. It may be only a rag hung out to dry, but the brave soul in command of the company of sappers and miners, Col. Parodi, orders a halt, and hoists a ladder. It is a signal for help. A spicula, that is to say, is it only the clouds that move? a dozen brave fellows rush to the ladder. "Stand back," cries the colonel. "I am the man who goes up!" and he steps to the ladder with trembling limbs, and the peasant women, wringing their hands, murmur their desperate outcry. A moment after the brave officer appears at the window with something on his shoulders. Another sapper rushes up the stairs. The others join. Two careful men lower their burden. Once on the ground she begins to run like a mad thing.

The earthquake lasted nine seconds, and was composed of three distinct strokes. The first was a rumble of water, as if an avalanche of water had tumbled into a volcanic ravine,Subviewial; and the final one vertical. Under this combined strain it is not surprising that the most delicate structures gave way. The earth seemed to burst open like a gulf, and with the shock everything that had been erect was left in a level plane, grass at least a yard in depth, that run like thrill of terror over all the surrounding territory. The moment of the shock being the dinner hour, nearly every one was within his house walls. Many, however, at the first movement, fled into the open fields and were saved; but it is estimated that over five hundred souls were buried in the ruins. The corpses thus far exhumed have been one hundred and twenty-seven, and an equal number of wounded.

Sister viola—Chicago Times.

Some have wondered that disputes about opinions should so often end in personalities; but the fact is that such disputes begin with personalities, for our opinions are a part of ourselves.

Relations take the greatest liberties, and give the least assistance.
WAGGONER SCHOOL MOTTOES,
By Teacher, Scholar and Parent,

And the following opinions, given, most courteously:

"The Mottoes are received, they exceed my most sanguine expectations. They are all you claim for them."
J. W. KRINER, Pleasant Hill, Indiana.

"Mottoes have come safely; am highly pleased; wish I could have had them sooner, that's all."
A. G. GILLIEN, Jackson, Ohio.

"Mottoes received; I am very much pleased with them. I know they are useful for I was a schoolboy once, and well do I remember one motto, 'Do Right.'"
T. L. BARTLE, Alvordville, Indiana.

"I have received your Mottoes, and, they far exceed expectations; hung them yesterday and their influence was distinctly marked. Every school should have them."
W. S. BROWN, Danville, Indiana.

"Your Mottoes are indeed beautiful and effective in their influence."
G. R. THROOP, Pylesburg, Ky.

"Myself and scholars like the Mottoes."
A. FLANAGAN, Ft. Atkinson, Wis.

"Your Mottoes I like very much, would not part with them for four times their cost unless I could get more."
L. W. KOONS, Huntington, Indiana.

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