A new school of industrial training has been started in New York. It is designed to give young girls instruction in housework and plain cooking. It is managed by a club of ladies who call their organization the "Kitchen Garden Association."

The School Board of Baltimore, Md., has just appropriated $10,000 to put iron balustrades on the stairways in its school buildings. We hope this act will call the attention to the fact that there is scarcely a school building in our cities in which, should there be an alarm of fire, the horror of the Greenwich school, of New York, might not again occur. Our readers have no doubt read of that dreadful accident, which happened twenty-five years and more ago. A teacher in one of the upper rooms was seized with an epileptic fit. The cries of the frightened children in the room, some of whom ran frantically into the hall, screaming for water, sent a thrill of terror through the children in the other rooms. There was a loud cry of "Fire!" a wild rush for the stairway. The weak balustrade gave under the pressure upon it, and from the numbers thus hurled to the floor beneath, few were taken who were not either dead or injured for life. It certainly would seem worth while to make such terrible occurrences impossible.

The following subjects will be discussed at the General German Teachers' Association, to be held at Karlsruhe week after next: 1. Our juvenile literature—what it is and what it ought to be. 2. The present organization of creches, kindergarten, and review schools. 3. School discipline. 4. Is the introduction of uniform readers to be recommended for the whole country? 5. Pestalozzi on the duty of mothers. 6. The prevention of myopia.

These topics are not new to American teachers, but be it observed that they are all of them important ones, and what is specially noteworthy is the condensed, concentrated nature of this programme. An American Association of this kind nearly always spreads its discussions over the entire field of pedagogy, and often wanders out into the provinces of social science, general literature, and sometimes into national and State politics.

Prof. G. Stanley Hall, of Harvard, in speaking before a recent convention of teachers at New Bedford, criticised with much force some characteristics of American educational methods. Our mode of training children, he said, was entirely intellectual, whereas the intellectual element in our children did not need stimulus, but repression. The very bane of American childhood is a tendency to precocity. Our children are too bright, naturally. They should not be pushed forward, but held back. We should give attention, however, to their moral and physical training, two departments in which we are greatly derelict to duty. More culture of the body and the morals, and less hot-bed cultivation of the mind, would result in giving us a more agreeable company of children to live with, and another generation of better men and women than those now stepping into maturity about us. Too much pressure is the peril of all our schools—and our homes, too, we might say—as at present conducted.

The commencement season of 1881 has fairly opened. The Illinois and Iowa State Universities, the Normal schools at Normal and Carbondale, III., and similar institutions in other States passed through the glories of their commencement days last week, or are in the midst of them as we write. Why they should close nearly a month earlier than the denominational colleges and seminaries, does not appear, but, if a habit argues a good reason or reasons for this practice, they can each plead that this is the general habit of State institutions of learning. No doubt there are some reasons for dismissing students so early in the year. The Iowa Agricultural College, that of Michigan, and several others of this class, close before spring planting begins. It is fair to presume of the students of all the Agricultural Colleges that they are anxious, even impatient, to get into the fields to put their scientific instructions into practice; a feeling which is shared by many of the Normal youths of the farmer gender, whose scientific education is not neglected by any means, and a large proportion of whom are even more familiar with the manipulation of plow and harrow, hoe and cultivator, than their brethren of the Agricultural Colleges. Not a few of these young men at all of these institutions are dependent, to a greater or less degree, upon their summer earnings in the fields for the means to pay their way at school; yet while the State or the endowment funds defray tuition expenses, students at State schools must pay their own board, incidentals, and other expenses of living and studying. Many young lady Normalists teach summer schools, so this is a reason for their wishing to get through with the Normal year as early as possible.

The exercises at the State University at Champaign and Urbana, were of a brilliant and generally highly intellectual character. A large number of State notables were in attendance, the boys in uniform did escort duty in grand style, and made a really
splendid appearance. Their drill and all their evolutions were scarcely inferior to those of West Point cadets. The Literary Societies and the University Alumni Association contributed their full quota to the literary and social richness of the week. Of the graduating exercises it may be affirmed with entire truth that they were, with but one or two individual exceptions, strong, scholarly efforts. Regent Peabody was heartily congratulated on all sides on account of the happy manner in which he had conducted the University through the first year of his regency.

The Normal University, at Normal, Ill., never graduated an abler class than that of last week. Criticism of the institution in past years has come mainly from persons hostile to it, and, except where sectarian, sectional, or personal prejudice were at the bottom of the feeling, from persons as ignorant of what the school is doing as they are hostile. It is needless to say that such criticisms have been almost invariably unjust, if not utterly undeserved. But there have been just strictures made by earnest friends of our Normal schools, and it is quite certain that the graduates of the past few years, (and none more than those of this year) have been benefitted thereby. The tendency here is toward giving greater emphasis to what is legitimately denominated Normal training.

Much of what we have said of the institution at Normal may be repeated of the one at Carbondale, laying greater emphasis upon the hostility from causes above recited, which has certainly been more bitter, more irrational, more vile and unprincipled, growing out of the fact that a good normal school is needed in that section of the State even more than it is in the upper half or center of Illinois, where other institutions of learning are more numerous and yearly send out scores of young men and women academically educated, if not trained in Normal methods. Our advise from both of these institutions show that the examinations and, as a rule, all the commencement week exercises, bore evidence that the uppermost thought in the minds of instructors and students is the science and art of teaching, and the intellectual outfit which a young teacher should carry with him. So long as this is the impression conveyed by the State Normal commencements, they serve to strengthen the hands of their advocates and supporters, and are of genuine benefit. Where this ceases to be their tendency, there may be some reason to fear that our Normal schools are not doing the work for which they were established, and that they had better be revolutionized or abolished—and not until then.

CONTENTMENT DEFINED.

By MAUDE MIRROR.

This seems a hard subject to define explicitly. Webster says, "Contentment is a state of calm and rest, without any disquiet," and that seems about as clear an expression of it as can be given. There is, however, a difference between contentment and satisfaction; and though it may seem somewhat of an anomaly, it is possible for a person to be contented without being in any degree satisfied. If certain we are doing our best we may be contented, while our ideal is still so far off that anything like satisfaction is impossible, and we are content only for to-day with a full determination to do better on the morrow. The degree of contentment must depend largely on the height of our ambition. He who sets up a high standard for himself, and is constantly striving to attain that, cannot fail to be discontented with himself and his many failures to attain his object; while he whose ambition is very moderate, and there-fore more easily attained, may be entirely contented with his success in accomplishing his object, although to the other mind it would pass as a failure. We do not, however, advise any one to lower his ideal that he may more easily attain it, but rather to set it high, and not be satisfied with anything less, but keep striving for the best. The Good Book says "A contented mind is a continual feast;" but we do not think that means to encourage that indolent spirit which would sit down idly, saying "This is good enough for me, I do not care for anything better," but it simply warns against that spirit of discontent which is constantly chafing against the unchangeable, and not only making him who possesses it unhappy but all those with whom he comes in contact. There are two sorts of discontent. One, that, showing us how far short we have come of what we might have accomplished, spurs us on to greater efforts and larger undertakings, and thereby enlarges and purifies the whole nature; and another that, only making us dissatisfied with our surroundings and circumstances, causes all efforts for improvement to be relaxed and most of our time given up to fruitless repining and sinful fretting.

Then let us each one strive for that contentment which will make us cheerful and happy in whatever circumstances we may be placed, taking things as we find them, not as we wish they were; at the same time let us have our ambition high, and be satisfied with nothing short of perfection, constantly striving toward that end, making ourselves masters of circumstances, rather than letting them master us.

THE VALUE OF INSTITUTES.

Criticism being preferable to indifference, it is not to be regretted that each point in our school system should be made a target. Before an uninformed public, we contend at a disadvantage when assailed in regard to regulations designed to promote the excellence of education. For this is a quality about which popular discernment is extremely dull. But intelligent people know that the entire value of our school system is to be measured by the quality of the teaching done in our schools. And this is determined in practice by the professional skill of the teachers; not by their ability and education simply, or chiefly. And moreover that this professional skill is obtained in school teaching, as in every other profession, by special study and drill; not simply, or chiefly, by un-directed practice, which may only mislead, and establish in wrong methods. This doctrine has long since become axiomatic in communities which have done any fresh thinking in the last century; and there is no civilized State in which its leaders of thought are not laboring to secure for the common schools professionally educated teachers. In some countries none others are allowed to teach. In all (saving a very small number), training schools for teachers have been established at public expense, with a constant tendency to increase the number so as to provide a complete supply of trained teachers for the difficult work of education.

No American State has yet reached this point of complete supply, each one having still to contend with a certain proportion of opposition, or stolid ignorance. But, unquestionably, the time is coming on when professional education will be regarded as essential to the teacher, as to the preacher, the lawyer, the doctor or the mechanic.

Meanwhile those who enter the profession without training are not left to flounder unaided in the sea of difficulties, which they must navigate, or be overwhelmed. Provision is made, in connection with every school system, to give them instruction on the main points of their work, and to allow them to present their difficulties for solution. This is done in local meetings, com-
mpany known as teachers’ institutes, continued from a day to a
month or more, according to circumstances. These meetings
are usually official in their character. The teachers of a city
or county, or part of a county, are summoned to spend a certain
number of days—generally three or four—in receiving systematic
instruction in regard to the principles and methods of education
—with special reference, usually, to primary work—from the
County Superintendent, or from competent persons
selected by him; more or less opportunity being given for ques-
tions and remarks by the teachers generally. The value of these
meetings will depend chiefly on the competency of the in-
structors.

But owing chiefly to the want of means for procuring expert
lecturers, there is a form of the Institute which although not equal
to the one just described, is still highly useful. It is of the na-
ture of the professional club, in which certain selected members
read papers or expound methods, which are discussed by the
meeting at large. While in practice ordinary clubs are always
dying and reviving, it is a notable fact in our time that the im-
portance of such professional discussions is increasingly attested
by the adoption of this sort of organization in almost every vo-
cation. And it remains to evolve the best mode of con-
ducting such conferences in order to secure their permanence.

As to teachers’ meetings, they will never cease to be useful,
because the teacher’s profession is immature and progressive;
and experiences occur in practice which no previous study
could have wholly anticipated. Moreover, the professional
stimulation which comes from intercourse in his own profes-
sion, is worth all they cost, even to the teacher of small
means. Besides what is to be gained by a comparison of per-
sonal experiences, every teacher is, or should be, picking up
ideas from his reading, which he can have discussed at the insti-
tute. And by these different means his work is vivified and his
professional progress assisted, even if no fully furnished instruc-
tors be present.

EYES AND SCHOOL-BOOKS.
BY PROF. HERMANN COHN.

It was formerly considered, and some recent text-books have
repeated the error, that the qualities of near-sighted and long-
sighted eyes were opposed. The investigations of Prof. Done-
ront of Utrecht, have, however, shown that not only is long-sight-
enedness not the opposite of near-sightedness, but that the two de-
cfects may be associated in the same individual. The near-
sightedness, according to Prof. Done-ron, is the opposed
sight. He distinguishes three kinds of eyes: 1. Those
whose axis is of the emmetropic (to see at the right
distance); 2. Those whose axis is too long, short-sighted, or myopic (from
piew, to blitk, from the habit of common to near-sighted persons
of partly closing the eyelids in looking at distant objects); and,
3. Those whose axis is too short, over-sighted, or hypermetropic,
seeing beyond the measure. To see at a distance, the emmetropic
needs no glass; the myope a concave glass, the hyperope a con-
ave glass.

All these kinds of eyes may become far-sighted or old-sighted
as their near vision becomes weaker in old age. This kind
of far-sightedness is no more a disease than the turning gray of
the hair; it depends upon the diminished force of the muscle that
curves the crystalline lens for near vision.

Myopia is seldom congenital. All experts remark that it is
rarely found in children of less than five years of age. All agree,
likewise, that it arises from a too steady application of the eyes
to close objects, especially during the school age. The atten-

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everywhere, and in all institutions, the number of myopes increases from class to class, and becomes really formidable in the secunda and prima of the gymnasia and real schools, and the corresponding classes of other schools. It ranges at between 35 and 60 per cent. of the whole number of scholars; but the proportion has been found to exceed 60 per cent. in the prima of several German gymnasia, and to rise to 80 per cent. at Erlangen, and 100 per cent. at Heidelberg. Taking the average of the results of the examinations in twenty-five German and Swiss gymnasia, with 9,906 scholars, the percentage of short-sighted pupils rose from the sixth to the prima, as follows: 22, 27, 33, 46, 52, 53.

These numbers speak plainly enough. Still there are persons who doubt that children become short-sighted at school. In order to make this more clear, I examined the pupils of the Friedrichs Gymnasium at Breslau in 1871, and repeated the examinations upon the same persons three semesters afterward. Seventeen pupils who had been found normal-sighted at the first examination had become short-sighted, and more than half of those who had appeared near-sighted at first had become more so. Similar results have been obtained by Dr. A. von Reuss in the Leopoldstadt Gymnasium at Vienna, by Dr. Seigle in the Cadet Corps at Munich, and by Dr. Derby at Boston.

It is evident that these are threatened with a great national affliction, which is likely not only to be detrimental to all peaceful occupations, but to impair the military efficiency of our people. It is important to seek out the causes of this ever-growing evil and contest them with energy. We cannot discuss here all the causes that tend to produce myopia. All protracted looking at close objects may contribute to it. Among the more active causes may be mentioned badly-constructed school-houses, imperfect lighting, too much reading, bad writing, and bad type. The matter of the style of the typography which is most compatible with the preservation of the eyesight deserves especial consideration. The most important point is the size of the letters. We cannot determine this by the measurement of the em, as the printers do, for that regards the shank of the type, of which readers know nothing; but it must be judged by a special measurement of the visible letter. I have adopted as the standard of measurement the letter a, that being the most regular and symmetrical in shape in both the Roman and German alphabets. I have found that the v in pearl type is about 0.75 millimetre (or about $\frac{1}{8}$ of an inch) high, in nonpareil 1 millimetre (or about $\frac{1}{8}$ of an inch), in brevier (petitschrift) $\frac{1}{2}$ millimetre (or about $\frac{1}{16}$ of an inch), in long primer (corpuschrift) $\frac{1}{4}$ millimetre (or $\frac{1}{32}$ of an inch), and in pica (Ciceroschrift) $\frac{1}{8}$ millimetre ($\frac{1}{64}$ inch).

We have hitherto had no definite rules concerning the smallest size of letters which should be permitted for the sake of the eyes. The distance at which a letter of any particular size can be seen does not afford a guarantee to it, for it does not correspond at all with the distance at which matter printed in the same type can be read steadily, at the usual distance in reading. I believe that letters which are less than a millimetre and a half ($\frac{1}{32}$ inch) high, will finally prove injurious to the eye. How little attention has hitherto been paid to this important subject is exemplified in the fact that even ocularist journals and books frequently contain nonpareil, or letters only a millimetre ($\frac{1}{64}$ inch) high.

Many of the text-books required by the school authorities are badly printed: The officers should go through every school-book with a millimetre-rule in their hands, and throw out all in which the letters are less than a millimetre and a half high, and should give the preference to those establishments which do not use letters of less than two millimetres ($\frac{1}{32}$ inch.)

The distance between the lines is an important factor in respect to ease in reading. As is well known, the composers often insert thin leads between the lines so that the letters which project above the average height and those that fall below the line shall not touch. Every one knows that legibility is improved by contrast; the darker the print and the clearer the paper, so much the better is the reading. When the lines are close together, or the matter is crowded, the contrast is lessened. The lines tend to run together, and the effort to separate them strains the eyes. In fine editions the lines are widely separated. I consider a book well led in which the interlinear space, measured by the shorter letters, amounts to three millimetres ($\frac{1}{6}$ inch). The lines will really seem to be closer, for the projections of shorter letters upon the interlinear space; and cases may occur when letters predominate, in which the space may seem to be only one millimetre. The narrowest interval that should be permitted is, in my opinion, two and a half millimetres ($\frac{3}{6}$ inch).

The thickness of the strokes should also be regarded, for it is obvious that the form of the letter is more readily and more clearly impressed on the retina when the stroke is broad and distinct than when it is fine. Letters having a stroke of less than one-fourth of a millimetre ($\frac{1}{8}$ of an inch), in thickness should not be admitted into school-books. Ample space should be allowed between the letters. Laboulaye recommended that every two letters should be separated by a clear space at least as broad as the distance between the two strokes of the e.

Javal believes that the extension of the lines beyond a certain limit of length contributes to myopia, by forcing the eye to endeavor to adjust itself to the varying distances from the eye of the ends and the middle of the line. This has not been demonstrated, but it is not improbable. Every near-sighted person is aware of the pain it occasioned him to read a number of long lines without spectacles. The shorter the lines, the more easily they are read, because the eye does not have to make wide excursions. The most suitable length of lines for school-books appears to be about ninety millimetres, or three and a half inches.

Javal has observed that the rectangular Roman letters are liable to be reduced in apparent size, and have their corners seem rounded by irradiation from the white paper, and recommends a thickening of the cross-strokes at the ends to obviate this defect. This observation is less applicable to the German letters, for they already have broken lines and knobbled expansions at the ends of the strokes, many physicians, particularly those who are not Germans, believe that the shape of the German letters is more tiresome to the eyes than that of the Roman letters. I have never been able to perceive this, nor any reason why it should be so, provided the German print is large and thick enough, and the lines are far enough apart. Use has doubtless much to do with the matter. For myself, it is always pleasant, after a long reading of the monotonous Roman print, to return to our beloved German.

Even the thickest of the best letters, the shortest and best separated lines, and the most excellent printing, may speed the progress of myopia if the light is bad. At home everyone can find a light place to read—by the window on dark days, by a bright lamp at night. It is different in schools and offices. Fifteen years ago, after measuring the ratio of the window-space to the floor-space in the houses of Breslau, I concluded that the house should never be too much light in a school, and estimated that unless the house could be furnished with a glass roof, at least thirty square inches of window-space should be provided for each square foot of floor-space. In many schoolrooms as at present arranged, the pupils nearest the windows may be sitting in a glare of light, while those farthest away are not able to study for the obscurity. Notwithstanding all that has been written and all that has been done in the last fifteen years for the improvement of schoolrooms, enough is still left to be done in nearly every town.—Deutsche Rundschau.

KNOWLEDGE OF THE NEAR.

It is not uncommon for a boy to learn the productions of the earth, and yet not be able to distinguish the manufactures of his own village. The plan of nature is often reversed. The distant is studied first and the near last, if at all. Matthew Arnold speaks of this as being no infrequent thing in Scotland, hard-headed and wise-brained as are the Scotch. The children learned to define monocotyledonous plants, and yet could not distinguish the ash, elm, oak, beach and fir, nor could they tell all the names of the plants under the trees, but not know which nor a wren, nor name a dozen of the commonest flowers.

The marking down of courses of study, and the calculation of
percentages, has given the public the idea that education is synonymous with the acquisition of an amount of information. The fixing of a course of study has done an infinite deal of harm. Subjects should be studied, and even these may be so pursued as to render the advantage a mere verbal one. It is a very curious thing to watch the slow reaction of the public mind against classical study. There was a time when all the knowledge of the world was written in Latin and Greek, and hence it was imperatively necessary to know Latin and Greek in order to get at this knowledge. But, in the course of time this was changed, and our English language contained stores of information; still, if one wanted "to get an education," he was put up to Latin and Greek. When this was somewhat changed, the courses of study were filled with the "pretentious ologies." Mineralogy was studied (rather, it studied) with the book in hand; the pebble, the rock, the paving-stone under the feet, the slate on the roof, are passed by and the crystal from a distance is selected, if anything is placed before the eye or put in the hand.

When this dire need of the pupils is brought to the notice of the teacher he excuses himself on the ground that it is not so laid down in the course of study, or that he must prepare his class for examination, or that no matter how wisely he should teach them, if they did not have the knowledge the examiner fixed on as needful, he would be "reported" as a failure. He admits the awkward, illogical, uneducative plan of teaching the far-away, but still adheres to it. In education the great law stands, and must be obeyed: *Proceed from the known to the unknown, from the near to the far.*—New York School Journal.

**MATHEMATICAL DEPARTMENT.**

*Editor, David Kirk, Jackson, Minn.*

**PROBLEM.**

"Show that every even number is the sum of two prime numbers, and that every odd number is the sum of three prime numbers." Barlow's *Theory of Numbers*, page 59.

**SOLUTION BY PROF. E. J. EDMUNDS, IN ANALYST FOR MAY.**

It is well known that every prime number is of the form \(6x \pm 1\), \(x\) being any integer. Hence \(6x \pm 6x \pm 1 = 12x\) which is an even number. We have also, putting \(x = 0, 1, 2, 3, 4, \ldots\), etc., an odd number.

**PROBLEM.**

A right-angled triangle containing 1550 square feet, perpendicular 64 feet, base 48 feet, is to be divided into 3 equal shares, each share to form the perpendicular. How shall the perpendicular be divided? This is to be applied to a tract of land about the following shape:

![Diagram of a right-angled triangle]

Brown Co., Minn.  
H. C. Skinn.

The solution may be given briefly as follows: triangles are to each other as the squares of their like lines; hence we may form the proportion, the triangle is to \(\frac{1}{3}\) of the triangle, as the square of the perpendicular of the whole triangle, is to the square of the perpendicular of \(\frac{1}{3}\) of the triangle, or \(1: \frac{1}{3} : (64): x^2\). We find that the fourth term is 155, and the square root of it is 36 feet 11\(\frac{1}{2}\) inches, which is the length of the share measured from the vertex of the triangle.

Next we form the proportion \(1: \frac{1}{3} : (64): x^2\). The fourth term is 27306, and its square root is 52 feet 3 inches, which is the length of the first two shares measured from the vertex of the triangle. By subtracting this from 64, the entire perpendicular, we get the length of the share nearest the base, viz.: 14 ft. 9 inches, and by subtracting the length of the first share from 48 feet 3 inches we get the length of the middle share, viz.: 15 feet 3\(\frac{1}{2}\) inches.

These figures are near enough for practical purposes. It will be seen that it is not necessary to know the absolute areas of the triangle and the several parts in order to divide the perpendicular as required. Problems like the above are always acceptable.

**ONTARIO EXAMINATION QUESTION.**

A merchant in Toronto owes £500 in London, and remits as follows: first to Paris at 5 francs 60 centimes per £1; thence to Hamburg at 2 francs per marc; thence to Amsterdam at 17\(\frac{1}{2}\) stivers per marc; thence to London at 24 stivers per £1. If the expense of this circuitous exchange be 2 per cent. (i.e., £92 paid by the merchant, £8 is lost in commission) find what it costs to discharge the London debt.

**MULTIPLICATION TABLE.**

The ordinary multiplication table extends to 12 in both directions. The ending of the table at 12 times 12 is entirely arbitrary. The table known as the abacus Pythagoricus extended to 60 each way. It would be a good thing if the multiplication table were given from 1 to 25.

The time that would be saved by using a table of this extent would be considerable.

Suppose we are required to multiply a number by 4816. Knowing how to multiply by 16 making one partial product, we observe that 48 is a multiple of 16; hence we may multiply this partial product by 3 and thus have only two partial products instead of four.

**INTEREST.**

E. Barton Wood, Principal of the Oshkosh High School, sends us his method of teaching interest, which is essentially the method of "fractioning down" given in the arithmetics. This method is in some respects the best that can be given, and no doubt Mr. Barton finds that his pupils understand it better than most of the other rules. For ourself we prefer to find the interest at 6 per cent, not by the "six per cent method" usually given in the text-books, but by the following rule: Multiply the principle by the number of days in the entire time and divide by six. If the rate is different from six per cent, modify the result accordingly. If seven per cent, add one-sixth; if five per cent, subtract one-sixth, etc. This rule is a good one when the time is short, and consists of a prime number of days.

As to the pointing off, the number of places to be pointed off is uniform, viz.: five places, unless there should be no cents at the right of dollars in the principal, in which case we point off three places. If there should be mills in the principal, they may be discarded by rejecting them, or calling the cents one more as the case may be.

Persons proficient in arithmetic will use whatever rule may be suggested by the problem in hand, but there are many whose knowledge of arithmetic is limited to the fundamental rules, and such ones require one rule that is always applicable and does not involve fractions.

**THE METRIC SYSTEM.**

It is remarkable how little progress is being made in introducing the metric system. This system of weights and measures excels all others in simplicity, and its general adoption would be a great advantage to the world. If the learned individuals in all parts of the world who are making so much ado about reforming the spelling of the English language, would let well-enough alone, and direct their energies to the work of explaining and popularizing the metric system, they would accom-
plish something of real value and also lasting. The alleged saving of time credited to reformed spelling is small compared to the economy of time that would result from the use of the metric system. The advocates of the metric system know what they are talking about, for there is but one metric system, while the spelling reformers are not agreed as to the nature and extent of the reform which they talk about and write about ad nauseam.

The French system of measures was formed long ago, and no honor can flow from teaching it, more than the honorable consciousness of knowing one has done his duty to his fellow man, while on the other hand there is so much difference of opinion as to what system of improved spelling shall be adopted, that every "reformer" hopes that his "system" may prevail, and hence the enthusiasm manifested by the reformers of orthography.

If any of our readers are teaching the metric system, we shall be pleased to hear from them concerning their success.

GENERAL NEWS OF THE WEEK.

The Commercial and Financial Chronicle has prepared the following table, showing the expansion of our circulating medium since the middle of 1879:

<table>
<thead>
<tr>
<th>Currency in United States</th>
<th>May 2, 1881</th>
<th>Jan. 1, 1881</th>
<th>July 1, 1879</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>$320,000,000</td>
<td>$387,000,000</td>
<td>$280,000,000</td>
</tr>
<tr>
<td>Silver</td>
<td>$300,000,000</td>
<td>$340,000,000</td>
<td>$240,000,000</td>
</tr>
<tr>
<td>Legal tenders</td>
<td>$250,000,000</td>
<td>$290,000,000</td>
<td>$220,000,000</td>
</tr>
<tr>
<td>National bank notes</td>
<td>$315,000,000</td>
<td>$343,000,000</td>
<td>$283,000,000</td>
</tr>
<tr>
<td>Gold bank notes</td>
<td>$1,095,000</td>
<td>$1,135,000</td>
<td>$1,467,000</td>
</tr>
<tr>
<td>Gold and silver certificates outstanding</td>
<td>$45,000,000</td>
<td>$45,000,000</td>
<td>$15,750,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$4,127,000,000</td>
<td>$4,297,000,000</td>
<td>$3,093,000,000</td>
</tr>
</tbody>
</table>

Silver includes only standard and trade silver dollars which are in actual circulation in the United States. These figures include the reserves in the national banks and the national treasury, so that the amount in active circulation is considerably less than the total here given, of $1,297,281,567. The total amount in the national treasury, July 1, 1879, was about $252,000,000, exclusive of fractional notes and subsidiary coin. This had swollen to $272,350,000 on the first day of the present month. This leaves the increase of circulating medium outside of the treasury reserve, during ten months, more than $823,000,000. It is evident that this will be largely augmented on and after the 15th of August by the payment of all U. S. 5 cent. bonds not extended between this time and the day set for terminating the business of granting such extension.

The U. S. Government has chartered the British steamship Proteus to go on an Arctic expedition to Lady Franklin Bay with relief to the party which left for there last summer in the Howgate steamer, Guinare. According to the terms of the contract she must be completely fitted and prepared to start on the 4th of July. The Proteus, clothed with her enormous strength and possessed of such well-attributed powers of resistance to the perilous "nip" of the ice floe, presents a remarkable contrast to the frail and tiny Guinare of the Howgate expedition of last year, which appeared, in her fine lines and delicate frame, far more suitable for a cruise among tropical islands and over summer seas.

The destruction of the Russian city of Pinski by fire last week rendered 18,000 people homeless.

The sudden edging and final collapse of the excursion steamer, Victoria, on the river Thames, near London, Ontario, last week, proves to have been one of the saddest catastrophes ever known in the British Provinces. Nearly three hundred passengers out of about six hundred were drowned. The coroner's jury is still sitting, but the evidence shows that the whole blame attaches to the officers of the steamer, who against numerous protests insisted on carrying too many passengers.

Both houses of the Mexican congress have approved Col. Eads' plan for a ship-railway across the Isthmus of Tehuantepec.

American securities, generally, stand better in Europe now than ever before. Not only do United States Government bonds command a high premium, but railway stocks, manufacturing and mining stocks that have a good standing in New York are readily disposed of in London, Paris and Frankfort. Stocks of dividend paying railways are just now in good demand.

Ten thousand shares of Union Pacific were shipped to London a few days since to fill a single order.

The center of political interest in this country at this moment is Albany, where the question to be answered is: who are to fill the vacancies created by the resignation of senators Conkling and Platt? There are three prongs to the twig that is used to stir this kettle of political broth: the administration, or Blaine faction, the Conkling faction, and the Democrats of all factions.

There was a large convention of leading business men, farmers, and state and national representatives at Davenport last week, to urge upon the General Government the importance of constructing a canal from Rock Island, on the Mississippi, to Hennepin, on the Illinois river, about 85 miles, and to improve the Mississippi. Men of all parties from the East, West, and South joined in recommending these public works. It was stated by one of the most reliable statisticians present that the section of country which would use this canal to ship the various farm, orchard, forest and mine products East, paid $100,000,000 last year to the railway companies for transportation, and he estimated that the saving in rates of transportation in a single year would pay the total first cost of the proposed canal, which careful engineers have estimated at $30,000,000.

There are plenty of men whose ideas run on narrow gauge tracks whether they favor narrow gauge railways or not. A mass meeting of such citizens was held at Bodie, Cal., the other day, and "resolved" that no Chinamen should work on the railroad now building to Mono Lake.

The influx of foreign immigration to this country the present year is beyond all precedent. The Government arrangements for the landing of immigrants at Castle Garden prove greatly inadequate, and additional accommodations must be provided.

Boston is in solid earnest over the project for a world's fair. The very fact that New York failed in its attempt to have such a fair will serve Boston to undertake it.

Hon. George B. Williams, of Ohio, is authority for the prediction that 30,000 negroes are preparing to leave Louisiana and settle in New Mexico.

Lord Beaconsfield's acquisition of Cyprus turns out as Mr. Gladstone predicted it would do, to be another drain upon the British exchequer instead of a source of revenue.

The title of emigration from the south of Ireland is steadily decreasing. There was a decrease of 45 per cent. in April, compared with the corresponding week last year. The returns from the present month so far show a decrease of 25 per cent.

Friends of Mr. Gladstone cite this fact as evidence of the good effects of the Coercion Act, disposing the peasants to go to work.

A Nihilist manufactory of bombs has been discovered in the dismal suburb of Paris known as Montmartre. Three persons found on the premises were arrested and a number of papers seized, including, it is said, several letters from Hussy Helfmann, one of the conspirators convicted of participation in the assassination of the Czar.

It is rumored that Russian emissaries are instigating the Foles of Galicia against the Jews. The Austrian government is on the alert to detect them.

The subscription at Vienna for the relief of the persecuted Russian Jews has reached 82,000 florins.

The Postoffice Department presents some interesting figures showing the amount of mail transmitted by the department last year. They are based upon an actual count of the mail at different postoffices throughout the country in the first seven days of December, 1880. During the year every man, woman and child in the United States wrote an average of twenty-one letters each.

The number of newspapers mailed was 824,032,000.

It looks as though the conspiracy of West Point cadets with all the submerged testimony of so-called experts, to ruin cadet Whittaker is destined to fail. It is now pretty well understood that Whittaker will be exonerated by the court martial now in session. A Chicago chemist upset the Boston expert's testimony completely, by showing that Whittaker's letter to his mother was not written on the same paper as "the letter of warning," which Whittaker said he received, but which his enemies said was his own device.

Minister von Puttkamer, the Minister of Religion and Education for Prussia, who has interdicted the teachers of Prussian schools from attending the German Teachers' Association, or Convention, is about to be replaced in office. It is to be hoped that his successor, even if he should be the Ultra-montane now spoken of for the place, will recognize the right of teachers to liberty of action in such matters.
STATE NEWS.

ILLINOIS.

W. H. Chamberlain has been re-employed at Bridge Farm at an increased salary.

County Superintendent Trainer of Decatur, has began the publication of a periodical, to continue through the summer vacation, in the interests of the schools.

L. W. Wade has secured the principalship at Bement.

Superintendent Burgess, of Monticello schools, has been re-elected.

The Ogle County Register says that the High School students of Oregon, will put up about 500 botanical specimens for the school museum during the present term.

There are seventy-six pupils in the Brookville public schools.

There were eighteen candidates at the competitive examination for appointments to the cadetship in the military and naval academies for the Fifth Constitutional District, held at Freeport on the 19th inst.

H. C. Newcomer, Mr. Morris, Ogle County, won the West Point cadetship, standing 86. 4 in the scale of 100.

T. C. Bowman, of Sterling, Whiteside County, stood 54. 4, securing him the place of alternate to Mr. Newcomer.

George E. Bushnell, of Rochelle, Ogle County, stood 75. 7, entitling him to the naval cadetship, and Uriah Samsin, Ogle County, Ogle County, with a standing of 71. 5, carried off the place of alternate to Mr. Bushnell.

Superintendent John T. Ray, of Ogle County, gives notice that a local teachers' institute will be held at Byron, Saturday, June 4th, to 6 P.M. Discussions on the teaching of the common branches and the practical work of the school-room will be had. All teachers, and others interested in school work are invited to be present.

MICHIGAN.

The Michigan House of Representatives have passed the bill appropriating $15,000 to the State Agricultural College.

The House has also passed a bill infusing a fine of $1,000 and imprisonment for a year for every one who publishes accounts of rape, incest, seduction, murder or executions, on the ground that such publications tend to corrupt public morals.

Horace Blackman, who has done good service as a trustee of Hillsdale College, is dead.

Prof. C. B. Hall has been re-elected Superintendent of the Hastingh, Mich., school.

Prof. John A. Stewart, of Wyandotte, has accepted the place of Principal of the Monroe, Mich., Union School, vice Prof. J. W. Smith, resigned.

The Inter-Ocean says: "Mr. J. W. Ewing, for ten years past Superintendent of the Iowa, Mich., public schools, has been spending a few days in Chicago. Among other places he visited the Cook County Normal School. He is deeply interested in kindergarten work, and particularly in the experiments making at this institution, under the superintendence of Prof. Wentworth, and under the immediate instruction of Miss Ross, the eminent kindergartner, formerly of Columbus, Ohio."

TOWA.

County Superintendent Matthews, of Jasper County, not satisfied with getting a handsome premium list for the public school exhibits at the next County Fair, is now endeavoring to raise the funds by public subscription, for an educational hall.

Mr. Des Ilets is succeeding finely as principal of the Albia public schools.

People who thought that no adequate successor could be found for Mr. Valentine, have been much surprised at the change of the Dexter schools, still retaining their esteem for the old principal, but concede that a worthy successor has been found.

NEBRASKA.

A new departure has been taken by the School Board of the city of Lincoln. Under the law authorizing them to appoint an examining committee, they have selected J. J. Points, County Superintendent of Douglas Co., W. Rich, City Superintendent of Falls City schools, and Prof. D. F. Perry, Acting President of Doane College, none of them residents of Lincoln. This committee is to examine all applicants for places in the city schools, and report to the Board the names and standing of all found qualified. Examination is to be conducted toward finding out the mental fitness of each teacher for the special work of the department for which he or she applies. The expressed design of the plan is to secure the best available talent for each grade, and to stimulate teachers to prepare themselves specially for particular lines of work.

At the time this resolution was adopted, it was voted to raise the salaries so that the minimum paid shall be $50 per month instead of $40, as now, and the salary of the principal of the High School to be $75 instead of $60, as now paid. This examination is to commence June 20, and may continue ten days if necessary.

In connection with this, City Supt. S. R. Thompson has been authorized to report to the board the course of study of all the schools.

The closing exercises of the State University will be held in the Opera House on Wednesday, June 8, and the graduating exercises of the City High-school, at the same place, on the evening of the following Friday, June 10.

A Convention of City and County Superintendents is called to meet at Grand Island, June 1, a and 2. One of the topics to be discussed is peculiar—"A few ways in which a Superintendent may become a failure."

EASTERN STATES.

It is seldom that we have to report insubordination at that exemplary institution, Phillips Academy, Exeter, N. H., but there is a heap of trouble there now. Some time ago two boys were expelled for drinking and card-playing. These fellows have hung about town to incite sympathy and stir up rebellion among the foxes who had not yet lost their tails. As a consequence there was what the boys called a 'high old time,' the other night in which a number of the pupils gathered around the principal's and several of the teachers' houses, and, not content with shocking the peaceful night with the usual round of evil doings, to prevent the noise from spreading a broadside No. 2 was the expulsion of seven other boys. And now there is more excitement than ever in the quaint and usually silent old town. Of course it is all wrong, and we are glad that these are not Western boys. We don't have any such wild "cahouts"—except at Knox.

SOUTHERN STATES.

The Presbyterian General Assembly, in session at Stanton, Va., has ratified the election of Rev. D. Palmer, of New Orleans, to the chair of pastoral theology in Columbia Seminary. The Assembly also voted to restore the control of the seminary at Columbia to the synods of South Carolina, Georgia and Alabama.

Mr. David P. Allen, one of the colored normal graduates of Westfield, Mass. Normal School, is now teaching a normal school at Sumter, N. C., among the colored people. The pupils are gathered from nine different counties.

He writes to a friend in Massachusetts: "Were you to return here you would find that old prejudices against well-meaning Northern people are gradually dying out, and that in the place of prejudice men are beginning to see that true worth makes the permanent man. All these Southern men are beginning to appreciate genius, skill and self-devotion to every good cause. The temperance agitation in the State is destined to change affairs. People are looking to a future that is socially more rapidly than ever before. It is likely to result ultimately in uniting the better elements of both races and parties, and form a third class, which seems to be destined to rule the South."

Three of the Presidents of the United States have been graduates from Harvard University; John Adams, who received the degree of Bachelor of Arts in 1755, John Quincy Adams, who received the same degree in 1787, and President Hayes, who having passed through the course at the law school, received the regular degree of Bachelor of Laws in 1849.

THE SCHOOL ROOM.

SOMETHING BESIDES BOOKS.

The Boston school-ma'am was out last evening listening to the competitors for certain prizes for declamation. Now it so happened during the evening that she heard a certain high-school girl discussing her teacher with a young collegian who had evidently been through the same high-school. One teacher was liked "personally," but not as a teacher. Another had eyes in the back of his head. Another "was the most impudent man! Not a bit of a gentleman--an excellent teacher," and one was "perfectly gorgeous." During a recitation she "got mad," and finally as the lesson progressed "became furious." She was amused at this free criticism of old and valued teachers, given regardless of surroundings, in a free and frank manner. She also began to wonder if she could say that our high-school girls as a class were pretty-nancred and modest. She found she could hardly say that she enjoyed seeing a group of them enter a car or lecture room and talk and rattle about books, boys, beaux and parties, slaugh-tering the adjective family and laying its victims on the altar of admiration & dislike in an indiscriminate way. All the seemingly unconscious that there is anybody in the car or lecture-room but themselves. She would not like to rob our girls of their liberty, but she would like to have them pay a little more attention to the eternal fitness of things. Then she thought that perhaps teachers might help the girls to be less thoughtless and regardless of public opinion. Don't feel that you are hired simply to teach grammar, mathematics, rhetoric, and put a fine finish on educational structure. Demand that your pupils have a good material at hand, under your skilled hand. See to it that the avenues leading from this structure out to the great world are made beautiful with a modest bearing and a graceful conversation. Get the respect of your pupils; have them meet you with you occasionally out of school hours; talk to them of other things than books; get them to express freely their own opinions, and in this way a true and noble man or woman will stamp impress upon his or her nature the true idea of a gentleman. Teacher's can do much to mould the souls and characters of the young people under their charge if they are only willing to be friend as well as teacher. Give us "gorgeous" teachers and teachers with eyes in the back of their heads," but above all give us largely of teachers who will help our boys and girls to be men and women as well as scholars.
THE POWER OF EXPRESSION.

Persons who have had opportunity to compare the system of study in our schools with the systems of other countries, unite in saying that our greatest deficiency is in failing to teach the power of expressing thought. In the schools of Germany, Switzerland and England, special attention is given to the instruction of the children in the art of expression, that is, of uttering their thoughts clearly and well in their native tongue. But no study has been so neglected by our teachers. Until the "new departure" of Quincy was inaugurated, "language lessons" were things unknown. Grammar was the only study through which any effort was made to teach the correct use of the English. Now, grammar, indispensable as its knowledge is to the advanced study, is a subject altogether above the grasp of young children. Under the Quincy method, grammar was put out of all the lower grades of the school, and in its stead, daily exercises in talking and writing were introduced. The result of these, in waking up the children's powers of expression, was most satisfactory. By the use of words the children learned their force and value, and visitors at the Quincy schools are impressed more forcibly by the readiness and fluency of speech on the part of the scholars than by anything else.

This plan of cultivating the power of expression should be the rule everywhere. The power of using language well is a great one, enabling a man, even though possessed of few other virtues, to wield a mighty influence over his fellows. All the powers of the mind are aided to a better and wider development by a thorough culture of the power of speech. Père Gerard, the great Swiss educator, was wont to say that "The mother tongue was the best educator." It is a question whether thought can exist outside of the language which expresses it. Certainly thought is enlarged and enriched by everything that enriches language, widens its scope, and adds to its grace and power.

INDIVIDUAL TEACHING.

The more a teacher can do of individual teaching, the more successful he will be his school. This is a fact so palpable that it seems almost childish to turn out large classes able to recite glibly in concert, but to train his boys and girls to become intelligent individuals men and women. A teacher should feel that he is responsible to every one of his pupils for his influence over them, and for the help that he gives him in forming for himself a vigorous nature. He must make every child a special study, investigating thoroughly the strong and weak points in his nature. He will not only be able to discipline each most effectively, but in teaching and hearing recitations, even though he has them in classes, he will be able to address questions and remarks to each one with so much directness, as to make them nearly as effective as if he had each pupil alone for individual instruction. No teacher who does not understand the character of his individual pupils can adapt his methods successfully to their diversities of mental constitution. If he can do this, he can not only ensure remarkable progress on the part of his pupils, but he can gain and hold a degree of influence over them which will add greatly to his happiness and theirs.

HISTORY IN OUR SCHOOLS.

The reason why history is taught is so imperfectly in our schools is because too little time is given to it. Considering its importance, and more, its immense scope, more time should be given to it in the school curriculum than is allotted to any other study. On the contrary, it is usually allotted less than is given to arithmetic, a study which consists throughout its entire extent of nothing more than applications of a few principles that can be thoroughly mastered in a week. But history is the recorded experience of a world through the lapse of centuries, the story of its many mistakes, its slowly mastered lessons.

History should be the most interesting study possible; it would be the most interesting if it were pursued by natural methods. In such case, it would have all the attention that any story has in the young mind. Ordinarily a bald outline of facts is given the class to learn, the twisting array of dates and names giving it a stupid amynality that affectionately prevents the awakening of any human interest in it. The interweaving of various disconnected incidents in this bare record, certainly serve to relieve its monotonous, but are of very little value in aiding the children to a clearer understanding of history, or in awakening in their minds a desire for historical research.

Not that we object to the introduction of historical incident. On the contrary, let us have more of it until our history lessons are as bright as a romance, but let us not forget that historical incidents, to be of value, must be grouped in their proper order and connection, and that the teacher, because he can draw knowledge concerning characters, manners and customs, that we could otherwise very imperfectly understand. Bear this fact in mind: the study of history for its class is not valuable because of the amount of garnered facts which it stows away in their minds, but because of the interest in historical research which it awakens therein, the desire which it arouses in them to learn that philosophy of life which is only taught through the exemplification of history.

To accomplish this, more time must be given to the study than is usually allotted to it. It should begin in the secondary grade, and be continued, some department coming up every term until the high school course is completed. It should be allied to the reading and geography lessons, these helping toward that familiar sense of custom and place, that make the study of history so interesting. Help should also be drawn from historical pictures and from magazine articles, when accessible to the teacher. Indeed, nothing should be neglected which may serve to add to the interest and reality of the work.

INDIVIDUALITY IN TEACHING.

"No one is great by imitation," so said a great man long years ago, and we think no teacher can be great by imitation. He may visit celebrated schools; attend teachers' associations and institutes; take notes and come away full of other men's ideas and ways; carry them in his school and use them without putting a particle of himself into them; and he'll be astonished that no great results follow. A man or woman to succeed in anything has got to have some common sense of his own, the more the better, and use it, too. No good housewife ever depends entirely on a cook-book or a household magazine—these only serve as valuable aids. No farmer. if he is successful, follows, through seed time and harvest, entirely the advice and opinions of his brethren of the same calling, made known to him through his agricultural paper. These are only valuable guides used only as his experience and common sense dictate. It is well for teachers to visit other schools and pay attention to the system there; it is well to attend associations and pick up valuable information; yes, it is well to use all the practical hints that they can, provided they have their own way of using them. A teacher cannot other men's names. She must have her own: altered, improved upon and beautified, but it must fit her, if she is an easy, successful worker. Therefore, my dear teachers, do not try so hard to be somebody else. Turn your eyes upon yourself and see if you cannot do something better, Boston or Cambridge, and more of what you are capable of doing as a teacher. If you have not executive ability, trying somebody else's plan of governing will never make your school quiet and orderly, but it may do good at explanations, following somebody else's plan will not help you out of a tight place. A teacher must have inventive genius enough to invent new methods of explanations, must be original enough to trust himself in an emergency. In short, a teacher, to be successful, must use his own common sense and be conceived to enough to think his own opinions worth something.

YOUNG MEN'S SOCIETY FOR HOME STUDY.

The remarkable success of the Society to Encourage Studies at Home, Cambridge, Mass., which, beginning with eight students in 1873, has now not far from a thousand names on its rolls, has suggested the organization of a similar society to do for young men what this has done for young women. The field is not so large; that is, the number of young men having some leisure, and having also a desire for study, is not so great as that of young women; but, although the society has been well advertised, there are upon its list more than sixty students drawn from all sections of the country, the greatest number—more than half—coming from the Middle States. The plan pursued is, in the main, that which has been well tested with the older society. Several courses of study are open: American and English history; English literature; German and French literature; philosophy; natural science, under the sections of botany, Zoology and geology and chemistry. Of the greater number of courses, and of all the students, only one has dropped off. The students are assigned to competent teachers, with whom they enter into correspondence and to whom they send their progress. Nothing could be simpler than the device: a young man; sensible of his deficiencies in some study which interests him and ignorant of the best way to go to work, is able to receive the advice and assistance of a well-educated, kindly man, who will correct, reproof, and, if need be, to guide, and how to get the most complete mastery of his subject. The mails carry few more valuable letters than those which pass into this correspond-
PRIMARY DEPARTMENT.

A CLASS RECITATION.

(First Scholar.)
O what can little hands do
To please the King of heaven?
The little hands some work may try
To help the poor in misery;
Such grace to mine be given.

(Second Scholar.)
O what can little lips do
To please the King of heaven?
The little lips can praise and pray,
And gentle words of kindness say;
Such grace to mine be given.

(Third Scholar.)
O what can little eyes do
To please the King of heaven?
The little eyes can upward look,
Can learn to read God's holy book;
Such grace to mine be given.

(Fourth Scholar.)
O what can little hearts do
To please the King of heaven?
Young hearts, if God his Spirit send,
Can love and trust their Savior, Friend;
Such grace to mine be given.

(CLASS IN CONCERT.)
Though small is all that we can do
To please the King of heaven,
When hearts, and hands, and lips unite,
To serve the Savior with delight,
They are most precious, in his sight;
Such grace to mine be given.

METHODS OF TEACHING LANGUAGE.

We take the following paragraph from a lecture by Dr. Hall before the students of Harvard College. The hints that they give on the best methods of teaching language are worth while.

Language, we should bear in mind, is not a perfect machine, but one of the clumsiest; and so human mind can properly grasp it without having the natural processes of thought, without learning to read and write, must likewise be accomplished by arbitrary processes; hence the great diversity in the methods of teaching it. Of these methods, many and various, we may first mention the so-called method, as described by Quintillian, where spelling and meanings were inculcated by floggings, but so great was the diversity in the methods of teaching it. Hence the confusion in this latter particular in Roman letters. We then came to a subjective method, one of which consisted in the twisted forms of animals, trees, etc., into shapes of letters, as now shown in old missals; another, by taking the initial letter of objects, as A, apple, etc. The next may be called the poetical method; the alphabet being taught by a series of doggerel rhymes. A fourth was by cards, a fifth by colors, another by dolls pasted over with letters. Basedow improved on these by making the letters out of sweet biscuit, till at last the children cried for the alphabet card. Quintillian was gestating with the assistance of a stick the various forms of the letters.

The first serious, or at all philosophical attempt, was by Gedike, which he called "reading without a letter." It was a species of syllabic method, which his disciples transformed into the encephalotonic method, so ably riddhanced by Pinkerton. Pestalozzi would teach the children to spell forty or fifty words by rote, to train the ear before commencing to learn the words. In France they inaugurated a "mouth consciousness" system. The pupil was required to go through a series of mouth gymnastics to develop a consciousness of the various positions of the mouth in the pronunciation of words. Each letter had its gymnastic name. It was called the "bicuspid" letter; M, the "lip-um" letter, etc. Modified, this system has been very useful in the teaching of deaf-mutes.

Scribology, introduced and so named by Ratch, consisted in the writing of a number of red letters, over which the pupils wrote in black. We then come to the phonetic method as introduced by Bell, Lancaster, and others, and sug-
gested still earlier in Germany, and which has reached its fullest development in Bell's system of visible speech. Graser introduced in 1817 a method, which seems to me the most important. It is his method: (1) let the student write; (2) let him keep at it; (3) give him a stage of preparatory training. He writes words instead of letters, and analyzes them until he comes to the simplest letter of the alphabet. The method, if well adapted to the German angular writing, has its defects with our English round hand. Jacotot followed with the sentence-method, or the teaching of simple sentences. The method is excellently suited to the American method; and it is open to the student to write the first word, and so on, till all the letters are written; and not till then is his attention called to the alphabet. From these sentences he is taught history, geography, arithmetic, etc., in a series of selections during the second grade. Look-

PUBLISHER'S NOTES.

THE GREATEST BLESSING.—A simple, pure, harmless remedy, that cures every time, and prevents disease by keeping the blood pure, stomach regular, kidneys and liver active, is the greatest blessing ever conferred upon man. That is what I mean by a remedy, and it is one, as many thousands who have been saved and cured by it. Will you try it? See another column.—Eagle.

To please the King of heaven.

Little duchess (looking up suddenly from her history book)—"Oh, mummy darling, I do so wish I'd lived under James the Second!" Mamma—"Why?" Little duchess—"Because I see here that education is very much neglected in his reign; and if I was a prince, I'd give so many books."

At the head of the practical schools stands H. B. Bryant's Chicago Business College, conducted by Mr. Bryant, who, with Mr. Stratton, established forty-eight business schools.

Two States have adopted Civil Damage laws as a check upon liquor selling. Wife, child or stranger sustaining damage from an intoxicated person, either in person, property or means of support, may recover damages from him. This method, though so new, is not without its advocates. If he does not learn them, it will be a harder task to acquire them in after-life. Some of our most simple words he cannot possibly understand. But as well say that a child have blinders on its eyes as that it should be trained to speak only the vocabulary which the teacher prepares for it.

One million ounces of quinine are annually swallowed by the savage-stricken people of the United States, at an expense of $2.30 per ounce.

Scribology.—An attempt at a practical, having had in its hands an East India missionary the formula of a simple-vegetable remedy for the speedy and permanent cure of Consump-
tion. The ingredients used were cinchona, quassia, grass, cinchona, grass, coca, etc. After, Afters, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, he laid it to duty to give it the test of a few hundred cases. Actuated by this motive and a desire to relieve human suffering, I will send free of charge to all who desire it, this recipe, in German, French or English, with full directions for preparing it. Sent by mail by addressing same, naming this paper, W. W. Shera, 149 Powers' Block, Roch-
ester, N. Y.
The following opinions, given, most cheerfully:

"The Mottoes are received, they exceed my most sanguine expectations. They are all you claim for them.

"Mottoes have come safely; am highly pleased; wish I could have had them sooner, that's all." — Anna J. Edmonds, 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. Gillilan, Jackson, Ohio.

"Mottoes received; I am very much pleased with them. I know they are useful for I was a schoolboy once, and well do I remember one motto, 'Do Right.'" — C. M. L. L. H., 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.

"Your Mottoes are indeed beautiful and effective in their influence." — G. R. Throop, Fryburg, Ky.

"Myself and scholars like the Mottoes." — Prof. J. O. Applebee, A. M., Red Oak, Iowa.

"Your Mottoes I like very much, would not part with them. I have received your Mottoes I like very much; would not part with them. I have received your Mottoes and they exceed my most sanguine expectations. They are all you could imagine could be desired." — J. M. McGrew, Concordia, Kansas.

"The Mottoes have a good effect." — T. S. Oliver, Williamstown, Kansas.

"It is only after the teacher has once used your Mottoes that he can appreciate their advantages." — W. S. Brown, Danville, Indiana.

"I highly appreciate your Mottoes in every respect." — John M. Fickle, Lake City, Iowa.

"The Mottoes are a valuable acquisition to my school room, and they add greatly to its appearance. I think the scholars are benefited by them, as by daily observation, they become impressed on their memory and will be useful in their daily lives." — Ezra F. Priest, Loyal, Wis.

"The Mottoes on the wall are great educators for young and old." — Prof. J. O. Applebee, A. M., Red Oak, Iowa.

"Your Mottoes I cannot afford to do without, they are the greatest helps I have in preserving order and good humor in school." — L. L. Speeg, Huntville, 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.

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