Probably few of our readers know that the Danes have the reputation of being the best linguists in the world, and are also known as being remarkably expert telegraphists, probably equaling, if not surpassing, the operators in this country. The Chinese government, having learned these two important facts, has lately signed a contract with the Great Northern Telegraph Company, of Copenhagen, for the establishment of a telegraph line between Shanghai and Sian, a distance of about 600 miles. The Chinese language is said to be a very difficult one to transmit by telegraph.

In the city of Chicago, there are forty industrial schools. These are principally for little girls of the poorer families, and the number taught during the past year has been not less than 3,000. The girls are kindly cared for in these schools, and are taught sewing, cooking, and tidiness of person, dress and housekeeping. This instruction is free, or for a mere nominal charge, and ladies of the best and wealthiest families in the city are among the voluntary teachers. The influence for good exercised by these schools is very remarkable. Even the police and car drivers have remarked upon the improved appearance and behavior in localities where these schools are carried on.

Only think of it! Prussia, whose educational system has been so frequently held up to the admiring contemplation of American State teachers' associations and county institutes, is unable to supply us with the text of a law to secure uniformity of textbooks. She is sadly in need of such a statute, if we accept reports that come to us through the Bureau of Education. According to this authority, there are in the Prussian schools 100 different books for religious instruction, 56 for German language lessons, 70 German readers, 19 for literature and pedagogy, 37 Latin grammars, 95 Latin exercise books, 23 French grammars, 85 French exercise books, 32 Greek grammars, 53 Greek exercise books, 109 histories, 70 geographies, 65 text-books of natural history, 34 of physics, 28 of chemistry, 191 of arithmetic and mathematics, and 201 singing books.

The London School Board, by a vote of 17 to 21, has rejected a proposition to make women eligible to inspectorships. Some of the advocates of the proposition having urged, as an argument, the service it would render to women to put them in such positions, where they would acquire a better knowledge of the schools and learn to administer public trusts in place of men, who, if often happens, cannot attend to school inspection properly without neglecting business. Rev. J. Coxhead sagely remarked that the board must consider not whether this proposal would be to the advantage of women, but whether it would be an advantage to the schools. The Hon. E. L. Stanley feared the adoption of the proposed rule "would make the board appear ridiculous in the eyes of the people." So these wise men prevailed, and the board "made itself appear ridiculous" by maintaining the illegibility of women to school inspectorships. Among the astute suggestions of the gifted M. P., just quoted, was one to the effect that "if a woman inspector were appointed she must be a lady of high education," which raises the query why the board has not insisted upon this as a qualification for masculine inspectors, instead of selecting them in some cases merely for their political influence.

Two important subjects are covered in the official rulings of State Superintendent, von Coelln, of Iowa, published in our last issue. Certain school boards have presumed that they could, by agreement expressed in the body of an order, contract to pay a higher rate of interest than six per cent. per annum, the legal rate in that State, except by specific contract. The State Superintendent rules that in the case of school indebtedness, the Code, Sec. 51, Iowa, p. 102, limits the rate to six per cent, or under. This may render it somewhat difficult at times for school boards to obtain money or credit, but it is certainly well for both borrowers and lenders to understand precisely what the law authorizes.

The notion is quite prevalent among people not versed in the law, that a school board is largely bound to award contracts for building, for school furniture, etc., to the lowest bidder. Manifestly, this would strip the board of all discretion, and, consequently, morally, if not legally, of much of the responsibility in regard to such contracts, which, now rests upon their shoulders. Superintendent von Coelln holds that "in awarding a contract to build, the board are not required to accept the lowest bid, if in advertising they have reserved the right to reject any and all bids. They have great discretionary powers."

The Catholic Young Men's Union of the United States, which held a convention in Chicago last week, adopted, by a unanimous vote, a resolution offered by Mr. F. Dunne, of this city, and seconded by that notorious foe of the American public school system, Father Scully, of Boston, condemning this system, and predicting disastrous consequences to the nation if it is maintained in its present, secularized condition. That a body of seventy-two gentlemen, ostensibly representative of the great body of this populous and strongly organized denomination, should with entire unanimity adopt such resolutions, will dis-
apparent the liberal minded men outside the pale of the church, who have always asserted that the bigoted opposition to our public school system shown by such men as Father Scully and others of his ilk is confined almost exclusively to the foreign born Catholic clergy, and their most ignorant and fanatical adherents. It is certainly the case that, in defiance of the opposition of many of these priests and prelates, the Catholics of Chicago, Boston, and other cities, do, to a very great degree, send their children to the public schools. The plain inference is, that this Catholic Sanhedrim, purporting to represent the Catholic young men of the United States, very grossly misrepresents them. Yet, it is impossible to note the adoption of such a resolution by such a body without a feeling of deep regret akin to sadness, not unmixed with apprehension. Many of these young men, it is rational to presume, were educated in part, if not wholly, in the public schools of this country, and this expression of their hostility to them indicates that the poison of priestly bigotry has so far enervated their hearts and reason as to render them not only ingrates, but entirely willing, in a spirit closely related to that of the paricide, to strike, and, if possible, destroy the system which has proved to them a foster parent, snatching them from the mental degradation and starvation of illiteracy and supplying that instruction, without price, which neither priests nor parents would have given them.

NORMAL RAIDERS.

Again the State of Illinois has been disgraced in its halls of legislation by an onslaught upon its normal schools, in terms that expose such depths of boorish ignorance or such perversity of sectarian, partisan or personal malice, as must mortify every intelligent citizen. The appropriations for the southern Illinois Normal school being under consideration in the House, Mr. Mann promptly jumped to his feet and proceeded to characterize the institution as an act of legislative folly and extravagance. He estimated its laboratory, its library, its instruction of those in preparation for teachers of the common schools, as a useless expense to the State. He moved to strike out the enacting clause of the bill, or, in other words, to behead it. Then followed a long fusillade of demagogic abuse of the trustees, the professors, the students, and all who ever had anything to do with the Southern Illinois Normal; all the objections made being so edgy and pointed as to wound the other State Normal, its managers, faculty and students just as much as they were intended to hack, stab and lacerate those at which they were directly dealt.

The outrages of the ignoramuses and demagogues having apparently all escaped, the motion was lost. Thereupon Mr. Mann moved to reduce the item of $12,500 per annum for salaries of teachers and other officers to $9,000, and again opened his demijohn of coarse wit to stimulate his followers to the attack. The curator was characterized as "the fellow who feeds the stuffed birds and supplies drink to the dried snakes." Mr. Perrin, wishing to out Herod Mr. Mann, who had raised a grin on the physiognomies of the mummy-making Egyptians at his back, endeavored to be facetious at the expense of Dr. Allyn, the principal of the institution, deeming it an unanswerable argument in favor of cutting down salaries, that this gentleman, "who taught school in St. Clair County for several years at a salary of $1,200 per annum," had, since he went to Carbondale, supported kid gloves and a gold-headed cane." Mr. Martin, of White County, declared that the Southern Illinois Normal is an institution "in the interest of the codfish aristocracy" of southern Illinois, which, by the way then, is composed almost entirely of farmers and mechanics—since the parents of the students are nearly all of these classes. He compared the instruction at Carbondale with that of the common schools of White County, to the great disadvantage, in his own judgment, of the former. One acquainted with the character of the great body of schools in that county could only turn his face to the wall to hide his disgust that either of our Normal schools should be mentioned in the same breath with them. Mr. Martin probably knew that this was the unkindest cut he could give.

It is nauseating to listen to or read the stuff with which the Legislature is dosed when the opponents of the Normal schools are on the floor.

The outcome was the reduction of the item of $12,500 per annum, so badly needed for the library, to $500; the item of $1,250 per annum for repairs, to $500; and the utter rejection of the items of $500 per annum for the laboratory, and $700 per annum for the fitting up of the museum and for necessary superintendence, labor, etc., in this department; while the appropriation for salaries was cut down to $9,000 per annum. The total amount taken from the appropriation asked for, is $11,900.

It remains to be seen what the Senate will do when the bill goes to it for its approval. Such a reduction as the above will seriously cripple the institution, and it is to be hoped that the wiser heads of the Senators will rebuke the folly of Messrs. Mann, Martin & Co.

A GIRL'S IDEA OF EDUCATION.

BY ONE OF THEM.

Being asked to give my idea as to whether a girl should pursue the same studies as boys, the first question that came to my mind was, why not? Aside from ordinary trades, or special professions which each one, boy or girl, chooses, are there any studies usually taken by boys that would not be interesting and useful to the girls? Or are the mental powers of the girls so different, or in any way inferior, that they could not grasp or comprehend those studies usually excluded from their course? Experience has proved that with the same opportunities, and the same amount of application, girls can understand and become proficient in nearly all of the mathematical and scientific studies. Sometimes a girl who has no taste for any of the more especially womanly occupations might be interested in chemistry, geology, or some other of the sciences, usually supposed to belong rather to men; and might soon be as earnest and energetic as any one could wish; and might do some really important work. When children first start to school, both boys and girls commonly have the same foundation studies—reading, spelling, arithmetic, and geography. After that they are divided. Girls may take Latin if they desire, but Greek is only for the boys. The girls are asked to go as far as geometry in mathematics, but above that all the higher mathematics are assigned entirely to the boys. I do think this is a mistake. Invite the girls into the higher regions of learning of all kinds. Interest them in translating some of the beautiful and fascinating Greek poems and prose for themselves, and they will have no time or taste for silly love stories. Show them the many interesting experiments in chemistry and the other demonstrable sciences, and they will be too much fascinated to care for foolish gossip and idle talk. Let
the boys and girls keep side by side up the hill of knowledge. The girl may help the boy by her quicker instinct, and he in return may assist her by his more patient and persevering studying out of difficulties, and each will prompt the other. Then, as each approaches manhood and womanhood, there will not be that unconscious assuming of superiority of brothers over their sisters which is so often seen now. Young men will not be so apt to speak of young women as caring only for dress and company, and as being able to talk on these subjects only, with sometimes a little cooking and housework thrown in, while of the subjects in which their brothers are most interested they are utterly unable to carry on an intelligent conversation. So I would, by all means, say, let our girls have the same studies as our boys do. I do not mean that they should necessarily take all the same studies; but give them the same choice. As every one cannot take all, let each one choose those she prefers, not taking too many to be thorough with each as she goes along. As she becomes more and more interested, there will be more and more she wishes to learn, until there will be no sighing for school days—in so far as that means studying days—to be done; for they will have them last, as there may be time and opportunity, all through life. Outside of book learning, the business knowledge for boys, and the knowledge of housekeeping, sewing, etc., for girls, will give a pleasant variety for the interchange of ideas and opinions on subjects of which one has had better opportunities of judging than the other. Of course music or any accomplishments will be pursued according to the taste of the person without regard to sex. This, at least, is my opinion. Of course, my experience is very limited, and I may be mistaken in many things, but I have endeavored to answer the question put to me, telling as well as I can briefly, how this subject looks to me.

THE WISE TEACHER.

THE SOLOMON OF THE EDUCATIONAL WEEKLY.

The wise teacher shutteth his mouth and placeth a lock thereon.
He expresseth not his opinion on any subject, political or otherwise.

The wise teacher dare not say his soul is his own. Yea, verily, for the School Commissioner hath a mortgage thereon.

The wise teacher exerceth himself to weariness, trying to make the School Commissioner's thick headed little boy learn something, when the said little boy spolieth for a thrashing.

The wise teacher lieth awake nights, thinking how he may conciliate the above mentioned little boy.

He sayeth unto the father, "Yea verily thy son is among my most promising pupils. For him have I great hopes." Whereat groaneth ye wise teacher inwardly.

The wise teacher spendeth his substance in riotously treating the School Commissioner to beer, cigars, et cetera.

When the end of the year cometh, the wise teacher geteth re-appointed and can work like a slave for another year to earn thirty dollars a month.

But lo! and behold what doeth the foolish teacher?

Ye foolish teacher saith boldly that Garfield was "not the right man; that ignorant ward politicians should not be made School Commissioners.

He dareth even to vote against ye doughty Alderman, who is the School Commissioner's "stand by."

Yea, verily, and he thrasheth ye Commissioner's little boy right merrily, till ye little boy howleth lustily and promiseth to "knuckle down."

Next day cometh ye irate Commissioner, whom he dareth even to tell that he understandeth his business, and can run his school without interference.

Whereat ye high and mighty Commissioner waxeth wroth, stampeth, and danceth around.

Thereupon ye audacious but foolish teacher tellmeth him to vacate the premises, and maketh it plain that such is the best policy.

And ye foolish teacher groweth fat in his own independence and wickedness.

There cometh the end of the year, and ye foolish, foolish teacher is bounced. But he sayeth unto all men "Care I not for this a denarius." And he goeth straightway into the marts of trade and commerce, and worketh up a business which payeth him $500,000 a year.

REFLECTIONS ON TEACHING HISTORY.

BY PROF. GRANVILLE F. FOSTER.

History is by no means a mere statement of past events, an array of dry facts and dates, an account of the pomp or tyranny of kings, of battles, sieges, court intrigues, and the like. It is more than this, for in order to comprehend with any degree of entirety and fullness the events of any particular epoch, it is necessary to arise above an act to the motive that prompted it, to go behind the scenes, so to speak, and gain some knowledge of those subtle social forces, which have been so potent in molding tribes, nationalities, communities, and have paved the way for and made possible the advent of great men. To set forth intelligently and interestingly, with care and correctness, the history of any nation or epoch is no slight task, and he that would aspire to do this has before him much painstaking study and research, even if he be an adept in the use of language and a master of what is elegant in style. Ere he applies his pen to its task, he must inquire assiduously into the origin of the people whose history he purports to present, must study their mental and physical characteristics and all the modifications which these have from time to time undergone from forces within or those acting from without. He must examine carefully the development and growth of the language and literature, and trace these from their crude beginnings on upward to their highest pitch of excellence, and then downward to their decline. He must make researches into their customs and manners, and more than this, he must even obtain knowledge of the physical features, soil, climate, etc., of the region which they inhabit, since it is undoubtedly that these do have by no means a small and insignificant effect in shaping and molding the physical, mental, and social qualities of a people. Then, too, the historian who endeavors to set forth the whole truth cannot for a moment ignore the great and important fact that, lying back of all the forces of the social world, as well as back of all those of the physical, there is a living and intelligent, acting First Great Cause, a God, from whose divine energy all force emanates, and with whose energy all force is correlated. To ignore a God in history and hand over all historical events to the blind, meaningless, uncaused laws of sociology seems to the writer to require more credulity than to believe, with the ancient astrologers, that in some mysterious way the destiny of each man is determined by the aspect of the heavens at the time of his birth. In short, the true historian is solicitous to breathe into his treatises the very breath of life, to make his pictures so vivid, his delineations of characters so true to nature, that his readers cannot help, for the time being, living amid the very scenes he describes; and just so far as he succeeds in doing this, will his readers be benefitted and instructed, as well as interested in what he has to say to them.

Now there is nothing that the historian must do in order to interest and instruct his readers but the teacher of history must do, in order to interest and instruct his classes. Indeed the latter may say that the fact that he must appear before unwilling students of the subject, who are, therefore, uninterested in it, while the historian, through the medium of the written or printed page, speaks to willing listeners only, it cannot be expected that the average school boy will ever become interested in the dry details of events and dates, in long tables of kings, emperors, presidents, vice-presidents and the like, in prolix lists of battles, with the enumeration of
In view of the laws of mental associations, pupils should not only be urged but required in their preparation of lessons to hunt out and fix on the memory the locations of all places named in the text, and the knowledge, or lack of knowledge on this point at recitation time should weigh something in arriving at a just grading of the members of the class. And here, I would say again, that most of the textbooks on history are defective. Few of them present maps upon which all the places referred to in the text are found. In the excellent series of pictorial text-books of Van Antwerp, Bragg & Co., consisting of about a half-dozen different works, elegantly bound, finely printed, and with text almost above criticism, there are found finely engraved maps, it is true, upon which, however, there cannot be studied the geographical names; while they are encumbered with hundreds of geographical names never once called for in the text. In all such cases the earnest student is tempted to seek extensively in other encyclopedias and the like, for the places he finds named in the text—a very excellent thing to do, serving as it does the more firmly to fasten the location of the place on his mind, but it has this very objectionable feature, that the student, busy in pursuing several branches at once, cannot, if he would, afford to spend much time, especially as he feels he can use it to better advantage in another direction.

It seems to the writer that the practice of requiring pupils to memorize all the dates, mentioned in the text is useless,—more, it is worse than useless, since time which might have been utilized to other directions is wasted in trying to make the pupil make extra effort may be able to do this for recitations, but only to forget them, and very likely many of the associated events soon afterwards. Prodigies in this direction of memory do now and then appear. Mithridates, the Great, could speak easily and fluently twenty-five languages, and was able to address a man in his way at any particular time, a good politician of England, during the time of the Georges, could address each voter in his district by name and talk with him upon family affairs, or upon any subject in which he knew the voter to be especially interested, but ordinarily, few persons possess very retentive memories, and especially are these found to be faulty when called upon to retain a long list of dates. But Geography is just as important to History as latitude and longitude to Geography, for it serves to locate in time any particular event. A vague impression that we have somewhere or at some time before heard of an event which is mentioned in our hearing, but are unable to assign it to any particular epoch, is as useful to us as the mere memory of a geographic name of a place would be unable to locate it.

A practice, it seems to the writer, may be adopted with the best results, which may avoid on the one hand the useless memorizing of unimportant dates, while on the other sufficient attention is given to chronology, so that any event may be located in time, with at least a tolerable degree of accuracy. Let some sixty of the most important dates in the history of the United States, for instance, be chosen, and then have these so thoroughly studied and wrought into the mind that the dates and events are absolutely associated together, the one instantly recalling the other, whenever mentioned. Let these serve as mile-posts, if you please, on the road of history, to which all events may be referred. An event being named, its position in time may be pretty nearly ascertained by the fact that it occurred after one of the important dates absolutely known, and before the next one so known. Supposing, for instance, that the landing of the Pilgrim Fathers in 1620 be our first event and date, and the settlement of Boston in 1630 be the second. It is obvious that students can pretty correctly give the dates of any of the intervening events, such as the settlement of Cape Ann, or the founding of New York. This is following out a principle that has been so often successfully used in the teaching of geography. If a student knows that New Orleans is in latitude 30 degrees north, and Richmond is in 37 degrees north, he can easily infer that Savannah, being in his mental map of the United States about half way, must be somewhere about 33 or 34 degrees north, and he will be near enough correct for all the ordinary uses to which he may be called on to put his geographic knowledge.
THE EDUCATIONAL WEEKLY.

As to the matter of how a class recitation in history should be conducted, it only needs to be said that a judicious combination of the topical and question methods, with zeal, seasoned with knowledge and common sense in him who instructs, will accomplish all that can be reasonably expected in the teaching of that science. Any recitation let the teacher bear in mind the oft-repeated aphorism: "Repeat and reiterate, repeat and reiterate; you can never teach any person a truth new to him by telling him once." Hence the need of frequent reviews. Review every day—review! Not a single class exercise should be allowed to pass without more or less of review; for certainly the most important facts of history cannot be remembered.

There is another subject just here of the greatest importance, which I should very much desire to enlarge upon, but which, from the lack of time, I will be obliged to dismiss with the briefest notice. I mean the "sublime" art of so asking questions as to elicit from the class all that its members may know of the lesson. This art of asking questions is not so much a gift as an acquired facility. It may be the lot of him who would be skilled in it much earlier study beforehand, and no one ought to presume to appear before a class with the expectation of making his instruction pleasant and profitable to his students, who is either too neglectful or otherwise too busily engaged to make faithful and thorough preparation beforehand, not only in mere book knowledge, but in the manner and method of teaching.

Hard work and an earnest, persevering will, have always accomplished, and will always accomplish, far more than mere genius alone.

CARBONDALE, Jackson County, Ill.

COURTESY IN CHILDREN.

HIS FIELD OF INFLUENCE.

The teacher should be the educator of his neighborhood. The school-room teacher should feel a responsibility for the intellectual condition of parents, as well as children. He should be the preacher and the director of all movements which would tend to arouse mental activity. In country districts and small towns, various educational agencies may easily be set at work. It is always feasible to organize literary societies, which, with proper management, may be highly useful. A library and reading-room may freely be established, and the teacher's knowledge of books and periodicals may be utilized as to make the collection entirely wholesome and improving. Or if this be too ambitious, if he may become in a proper way the literary agent, may stimulate them to begin reading, and may tell them what to read and how. He may suggest ideas which will induce them to think on some of the current questions of the day; may set the story, and may be the means of stimulating by his own example of his own activity induce others to forget for a time the monotony and drabness of exclusive devotion to business, and give little glimmerings of the pure pleasure to be gained by occasional intellectual recreation.

Such a work will often meet with prejudices and opposition. The teachers are frequently found to be without manners, and, consequently, comes active only when it is threatened. But judicious efforts will meet with sympathy, and caution and judgment will allay fears.

We hope and believe that every year shows an increase in the influence of the school teacher. The additional permanency and pecuniary recompense attached to the positions in latter times, are making the profession of such a character that it will stand by itself, and not be used merely as a tool by which to rise. As the teacher grows in the understanding of his literary judgment faster than does that of the mere reader, he will find the respect and influence belonging to experience and ripened judgment, attaching to himself. He will find this in a greater degree as respects literary things, for his business is the study of teachers, considering both their influence and their examples, may be brought to read and to read. It is indeed sad to see the condition of the teacher in some places—a mere puppet; a subordinate in the social scale, criticised by every parent, deposed by any breeze of prejudices, often times dependent upon the like or dislike of the boy or girl, whether or not they join the class. It is important that such a position be given to men and women. The position is such a one that it is within the province of the teacher to bring pupils up to the proper average in arithmetic, geography, and grammar.

As to the manner in which the cultivation of the true graces of character often gets pushed aside in the interests of the secular, and many times the teaching of the teacher, and the special advantages portion of the work, is of such moment, that it is important that the teacher be given the chance to develop those of the men and women. The position is such a one that it is within the province of the teacher to bring pupils up to the proper average in arithmetic, geography, and grammar. Do not the cultivation of the true graces of character often get pushed aside in the interests of the secular, and many times the teaching of the teacher.

Among the languages of civilized nations English is the most widely spread. It is the language of 50,000,000 people: German, of 50,000,000 and 60,000,000; French, of between 40,000,000 and 50,000,000; Spanish, of 40,000,000; Italian, of 28,000,000, and Russian, of between 55,000,000 and 60,000,000. We are more responsible for the defects or failures of our pupils, as they pass from us, than we imagine. Every ambitious teacher will rightly be concerned as to whether his children have acquired intellectually what should be acquired. But every teacher should be solicitous to ask himself, "Are my children more obedient, more courteous than when I found them? Do they keep their tempers better, are they any stronger in the encounters with temptation which they all have? Has this careless one learned any self-control? Has this one gained confidence? Do we see better manners in the school-room? or on the street? Do they have more truthfulness, more regard for others?" If these questions cannot be answered to the satisfaction of the teacher or the teacher, he will confess to failure, no matter how brilliant her examination—no matter how well grounded her pupils are in their studies.

Let us take one point—courtesy, for example. Some children will be invariably polite, and will show a tact that is surprising in making others appear at their best advantage. But the majority of children are heedless. In many cases there is little or no training at home. Hence much devolves upon the teacher to correct and supplement.

Agnes Bernard, a young teacher of our acquaintance, is a lady who has developed in her to an unusual extent all the little graces of manner and character which render one so popular among her pupils, both in and out of school. To illustrate something of her success, we cannot do better than quote several little incidents which came under our notice.

"Bessie," our excellence, exclaimed: "I tell you who is the politest person I know; it's my teacher. She never forgets to say, 'Thank you.' Two tiny miles near the home of a child in school spoke to us about her by the chairman of the school committee. "Hallo, Mr. Piper!" said one. After Mr. Piper had passed, the other said reprovingly, 'Bessie, you must learn to say 'Thank you' when you meet folks; it isn't pretty. Teacher says, 'How do you do?'"

Agnes Bernard did not regard the little points of etiquette as ends in themselves. Her courtesy sprang from a deep conviction that the perfect justice and sympathy of her dealings she proved to her pupils that her courtesy was not "put on." She did not preach to them about these things very often, but she lived so sweetly and truly before them, expecting so confidently the same in return, that her pupils were surprised into giving her the very best in their natures. She seemed to take it for granted that every one would naturally do the right, and this was another of the factors in her success. Two instances were grave enough to bring them to the board, and brought up to the point, and reminded, quietly: "Wilfred will be a gentleman, and Harry will keep the chair." In two seconds the seat was vacant. She did not bind her pupils to any fixed rules, but a few points were generally well understood. No boy was allowed to enter the school room with his hat on. "A gentleman always takes off his hat when entering a house, public hall, or church." Whenever anything was wrong in the school room was wrong in the home. Her pupils were expected to say "Thank you" whenever receiving or returning anything. If any awkwardness occurred, it was, "Excuse me," if any favor was received.

There is, down in the depths of every child's heart, an appreciation for the finer things of life. Mike and Nora may be only little, ragged, dirty Irish children, living in a wretched garret in the poorest part of town. But will they not appreciate the bright smile and courteous "Good-morning" of their refined and graceful teacher, as they meet her in the street or enter the school room? If a child is conscious of her respect and carefully, it rots in her self-respect. She feels, though dimly, perhaps, that there is something within him better than his dirt or rags, worthier than his selfishness and selfishness, which her teacher sees and respects. This was the great key-note of all of Jesus' teaching. He looked into man through all his vice and wretchedness, and saw there something pure and incorruptible, something divine and glorious. He taught man the essential truth, that the sin of the soul, and man, enshrined with the sight, fell in love with virtue, and has ever since climbed the heights which lead to it.

We do, as teachers, have an eye to the formation of habits for which we are responsible? Are we not too readily encroached in bringing up our pupils up to the proper average in arithmetic, geography, and grammar? Do not the cultivation of the true graces of character often get pushed aside in the interests of the secular, and many times the teaching of the teacher. In such a thought, that it is important that the teacher be given the chance to develop those of the men and women. The position is such a one that it is within the province of the teacher to bring pupils up to the proper average in arithmetic, geography, and grammar. Do not the cultivation of the true graces of character often get pushed aside in the interests of the secular, and many times the teaching of the teacher.

Society, like a shaded silk, must be viewed in all situations, or its colors will deceive us.

MARIAN THOMAS.
GIVING THE CONCLUSION.

Many of the readers of the Weekly are teachers of intellectual arithmetic, and they have occasion to inquire whether it is advisable to require a pupil to give a long formula beginning with the word therefore, when he has given an analysis of an example.

We can see no propriety in repeating the substance of the analysis, when the analysis has been well expressed.

Not a single additional ray of light is shed on the problem by the so-called conclusion; nor can anything be added to a direct analysis that will make it clearer. On the contrary, the attempt to give the analysis backward, or to arrange the steps of the argument in a different order from that already given, must result in confusion and mental torture. The quod erat demonstrandum formula is no longer required in geometry; let the longer and more senseless collection of words known as the "conclusion," be eliminated from intellectual arithmetic.

PROBLEM ANSWERED.

A board is 16 feet long; 12 inches wide at one end, and 6 inches at the other. Where shall it be cut crosswise to preserve an equilibrium?

A similar problem was solved recently in the Weekly. Our correspondent desires an arithmetical solution of the above. We reply: this problem cannot be solved by arithmetic alone, and no problem can be solved by arithmetic alone. The province of arithmetic is limited to the art of computation; the formulas for the solution of problems are all derived from algebra, geometry, etc. By geometry we know that the board would come to a point if lengthened 16 feet more; also that the area of the board as it is, is 12 feet. Half of this is 6 feet, which added to 4 feet, the area of the triangle required to bring the board to a point, makes 10 feet. We can form the proportion 16:10::25:3; this is the distance from the vertex to the point of division. Taking 16 from 25.3 gives 9.3 ft., which is the distance from the small end of the board to the point of division.

PROBLEM PROPOSED.

A and B dig a field of potatoes for $10. A digs 2/3 as fast as B pulls the vines. B digs 4 as fast as A pulls the vines. How should the money be divided? What is it worth to dig the potatoes? What is it worth to pull the vines?

XENUS.

MISCELLANEOUS.

The term degree is often spoken of as indicating a unit of distance. This is wrong. When a ship changes its vertical line one degree it does not follow that it has sailed 1-360 part of the circumference of the earth. Indeed, if the earth were a sphere, it would be wrong to call the 1-360 part of its circumference a degree. A degree is the 1-360 part of a revolution. The circumference of a circle should be measured as any other line, by feet, inches, etc.

The pronunciation of the following terms deserve attention: Area—should be accented on the first syllable. Exponent—accented on second syllable. Equation—the tim should be pronounced, as in ration, not like sound of r in assure.

Arithmetic is generally defined as the science of numbers and the art of computation. It is hardly correct to call arithmetic the science of numbers except in a restricted sense. The theory of numbers requires a profound knowledge of algebra for its discussion.

Some one wants to know if there is such a number as "eleven thousand and eighteen hundred and forty." There is no such number, but a number can be found which will express the quantity indicated by the above, viz., 11,840.

In looking over the mathematical department of a noted school journal, we find a "demonstration of the pont allionum," which goes on to show that the square described on the hypotenuse, etc. Now the theorem known as the "pons asinorum," is not this theorem at all, but relates to isosceles triangles, and the manner of showing that the angles at the base are equal, and that if they are equal, the opposite sides are equal. This used to be a great stumbling-block to young students in Euclid, and was pictorially represented by a number of donkeys traveling along the base of the triangle, and falling over the extremity, and hence the expression, "axis' bridge."

The Analyst for May is an interesting number. "Notes on Gauss' Theoria Motus," by Prof. Asaph Hall, is a valuable article. An account of the essential features of Grassman's Extensive Algebra, translated by Prof. Beman, will be completed in future numbers. There are other articles that will repay perusal.

The Analyst is published by Prof. J. E. Hendricks, Des Moines, Iowa.

GENERAL NEWS OF THE WEEK.

Mrs. President Garfield is dangerously sick. The fever, which has now been running for some days, has taken the form of a low typhoid. The family physician has been summoned from Cleveland.

The anti-Jewish riots in southern Russia begin to recall their dastardly abettors. Society seems to have become thoroughly disorganized. Railroad traffic is practically suspended in some places. The rioters not only maltreat and massacre the Jews in their shops and houses, but when the hated race seek to escape their persecutors by flight the latter endeavor to cut off all exit, even forbidding railway engineers to work on trains carrying Jewish refugees. The houses and shops of Jewish mechanics and traders have been completely wrecked at many points, and business of all kinds has been so far suspended that there are now thousands of persons in distress for subsistence, among whom are not a few of the rioters themselves.

Gen. Grant has undertaken the work of preliminary surveys for the projected Mexican Southern Railway. The Mexican government has given the Central Railroad formal permission to commence work at Paso del Norte. It has, also, paid the subsidy due thus far on the Sonora Railroad. It really looks as if Mexico is to be effectually opened up to commerce with the United States, instead of remaining as it has so long done, in a condition of virtual self-isolation.

Herr Dreissen and Herr Huslak, the famous Berlin electricians have constructed an electric railway about six miles from that city on which at a public exhibition, just given, they have propelled a locomotive and car at the rate of eighteen English miles per hour

Russian affairs at home look decidedly gloomy. General Melnikoff, entrusted by the late Czar with almost dictatorial powers to crush out the nihilists and preserve the peace of the Empire, has resigned his office. Dabaza, the Minister of Finance, who has done so much to restore confidence in the financial resources and good faith of the government, has tendered his resignation; as have, also, the Minister of Public Instruction and the Minister of Foreign Affairs.

The Bey of Tunis has been coerced into signing a treaty of peace with France by which he accepts what may be termed a French protectorate for Tunis. The French are authorized to occupy such positions with their troops as their military commander may judge needful to preserve the peace and secure the observance and execution of this treaty. The Bey is interdicted from entering into any new treaties with other nations without the assent of France; and provision is made for the residence of the French consul in the city.

Tunis agrees to be responsible for the war indemnity demanded of the hostile tribes which gave the pretext for this invasion.

The rupture between President Garfield and the friends of Mr. Blaine and Judge Robertson on the one side and the friends of Mr. Conkling on the the
other, has not been healed yet, so far as appearances indicate—Judge Robertson has not been confirmed, but it is thought he will be during the present week. The Hon. Stanley Matthews has been confirmed as Associate Judge of the Supreme Court by a bare majority of one. Still later intelligence is to the effect that Senators Conkling and Platt, of New York, have both resigned. The mobs in the South of Russia are attacking students as well as Jews. The Prince of Bulgaria has repudiated the constitution and the patriots who called him to the princedom, and executed a coup d'etat; taking to himself dictatorial powers. This is both to restrain the turbulent elements of the Bulgarian legislature and to confirm alliances with the Czar, who depreciates the liberal action of his father in consenting to raise Bulgaria to the privileges of a constitutional state while a constitutional government for Russia is persistently withheld.

There is war between the Boers and the native tribes. Under the terms of the recent treaty between the Boers and the English, the latter must take a hand in this matter. Seventy-two persons are now under arrest in Ireland under the coercion act, and yet the pacification of that unhappy island seems as far or farther away than ever before. The Government confessed itself disappointed at this state of affairs; and well it may be. More assassinations of officers and others operating for the Government have been committed. A bullet was shot near Lougheen a week ago, and died from his wounds. The government threatens more arrests. The British government has quietly given the French foreign minister an intimation of the dissatisfaction with which it would see a harbor so important as Bizerta remain in the hands of a European power.

Sir Edward Thornton, British minister at Washington, has accepted the appointment to follow Lord Dufferin as British ambassador at St. Petersburg, and will soon leave this country for his new post.

The floods have subsided in all the Western river valleys, and it is believed that no serious further damages from this cause are to be apprehended. The fine weather of the week has cheered the farmers greatly, and it is now manifest that the great bulk of this spring's crops will be in the ground earlier than on several previous seasons, when excellent harvests were realized.

New York having abandoned the world's fair project, Boston has taken it up, and with some prospect of success.

Owners of large herds in western Iowa and eastern Nebraska are greatly alarmed over a widespread outbreak of inflammation of the bowels among cattle. Healthy animals seem to be instantly affected by the presence of diseased ones, and the fatality is very great. The malady appears to be an incident of the unprecedented floods, as it is confined almost entirely to the region of the overflowed district, and has not spread to the herds on the uplands.

The clearing-house reports from twenty of the chief cities show that the exchanges for the first week in May were the largest on record.

STATE NEWS.

IILLINOIS.

To the Editor of the Educational Weekly,

MINNEAPOLIS, MINN., May 9, 1881.

The next annual meeting of "The Society of School Principals," will be held at Rockford, July 6 and 7, 1881. The programme will include the following addresses, papers and exhibits: Address of Welcome, President's Address, "The Teaching of Moral, Joseph Carter, Ph. D. The总监, in connection with our public school work, Frank Hall, Sugar Grove; 2. Individually in the graded school work, H. Edwards, Forest; 3. Recusses, J. N. Wilkinson, Decatur; 4. School hygiene, Herman Ruhl, Belvidere; 5. The introduction and teaching of drawing, Miss Laughlin, Bloomington; 6. To what extent pupils may be allowed to do work other than in the regular course, Warren Wilkie, Austin; 7. Exhibits of work by the School of Feible Minded Children, and paper on school, J. H. Brodgett, Rockford.

The railroads will make the usual reduction, to a fare and one-third for the round trip. The rates at the hotels are reduced to the following prices, viz.: Holland House, $1.50 per day; Edwards House, $1 per day; American House, $1.25 per day.

For the committee, William Jenkins.

Prof. John H. Hewitt has resigned his chair in Lake Forest University, Illinois, to accept that of Greek language and literature in Dartmouth College.

Arthur Oehler is writing the "History of the Highland Public Schools," in a series of articles in the Highland Herald, beginning with the building of the first school-house, in the year 1837.

The Highland, Madison County Board of Education, has decided on a ten-months school the coming term. Salaries remain the same.

The executive committee of the Madison County Teachers' Association has made arrangements for a meeting July 6th and continuing four weeks, to be held at Edwardsville under the management of Profs. James S. Stevenson, Principal of the Clay School, St. Louis, Mo., and J. H. Brown, Superintendent, Edwardsville, Illinois public schools. Jerseyville should be kindly remembered by the ladies. It gives no lady teacher less than $45 per month for next year. This is a year of dead locks. From the capitol and state house, they have moved to the school house, and won.

A district in LaSalle county elected a successor to a director about to move away. This successor, with another director, employed a teacher, and the latter, after two months, tried to have the teacher removed. The Government confessed itself disappointed at this state of affairs; and well it may be. More assassinations of officers and others operating for the Government have been committed. A bullet was shot near Lougheen a week ago, and died from his wounds. The government threatens more arrests.

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the approval of the governor to become a law. It has been ordered to take
force July 1, 1881.

The next meeting of the State Board of
Examiners will be held in the Board's rooms, June 21st. The full
Members will be in attendance.

The Board wishes to call attention to the mistake made by the
Secretary of the Board in the announcement of the first meeting of
the new Board, which was printed in the Educational Weekly for
May 22nd, 1881, in the mistaken belief that a quorum was neces-
sary for the transaction of business. At that meeting, the Board
was in session and the regular monthly examinations were con-
cluded. Additional business was transacted which was not neces-
sary for the regular session. It is understood that the Board is
now in session and has full authority to transact its business.

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MISSOURI.

The next annual meeting of the State Teachers' Association for Southwest Missouri will be held in Salem, St. Clair County, in August 15, 17, and 18. Professor L. Long has been re-elected Superintendent of the public schools of St. Louis. It is thought that A. J. Caldwell would have been chosen but for the resignation of the first last month at Father Blanch, editor of The Western Watchman.

NEBRASKA.

The Nebraska State Teachers' Association will meet at Lincoln on the 20th inst. Among the papers which promise to be of special interest are the following: Report of the Whitewater Normal School in Omaha; "The Place of History in Common Schools," by Capt. C. J. Davis, Hastings; and "Books in Relation to Education," by Principal A. K. Gowy, Papio, Teton City.

EASTERN STATES.

Trinity College, Hartford, Conn., has just received a gift of $40,000 from Col. Charles H. Worthington, one of Hartford's substantial citizens. The money is to go toward a new dormitory building.

A year has been added to the High School course of Worcester, Mass.

The system of school management in Philadelphia is peculiarly complicated. The Board of Education uses advisory powers in the management of the schools and supervises expenses; but each of the thirty-two districts of the city has a local committee elected each year and exercising direct control. Each of these committees is wholly independent of the others. The only general superintendence which exists is the examination which the graduates pass through for the High School.

The compulsory law school in Connecticut works well. The school population of the state in the spring of 1875 was 2,325, attended school. Hartford and New Haven have efficient truant officers and work admirably. The Connecticut schools cost last year $1,408,737; the funds furnished amounted to $437,580. The average salary of male teachers in the state is $64.42.; a class for women has been organized at Yale College, the lectures and instruction to be delivered by Professors S. S. Williams, Brewer, and others.

It is reported that two of the Harvard Annex, Hon. E. B. Morgan, of New York, has given Wells College, at Auburn, N.Y., $100,000, making upward of $160,000 in all.

The late Dr. Edward Seguin, started the first school ever established for idiots in France, some thirty-five years ago. He helped during his life in the education of eleven such schools in this country. There are now seven or eight of these noble institutions in the civilized world.

A school of gardening and practical floriculture is to be opened at the Crystal Palace, near London, for the benefit of students of landscape gardening. Several gentlemen likely to be the owners, the conservators or managers of great estates.

The Rev. George Washburn, President of Robert College, Constantinople, is sending a copy of the Audubon Society's proposed scheme to the Church of England to be a-since member of the Church of England and a firm believer in the truths of religion.

An influential meeting held not long ago at New Castle-on-Tyne, to take steps to commemorate the centenary of that great civil engineer, George Stephenson, the father of steam carriage railways, resolved, "That this meeting is of opinion that there is no better way of doing honor to the memory of his works and perpetuating his memory in this district than by erecting a building for the use of the University of Durham College of Physical Science, to be called the Stephenson College.

An eminent bishop of the E. Church South, who has had large experience in the Mexican mission fields, speaks with enthusiasm of the progress of the children of that country in the schools.

An Exchange says: "After the Franco-German war, in 1870-71, it became a household phrase that not alone the German army, but chiefly the German schoolmaster, had whipped the French. France took the hint and reorganized its army on the Prussian plan, and also expended large amounts of money annually for educational purposes. In the year 1880 alone, $11,000,000 were expended for schools of this class. There remain still 2,500 parishes without schools for girls, while 8,000 old schools are not large enough to accommodate all the children making application for admittance. To complete her school system, France proposes to expend during the next and next year $15,000,000 for schools.

Hon. C. C. McKenzie, Superintendent of Education for British Columbia, reports the pupils enrolled in all schools during the year, 2,462 (1,545 boys and 1,117 girls), average daily attendance for the year, 4,493; total enrollment, 7,265; cost of a common school, $10; number of teachers in all schools, 55 (41 males and 24 females); cost of education for the year, $17,006.

The following is an extract of a communication to the Times by Lord Northbrook.

"Have given notice that I will bring up discussion in the House of Lords, shortly after Easter, the present position of reformed and industrial schools as seriously requiring attention. My object is to consolidate all the schools and to do away with the punishment of criminal children from their general education, and to treat reformed and industrial schools as one provision for the education of harmless and neglected children. A penal school is, happily, an impossibility, as it would be a fatal blunder if possible. Our philosophers in public philanthropy are making great mistakes in trying to make prisons palaces of education and schools places of punishment."

The twenty-fourth conference of the General German Teachers' Association takes place at Carlsruhe, Grand Duchy of Baden, from June 7 to June 9. The persons desirous of attending the conference must apply for admission to Professor G. H. M., at Boppard. Professor M., Professor von Puttkamer, Minister of Public Instruction, has forbidden all Prussian school teachers to attend this association.

The Bureau of Education has just received the Austrian Academic Year-Book for 1873, which contains a list of the superior institutions of learning in Austria in operation in that country.

The most prominent institutions are:

1. The University of Vienna, founded in 1365; 2. The University of Graz, founded in 1390; 3. The University of Innsbruck, founded in 1477; 4. The University of Vienna, founded in 1365; 5. The University of Budapest, founded in 1573. For the training of priests, Austria has about 40 schools of theology. For higher technical education, there are the Technical High School of Vienna, the Technical High School of Graz, the German Polytechnic Institute at Prague, the Bohemian Polytechnic Institute at Prague, the Technical High School of Brune, the Technical Institute of Lemberg, the Technical Institute of Cracow, the High School of the University of Vienna, the Mining-Academy of Fritham, the Oriental Academy of Vienna, and a large number of provincial technical schools.

The Technical High School of Vienna had 1,159 students in 1880, against 382 in 1870.

The University of Naples has at present 2,890 students, of whom thirty-five are in the faculty of philosophy, and one hundred and forty-nine in mathematics, twenty-two in natural sciences, 1,133 in medicine and surgery, and 135 in pharmacy. Naples has no faculty of theology.

The Bureau of Education has just received the programme of the Gymnastics of Vienna. This institution, which has been in existence for the last five years, is especially famous, it has for director one of the greatest living educators, Professor Dr. K. A. Schmidt, the editor of the German Educational Cyclopaedia. The Gymnasium has 1,009 pupils at present. The course of instruction embraces Latin, Greek, Hebrew, French, English, German, Italian, religion, history, geography, physics, chemistry, philosophy, mathematics, sciences, penmanship, arithmetic, drawing, gymnastics, and sewing. The course extends three years, after

EDUCATION ABROAD.

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which the students enter the university for three or four years, according to the course they select. It seems that Professor Tyndall set aside the proceeds of his lectures in this country to found funds to aid in the education of American students of physics who may wish to study in Germany. The original trustees were Professor Joseph Henry, of Washington; General Hector Tyndale, of Philadelphia, and E. L. Youmans, of New York; but as the two former are dead, President Barnard, of Columbia College, and Professor Joseph Lovering, of Harvard University, have been appointed in their places. This fund now produces enough to pay the expenses of two students.

In Austria the bill making school attendance obligatory for six years instead of eight, as heretofore, was agreed to in the Lower House by a vote of 113 to 79 votes. The bill has still to be acted upon by the House of Lords.

The Austrian army, after four and a half days' battle, lost 17,435, or 60 per cent, can read and write; 11,935, or 4 per cent, can only read; and 72,106, or 27 per cent, can neither read nor write.

The universal question is, How justly bold in a master's skillful hand, Springtime moods. At no other season do they show such 

Children and Music

Let no child be taught music who has not a natural aptitude for it. Decided musical talent generally shows itself early. Many children sing before they can speak. I have written down, with the date affixed, that there could be no mistake, more than one actual instance, such as one by a small child of three years old. The negative to these positive instances is less easily disproved. The musical faculty, like many other excellences, develops more or less rapidly, according to the atmosphere it grows in. And there is always a certain period of "grind," so very distasteful, and of which we introduce the public as fast as they would go in spelling reform.

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By the American in error. Nearly all the words Webster undertook to spell right are in the books of the day, and with the popular changes, while Worcester's, perhaps, has not done so, as to at least a few words. We come to an alteration for Worcester, while compositors and proof-readers put on the Websterian process, Webster being the standard of the office.

The American is a misprint. Nearly all the words Webster undertook to spell right are in the books of the day, and with the popular changes, while Worcester's, perhaps, has not done so, as to at least a few words. We come to an alteration for Worcester, while compositors and proof-readers put on the Websterian process, Webster being the standard of the office.

Great changes have occurred since Webster's attempt to alter the spelling, and whereas scholars and the reading of English books stood in the way of the change and formed a complete bar to the new system, now the scholars seem to be about to yield their opposition and to become foremost in the new reform. Even Richard Grant White, while resolutely opposing the change, yields what we have regarded the principal objection when he allows that to preserve the present spelling is not necessary to preserve the history and the derivation of words. Now begins to look almost as if the scholars would take the lead, and it would become a question whether they can carry the public as fast as they would go in spelling reform.

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The American is a misprint. Nearly all the words Webster undertook to spell right are in the books of the day, and with the popular changes, while Worcester's, perhaps, has not done so, as to at least a few words. We come to an alteration for Worcester, while compositors and proof-readers put on the Websterian process, Webster being the standard of the office.

Great changes have occurred since Webster's attempt to alter the spelling, and whereas scholars and the reading of English books stood in the way of the change and formed a complete bar to the new system, now the scholars seem to be about to yield their opposition and to become foremost in the new reform. Even Richard Grant White, while resolutely opposing the change, yields what we have regarded the principal objection when he allows that to preserve the present spelling is not necessary to preserve the history and the derivation of words. Now begins to look almost as if the scholars would take the lead, and it would become a question whether they can carry the public as fast as they would go in spelling reform. From the lay standpoint we are beginning to look through affection for old forms and characters, whilst all have some dearly loved ones, useless letters, and wish they were not there. For all that, the movement is made now under far more favorable conditions, it will be likely to go very slowly for a long time. There is a general feeling for phial; wo for woe; ax for axe; labor, honor, favor, savor, etc., for labour, honour, favour, savour, etc.; chemist for chariast; almanac for almanack; and other words too numerous to mention.

Children and Music

Let no child be taught music who has not a natural aptitude for it. Decided musical talent generally shows itself early. Many children sing before they can speak. I have written down, with the date affixed, that there could be no mistake, more than one actual instance, such as one by a small child of three years old. The negative to these positive instances is less easily disproved. The musical faculty, like many other excellences, develops more or less rapidly, according to the atmosphere it grows in. And there is always a certain period of "grind," so very distasteful, and of which we introduce the public as fast as they would go in spelling reform.
things. Would he be likely to succeed in arranging things to his mind, think you? Just as unwise it would be to attempt to change the order of development in a child's faculties. To require a child of ten years to learn abstract and general principles would be like forcing an apple tree to put forth its blossoms before its leaves. What is the proper order? There must be a natural way, and the child must help himself, and if ever he is to be the master, he must lay hold of that principle in general, the child's own appetite for knowledge indicates the law. First of all be craves that which appeals to his senses. Notice how early an infant tries to use his senses, and what delight he takes in the effort. For instance, an infant will not then be expected to read or count, and yet a child of three can be taught to do so. In general, the child's own appetite for knowledge indicates the law. First of all, be craves that which appeals to his senses. Notice how early an infant tries to use his senses, and what delight he takes in the effort. For instance, an infant will not then be expected to read or count, and yet a child of three can be taught to do so. In general, the child's own appetite for knowledge indicates the law. First of all, be craves that which appeals to his senses. Notice how early an infant tries to use his senses, and what delight he takes in the effort. For instance, an infant will not then be expected to read or count, and yet a child of three can be taught to do so. In general, the child's own appetite for knowledge indicates the law.
speech. To him alone, too, belongs the power of expressing pleasure and other emotion by a peculiar sound, known as the laugh, though other animals share with him the means of expressing grief by cries and tears.

Other animals have, like man, a hollow skull, the upper part of which is filled with a soft matter called the brain. The brain of man differs from theirs, however, by an excess of gray matter in it. This gray matter has been regarded by naturalists as the seat of that intelligence which marks the great and crowning distinction between man and the other created beings.

To be sure, other beings have a certain degree of intelligence, but soft, exiguous, and easily disregarded as in animals altogether different from that of any other creature. The higher animals have indeed a partial reasoning power. They undoubtedly can understand cause and effect, to a certain degree, and can guide their actions not only by instinct, but by experience. They undoubtedly can understand instinct, but by experience. They teach each other and comprehend, often to a wonderful extent, the spoken language of man. But when we note how completely man can subjugate his instincts to his reasoning powers, how by his skill he can bend the mighty forces of nature to his use, what variety as well as what skill he can attain in his handicraft, we see what a wide difference of nature separates man from the other animals.

And there is yet another and growing difference. In the regions of pure intellect, in imagination, in spiritual experience, man's inheritance is a realm of delight, into which no lower being can ever enter; nay, of whose existence none can ever conceive.

[We would suggest that the above is the merest outline, which the teacher, in the interest of his pupils, may use in some way, or may, like the plain text, do as he pleases.]
MARRIED PEOPLE WOULD BE HAPPIER.

If home trials were never told to neighbors.

If they kissed and made up after every quarrel.

If household expenses were proportioned to receipts.

If they tried to be as energetic as the young ones.

If each would try to be a support and comfort to the other.

If each remembered the other was a human being, not an angel.

If women were as kind to husbands as they were to their lovers.

If fuel and provisions were laid in during the high tide of family work.

If both parties remembered that they married for worse as well as for better.

If men were as thoughtful for their wives as they were of their sweethearts.

If there were fewer silk and velvet street-costumes and more plain, tidy house-dresses.

If there were fewer "please, darlings!" in public, and more common manners in private.

If wives and husbands would take some pleasure as they go along, and not degenerate into mere toiling machines. Recreation is necessary to keep the heart in its place, and to get along without it is a big mistake.

If men would remember that a woman can't always be smiling who has to cook the dinner, answer the doorbell half a dozen times, and get rid of a neighbor who has dropped in, to tend a sick baby, tie up the cut finger of a two-year-old, gather up the playthings of a four-year-old, tie up the head of a six-year-old on skates, and get an eight-year-old ready for school, to say nothing of sweeping, cleaning, etc. A woman with all this to contend with may claim it a privilege to look and feel a little tired sometimes, and a word of cheer from the man who during the honeymoon wouldn't let her carry as much as a sunshade.

GENERAL EDUCATIONAL NOTES.

The Deaf-Mute College at Kendall-Green, District of Columbia, which Amos Kendall founded with a portion of the large fortune which he acquired with the Morse telegraph, was the scene of a notably brilliant and intellectual gathering on May 4th—its presentation day. The General Government, in its appropriations for the support of this institution, as it is with half-a-dozen others here, and the young men who graduated gave evidence of their scholarship, although they rather shocked the Roman Catholic sentiment of their antipathetic neighbors, and a Professor read the translation of the signs. Eloquent remarks were made by President Garfield and ex-Speaker Randall to the six graduates, and the Morse telegraph was presented to the president of President Gallaudet, where a bountiful lunch had been prepared.

A very important decision was rendered at Meadville, Pa., May 10th, in the Court of Common Pleas, the first, by the way, of the kind ever made in Pennsylvania. Elias Allen, a negro, having children of the proper school age, applied to have them admitted to the common schools. He was refused, and then sued out a writ of mandamus to compel the admission. The direct case was on record, and the trial thereon, made it plain that the plaintiff's children were negroes, and that, by an act of the Assembly in 1854, the board having established a separate school for negro and mulatto children in their district, were not compelled to send their negro children to all the schools of the State. Heretofore in Pennsylvania, notwithstanding its Republican majority, separate provision has been made for the education of whites and blacks.

Bodon, with only 1,500 inhabitants, has two excellent universities (Heidelberg and Freiburg), one polytechnic school at Carlseks, which is considered one of the best in the world, and which is at present patronized by 32 American students; 9 gymnasia (classical secondary schools), 4 gymnasien, 7 realschulen (non-classical secondary schools), 9 higher burgher schools, 8 high-schools for girls, 7 teachers' seminaries, and 45 technical schools. The primary schools number 1,937, and the primary-school pupils 28,695.

Some new postal arrangements have been made between this government and Canada, which it is supposed will result in benefit to both.

President Elliott of Harvard College, Mary L. Booth, editor of Harper's Bazar, and the cook at the Parker House, Boston, receive the same salary—said to be $8,000 a year.

The editor of a paper that had in a measure adopted the phonetic spelling, received the postal-card from an old friend as follows: "I Fear your talk this week. I should have answered your letter to the New York Times, but I am not feeling well."

Charles Brooks, father of a negro in America, was asked by a teacher this question: "What shall I teach my pupils?" He answered, "Teach them thoroughly these five things: 1. To live religiously. 2. To think critically. 3. To reason comprehensively. 4. To converse fluently; and, 5. To write grammatically. If you successfully teach them these five things, you will nobly have done your duty to your pupils, to your country, and to yourself."

PROFIT, $1,200.—To sum it up, six long years of bedridden sickness costing $200 per year, total, $1,200—all of this expense was stopped by three bottles of Hop Bitters, taken by my wife. She has done her own housework for a year since, without this loss of a day, and I want everybody to know it, for their benefit."

—N. E. Farmer.
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"Mottoes have come safely; am highly pleased; wish I could have had them sooner, that's all."
Anna J. EDDON, Pleasantville, 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."
A. G. GILLIAN, Jackson, Ohio.

"Mottoes received; I am very much pleased with them. I know they are useful for me in school, and well do I remember one motto, 'Do Right,'" adorns C. H. Lee, Kentland, Ind.

"Your mottoes came yesterday; am well pleased with them. They are just what I want in my school and I think they are just what every teacher should have to make the school room attractive to the pupils."
L. W. KOONS, Huntington, Indiana.

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

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

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T. L. BARTLE, Alfordsville, Indiana.

"The Mottoes furnish praiseworthy subjects for thought and for elevating the ambitions of pupils. I cannot do without them."
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Eddy E. FRIEST, Loyal, Wis.

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I. L. SPRIGG, Hanoverville, Illinois.

"Your Mottoes proved a great pleasure and profit."
Ella A. BOWEN, Russell, Kansas.

"Those Mottoes—well, I could not teach without them."
John E. STUART, Crossville, Ill.

"Would not be without them for $100." D. A. BOUGHTON, Upper Grove, Iowa.

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M. J. McGRae, Concordia, Kansas.

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Wm. RADERBAUGH, Baltimore, Ohio.

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J. C. STERRETT, Shelbyville, Indiana.

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