Among the advanced ideas respecting the mission of the public schools which have gone into force in France, and are making progress in the schools of Germany, Belgium and England, is the importance of inculcating simple, practical lessons in regard to the use of money, and the encouragement of habits of economy. One embodiment of this idea is the School Savings Banks, to which The Weekly has of late so frequently referred. The savings of the school children of France last year aggregated many millions of francs. England, so slow, generally, to follow the French lead, is now greatly interested in this element of public school training, and, as is more explicitly shown on another page, is taking energetic action on the matter. It is impossible that the American people, so eminently practical in their turn of mind, should much longer neglect this interesting subject.

The Bureau of Education has just received a series of programmes of the special school of architecture at Paris. This school was founded by a private association, and recognized as an institution of public utility in 1870. Its purpose is to educate architects; both natives and foreigners are admitted. The course of studies lasts three years, and the tuition fees amount to $170 a year. No one is admitted to the school until after having undergone certain tests. These tests comprise: 1st. The drawing of an ornament in bas-relief; 2d. A drawing of a building to scale. 3d. A diagram determining the lines of separation of light and shade upon the different parts of a Doric capital, with the shadows produced. 4th. A written composition. 5th. An oral examination in arithmetic, algebra, geometry, geography, etc.

At the end of the third year of study, those students who have satisfactorily fulfilled all the educational regulations, are admitted to a general competition, in order to obtain either a certificate of qualification as a constructor, or the ordinary diploma of the school.

The city of Paris has founded six scholarships at this school, for the benefit of pupils born and residing in Paris.

As this page goes to press, President Garfield still lingers on the borders of life, having struggled heroically with death for more than nine painful weeks. The nation—all party distinction laid aside for this occasion—regards him as its patient, studying every symptom reported in the daily bulletins with the closest scrutiny and keener anxiety, and pouring its soul out in sympathy and love, and prayers for his recovery. For many days it seemed as if those prayers were certain to be answered. Governors of states felt so confident of this, that they arranged to proclaim days of general thanksgiving for the President's deliverance from the fatal intent of the fiendish assassin. But for the last two or three weeks the tidings from the capital have been full of discouragement, and, finally, until within a few hours, have been fraught with despair. Since Saturday evening hope has returned, and whereas on Saturday morning even the most sagacious Dr. Bliss, the surgeon in charge, was forced to acknowledge that there was no longer any probability of the President's surviving more than a few hours, and scarcely a possibility, there is now hope in the minds of the six attending surgeons that the worst is past, and that slowly but surely the President may finally prove more than a match for his terrible sufferings, and return to health and usefulness again. We are confident that the readers of The Weekly are unanimous in the intense desire that this hope may be fulfilled.

Our correspondent, Tyrone, an advocate of "dictee," refers to an expression of gratification on page 386 of The Weekly, that "the movement to discard the spelling book, which was inaugurated with much furor several years ago, has at last spent itself," and discourses as follows:

"The writer of the article on teaching spelling given in The Weekly, p. 386 opposes the idea that we spell words by our recollection of their letter forms as seen when we read them. But he gives us all his ground when he says in his last sentence, "Spelling is a matter of form always, the poor speller betrays that he is not a man of wide reading. The main object of the article however seems to be to revive the use of the spelling book with its classifications of words. Now the advocates of the natural method of learning to spell, namely, by writing sentences that have become familiar by reading, do not object to the use of a spelling book if any teacher who has tried the better way can find any advantage from its use. Most teachers find it in comparison so ineffective, and so troublesome, so time consuming, and disorderly, as to lay it aside altogether after a full trial of spelling by hand and eye. Especially if they have taught their junior pupils the signs used to express the pronunciation without letters, as in homographic dictee, they find themselves so relieved, their time for teaching other lessons so extended, and the interest and advancement of the learners so increased, as to be able to judge well as to the gain or loss from giving time to the daily and endless exercises of the spelling book.

Only one precaution is specially necessary to the success of the hand and eye orthography. And that is the keeping of all misspelling out of sight. A learner, for instance, could be expected to write the awkward word squirrel quite correctly after reading an article in which it is often repeated. But the reading of a Protean comedy like that given on p. 387 would breed a confusion of memory or habit that might long be an embarrassment to the speller.

The examinations for State certificates for Illinois were held last week in Chicago, Dixon, Galesburg, Normal, Springfield, and Centralia. It can hardly be said that the interest in these examinations increases as much as we should expect, considering the inducements held out by the life certificates granted; and the importance to the profession of encouraging the purposes of the law and the efforts of the state superintendent to make such examinations
and certificates a means of drawing a line between properly prepared, professional teachers and the transients who now intrude into many of the best positions of the country, cheapening the salaries and the moral standing of teachers who have prepared themselves for teaching, as a life-profession. When the great body of this latter class unite with the State Superintendent to create sentiment in favor of the state examinations, the number of applicants for State certificates will be largely augmented. It is to be hoped that the day is not far distant when it will be as impossible for a man or woman who is without a state certificate to take rank as a professional teacher, and be treated as such in the state and National Associations, as it is now for a man without a medical diploma, or a certificate of formal admission to the bar, to practice medicine or law.

The examinations, so far as heard from, were attended by a good class of applicants; and, although, judging from past experience, it is not to be expected that a large number of them will pass in all the studies, it is believed that a fair proportion of them will do so, and the rest will receive credit as having passed in one or more branches—leaving them so much the less to be examined upon another year. The WEEKLY will announce the result as soon as the State Superintendent is ready to publish the same, which can not be for some time to come.

SYSTEMATIC BUSINESS EDUCATION.

For a young man to venture out into life without at least an elementary education, is like going to sea without compass or chart. Nevertheless, thousands of men do it, so that it is not surprising that, according to reliable statistics, ninety-nine in every one hundred of them run to financial wreck before they have reached fifty. The time for making fortunes without thorough study is well nigh past.

Every young man, whatever business or profession he intends to pursue, should spend at least one year in a good business college, studying and practicing the science of accounts, business principles and ordinary business forms. But when we say business college, let it be understood that, while the name is legion, the true business college is itself a rarity. Every practical business man has a hearty contempt for nineteen out of every twenty of the schools that flaunt this abused name; the most of which are really doing little more than teaching a few dupes, who have no idea of what constitutes a business training, a smattering of arithmetic, how to copy or imitate a half dozen single and double entry “sets,” and possibly how to write a fair business hand, and scrawl a few wrens nests and wry-necked doves with deformed bills, legs and wings. Those are the graduates, who by attempting to keep books for petty merchants, and utterly failing, at one time made the name of business college a hissing and a byword in business circles.

We recommend no young man to spend his time in any such delusive institution. If he will visit Chicago, Detroit or Buffalo, he will find Commercial Colleges thoroughly equipped, conducted by men of repute, both as practical book-keepers, and as experienced teachers. The graduates of these institutions are occupying many of our best mercantile offices, banks and railway offices, and it will not be difficult for inquirers to learn what colleges have the confidence of business men.

PRUSSIA—WORKSHOPS IN ELEMENTARY SCHOOLS.

Correspondence of the Educational Weekly.

The following statement will give an idea of a system of industrial training in Prussia about which a great deal is said and written at the present time. It is compiled from communications received at the Educational Bureau.

The system of establishing workshops in connection with elementary boys' schools, did not originate in Prussia, but was introduced from Denmark by Mr. Klauson Kaas, an ex-Major of the Danish Army. The Klauson Kaas system (this is the name by which it is generally known in Europe) has made such rapid progress in Denmark and Sweden that the governments of these two countries are now offering state grants to all communes willing to start workshops in boy's schools. As soon as the system was fairly started in Denmark and Sweden Mr. Klauson Kaas visited several cities in northern Prussia with a view of explaining it to the local school boards. The zealous Major was ridiculed a great deal in the beginning by German educators who held that boys must not handle a tool until they have left the elementary school, i. e. at the age of fourteen. The few cities which allowed Mr. Klauson Kaas to introduce his system, soon saw the excellent results achieved in a very short period.

Other cities followed, and soon afterward the Prussia government decided to send a commission company of three eminent educators, to Denmark and Sweden, whose duty it should be to report on the working of the workshop system in these countries. On their return the Commissioners stated before a committee of the Prussian Diet that a full report would be prepared at once and submitted at the opening of the next session (about the middle of September).

Mr. Klauson Kaas has not yet published anything on his system. He goes from city to city, at the invitation of the local authorities, and organizes the workshops himself. He is afraid of being misunderstood if he publishes a general plan of the work. The majority of German educators denounce the zealous Major, because he is honest and upright enough to state that he has nothing else in view but to increase his income, his annual pension from the Danish government being exceedingly small.

In the meantime, the Major increases his income, and fits a very large number of boys for practical work in spite of the protestations and denunciations of the too conservative educators.

SCHOOL PREMIUMS AT ILLINOIS STATE FAIR.

There is no disguising the fact that one reason so few schools are to be represented at the next Illinois State Fair, in the exhibit of school work for which that institution has made such handsome provisions, and offers such liberal inducements in prizes, that aggregate more than sixty in number and several hundred dollars in value—is the conviction in some quarters and the mistrust in others, that there has not been sufficient care taken to insure honesty on the part of teachers and pupils entering the contests.

There is a feeling that a conscientious teacher and honest pupils have no assurance that their exhibits will not be placed in competition with the work of teachers or outsiders, palmed off as that of pupils of other schools. It is asserted, with what truth The WEEKLY has no adequate means of judging, that this fraud has been committed in the past by some of the successful schools, and that no new safe guards have been set this year against a repetition of the offense. Partly from fear of its being imputed to jealousy and disappointment, and partly for want of evidence which it is said has since come to light,
but quite as much for the reason that the Agricultural Society had not established any tribunal to hear and investigate charges, those school principals who have felt aggrieved have hitherto declined to enter formal complaint, even when they felt certain that there were just grounds. Little or no complaint is made with the awards primary schools is rapidly extending; there of American school directors: When one
grievous is what it purports to be, but it is claimed that there should be time allowed before the prizes are delivered, for this assumption to be contested. When asked to suggest a remedy for the defect in past years in this regard, some suggest the offering of a reward for the detection of spurious school exhibits, including all instances of collusion between teachers and pupils, or between pupils and any other parties, to enter any work for the State prizes but that of the unaided pupils themselves; that time sufficient be allowed before the prizes are delivered for charges to be made and investigated; and the appointment of a suitable committee to receive and investigate such charges.

The Weekly prefers to leave the method of attaining the object sought, a strictly fair contest, to the State Superintendent and officers of the Agricultural Society, but it is fully persuaded that until some assurance of "fair play" in these annual contests is given, many of the very best schools will do as at present: refuse to compete.

SCHOOL SAVINGS BANKS IN ENGLAND.

The Lords of the Committee of Privy Council and Education have just addressed a circular to the school boards, school managers and others throughout the country, of which the following is an abstract:

"The attention of my lords has been directed to the importance of thrift, and to the exceptional facilities possessed by elementary schools for the encouragement of this practice in early life.

Experience has shown that many of the evils which weigh most seriously on the industrial classes in this country are the results of improvidence and waste. But some of these evils admit, at least, of partial remedy. To learn how to economize slender resources, how to resist temptation to needless expense, and how to make reasonable provisions for future contingencies is an important part of education.

The well known thrift of the peasantry and artisans of France has had a large influence in developing the commerce and manufactures of that country.

Wherever the experiment of a school savings bank has been tried in a judicious, business-like, and kindly spirit, it has proved very successful. In France the practice of attaching banks to the primary schools is rapidly extending; there were 8,039 banks in 1877, and there are 14,773 in the present year. The total sum deposited in 1877 was 2,984,352 francs, and at present it is 6,228,560 francs.

These results have been achieved without the presence of any authority, but mainly by the voluntary exertions of the friends and managers of schools, and by the intelligent co-operation of the teachers.

The advantages of thrift have first been simply explained to the children, and then opportunities for its exercise have been placed within easy reach.

My lords are aware from a parliamentary return in 1877 that penny banks and provident clubs of various kinds have already been founded, to some extent, in schools aided by the parliamentary grant. My lords have no wish to interfere with any existing plans which are found to work well, but they desire to direct the special attention of school managers and teachers to the facilities which are now offered by the post office for the establishment of penny banks in schools.

Small books for the use of children have been prepared, and are issued gratuitously by the savings bank department.

My lords believe that the general adoption of some plan will greatly increase the usefulness of the elementary schools as instruments for the formation of character, and will not be without a valuable influence in awakening the sympathy and interest of parents.

The returns for the past year show that savings banks had been established in 1,087 schools in England and Wales, and in sixty-two schools in Scotland."

A VITAL QUESTION.

What is the condition of the school house? This is a question of unspeakable importance in all seasons, but now is a particularly apt time for every one concerned, parents, school directors, and teachers, to ponder it, investigate, and take appropriate action, before the schools open. Two years is a brief period in which to forget the horrors of that afflicted village in Vermont, Jacobs' Mills, where, out of a mere handful of pupils, nearly a score died, of what was at first heralded all over the country as a "mysterious sickness," and yet it has, practically, passed from the minds of most of the millions who read the newspaper accounts of that terrible indictment, as it proved to be, of the stupidity or criminal indifference to the simplest laws of health shown by thousands of American school directors. When one after another of the innocent victims of this calamity had been carried to the graveyard in rapid succession, the little hamlet became alarmed. When every house had its fever-smitten, delirious sufferer, and the burials increased to two and three or more a day, it was terror stricken. "Poison," was the cry. And poison it was, but not from the sources at first suspected. A coroner's jury charged the terrible sickness and mortality to the water of a brook which ran past the school house after having collected the drainage of a barn-yard and a field in which Paris green had been used to destroy insects. But a subsequent investigation, conducted by medical experts, resulted in demonstrating that these innocents had died from "diphtheria, induced by foul pools and sinks under and immediately around the school house." In a country abounding in wholesome, elevated school sites, these stupid or reckless people squatted their school house down on a piece of cheap, oozy, undrained ground—where the walls became musty and the underside of the flooring boards grew green with mold. They had saved a few dollars in the price of the school site, but sacrificed their children to the demons of the swamp. There are thousands of school houses in all parts of the United States as insanely located as the one at Jacobs' Mills. There are others that are well located but are filled, as was the really magnificent looking high school building on the heights overlooking Omaha,—until two or three years ago, when Hon. E. Clark, President of the Board of Education, insisted on ousting the nuisance—with the foul stench of its own water-closets.

There are still others which are forcing the pupils to poison themselves with the carbonic acid of their own lungs and the effluvia of their own pores. In an age when the Ruttan method of heating and ventilating dwellings—reversing the old theories—has been demonstrated to be the only philosophical system, school boards go on building, and striving in defiance of philosophy and common sense, to warm and ventilate school rooms according to the exploded theories of the past. This sort of insanity, stupidity, or deliberate
wickedness, whatever the medical experts may agree to call it, is practiced in this very city to a degree that should alarm parents. Contrary to that progress which has characterized almost everything else in this city, new school-houses go up, year after year, repeating the obnoxious fallacies of the past in ventilation and in heating processes, and stagnation, disease, and death still lurk in the school architecture of Chicago. The atmosphere of the new school house, reeks, as does that of the old ones with the imprisoned stench of feid breath, and the steaming prespiration of hundreds of bodies, many of which seldom, if ever, enjoy a thorough bath from one month's end to another. Windows are left partly open to relieve the strain on the health of teachers and pupils, and other poor expedients to remedy unphilosophical ventilation are resorted to, but the new buildings are no better built for all this experience with the old ones.

Supt. J. C. Rathbun, of Buffalo County, Wis., has issued a circular urging school authorities to look to school hygiene more carefully during the coming year, and to make suitable improvements now before the winter sets in. Why not get him to inspect the Chicago school buildings?

CORPORAL PUNISHMENT.

Corporal punishment in public schools is rapidly decreasing in this country; without formally forbidding teachers to resort to it, boards of education discourage it. As a rule such boards regard the use of the rod, as a confession of weakness in the teacher, as it almost always is, when dealing with such children as are not now purged from the public schools by suspension, expulsion, and other means. Last year in one of the largest schools of Providence, R. I., enrolling 500 pupils, there were but two instances of corporal punishment; in other schools of the same city, it was more frequently resorted to. It is more common in Chicago schools, where the authorities are less ambitious to claim the glory of having abolished corporal punishment, than they are to decrease the number of suspensions and expulsions, and keep boys under wholesome government in school, rather than turn them loose in the streets, to grow up in ignorance, contract criminal associations, and in time, find their way to bridewell, jail, and penitentiary. 'It is hard to choose between the evil last referred to, and the danger of abuse of corporal punishment. There is no doubt that popular sentiment applauds the teacher who avoids the use of the rod. But in fact it should applaud only in cases where ear-pinning, ear-cuffing, nose-tweeking, barbarous positions of the body in painful positions, suspensions, and expulsions are not substituted for Solomon's prescriptions. The successful superintendent and teacher is he who governs with little, if any, of these inflictions, of which the rod is by no means the most irrational and degrading. But can a teacher keep such boys in school as have a right to be there, and for the sake of themselves and society should be there, and never resort to physical punishment? We will not dare to answer yes, until we have the affirmative testimony of at least a half score of teachers, who have dealt with the children of the worst city ward schools, and learned to govern them (not rid themselves of them by expulsion) without physical inflictions of any kind.

The Educational Weekly occupies nearly the same position, on this subject, as that finally taken not long ago by the Boston School Committee, which after careful investigation, and wise consultation with the best teachers of Boston and other Eastern cities, reached the conclusion that it is not best to strip school principals of the authority to chastise refractory pupils, but which at the same time requires the principal to be ready to justify in every instance; and makes it understood that it will hold in special esteem the teacher who governs his school well without resorting to the use of the rod or to expulsion.

So far as this attitude renders us open to the charge of "advocating corporal punishment," flung at us by the pedagogical demagogue and publisher of school pamphlets, who vented his spleen at us in the New York State Teachers' Association last month, we plead guilty to the indictment, and throw ourselves upon the mercy of the courts of the country, which have never failed to justify rational use of the rod, and to discourage resorts to the panacea of the extreme opponents of corporal punishments, suspension and expulsions, as of questionable expediency at all times, and in a majority of cases far more detrimental to the child and the community, than the use of corporal punishments. That the criticism referred to is not sincerely opposed to corporal punishment, is manifest from the high commendation he bestows in almost the next breath upon one of his cronies, who he says "was dismissed from a school in Chicago for making one of his boys mind," the facts being, as he well knew, that according to the testimony given in the court, this was one of the most barbarous abuses of corporal punishment in the history of the Chicago schools. That our critic is a demagogue, is thus clearly substantiated by his own words, uttered in close connection with his fling at us, and published in pamphlet form by himself, for free distribution through the country—the association that had listened to them not esteeming them worthy of publication at the expense of the teachers.

EDUCATION AS A BAR TO FRAUD.

We state nothing new in saying that such impostures as Howe's bank prove a widespread deficiency in mental cultivation. It has been there is a gross want of instruction in our schools in the elementary principles of economics, a knowledge of which would serve as a protection in emergencies of this kind. Undoubtedly more of political economy in our common-school education would be useful, but it must be remembered that our swindles are by no means limited to the financial sort, while the public mind is probably more alert in this direction than in any other. To rectify the evil by the application of special knowledge would require scores of new subjects to be introduced into our public school curriculum. Besides, had political economy been taught in the New England schools as other things are there taught, we are not sure that it would have made much difference with the chances of Mrs. Howe's banking adventure. The difficulty was not so much a lack of knowledge on this particular subject as a lack of that mental preparation which would qualify for meeting the whole class of impositions of which the Ladies' Deposit was but a single example.

The Boston women who undoubtedly cheated through their credulity, and this state of mind was palpably exemplified by a thousand of them. But the same state of mind is exhibited by many other thousands of both men and women all over the country; and it is this which has to be met by education before any efficient protection can be gained against its mischievous results. Credulity is easy belief, and the correction of it is, of course, hardness of belief. The credulous person is careless of evidence, and is, therefore, readily duped; the only remedy for this is doubt, distrust, an appreciation of the importance of evidence, and a trained capacity to judge of it. It is necessary that this state of suspicion and questioning become a habit of the mind, and the sifting of evidence in practical affairs a distinct branch of mental cultivation. To escape the evil effects of credulity it is needful that disbelief as an attitude of mind be encouraged as a virtue. The resistance to evidence must be active and vigorous until it is proved to be not spurious and illogical, but sound and
valid. Our current culture is here profoundly at fault. Literary education, as such, does not favor this habit of mind; scientific education properly pursued leads to it necessarily. Literature flourished in its highest forms in the ages of credulity, while modern science only arose with the growth of the spirit of doubt. Training in the methods of scientific study seems, therefore, to us, the only adequate remedy for that laxity of thinking and dull credulity of the popular mind in which widespread deceptions and impostures have their origin.—Popular Science Monthly.

THE REVOLUTION IN EDUCATION.

It is doubtful whether the generality of well-educated men fully appreciate the great, radical, and almost revolutionary change which has in the past thirty or forty years come over the scope of the spirit of English liberal education. Indeed, it can hardly be termed a change; but might be more correctly designated as a substitution of one branch of human knowledge for another. For, whereas, in the first forty years of the present century, the dead languages, especially Latin and Greek, logic and metaphysics, fairly held their own against the computational sciences of mathematics, mechanics, physics, and chemistry, and the systematic or classificatory subjects of botany, geology and zoology as topics of teaching and examination, they seem at the end of the second forty to have been all but superseded. No doubt in the main revolution, great as it undoubtedly is, has proved salutary. Englishmen, with their characteristic tenacity of existing forms, had retained all but unaltered in their large public schools and in the older universities a form of intellectual culture which really originated in the middle ages, or at the latest with the restoration of learning. This is no mere figure of speech. The writer of the present remarks took his first childish lessons at the age of five by mastering the rudimentary arts of reading and writing from “The Boke of Roger Ascham,” and received his first rewards for saying, parrot-like by rote, the ancient farrago now only known by their initial words—“Propria que maribus; ‘Quae genus’ and ‘As in praesenti’.” Of the present generation, not one in a thousand has ever heard of these mediaeval aide-memoires, or of the somewhat more useful scholastic scheme of syllogisms, beginning with the cabalistic formula, Barbara Celarent. Later on, he and his companions were expected weekly to manufacture, novelties volantes, a certain quantity of poetry!—God save the mark!—in the Latin and Greek tongues. He can well remember his father’s remonstrance on finding him working at “that nasty chemistry, when you have not done your Latin verses.”

The following scheme will show the scope of the arithmetical work done in the Wisconsin Institutes during the fall sessions. We add a few remarks on such points as seem to require notice:

1. Continue the work of last year by writing numbers greater than 100. Exercises in the fundamental operations with such numbers. Much more time should be spent in doing than in explaining; and neat, rapid, accurate work should be required.

2. Classify numbers (1) as even and odd; (2) as prime and composite. Learn tests of divisibility by 2, 3, 4, 5, 8, 9 and 10. Memorize the list of prime numbers less than 100. It would be well to include 6, 7, and 11 in the above numbers. An even number that is divisible by 3 is also divisible by 6. For 7 no general rule can be given. This fact should be stated. If the sum of the digits in the odd places is equal to the sum of the digits in the even places the number is divisible by 11. Also, if to the number formed by the two right-hand digits of a number, we add the number formed by the other digits, we shall obtain a number divisible by 11, if the original number is divisible by 11.

3. Resolve numbers into their prime factors. From the prime factors of two or more numbers, select those which make up the Greatest Common Divisor; those which make up the Least Common Multiple.

4. Obtain Greatest Common Divisor and Least Common Multiple by inspection. It would be well to ask in this place, where in mathematics do we have to find multiples and Greatest Common Divisors?

5. Exercises in cancellation.

6. Common fractions: (1) reduction to higher terms; to lower terms; to lowest terms; to given denominators; to least common denominator; to whole or mixed numbers. (2) Exercises in the fundamental operations, showing the identity of those operations with fractions and with whole numbers.

7. Division of measuring which involves fractions, such as is what part of 4? is how many times 3?

8. Decimal fractions. Why treated as a special class. Reduction of common fractions to decimal, and of decimal fractions to common.

9. Exercises in the fundamental operations with decimals. [These exercises should be given before common fractions are discussed at all.]

10. Compound numbers. [It would be better to call these denominate numbers.]

The chief of the bureau of statistics reports the excess of exports of merchandise for the year ending with July at $256,691,557. Our gain in coin for the same period was $356,566,977.

A number of citizens of Alaska met at Harrisburg on the 9th of August, and agreed to hold an election on September 4th for a delegate to the 47th Congress. They appeal to Congress to grant them a Territorial organization; which under proper restriction should certainly be granted. The present state of society in that far off dependency of the Union is a disgrace to civilization.

The National Prohibition Alliance has issued a call for a national conference of prohibitionists in New York City, September 18th and 19th.

A telegram from Tehran, Asia Minor, says the recent earthquake there and on the island of Chio was more violent than the one of last April. The inhabitants are in despair.

The authorities of Hamburg refused to allow Heinrich, a Jew-baiter, to address a public meeting there.

A dispatch from Berlin says: The emperor has returned to the capital in improved health.

Captain Hooper, of the revenue steamer Convin, sends to the Secretary of the Treasury a report of his cruise up to July 4th, when he touched at St. Michael’s. He found Indians at Cape Seltzer who saw the Jeannette on her way north.

Forest fires are raging in Arkansas, where no rain has fallen for ten weeks, and in many sections trees are shedding their foliage as if struck by frost.

The farmers of Kentucky, with an eye to the failure of the corn crop in that state, are flooding the Louisville stock yards with cattle and hogs.

The latest news from England is to the effect that the English wheat harvest has been almost destroyed by the late storms. The London Times says that many of the farmers are entirely ruined.

The home grain markets have been greatly excited during the past ten days. Fortunes have been made and lost in the rise of corn and wheat. The following are specimens of the rumors on Change: “Among the lucky ones by the grain market excitement are numbered Leo Blaine, who is credited with a profit of $200,000; William Jones, of Des Moines, has made $100,000 in grain recently.”

The Believers’ Bible Conference, now in session at Old Orchard Beech, Me., calls upon Secretary Blaine to suggest an early day for national humiliation and prayer to God for the recovery of the President.

Already over $150,000 of the proposed fund of $250,000, as a future provision for Mrs. Garfield, has been paid into the hands of the committee, and Cyrus W. Field says that there is no doubt that the
The rest of the amount can be raised in a few hours in case of the President's death.

The corn crop of Illinois promises to be about three-fifths as large as last year. The yield in Iowa, Missouri, and Nebraska will be cut down from 55 to 50 per cent. by drought. The pastureage on the Kansas and Colorado plains has been so badly scorched by the drought, that the stock men are seriously alarmed for the safety of their herds.

Switzerland is growing inhospitable toward neutrals. The noted nihilist, Prince Kropotkin, has just been arrested there, and has returned to take refuge in London. England never denies asylum to political refugees, and yet she complains that we grant asylum to O'Donnell Rossa.

The order of insane Fenians, which proposes to destroy what sympathy the civilized world may have with Irishmen who yearn for the liberation of Ireland from British supremacy, and annihilate British supremacy on the ocean at the same time by the use of dynamite, has prognosticated the following awful warning: Americans and all friends of Ireland are hereby warned against embarking upon any vessel flying the British flag after Thursday, Sept. 1. Many may reach their destination, but none are safe.

The central committee, Chicago, Aug. 27, 1881.

The relief steamer Commodore Rodgers, in search of the Arctic exploring steamer Jeannette, reached Petropauloskii July 13th, and received on board furs, trained Esquimaux dogs, coal and other provisions for the voyage into the far north.

The president of the Swiss confederation, in receiving United States Minister Cranmer, expressed the sorrow and anger of Switzerland at the act which brought President Garfield to the brink of the tomb, and an earnest hope for his recovery.

Parts of Ireland are still so unsettled that it is necessary to organize armed bodies of laborers to go out into these districts and harvest the crops.

A dispatch from Alexandria says Riza Pasha has dissolved the ministry and called a minister of public works. The dismissal of the minister of foreign affairs is expected daily. The new minister of war, who is unpopular with the troops, is expected to attempt their disbandment.

The Ameer of Afghanistan is marching upon Candahar to dislodge Ayoub Khan, brother of Yakoob Khan, the deposed Ameer. Ayoub defeated the present Ameer badly a few weeks ago, driving him out of Candahar; but the Ameer has gathered fresh forces since then, whereas it is reported through English sources that the troops of Ayoub, not having been paid, are deserting him in considerable numbers.

A dispatch from Geneva reports that a huge mass of rock and earth has fallen from the mountain side at Lomvia, Canton of Grisons, and blocked up the course of the river Jobel, an affluent of the Rhine, converting the valley into a lake.

At Antananarivo, on the Island of Madagascar, a new college building has just been completed by the London Missionary Society, at a cost of $20,000.

The order of merit left vacant by the death of Thomas Carlyle, has been conferred by the Emperor of Germany on Prof. Wm. D. Whitney, of Yale College.

The London Institute for Technical Education has just made the Prince of Wales the president of its guild. His Royal Highness in person took part in the laying of the corner stone of their new college building a few weeks since.

THE EDUCATIONAL WEEKLY.

STATE NEWS.

ILLINOIS.

The scheme for the erection of a great public library building in Chicago, as a memorial of the city's marvelous recovery from the destruction wrought by the great fire of Oct. 9, 1871, is proceeding favorably.

The report of Mr. W. F. Poole, the city librarian, for the month of July, showing that during the working days of the month there had been 26,957 books issued from the library, being a daily average of 1,079, against a daily average of 980 volumes during the same month of the preceding year. The daily average of withdrawal shows an increase of 10 per cent. per annum. The visitors to the library during last month were 2,017 against 1,205 in July of last year; those who consulted the files of American patents were 493 against 329 of last year; the visitors to the reading-room were 27,341 against 17,445 in July last year; and the issue of periodicals reached 12,056 against 11,458 in July of last year. The average of Sunday visitors for the month has reached 1,003 each Sunday, against 267, the average in July of last year.

We have received from the Bureau of Education Circulars of Information No. 7 of 1881, on "The Spelling Reform," a paper by F. A. March, LL. D.; No. 1, of 1881, "The Construction of Public Libraries," by Wm. F. Poole, the highly original and energetic librarian of the Chicago Public Library; and No. 7, of 1881, "The Relation of Education to Industry and Technical Training in American Schools," by E. E. White, LL. D., President of Purdue University, Lafayette, Ind.

The last two of these should be read by all who have to do in any way with the establishment and management of public libraries; and those who are ready to give serious thought, such as must be given, sooner or later, to the vital importance of using our public schools to prepare young people for industrial pursuits. Dr. March has succeeded in his paper on "Spelling Reform" in making that subject unusually interesting even to persons not as yet converted to his views.

The Kankakee institute has been well attended. There has been very little powder burnt for the mere flash and detonation. The aim has been steadily kept in sight that the first purpose of the meeting is to prepare the great body of the teachers for their work in the primary and grammar schools. Methods have been discussed in the light of actual practice and results. The County Superintendent himself—Prof. Paddock—improves with years. His experience in the Superintendency, together with his continued study, is ripening him. He has clearer conceptions of what an institute should be, and knows far better now than he began how to make it what he needs it to be.

The Will county institute, if we mistake not was not so well attended as last year. The extremely hot weather was against it. The public exercises were, usually, better attended, if possible, than hitherto. One school seems to be called for. It is that there is too much of the time of the institute given to listening to the opinions of imma­turity teachers, on subjects often not the most profitable that could be selected. The subjects to be discussed at an institute should be assigned—not left to the chance selection of that district person, who is requested, to talk, or the teachers. There was less ground for complaint on this score here than at most of the institutes in the southern part of the State. Aside from this it would be hard to criticise this meeting, which has instructed and inspired the younger teachers especially to a degree that made itself felt.

The Champaign County Institute, under the general direction of Supt. Mrs. E. C. Larned, has tried the novel plan of dividing up the honors of the chairmanship among ten or more of the leading school principals. The plan is believed to have awakened somewhat more interest among the teachers of the county generally, and to have impressed the persons called to act as chairmen with a livelier sense of responsibility for the success of the session. The exercises have not been very different from those of last year, but there is always noticeable at Champaign County Institute, a determination to give natural science, and particularly natural history, greater prominence in common school instruction than it receives in most other places. Great stress is laid on the importance of inculcating habits of observation, and a love of natural research, and of beginning very early to do this—using the collecting and classifying of leaves, flowers, insects, etc., as a means to the end sought. Some of the children's collections of the Champaign County schools are quite surprising.

Professor S. Ives Curtiss, D. D., of the Chicago Theological Seminary, who has spent his vacation in Leipzig, Germany, translating Professor Dulitz's "Old Testament History of Redemption," will return home the first week in September, in time for the opening of the new term in the seminary, Sept. 14. He will be accompanied by Professor H. M. Donald Scott, who is to give instruction in ecclesiastical history in the seminary the coming year.

WISCONSIN.

The Waupaca County Institute, which opened at New London, Aug. 22, will close Friday, Sept. 2d. On the 26th of August everything looked well for an interesting session. There were then upwards of sixty members enrolled, and a number of others in attendance, some of whom have probably enrolled since that time. Professor A. A. Millig is the conductor. The programme is virtually the same as recommended by the State Superintendent. Carried out faithfully it helps the rural school teachers, certainly, and the primary and grammar school teachers of the towns. There is a feeling that the attendance of the prominent teachers of the county is not so large as it should be.

Henceforth students of the Law Department of Wisconsin State University must have attended that institute one full college year, and must have studied in the office of some attorney two years, or must have studied in the law school two years before they will be graduated.

There are sixty-six members regularly enrolled in attendance on the Sauk county teachers' institute. Besides these there is a large transient attendance, including many of the best citizens of Reedsburg and vicinity. The conductor is Professor L. W. Briggs, of Reedsburg. He employs normal methods as far as possible, and has given the institute the character to a good degree of an itinerant normal school.
THE EDUCATIONAL WEEKLY.

IOWA.

The following condensed report in one of our exchanges of one day’s exercises in the County Normal at Muscatine indicates, to some degree at least, the eminently practical character of that excellent by conducted institute. 

August 9, 1881.

In arithmetic, decimal fractions was the subject. Much attention is given to the principles. The Why? is the important question. Enough work has been done in our schools. A gentleman gave as a reason, “The rule says so and we get the principles from the rules.” It is to be hoped that no one will go into the school room and give such an explanation.

In account-keeping, bills and receipts were considered. Prof. Harris aims at accuracy, neatness and rapidity in the work. A marked improvement is noticed in the written work.

Township government was treated in Manual of Iowa, and land surveys reviewed.

Political maxims were recited in civil government. The assigned lesson was the powers of Congress.

A full outline of the adjective was placed on the blackboard and copied by teachers. Daily drills on parsing are given. Lizzie Chapin distributed in the reading class from which words were selected, placed on the board with the proper dictatorial marks. Some fine gems of thought were quoted; we give but two:

“Perform a good deed, speak a kind word, bestow a pleasant smile, and you shall receive the same in return; the happiness you bestow upon others, is reflected back to your own bosom.”

C. E. MEEK.

“As jewels encased in a casket of gold, Where the richest of treasures we hide, So our purest of thoughts are deep and uniled, Like the gems that are under the tide.”

LIZZIE L. WINSLOW.

An organ has been received and it is hoped the ladies and gentlemen will furnish some good music.

The teachers seem wide awake and eager to ask questions.

There are new arrivals daily. Enrollment to date 99.

There are 159 members enrolled at the Greene county Normal Institute, at Jefferson. Supt. H. A. Turrill is much gratified with the general character of the membership, for intelligence, and previous preparation, many of the attendants having enjoyed excellent educational advantages, and a considerable proportion of them being teachers of from one to ten years experience in the work. His assistants are teachers of large experiences and skill as instructors. Opportunity has been given for the members to ask questions, discuss topics, give the results of their own practice, and so enable and improve the exercises.

The eight annual session of the Linn County Normal Institute has just fairly closed. The enrollment was 160; a falling off as compared with that of last year, which was about 200. Several reasons have been assigned for this falling off—but the general impression is, that it was due mainly to the adoption of the four years graded course, prepared by State Superintendent Von Coelen and his advisers. This restricts the work to fewer subjects than institutes of former years undertook to discuss, and gave display teachers much less opportunity to air their philosophy, and plume their rhetoric than

Adrian College will award a scholarship, annually, to the student in the graduating class who completes the course with the highest honors.

The Lansing Republic publishes the following list of the persons recently elected as school examiners in the several counties of the state, with the exceptions of Alcona, Delta, Isle Royal, Manistee, Ontonagon, and Presque Isle counties, from which no reports have, as yet, been received:


Alpena—A. E. H. Imms, Alpena.

Antrim—C. M. Ranger, Elk Rapids; F. H. Thurston, Central Lake; S. F. Hill, Manistee.

Baraga—E. L. Mason, L’Anse; James Bendry, Benison; Oscar J. Fote, L’Anse.


Branch—B. C. G. Lamplough, C. L. Lake, Sherwood; A. J. Cook, Coldwater.

Calhoun—E. Marble, Marshall; Miss Clara B. Roberts, Allison; C. C. May, Battle Creek.

Cass—D. B. Ferris, Cassopolis; M. Pemberton Vandalia; E. M. Stephenson, Cassopolis.

Cheboygan—W. Wood; A. W. Chew, Burgess; John Redpath, Boyne Falls.

Cheboygan—O. H. Weed, Frank Shepard, Thomas Bently, all of Cheboygan.


Clinton—W. H. Brumson, St. Johns; L. F. Conrad, Waconota; S. W. Baker, Ovid.


Eaton—Eastabrook, Edatta; Orv, S. Huron, Eaton Rapids; J. L. Wagner, Grand Ledge.


Grand Traverse—A. G. Reynolds, Old Mission; S. G. Burchard, Traverse City; Dr. C. J. Keeler, Traverse City.

Gratiot—N. A. Richards, St. Louis; Imman Cowdry, Cowdry; Rev. F. L. Bristol, B. B. Hallett.

Hillsdale—W. A. Drake, Hillsdale; C. R. Coryell, Jonesville; Jerome Travis, North Adams.

Huron—Dr. G. H. A., Huron; C. R. Haight, Alpena; W. R. Northrup, Hancock; WM. Bath, Boughton.

Ingham—Devere Hall, Casco; Geo. A. Mayo, Coldwater; A. E. Cook, Sebewaing.

Ishpeming—John J. Calkins, Leslie; W. A. Rowe, Mason; L. E. Granger, Danville.


Iosco—Chas. R. Henry, At Sable; D. E. Guiley, Tamaroa; C. E. Jordan, Isabella—L. C. Griffith, Free Estee, M. Devreaux, all of Mt. Pleasant.

Lapeer—Capt. D. E. Harman, Concord; Eugene Miller, Grass Lake; C. D. Pierce, Brooklyn.

Kalamazoo—W. A. Anderson, Kalamazoo; Ashley Clay, Oshkomo; Milton Bradley, Richland.


Lake—W. J. Nicholson, Deer Lake; D. A. Cornell, Chase; Frank E. Wylie, Baldwin.

Lapeer—Frank Mills, Dryden; Chas. S. May, Iron City; Frank S. Porter, North Branch.

Leelanau—J. S. Houghton, Northport; H. W. Crowell, Maple City; Mrs. M. A. W. Dunlap, Traverse City.
"She recently graduated at Michigan University, having completed two years' work in one year, and taking at the same time both the degrees, A. B. and A. M." As a general rule the students who take two years to complete the work of two years are more to be commended than those who crowd through on the double quick. There are rare exceptions, however, and Miss Norton may be one of them. Taking the two degrees, A. B. and A. M., at the same time, seems to call for explanation. How was it done, Brother Bell? Why was it done, Dr. Angell.

The recent elections of county superintendents in Indiana resulted in very many changes. We re to see some of those whom we have known as faithful, hard-working and really successful superintendents, compelled to give place to new men, yet well qualified some of the latter may be. There are a score or more of cases, however, in which the change cannot possibly prove detrimental, and is likely to be of great advantage to the schools. We shall publish a list of the superintendents elect as soon as it is formally announced.

Mr. Fish, of Chicopee, Mass., having declined the principalship of the Indianapolis High School, recently proffered to him, Principal W. W. Grant, of the Leavenworth (Kan.) High School, has been elected to fill the vacancy. He is a graduate of Harvard University, was for years principal of an academy in New York state, and has been in the Leavenworth High School eight years.

OHIO.

The rule abolishing secret societies at Dennison University, Granville, was never successfully enforced, and it so has at last been repeated. Under the circumstances it would have been better if it never had been proclaimed.

The impression extends in many minds that Marietta College is founded on the land grants for college purposes made through and by the Ohio Company, which founded Marietta, is not correct. Those grants were absorbed by the Ohio State University, which has itself been pretty much absorbed by bad management.

CALIFORNIA.

The State University of California wisely determined to place a successful public school principal at the head of that institution, that it may be so organized and administered as to bring about a feeling of kinship between the university and the public schools. The board did another wise thing. It elected Professor W. T. Reid, Principal of the Boys' High school, San Francisco, to the presidency of the university.

SOUTHERN.

Texas is likely to have by far the largest school and college fund of any state in the Union. There are now $2,000,000 in the treasury, and when the remaining $40,000,000 of land is sold, the fund will aggregate upwards of $1,000,000,000. The faculty of the Kentucky Military Institute, at Frankfort, Ky., has been increased by the addition of Major B. W. Arnold, M. A., of Virginia, as teacher of languages. Prof. Arnold has had over twenty years' experience as a teacher.

There has been an attempt made to abolish the teaching of German in the Louisville High School, but without success.

California has school property to the value of $7,000,000, and spends $5,000,000 yearly upon her schools. For all this, there are but 100,000 attendants at school, out of a school population of 250,000.
THE SCHOLL ROOM.

GETTING INTO HARNESS.

It is a hard work. There's no denying it. After a season of free ranging over hill and meadow, what horse would not change when brought back to the stable? We have a teacher to get into harness again, but it must be done, and it would make things a little easier perhaps if we were to remember that it is doubly hard for his pupils to come under the reins once more. He has the discipline of years to help him, they have not. Aided by this discipline the curbing of movement and restraint may have an accentuated sense that is almost a pleasure; this, a healthy little child, is simply impossible.

I should say in such circumstances that when the work has been finished, he has the assurance that he has in getting into harness again. Even the resolute horse shows when, well curved at last, he steps off, with elastic step and arching neck, to the work given him. Work is easier after a season of rest; it has a newness and a freshness about it that is delightful. Vacation had not been long enough to become wearisome, but we plainly felt, that were it indesitably prolonged, it would become harder than any work. We are peculiarly fitted to be happy without some employment for our thoughts, and this employment too, one that will become exciting in its difficulty, its improvement in nature. Such is the work of the school, a routine so well fitted to give pleasing exercise to every faculty of the mind. It is not strange, then, that men and women, when we return, will look back to their school days as the happiest days they ever knew. These were their happiest days, whether they knew it at the time or not. Never again, probably, did days come to them so free from care, so filled with interesting employment, but not exciting, brooding thought and turning the imagination from the pleasures of sense to the amusing pictures of the mind.

The harness is a good thing for all, do not fail to teach them so.

BEGINNING RIGHTLY.

"Well begun is half done," is a trite, but very true maxim. There is a ground of objection to condoning in toto the quality of work whose end has not yet appeared; which wise caution classes the hasty judges of half done work as immature or feeble of intellect—as "children or fools"—the beginning of things, if good, is held to promise much and favorably of their ending.

He who starts out on the right road and keeps in it, will have no wrong steps to retrace on his journey. It was a maxim with the renowned Cromwell—"right the right the right;" and so the right way to go, and. And, indeed, all the duties of life are much like a journey over the mountains or thro' the wilderness. It is necessary to return to the right track, then the programme simplifies itself to "going ahead."

Unwise is it not to begin their year's work, especially if they are at, work in a new place, and still more if they are new to the profession—should the incorrect method be rightly urged. We urge you to admit that there are scores of things which you should know concerning your pupils before you can get out a cast-iron plan of work for the school; we acknowledge it to be simply impossible for you to accomplish your best for all your pupils from the start; you cannot make your arrangements absolute-ly the right; but you must, as nearly as possible, to make them as nearly right as possible. You must, of course, have time to test your surroundings, measure the abilities of your pupils, and ascertain many like matters that cannot be other than "unknown quantities" as fast as possible, and when you under-stand the young ones better, then you may find that all "reckonable mistakes may be avoided. It is a dreadful "put-hack!" to be obliged to retrace the steps already taken.

Especially should you begin rightly in your school room management. Insist upon orderly and quiet manner from the start. Do not overlook grave delerictions from discipline, on the plea that you are just beginning and are not in order yet. Of course, the machine will not run very well until its wheels are well oiled, and it is not wise to make the first day a day of "putting back." But you must not let a great stone get in the works the first day, whose interference will certainly smash up the machine to remain.

A teacher, after having a six weeks' fight with a very hard school before she conquered it, told us that at first she had the fact that she had not courage, the first day, to stop a boy who was cooly playing jackstones behind his raised desk lid. She saw what he was doing; had she given the matter a moment's clear thought, she would have known that he was the school's leader in mischief, and could only be put down by "prompt and vigorous treatment." But the school was the largest one she had ever undertaken to manage and it devastated her. It was a grade too, to which she was unaccustomed. And after the dark, young faces—the pupils were mostly drawn from the alleys of a great city—showed her that she would need two days or a long week to get it in hand, and has very large jaws and teeth. It is the deadly enemy of its first cousin, the whale, which it frequently attains. But the number of the family, is much smaller even than the dolphin. It has a very short nose, and a body of but four to five feet in length.

It differs from the dolphin chiefly in having no numbers swimming about together—"schools" they are called—probably for the purpose of mutual protection. The dolphin is the whale's near brother in the family, the narwhal—known otherwise as the sea unicorn—removes the porpoise in shape, but is much larger. It has two teeth, one on either side of the length of several feet, which projects from the left side of the upper jaw.

The Baleen, or whales proper, have most enormous heads, which are fully one-third the length of the entire body, and the bones of the face are enormously developed. There are several tribes in this family, of whom one or two have peculiarities worthy of mention.

The Balaenoptera, or whale known, as the cachalot, is the most numerous tribe. It is found in largest numbers in the Antarctic seas, but is common to all oceans and is hunted for its oil which it yields. This substance is found in a pure state, deposited in various cavities of the body, the largest of which is the head. The great deposit between the two platelets, is found in the whaling bones was once thought to be the brain of the whale, but further examination found a brain behind it. The Baleen, or Greenland whale, differs from the cachalot in having a smaller head, though its body is quite as large. Its mouth has no teeth, but is filled with plates of a horny, fibrous and elastic substance. Those plates are very thin, are in transverse rows, and are deeply fringed on the edges. The mouth of a full grown whale contains about three hundred of these plates, varying from ten to fifteen feet in length. Their use is to protect the whale from the small fish and mollusks which constitute the whale's food. This substance, softened for manufacture by boiling, is used in Europe by the druggist for making the drug.

The Baleen, was once quite numerous in our seas, but has of late years been greatly thinned off. The whale is found in the seas of the far north, might be mentioned for its great size, being the largest animal in creation. It is said to exceed one hundred feet in length. This whale and all others are valuable to commerce for the oil which they yield. This oil is used in Europe to make a superior kind of blubber under the skin, which serves to protect the much sensitive influence of the water.

Both subdivisions of this order are known as "flowlers," from a very striking peculiarity which they share. In daily, they of course take in much water, which would burden the stomach greatly were it necessary for them to retain it. There is an opening in the bones of the head, to which the excess of water is transmitted through the lungs, and thus expelled. The degree in which the senses are possessed by cetaceous is not very well understood. Having no external ear, their hearing is judged to be but feeble, and there is no certainty that they have the sense of smell. They seem, however, to perceive quickly any near proximity of other objects, and it is thought that when they are scenting prevalent, there is noqa an intense sense of smell. Most of these animals have teeth, with raised conical bases, and a number of small, flat, comparatively curved incisors, the sharpness of which, little but little, as they swallow their food whole.

There are two families in this order—the Delphinidae, including the dolphins, and the Balaenidae, or the whales. The dolphins have a small head and jaws, these jaws are filled with conical teeth very close together. This family includes the dolphin, grampus, porpoise and narwhal, all agile, carnivorous and ferocious. The dolphin has a nose prolonged like a beak; it is quick and active, and changes direction very much upon the surface of the water. The grampus is the largest member of this family, being usually from the far north, and has very large jaws and teeth. It is the deadly enemy of its first cousin, the whale, which it frequently attains. But the number of the family, is much smaller even than the dolphin. It has a very short nose, and a body of but four to five feet in length. It differs from the dolphin chiefly in having no numbers swimming about together—"schools" they are called—probably for the purpose of mutual protection. The dolphin is the whale's near brother in the family, the narwhal—known otherwise as the sea unicorn—removes the porpoise in shape, but is much larger. It has two teeth, one on either side of the length of several feet, which projects from the left side of the upper jaw.

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PRIMARY DEPARTMENT.

BIRD, LAMB, BABY.

There was a wee bird that would not sleep,
Though twilight was falling hushed and deep,
And wild its little nest.
She sang it the song it loved the best,
And wakened it with laughter bright.
And then, ere that mother knew,
Her birdie had gone to sleep.

There was a wee lamb that still would play,
Though others were resting, after day,
And hour after hour;
She called it so gently to her side,
And soothe it with loving care and pride.
And then, ere that mother knew,
Her lambkin had gone to sleep.

There was a wee babe that would not rest,
Though crimson and purple crowned the west,
And what did its mother do?
She made this wee song of lamb and bird,
And sang it so softly, every word.
And then, ere that mother knew,
Her darling had gone to sleep—Selected.

SUGGESTIONS FOR PRIMARY TEACHERS.

The following "suggestions," though offered to the teacher, are equally for our readers, and for those of our readers who are engaged in the training of youth—reading and remembering by those who teach the young at any time.

In our public schools, the old idea that anybody can teach children is rapidly going out, and thoroughly educated, trained teachers, are now sought after in place of those whom one used to have "would do." The time when young girls who, wishing to piece out their pocket money, resorted to district and one-room schools, to that end, could easily secure the desired position, provided they had "epidemic," as far as cube roof, with a corresponding degree of advancement in other "common branches," has gone by, and we are learning that we need a higher degree of culture in our day schools. We are looking for earnest teachers, those who come to the work with love for it, knowing that in its details there is drudgery and self-sacrifice by long-continued patient effort, can have come success. We want teachers who have had experience in living. Teachers who are connected with the right interests; who have character; who are strong enough to impress others; who, having ideas of their own, are able to impart them to others; who that the principles insculpted will become a part of them.

Character is a growth; and the seed must be planted in the heart, the seed of right principles. All seed has life and can never germinate in the wrong conditions. Seeds must be sown; principles must be implanted. Seeds must be watered, and have sunshine; there must be a degree of cultivation. We do not expect our gardens to flourish under the care of an inexperienced gardener, or one who is ignorant of the use of the hoe and spade. But the gardener must have patience. My boy has a little corner of the garden for his own. Watching to see how grandpa did it, he planted his own garden, but the next day he dug up his seeds to see how they were doing. This he did after dark. He could not wait for sunshine and rain to do their work in the dark. Be patient, dear teachers. Sow your seed, seeing to it that it is in the right soil, and that it is good and true, and then wait patiently for the influences of the Spirit upon that child of yours that has just drifted into the ranks of Sunday school teachers, now that we are there, with whatever motive we came in, let us make sure that on do not permit to drift. Let us have a purpose. Let us sow seeds of living principles, which shall be the germ of high and noble character in the hearts and minds of the little children. Let us make sure that those who go out from under our care have had the garden of their hearts so filled with living truth that there shall be no place for seeds of untruth and immorality to take root.—Primary S. S. Teacher.

ASKING QUESTIONS.

In nothing does the primary teacher need to use more skill and caref 1ness than in asking questions of the little ones. By these a test of the pupil’s progress should be offered, a means afforded for aiding him by explanation of the difficult portion of the work. Socrates showed what a great help to the memory the putting of questions might be made. They awaken listless minds, they arouse an interest and delight in the work that no other means could do so well. We call the attention of teachers to this part of their work. We urge them to give a portion of the thoughtful thinking of questions, asking such as will in themselves awaken and help the child in his work.

In connection with this subject, we commend to the attention of earnest primary teachers the following most excellent rules, given by the managers of the Model School, London, Eng., to their instructors:

“The questions and answers, when put together, should present the subject as a connected whole; hence questions should follow each other in logical order.

Simple language should be used, as will convey the meaning of the question clearly to the pupil’s mind; hence every question should be definite.

It is not wise to tell a part of the answer, such as the first word, or any other part of it.

Questions should be put as simple yet as an answer should be avoided.

The minds of all the class should be kept at work; the answers should not be taken from a few.

Wrong answers should be frequently noticed; then point out where the teacher’s attention is wanted.

Care should be taken to ascertain whether the answer given to a question is a clear and distinct idea; if not, further explanation should be given, and more questions put. A few ideas clearly stated, distinctly worked into the minds of the children are better than many misty and indistinct ones.

The language of the answers ought to be good; inaccuracies should be pointed out, and answers which are only partly correct rectified.

GOOD PRINCIPLES.

In a well-conducted recitation there seems to be no restraint laid upon pupils, no constraint felt by them; nevertheless there is strict adherence to rules.

There is no one of us, probably, who has not had moments of high and noble art concealing itself under a mean and monotonous or machine-like way of doing things. This does not mean that the highest art conceals itself, but simply that the teacher’s attention is not wisely directed. It is not wise to tell a pupil that he has not done his work; the answers should not be taken from a few; care should be taken to ascertain whether the answer given to a question is a clear and distinct idea; if not, further explanation should be given, and more questions put. A few ideas clearly stated, distinctly worked into the minds of the children are better than many misty and indistinct ones. The language of the answers ought to be good; inaccuracies should be pointed out, and answers which are only partly correct rectified.

The cultivation of the memory.

There is no one of us, probably, who has not had cause for annoyance, at some time, through his own teachereness of memory or that of a friend.

Probably every one of us can recall instances where his uncertain memory has brought upon him ignomious failure in his attempt to perform an important task. Memory is the handmaid of the mind, and upon her the godlike intellect must depend for keeping its tools in working order. But alas, she is not always as pliant as she should be, and at times fails to do her work. When most wanted, she is often "out" or has mislaid our tools, and our search for them is vain and fruitless.

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It is a very common failing—this of poor memories one of us, probably, who has not had cause for annoyance, at some time, through his own teachereness of memory or that of a friend.

So time some, a French statistician collected the testimonies of medical practitioners as to the result of his research to the world through a medical journal. The inferior races of mankind, notably the Chinese, Oriental negroes, and American Indians, have much better memories than those of a higher type of civilization. Children, too, have better memories than adults, and women, as a rule, remember better than men, especially trivial matters of detail. The faculty usually attains its maximum in the fifteenth year and then decreases until past middle-life. The memory of the aged is a well known phenomenon. It takes no account of recent events, but goes back to the earliest circumstances of which the child took cognizance. This seems to show that the mental impressions—of which memory is the handmaid—are really much stronger in earlier than later years.

Although the power of memory is not by any means a faculty of the brain, yet it is a test of the brain, just as the art of the hand is a test of the brain; nevertheless there is strict adherence to rules. A teacher who seemingly leads pupils with so little care, as if the machinery had principles like the following:

Give each pupil a chance. Individualize the teaching. Do not discourage or silence pupils. Stimulate, not discourage. Observe, and test the habit of pupil; he who makes the recitation the subject of interest will be able to recite. Give information sparingly; get as much as possible from the pupil for the benefit of the whole class. Accept only clear statements. Seek thoroughness. Adapt the lesson to the capacities of the pupils. Strive to make the subject interesting. Endevor not to be annoyed by inattention or disorder to the extent of having to stop the recitation to speak of it, thus making inattention an epidemic. Never scold. Avoid a monotonous or machine-like way of doing things. Keep the voice pleasant and natural. Seek, as far as possible, to keep the pupil interested in the background, and bring others into the foreground.

Teachers who faithfully carry out true principles will never be heard to say, "Oh dear! if my pupils would only give me their attention, I could teach them so well." Let all who thus weakly teach remember that the right art cannot be taught better, and that my class would attend to my teaching—Selected.

The establishment of Christian missions has greatly aided the cause of education in Japan. In a population of 31,850,000, there have been organized 18,712 public schools, with 256 private. There are fifty-one normal institutes, with 3,022 pupils; twenty-one government colleges, with 3,072 students. Many have been organized within the last few years. The primary department of the report reads as follows:—The present state of education is a matter of great importance to the country, and the people have been eager to learn all that is known about it. The primary schools are now well established, and the pupils are well prepared for the higher schools. The primary schools are well equipped with schools, with 1,771,000 pupils. The teaching force consists of 13,765 teachers, of whom 5,817 are men and 7,948 are women. The number of pupils in the primary schools is 2,387,000, of whom 1,238,000 are boys and 1,149,000 are girls.
HEATING BY FRICTION.

A Boston gentleman has invented a simple device, which, if put to use, promises to result in a work a revolution in methods of heating.

It is nothing less than an invention to use friction as a practical agent in heating. At the time of the Ashburnham horror, when so many persons were burned to death by the wrecked cars, catching fire from the stoves, Mr. Webster Wells, the well-known Professor of Science at the Massachusetts Institute of Technology, began to consider the problem of heating the cars without fire. He has now so perfected an invention consists of a strong iron cylinder, at one end of which, inside, is a fixed plate of hardened iron, against which, firmly attached to a couple of planks, another plate presses, either closely or lightly, as required. The cylinder is filled with water, and this, heated by the friction of the two plates, circulates through pipes, warming the room through which they run, just as steam pipes do. The water is kept in constant circulation in these pipes, returning to the cylinder to be heated over again. The water in the cylinder, which is brought to a high degree of heat in a remarkably short time, keeps the plates below 212°F, thus their wearing away is made very rapid. When away the cost of renewing them is trifling, and the machine has no complications where it is easily kept in repair. The power required to run the machine is so slight that the waste, or surplus power of the engine, is not needed by the elevators and other machinery in hundreds of buildings throughout a city is enough for all ordinary purposes. The machine can be utilized in any place where power is used. The machine is composed of thirty-six square inches of friction surface in its plates, sufficient, it is said, to heat 10,000 cubic feet of space. This requires but half a horse power. A machine with 225 square inches of friction requires but four horse power, and would heat a room containing 266,000 cubic feet. In railroad cars the machine is operated by power taken direct from the wheels, doing away with all danger from fire in case of a smash-up. When the machine is operated by power from the locomotive, by a contrivance somewhat like that which operates the Westinghouse brake. In mills it is calculated that a great saving can be made, both in fuel and in the rates of insurance, especially in those run by water power. The agent of the small water power is used estimates that in twenty years, by the use of this device, a saving of at least $185,000 in fuel alone could be effected. Prof. Wells is now in Europe, looking out for his patents there. The machine has now been in operation in Boston for seven months.—Ed.

WHAT CAUSES THE BLOOD TO CIRCULATE?

To what degree the heart is aided by other forces is yet a matter of investigation. Probably there are several forces assisting. The elasticity of the arteries increases their carrying capacity. They set up an elastic wave, which expands and relaxes the pressure from each heart-contraction, and then by their own elasticity contract and help the onward motion. We have in the smaller arteries the lost the intermittent character it possesses in the larger arteries, and becomes a steady stream. The veins, on the other hand, do not have the same purpose as the air-chamber of any force pump, that of equalizing the flow, and so increasing the running current, which, if it is the case, would be removed from the heart; the arteries cause the force to act continuously. The veins are lax tubes, somewhat larger than the arteries, and capable of holding all the blood of the body. They convey the same amount of blood as the latter, but the larger number is mostly in a state of relaxation. Any compression, produced by muscular contraction, or otherwise, will therefore assist the forward flow of venous blood. This is one explanation why exercise hastens the circulation. The movement of the chest in breathing probably aids the pulmonary circulation, as well as the blood vessels of the limbs, assisting to fill the vacuum during inspiration.

Physical capillary force is not generally regarded as acting on the blood vessel. But there is an admitted force in the capillaries, resulting from the attraction of the tissues for the arterial blood, combined with the requirements of oxygen and nutrition. "The vital condition of the tissue becomes a factor in the maintenance of the circulation." It is this force primarily, which adapts the amount of blood that can be made in the cells of any organ; the nervous system regulates the supply by varying the caliber of the vessels.

The brain in the capillaries, or some other force, carries the blood, after death, from the arteries where it leaves the heart, into the veins. Finding itself in an empty vessel, it gives rise to the idea that they conveyed only air; whence the name. It was this belief which Harvey overthrew in 1620.—Popular Science Monthly.

ORIGIN OF WRITING.

The art of writing is most ancient, and the account of its origin lost in the distance of time. Many have supposed that the knowledge of letters has been directly revealed from God. The Bible gives us the earliest notice on the subject that is anywhere to be found. Moses, we are told, was given the tables of the convenant on Mount Sinai, written with the finger of God. And before that, Moses himself was not ignorant of letters. We are still in the division made of writing in Exodus xvi, 14. "And the Lord said unto Moses, write this for a memorial in a book, and rehearse it in the ears of Joshua," etc. From the various texts of Scripture, in which it is mentioned, there is much reason to believe, says D. L. Masseman, in an article in the Modern Argo, quoted entire in The Poemans Art Journal, from which we take a few notes, there is reason to believe that the art of writing was understood among the Jews while other nations were yet with out it, and that from them it has passed into all other countries and handed down to our own time. The Greeks and Romans believed that the Phenicians were the inventors of letters, the knowledge of them being first brought by Cadmus from Phoenicia to Greece about 1500 B.C.

SLEEP.

There is no fact more clearly established in the physiology of man than this, that the brain expends its energy in the arts of wakefulness, and that these are recuperated during sleep; if the recuperation does not equal the expenditure, there is a deviation; thus it is that in early English history persons who were denounced to death by being prevented from sleeping always died saying maimies; thus it is also that those who are starved to death become insane; the brain is not nourished and they cannot sleep. The practical inferences are these:

Those who think most, who do the most work, require the most sleep.

That time "saved" from necessary sleep is infallibly destructive to mind, body, and estate.

Give yourself, your children, your servants, give yourself the right amount of sleep; for they will take by compelling them to go to bed at some regular hour; and, if the morning the moment they awake of themselves, and within a fortnight, with almost the regularity of the rising sun, will unloose the bonds of sleep the moment enough repose has been secured for the system to be in its only safe and sufficient rule, and as to the question how much sleep any one requires, each must be a rule for himself, and the best course is to write it out for the observer, under the regulations just given.

"Do you love her still?" asked the judge of a man who wanted a divorce. "Certainly I do," said he. "I love her better still than any other way; but the trouble is she will never be still." The judge, who is a married man himself, takes the case under advisement.

with. He never utterly fails of arousing intelligent interest among his pupils because his teachings are very brief, but are invested deeply. He always has at hand an anecdote, a metaphor, a comparison, "to point a moral and adorn a tale." He is a teacher, not in the school-room, on the platform, or in the pulpit. But it should be remembered that these two handmaids of the brain work, if overtaxed, sometimes become inefficient. This is one reason why they become of less value in a highly civilized country. They are driven to death. So much more frequently than than they can do, that any manner saving the cultivation of this faculty to overshadow the weakness of the others. We have dwelt upon the fact that it is as a servant of the other power that the memory is of most value. Children should be taught from the earliest years, to memorize short tasks, such as their lessons. This accustoms the memory to retain what is given into its charge. When tasks of this kind are given, accuracy of memory should be insisted on, though the practice of giving whole pages to be learned by rote should be condemned, as overtaxing and weakening the memory. The memory has learned so thoroughly and so understandingly, that it will be permanently retained by the memory, and then made a part of their mental furniture. Of what number of books or bold facts are to be learned, they should be so grouped and arranged that the memory can retain and reproduce them with the help of intelligent association. In a word this faculty should be trained so that it can be relied upon through life as an able and reliable assistant to all the other faculties of the mind.

"ONLY THINKING."

BY W. L. CHASE.

Only thinking, indeed! As if thinking were of little importance. Why, what made the world what it is, and raised man from the level of the brute, but thinking? What was James Watt doing when his aunt reproved him for idly playing with the steam from the tea urn? Thinking, and the result. What have come to us that our thoughts have not searched out? Oh, we have no right to censure thought, even when we but think that we can not understand, any more than we can accuse a vagabond of losing his way, because they have neither direction nor navigation. What are these imaginary contests beating up the country in advance of the conquering mind? Why, do you suppose that Newton, when he saw that historic aphorism of thinking of anything practical or definite? No, I'll warrant you, else the whole orchestra might have fallen without raising him. Or was the law of gravitation a total stranger to his thoughts? Had they not wandered around and about the truth till it needed but this tribe to bring it, and the grasp of his mind?

Thoughts, indeed, are like dogs. Here is one following the swiftly rolling coach—his subject. But how does he follow? Exploring every bush and tree about the road, and sitting there, in the attitude of reverie. And never, never, never explores for himself. He makes headway, however, and that is exactly what this other dog who is staring about the yard does not do; but even he accompanies more than this idle rolling on his back in the sun, a mere work of pleasurable sensation, and he, after all, is dead. But he is dead, might be termed "only thinking," for it alone, of the mental moods we have indicated, contains in itself no latent germ of action.—Church and Home.
THE THREE CRITICS.

Three patients and Dr. Clark

Read the works of a man of mark.

The first as he closed the volume cried,

"This great man’s ideas and mine coincide."

Said the doctor to the keeper thus:

"Number one; straight-jacket dangerous!"

The second, sorely puzzled, said,

"This is Greek that I have read."

Said the doctor, “harmless! let him alone,

If he asks for bread, give him a stone.

The third remarked in accents bland

“I have read it, there’s nothing to understand.”

The Doctor to the keeper turned about,

This man is quite cure, let him out.

THE ARCTIC NIGHT.

Lient. Schwatka, since his return from an expe
dition in search of a dog, for which the ill-fated
company, contends the prevalent opinion that the
Arctic winter, especially in the higher latitudes, is
a period of total darkness. In latitude 83 degrees
and forty minutes in the Northern Hemisphere,
the day is of varying twilight, and seven days of
the period of total darkness. In latitude 82 degrees
and twenty minutes 20 seconds in the Northern
Hemisphere, or about 74 degrees 27 minutes north
of the equator, the white men have winter
company, combats the prevalent opinion that
the Arctic winter, in February, or March, is
truly of about seven days, or nights, properly
speaking. Then or north the man. The
sun shines by even the thinnest film, but it
nevertheless exists, and is quite appreciable on clear
cold days, or nights, properly speaking. The
North pole itself is only shrouded in perfect darkness
from November 13 to January 29, a period of seventy-
seven days. Supposing that the
earth has set (posing a circumpolar sun or body of water un
ved to vision) on September 24, not to rise until
March 18 for another point, giving a period of about fifty
days of uniformly varying twilight, the pole has about 188 days of continuous
daylight. From this a moonlight (willig, and seven
seven of perfect darkness when the moon has a northern declination) the
period of a year. During a period of a lit
ter over four days, the poles rises continuously on
both the north and south poles at the same time,
owing to refraction, parallax, semidiameter and
dip of the horizon. Exchange.

JOHNNY'S DOG AND CAT.

An exchange tells a story of a little boy with
sharp eyes, who saw many number of wonderful
things that other children never perceived. He was
a very impudent child, but by means of an impossible one, if I suppose that he had been ex
ceptionally well taught from infancy. This is how
he entertained his playmates with his dog and his

cat:

"So Johnny got his cat, Tom, and his dog,
Kover, and told the children to look at the cat’s
eyes, and the dog’s feet, and the bird’s feet, and they
would see that the cat’s and the dog’s feet are not
not much like your feet, but are a good deal
like yours. Then he painted the cat’s eyes, and the
bird’s feet, and the dog’s feet, and he would see that
these are sharper, so they can go into a rat’s skin easy;
and crooked, so the rat cannot pull away. The
dog’s claws are not like your fingernails, and
he cannot move them in and out. The dog’s claws are
for scratching in the dirt."

"If you look at the cat’s fore-feet, you will see
that her toes are quite long, like fingers. Each
toe, or finger, has a pad or cushion on its end, and
there is a little bit of the middle of the foot, so
that he can walk softly.

"If you watch your cat you will see that she can
spread her toes; with her paw half, with your fingers a little bent, when he goes to
strike with his claws. Then he will shut up his
fingers, much and closer, when he kicks it. The
dog cannot open and shut his paws like the cat. The fingers on the dog’s paw are
shorter for his purpose.

"The cat’s fore-leg is much more like your arm.
He can scratch the back of his head with his fore
paw, and the dog can’t. The cat can strike side
ways with his fore paw; and he can reach back
toward his tail with it. The dog cannot.

"The dog’s or cat have no thumbs on their hind
feet, except sometimes a dog may have small ones,
but hardly ever. Their backbones have many
short joints like yours. But their teeth are not at
all like yours."

Johnny showed all these things to the child
ren. And he made Tom, the cat, open his mouth,
so that you could see the teeth at the
the touchers of his mouth, on his upper jaw, and
on his lower jaw, with small, sharp teeth between.
On the sides of the jaws he had queer sharp-edged
small teeth and scissors-teeth. And Johnny called them scissors-teeth.

He made the children count each kind of teeth,
with the mouth of Tom. And there had thought to do before.

"The dog’s teeth were different. His
long teeth and sharp, round teeth were blunt, like his
fingers; and round teeth, with a small tooth
between. And the more like your teeth.

Johnny said that wild cats and tigers and lions
and panthers have cat’s teeth and claws, while foxes
and wolves and jackals have dog teeth and claws.

"Tom and Rover growled a little, because they
didn’t like to have their mouths and feet pulled
about by Johnny; but they didn’t scratch or bite,
because they were used to Johnny’s doing
things."

The children all quit their other plays to listen
to Johnny, and they were very much interested
indeed. Most of them had never really seen a cat,
and only seen a dog, but they had thought of a
dog or a cat, by its teeth, its feet, and its
scissors-teeth, but more like your side teeth. Anybody
who knows these things can tell, if he finds a skull,
whether it is of a dog or a cat, by its
scissors-teeth.

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THE JOURNAL OF EDUCATION makes the
following notice at "one-hour, high schools" and other
schools. The pretensions that some of these make,
taken in connection with their poor performances,
creates much danger to the public. The weapon
of increased danger is at the weapon of
sarcasm. The Journal says: "The man
who writes the "female college" on a school
for boys, to which he has added the sisters in
the cause of negroes, a "normal school," or scores university
over a pile of brick barracks, full of grammar
structures, is a knowledge of high school:
deludes ignorant people, and tells a 'whopper'
in the face of God and man. It is time that all
our "missionary societies," which teach the
education of private schools, and their
falsehood involved in such pretentious trifling with
higher education. The people and the children will never
come down to "hard pan" in schooling till

educational names correspond to things. Call
a spade a spade, and wait for your school to
become normal, or colleges, before you

roll up your sign that publishes a new fact to the
world.

Our friend, Prof. N. C. Dougherty, of Peru,
puts much valuable truth in little space in the follow
ings of the preceding statement, which must
quash the truly successful teacher:

1. He should know thoroughly the subjects
which he is to teach.

2. He should have some knowledge of the laws
and action of the human mind, especially of the
ages of children.

3. He must know something of the views and
methods of leading educators, not for servile imitation,
but for thorough study, and as a means of
advancement.

4. He must not be a wrangler over details in
methods.

5. He must possess, either by nature or as a
result of culture, a courageous spirit, the ability and
patience.

6. He must possess the virtue of cheerfulness,
and patience.

7. He must be self-poised, possessing the power
and the habit of a dignified (not pompous) self
composure.

8. He must have and to exercise common
sense—a quality so named not because it is a
common possession, but because it ought to be.

9. He must possess a good character, not
alone in the legal and social sense of the term, but
also in the sense of being moved and actuated by
the highest and purest motives.

PUBLISHER’S NOTES.

The number of school districts in West Virginia
has nearly doubled since 1865. The number of
school houses has multiplied astonishingly, being
now 3,557, against only 133 in 1865. While the
attendance of pupils has mounted from 15,975 to
14,856—nearly nine-fold—and the number of free
school teachers in 1865 was but 537 against 4,224
in 1880, a gain of nearly eleven fold.

The Horsford Almanac and Cook Book seat
free.

Randolph Chemical Works, Providence, R. I.
According to the latest returns received at the
Bureau of Education, there are now 271,144
public school children in the United States, or one
to every 184 inhabitants.

HORSFORD’s ACID PHOSPHATE in DERBITY from
DRINKING.—I used Horsford’s Acid Phosphate in two
cases of nervous debility, from excessive
sniping. —Dayton, O. E. B. DAVIS, M. D.

Osford University has agreed to make an annual
grant towards the maintenance of Professor Monier
Williams’ proposed Indian Institute.

FROM THE HUR—There are perhaps no tonics
offered to the people that possess as much real
intrinsic value as the Hop Bitters. Just at this
season of the year, when the stomach needs
an appetizer, or the blood needs purifying, the
cheapest and most remedy is Hop Bitters.

A person of prevention is worth a pound of cure. Don’t
wait until you are prostrated by a disease that may
take months for you to recover.—Boston Globe.

Wheaton College, Ill., is to have a theological
department.

WOMAN’S WISDOM.—She insists that it is of
more importance that her family shall be kept in good
health, than that she should have all the fashionable
dresses and styles of the times. She therefore
sees to it, that each member of her family is supplied
with enough Hop Bitters, or any other
symptoms of ill health, to prevent a fit of sickness
with its attendant expense, care and anxiety.

All women should extend their wisdom in this way.—New Haven Palladium.

Miss Julia A. Ray, who has been for three years
principal of Vasaar College, has resigned.

CALL at H. B. Bryant’s at Vasaar College
for a fine class of young men.—no better
material can be found at any college in the country
—largely graduates of literary colleges and high
schools.
NEW NOVELS.

When he has once mastered the dialect of Madame Delphine the reader will find enough of local coloring to repay the effort. Mr. Cable in his treatment of Creole life has made a distinctive place for himself in American literature. Everything he writes is certain of a large number of readers. The present little book can be read at a single sitting. (Cambridge University Press.)

The Lutiniste of St. Jacob's, a story of lace-making, and love making in the seventeenth century, with a little music and poetry thrown in. The hero is a man whose name has been handed down to posterity, but little more than that he was called George Newmarch, is known of him. The plot runs true to life and the book presents no salient points for either commendation or criticism. (Leisure Hour Series.)

Mrs. Geoffrey, by the author of Phyllis," and "Molly Hawn," is one of the best novels of the latter writer known as 'The Duchess.' In it a young Irish beauty conquers the coldness of her husband's relations and proves a great blessing to the family. She is just such a bright winning girl as the other heroines who have been previously introduced and the book is as readable a summer story as one could ask. (J. R. Lippincott & Co.)

A. Williams & Co., who made a hit among summer books last season in The Confessions of a Frontier Girl, have, as done in the second time in Cape Cod Wiles, as clever a book of character sketching as is often seen. As the reputed work of a girl of twenty it is really quite wonderful. It is a series of light sketches of Cape Cod manners and customs, made ostensibly by the district school teacher, a gay young city girl, who goes to the people to do them good, and gets greatly enlightened and astonished during her labors. The book is brightly written and there is many a laugh between the readers, while it will occasionally bring tears to the eyes as well.

Christina's Fortune lies, like that of the maiden who went a milking in the ballad, in her fce, with her beauty and her tractable disposition she achieves for herself one advancement after another, and regardless of the disapprobation of one lover and the death of another, pursues the even tenor of her way, until the Englishman whose daughter she has taught makes her his wife. Not that she is at all an especially bright person, in fact the improbable part of the story is that so refined and graceful a woman should have sprung from the German peasantry. Many people made the book's acquaintance under the title of The Fortune of Miss Fallen, with which name it was issued several years ago, but it is worth a second reading. (A. Wilson & Co.)

Never did child of the regiment have a more eventful series of adventures than Baby Rue, whose exploits are chronicled in the last number of the "No Name Series." Her father had royal Polish blood in his veins, her mother belonged to the F. F. V.'s, and left her home of luxury to share with her husband the privations of army frontier life of forty years ago. This was in the days of hand to hand fighting with the Indians and terrible massacres. Baby Rue wins the heart of an Indian chief by her bravery when a ranch is attacked and burnt by the savages. She alone is spared, and the chieftian nearly has perished with his tribe on account of the care he gives to the three year old child. A large portion of the story is taken up with the exploits of the whites to recover the little heroine and the war which follows. The relations of the Indian tr-bes to each other are plainly shown and a brief picture of the Seminole War is given. (In fact, as Indian history, the book makes us blush for our nation.)

The Round Robin Series," fulfills the promise given by "Manassas Noblemen. The second volume A Lesson in Love shows how, betwixt two stools a clever lawyer nearly got a fall. It deals with the New York Society life, and a great lawsuit in which the two women who divide the lawyer's preferences are plaintiff and defendant. They are well drawn, one being a lovely and wealthy widow, and the other a native school girl who takes to society as a duck to water, and in the twinkling of an eye becomes the belle of the season. The sequel we leave the reader to discover for himself. The Georgians, the third of the series, is a story of southern life with many striking and well drawn characters. We think, however, that after the author had permitted extremes to meet in the marriage between the accomplished Russian Countess and the rough, though educated, Methodist planter, she should have given them a better chance for happiness than the closing chapters indicate. Among other vivid bits of description the book contains a striking picture of a Methodist revival. (J. R. Osgood & Co.)

EDUCATIONAL BOOKS.

W. J. Rolfe's edition of Shakespeare has reached its twenty-fifth volume, the latest issues being The Comedy of Errors and Cymbeline. The usefulness of this edition has established itself so firmly with the public, and especially for school use, it needs no more than mention. (Harper & Brothers.)

The third book in the "Brief History Series" of A. S. Barnes & Co. is given to Ancient Peoples. It combines the attractions of story book and history, for after a summary of the progress of each nation is given a series of illustrated scenes in real life of the period. The volume is fully illustrated and has twenty maps and a full index.

Merry Songs and Games is a quarto containing Kindergarten songs by Clara Beebe; Hubbard's Teacher, a gay young city girl, who goes to the people to do them good, and gets greatly enlightened and astonished during her labors. The book is brightly written and there is many a laugh between the readers, while it will occasionally bring tears to the eyes as well.

The Song of the Bee

The Song of the Bee

REV. ALFRED TAYLOR, by poet.

Buz - z. This is the song of the bee: His legs are of yel-low; A jolly good

Fine.

fell - low, And yet a great worker is he.

1. In days that are sun - ny He's on pinks and on lil - i - os, And

2. The sweet smelling clover, He

3. Oh! we may get wen - ry, And

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1. In days that are sun - ny He's on pinks and on lil - i - os, And

2. The sweet smelling clover, He

3. Oh! we may get wen - ry, And

W. J. Rolfe's edition of Shakespeare has reached its twenty-fifth volume, the latest issues being The Comedy of Errors and Cymbeline. The usefulness of this edition has established itself so firmly with the public, and especially for school use, it needs no more than mention. (Harper & Brothers.)

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Merry Songs and Games is a quarto containing Kindergarten songs by Clara Beebe; Hubbard's Teacher, a gay young city girl, who goes to the people to do them good, and gets greatly enlightened and astonished during her labors. The book is brightly written and there is many a laugh between the readers, while it will occasionally bring tears to the eyes as well.

The Song of the Bee

The Song of the Bee

REV. ALFRED TAYLOR, by poet.

Buz - z. This is the song of the bee: His legs are of yel-low; A jolly good

Fine.

fell - low, And yet a great worker is he.

1. In days that are sun - ny He's on pinks and on lil - i - os, And

2. The sweet smelling clover, He

3. Oh! we may get wen - ry, And

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study of marine life. It fully describes and clearly classifies many of the common sea weeds with the assistance of fine plates. To the student it will be of value as a preparatory book to more extensive literature. While to the amateur collector of sea mussels, it will afford all the information needed. The author is Prof. A. B. Hervey, of Boston.

In the charming new series of "Appleton's Home Books," the latest volume Amenities of Home, is written with the utmost good taste and spirituality; this is the more noticeable that the subject is an especially difficult one to treat, since no one likes to be lectured upon manners or duties. Here with tact and delicacy, and a grace that compels admiration, the author dispenses wise suggestions which show how greatly the little courtesies add the happiness of home. It is a volume to attract readers out of the general line of those who seek the series for its merely practical import.

Algebra is notably one of the most difficult of the studies presented to young students, and any volume which can simplify its instruction in a way that shall enable the pupil to understand the principles upon which it is based, is a valuable addition to text book literature. This has been done by Prof. Simon Newcomb of the Naval Academy, where the author's drill in mathematics has given to this school a deserved reputation, and in studying this volume we find the secret of his success. Its simplicity and clearness lends the pupil on from point to point by easy gradations. Beginning with the elements, it extends to advanced principles, making a large but not inconvenient book. (Henry Hall & Co.)

We know of no better fitted to lay down the law on Punctuation than Mr. Marshall J. Bigelow, Corrector at the University Press Boston. This little volume brought out by Lee & Shepard is not too large for the pocket. It is literally minute in parvo. Although this acknowledged authority on the subject, he is not dictatorial, but permits a certain latitude in the use of the comma, dash, and parenthesis. A useful feature is the introduction of several chapters upon subjects not commonly found in books of the kind, such as Citations and Abbreviations, Syllabication and Orthography containing useful hints. Suggestive treatment is also given to accents, divisions, etc., in classical and modern languages. D. Appleton & Co. have a number of especially interesting books to teachers. Among them are the Text Book of Systematic Mineralogy, by Henry Baezerman, F. C. S. on the "International Scientific Series; Illusions, by James Sully, a curious psychological study of mental aberrations common to men of genius; Scientific Culture and Other Essays, by Joseph Parsons Corke, Professor of Chemistry and Mineralogy in Harvard College; the second volume of The Art of Speech, by L. J. Townsend, D. D., is also ready. The first part of it will be remembered as Studies in Poetry and Prose. Another issue is a valuable Manual of French Idiomatic Phrases, by Alfred Soidon; it is in the form of a hundred and eighteenth conversations with rules and explanations of idioms, etc. These publishers also issue a new edition of The Dictionary of Roman and Greek Antiquities, by Anthony F. C. Green, a reduced price. This work with its profuse illustrations has long been a standard, and its appearance in cheaper form will be welcomed.

MAGAZINES.

Arthur's Home Magazine reports little that is new in styles of dressing, costumes being much the same as last season. It has the usual light reading, and a full page frontispiece, "The Forbidden Book."

Our Little One is one of the finest children's magazines published. The illustrations are fine, the language simple, and the manner entertaining. It ought certainly to produce a love of reading in those who receive it, and cultivate a high standard of taste.

The Nursery for August is filled with an unusual variety of matter for the little ones, who can only look at the pictures, and the boy or girl who says with pride: "I'm in the third reader." "The Morning Sail" is a piece of music well suited for primary schools, and the drawing card will be apt to tax the skill of some older hands among its many readers. "M. Litho and the Dictionary of the French Language" by Poultney Bigelow, and "A Peep at French Schools," by Jas. Bonner, continue the French studies which have appeared in Appleton's Magazine lately; and they are reinforced by Part II. of "Noirs et Rouges," "Candidating, or Old Times in the Southwest," by H. W. Pierson, D.D., is a chapter from a forthcoming book from the publishers of the magazine, entitled "In the Bush," is tersely written and amusing, "The Spread of Malarious Sickness," and "Mr. Stickey's Political Problem" are the topics of the Editor's Table.

Sherwood Bonner's new serial, in Lippincott's Magazine for September, is full of interest, strong and sparkling in style, and but for the hint the author gives in the first chapter, one would have no conception of how it could end. Part II. of "A Glimpse of the Cumberland Border," by Rose Kingsley, describes Naworth Castle, and concludes the topic. Dr. Oswald continues his Zoological Curiosities" with a chapter on bats. Maurice Thompson writes on "The Haunts of the Grayling."

"Paint," "A Pretty Kettle of Fish," "The Dressmaker of Green Harbor," and a variety of short papers and stories make up an attractive collection of light reading for warm weather.

"How I Kept House by Proxy," by Fannie Feugis, is calculated to make the feminine readers of Scribner's for September turn green with envy, or resolve to import a Chinese cook right away. "The Society of Decorative Art," by W. C. Brownell, is a lavishly illustrated review of the recent exhibition held at the American Art Gallery, in New York, recently. Richard Whiting introduces us to Russian art in a biographical sketch of Basil Wereschagin, a Russian artist, well known in Europe. "The Wheel as a Symbol in Religion," by Constance Cuming is probably the most carefully studied article in the number, and every line of it will be new to half-tenth of the readers. It is a fully illustrated description of the religious customs of ancient and modern India, China and Japan, in so far as they relate to the subject matter of the title. Other articles of importance are "The Coniferous Forest of the Sierra Nevada," by Jno. Muir; "How to Secure a People's Government," by Albert Stickney; "How to Build an Ice Yacht," by Chas. H. Farnham; The Misfortunes of Bro. Thomas Wheatly," continue the study of the Negro character.
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