The Utah Legislature recently appropriated $20,000 for the University of Deseret, and made a good deal less ado about it than the Illinois House of Representatives did before voting the biennial appropriation to the Southern Illinois Normal.

President Porter, of Yale College, Chancellor Crosby, of the University of New York City, President Bascom, of the State University of Wisconsin, Professor Winchell, of the University of Michigan, and other college professors are associated in a summer school of a new name, if nothing more. This is a "Summer School of Christian Philosophy." Mr. Alcott's summer school is a school of philosophy with the name "Christian" left off. It must not be inferred that the Concord school of philosophy is anti-Christian, but the other, which is to pitch its tents near New York city, is professedly Christian, and can be nothing else without discounting its name.

At a meeting of the Chicago Board of Education last week, the Committee on Salaries recommended the payments of several teachers who had been out of employment during December and January, on account of the closing of their schools by authority of the Board. Mr. Keith objected, insisting that they should be paid only for the time they were actually employed; and so the matter was referred to the Attorney. If the seven members of the Board who voted for such reference had read their Educational Weekly as carefully as they ought to have done they would have known that, as decided by the Supreme Court of Michigan in the case we lately cited, they cannot avoid paying teachers under such circumstances.

The Prussian, Bavarian and Saxon local governments have found a way to bring about spelling reform without disturbing the habits of adults who, by all their life-time of drill, are inserted in a certain routine of spelling which they cannot change while in the midst of the actualities of business. Little books of Recht und Worterzeichniss—rules and vocabulary—have been supplied to the schools officially, to be used as the

authority in lessons and examinations, but only in the schools. All the reports and other papers drawn up for the governmental officers are to adhere to the customary orthography. It is to be supposed that the rising generation, trained in a phonetic mode of spelling, will find their own time and opportunity, after the present generation has laid down the reins, to give complete sanction and universal effect to the reform.

This seems a wiser course than the one urged in some of our States, of beginning with the publication of legislative proceedings, reports, laws, etc., in phonetic alphabet. The change required is much less for German than for English. The German's chief embarrassment is how to show when vowels are long. That is done now by writing a after them, as with our "oh" and "ah;" but the great objection made to this is that it lengthens and deforms words needlessly, by filling them with stitches which have no a sound, the constitutional requirement of phonetics being "one sign for each sound, and these invariable."

The rules issued by the different governments are copied so closely from the leading examples of Austria and Prussia as to be uniform in all essentials, so that it is said with apparent reason by the German advocates for orthographic reform that the problem is so gut als gelost—as good as solved. Many periodicals, it is said, are beginning already to use the shorter, better and more regular word-forms which are thus sanctioned and fixed by the leading States of all Germany, and therefore bid fair to have universal adoption. There is great rejoicing, and great reason to rejoice, that whereas, of late, no two series of school books used precisely the same orthography, All the children of Germany are now taught the same rules, all brought unter einem Hut—under one same hat.

The London Lancet, while extolling the kindergarten system, makes very energetic protest against the idea, which it says is very prevalent in England, that any impecunious young woman can be a kindergarten teacher. Its words have less force in this country, directed against kindergarten teachers, for these among us are, as a rule, thoroughly refined and intelligent women, as well as capable teachers, but they apply pretty well to the class that are often entrusted with schools in a certain grade of villages and towns among us. It says:

Amongst those interested in the education of children, there are probably not two opinions as to the merits of this system, which is gradually becoming known and appreciated in this country. There is, however, a practical difficulty in its application. The education of a child should begin from the moment it takes notice; and for this purpose it is, of course, necessary that those who have the charge of the infant should possess the requisite knowledge. When we reflect upon the position of the nurse in regard to our children, the sway which she exercises over them for many hours in the day and night, we must feel how little is ordinarily known of the competence of those we employ for so responsible a charge. It is not so much the willingness of the nurse to do right that is in question, as her knowledge of the principles upon which the early education of a child should be conducted. It is not so long since any old woman, who was too decrepit to do anything else for her living, was considered to possess to perfection the requisites for a sick
nurse. The art of cooking was apparently supposed to be inborn in individuals who aspired to the culinary department of domestic service. A tradesman who had failed in his business was as certain to set up a preparatory school as a military man, on quitting his profession, took to the wine trade. And so, even at the present day, any woman who declares her proficiency is supposed to be endowed with the power of directing the education of a child, the right conduct of which will probably have more influence upon its future happiness than any other circumstances, except the qualities which it possesses by inheritance. It is time something was done to arrest the present anomalous state of things.

THE REVISED NEW TESTAMENT.

IT IS PUBLISHED AT COST, AND SELLS BY THE MILLION.

The work of the English and American committees that have been busy for ten years past on a revision of the New Testament, is completed, and the book was published in England on the 17th, and in this country on the 20th of the current month. Nothing in the past history of book-publishing ever equaled the eagerness with which booksellers and people have purchased this work. Over 3,000,000 copies were disposed of in England within the first five days, and the sales in this country between Friday morning and Saturday night mounted above 400,000 copies.

It is too soon to venture an opinion as to the probability of English and American Christians' consenting to accept this version of the New Testament for the one now in general use. Clergy and laity have not had time to express themselves. That some of the revised readings are improvements in correctness of interpretation, or in style, over the old renderings is indisputable, but there is sore disappointment to find that many passages have been altered without apparent good reason, while there is reason to believe that many able scholars will wholly dissent from the interpretations of not a few of the alterations adopted by the revisory committees.

Whatever may be the final verdict of the learned classes, and the great body of Christians in regard to this work, nothing could demonstrate more clearly the supremacy of this sacred volume above all others, in the minds of Americans and Englishmen, than the eagerness to obtain copies of the new version attested by the marvelous rapidity with which it is selling, and the avidity with which the newspapers of Chicago and other great cities, which published it in full, were seized. These newspaper editions are accompanied with editorial and contributor's encomiums upon the Book of Books, even those who are often charged with godlessness paying homage to the teachings of Christ, and acknowledging the marvelous influence for good they have exerted upon the world.

In another place we copy excerpts from one of these accompanying articles, published with the entire copy of the new version given by the Chicago Tribune, of last Sunday. There is immense truth in the concluding sentence of this article, wherein it advocates the use of the writings of Christ in the public schools. If it is true that it is unwise for us to insist upon the reading (unmixed with sectarian comments) of the moral teachings of Christ in our public schools, presenting as they do, directly and by parables, the elements of all morality and benevolence, as well as of all filial and godly piety, then 'tis a pity that 'tis true. But is it true?

SELF-GOVERNMENT IN SCHOOLS.

BY JOHN MACMULLEN, NEW YORK.

Some years ago it struck me as very strange that, although self-government is acknowledged by all to be the very basis of our republic, it was never taught in our schools, so that no practical preparation whatsoever was made for future citizenship, and very little even of theoretical instruction given in our gravest duties.

Having determined to try the experiment in my own school, I took advantage of a recitation in geography one morning to ask:

"What is the government of this country we are speaking of?"
"A monarchy."
"What is the government of our own country?"
"A republic."
"What is the government of our school?"
"A republic."
"No."
"What is it then, sir?"
"A limited monarchy."
"Why? We are not your subjects."
"Yes you are. Your parents have delegated to me certain powers, and you must obey my orders as long as they see fit to leave you here."
"Well, sir, we don't like to be any one's subjects; we prefer to be republicans."
"Do you think yourselves capable of self-government?"
"Yes, sir."
"Well, I have no objection to trying you; but we must do so by degrees. I shall try you for one hour first."
"What, sir! Won't you mark us at all for anything we do?"
"No; always provided that you do not disturb the business of the school, for that must go on."
"Very well, sir."
"We tried it for an hour, then for two hours, then for a day, then for a week. At the end of the week I told them I was very much gratified with their power of self-government, and proposed, as a reward, that we should go on Tuesday afternoon to the Harper's book-printing establishment; but alas! on Monday they received two warnings, and were told that a third disturbance would cause the downfall of their republic. The warnings were not heeded; a third came—crash went the republic, and the old monarchy rose upon its ruins."

The contrast was disagreeable. The free republican of a moment ago, who had been "a law unto himself," was now a subject, "crabbed, cribbed, confined," his incomings and his outgoings noted, and all his shortcomings carefully marked. One bright, open-faced youngster soon came up and said:

"Mr. M,—it isn't fair to expect so much of us on Monday, because it comes right after Saturday and Sunday, and it takes us some time to get into the school ways again."

"Then you are not to be considered as capable of self-government unless you can resist the influences of Monday as well as of all the other days."
"Yes, sir."
"Very well, we will try it again."

They succeeded in governing themselves for the rest of the week and the Monday following. We went to the Harper's establishment and enjoyed it. Then, however, graver questions arose.

If the boys were to govern themselves entirely they must de-
decide about everything, but the lessons must be learned and recited; order must be kept, and the school work must go on. To satisfy these different ideas it was agreed that the teachers should be just as absolute as before; that the boys should be marked for conduct and lessons as before; prompt obedience should be required, and no discussions allowed during school time; but at recess and after school anybody could appeal from any of the teachers' decisions to a jury of three boys (they were sometimes called judges), one chosen by himself, one by the teacher and a third by these two; and from the decision of these judges there should be no appeal.

This seemed a hazardous experiment, and it was so. Their virtue was not strong enough at first to resist temptation. The troublesome boys appealed to have their conduct marks cancelled, and the lazy boys to have their recitation marks increased. Their comrades on the juries obeyed their fellow-feeling rather than their sense of justice.

I protested against many of the decisions as outrageously unjust, and warned them that continued injustice would necessarily produce the downfall of their whole system. I submitted, however, to all the decisions of the juries, waiting patiently for the time to turn; and it did so.

I had previously prepared their minds for this by conversations, the drift of which they had not perceived. Beside this equal consciences whispered to them of their injustice to one who submitted while he protested, and the industrious boys began to see that the lazy fellows were getting just as high marks as themselves, without the trouble of working for them.

My patient submission was rewarded. The judges began to decide now in my favor, and against the lazy ones. When the latter grumbled I said to them with unction: “Protest if you choose, but you must submit as I did.”

Our experiment succeeded, and for more than twenty years my school has been thus governed.

There is an appeal from every teacher to the principal, and an appeal from him to three jurors, or judges, as they are more commonly called.

It has proved an admirable method of training boys' judgments, and in all cases where partiality is charged against a teacher it has proved a specific, for when a boy is also condemned by his comrades all such charges fall to the ground.

Some very droll scenes have occurred at these trials, and there have been some very curious developments of character.

One morning our janitor reported that one of the boys had been crying in the playroom on the previous afternoon because some of the other scholars had forcibly prevented him from going home. She did not know the boy's name, but pointed him out to me. On being asked he said that his mother had told him to be at home by a certain time, and some of the boys had prevented him. As it was contra bonos mores for me to ask or for him to tell who they were, I waited till all were “in line,” and, after prayers asked those who had done this to hold up their hands. Six of them promptly did so. When asked why, they replied that it was their turn to have their “innings” at the game they were playing, and that it was not fair for him to go.

I decided that this was not a sufficient reason for their preventing him from obeying his mother's commands, and condemned them all to one week's exclusion from the playroom. As this was a fine, large room, twenty-five feet wide, eighty feet long and thirteen feet high, large enough for a good game of football between two strong “sides,” or for a quieter game of “old cat,” the penalty seemed rather severe, and they appealed.

When the time for trial came the three judges sat on one seat, and the culprits opposite. I was called away for a moment, and on returning, as I was near the judges, whose backs were to me, I heard one of them, a chunky, spunky little fellow, and one of the best boys in school, say to his neighbor, “I say, Billy, do you think we can 'lick' those fellows if we decide against them?”

“Never mind, Gard.,” said I, “I'll back you.”

He laughed, and the trial went on. They did convict them, and imposed the same penalty or dose that I had.

I ought, perhaps, to explain that I have tried to get out of the habit of using such terms as “punishment” or “penalty,” and substitute for them the words “dose” or “medicine.”

A boy who is “punished” naturally excites the sympathy of his fellows and is apt to be looked upon by them as a martyr who is suffering from the same tyranny to which they are all subject, but a “sick boy” is rather an object of contempt, and the more rugged and robust the boy the greater is usually his contempt for all sickness. The effect upon the culprit himself also seems better, and, as I usually consult my patients as to what is the best medicine for them, this, too, may be made a means of self-government.

In these trials, on some occasions, a small boy has chosen a big boy as his “counsel,” and the sitting of evidence and cross-examination of witnesses has been done at times with considerable skill by embryo lawyers.

One of the first lessons that seems to be required is that negative proof is no proof at all.

A boy recently said, when three had testified that they had seen him do something, “Well, sir, I can bring plenty more that didn't see me.”

He appeared quite surprised when I informed him that I could bring 10,000 that had not seen him do it.

As some were still dissatisfied after the judges had decided, a second appeal was allowed, which, however, was to be attended to on Friday (our day for odds and ends), and in case of a reversal a third; but this has happened only about once in ten years.

Some years ago a son of mine became big enough to go to my school. He had been there but a short time when he questioned the justice of one of my decisions. I explained to him very carefully how just it was, but did not succeed in convincing him, and was decidedly startled at hearing him say, “Papa, can I appeal?”

I did not think he knew anything about that part of our machinery or could appreciate it. Of course I could not shirk the issue, so I told him to “pick out his man,” and I picked out mine. Those two chose a third, and father and son thus stood on a footing of perfect equality before this improvised tribunal. They decided in my favor on that occasion, but Phil. has since then been sometimes more successful.

Some of these decisions have seemed to me so strange that I have afterward inquired how the judges could possibly come to any such conclusion, and have in this way ascertained that they had sources of information that were inaccessible to teachers, and which changed entirely the nature of the case.

Sometimes a boy has concluded to be the champion of his fellows, and has sacrificed his conscience to win their favor by always deciding against the teachers, but a little quiet observation will usually bring sufficient evidence to authorize one to
decline having him for judge, and he may be entirely debarred from holding that honorable position.

It is a very desirable thing to have a boy exposed to these various temptations while he is young and in such a restricted sphere, where detection and its consequent medicine will, if he should yield to temptation, pretty surely cure him, so as to prevent his attempting any such thing in the larger school outside.

There is another part of our machinery for self-government that has worked very well. It is what we call our Standing Committee.

All who teach are obliged to meet the question: "What is to be done in cases of 'hazing'?"

After considerable observation and thought, it seemed best to entrust the cure of this to the boys themselves.

They were requested to vote for three of their number who should take charge of all such cases. If a boy complains to a teacher he is called a tell-tale, and is disgraced. Perhaps he is thrashed or sent to coventry. If he complains to another boy no such disastrous consequences follow. The boys thus chosen are usually among the oldest and strongest in the school, and therefore able to bring to reason any refractory subject.

Sometimes nothing is known by the teacher about these cases until he is requested by the committee to direct that a certain pupil shall be detained after school for a certain time, or excluded from the playroom, or medicined in some other way. If at any time a boy does not care to submit to the decision of the committee he always has his right of appeal, which of course makes the whole affair public.

If also any boy should object to our entire plan of self-government he can at any time dispense with it, and become an ordinary schoolboy and be treated as such. This, however, almost never happens.

Sometimes symptoms of bullying are perceived by the teacher, and the attention of the Standing Committee called to them. An investigation then takes place altogether apart from the teacher, and the affair is usually soon disposed of.

Among the grave cases investigated by this committee was one of theft. The Library Committee found that their money-box had been visited, and some of its contents abstracted. The money was paid by those who chose to use the library, consisting of some 500 volumes, at the rate of five cents per week.

It was painful to think that any of our boys should stoop to stealing; but it was necessary to find him out if we could. The committee reported that their suspicions rested on my errand boy, and requested permission to watch; and also to bore two gimlet holes through a certain door. This was granted, and the necessary keys were given to them. The watchers detected the culprit, and he was quietly dismissed, with a friendly warning. We all, of course, felt much relieved on finding that none of our scholars were involved in such an affair.

Very recently the efficiency of our Standing Committee was quite well illustrated.

We had moved into a large corner building, the other stories of which were occupied for other purposes. A colored man employed by one of the other occupants, complained of some obscene writing and figures on the wall of the stairway. The Standing Committee were requested to investigate; and, after some time, reported that it was done by an outsider, whose name had been told to them on their promising not to tell it to any of the teachers.

In the course of conversation on this subject, one of the Standing Committee inadvertently let slip the name of the culprit. Turning immediately to me, he said: "Mr. M——, it wouldn’t be fair for you to take advantage of that!"

"Certainly not," I replied.

It so happened that the next day, while conversing with the mother of three of my pupils, she spoke of a boy who was their cousin, and with whom they were thus obliged to have a certain amount of intercourse, but who was a spoiled child and therefore an undesirable acquaintance. This knowledge also I did not think it best to take advantage of; but sent a message through the boy who confessed that he knew him, which induced the boy himself to come and see me. He expressed very great regret for what he had done, paid the colored man for his trouble in erasing the offensive matter, promised never to do any such thing again, and seemed generally improved by the affair.

While this article was in preparation another illustration of the action of the Standing Committee was given. The Library Committee had been recovering some of their books, and had left some of these on a table in the gymnasium, or playroom. Some mischievous boy had picked up the library stamp and had stamped all over the nice new paper cover of one of these volumes.

When the one who did this was called upon to hold up his hand he did not do so. When those who knew anything about it were asked for, one small boy held up his hand. The committee were requested to confer with him at the proper time. They reported soon after that the culprit was the youngest boy in the school, and a very fine little fellow.

I asked what medicine they proposed to give. They preferred to leave that to me.

"Very well," said I; I suppose two or three days exclusion from the play-room will be sufficient.

The largest and oldest member of the committee immediately said: "He is a little fellow, sir; wouldn’t one day be enough?"

I agreed, and the affair was thus settled.

I recollect now that there was one thing forgotten in this case which is usually attended to, and that is to have the damages properly assessed and paid for by the destroyer. This may amount to a few cents only, but those few cents to a small boy are sometimes an important matter, involving it may be, an application to the paternal pocket, which implies stating the cause at home, with perhaps more or less disagreeable consequences.

Another mode of teaching self-government is to divide the school into self-governors, half-self-governors and "zeros."

The self-governors are good in lessons as well as in conduct. The "halves" are good in conduct, but not good enough in lessons; and the zeros are not good enough in either.

The "seis" fall down to "halves" if they are marked for conduct three times in one week, or have had three failures in lessons in that time.

A "half" falls to zero for three marks in a week, and a zero must pay immediately for his marks and failures.

There are various small privileges and immunities attached to the dignity of a "self" that makes it very desirable, and some to that of a "half."

A boy’s position in the school, therefore, depends entirely on his own exertions. After he has fallen to zero he remains in that position for two weeks before he can be a candidate for a "half."

If no teacher objects, the "halves" decide by vote whether they will receive him into their ranks. A similar process makes a "half" into a "self."

In calling the school to order, getting them into line, facing
With the city water brought into my room, as related in a previous article, I found that I could derive considerable mechanical power from my supply-pipe, although it is so small and so high up, and, with the aid of a tinsmith, constructed a small motor. This motor was driven by my "whirling table," and all its varied attachments with much better effect than I ever saw given by hand rotators. For instance, my 6-inch centrifugal hoists, when run by the motor, flattened down into a disc about two inches thick. Under favorable circumstances I can drive my 16-inch plate electrical machine (fractional) with fair results. It has also been very useful for driving large colored discs for illustrating complementary colors, and has been the means of giving a great many chromatope effects, which are very difficult to obtain by hand rotation. Some of these chromatope discs are exceedingly beautiful, especially those in which the colors are constantly changing.

In acoustics, the laws of pitch are often illustrated with toothed wheels of various sizes and numbers of teeth. I had the tinsmith make a lot of light discs four inches in diameter and mounted about an inch apart on the same shaft. The discs have various numbers of teeth corresponding to the tones of one octave. Now, with the motor to drive this "sawmill" and a stiff card to hold against the teeth, I can make most of the experiments that would otherwise require a costly siren.

These are a few of the experiments which the water appliances have rendered more interesting and profitable than I believe they usually are. Of course all this means an extra amount of work on the part of the teacher, but it pays.

Respectfully,
Geo. A. Henderson.

MONEY AND THE MONETARY CONFERENCE.

J. ALBERT WHITLOCK, NEW CASTLE, DEL.

As long as the supply of, and demand for, gold and silver varies, so long must their commercial value vary, that is, their value as commodities, the same as any other product with intrinsic value.

It is a fatal error—fatal to the interests of the people—to subject labor and the products of labor, to the fluctuations of the commodity value of the precious metals, more so than to guage price by the commercial value of wheat and corn.

Money the representative of value is an evidence of debt. Trace the origin of money to its source, and it will be found that it represents a debt, created, perhaps, by a barbarian chief, who possibly bartered a horse for a slave, giving for the balance of exchange a piece of parchment with his sign, as seal, an evidence of his indebtedness to the bearer; this passed current—hence currency, money—among the members of his tribe. As tribal relations became more complicated, friendly or hostile, the promises of the chiefs obtained current value, that is, money value, in proportion to the power of the chiefs to enforce their promises. Because of the unsettled condition of society, members of tribe A would take their chief's promise, but would demand of other tribes intrinsic value, gold or silver in "pieces" or by weight. As commerce extended, and tribal relations were more clearly defined, friendly tribes would agree to accept each other's promises in exchange, thus establishing the balance of trade; hence arose inter tribal or national money, not of intrinsic but treaty value.

Yet in this the nineteenth century, when enlightenment and civilization have revolutionized other ancient theories and customs, when the "divine right of kings" has been overthrown and ridiculed, the monetary world still clings to the metallic basis with a deathlike tenacity, because of popular ignorance of the true nature of money. And whence this ignorance? Are we not forced to conclude in the face of the opinions of such statesmen as Jefferson, Madison, Jackson, and even Hamilton, that this popular ignorance of the real nature of money is due to the unceasing mendacity of government and of that they may acquire the better pleasure of their nefarious trade, by making a "corner" in the precious metals and then selling it to governments and to the people to be used as money?

A full legal-tender note based upon the credit of the government, (as the bonds now are) issued and maintained at so much per cent, is the only constitutional and rational money created, and if the Monetary Conference would benefit the world it might suggest some international unit of money of account, without intrinsic value which would not be hoarded by misers and money lenders as gold and silver have been in the past. We repeat with Prof. Tuft we hope the Monetary Conference may prove a failure.

CHRIST, AND HIS IMPERISHABLE WORDS.

The following excerpts are taken from an article in The Chicago Tribune of last Sunday, accompanying the text of the New Testament complete, according to the new version published by the Oxford Publishing Company:

From the infant, born at Bethlehem, Judea, nearly nineteen centuries ago, to the perfect manhood the long expected and long cherished Christ. He grew within, through the Divine power that filled his soul, beautifying it, radiating its every part, and creating a heaven upon earth within the comprehensive bounds. Without, Nature exerted life and love, and every portion of his manly, and at last full-grown stature, and art had little or no opportunity given it to destroy the wonderful mechanism of a human form. He was built outside of the destructive influences of great ages, and lived amid a rich and productive nature. In forests, among mountains and refreshing lakes he moved a divine life-inspiring, and eternal spirit.

Among men he moved with conscious and unlimited power and freedom of will, with a courage greater than that of an Alexander or a Caesar, or of any king who ever lived. With his feet resting upon earth, his mind towered above the heavens, entered into the recesses of great and small hearts, and was illumined continually by the splendors surrounding the throne of the Eternal Spirit of God.

His touch carried healing and life to the weak human nature below and around him, and his words breathed of a pure and eternal portion of thought, unknown upon earth before. They vivified all who heard them, and after nearly nineteen hundred years, shine forth as clear, bright and fresh as upon the day when first uttered.

Though surrounded by all that was wicked, debasing and rotting to a pure and holy nature, he lived above and uncontaminating by it, seeking only to
change the course of human thoughts and actions, to elevate men and bring light and regeneration into a degraded world.

Had he been a warrior, the centre of the world's empire would have been Jerusalem; but he was a philosopher, and sought Rome to build up his philosophy. All the learned men of the world would have been at his feet. But he was the Saviour of the soul of Christ, must be within and with them and take possession of their minds and bodies, their hearts and souls. They must be freed, not only from sin, but from the power of destroying and corrupting him, by their custom and art, have surrounded their lives here. As the stars shine forth in the heavens surrounding earth, so the imperishable and divine thoughts of Christ in all their clearness unclouded for centuries, above the turmoil and shifting of all their pure gold and precious gems of literature, ancient or modern, and should be gathered and retained, as men seek and treasure the rich metals and diamonds of precious mines.

But what are the writings and sayings of the wise men of the earth are as small streams compared with the boundless ocean, when they are placed in comparison to the exalted and immortal utterances and declarations of the divine orator, who spake as never man spake and drew forth from the cities and towns of Judah, to hear him, vast multitudes, who were electrified and convulsed by his vivifying words.

Study Christ's parables, his sayings, his declarations, and his promises. They will give clearness and strength to the mind, and invigorate the brain, keeping out evil thoughts and imaginations. They will give a foundation to the intellect so other learning can supply. They contain the spirit of the divine Savior, and will evolve from the heavens surrounding earth, unaffected by the changes in this world, so the imperishable and divine thoughts of Christ in all their clearness unclouded for centuries, above the turmoil and shifting of all their pure gold and precious gems of literature, ancient or modern, and should be gathered and retained, as men seek and treasure the rich metals and diamonds of precious mines.

It is reported by the London Times correspondent that Prince Alexander, of Bulgaria, will propose to the national assembly, called for July 13, a plan for a national parliament with an upper and a lower house. This step in the right direction is heartily endorsed by his subjects.

It is proposed to hold a demonstration in Hyde Park, London, on Sunday, in behalf of the repeal of the coercion act.

The Franco-Tunisian treaty before the Chamber of Deputies was attacked by M. Clemenceau. He asserted that it altered the diplomatic position, cooled old friendships, and provoked distrust; but after some discussion it was ratified by a vote of 453 to 1.

The Russian government is commencing to avenge the atrocities perpetrated on the Jews. Since the 15th inst. over 1,000 persons have been arrested in the Kieff district, and arrests have been made in several other places. Diaguit reigns everywhere through southern and central Russia. Forty-five restaurants in Odessa were plundered on Saturday, and troops bivouac in the streets.

Many of the wealthy Jews of Moscow, having received threatening letters, have decided not to occupy their country villas.

The Russian revolutionists are out in another manifestos beseeching the Czar to listen to his people rather than to his present counselors, and to remove the evils from which they suffer.

The Mark Lane Express says that the prospects of the English grain harvest are not cheering. The grain does not stand well.

Germany has concluded a treaty of commerce with Austria, and the Reichstag is concluding one also with China.

Signor Sella having proved a failure as a cabinet-maker for Italy, King Humbert offered Signor Farini the position, but that able diplomatist has declined, on the ground of ill-health.

A Porto Rico (W. I.) paper, the Batele Auratorst, positively asserts that the United States Government and Denmark have agreed to the alienation of the Danish West India Island for the sum of 30,000,000 francs ($4,500,000).

Thirty-nine negroes have been sentenced to death for rebellion against the government of the Danish West India Island.

The Mexican house of representatives last Thursday unanimously approved the Southern Railroad concession asked by General Grant, and it is stated that the senate will ratify the scheme.

Brennan, the secretary of the Dublin Land League, has been imprisoned at Naas, for advising people to pay no rent except at the point of the bayonet.

A revolution is in full blast in Venezuela. The government, up to the time of the departure of the mail, had not been able to quell the insurrection.

Trouble is brewing for San Domingo. Haytiens and Dominicans, well armed, are the hostiles, and the periodic San Domingo revolution the object.

Colonel Suter, the Englishman captured by Greek brigands near Salonica some six weeks ago, has been liberated, the British Ambassador having forwarded the ransom demanded. American lovers of classic Greece, should leave a heavy bank account to pay ransom money before setting forth on a pilgrimage to the home of Homer and Demosthenes, Solon, Praxitelys, and Plato.

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Chicago received, last week, 33,080 head of cattle, 80,856 hogs, and 4,133 sheep.

In the Illinois legislature, during this session, 1,155 bills were presented, and, thus far, only twenty-seven of them have become laws. There are but five days more in which to pass the remainder. The several school bills pending stand little chance of going through.

Dr. George B. Loring, the new appointee to the office of Commissioner of Agriculture, in place of Commissioner Le Duc, very wisely holds the opinion that there are a great many other matters which will be of greater service to his department than the elevation of the Commissioner to a place in the Cabinet. Nevertheless the fact remains that the chief industry of this country should be represented in the Cabinet quite as much as the post office service, or the old sub-department, y'ed't the American navy.

The Franco-Tunisian treaty before the Chamber of Deputies was attacked by M. Clemenceau. He asserted that it altered the diplomatic position, cooled old friendships, and provoked distrust; but after some discussion it was ratified by a vote of 453 to 1.

The Russian revolutionists are out in another manifestos beseeching the Czar to listen to his people rather than to his present counselors, and to remove the evils from which they suffer.

The Mark Lane Express says that the prospects of the English grain harvest are not cheering. The grain does not stand well.

Germany has concluded a treaty of commerce with Austria, and the Reichstag is concluding one also with China.

Signor Sella having proved a failure as a cabinet-maker for Italy, King Humbert offered Signor Farini the position, but that able diplomatist has declined, on the ground of ill-health.

A Porto Rico (W. I.) paper, the Batele Auratorst, positively asserts that the United States Government and Denmark have agreed to the alienation of the Danish West India Island for the sum of 30,000,000 francs ($4,500,000).

Thirty-nine negroes have been sentenced to death for rebellion against the government of the Danish West India Island.

The Mexican house of representatives last Thursday unanimously approved the Southern Railroad concession asked by General Grant, and it is stated that the senate will ratify the scheme.

Brennan, the secretary of the Dublin Land League, has been imprisoned at Naas, for advising people to pay no rent except at the point of the bayonet.

A revolution is in full blast in Venezuela. The government, up to the time of the departure of the mail, had not been able to quell the insurrection.

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The probabilities all depend upon the belief that there are to be no
graduated essays, speeches from pupils of the Chicago High-school this
summer. This innovation on old practices was introduced last year, and the
board seems inclined to adhere to the new style. It is hard for the youths,
though.

There is to the credit of the school fund $122,000 in bonds, and to the
credit of the special funds $14,000.

There is to be an examination of candidates for teachers, to be made Wed-
nesday and Thursday, July 6 and 7.

Inspector Dunne, from the Special Committee appointed to consider the ad-
avisary of introducing instruction in sewing into the schools, reported in
favor of it: That a thorough knowledge of sewing was an important and
useful part of a girl's education in fitting her for the duties of life was ad-
mitted by all, yet it was a part of her education which was generally least at-
tended to. The report was laid over for future action.

The resignations of F. Louise Smith, Emily Wright, Mary A. Manny and
Lucy F. Stahl, were accepted.

The enrollment for the summer is 59,651; average daily membership, 46,997;
average daily attendance, 40,002; number of teachers, 3523; number of
students, 63,955; number of teachers, 17,482; number of students, 21,422;
number of teachers, 12,561; number of students, 20,596; number of
students, 16,061; number of teachers, 13,254; number of students, 15,198;
number of teachers, 11,447; number of students, 14,280; number of
students, 12,593; number of teachers, 10,786; number of students, 12,066;
number of teachers, 9,079; number of students, 11,352; number of
students, 9,543; number of teachers, 7,836; number of students, 9,050;
number of teachers, 6,393; number of students, 8,387; number of
students, 7,034; number of teachers, 5,425; number of students, 6,532;
number of teachers, 4,548; number of students, 5,565; number of
students, 4,288; number of teachers, 3,654; number of students, 3,840;
number of teachers, 2,999; number of students, 3,288; number of
students, 2,634; number of teachers, 2,152; number of students, 2,200.

Normal News.—R. M. Hitch, E. B. Boyer and J. C. Paul are among the
recent visitors at the University.

Miss Howes has left school to teach at Triumph, La Salle Co.

The members of the graduating class are disposing of themselves for the
coming year.

Miss Hobbs will assist Mr. Wells in his private school at Oregon.

Mr. Miner will take charge of the Hearne's schools.

Mr. Tread will take the principalship at Astoria, at $500 a month.

Mr. Scott is destined for the head of the Normal public school at a salary of
$500. Miss Jane Reekes and Miss Nettie Crisswell have been appointed
assistants.

E. A. Boyer takes the Lewiston schools at $1000.

Prof. DeGarmo and Miss Fennell, assisted by Prof. Rosenblanc and James,
of Lee county, will conduct a three weeks' institute at Amboy, beginning
July 17.

The following are the officers of the Philadelphia Society for the fall par-
ticipating: President, Leander McVicar; Vice President, Miss Camilla Jenkins;
Secretary, Minnie Potter; Assistant Secretary, Wm. Lewis; Treasurer, Frank
McGee; Assistant Treasurer, J. L. Hall; Librarian, M. R. Regan; Account-
cler, Mary A. Taylor.

The following have been elected by the Wrightstonians: President, Corn A.
Lauton; Vice President, M. D. Metcalfe; Secretary, F. A. Houghton; Treas-
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single change that women are made "eligible to any office under the general or special school laws of this State." This feature will not be in force till after publication of the laws—perhaps not till July.

JOHN M. BLOSS, State Sup't.

MISSOURI.

The Madison people are happy over the prosperous condition of their public schools. The enrollment in the schools follows: High school, first ward, 126; second ward, 259; third, 248; fourth, 222; fifth, 201; northeast district, 18; little brick, 62; total, 1,489. This is the largest enrollment these schools have ever had, and the State University of Wisconsin expended last year for instruction $49,502, and for other current expenses $27,585. The total number enrolled is 470 in all departments.

EASTERN STATES.

Yale College has organized a class for women, the instruction to be delivered by Professor Sumner, Williams, Brewer and others. This college has also inaugurated a course in Latin conversation under Prof. Beck. Prof. George L. Raymond and has resigned the claim of oratory in Williams College, to accept a professorship at Princeton.

In Connecticut female teachers receive $95.43 per month, and female teachers receive $25.44.

The colored people of Delaware have fared worse in most of the old slave States, in the matter of receiving State aid for their public schools. Through years they had very little, but the situation has at last been shamed into appropriating $4,000 to be distributed by the Delaware association for the education of colored people. New Castle county contributes a population of about 8,000, the other two counties, together, yet each county is to receive the same amount, $800. It should be born in mind that by the Constitution of this State each county is entitled to equal representation in the Legislature, and the smaller counties insist on their full rights of everything good the State has to bestow.

Mrs. Oswald Otten derfer, the wife of the editor of the New York Statz-Zeitung, has given $25,000 for the promotion of the German school system in this county. The fund is to be known as the Herman Uhle Fund. Of the sum $10,000 goes to the German Teachers' Seminary at Milwaukee, $10,000 to the Free German Lutheran Seminary of New York, and $5,000 each to the Nineteenth Ward (New York) School and Prof. Ahl's school.

At the Boston University, students who are not promptly at breakfast are fined five cents per visit for the benefit of the library fund.

The teachers of Franklin and Hampshire counties, Massachusetts, will hold their annual meetings at Greenfield, May 27 and 28.

The catalogue of Howard University gives a total of 205 students; in the theological department, 22; medical, 31; law, 17; college, 16; preparatory, 10, and normal, 97. There is a steady growth in attendance, and the students are coming with better preparation. They are from twenty-seven States and Territories, and two from foreign lands. The gift of $25,000 from Mrs. Stone upon the condition that $15,000 more be raised to go with it, is for the endowment of a professorship in the theological department.

SOUTHERN STATES.

The Southern States, taken together, have a school attendance of 2,816,784, and public school fund to the amount of $11,634,106. The school population, including white and colored children, is 5,767,966.

EDUCATIONAL NOTES.

Barnes' Educational Monthly is of opinion that teachers should decide all debatable questions in school matters. They should say how long schools should remain open and who should teach in them. It should be for them to regulate the terms of admission into their own profession, and the amount of pay to be received. To them should be committed, as to a permanent board, all matters pertaining to what they know more about than anybody else.

Mrs. Garfield is said to be the first of our Presidents' wives who could converse intelligently with the foreign ministers in the court languages of Europe. The royal family of France can only direct the time in which they cannot change the minor current by which we shape our course. We must all make great efforts by that self-education—that moral choice of good or evil, which is the real instinct of each. And as we choose, so must we live, and abide by the results of what we do, as well as of what we are.

The facts of these fixed results cannot be too much impressed on the young.

According to the latest statistics, there are 47,758,000 children in the world, so far, as the census-takers have ascertained. These have about 7,000,000 teachers. First, in proportion to population, come the United States, with 3,775,123 teachers, or 27.1, for every 1,000 children. Both here and in France the school children form one-fifth of the population. Prussia, with 4,007,076 pupils and 77,936 teachers, takes the third place. Next come England and Wales, where, as in Prussia, school children are one-sixth of the population. Austria then flies into line. In Japan we are 4,152,965 school children, but the total population is not known.

In Virginia City, Nev., the fourth primary teachers receive $75 per month; third and second grade, $65; first grade, $55; the assistant teacher is the grammar school, $95; the principals, $140; the principal in the high school, $150. In Carson City the principal receives $180 per month.

THE SCHOOL ROOM.

BREAKING A CHILD'S WILL.

Sometimes the teacher comes in contact with a very trying case of willfulness, and the question is, how can he conquer it? The commonly received stories, and the words that are broken in order that the teacher may obtain full control over him. But observation and study of human nature show that this course, with a strong, willed child, is a very bad one. The child who will only become sullen and dogged if forced to submit, may by patience and tact, be led to yield of his own will. Thus induced to obedience he is really conquered; the teacher will, probably, never again be forced into contention with him. On the other hand, if the child of strong will be sternly compelled to obey, he is likely to continue a rebel at heart for all future time; to obey sullenly, and to be always on the watch for an opportunity to assert his rebellion successfully. Never try to "break" a child's will; it is far easier to bend it, if you are possessed of any tact whatever in the management of children. It is better for the pupil, too. For the child is either made a craven, or is forced into sullen obstinacy that nothing can overcome or mitigate.

ARE SCHOOL CHILDREN OVERWORKED?

This question has been receiving much attention in Germany the last year or two. The assertion of leading physicians there that the work laid upon children in schools was too great for their endurance, often producing insanity, and, in many cases, cerebral congestion and death, caused much alarm, and the question is now being investigated. The association of physicians in that country have issued a letter to teachers, parents and physicians, calling upon them for information on the question, based on the observation of each individual.

A report has been started in this country. The German-American Teacher's Association, meeting in Newark, N. J., last August, appointed a committee to collect information on the subject. We do not think that any facts gained by this committee have yet been made public, but we are sure the matter merits thorough investigation. Our own opinion is, that in many instances, great and serious injury is done by overburdening children with mental work, which injury is too serious to be passed over without a protest; the education of our children is a very important thing, but by no means so important that health and life should be sacrificed to secure it.

INATTENTIVE MINDS.

A philosopher in education says that "an inattentive mind is a stone, and no one can teach a stone." Every teacher knows how true this is. Everybody knows what a trial inattentive minds are, what a weariness of the flesh and soul is found in the endeavor to teach the children that do not learn, simply because they will not give any attention to the matter of their lessons.

Such children are very hard to deal with, but the teacher whose patience they tax so sorely, should remember that this is an acquired, not a natural fault. The natural child, unprevented by wrong education and untainted by bad example, is accustomed to give his whole mind to whatever he undertakes. Note what seat he enters into his amusements; what keen attention he gives to what you say when you stop by his side and talk to him; with what delight he listens to any new story, or looks at any new thing. Now this readiness to give his whole thought to anything brought to his notice will continue throughout the child's life, if careless, not to say stupid, parents and teachers, do not destroy the faculty. One very common way of blemishing the attention is by teaching in a dull, prosy manner. We have seen a whole school so demoralized by a teacher who had no animation about her that months were required to destroy their inattentive habits. Another way is by talking over the children's heads, using words and terms or phrases to which they are unaccustomed; the effort of trying to keep their minds on what they do not fully comprehend is too wearisome altogether, and naturally their thoughts turn to what they do understand—the view from the window, the contents of their pockets, or a more daring schoolmate's attempts at mischief.

Still another way to create and foster the habit of inattention in children—a very common way on the part of some teachers—and, we are sorry to know, many parents—is by scolding them, finding fault needlessly, and nagging them continually. Children don't like to be scolded, and they soon cultivate the habit of paying no attention to such talk, it literally "goes into one ear and out of the other." Teachers who would have busy, attentive scholars, should
endavor always to be bright and animated themselves. They should try to
make the children always interested in their lessons, bringing forward pleasing
illustration and anecdote for this purpose. They should always use simple
language and straightforward phrases, and above all things they should always
be pleasant in manner and never, never scold.

No topic connected with the subject of education is exciting more attention
than that of reading. The belief is becoming general that good reading
depends not so much upon the mode of expression, as upon a clear understand­
ing of the subject matter. One reason why so little has been accomplis­
hed in this direction is the fact that teachers in dividing the subject into
reading aloud and silent reading, too often regarded the latter division as no
part of their province. It is too often the case that pupils are especially
drilled upon one or two favorite selections in the reading-book until their
reading is mere memorizing and recitation. Education must include those
tribes found in the order: The Old World monkeys, a very peculiar tribe, known as Lemurs, found in Africa, India, and the Island of Madagascar.

The tail, or caudal appendage, of the Quadrumana, makes some important
distinctions in the tribes. In the Simiada there are species having no tail at
all; these are called apes. There are other species having a very short tail;
these are known as baboons. There are still others having a long tail; these
are called monkeys, a name also generally applied to the entire quadruma­
non. The tails of the Ceboidea is a very important organ to them, being very
long, and having very powerful muscles, so that it can be wound around trees
and branches so firmly as to support the animal. The tail of the
Lemuridae, on the other hand, is large and bushy, much like that of a squirrel,
and with no suspensory power whatever.

It is in the family of the apes that the greatest resemblance to man is found.
This is shown in the species known as the gorilla, an animal utterly unknown
to the scientific world until about a quarter of a century ago. To be sure,
travelers had heard the animal described by the natives, but regarded
their tales of the man-monkeys as mere exaggerations of superstition or tradi­
tion. The larger specimens of the gorilla, when fully grown, are six feet high
and very muscular and powerful. They are very ferocious; and in this character­
istic differing from the most of the apes which are of mild disposition. Like
the other apes, their arms are very long, and the formation of the skull, except
for the narrow forehead, bears a very striking resemblance to that of man.

The monkeys of the Simiada tribe come next in the descent from the likeness
to the Primates. They have large cheek pouches, and a long tail, which
peculiarities distinguish them from the apes, and they differ from the baboons
in not having a protruberant nose, or muzzle. Their arms are quite short, so
that some species find it very difficult to walk on all fours. They are very
active in movement, generally gentle in disposition, though given to mischief,
which, however, seems to be caused like that of some children, by their in­
stinct of mischief, rather than by wickedness. In a wild state, they live
in the woods, and subsist upon vegetable substances almost wholly. The
baboons are somewhat different from both these tribes, having a very large
and protruberant nose, which causes them to resemble ferocious dogs. They
are of a fierce and vindictive disposition, and it is very difficult indeed to tame
them.

The American monkeys, the Cebidae, differ from those of the Old World
already mentioned, in having twelve molar teeth, instead of ten, in each jaw,
in having the nostrils very close together, instead of being quite wide apart.
and in the pretentious character of their long tail, which we have already men­
tioned. They are usually quite small, are very easily tamed, and are capable
of very devoted attachment to man, but they are not as intelligent as the Old
World monkeys. They chiefly inhabit the woods of South America, where
they are found in very large numbers, subsisting generally on fruits and wild
vegetables. Another peculiarity of this family is the imperfect development
of the thumb.

The family of the Lemuridae is not very large. Most of the species are of
small size. The nose is much prolonged and the teeth are sharp, locking into
each other, as if adapted for animal food, though, as a fact, the lemurs subsist,
as far as known, on insects and fruits only. The thumbs of the hands are
well developed, but the small finger has a strong claw on it in place of a nail.
They have, like the Cepidae, twelve molar teeth. This family is distinguished,
as we have said, by possessing large and handsome tails, which they carry,
when in motion, in the air, as a squirrel does. They are nocturnal animals,
sleeping during the day, and going about, in search of food, or any other ob­
dject, during the night.

NATURAL HISTORY.

PECULIARITIES OF THE MONKEY TRIBES.

The monkeys form the second order of the vertebrates. The order is known
by the name of Quadrumana, meaning possessed of four hands. So useful
are the hands of man, that it might seem as if a creature gifted with twice as
many might be able to rise even higher than he in the scale of being. But it
must be noticed that the monkey's hand is only a rude imitation of that of
man, at the best. In the highest tribes of the Quadrumana, the hands have
no such flexibility as the hand of man, while in the lower tribes they are but
little different from the clawed foot of a cat.

The general name monkey is applied to all the tribes of the Quadrumana,
in more accurate speech it applies to only a part of them. There are three
families in the order: The Simiada, which include those tribes found in the
Old World; the Ceboidea, those found in America; and the Lemuridae, a very
peculiar tribe, known as Lemurs, found in Africa, India, and the Island of
Madagascar.

A HARD QUESTION.

BY JUNIATA STAFFORD.

You little boys and girls
With straight hair or with curls,
Who go to school to study every day,
I have a question here
That may sound very queer,
But a penny for its answer I will pay.

The cunning little squirrel
Whose life is all a whirl
Of fun and frolic in the forest trees—
Why should he, wild or tame,
Have squirrel for his name?
I am waiting for an answer, if you please.

Oh, I know now very well,
That not one of you can tell
Because I've waited patiently and long,
So I'll have to read myself,
From the old book on the shelf,
Where I found it when I hunted for a song.

Squirrel comes from two old words
(Don't tell it to the birds)
Which were put together years ago, and made
One word, which means Our Say,
That little creature gay,
Is one that travels "with a tail for shade."

And if you go quite near,
Without either noise or fear,
You'll see a dark line below his back does run,
Since all the other fades.
This must be what he shades
With his tail all day from bleaching in the sun.

PRACTICAL KINDERGARTEN LESSONS—MAT WEAVING.

BY MRS. A. R. SCOTT.

One of the most fascinating occupations given to the child, in the kinder­
garten, is that of mat weaving. It amuses and instructs the little tot of three
years of age, and also teaches the ingenuity and skill of children who are "past
the kindergarten age."

Two pieces of paper, the colors of which harmonize, have slips cut into them, like illustration. The child separates
the strips of one piece, but the other piece remains unbroken, to be used as the "mat," into which the strips
are woven.

With a long wood or steel needle he inserts the strips,

Weaving Needle for Holding the Strips

one at a time, into the mat. He puts a loose strip into the needle and the kinder­
garten directs, or shows, him how to proceed. In this directing she is guided by certain formulas, the simplest of which are to put the needle over the first strip and under the next, drawing the first, and with the next strip she is directed to do the opposite, that is, take the needle under the first strip and over the next, for formula second; every mat must contain at least two formulas.
The Educational Weekly.

The girls' Annex and the Greek play.

This is what the Boston correspondent of the Inter Ocean says about the success of the "Girls' Annex," as the back-door admission of young women to Harvard is termed; also, what he has to say of the forthcoming attempt of Harvard students to present a Greek drama:

Several months ago Professors Goodwin and White, encouraged by the approval and support of other members of the faculty, formed the purpose of producing a Greek drama, as nearly as possible in accordance with classic requirements. This is considered something entirely new in the history of American colleges. It was wisely decided to take every precaution which could prevent failure and ensure a grand success. Money has been spent with stint, but with laudable discretion. The expenses for costumes, stage appointments, and music, and other necessary preparations, will probably not be less than $4,000, and it is doubtful if the receipts will reimburse gentlemen who have contributed with a liberal hand. In addition to the three evening representations at first announced, a matinee will be given on Saturday, May 21. A very instructive lecture on "Greek Costume," and Campbell's English translation of the play, were greatly enjoyed by appreciative audiences on Monday and Wednesday of last week. Rehearsals under the direction of Professor White have been in progress for a week or two, and will be continued daily until the regular performances take place. They will be entirely private until the dress rehearsals commence on May 14. The professors of the Greek department will distribute small numbers of tickets for these rehearsals, to persons making special application. The public performances at Sanders' Theatre are awaited with an eager expectation hitherto unknown at Cambridge, and it is confidently expected that good results of a permanent character will follow.


The education of women by professors and other instructors of Harvard University appears to be a highly successful experiment. The young ladies exhibit no lack of ability to cope with the most abstruse subjects. There are more classes in Greek, Latin, and mathematics than in studies which call for a less intense application. The Annex was opened in September, 1879, when twenty-seven ladies were admitted, four of them passing an examination identical with that required for admission to the college. Three ladies pursued the regular course prescribed for Harvard freshmen.

The second year shows a decided gain in every department, increased educational facilities, and an encouraging prospect for the future. At the present time fifty-seven ladies are enjoying the privileges afforded by the Annex.

In Greek, 4 classes and 13 students; in Latin, 4 classes and 15 students; in English, 2 classes and 10 students; in German, 5 classes and 10 students; in French, 1 class and 2 students; in Italian, 1 class and 2 students; in philosophy, 2 classes and 8 students; in political economy, 1 class and 1 student; in history, 3 classes and 8 students; in mathematics, 4 classes and 10 students; in physics, 1 class and 4 students; in botany, 1 class and 2 students; in astronomy, 2 classes and 5 students.

Recitations are still held in the quiet and secluded apartments on Appian way. For the convenience of students a working library has been established at the rooms, together with a plentiful supply of apparatus required in the several departments. The health of the fair pupils continues to be excellent—a fact which effectually disproves the chief objection brought against the undertaking. The best instructors at Cambridge favor the movement, and none of them oppose it. It is probable that the recent decisive vote by the senate at the University of Cambridge, England, will be followed by similar action at no distant day on the part of the Harvard authorities.

All that is needed to place the institution on a permanent foundation is an ample endowment fund. The sum of $17,000 has thus far been contributed, which will certainly continue the courses of instruction for a considerable length of time, but additional donations are earnestly solicited by the managers.

Storer College, W. Va.

The following sketch of Storer College, at Wheeling, W. Va., the college founded some thirteen years since for colored students, we take from the Wheeling Register:

"The buildings and grounds of the college at Harper's Ferry were donated for the purpose by the general Government in 1867. Mr. Storer, of Boston, made a starting donation and was joined by others in New York and the New England States, who were desirous of elevating the educational plane of the colored people, to which object the college is exclusively devoted. Since 1867, it has been steadily progressing and is to-day in a most flourishing condition. At head is Prof. N. C. Brackett, who is assisted by his wife and sister, and Miss Morrell, a lady from Maine. He has further a corps of three colored teachers, educated and graduated by the college. The institution is supported entirely by donations, tuition being furnished free to the colored people. A farm which belongs to the college brings in a small revenue to oak out the donations in the support of the college. Rooms are furnished free to pupils and their only expenses is their board. There is now at the college an enrollment of 200 and an average attendance of 100, the ratio being equally represented. They range in age from 12 to 20 years, and are a body of remarkable ability. In the recitations they display a thorough understanding of their studies and evince a great aptitude at learning. Since the institution was founded, it has turned out 300 teachers, who are now scattered over the country engaged in educating their race. Most of them went South, where the field was broader, and no doubt their work and influence will be felt. With pardonable pride, Prof. Brackett tells of a colored man he had fitted for college, who recently graduated at a Maine University and bore off the first honor. 'The colored race,' says Mr. Brackett, 'is exhibiting great progress in education, and a singular thirst for knowledge is occasionally developed among them. Any prejudice which may have existed is rapidly disappearing and will soon die or be forced out. That improvements are now being made at the college, the ground having been broken on Monday for the erection of a building which will unite the present wings. One of these wings has but recently been completed, and is known as Myrtle Hall. It is devoted to the females. It was begun by Gen. Smith of New York, and when he died, during the panic of '73, the work was neglected for several years, but was finally pushed to completion. At the late session of the Legislature, the importance of educating the colored population was fully recognized, and provisions were made in the school law for the education of a certain number of teachers annually. The State Superintendent of Schools was instructed to contract for the education of a number of colored persons for teachers, annually, proportionate to the number of white Normal School students. The number of white Normal students is 407; the number which bears the same proportion to 407 that the number of colored persons bear to the white population is 17. For the education of this number Mr. Butcher, the Superintendent has now contracted. The price is $3.50 per pupil per month, which is satisfactory; it includes tuition and the use of books and apparatus. These 17 are to be chosen from the number of aspirants, has not yet been determined. "This is a fine opportunity for an annual number of colored persons to obtain an excellent education and become of service to their race and the State."

Always look at those whom you are talking to, never at those whom you are talking of.
MISCELLANEOUS BOOKS.

A Short History of Education is a reprint of the article on education in the ninth edition of the Encyclopaedia Britannica. It is edited, with introduction, notes, bibliography, and list of select educational works, by W. H. Payne, A. M., and published by C. W. Bardeen, Syracuse, New York.

Friends Worth Knowing consists of a number of pleasant and instructive sketches about wild birds, insects, plants, and insects. These essays were originally printed in various magazines, from which the author has collected them, and they are now printed in a neat book, with Harper Brothers' imprint. They contain much useful knowledge, and are well worth reading.

People who wish to learn to designate the different varieties of porcelain may obtain some instruction from the "Broken China" series of cards, issued by J. H. Hamberger, on which broken specimens of Keramic art are depicted in colors, with the name of each variety. Pictures of whole articles would have served equally well, and been prettier as a design.

Christianity's Challenge is a collection of the sermons delivered by Rev. Herrick Johnson, D. D., in Farwell Hall, Sunday afternoons, the past winter, with some new papers on other themes. The author presents some of the evidences of the truth of Christianity for the consideration of skeptics, which they will find it difficult to refute. Cushing, Thomas & Co. are the publishers.

Boyd's Resources of Southeast Virginia is now printing, and will be issued shortly. This work is complete and comprehensive, and will afford much valuable information to capitalists. The author is president of the Norfolk & Western R. R., running the section he describes. The work will be illustrated by 12 full-page plates, showing scenery, hotels, furnaces, mills, etc., also many full-page geological maps, while in a pocket in the cover will be found a colored topographical map, showing location of ores, etc. John Wiley & Sons.

The Life and Explorations of David Livingstone is brought out in one small, compact volume, by D. Lothrop & Co., will find a warm welcome among those who, with a strong interest in this man and his work, still lack time for any extended reading on the subject. This volume contains in condensed form the entire life of Livingstone, showing the many and great differences over which his determined will and untiring effort carried him. It also has the record of his third attempt to open central Africa, taken from his "Last Journal."

The Life and Work of Elbridge Gerry Brooks shows a new departure in the manner of biographical writing. Each chapter is introduced by a historical sketch of some notable character, illustrating the kind of work done by the hero of the book at the period of his life described in that chapter. Whether this is an improvement or not remains to be seen. It certainly requires a close attention to be able to retain the connection of the biography proper while doing so much imprint reading. The book is brought out by the Universalist Publishing House, Boston, and has a very neat and tasteful binding.

Modern Architectural Designs and Details is a finely illustrated serial work of new designs for buildings of moderate cost, in the Queen Anne, English Gothic, and modern styles, giving full drawings and directions, perspectives, etc. It contains some pretty styles for seaside and summer resorts, and for suburban and country use. In the section of modern architecture, and many very useful things will be found in it, and information for the section of ordinary people of ordinary homes, as they might like to have. It is issued in ten parts, at 194 Broadway, New York, by Bicknell & Comstock, architectural publishers.

PRIMARv DRAWING LESSONS.

NEW SUBJECTS EVERY MONTH.

Mr. Percy Fitzgerald, in his life of George the Fourth, does not give us a materially different portrait of the English monarch from Thackeray in his "Four Georges." He, however, fills in the outlines, and gives instead of a mere sketch, a full history of his reign, including his views and correspondence, his associates and amusements. The picture is a disguise to royalty, and speaks volumes for the tolerance of the English people, who, however, in its pages, do not seem much above their sovereign. The work is likely to be well read here, as Scribner & Welford import the handsome English edition, and Harper Bros. have issued a cheap reprint.

The New Virginians is a lively account of a long sojourn in Virginia of an English family. The time is soon after the civil war, and the location the farming district near Lynchburg. The writer is a lady who has considerable literary skill and a keen sense of humor. She makes close study of the negro, the whites, and the P. E. V.'s, and, with no love for either class, has many amusing anecdotes to tell of each; nor does she spare the English people, who, like her own family, have come to try their fortunes in the new country. She appears to be over-credulous, in accepting statements made to her, and her account is by no means free from snobbishness and intolerance, but it will be found very agreeable reading for all that, and will give Americans a chance to see themselves as others see them. It is published in two volumes by Scribner & Welford.

LITERARY ITEMS.

There are in France 246 local words to designate waste land, not one of which is understood out of the neighborhood in which it is used.

Worcester's new dictionary has the word "boom"—"an enthusiastic and spontaneous movement in favor of a person, thing, or cause."

A Chinese chart of the heavens made about 1600 years B. C., giving correctly the positions of 1460 stars, is preserved in the great Paris library.

Victor Hugo ranks Paris with Athens and Rome as one of the three greatest cities the world has seen. Cities, the old man terms "blessed places, the workshops of divine labor."
WAGGONER SCHOOL MOTTOES,

By Teacher, Scholar and Parent,

And the following opinions, given, most cheerfully:

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"Mottoes received; I am very much pleased with them. I know they are for me. I was a schoolboy once, and, well do I remember one motto, ‘Do Right to All,’ by H. L. H. LEE, Kentland, Ind.

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"Would not be without them for $1.00." D. A. BOUTHOUT, Upper Grove, Iowa.

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