A very good proof of the superior clearness of expression of the English language is the fact that it does not require gesticulation to help to convey the sense of what is said, unless to one imperfectly acquainted with it. The French is perhaps next to it in precision of meaning, but even Frenchmen feel obliged to use their hands and arms in aid of their tongues when talking.

The Courier des Etats-Unis, which is vigorously advertising a new large dictionary of French and English by Clifton and Grimaux, urges it as a means of aiding French emigrants in attaining as high prosperity in English speaking countries as they do in others. For want of a knowledge of English—the editor says—they merely live, scarcely one in a thousand attaining fortune.

Alphonse de Caudolle, the famous French educator, says in a paper on the advantages of science to a dominant language, that the English language will undoubtedly lead all others in the coming century. It is the clearest and simplest, yet most direct and brief for business; it is the speech of the most progressive nations, and of many yet infant nations. No other language can maintain itself in rivalry with it. It is full of words, phrases and tales pleasing to mothers who are the chief teachers of language. No other language is so rich in works of interest to all.

The Philadelphia Weekly Times tells an inquirer that Guiteau's name is pronounced Ghee-toe. Now unless the inquirer is told also whether the G is hard or soft he is about as far as ever from what he wants to know. The French always mark hard g before e or i by interposing a u. As this is done in Guiteau a Frenchman knows that the gui is pronounced as in guitar. If the name were written Giteau it would be pronounced Zhe-toe.

M. de Caudolle shows how languages, at first complicated, irregular and obscure like the Sanscrit and the Basque, have gradually become more simple and more precise. The Greek and the Latin are less involved than those more ancient tongues, and their progeny of languages have still simpler forms.

The language now used by the English and American, culled from many others by a practical and methodical people, is the latest and most refined in simplicity, brevity and general power.

President Garfield died, at Long Branch, Monday night, Sept. 20, at 10:35 o'clock. No expressions of grief that we might write could utter with which we record this mournful intelligence, or the profound feelings with which the country submits to this terrible bereavement. Mrs. Garfield and her daughter, and all the members of the Cabinet at Long Branch, were around the dying chief to the last. Mrs. Garfield holding and rubbing his hands with touching tenderness yet sublime self-control, and the weeping daughter clinging close to his side. The two sons, Harry and James, were at Williams College, and the death of the President was so sudden, at the last, that they could not be recalled in time to be present. Flags are at half mast throughout the union, public buildings everywhere are draped with the emblems of mourning, and from farthest South to farthest North, and from the Atlantic to the Pacific, all parties and sects are united in expressions of poignant grief. This week closes one of the saddest pages in American history.

Bells were tolled in all the principal cities of the Union as soon as the announcement of the President's death was received.

The solemn sadness of those doleful tidings, borne on the midnight air, was understood, and hundreds of thousands of loving hearts knew long before the morning papers reached them, that the nation was indeed bereaved.

The following poem, written by President Garfield in 1854, while a student at Williams College, is brought to mind by the sad event that overshadows us with grief at this moment.

MEMORY.

Old Autumn, thou art here! Upon the earth
And in the heavens the signs of death are seen:
For o'er the earth's brown breast stalks pale
The specter of decay,
And 'twixt the lowering clouds the will winds waft
And sighing, sadly, shroud the solemn dawns.
O'er Summer's fairest flowers, all faded now.
The winter god, descending from the skies,
Has reached the mountain tops, and decked their brows
With glittering frosty crowns, and breathed his breath
Among the trumpet pines, that herald forth
His coming.

Before the driving blast
The mountain oak bows down his heavy head,
And flings his withered locks to the rough gales
That fiercely roar among his branches bare,
Uplifted to the dark, un pitying heavens.
The skies have put their mourning garments on,
And hung their funeral drapery on the clouds.
Dead nature soon will wear her shrouds of snow,
And lie enrobed in Winter's icy grave.
Thus passes life. As heavy age comes on,
The joys of youth—bright beauties of the
Spring—Grow dim and faded, and the long dark night
Of death's chill winter comes. But as the
Spring Rebuilds the ruined ruins of winter's waste,
And cheers the gloomy earth with joyous light
So o'er the tomb of hope shall rise
And usher in an ever-longing day.

We are fully persuaded that there is no way in which the Educational Weekly can do the cause of education in this country greater service than by acting as a great compound reflector, set in such a position as to mirror the educational operations of the world at large. It is this conviction, that moves us to use the opportunities offered by the National Bureau of Education at Washington to obtain knowledge of educational operations in other countries.

Never, in all history, has the brief period of ten years witnessed such progress in popular education as has been made in England, France, and Italy during the past decade. Other European States have been
only less active, or, rather, have attracted less attention, because in most cases they were in advance in many respects, of the countries just named when the last decade opened. But all Europe is now more disposed than ever before to seek security from nihilism, communism, and social evils of all kinds, through improved and extended educational facilities. Intellectual culture and employment are better public safeguards than the national and municipal police. They are the surest antidotes, too, against poverty, suffering and crime. They enrich and fortify the nation. This is the doctrine that prevails in the councils of the greatest powers of Europe today.

No American teacher, aye, more, no American citizen should be ignorant of movements of such broad, social, economic, and political significance as are now employing the minds of the first statesmen and philosophers of England, France, Germany and Italy, in this department of human energy—the education of the people; the reformation, and if needs be, the reconstruction of society, by the only possible means of making the family and the State what they should be, a perfect system of public education, co-operating with Christian home education where that exists, and supplying the place of it as far as possible in cases where it is wanting.

It is one of the functions of the National Bureau of Education to supply such intelligence as this to the educational journals and to all who seek it. It does not employ persons to act as correspondents for all the newspapers of the country, but it never refuses information in its power to give when it is properly sought for at the Bureau. The failure, that explains why so little of all that is garnered at the Bureau is given to the public, is on the part of the public press, which prefers matters of less value, but more sensational, to the instructive lessons that might be sent out from this focus of educational intelligence.

The \textit{Weekly} has supplied its readers, from this source, with information of what the educators of Europe and other foreign lands, and the social and legislative leaders in alliance with them, are doing, and it will continue to do so. In some things it will appear that they have yet to overtake American educators and American statesmanship; in others they are far ahead of us, and we are in duty bound to overtake them as soon as possible.

Our Washington letter of this issue will well repay thoughtful reading. It shows that the comparatively recent addition to the system of public instruction in England, the science and art schools, are accomplishing a marvelous success.

\section*{HAS THE STATE THE RIGHT?}

Has the State the right to tax the public to maintain schools for inculcating industrial education? This question is asked by thousands of people, who seem to be really in doubt on the subject—as if there were anything in the Constitution of the United States, or any of the State Constitutions limiting the power of the people or their representatives to establishing schools for teaching reading, writing, and arithmetic, only these and nothing more. Below is a condensed statement of the views of President E. E. White, of Purdue University, on this subject, as given in a paper read in the National Education Association at Atlanta, the past summer. They are excellent so far as they go, but many friends of technical education will insist that the right to teach the principles implied by the right to teach the art; and that the State may and should train young people into a knowledge of certain mechanical trades. It does this now but, sad to say, only in its penitentiaries. If it can do so there, why not train them in time to keep them out of there?

But here is what President White says, which as before said, is excellent so far as it goes:

1. The State has a right to teach any branch of knowledge that will promote the public welfare, but the right of the State to teach any branch does not necessarily make such instruction its duty. The obligation of the State to teach is conditioned by its ability and also by the necessities of the case. Neither instruction is or will be efficiently given by other agencies, the State may or may not provide it—such provision being then simply a question of expediency. The State's duty is met when necessary instruction is efficiently given.

2. The primary and imperative duty of the public school is to provide instruction and training of general application and utility. It is a common school—a school designed to provide an education open to all youth and useful to all—an education that prepares youth as a class to do and to enjoy the most possible in life. No knowledge of training is unimportant in harmony with this primary function has a true place in the public school. Whatever is taught must be an element of general education.

3. It follows from the above statements that the public school may properly teach all those elements of technical knowledge which may be made an efficient means of general training, and this includes the training of the eye and hand as well as the more direct culture of the mind and the heart. It also follows that it is not the duty of the public school to teach special trades or pursuits, or to provide technical training which has only a special application. It has done its part in preparing youth for special pursuits when it has provided an efficient general preparation for all pursuits.

4. The public school, as above defined, exhausts neither the right nor the duty of the State in education. It may encourage or support higher institutions of a literary, scientific, or industrial character. It may establish schools to meet the educational and industrial needs of unfortunate youth, as the blind, the deaf and dumb, etc., and it may encourage or promote important industrial interests. It is difficult to state a limiting principle. It may suffice to say that the State should do nothing in special education, as a permanent policy, which experience clearly shows will be efficiently provided by private enterprise.

\section*{"KNOWING IT ALL."}

Some teachers think that the assumption of universal knowledge is absolutely essential for the successful instructor. It is necessary they think, to pretend to a wide range of learning, even if they have it not, to "know it all," as the cant phrase is, in order to secure the proper degree of influence over their pupils. This is a grave mistake. Children are very quick to see through shams, and there is no shame more transparent than the sham of learning. It is well that you appear before your pupils as a well informed person, especially well informed with regard to the matter under consideration, thus showing that you duly mastered your studies while in school, and have full and fair right to expect the same diligence on their part. But since even the most learned man will show, daily, the imperfectness of business knowledge, how absurd is it for the feebly educated, the half-learning, to pretend to have mastered all wisdom. Edmund Burke says in one of his essays that it is a mark of good taste, no less than wisdom, for a teacher to appear before his scholars as a learner with them, like them seekers after knowledge in a realm infinitely vast, whose wonders his diligence have but feebly explored. You are working toward the same end with these young students, and with the same implements, can you not wisely all work together? As each subject is brought up for study, strive to make your pupils fully understand all that you know concerning it. Then use all the means within your reach, outside of text-books, to get new light upon it. Give your pupils
all this fresh knowledge that you may gain and do not hesitate to acknowledge that it is fresh, or to show your pupils thro' what channels of reference you have procured it. In the pursuit of the natural sciences, the plan of working with your pupils is essential to all true progress. Teach them to observe, by showing them that you too observe, and that continually, with a daily renewed hope of acquiring a yet fuller knowledge of familiar things.

LESSONS FROM ABROAD.

For the Educational Weekly.

Washington, Sept. 18—To-day I send you certain facts in regard to the great success of the Science and Art Department of the Committee of Council on Education, England; which reports an attendance of 60,871 in its Science Schools, and no fewer than 837,308 (1.) in its art schools during the past year. I make a memorandum, also, of the scheme of Science and Literature proposed at Owens College. Finally, I call attention again to the action of the authorities of Victoria University, instituting a noteworthy departure from the practice of English Universities as respects the requirement of a certain amount of classical study of all candidates for University.

SCIENCE AND ART SCHOOLS.

The 28th report of the Science and Art Department of the Committee of Council on Education, England, has just appeared in blue books, together with numerous appendices. The following is a summary of the interesting report:

The number of persons who have during the year 1880 attended the schools and classes of science and art in connection with the department are as follows: 60,871 attending science schools and classes in 1880 as against 59,579 in 1879, and 837,308 receiving instruction in art, showing an increase upon the previous year of 47,884. At the Royal School of Mines there were 25 regular and 175 occasional students; at the Chemical Department, Science Schools, 245 students; at the Metallurgical Laboratory, 19. At the Royal College of Science for Ireland there were 20 regular and 35 occasional students. The lectures delivered in the South Kensington Museum were attended by 4,792 persons. The evening lectures to working men at the Royal School of Mines were attended by 1,800 people being 626 more than last year; and 250 science teachers attended the special courses of teachers provided for their instruction in the new science school at South Kensington. The various courses of lectures delivered in Dublin the Royal School of Mines were attended by about 756 persons. The total number of persons, therefore, who received direct instruction, as students, or by means of lectures in 1880, was 906,171, showing an increase as compared with the number in the previous year of 44,150, or more than 5 per cent.

The attendance of the Art and Educational School at South Kensington and at the National Library of Ireland in 1880 has been 84,184. The museums and collections under the Superintendence of the department in London, Dublin, and Edinburgh were last year visited by 4,332,443 persons. The expenditure of the department in 1880-81 amounted to £315,925.

AN AMERICAN SCHEME AT OWENS COLLEGE.

A scheme of science and literature fellowships, modelled very closely after the pattern of the fellowship scheme of the Johns Hopkins University, Baltimore, has been organized in Owens College, Manchester. The Council propose, early in October next, to appoint to five fellowships on the terms and conditions following:—

1. The appointments will be made by the Council, after receiving a report from the Senate, not on the results of examination, but after consideration of documentary or other evidence furnished. The candidate must give evidence of having received a sound and systematic education in literature or in science, and produce a satisfactory testimonial of character and conduct. Every holder of a fellowship will be expected to devote his time to the prosecution of some special study and to reside in Manchester during the academic year. He may be re-appointed at the end of the session for a second, and in like manner, for a third year. Candidates are invited to apply for appointment in any one of the following nine departments:—


AN INNOVATION.

The authorities of the Victoria University at Manchester have decided not to insist upon classical knowledge except for the ordinary degrees in arts. At the recent prize distribution at the Owens College allusion was made to the subject, and regret was expressed that the new University should have thus struck a discordant note while starting on its career. One of the reasons, it was remarked, for establishing the Victoria University was the importance of bringing public opinion and the habits and minds of Manchester men into close sympathy with the traditions of the old universities. The new regulations for degrees in science and law, which render unnecessary any knowledge of the humane letters, were considered as unlikely to give the students that really liberal education to be obtained at Oxford and Dublin. This public protest against this rule may possibly lead to its reconsideration and revision by the Council.

In Norway the education of children from 3 years in towns, and from 8 years in the country, to 14 years is compulsory.

SOME EXPERIENCES OF A YOUNG TEACHER.

For the Educational Weekly.

My first experiences in the schoolroom were obtained as assistant teacher in a large girls school, where, humble as my position was, I learned some lessons that have been of the utmost value in wider fields of action.

Having had but little communication with small folks save through the medium of stories, and acting as a substitute in an infant class in Sunday school, I naturally felt a little doubtful, when put in charge of several classes of young girls, of my ability to discipline and instruct them. The lively satisfaction they expressed at having me for a teacher raised my spirits somewhat. An unusual depression followed, however, on my learning through a chance remark of one of the younger ones, that they thought, as I was a new teacher, I would not be very strict with them, and they would not be obliged to study so hard. This put me on the lookout. I soon found that it was a class in Ancient History, made up of the older intermediate scholars, which was likely to give me the most trouble, from the impression that I was not likely to deal firmly with them. Plainly, I could not let the class retrograde, and I must endeavor to disabuse their minds of this idea—that I would not be able to keep them up to the marks.

The first day the class met for recitation I was hardly surprised at a very poor lesson. I listened patiently to the bungling recitations, and then quietly said: “You have not done very well to-day, girls, but perhaps that is because you are not used to your teacher. So I will not mark you to-day, but you may take the lesson over, and if it is well learned, to-morrow I will give a plus mark” (meaning the highest mark, with a plus to indicate that it could have been more). “And I want to tell you all, that I am going to be very strict in marking my classes, for I am new to my work here, and cannot afford to let any of my pupils slip back.” There were some blank looks at this, but I dismissed without further words.

The next day the recitation was very little better. I said nothing about marks when I had heard it through, but turned to the next lesson in the text-book, and had it read aloud by the class, stopping to explain the meaning of every difficult word, and to relate little anecdotes and sayings about the principal characters mentioned. Then I read two or three paragraphs myself, and showed the class how I would transcribe the language and simplifying it greatly. Our time was then nearly up, and before dismissing, I broached the subject of marks, by asking who thought...
she deserved five plus—the highest mark given in the school. A few hands went up very slowly, but most of the girls sat very quiet. I then asked who would be pleased to have such a math, and several hands went up instantly. "Would it be right for me to give it or for you to take it, if it were not fairly earned?" I asked, and I was pleased to see that most were ready to agree that it would not be at all fair. Just before I tapped the bell, I thought for a moment I was just as sorry as you are not to be able to give you good marks, for if I could have you perfect every day, it would seem that I was a very good teacher. Since we are all interested in having good marks then, why cannot we have them every day?

This plain talk was, evidently, not what the children were accustomed to, but it had a very good effect on them. The next day they all had perfect lessons, and the next and for many days afterward. Very soon, I adopted a plan of "skipping over" the tables, and having you recite some poem or sketch relating to the people or lands they were studying about, whenever they recited the lessons promptly enough to give me time to do so before the hour was up. Every day the history class became more interesting, both to the little girls and myself, and when examination day came, I was quite as proud as the children of the fact that no class had ever made a better record than they did.

One of my other classes which gave me some trouble was one of little girls, who were just beginning the study of Arithmetic. The first difficulty I had was with their shyness. They scarcely dared to speak aloud. This I had to overcome by the utmost patience and gentleness, before we could really begin our work.

The children had been taught to count, and to add small numbers; my duty was to teach them the tables.

The human mind must have a natural dislike to reasoning backward, for I never found anything harder than to persuade those children that if \( 9 \times 8 = 72 \), then \( 8 \times 9 = 72 \). I hardly dare say how long I kept them on the addition table, it would seem such a dispensation of both my powers and theirs; but I knew that a thorough knowledge of this was knowing subtraction and a good life in multiplication. But the multiplication table was worse. I kept them on it two whole months. They were not dull children, and could have scrambled through it in a couple of weeks. But I meant to them the table for "keeps" before they left it. We had several ways of reciting it, backward by addition, and by skipping every other number. My test of their perfect knowledge of the multiplication table was being able to recite the division table from it, without previous study. That is, to just reverse the usual order of the numbers. Thus, instead of saying

\[
\begin{align*}
3 \times 6 &= 18 \\
3 \times 9 &= 27 \\
4 \times 6 &= 24 \\
4 \times 9 &= 36 \\
\end{align*}
\]

they were to give the reverse facts,

\[
\begin{align*}
6 \times 3 &= 18 \\
9 \times 3 &= 27 \\
6 \times 4 &= 24 \\
9 \times 4 &= 36 \\
\end{align*}
\]

and so on through them all. It was long before they could all stand this test, but the day came at last, and then both teacher and scholars bade good bye to the tables with pleasure. The remaining work of the term was the one of fundamental rules, and was easily and rapidly gone through with, and a superior teacher who had been invited to demonstrate with me for "keeping my pupils back so long," as she said, was surprised and delighted when I announced, under the rules, ready for examination for a higher grade. They passed the examination excellently, were delighted at their promotion, and proved themselves thoroughly well fitted for the more advanced class. I do not think they ever regretted this early drill in combining numbers. I am sure I never did. I learned a good deal, as well as they, and I am sure the practice was of great advantage to me in subsequent teaching. I was wont to enliven the dullness of mere drill, also, with little anecdotes in the form of a game. I gave the children all I knew or could learn, concerning the origin of numbers; an exercise which we both enjoyed.

Since that time, I have learned much concerning improved methods of teaching arithmetic, but, after all, I do not know that any plan ever proved more successful than the one I have sketched. One thing I am sure of—no method, however excellent, can do away with the necessity of a thorough mastery of the four fundamental rules, and the sooner that mastery is acquired the better.

C. A Lesson in Civil Government

Threats of lynching Guiteau are loud and apparently deep in Washington and many other places, but as yet there is no evidence of the existence of any organization to carry out the menace. General Sherman has written an open letter to the National Republican, Washington, expressing the deepest detestation and contempt for the dastardly assassin, but urging obedience to law. Here are his manly utterances in part:

"It is a good lecture on the duties of citizens at this time, which every young American should read, or have read to him:

WASHINGTON, D. C., Sept. 19, 3 P. M.—HON. GEORGE C. GORHAM, National Republican—My Dear Sir: You and I have been comrades in civil broils and strife in California; when vigilance committees assumed rule, I have occasionally and recently heard some arguments on the streets, some scraps of wisdom enunciated, and now, at this dread hour, when our noble, brave president is lying in the very agones of death at Long Branch, and the cowardly, insensible wretch, Guiteau, aiming in his cell at the president's life, it occurs to me that you and I should in our respective spheres make profitable use of our past experience.

No man on earth holds in higher esteem the noble qualities of James A. Garfield than myself. I was on the point of starting to Chattanooga to-night to do honors to Gen. Rosecrans, whose right wing was broken by the vehement charges of Bragg's forces, and was carried along with the broken masses almost into Chattanooga, when he begged for the privilege of returning and joining Gen. George H. Thomas, whose guns told him that that heroic man still stood fast with his left wing. Gen. Rosecrans gave him leave, and he did return, running the gauntlet, joining Gen. Thomas, and serving close to his person till night enabled them to fall back in good order. Gen. Garfield's last fight, in which he took especial pride, and I know he intended to be at Chickamauga next Wednesday to celebrate the event. It is ordered otherwise, for now he lies by the seashore on his death-bed from a wound inflicted by a miserable wretch, Guiteau.

For this man, Guiteau, I ask no soldier, no citizen to feel one particle of sympathy. On the contrary, could I make my will the law, shooting or hanging would be too good for him. But I do ask every soldier and citizen to remember that we profess to be the most loyal nation on earth to the sacred promisses of the law. There is no merit in obeying an agreeable law, but there is glory and heroism in submitting gracefully to an oppressive one. Our constitution reads: "No person shall be held to answer for a capital or otherwise infamous crime unless on the presentment or indictment of a grand jury," and "in all criminal prosecutions the accused shall enjoy the right to speedy and public trial by an impartial jury of the state and district wherein the crime shall have been committed." This is a solemn contract of the government, binding on the consciences of all. Should our president die, the murderer is entitled to speedy trial by a jury, and I hope he will have justice done. But it is not my office or yours or anybody's except the regular courts of this district, which are in undisputed power. Violence in any form will bring reproach on us all, on the country at large, and especially on us of the District of Columbia. All the circumstances of the shooting of the long heroic struggle for life, impress me more strongly that I would be ashamed of my countrymen if they mingled with their feelings of grief any thought of vengeance. "Vengeance is mine saith the Lord." I trust the public press will order its powerful influence to maintain the good name and defend the honor of our country since the saddest of all days in Washington, July 2, 1881. Sincerely your friend, W. T. SHERMAN.

The University of Christiana, Norway, was founded in 1811. Its present attendance is about 900.
OVERWORKING THE UNDEVELOPED BRAIN.

The excessive use of an immature organ arrests its development by diverting the energy which should be appropriated to its growth, and consuming it in work. What happens to horses, when allowed to run races too early, happens to boys and girls who are overworked at school. The competitive system as applied to youths has produced vicious effects on the mental constitution which this generation has to hand down to the next, and particularly the next-but-one ensuing.

School work should be purely and exclusively directed to development. "Cramming" the young for examination purposes is like compelling an infant in arms to sit up before the muscles of its back are strong enough to support it in the upright position, or to sustain the weight of its body on its legs by standing while yet the limbs are unable to bear the burden imposed on them. Extension of the new-born, tortured legs is the inevitable penalty of such folly. Another blunder is committed when one of the organs of the body—to wit, the brain—is worked at the expense of other parts of the organism, in face of the fact that the measure of general health is proportionate to the intensity of the intellectual and the functional activity of the body as a whole in the harmony of its component systems. No one organ can be developed at the expense of the rest without a corresponding weakening of the whole.—Lanctot.

THE CENTURY AND THE SCHOOL.

There is probably no other institution which has been made the exclusive subject of attacks and abuse as the school. But even in the unreasonable demands made upon it, there is an element not entirely unsatisfactory to the friend of education, namely, that all these demands imply an almost boundless confidence in the power of education. In all the schools the body politic of the school is expected to furnish some remedy which will cure or prevent them. The belief is characteristic of the century, and we do not fault it with, even when we see, in the execution of what the school can do for the State, and when it forgets that life, family, civic, vocations, the press, the pulpit, are just as important and responsible factors in education as the schools. Neglects in education cannot and should not be charged to the school alone. There are two distinct classes of demands, however, which the century makes upon the school.

The one is that the school should be in harmony with the practical aims, and with the spirit of the times, and the other that it should help to guard those interests which are as old as the human race itself, namely, the welfare of the family. It is suggested that the school constitutes man a civilized being, and make uprightness and charity part of their nature. The demands of the century on the school are then, first, of a practical, and second of an ethical character.

If the practical demand is that the school should accord to the spirit of the times, it is necessary to inquire what the spirit of the century is, so that we may know according to what standard the school should be measured. Up to the time of the civil war the nation was divided by the incompatible systems of slave labor and competitive labor, the mastery of the one, the helper and the diversity of opinion in regard to constitutional provisions. But these distinctions have been removed by the results of the war. A new era has come, and we may say it begins with the close of the last twenty years has put in place of what the constitution calls a more perfect union of the States, the perfect union of South and North, a union which will last forever. Before the beginning of this era, you might have drawn a line across the continent and said: "Here ends the community of interests; here is the North and there is the South. Here is agriculture and there is manufactures and commerce. Here is public, there is private education." But the seventieth year of the era of complete unification has passed, and where is this demarcation line now? It has vanished in the face of which it is forming now the most perfect union of all times.

Our age is one of effective work and labor—of activity and of motion. It is therefore, directed toward a double task. The imparting of knowledge, and the formation of a habit of unremitting, steady industry. The century demands that the school should work for life. The changes made in the most progressive school systems, as for instance, the introduction of drawing, of the manual training of the kindergarten and its training of the senses. All these innovations give evidence of the responsive tenderness of the school, and of the teaching profession to do justice to reasonable demands. It is unwise and unjust in criticizing the school to dwell exclusively on what ought to be, and to ignore the great things it has accomplished.

The school should be of service to the Nation also. Without intermission, year after year, for decades of immigration. The parents speak a hundred tongues, the child soon speaks but one—the language of our country. To each home it sends a youthful interpreter of American life and American institutions.

The school shouldmean life for life. But man's life glitters in dark colors. He lives a life within and a life without. His eye sees the sun of the morning, but deep of his conscience. All hunt for treasures which few find. Unmixed happiness is a rare guest in the house of man, but disappointment and care come like the days of the year. We cannot escape the sorrows of life, for we carry them with us.

"Behind the rider sitteth dark-faced care, And with the sailors sails they through the waves."—Prof. Lanctot F. Soldan.

GENERAL NEWS OF THE WEEK.

Up to the present time about $15,000 have been raised in Chicago for the sufferers from the terrible fire in Michigan. This is not all Chicago should, or will contribute, but it is a great deal more than there was reason to expect. The investigation of this subject started on Monday showed that there is not so much reason for the papers of other cities to lecture the citizens of Chicago on indifference to the sufferings of their neighbors, as was surmised.

The following is the official bulletin announcing the death of the President:

ELMENDORF, N. J., Sept. 19, 11:30 P. M.—The President died at 10:15 P. M. After the bulletin was issued at 5:30 this evening, the President continued in much the same condition as during the afternoon, the pulse varying from 102 to 105, with increased force and volume. After taking nourishment he fell into a quiet sleep. About thirty-five minutes before his death, while asleep, his pulse rose to 120, and was somewhat more feeble. At 10 minutes after to o'clock he awoke, complaining of severe pain over the region of the heart, and almost immediately became unconscious, and ceased to breathe at 10:05.

D. W. Bliss,
Frank H. Hamilton,
D. Hayes Agnew,

The Cabinet held a meeting at Long Branch, almost immediately after the President's death, and at ten minutes after midnight a dispatch was sent to Vice President Garfield informing him of the death of President Garfield, and advising him to take the oath of office as President of the United States without delay, and to leave New York for Long Branch as soon as possible. He took the oath before Chief Justice Brady, of New York, and met the cabinet at Long Branch. Tuesday. He has been formally proclaimed President by the heads of the several departments, in official announcements to all the officers of the same; and by diplomatic announcements to foreign governments.

Venezuela is suffering terribly from drought, and the devastation of locusts not unlike our own Rocky Mountain pests.

One hundred and sixteen Russian Jews embarked from Antwerp on Saturday for New York. America continues to be the refuge of the oppressed of all nations.

The interest of the 4 per cent U. S. Bonds will be sent to the bond holders, the country over, through the mails. This is another of Secretary Wilson's common sense measures for economizing the expenses to the government and in handling the U. S. debt, and so further popularizing the government bond.

Some of the newspaper boys of the American District Telegraph Company, of this city, who have been receiving but $4 a week for week day service often reaching to 9 o'clock at night, besides alternate Sunday work, struck for an increase of wages, last Monday, and, remaining out three hours, got the desired increase of $3 a month.

The Chicago City Council was in session when the tidings of the President's death were received. It adjourned immediately. Bells were tolled in this and other principal cities.

The disastrous results of the harvests in Italy have caused the government to hasten forward in some districts plans for affording employment on public works to the impoverished agricultural class.

The criticisms upon the French War Minister have so exasperated him that he tendered his resignation, at the meeting on Saturday. As this would force a reconstruction of the ministry, precipitating a crisis on the country, at a most critical moment, the Senate on Monday adjourned without any investigation of the matter, but it was agreed that he should publish a defense of his course, in the official organ of the government.

The general feeling is that this will bridge the rupture temporarily only. The Minister of the Interior and the Minister of War are at swords points.

The Methodist Ecumenical Council, now in session in London, have expressed a very general feeling in favor of increased support to schools for training native converts in various heathen countries to missionary work. The Rev. Mr. Moorman, of the Southern Episcopal church, asked English support for training Colleges in the South, so as to enable an increased number of negro missionaries to be sent to Africa. Clark (Georgia) and Price (South Carolina) spoke in the same sense.

The Hon. Lionel Stockwell West, successor to Sir Edward Thornton as British Minister to the United States, sailed from Liverpool for Philadelphia, Oct. 11.

The Irishmen, who, claiming to be American citizens, are engaged in England and Ireland in fomenting rebellion against the British government, have provoked the London Times to declare: "It would be well if the numbers of imprisoned "suspects", were increased by some Irish Americans, too, not out of patriotism, but on account of a sense against anything English, have been at no pains to conceal their advocacy of armed insurrection."
A few British capitalists have succeeded in establishing a "corner" in American cotton, and so forcing the price to such a figure that the closing of the mills in Lancashire which use American cotton, for from two to three days each week, is now very general. By reducing the demand, the mill owners hope to break the cotton market.

There was a mass-meeting in Chicago Tuesday night, addressed by Chief Justice Isaac MAXTON, and State Senator J. D. Lewis, of Michigan, as also by a number of our own leading citizens to awaken the proper interest in the sufferings of the Michigan sufferers. An area equal to something more than two average counties has been utterly devastated. It is asserted that about 800 men, women and children perished in the flames or are permanently disabled; and that 15,000 people are now homeless. The relief committee of Port Huron, Mich., acknowledges the receipts of over $120,000. A ton of clothing arrived there yesterday from Chicago.

It is a significant fact that many of the ex-con federates of Chattanooga are decorating that city for the visit of the annual veterans of the Army of the Cumberland.

The war in Algiers waxes fiercer. The whole country seems to be in arms against the French, who so far from having struck dismay into the natives, particularly the Arabs, have only succeeded in blowing up the patriotism and fanaticism of the Tunisian to white heat. The French government having got the Bey to place himself under protection, and particularly the Arabs, have asserted that 15,000 people are now home - bleed; and that 15,000 people are now homeless.

STATE NEWS.

IOWA.

Oskaloosa College opened its twentieth session on Tuesday. The secession of all the former faculty except Professor Laughlin has rendered the success of this institution critically problematical. Former students and patrons are keenly interested. Learn the result of Professor Laughlin's efforts to maintain the college in the old premises. It is too early to judge, but there were more students in town on Monday than some of the most sanguine friends of Professor Laughlin dared to hope for, and others were expected before the end of the week.

The most of the residents of the district adjoining Red Oak, which has been trying to annex a part of itself to that city so as to enjoy the benefits of its excellent schools, are bitterly disappointed that the State Superintendent has decided on appeal that the proposed annexation is not legal. Some of them are in favor of carrying the case into the courts and others are disposed to get themselves to work to carry the whole district instead of a part into the independent school district of Red Oak.

The Stanton schools open this year under a new administration. The Sucker State has sent Mr. T. E. Vannice, well known to the teachers of Henry County (III.) to take charge of these schools. He will be assisted by his daughter, a young lady of substantial acquirements and winning address.

The McGregor schools are among the best in the State. Superintendent Maple left them in good condition, a year ago, to accept the principalship of the Milwaukee High School, and his successor has not permitted them to degenerate. The most noticeable change this year is in the place of Miss Salmon, which is now occupied by Miss A. E. Kimball, a graduate of both the State University and the State Normal School of Michigan, and an experienced, successful teacher.

The new chapel of Epworth Seminary is fast assuming the shape of a building ready for occupancy in November. The Seminary has been in operation about three weeks, this year, and has now about one hundred and twenty-five students.

Mrs. W. A. Scott, formerly of the Vinton schools, and one of the most successful instructors and administrators in school or institute work in Iowa, has entered the Clinton schools.

Davenport continues to lead all other cities of Iowa, if not all other cities in the west, in the proportion of the school population which studies German in the public schools. German is a living language as taught and practiced in these schools, which explains why so many pupils study it.

Simplex Centenary University is more prosperous than at any time for many years past. President Parks, Mrs. Parks, and Professor Ellingham, all graduates of the Northwestern University, are entitled to a large share of credit for this improvement.

MICHIGAN.

The Galesburg schools remain under the same efficient head as last year, Mr. J. W. Cupples, the tried and approved Superintendent, who has done so much to give these schools their present high standing.

The following are some of the superintendents and school principals of Michigan for the year just begun: Henry N. French, Kalamazoo; E. C. Spencer, Battle Creek; J. W. Smith, Eaton Rapids; E. C. Thompson, Albion; Horace Phillips, Grand Haven; T. W. Crissy (formerly of Flint), Midland; L. Glenn, Marshall; S. W. Baker, Ovid; Thomas Gordon, Jr. Fowlerville; Frank Lamond, Niles; J. W. Ewing, Ionia; A. S. Bingham, East Saginaw; C. W. Pickell, Middleville.

The White Pigeon schools are over full this fall.

"More school rooms, " is the cry.

The Detroit high school, having lost its long-tested and popular principal, opens this term with a new head, but not an inexperienced one. There is some disposition shown by prophecy that the school will not do so well as under its former head, but the general feeling is one of hope and confidence.

The State University is feeling the need of more room for the accommodation of the Freshman and Sophomore classes.

Adrian College feels the wave of prosperity that is rolling in on the colleges. The flexibility of its class organization, enabling it to adapt instructions to the individual requirements, and purposes of students, renders it popular with young people who wish to take but a partial course, or who think they have a right to be consulted as to what they shall study.

ESTERN.

The new lady principal of Vassar College is Miss Abbey F. Goodsell, of Chambersburg, Pa. She is a graduate of the institution and the first of its alumnis to be offered a place among the faculty of the school.

This year the New England College conferred the degree of A. B. upon 850 students, nearly half of whom are graduates of the two great schools of Harvard and Yale.

The alumni and others of the best friends of Dartmouth College, whether approving the decision of the recent investigation in the case of President Bartlett, or disapproving it, still feel that that gentleman should resign. The President was vindicated of the charge of arrogance and arbitrariness in his treatment of other members of the faculty, yet there is a general feeling that some of his judgments were not always just. This has given him an opportunity to resign and retire as gracefully as possible—as the highest interests of the College seem to require.

The State University of Louisiana has opened a new department for the instruction of young men who expect to become planters. It will include lectures on agricultural methods, improved methods of farming and the like, as well as practical applications of political economy.

The Eclectic Teacher says: The State College, Kentucky University, Hamilton Female College and Sayre Institute all open their full terms with encouraging prospects.

We have the authority of the Eclectic Teacher, published at Lexington, Ky., for the declaration that the last meeting of the Kentucky Teachers' Association, held at Elizabethtown, was not a success in any particular. It also says, that efforts are being made for organizing the whole of the educators of the State into a body, to be styled the Kentucky Educational Association.

ABROAD.

The Protestant College at Beirut, Syria, is a flourishing institution. Instruction is given in French, Latin and Arabic as well as mathematics and the sciences. The language of the institution is English. The preparatory department, the college and medical school are provided with spacious buildings. There are 121 students in the institution.

The French Government has organized a commission to cultivate the sense of beauty in the young. Its president proposes to erect school buildings at once elegant and appropriate, to decorate the larger colleges with beautiful friezes, and to ornament the bedrooms of the boys with tapestries and hieroglyphs of the best masters.

The Richmond Athenaeum has three American ladies who are to be offered a place among the teachers. They had previously had a school at Athens, and were well acquainted with the Greek language. The school is in charge of Mrs. Fluhart, of the Women's Union Missionary Society of New York.

The number of educational periodicals published in Germany is 116, viz. Two in Baden, twelve in Bavaria, three in Alsace Lorraine, one in Hamburg, two in Hesse Darmstadt, three in Mecklenburg, one in Oldenburg, fifty-seven in Prussia, one in Reuss, nineteen in Saxony, two in Gotha, one in Meiningen, three in Weimar, and ten in Wurttemberg.

England has at last wisely given up the effort to pronounce Latin after the "Continental" method. We hope that the schools and colleges of this country may follow this leading in the ways of common sense.

English Magistrates have much trouble with cases of neglect of poor parents to comply with the compulsory education regulations. The attendance officers are obliged to report all such cases, and the magistrates to give them hearing.

One mother's excuse is that her little girl was suffering from "tonsils in her throat," and another said "her child fell off a rock while picking nuts, and got malarial fever."
CELEBRATION OF ANOTHER'S BIRTHDAYS, in schools, and the .era- blindness in the children in the public schools of Boston are mentioned, and instruction in colors is urged.—From Commissioner Estes' Report.

CHARITY KINDERGARTENS.

SHALL CHICAGO ESTABLISH THEM?—A MEETING AT FARWELL HALL.

A number of earnest, active workers in the various benevolent enterprises of this city met in Miss Sears, Mrs. Harvey's Bible class room, in Farwell Hall, Friday noon, to take into consideration the advisability of organizing kindergartens, to gather in the children of working parents, and give them proper drill and instruction during the day, or who for any reason are unable to keep oversight of their little ones or to instruct them. Three kindergartens have been established in Chicago and several others city, where the best of results. They take children who would otherwise be left to wallow in filthy, unhousedness becomes homeless or back yards, or, worse still, to range the public healthful, tastefully-furnished schoolrooms, with pleasant, pleasant yards, if possible, in charge of trained Christian kindergarteners. These skilled teachers do not tie the little ones down to study, as the children of school age are treated in the public primary schools, but rather

PLAY IS CHILDHOOD'S FIRST TEACHER, engage them in pure, innocent sports, which at the same time, time and delight them, are full of lessons for the five senses, employing now the body, mind, and soul, and body together, and the different organs, new and interesting facts, which develop their physical and mental natures by happy methods. Best of all, they are taught to play without quarrelling or using cross or vile language, and as they play all the better impressions of the heart and soul are called into exercise. The notice given, it was an agreeable surprise to the prime movers of this meeting that there were so many present. Miss Ross, of the Chicago Kindergarten Normal School, had been invited to explain the work proposed, which she did in a manner that impressed all who heard her. Kindergarten methods of teaching children, and the efficacy of kindergarten methods in developing its best elements.

The Rev. Dr. T. C. MacMillan, a man of Education who was present by special request, gave the kindergarten department of that institution is at present in the nature of an experiment. Mr. Keen, Mrs. Shipman, Mrs. Kelley, and others desired to know if the board could not be induced to remove the kindergarten department to the city, where the teachers could exercise in such kindergartens as might be established.

Mr. MacMillan suggested several objections to such removal, and said that the way to secure what could be done would be, after this movement had assumed definite shape, to appoint a committee to consult the County Board.

AN ORGANIZATION.

The meeting having been formally organized by calling Mr. MacMillan to the chair, and electing Dr. J. Smith, Secretary, a committee of five was appointed to secure the establishment of charity kindergartens in this city in consideration; correspond with parties competent to advise them, and report to the board on the subject. Each person is most likely to take an interest in the movement, and to call another meeting whenever it may be desirable.

The following are the names of the committee: Mrs. T. W. Harvey, Mrs. A. P. Kelley, Mrs. Dr. George E. Sheier, and Mrs. S. A. Keen. Dr. Joshua Smith.—Inter Ocean.

METHODS IN TEACHING.

Seek earnestly for the best methods. This is good advice. Would we could impress it with due force upon all young teachers. We take it for granted that you have methods of some kind; though we have met, alas! teachers who had absolutely none, who carried on their work from day to day, week to week, in a haphazard, hit-or-miss way, as some women do their housekeeping. You are not one of them, of course; you have methods of work, and you wish to like them as nearly perfect as possible. You desire to know what methods the best teachers have followed, and seek to copy these as nearly as possible. But let us give you a word of warning. Methods do not make the teacher. Good teachers follow good methods, use the methods of the best teachers whose methods were far from being the best possible. It is the man behind the method that makes it useful. The teacher with the eager-enthusiasm that fills the breast of the good teacher need not worry lest his school should not be up with the times and the method. Even as the face takes the impress of the soul behind it, so will the method take from the spirit that
the provisions...

SCHOOL ROOM. 

Appeal from Montgomery County. J. R. Holcomb, et al., vs. District Township of Red Oak. On the 21st day of March, 1881, the board of directors of the district of Red Oak passed an order asking that certain territory be detached from the district township of Red Oak, and attached to the independent district. On the 26th of March, the board of directors of the district township named refused to concur in such order. From their action, J. R. Holcomb and others appealed to the county superintendent, who reversed the action of the board of the district township, and attached the territory in question to the independent district. From this decision of the county superintendent, Win. McCulloch, and Scott Brownlee appealed to the Superintendent of Public Instruction. Without going into the merits of the case, we shall be obliged to reverse the decision of the county superintendent, and change the action of the territory as contemplated would divide the district township, leaving two and one-fourth sections as a separate parcel. The law evidently contemplates that any district township shall include the whole township, except such portion as may be formed into an independent district, under the provisions of section 1850, the boundaries of which shall be fixed by the board of directors of the district township. It is to be presumed that a board of directors would establish the boundaries of a city district so as entirely to separate the different portions of the district township. What would not be done by a board of directors in the formation of a city district, should not be done by an appellate tribunal against the will of the board of directors.

If the whole of subdistrict No. 2 could be attached to the independent district, or if the two and one-quarter sections, which are proposed to be left as a separate parcel of the district township, should be formed into an independent district, under section 1850, as amended by chapter 136, laws of 1850, school privileges would be afforded to all the parties interested.

For the reason above stated, the decision of the county superintendent is hereby reversed.

C. W. von Collin,
Superintendent of Public Instruction.
Des Moines, August 15, 1881.

TEACH PUPILS TO STUDY.

Not every pupil, by any means, knows what study is. Still fewer, untaught, know how to study. It is one of the imperative duties of the thorough teacher to give the needed lesson. When it is once well mastered, you may rest assured that the education of the young person is half completed. At least, the most difficult lesson of his course has been learned and all others will seem easy both in comparison with, and in consequence of it. This study is concentration of all the powers of thought upon a single subject. It is the giving for the time, every mental force to this one effort to be made, this one task to be accomplished. For the time being no other object exists for the true student. A concentration effect like this is not an easy one. A weak mind is altogether incapable of it. But strong healthy mind can accomplish it, and by every successful effort becomes stronger, more capable. One hour given to study like this will accomplish more than weeks spent in the dillydallying manner of poring over lessons to which the name is missapplied. Teachers, let us hope that you have learned the difficult art of studying, and that, having learned it, you can and will train your pupils in it.

THE SCHOOL ROOM.

SCHOOL LAW.

IN IOWA.

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PRINCIPAL DEPARTMENT.

A GARDEN LESSON.

There is nothing that children like more than to play in the dirt. It occurred to Mrs. Bryan, a kindergarten teacher, in a school of the Children’s Aid Society, to take advantage of this propensiy and give the children an opportunity to play in the dirt, and at the same time, to learn something about gardening; how to dig in the ground, to make beds, and plant seeds, etc.

She provided a box full of dirt, about three feet long and four inches deep, the scale being an inch to the foot of a real garden, and procured a variety of toy implements—shovels, rakes, hoes, measuring poles and lines. Seeds and grains were gathered, and their names and uses made known. To help them to remember these names, they were freshened up and the children repeat them as they work.

The following was the course adopted at a recent lesson:

The box of dirt is placed on trestles about two feet high. The class of little boys stand around and repeat in concert; a party of merry young gardeners are we; of work we are not ashamed, as you’ll see, Tho’ we may not be skilled with the spade and the hoe,

We hope to do better, the older we grow.

Meanwhile two boys dig up the ground and repeat;

This is the way we dig the ground;

Its very hard work as all have found,

But we find that the seeds can’t grow

Unless the earth is turned over.

Teacher—What do people do who are happy at their work?

Boys—They whistle or sing.

The boys whistle “Yankee Doodle,” etc., and the boys working say;

Now we have it all ready to grade;

We use hoe and rake, but never the spade.

The garden pole is taken in hand with;

We measure our garden with this pole

To mark our paths, on which to stroll.

They measure the garden (an inch for a foot.)

It’s twenty-two inches wide by careful measure,

The half we find with a great deal of pleasure,

The stinking is done by assistants with;

I put down this stake one inch toward the right:

To the left I’ll move this one with string tied so tight.

One inch from the middle on either side

We mark out the paths just two inches wide.

And now with the spade we pack the ground,

To make the walks both firm and sound,

We leave them in the middle somewhat high,

So that after a rain they soon get dry.

One inch apart we make our drills,

Into these drills our seeds we now sow.

In this way we cover them, so they can grow.

Corn must be planted three inches apart,

And beans over four to give a good start.

While speaking the boys have done the things spoken. The chief gardener continues;

Well, here is our garden all ready made;

The ground has been thoroughly turned with the spade;

The walks and the beds have been laid out,

And soon we will watch for each tiny sprout.

Teacher—What do we mean by sprouting?

Boys—Beginning to grow.

Teacher—What direction will the root take?

Boys—Down.

The teacher shows specimens of beans that have sprouted and began to grow.

The various sorts of seeds are exhibited, and the pupils give them names, and tell what are for food of man and what are for food of beasts—such as wheat for man, corn for horses, carrots for cows, etc.

At the close the garden appears with smooth walks, two inches in breadth. The beds are symmetrical, planted with various sorts of seeds, ready to grow. The boys wind up with;

And now in conclusion we have to say,

That when we get big we will not stay in the city, where land is very dear.

One can’t own a garden unless he’s a peer.

To the country we’ll go, and a farm we’ll buy,

Our corn, wheat and oats we’ll hope to sell high,

Oh! we’ll carefully save our money all the while

Until we get a great big pile.—Teacher’s Institute.

LESSONS IN READING.

The teacher takes a boy’s hat in her hand and holding it before the class says: “What is this?”

A hat. “Yes, it is a hat. It is John’s hat. He keeps it by his head, but I don’t know something curious about a hat. A boy was walking over a bridge and the wind blew his hat off and it went sailing away, and finally it went into the deep water. He thought he had lost it, but a little black dog rushed into the water and caught it, and brought it to the shore. The dog belonged to another boy, who was fishing. Was that a good dog? Well, to-day we will talk about a hat and have a good time. I will draw a picture of a hat on the blackboard and you may copy it, if you can.

Do you see the hat? Do you see the brim? There is the hat and here is the picture of the hat. You cannot wear the picture, can you? Now I will put the word hat. There it is.—Hat. You may write it. There is the picture of the hat, here it is; then there is the picture of a hat and there is the word.

Look at the word hat; it has three letters in it. I will put the hat behind me. You think how it looks. I will cover up the picture and you may think hat looks. But I don’t think it looks like a hat at all, does it? it means hat, so that when you see you know just what is meant. If I should write that on a card and should take it home your mother would say ‘Hat!’ when she saw it.

TEACHING THE ARTICLES A AND THE.

The teacher must proceed carefully, so that the child will pronounce the article correctly. Drawing the hat once more she says, what is it? Then she puts an A before it and says, “A hat” (giving the sound to A, and putting the proper emphasis after it in her accent) and pronounces it after her in concert and singly. Then she puts the A before the word and says, “A hat.” They both mean the same, don’t they? Now I will rub out the picture and we have “A hat” written on the board.—Ex.

The Editor of the Chautauquan, (Meadville Pa.) answers an inquiry for the pronunciation of his title name, by giving it as “Shaw-law-juan” which is about as formidable as the original, and a good illustration of the need of some authorized phonetic alphabet which would enable writers to give the orthography of a word correctly and unmistakably.
GOOD READING.

ELECTRICAL CURIOSITIES.

By H. H. Trotteur.

For several years past M. Gramme has been designing and constructing beautiful machines for the production of electric current, and he has succeeded in constructing a very efficient dynamo-electric machine which has been placed in operation at the Paris Exhibition. This machine is of great interest, not only on account of its mechanical and electrical properties, but also on account of the beautiful design of its various parts.

The machine consists of a large number of coils of wire, each containing a certain number of turns, and these coils are connected in series. The armature of the machine is composed of a number of poles, each containing a certain number of turns of wire, and these poles are connected in parallel. The field magnets are composed of a number of poles, each containing a certain number of turns of wire, and these poles are connected in series. The field magnets are mounted on a frame, and the armature is mounted on a shaft. The armature is rotated by a motor, and the current is produced by the interaction of the magnetic fields of the armature and the field magnets.

The advantage of this machine is that it is highly efficient, and it can be operated at a much lower speed than any other machine of similar size. The efficiency of the machine is due to the fact that the magnetic fields of the armature and the field magnets are aligned with each other, and the current is produced by the interaction of these fields.

The machine is constructed of copper and brass, and is very strong and durable. The armature is made of copper, and the field magnets are made of iron. The machine is constructed in such a way that it can be easily dismantled and reassembled.

The machine is very suitable for the production of electric current for lighting and other purposes.

PUBLISHER'S NOTES.

SKILLING THE WORKING MAN—To be good workmen we must have good health. If long hours of confinement in close rooms have embittered your hand or dimmed your sight, let him at once, and before some organized trouble appears, take plenty of Hop Bitters. His system will be strengthened, his nerves strengthened, and he'll soon be able to work under the working condition.
WAGGONER SCHOOL MOTTOES,
By Teacher, Scholar and Parent.

And the following opinions, given, most cheerfully:

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

"Mottoes have come safely; am highly pleased; wish I could have had them sooner, that's all."
ANNA J. EDMONDS, Pleasantville, Indiana.

"I have received your Mottoes, and they far exceed expectations; hung them yesterday and their influence was distinctly marked. Every school should have them.
A. G. GILLILAN, Jackson, Ohio.

Mottoes received: I am very much pleased with them. I know they are useful for me in a schoolboy once, and well do I remember one motto, "Do Right.
C. H. LEX, Kentland, Ind.

"Your mottoes came yesterday; am well pleased with them. They are just what I want in my school and I think they are just what every teacher should have to make the school room attractive to the pupils.
C. R. BARR, Indianapolis, Ind.

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

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

"Your Mottoes I like very much, would not part with them for four times their cost unless I could get others."
T. C. BOWMAN, Indianapolis, Ind.

"The Mottoes furnish praiseworthy subjects for thought and for elevating the ambitions of pupils, I cannot do without them."
F. GILLUM-COMER, Union City, Indiana.

"The Mottoes are tip-top, worth more than the cost of the whole thing."
M. CHIDESTER, Parsons, Kansas.

"The Mottoes have a good effect."
T. S. OLIVER, Parsons, Kansas.

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

"I highly appreciate your Mottoes in every respect."
J. F. PICKLE, Lake City, Iowa.

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

"Mottoes on the wall are great educators for young and old."
PROF. J. O. ALPEREKE, A. M., Red Oak, Iowa.

"Your Mottoes I cannot afford to do without, they are the greatest help I have in preserving order and good humor in school."

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

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

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

"Mottoes are all that you claim for them. A teacher visited my school a few weeks ago, became inspired, and he would read for them immediately."
Geo. L. HILLS, Lima, Ohio.

"I have used the Mottoes with success."
J. B. NICHOLS, Albion, Illinois.

"The Mottoes are just the thing for the school room."
Geo. LOGAN, Harpers Station, O.

"The Mottoes I consider worth more than the price of all, as they adorn the room as well as awakening and interesting the pupils."
C. M. BILLINGS, Union, Illinois.

"The Mottoes are not only of great help in decorating the walls of the school room, but also very encouraging to the pupils."
DANIEL DANELEY, Carroll, Ohio.

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