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The Chicago evening schools will be maintained. They are to be re-opened next week for a session of ten weeks.

The demagogic rule that slipped through the Chicago Board of Education some months ago, interdicting the employment of married women as teachers, has been abolished. The new members recently added to that board seem to be a reinforcement of its best elements. There are several other indications of this fact.

We have heard of a painter who painted from Nature and did it so admirably that a rustic critic declared of one of his pictures that it looked "more natural than the thing itself." This is the kind of reading done by that girl of whom a contributor to the Central School Journal, treating of reading in the public schools, writes: "I fear we should not all be as fortunate as was the little girl in New York City, who at an evening's entertainment rendered one of Whittier's little poems in a manner so satisfactory to the author, who chanced to be present, as to call from him a personal congratulation. The girl was but eleven or twelve years of age, and yet Mr. Whittier said she brought out ideas in the poem that he himself had not discovered."

We promised to publish the names of the successful candidates for Illinois State teachers' certificates as soon as officially made known. They are as follows: C. C. Dodge, Chicago; James C. Burns, Sparta; Henry W. Bruce, Bellville; Wm. A. Reiss, Bellville; Rufus M. Hitch, Griggsville; David W. Doran, Westfield; James B. Este, Woodstock; Geo. M. Herrick, Lena; Geo. B. Blount, Macomb; Lizzie M. Pendleton, Kilbourn City, Wis., in all, ten out of fifty-three persons who entered the examinations last August. A number of others have passed in the most of the required branches, and are credited with these. Probably next year the most of these will complete their examinations and receive the certificate. The fact that so few have been awarded the certificates may be taken as evidence that there is no sham in these examinations; that they are thorough-going and comprehensive, and that those who are successful have given proofs conclusive of their ability not only as scholars but as teachers—evidence of success in actual teaching and governing a school being among the qualifications demanded of successful candidates for our State certificate.

The amount of supplementary reading ordered for the public schools this fall, judging from the intelligence received from some thirty schools, in Northern Illinois, Northern Indiana, Southern Michigan, and Southern Wisconsin, is greatly in excess of anything hitherto known. There is a practical lesson here for every teacher who is not using such reading matter. The ordinary reading lesson of the old school programmes is not sufficient to train children to read in as short a period as is possible, and as is eminently desirable. Rapid progress and thoroughness in all the lower grades of school work are intimately joined with and dependent on reading. Give children of the lower grades more time to read in school and place such matter in their hands as will tempt them to read out of school hours—such matter as The Nursery, Our Little Folks, The Youths' Companion, the Students' series of Readers, in parts, Golden Hours, or St. Nicholas. Train the older ones into reading current news in some of our best weekly newspapers, or in the School Herald, and induct them into the perusal of Select School Classics, and it will not be long before the most skeptical teacher will be satisfied that this movement in favor of supplementary reading is one that should be encouraged, one which promises most profitable results.

In the same ratio as the child learns to read with greater ease and intelligibility, will he advance more rapidly in all his other studies, for observing, reading, and listening are the three sisters who usher the young mind into all knowledge.

The boards of school examiners of Sani-lac and Huron counties, Mich., are taking steps to ascertain the number of school houses destroyed by the terrible fires that have swept over those counties, and to decide what steps to take towards rebuilding. The people will hardly be in such a condition as to rebuild all of these school-houses, including as they do nearly all there were in these two counties, and it is a perplexing question as to how this exigency is to be meet. Public benevolence will be heavily taxed for some months to come to provide the bare necessities of life for fifteen thousand or more people stripped of everything but their charred fields, and hearth-stones buried deep beneath the ashes of all they once called their homes. In what manner the state government can come to the relief of these sufferers is not easily determined. If, it were possible to give outright or to loan to these school districts, a part of the excess of the tax imposed by a clause in the constitution for the payment of the State debt—now that the State is practically out of debt and money for this account is continually accumulating in the treasury,—this would seem to be an excellent use to make of that surplus. But, although the surplus, under a provision of law, belongs to the public school fund, it remains to be seen whether any constitutional method can be devised for using it to help these afflicted counties. It is just possible that the necessary amount could be loaned to the several school towns and districts for a long term of years at a nominal rate of interest. If this plan is feasible it should certainly be adopted.

The Canada School Journal gives in a recent issue an article prepared by a competent physician, on the plan to be pursued in resuscitating the apparently drowned. The article is illustrated and the directions...
for treatment are put in the form of concise rules, readily understood and remembered. The editor of the Journal wisely advises that the subject be made the occasion of a lesson in schools of the higher grades, in order that young people may be prepared for the perils of boating and swimming.

There is sad truth in the following words which we clip from a valued exchange, we only object to making the charge so universal as our friend makes it. There are some noble teachers, who are not indifferent to reason in these matters:

"If there is one point in which school teachers and authorities are half a century behind their age, it is in the art of pushing their ideas and magnifying their vocation. They read less on their own work than any other class of intelligent people; starve their professional journals; keep away from conventions and lectures—in short, get off into corners and work under cover; and then wonder that advanced ideas in education move slowly, that children remain untaught, and teachers receive starvation salaries with social neglect thrown in. Any material interest so unskilfully pushed would go to inevitable wreck; and if the cause of good education goes forward it is largely from the inevitable momentum of truth, with small thanks to the way in which it is presented to the people by its professional and official representatives."

The funeral obsequies of President Garfield, at Cleveland, on Monday, were of the most imposing and mournfully impressive character. A brief summary of the exercises is given in our columns of general news. The whole country observed the day in memorial services, not so much in compliance with President Arthur's proclamation, as in response to the prompting of universal sympathy, respect and love. One of the most memorable events of the week was the act of Queen Victoria, ordering her court into mourning. "This is the first time that such a token of respect for the head of a republican State has ever been shown in Europe." Hitherto it has been esteemed one of the peculiar recognitions of royalty. The Bishop of Canterbury held memorial services in St. Martin's-in-the-Field on Monday evening, and long before the services were opened the church and all its approaches were crowded and packed with English and American mourners. In most of the principal cities and towns throughout England services of a similar nature were conducted. Such an exhibition of the kinship of the Anglo-Saxon race has never before been witnessed, and the lesson it teaches should never be forgotten.

It should prove in its influence on both nations one of the compensations for the death of such a man as President Garfield.

Another compensation for the loss of such a man is likely to be found in the effect on the lives of Americans, youths and adults, to have all that was noble in his life emphasized as it has been by the universal confession of his virtues and true greatness. Transcended, maligncd, as the most blameless American statesmen are in the heartless, conscienceless modes common to our political contests, our children need some such lesson as this to teach them that these maligning politicians do not mean what they say; that we have great and good men still at the head of our national affairs, and that virtue will triumph in death, and in history, if not while its possessor lives.

No more impressive opportunity could exist than the present one for teaching a class in Civil Government, or, for that matter, all higher grade pupils, the importance of that provision of the Federal Constitution, which takes the place in the United States of the established royal succession known to monarchial countries. To avoid anarchy or revolution in case of the sudden demise of the executive head of a nation, it was recognized, very early in the history of all nations, that it was a matter of supreme importance to establish some order of succession, by which it might be known while the chief ruler lived, who should take his place when it became vacant. Whenever this question was in doubt the death of a sovereign was contemplated with nervous apprehensions, and, as the events too often proved, not without good reason. Wars for the succession have again and again divided kingdoms and deluged their fairest fields with blood. The merest tyrant in history can recall numbers of such events. The framers of the Constitution of the United States, recognizing the importance of making provision for such an emergency as exists now, wisely inserted in the fundamental law that section, by authority of which Vice President Arthur quietly summoned one of the Chief Justices of New York, as soon as he was officially informed of the death of President Garfield, took the oath to support the constitution of the United States and faithfully execute its laws, and became forthwith the executive head of a nation of 50,000,000. It was nearly midnight when the death of the President was officially announced by telegraph to the Vice President at New York; before daylight the army and navy and all the other departments of the Government were officially notified that the Government had passed into the hands of the new President whom all recognized. It is scarcely possible to conceive of a more striking illustration of the majesty of constitutional law than is found in this event of the history of which we are all a part, as deeply interested subjects; and if such history as this is not impressed upon the minds of school children, it would be difficult to give a reason why history of any kind should be taught in our schools.

SPECIAL EDUCATION.
For the Educational Weekly.
Our special correspondent "Tyrone," sends us the following extracts from a recent speech of M. Jules Ferry, on the demand for special education for the working classes:

On August 3rd was held in the grand hall of the Sorbonne, the competitive examination of the lyceum schools of Paris and Versailles; all the scientific, literary, and political circles of the city being represented in the audience; and Mr. Jules Ferry, Ministre de l'instruction publique et des beaux arts, presiding. In a closing discourse he very strongly urged the necessity, under the republic, of a thorough and practical education for the productive and industrial classes, and for a distinct and special secondary course of education, without detracting from the higher classical course, but rather rendering it more important and more efficient to those who have need of its discipline—the savants, the fonctionnaires, the avocats, and the médecins, who form a small number compared with the démocrates industriels. This great working population has its own special educational needs, and we aim to meet them by separating the secondary course as distinct both from the primary and the classic, and having for its object, not only the preparation of good artisans and competent masters, but good men and good citizens.

In this course the study of actualities leads the use of books, as also to a great extent in the primary schools; "for we have no more love for the antiquated, torturing text-books than the children have; we want less dependence upon mere verbiage, and more of living instruction which extends its vibrations through every mind."
“It is essential that the real dignity of the body of public teachers of all grades should be reinforced. Teachers of a certain stamp were held in honor under the despotisms because they were the collaborators of monarchy and imperialism, teaching implicit submission. But even the schools and the University itself were ill at ease in this work, for to study letters is to become imbued with the generous love of liberty. Now that our University can be truly the intellectual muse of the Nation, its work is enlarged even while we give the great mass of secondary schools a quite different, and separate course, neither a specially technical one, nor a professional one, but broader than either and preparatory to both.

For this great work we need special pedagogical qualifications of a high order but distinct from the specialities of the classic course. Here is a great field of usefulness, to well discipline and prepare these millions of rising youth, avid for learning, and for truth and right. What honor what well doing! and what eternal gratitude of the Republic! awaits such capable servants.

The Latin discourse usual at these grand annual exercises was dispensed with and hereafter will be given in plain work—a-day French, Heaven rest its soporic soul—if it had one—May it sleep in peace’say the relieved reporters.

FACTS FROM EUROPE.

For the Educational Weekly.


I send you a few facts gathered from official sources respecting educational work in Europe.

ENGLAND.

The Educational Collection was established by the Society of Arts in 1854. This collection has become a very important branch of the museum. Its library contains upwards of 36,000 volumes of educational books, and the collections of scientific apparatus, models, and appliances for educational purposes number some thousands of specimens. The cost of the educational collections amounts to $66,535, exclusive of the numerous donations.

GERMANY.

There are at present thirty special chairs of pedagogy at the German Universities. The 118 elementary schools of Berlin have 101,586 pupils, or about one-tenth of the whole city population.

Several German cities have established workshops in connection with elementary boys' schools. If the experiment gives satisfaction, the Prussian government will consider the advisability of establishing workshops in all the boys' schools of the kingdom.

The city of Berlin has twenty-one popular libraries with 85,000 volumes. In 1880 the libraries were patronized by 75,069 artisans and laborers, 44,370 merchants and artists, 60,157 students of secondary and technical schools, 69,235 women, 98,3 soldiers, 26,042 city and State officials, and 18,245 teachers.

The city of Nordhausen has decided to establish a school garden after the model of the garden at Gera where all the plants are raised which are used in the teaching of botany.

The teachers' widows and orphans fund of the city of Cologne has a capital of $100,000.

The city of Hamburg has erected twenty-nine new school houses since 1873 at a cost of nearly a million dollars. The annual expenditure for education amounts to nearly $600,000.

Herr von Gossler, the newly appointed minister of public instruction for Prussia, seems to be still more in favor of church schools than his predecessor. Numerous communes are daily receiving permission to re-establish such schools, made unsectarian under the administration of Dr. Falk. The more enlightened teachers and friends of education are very much alarmed at this change.

HUNGARY.

The Bureau of Education has received a report on the Hungarian gymnasien, or classical high schools, by Prof. Dr. J. H. Schwiaker at Budapest, of which the following is an abstract:

Hungary has 153 gymnasien—eighty-one with all the classes, and seventy-two with the lower and middle classes only. These 153 gymnasien have 975 classes, 1,706 professors, and 34,947 pupils. In 1887, there were 142 gymnasien, with 865 classes, 1,442 professors and 33,908 pupils.

In addition to the mother tongue and the ordinary branches of a secondary school the following subjects were taught in various institutions: A second national language in eighteen gymnasien, French in sixty-three, English in five, Italian in two, singing in one hundred and two, music in forty-two, drawing in seven, penmanship in eight, and etymology in fifty-two.

In 1888, 1,869 students presented themselves for the final examination after a nine years' course. Of this number, 1,706 received their diplomas, and 163 were advised to resume their studies and to present themselves at the next year's examination.

Hon. James F. Wilson, one of the Representatives in Congress from Iowa, struck the keynote of one of the educational reforms which are most demanded (or which should be demanded), of nearly all of our higher institutions of learning, and of a majority of the graded schools of this country, when, in his speech at the dedication of the Bloomer public school building, Council Bluffs, last month, he declared:

The organization of pupils into classes is a convenience, but it must not be allowed to dispense with the individuality of the pupil. The class is not the unit in educational work. The pupil is the unit. This is the rule on which the University is now in operation in Great Britain and Ireland.

EDUCATION IN GREAT BRITAIN AND IRELAND.

WASHINGTON, Sept. 27.—The following is a brief account of the Universities now in operation in Great Britain and Ireland.

ENGLAND.

1. University of Oxford, first charter granted by Henry III: Number of colleges, twenty-five; number of professors, forty-three; under graduates, 2,846.

2. University of Cambridge, founded in seventh century, though its first authentic charter dates from the time of Henry III. Number of colleges, seventeen; number of professors, thirty-six; under graduates, 2,497.

3. University of Durham, founded 1832: The number of professors, readers and lecturers is seven. There are two colleges for the reception of students, viz.: University College and Bishop Hatfield's Hall. The University has also affiliated with it the College of Medicine and the College of Physical Science, both situated at Newcastle-upon-Tyne. The number of students is 204. At the Newcastle College of Medicine there are eighty-eight, and at the College of Science, fifty-six.

4. University of London, founded 1837: The University of London is of a thoroughly cosmopolitan and unsectarian character, and grants degrees in art, medicine, law and science to all candidates who can pass the requisite examinations.

5. Victoria University, founded 1837: The centre of this newly-formed northern University is Owens College, Manchester, founded in 1824, and incorporated in 1871; but other Colleges, such as All Hallows, Sheffield, and the Yorkshire College of Science at Leeds, also belong to this University.
announces the establishment of such a school. We heartily congratulate these institutions on their far-sighted enterprise, intimately related, as it is, to political reform and the future statesmanship of the country. It has not come too soon, and it has come in good time. Through the operations of the political machine, the qualifications of our legislators and diplomats were probably never lower than at the present time. Let us imagine what Congress would be, with every member a graduate of the three years' course of political education in which Columbia gives, and the University of Michigan proposes. Suppose every member had systematically studied international law, political and constitutional history, social science, political ethics, sanitary science, finance and statistics, or, in other words, had gone through the curriculum of one of these schools of political science. The supposition presents to the mind such a Congress as this country never possessed during its entire history. Our Congresses and Legislatures are made up largely of men who know little of any of these subjects—men without political education, and even without political intelligence, further than they have acquired it in their current newspaper reading. Our public agents abroad, mainly put in office by the machine, have been, in almost numberless instances, a disgrace to the country, knowing literally nothing of good society, nothing of the languages of the governments to which they have been accredited, nothing of diplomatic history, and nothing whatever of the forms and details of diplomatic business. The crudities of legislation and the blunders in finance and in all matters of political economy are notorious in the history of our law-making bodies. We have had a world of bad legislation, and that legislation has fitly measured the legislative ignorance.

Now, scattered up and down the land, there are a great many young men with political ambitions. Many of them are in the legal profession, or about to begin the study of the law. Others are tradesmen, but men who have a desire to mingle in politics, and in the management of the government of cities, or States, or the nation. There are others still—young men of fortune—who do not care to enter upon business, but who have a taste for politics. What better can any one of these young men do than to enter this new department of Columbia and the University of Michigan, and thoroughly prepare himself for political life? Such a preparation would not only be a preparation for political life; it would be a preparation for citizenship. It would make every graduate an important and influential man in whatever community he might find himself placed. These institutions announce that all students who are graduated by their schools of Political Science will be admitted to the degree of Doctor of Philosophy—Exchange.

The Chicago evening schools open again this first week in October, for ten weeks.

WHAT SHALL WE DO WITH OUR SONS.

An article has been going the rounds of the papers for some time, entitled: "What Shall We Do With Our Daughters?" while nothing is said of the rearing of our sons. It could be inferred that no rules are necessary; but not so. The following seem to be silently acknowledged as the rules for the present generation:

Teach them to look upon a trade as a disgrace.

Teach them that poor clothes, honestly obtained, are to be scorned.

Teach them that they are to consider themselves above any kind of manual labor.

Teach them the art of loafing in all its perfections; smoking, impudent staring, etc.

Teach them how to get in debt at the tailor's and leave their parents to pay. Do not let them consider the expense and sacrifices necessarily made for their college course.

Teach them to forget their manners while at home. Let them be cross and surlly to home folks, extremely polite to company.

Talk to their sisters about expenses; meanwhile teach them to seek the company of expensive dressed girls, and when their bills come in for tobacco, and other little vices, pay them without a word; finally, let them marry, and live in style at their mother-in-law's.—Exchange.

MATHMATICIAN. DEPARTMENT.

THE WEEKLY is asked to present a solution of the following problem in part payments in such form as it would be well to set it before a class of pupils who are dealing with this sort of examples for the first time. For want of time to refer the problem to the regular Mathematical Editor, we give the following solution from another source.

A note dated May 1, 1878, for $1,000, payable on or before January 1, 1881, with interest at $5 per cent per annum, has the following indentations: May 1, 1879, $570; December 16, 1879, $199; May 1, 1880, $55. How much was due January 1, 1882?

The problem is an ordinary one, and with such a class as is described by our correspondent it is best to attempt nothing but a simple, straight forward solution of it according to the rule in practice in business offices and the courts of Illinois and most other states in the Union—i.e. the rule of the United States Courts.

It is fair to presume that pupils are familiar with the processes of computing simple interest for each interest period here named.

If this is the case, it will be well to give...
this exercise as much the character of a
bona fide business transaction as possible.
To save time and avoid the risk of errors in-
cident to hurred arithmetical operations
book-keepers use "interest tables," which
have been tested by long years of actual ser-
vice in the best banking houses of the coun-
try. Let the scholar be instructed to employ
these in working this and other partial pay-
ment examples. Then let him solve the problem according to the following

<table>
<thead>
<tr>
<th>PROCESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest from date of payment</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Amount subtracted</td>
<td>$1,080.60</td>
</tr>
<tr>
<td>Principal</td>
<td>$250.00</td>
</tr>
<tr>
<td>New principal</td>
<td>$830.00</td>
</tr>
<tr>
<td>Interest at time of payment</td>
<td>$10.00</td>
</tr>
<tr>
<td>Interest on principal</td>
<td>$41.40</td>
</tr>
<tr>
<td>Second payment</td>
<td>$3.55</td>
</tr>
<tr>
<td>Third payment</td>
<td>$46.50</td>
</tr>
<tr>
<td>Amount of last payment</td>
<td>$942.00</td>
</tr>
<tr>
<td>Amount due at settlement</td>
<td>$577.00</td>
</tr>
</tbody>
</table>

Suggest that in an example like this an
expert accountant would see by a moment's
inspection that the second and third pay-
ments did not equal the accrued interest
at the dates when such payments were
made; and would, therefore, not go to the trouble of computing the interest
on the principal, $830, for three separate
periods, but would compute it for the
whole period from May 1, 1879, down to
the day of settlement "in a lump." After
an example wrought out in detail, as in
the above solution, it will be best to train
the young accountant to imitate the
ready accountant and avoid unnecessary
work, whenever a moments inspection will
convince him that any payment or any
consecutive payments amount to less than the
accrued interest.

So long as the regular teachers of our
common schools are not required to possess
the requisite knowledge and ability to im-
port the art of writing, so long will speci-
alists hold sway, for want of them will
the people have reason to complain of ineffi-
cency in our schools. Our best educators
as a rule are poor writers. Doubtless this
may account for the neglect with which
the subject has been treated as a specialty; and I can conceive of no better
way by which advancement can be made
than by specialists through boards of edu-
cation, as in Central School Journal.

GENERAL NEWS OF THE WEEK.

The terribly destructive power of dynamite was
illustrated at Council Bluffs, in the yards of the Rock
Island railroad, on Monday. After the car took fire, simple warning was given the employees. Thirty
freight cars were broken to pieces, and a hole 20 feet
deep and 150 feet in diameter was excavated. The
freight cars, round house, and repair shops have
disappeared, and the loss in the railroad company
will be over $600,000.

Cable street cars will be running in Chicago in a
few days. The cable has been laid through State
street from Twenty-second street to Harrison, and the
sections by it as far as the Palmer House
are on the ground. The engine house is nearly
finished and one of the stationery engines has
arrived.

The free-thinkers of England are holding a three
days convention in London. Bragg, who was
executed from the House of Commons, presented
the.

When the agitator, Farewell, returned to Milwaukee Sunday from Wisconsin, the people took him
in his carriages and dragged it to the rooms of the Land League. This does not look as if Farewell was
exasperated.

It is one of the sad proofs of the financial distress
in parts of Europe that the principal bank of
Leningrad has been forced to liquidate by the
government because it holds so much bad com-
mercial paper. Its public liabilities are 2,000,000
francs, while 3,000,000 francs of its notes are held
by working people, and there is so much excite-
ment that it is decided to prevent a riot.

The Maxwell bandits, who have so long set
the legal authorities of Wisconsin and Illinois
at defiance, were traced to one of their lairs in Car
hour County, Ill., and during an attempt to arrest
them last Sunday, Sheriff John Linnis was
killed and deputies John H. Churchill and Frank
McNee were badly wounded. The desperadoes
were pursued by a deputy sheriff of Pike coun-
ty, who was shot at a distance by the bandit
already fleeing.

Ayoob Khan, who captured Cardarshan from the
Ameer of Afghanistan, but a short time ago, has
been defeated. The battle, which was fought on the
25th instant, lasted for about three hours, when two regiments in Ayoob Khan's army
comphred to fight on their own account, being re-
Medatory enemies. This settled the fate for Ayoob
Khan, and he died with a loss of 250 killed and wounded.

Two of his Hertaj regiments deserted to the
Ameer.

The Missouri desperadoes who are engaged in
train-robbery for a livelihood rely on terrorism to
protect them from arrest or conviction. Procurator
attorney Wallace, and his assistant, of Indepen-
dence, Mo., who have made a dark case against
Bill Ryan, the Gladplea train-robber, have received
letters from the League of Twelve threatening their
lives. The citizens have organised a committee of
protection.

Dr. von Schloesser, the new German minister to
Washington, brings autograph letters of congratula-
tion on the death of President Garfield from Emperor
William and Prince Hohenzollern.

It is stated with a good deal of positiveness by
some of Mr. Blair's most intimate personal and
political friends, that he has determined to retire from the cabinet immediately.

Four comets are now visible with the aid of the
telescope. The last one was discovered at Rochester the night that President Garfield died, and at
almost the same instant.

The railroad war on passenger rates warfare ended.
The Grand Trunk is selling tickets from Detroit to New
York for $3.50, and to Boston for $5. The agents
of the Canada Southern and Great Western are for
bidden to follow suit.

The whaling bark Legal Tender reports having
spoken the revenue cutter Corwin, in search for the
Juanita. The Corwin opened fire on the Juanita
and fired it. Subsequently the steamer made a landing
at Wrangle Land, and formally took possession of it
in the name of the United States. Capt. Cooper
ordered an exploration of the territory, but the ex-
ploiting parties found no sign of human habitation.
They report the country as destitute and sterile be-
des. There are no traces of the Jesuites were
discovered on either Hartford Island or Wrangle
Land. Some additional relics of the lost whalers
have been recovered from Indiana near the cape.

The fund for Mrs. Garfield now amounts to
$313,000, of which about $30,000 was contributed
by the citizens of Chicago.

The Pope, it is said, demands of Germany the
abolition of civil tribunal payments. If payment
is made, the return of expelled religious or-
ders, and unrestricted control by the clergy of re-
ligious teaching in the schools.

The Massachusetts Republican State Conven-
tion at its recent session admitted Mrs. Mary A. Tyler
as a delegate.

The funeral honors of President Garfield were
conducted Monday afternoon at Cleveland. The
adjacent streets for a long distance were blocked
by the multitude. The catafalque, magnificent in
its goblet decorations, was also adorned with a
pallion of very beautiful floral designs, contributed
by societies, corporations, and the representatives
of foreign consuls. All the members of the Cabinet
and their wives, the general officers of the army
and navy, foreign ambassadors, governors of four-
teen States, with staffs, and prominent citizens rep-
resenting the large cities of the United States, were
present. Besides these there were an immense
crowd of the regular and the citizen
soldiers from various States, and a company
strong of secret and benevolent organisations.

The mourning relatives, including the President's
mother, Mrs. Garfield, and her children, took seats
at the casket, and at each corner was stationed
a member of the Clevelands Boy's Scout.
Beethoven's funeral hymn was sung, when Bishop Bedell read
from the fiftteenth chapter of Corinthians. The
funeral sermon was preached by Rev. Isaac Ernst,
 Cincinnati, and the benediction was pronounced
by President Hiattt, of Hiram College.

The procession stretched along Euclid avenue for nearly
six miles, entering the gateway of the cemetery at
1:30 P.M., the Marine band leading. The funeral
car, drawn by twelve black horses, was escorted by
twelve regular artillerymen. Rev. J. H. Jones,
chaplain of Garfield's regiment, made a brief
review of the career of the illustrious dead. The
remains were deposited in the vault, and the adjut-
ant general of Ohio will furnish a guard until the
tombstone takes place.

The thirty ninth annual session of lectures
Rush Medical College was opened Tuesday evening
in the college building, corner Wood and Harrison.
The address was delivered by Professor
Joseph P. Ross, A. M. M.D.
REPORT OF BUREAU OF EDUCATION.

Further examinations of the latest report of Commissioner Eaton, of the National Bureau of Education, supplies us with the following facts as to the number, attendance, and so forth, of the Universities and Colleges of this country, and of the present condition of scientific and agricultural schools.

UNIVERSITIES AND COLLEGES.

The number of universities and colleges reported is 364, with 4,241 instructors and 60,011 students. Of the instructors, 3,506 are in collegiate departments, and 899 in preparatory departments. Of the students, 31,555 are in collegiate departments, 27,467 in preparatory departments, and 989 are not classified. College libraries contain in all 2,911,991 volumes, which is an increase of 60,963 volumes during the year; there are also 356,966 volumes in the libraries of college societies. The financial summaries show the value of grounds, buildings, and apparatus to be $37,200,354; amount of productive funds, $40,256,937; income from productive funds, $2,883,077; receipts for the last year from tuition fees, $1,029,000; receipts from State appropriations, $3,506; aggregate amount of scholarship funds, $2,012,042.

The summary of entrance examinations shows that there were 6,704 examinations in pre-collegiate departments, and 3,038 for classical courses; in preparatory departments, 473; in collegiate departments, 2,937; in sciences, 933; for scientific courses; in preparatory departments of scientific schools, 1,944. Students in institutions for superior instruction, as in colleges, 31,555; in schools of science, 8,975; in institutions for the superior instruction of women, 1,452.

The Commissioner, after speaking of the high value of scholarship funds, cautions the public against inferring from the increased number of candidates rejected at college entrance examinations that the schools from which they come are deteriorating. He says: "The importance of advanced standards of admission, want of relation between extension or modification of elective systems and the quality of instruction, and the insufficient facilities for a proper care of students, are seen to be quite suiting those who cannot have a suitable preparation. Statistics, with reference to the admission of students and the extension of elective systems and graduate departments are given from the reports of leading universities.

SCHOOLS OF SCIENCE.

Under this head 81 schools are reported, viz: 45 endowed by the national land grant of 1862, 34 not so endowed, and the United States Military and Naval Academies. The schools endowed by the act of 1862 report 458 instructors, 3,528 students in regular courses, 627 in partial courses, 92 in graduate courses, and 1,177 in preparatory courses. The 34 schools not so endowed report 315 instructors, 4,000 students in regular courses, 102 in partial courses, 15 in graduate courses, and 367 in preparatory courses. In these schools of the former class there were 2,503 State supported students and 147 other free scholarships, and in those of the latter class 20 state supported students and 97 other free scholarships. The total number of vacancies in general libraries was 128,624, and in society libraries 6,428.

The students' income from the national land grant report value of grounds, $4,760,866; amount of productive funds, $6,048,754; income from productive funds, $44,568; receipts for the last year from tuition fees, $11,997, and 147 other free scholarships, and in those of the latter class 20 state supported students and 97 other free scholarships.

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An examination of the studies pursued in these departments shows that they are not intended to provide special preliminary courses required by the law of Congress, nor are the courses necessary to the low attainments of candidates in the ordinary elementary branches.

The number of candidates for admission, especially to such of the institutions as are not included in general, may be called very moderate, a condition which in the case of the colleges included in Part I seems to have been maintained, and in others may be made within the reach of the class of students for whose benefit the grant was originally made. The only exception is the large number of candidates admitted to the preparatory course or in the standards of admission is the omission of Latin and Greek or the substitution of French or German in those schools, and in a few instances an extension of the requirements in mathematics for students entering upon the scientific or technical courses. This practice implies the conviction that primary and secondary instruction should be the same for all classes of students, which is also the prevailing opinion in Europe.

The funds of the colleges endowed by the act of 1862 are derived from the appropriations, $24,986; receipts from State appropriations, $3,506; gifts of funds, $6,862,405. Seventy-seven institutions, which state the amount from both sources, received from former $7,758,971 and from the latter $15,154,737.

With very few exceptions the colleges report chemistry as a subject of instruction, for which the expenses of laboratory and apparatus are furnished, with the exception of those in Indiana and the chemical apparatus. The chemistry in all its branches is the only subject of instruction for which the funds of the colleges are required.

Much information is presented concerning the conduct and practical working of the most important of the institutions, and in conclusion the Commissioner observes: "The present condition of scientific and technical schools is characterized by a great number of satisfactory textbooks. The general field of study is as large as it is needed, and the courses and methods and apparatus are of the greatest advantage to the students. The courses of study are designed to give the students a sound education in science and to fit them for practical work. The students, as the results, are communicative, and the products of their studies are of the highest quality. The institutions are controlled by a board of management of twelve members, of which the Duke of Newcastle is president. The number of resident students is about seventy-five.

(2) Scotland.—In Scotland agricultural education has developed more rapidly than in England. The establishment of the Scottish Agricultural College at Edinburgh in 1862, the corresponding school in Aberdeen in 1865, and the further extension of agricultural education, have led to the establishment of a number of agricultural colleges and schools. The institutions are well equipped with practical apparatus and are attended by a great number of students.

Mr. Alcott is reported by the Portland Advertiser to have said at the Concord school that "Actuality is the Thingness of the Here." The Advertiser adds: "An ordinary person dislikes to set up an opinion against so high authority, but sometimes it does seem as though Actuality is really the Hereness of the Thing"
STATE NEWS.

ILLINOIS.

The Chicago Board of Education has just ordered the old heaters out of the Calumet Avenue school-building, and contracted with the Rattan Heating and Ventilating Company, of this city, for the proper heating and ventilating of the premises.

The obnoxious rule of the Chicago Board of Education, interdicting the employment of married women as teachers, has been repealed.

The students of Wheaton College indulge a few nights ago in the pastime of hanging Gatos. On the whole, the worst they could do was to hang him in effigy.

The Illinois State Fair opened at Peoria, on the 26th instant. It is too early to say just how well the educational exhibit of this year will compare with that of last. Few educators are on hand as yet. Next Saturday they will be there in large numbers. At least they are expected, if the day is pleasant.

Memorial services in honor of the revered President, were held Monday afternoon in the chapel of the Illinois Industrial University. Eloquent addresses were delivered by the Rechten, Dr. S. H. Peabody, and by Professors Burrill and Pickard. Resolutions of love and regret for the President and of tender sympathy for his family were passed by the students. The citizens attended in great numbers, the spacious university chapel being densely crowded.

TOWN.

Mrs. Kate Robinson, of the Madison High School, is the Greenback party's candidate for County Superintendent.

The normal department of Iowa college is represented this year in at least thirty-two of the public schools of the State; in how many more deponent is not certain. This department of the college was organized in 1879. The above count includes only those who have enjoyed the advantages of the new department, or special didactical instruction. There are a great many others in the public schools, as County and City Superintendents, school principals and assistants who graduated or took a partial course in Iowa College before the new departure, which grew out of this very fact that so many students were called to act as teachers.

The following list of Superintendents and teachers of Iowa public schools will be found valuable for reference:

Superintendent: Supt. R. B. Huff, Muscatine; Supt. J. B. Monley, Fairfield; F. F. Bartlett, Emerson; Supt. J. W. Miller, Albia; Supt. Henry Sabin, Clinton (ten-year); Supt. Townsville, Knoxville; Rev. A. C. Cornell, principal at Leon; Principal Daniel Miller, Kellogg; Mary and Emma Arnold, Newton; Sarah V. Conklin, Keokuk; Addie Perry, Dunde; Principal I. A. Sabin, Dunlap; Principal W. H. Dempster, Ottowa; Louise Tucker, Shemndoha; Mary Jewett, Keokuk; Principal Henry B. Arnold, Manchester; Principal S. C. Bond, Sidney; Principal C. W. Duffield, Blancheard; Principal Eugene Corey, Bedford; Principal J. W. Johnson, Oskaloosa; Principal Miller, Alton.

That was a graceful compliment and something more which was paid to the industry and ability of the county superintendent R. A. Frost, when the Cass County Republican Convention re-nominated him for his present office by a 'voice vote,' practically unanimous.

The freshman class of Cornell College is the largest ever known in the history of that institution.

Professor E. R. Elderidge opens the Southeastern Iowa Normal school under the most favorable auspices. It has a spacious building, the old court house, well furnished, free of all incumbrance; the people of Columbus Junction are enthusiastic in their faith in its success, and the present indications of a large patronage are flattering.

Iowa College library contains a large number of valuable books, but not so many in proportion to its total catalogue as it would do all the books been selected especially for it. Many of them have been donated. More reference books are needed, and the policy of those in authority is to expend any money obtained for the library in supplying books of this character, especially such as are needed for use in the laboratories.

WISCONSIN.

The principal of the Burlington schools this year is E. M. K. Smith, of the Avoca High School and R. J. Porter; of the Grand Rapids schools, Mr. E. W. Cooley; of the West Bend schools, Mr. L. A. Stanwood; of the Bayfield schools, Mr. A. L. Sherman; of the Lake Mills school, Mr. H. D. Kinney; of the Mineral Point schools, Mr. J. H. Terry; of the Bloomer schools, Mr. A. J. Johnson; of the Madison schools, Miss Minn; of the high school at Chippewa, Mr. G. A. Burlew; of Neenah, Mr. J. H. Boyle; of the Glenbeulah high school, Mr. A. W. Burton.

The new building at Waupaca County, Wisconsin, is a double-ended, Superintendent-reminding one of the "double-ended" gun boats used in the war, for the old one which had two bow and reversible engines, and could dart in and out of all sorts of harbors without the bother of turning around. He is not only County Superintendent, but he is the Superintendent of the Waupaca city schools. He is consequently in danger of running out of business, when he gets to the end of his city duties, if he does not even take time to turn around, but runs out forthwith into the duties of the County Superintendency.

City Superintendents, high school principals and not a few grammar school principals receive better pay than many County Superintendents. Why should able men accept or remain in the County Superintendency when they are better paid to take these other positions? The honor of the position is something and the grand field of usefulness, but honor will not clothe a man's wife and children, and there is really no reason why the County Superintendent should practice the self-denial of a missionary to the Indian tribes, or of a pioneer circuit-rider. Evidently Professor Grogen, the Superintendent of Sheboygan County thinks so, and he has wisely taken the superintendency of the Sheboygan city schools.

Professor David Kirk, mathematical editor of The Educational Weekly, formerly of the Jackson, Minn., public schools, is now at the Bloomer high school, Mr. Kirk is not only a superior mathematician, but he is a scholar of rare mental breadth and fullness and an educator who despises surface work and shams of all kinds. He believes in going to the root of the matter not only in mathematics but in whatever else he teaches.

MINNESOTA.

Carleton College, at Northfield, reports an attendance, suggesting the thought that at its present rate of growth it will soon require another college building. Some of the recitation rooms are as full now as is entirely comfortable. Wisely the policy of multiplying classes rather than to permit them to become overcrowded prevails; but if this policy is persevered in, and the attendance grows, there must be more instructors and ultimately additional buildings. This is just what President Strong is praying and laboring for—judging from the past.

The Rochester schools have a new superintendent this year, Professor H. O. Durkee, formerly of La Crosse.

There is a gain in the enrollment at the State University, this year, compared with last year.

The new school house at Carrie is almost finished.

The school board having a wholesome dread of such winters as the last one, has just ordered one of Smeda's school heaters and ventilators, the same pattern that gave such satisfaction in other buildings, during the past year's spell.

INDIANA.

The teachers of Union County, at their recent institute, adopted resolutions expressive of their deep appreciation of the services to the schools of that county rendered by the retiring Superintendent, Mr. L. M. Cryst, and their high esteem both for Mr. and Mrs. Cryst. Indeed any one acquainted with the improvement of schools in Union County since Mr. Christ was elected, and who remembers his constant and judicious efforts to help teachers in their work must know that these compliments are deserved.

MISSOURI.

The Shelbina schools have opened this year with W. R. Holloway, formerly of Farmington, Ia., as principal.

KANSAS.

Kansas Agricultural College has two fish ponds. One of them was finished but a short time ago. They contain fish eight to ten inches long.

The new building of Kansas State Agricultural College is needed right away. Two hundred and thirty-five students were enrolled down to Sept., 90, of whom one hundred and nineteen never attended this institution before. Others are expected.

The Industrialist says "the chapel and recitation rooms are crowded, raising the wish that the new buildings were ready for use." The walls have reached their full height over the rear part which is to be a part of the wing.

Rev. A. M. White, formerly of Afton, Iowa, is the new superintendent of the Enterprise schools.

EASTERN STATES.

Rev. Dr. McCaffey, the former president of Mount St. Mary's college, at Emmitsburg, Md. is dead.

Swarthmore College was destroyed by fire last Monday. There is insurance amounting to $150,000, and the buildings will be rebuilt immediately. This is the principal Eastern college of the Society of Friends. It is located at Swarthmore, Pa., not at Philadelphia, as the Chicago Times states.

The students of Princeton College strewed the track with flowers for a hundred yards or more, before the train bearing the President's body from Long Branch to Washington, passed by, and as the train slowed its speed they showered flowers over the car in which the loved remains were carried.

Maplewood Institute, Pittsfield, Mass. opens its present term with a larger attendance than it has bad for many years past. It has a strong corps of teachers with Rev. C. C. Smith, at its head, whose name is a household word wherever the former students of Maplewood Institute are scattered, and that is more or less densely all over the world.

The East has them, the West has them, the North and the South both exclaim, "so have we," and Europe, India, China and the Isles of the sea con-
feast that they have been invaded by them. The usefulness of an institution of learning of this character, wisely administered for some fifty years, it is impossible to bound definitely; certainly it cannot be bounded by State lines.

SCHOOL LAW.

IN IOWA.


1. A school order can be recalled, if not in the hands of the pupil. If in his possession, the payment of the order may be stopped, if a question of legality arises to the mind of the president, and the treasurer is not authorized to pay such order, without judicial action, or a new order from the president.

2. At their September meeting, or soon thereafter, boards of directors in district townships should claim all the territory belonging to their civil township, except such territory as has been invaded, used otherwise than for religious purposes, and in which the school is not required to be maintained. Board of directors in district townships, except such territory as has been invaded, and used otherwise than for religious purposes.

IN WISCONSIN.


Q. Before the annual meeting a district board contracted with a female teacher for the ensuing year, and the district at the annual meeting voted to have the teacher, and in the same year, a young man of the district was appointed, and a teacher during the summer. Are the instructions of the district binding upon the board despite the contract previously made with the teacher?

A. Yes. The board exceeded its authority in entering into such a contract. Sec. 430, subdivision 14, R. S. authorizes the board to determine the sex of the teacher only in case such matters shall not be determined at the annual meeting, and the board is entirely unable to forestall the action of the teacher.

Q. Can the district board allow the school-owned house to be used for religious meetings when the majority of the voters of the district are opposed to it?

A. Yes. Section 435, R. S. gives the board full control of the school-house, as well as other property of the district, and especially provides that the board may sell such use of the house. This is the law on the subject; but when it comes to a matter of policy and judgment, it is clear that it is bad policy, and poor judgment for a board to let the house for any purpose whatever while a majority of the voters are known to oppose such a letting. There is always a likelihood of disagreement about such a matter, and the wise plan is to refuse to let the school-house unless a majority of the voters are known to favor it.

Q. Towards the end of the school year a district that had maintained school for five or more months, and a new district created, which new district reported on the first of September as other districts are required to by law. In the following report, the School Fund Income was apportioned, and the new district of course is not the old district, although the people of the district had assisted in maintaining school five or more months while in the old district. Is there any remedy?

A. There is none, except by legislative appropriation. It seems to me that the people of the new district threw away their advantage by being set off and erected into a district so near the time for making the Annual Report. It is quite clear that he old district drew no money on the report of children who were set into the new district, and the new district having the new district had maintained no school at all. If the Annual Report had been made first and the new district created soon afterwards, and then maintained school five or more months before the next report, there would have been no loss of part in School Fund Income, as Sec. 156, R. S., provides for a division of the money drawn upon the report made before division.

Q. Can a school office who cannot read or write the English language and must do business in a foreign tongue.

A. The law does not provide for the exclusion of any man from office on any such grounds. The presumption, however, is that every office can read and write sufficiently for the purposes of his duties; and if this should prove not to be the case, and he could not, or would not, procure assistance so as to have his duties properly performed, such a state of facts might appear to the county judge as sufficient cause for his removal on the grounds of "willful neglect of duty."

Q. A last fall (1880) I voted for president in an adjoining State, and have been elected an office of our school district this year (1881). Can I hold the office?

A. The only condition of eligibility to a district office appears to be that of residence, and that not at all limited. Being a resident of the district, you are eligible, and can hold the office.

THE SCHOOL ROOM.

WHAT IS TEACHING?

Teaching is the process, direct or indirect, by which one mind influences another. It is the process through which one mind is excited and developed by another. Some can teach by their mere presence; these are persons of rare individuality and character, and of a wisdom and will. Others can teach by the conversation, that is, with out making any set business of the work of instruction; these are persons of exceptional mental powers, and wide range of learning. Neither of these two classes mentioned are often found. Most who would teach make a special business of it, and resort to methods of more or less point and value, to excite in the young an appetite for knowledge. They try to arouse curiosity, to put in operation the mental faculties, to awaken a desire for learning. The growth and proper training of the child is the true end to be sought by teaching. It must not be imagined that teaching is a simple or easy process. It is work that wears both brain and body, but it is the most noble work that one can undertake, and it is work for which the most brilliant talents are none too good. Teaching demands the utmost gentleness combined with kindly stimulation, and strong will, and sympathy born of a keen insight into character.

RULES FOR BEGINNING SCHOOL.

1. See to it that the school house is in good condition— if the trustee does not put it so do yourself. The question is not, can you afford to do it, but rather, is it good policy, and poor judgment for a board to let the house for any purpose whatever while a majority of the voters are known to oppose such a letting. There is always a likelihood of disagreement about such a matter, and the wise plan is to refuse to let the school-house unless a majority of the voters are known to favor it.

2. Be on the ground early in the morning, the school is open. Have all things in readiness. Greet the boys and girls pleasantly as they come in.

3. Have your work all carefully planned, and know just what you are going to do first, what second, what third, etc.

4. Let your opening exercises and "remarks" be exceedingly brief.

5. Assign lessons previously, either from the records of the last school or the pupils, just what classes belong in school and the exact stage of advancement proper to work. Give each one something to do, and the shortest method is the best method. Perhaps the best subject to assign first is something a little above the children's capacity, and suited to the various classes, and the work is to be preserved for recitation, industry for a time is in

THE ORIGIN OF RAILWAYS.

School histories should contain much more than they do about the origin of the great inventions which have done so much to benefit our race. It would be far better if they contained less about wars and much more of the sort of matter here suggested. Few of the world's great military heroes or statesmen have done as much for it as the inventors of the steam engine, the locomotive, the sewing machine and many another use of invention. The teacher will find that an occasional exercise, embodying the history of an invention, will be both entertaining and profitable to his pupils. Take, as below, a sketch of the origin of railways, and note the interest that will be aroused and the eager desire for fuller study of the same subject. Biographies of George Stephenson, who will be looked up and read with avidity, the plans of the steam engine will be studied, and every thing concerning the further applications of the steam power, and improvements in railway construction will be sought for and learned as a pleasure, and not as a task. How these inventors are so very common now that we can hardly realize that not many years ago they were entirely unknown. Perhaps your
great-grand-father or mine, at sight of one of the early steam-engines in all its appaling forces and against the frightful evil of darkness.

Railways had a very humble beginning. Up in the mining districts of England coal had to be hauled a great distance to find a sale for it, and of course the keeping of many strong horses to do this work was very costly, and the men who undertook that to make the roads perfectly smooth would render it possible to draw much heavier loads, and then the first pianos were made, by laying down boards on their flat sides. These, however, wore out very rapidly, and after many attempts at improvement it was found that the most substantial road bed was made by laying broad, hard, hard bands across the track, their upper side being faced with a thin sheet of iron to keep it from wearing out. This was the beginning of flanges on the treads of the wheels of the coal wagons, so that they could not run off the track. This improvement in road-making was the invention for George Stephenson, and the first of the roads were called tram roads, or tram ways, and tracks thus constructed are called so to this day.

One of the first of these roads to be built was in Northumberland, in England, and it ran past a small cottage where lived Robert Stephenson, the father of the inventor of the locomotive. One of the first tasks that the baby George Stephenson looked upon was the horses toiling wearily along the tramway dragging the heavy coal wagons. Little did he think that the business of baby eyes that watched this sight was destined to change completely the whole method of conveyance and travel.

George Stephenson was a mechanical genius. When but a child he amused himself with modeling little engines. When he was five and a half, he was sent to work in the mines, and his highest ambition was to be employed about one of the colliery engines. By slow degrees he worked his way onward, until at the age of eighteen he was made engine-man in one of the pits. Though advanced in workmen's skill, the young man had not at this age, learned his letters, and sent himself to school to study with the same energy which he gave to his mechanical work, and soon out-stripped his teacher. He was so much interested in making engines, that he spent many of his evenings in making experiments with machinery. At this time there was a good deal of talk at school about making use of engines to move the coal wagons. All the engines known at this time were stationary and the plan was to have them placed at intervals along the tramway, and the wagons by winding up a chain or rope to which they were fastened. This plan did not work very well, and it was thought that another mode of locomotion should be found. The young man decided upon the iron on the center of the track, and a copped wheel on the engine to fit it in, the load could be dragged along by the side wheels attached to the wheel in the center of the track. An engine of this kind was actually fitted up and made to work. On its first trip, a very absurd idea—that is if some of the story-tellers speak truly—the engine had to pass through a toll gate; the gate-keeper frightened at the hissing monster, made all haste to open it, and when the engineer slackened up a little and asked what the toll was, the poor man replied, with chattering teeth and knees knocking together for fright, "N-n-nothing, my dear Mr. Devill, please drive on as fast as you can.

For a time George Stephenson and the engines worked successfully, they were all so heavy and bulky. All this time George Stephenson had been studying and experimenting, profiting by the failure of others, and at last decided upon a practicable locomotive. He believed and proved a fact which no one at that time, would credit, to wit, that a smooth wheel drawn on a smooth track first, these engines, though they saved a great deal on horse power, were very crude and clumsy affairs. For one thing, the distance of the engine had to be perfectly kept, or the engine would not work. The work was so successful that the engine was severely contested in Parliament, and they were at last triumphantly passed.

We have not space here to describe all the improvements which this clear mechanical mind made in his engine. Still less can we tell all that the railways have done for the world. Uniting distant countries and people, they have helped to make the strongest promoters of peace in this century, and have added immensurably to the wealth and happiness of the world. All the world is the object of the effort of a simple, untutored engineer. Instead of spending his idle moments in drinking and frolic, as so many other—it might be—were accustomed to do, and studied till his active brain gave birth to an invention which will prove the wonder of the world forever.

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**PRIMARY DEPARTMENT.**

**LESSONS.**

**AUNT LIZIE.**

Out in the sunny garden plot,
Among the blossoms gay,
What have you learned to-day?

Loud humming in a hollyhock,
I heard a little bee.
And said "A worm was I;—
Be cheerful whatsoever befall,
And hope to soar when forced to crawl!"

**BESSY.**

And on a purple candy-tuft
I saw a butterfly.
It waved its red-and-yellow wings,
And said: "A worm was I—
Be cheerful whatsoever befall,
And hope to soar when forced to crawl!"

**CHARLEY.**

Among some morning glories set
There grew the fragrant mignonette:
"When will it bloom, ma'am?," I cried,
"It blooms at sun rise, child, and grows,
Should I my pleasant perfume lose?"

**DOLA.**

Upon a green sweet-brier bough,
A pleasant, shady place.
All about the fragrant gem, I found
A web of silverlace;
And on it, with its many eyes,
I saw a spider watching flies.
Who taught me this? "One must beware—
The fairest thing may prove a snare.""AUNT."

**MARIAN.**

Four useful lessons you have learned
This happy summer hour,
Touched by a bee, a butterfly,
A spider, and a flower.

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**A KINDERGARTEN CLASS IN GEOGRAPHY.**

The "case" which is the subject of these notes, was that of a class of children, averaging seven.

They had been inmates of a school-room a few months when they were deemed ready to undertake geography. As a preface to the science, they were presented with pieces of art work. Upon the boards they learned to mould squares, balls, cups, baskets, etc. The articles were not always symmetrical, but a watchful eye could detect clumsiness giving way to skillful day by day. The wax precace was laid aside, and the map was thenceforth used always to send East to North, etc., until the children were familiarized with the terms and positions. Then a square card was placed upon the floor, and the children directed to place articles upon its corners. Each was exercised in pointing to the articles, and telling where they were located—"the ball is on the North corner, the slate on the East," etc., until the recess bell tapped.

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The "case" which is the subject of these notes, was that of a class of children, averaging seven.

They had been inmates of a school-room a few months when they were deemed ready to undertake geography. As a preface to the science, they were presented with pieces of art work. Among the boards they learned to mould squares, balls, cups, baskets, etc. The articles were not always symmetrical, but a watchful eye could detect clumsiness giving way to skillful day by day. The wax precace was laid aside, and the map was thenceforth used always to send East to North, etc., until the children were familiarized with the terms and positions. Then a square card was placed upon the floor, and the children directed to place articles upon its corners. Each was exercised in pointing to the articles, and telling where they were located—"the ball is on the North corner, the slate on the East," etc., until the recess bell tapped.

Lesson 2. The little class were seated on a settle, and a stool being placed in the centre of the room, each child took a turn in standing upon it, and playing "weather vane." Pointing with outstretched arm, the little student says, "North, where the cold wind blows from; East, where the sun rises; South, where the wind blows from; West, where the sun sets." Great care was taken to "skip about," lest this exercise should degenerate into a routine of repetition. This lesson being established; the class, in number 3, was taught the intermediate directions. The children's own thoughts were drawn out first. The teacher, "Go, in what direction is the door from you?" The little girl replied, "It is not in any corner; but it is half south and half east." Then the teacher explained that the door was said to be southeast from the centre of the room. In a similar manner the idea of the other half way points was developed. Then the chart was laid down again, and articles placed by the class upon the borders of the compass points; and each child was required to describe the situation thereof. In Lesson 4, after a review of the former lessons, the scholars were individually requested to point out the direction of their homes. For instance, "When I go home, I walk North and then East, so I live North-East." A bright little girl was taught the terms a and great interest. In Lesson 5, the corners of the school-yard being named, and the children had a lively game running from point to point when called. Lesson 6 was devoted to "boundaries." Two objects were placed in juxtaposition, and the teacher asked what they did to each other. A child replied, "They touch," "Yes," said the teacher, "or we call it 'bound.'" Then A stood up on the floor, and B. bounded him on the South, the North, etc., and M. was called on to tell the others how they bounded A. After all had practised the new lesson, the chart came into service; and the children bounded it with various articles. In Lesson 7, we reviewed the above, and proceeded to bound the school-house and yard. The object of Lesson 8 was to give the idea of maps. The class were furnished with cards and pencils, and gravely told to draw a room as large as the school-room. A bright little fellow cried out, "can't do it, slates isn't large enough." But they readily complied with the order. "Draw something that is shaped like the school-room." This is a picture of the schoolroom, with the door up, how do we know it is the school-room, when it is so much smaller?" "Because it has the 'look' of it," was the ready answer; and after being told to draw a map of the world, they objected; but clearly reco gnized the fact that a small picture could be made of its shape; and great interest was manifested in a large map of the world, upon the school-house wall.—Selected.
GOOD READING.

NOT DEAD

Here, at the sweetest hour of this sweet day,
Here, in the calmest woodland haunts I know,
Bechamp mused around the memory play.
And in my heart do pleasant fancies blow,
Like flowers turned toward thee, radiant and utile and gay.

Flushed by the light of times forever fled,
Whose tender glory pales, but is not dead!

The warm South wind is like thy generous breath,
Laden with gentle words of cordial cheer,
And every where above me fill the air
"She whom thou dream'st so distant, hovered near;
Yet love it which thrills the sun-set air.

With mystic motions from a time that's fled,
Long past and gone in sooth, but oh! not dead!

The silvery murmur of cool brooks below,
The soft, still clouds, that seem to muse on high;
And in the sweet fields of rippling grass
We roamed, untouched by passion's fervent pain.
But quaffing friendship's quiet draughts instead—
Its waters calms, whose sweetness is not dead!

Above that nook of fond remembrance stands
A rose with fitting that falls not, nor decks
No flowers of Lethe droop in her white hand.
And if the watch that steadfast angels keeps
Be not too tender to tear the veil that weeps
They are but tears a soft regret may shed
O'er twilight joys which fade, but are not dead!

Not dead! Not dead! but glorified and fair,
Like yonder marvelous cloudland floating far
Between the quivering sun-set's amber air
And the mild luster of eve's earliest daze.
Oh! thus, so pure so bright these memories are,
Earth's warmth, and Heaven's, serene around them.

They pass, they wane, but, sweet, they are not dead!

Scribner's Monthly.

VISIBLE SPEECH.

ONE OF THE MARVELS OF MODERN EDUCATION.

Speech is visible. If men do not see it, it is because they do not think. There is proof positive of this now in hundreds of instances of persons too dead to hear a canon's sound who, nevertheless, converse with ease—having learned to speak mechanically, and to read the speech of others from the motion of their lips.

Articulation and lip-reading are taught in this way at the Clarke Institution for Deaf Mutes at Northampton, Mass., and in a number of State institutions for deaf and dumb. In some years past Mrs. Ida W. Kessler, a sister of Mr. Alfred L. Sewell, of this city, has had charge of the pupils studying speech in the Ohio Institution for the Deaf at Dunham, at Columbus.

By special solicitation she spent this summer's vacation at Tiffin, Ohio, in the family of one of the most prominent attorneys of that city, Mr. Lee, whose hearing has failed of late years to such a degree that he was in danger of having to abandon his professional career. In the midst of this catastrophe, Mr. Lee was so droll that it became necessary for him to keep an assistant always beside him to repeat the utterances of his colleagues, opponents of the bar, and to reiterate the testimony of witnesses. This became intolerable, and he was almost in despair until he heard from Mrs. Kessler and her work with the unfortunates at the State institution. He conceived the determination to study visible speech, and learn

TO HEAR WITH THE EYE;

to read men's words as they ripple over the lips, by the lip vibrations. He sent for Mrs. Kessler; she entered his family last June; he bent himself to his task of acquiring another language with eagerness; and now he has gone into the court-room and amazes bench and bar by seeing to hear every thing that is said. All he seeks is to see the lips of the speaker, and he will interpret everything that is said, even through the veil of a mustache, without having to ask speakers to repeat their words, as men most generally do, by their hearers.

His profession is recovered; the labor of his life is restored to him. Old friends meet him, and he takes up his old:Systematic every word that is spoken to him as easily as they do. Some of them ask if he has recovered his hearing, and look incredulous. Ten weeks ago the reproof, "Eyes have ye, but ye see not," was as applicable to him as it still is, in this matter, to most other people. Speech uttered itself in quivering lip-autographs, but he saw it not; or, seeing it, understood it not. Now he wonders that anything so plain as speech could have been so distinctly visible as it must always have been, yet so utterly unseen or unnoticed as it was until he learned, not its a b c, but its syllables, only a few days ago.

If dulness of brain, or the utter paralyzing of the amenities, is the thing waited for by a little training of the eye, why should men waste money on ear-trumpets, audiphones, dentiphones, or other unpalatable auxiliary hearing?—Inter Ocean.

THAT IS A FACT.

"A friend" of Beloit College writes:

"Beloit is really a much better institution than many of those who have lived fewer years but have faced double trouble. College students must learn to do business on business principles and one of these principles is, "As fast as you increase your outfit, increase your efforts to let everybody know that you have increased it." In plain business phrase, colleges must advertise. Let them do it by free notices if they can get them; but it is folly to expect publishers to be so extremely liberal as to employ reporters and editors to write the notices that a college needs, and to boost valuable space year in and year out, without any business return whatever, even enough to cover the cost of the advertising of the "Beloit" should be careful. He is hitting more than one college adminis trator.

Very few colleges are conducted "on business principles." If they were there would be at least three young men and women persuaded to seek a college education where there is one so persuade me of the "penny wise and pound foolish," economy among managers of these institutions. To expend $500,000 to establish and thoroughly equip a college, and from $15,000 to $20,000 to advertise to the public, is to lecture to a couple of hundred students when they might have more than double that number, if a few dollars were judiciously spent in advertising, is a good deal like saving at the spigot and wasting at the barn-gate. There has been a good deal of this kind of thing in colleges. Even Yale has discovered at last, that "it pays" to advertise in addition to all the free notices so profusely given it.

THE MEN WHO SUCCEED.

The great difference among men of all callings is energy of purpose and persistence. Given the same amount of learning and integrity, and the same opportunities, and energy will make one man a success and the other a failure. Dead-beats are men without force. They had as good a chance as any of their companions. They seek the same objects, pursue the same purposes; yet while they were lying by the way-side, dispirited and despised. It takes nerve, vim, perseverance, and business acumen to get a gram and pay a prize. And the young man who goes into a profession without this precaution and force will not earn his bread. He has to go through life and to meet the world with the help of friends, getting some credit with them for being a well meaning man, in delicate health and unicky. "The real trouble is he lacks energy. This is just as true of the minister as of the lawyer or physician. To these and to the ecclesiastic and the would-be with much learning is not enough. All the Greek and Hebrew in the world will not qualify a man for usefulness. The world of letters, of the press, of the pulpit, and of the course, will determine—in one word, energy. If the youth who studies little Greek, knows no Essex means, and without it Dr. Parr's knowledge of Greek will not help him to usefulness or success in the pulpit.

JUST THE DIFFERENCE.

Some men move through life as a band of music moves down street, flinging out pleasure on every side through the air to every one, far and near, that can listen. Some men fill the air with their presence and sweetness, as orchards in October fill the air with perfume of ripe fruit.

Some men cling to their own houses, like the honeysuckle over the door, yet, like it, sweeten all the region with the subtle fragrance of their goodness. There are trees of righteousness which are ever drooping precious fruit around them. There are lives that shine like star-beams, or charm the heart like songs sung upon a holy day.

How great a bounty and a blessing it is to hold the royal gifts of the soul so that they shall be munificent sources of sweet and frescos home life! It would be an unworthy thing to live for, to make the power which we have within us to the height of many a sunshine where only clouds and shadows reign; to fill the atmosphere where earth's weary toilers must stand with a brightness which they cannot create for themselves, and which they long for, and enjoy, and appreciate.

AMERICAN PORTRAIT ART.

A distinguished artist, whose name I suppress on account of the personality of some of his views, was talking with me of portrait painting. I happened to ask him the question whether Gilbert Stuart, who painted the most celebrated portrait of General Washington, stood in a respectable rank compared with foreign portrait painters. He said: "Yes, sir. Stuart stands at the head of American portrait painters and in the same class with the best foreign portrait painters, always excepting four or five illustrious men whose genius has never been equaled. Stuart's portraits are so perfect that we hardly think of criticizing them at all. Michael Angelo also painted and Raphael, and Leonardo Da Vinci. Coming down below these men you find another grade of eminent portrait painters still, but of what lower rank than Velasquez. Titian painted a better picture than a portrait; that is to say, even his portraits, great as they are, rank higher for facility. Considering, however, how much he painted, and the variety and extent of his labors, I think he stands at the head of portrait painters. The English had but one portrait painter of high merit, Sir Joshua Reynolds. Gilbert Stuart, in my judgment, was just as good a portrait painter as Reynolds, and I think his portraits represent the highest forms of human character with more dignity than Reynolds. Imagine, for example, Sir Joshua Reynolds painting the portrait of General Washington; I am not able to realize from Reynolds' style and trend to what extent they will have painted such a portrait as that of Washington by Stuart for the Boston Athenaeum. That is to say, to paint Washington in all the great achievements of Washington, of which there are over two hundred.

"Washington was so much annoyed by portrait painters that he would not give them sittings, and even Stuart had considerable trouble to get the sittings for his great picture. When Washington was given once for an English nobleman, and that portrait is in England. The second portrait, which is in Boston, I am not sure if that is a portrait a picture dealer undertaking to restore and scattering it down as if he had taken a human face and peeled the

My artist friend then said: "Benjamin West was the teacher of Gilbert Stuart. Stuart could paint a better portrait than West, however. West was a
most industrious man, with considerable ingenuity in the business. In each nook of his factory, and at the very very highly overhanging his work. Stuart's portrait of West is a very good instance of Stuart's portrait painting ability. It is a large painting, but not of the portrait width of the exhibition at the General Washington assembled in a single room at Mount Vernon, with Washington's measurements up - on the walls, and some libraries with this bust which have gone far to destroy its value as a representative of Washington.

"What other American portrait painter," said I, "do you rank with Gilbert Stuart?"

"The next to him is Charles Elliott, who died only a few years ago. He had very little of that fidelity to character and the occult features of a portrait which you find in Stuart, but he was a very fine painter. His pictures were rather superficial, rather too pretty. Yet they will always have a high rank among American portraits. I do not believe that any foreign contemporary of Elliott could paint as good a portrait as he. I do not think of any of the French painters who emigrated to this country, like Trumblen or Whigley, as being in the least equal to Elliott in the temporary of Elliott could paint as good portraits, and I do not believe that Elliott turned around and married in about three months, for portraits. I have never the less did good work in getting together some libraries with this bust which have gone far to destroy its value as a representative of Washington.

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BE IN TIME.

Be in time for every call; If you can, be first of all; Be in time. If your teachers only find You are never now behind, But are, like the dial, true, They will always trust to you; Be in time. Never linger ere you start; Set out with willing heart; Be in time. In the morning up and on, First to work, and soonest done; This is how the god's attained; This is how the prize is gained; Be in time. Those who aim at something great Never yet were found too late; Be in time. Life with all is but a school; We must work by plan and rule, Ever steady, earnest, true, Whitewash the day do; Be in time. Listen, then, to wisdom's call- Knowledge now is free to all; Be in time. Youth must daily toil and strive, Treasure for the future hive; For the work they have to do, Keep this motto still in view— Be in time.

OCTOBER MAGAZINES.

The Nursery is as pretty and as appropriate as ever for the time of year.

Our Little One will behold the Nursery after the present number, and the former magazine will have its influence and ability enlarged by the change.

Andrew's Tower, for September presented a superb lithographic plate, representing Mrs. Garfield, the Empress of Austria, the Queen of Spain, the Princess of Wales, the Queen of Italy and the Prince Louise attired in the latest Parisian Fall costumes.

In Lippincott's, Maurice Thompson illustrates the delights of a summer spent on Grand Traverse Bay, Lake Michigan. His description of the Mouth of Cordova, gives some pictures of the grand old temples and other buildings in that famous capital. Louise F. Jones describes a journey in the Sandwich Islands with King Kalakaua.

In the Atlantic, Thomas W. Higginson gives a cheerful view of Carlyle's character; Richard Grant White presents a plausible theory in regard to the 1003 edition of Hamlet, Elizabeth Stuart Phelps discusses the question, "Is God Good?" and the Rev. Phillips Brooks contributes his first magazine article, which is a tribute of love and intellect to the late Dean Stanley.

The October number of St. Nicholas closes the eighth volume. There is a poem by Celia Thaxter, some verses by Mrs. Annie Fields, wife of the late James T. Fields; an account of the pet cat of the famous romancer, James Fenimore Cooper, written by his daughter, and illustrated with silhouettes by Hopkins; and a study of Colorado life, entitled "Trapper Joe," by Mary Mapes Dodge.

The lessons on "Physical Education," taught by Felix L. Oswald, M. D., in "Psychology Science," are worthy of greater attention than they will be likely to receive in publication, proper food and natural treatment, are the remedies prescribed; and it would be wise if parents would become familiar with such treatises as this. Other papers contain valuable hints, especially that on "Forest Culture in Alpine Regions."

Harper's Monthly, always distinguished for its profusion of illustrated articles, seems to be outdoing itself in this particular. In the present number there are half a dozen papers which glitter with original landscape, form, floral, architectural and mechanical sketches and illustration. Among the notable articles are "Journalistic London," and "The Telegraph of To-day."

"Appleton's Journal" must be satisfying to a good many readers as a relief from the exclusive Americanizing tendencies of most of our magazine literatures. In the current number are several entertaining and useful articles, "English and American English," by Richard A. Proctor, is a valuable attempt to analyze the peculiarities of the English tongue, as it is spoken in England and America respectively. In "French Intellectual Life," Karl Hillbrand criticizes the literature of the second empire; talking of the "literature of mediocrity," comparing unfavorably with the profound original creations of the past. An article on the London stage, reviews the late Irving Booth season. Oscar Wilde, leader of the English aesthetic school, is editorially handled. His poem "Charmed," is described as "the most flagrantly offensive poem we remember ever to have read."

Scriver's "Monthly" for October comes with its new name, "The Century," printed in red diagonally across its incomprehensible title cover page, which it is hoped will make way for some more beautiful design for the new series, which is announced to commence in November, as a new enlarged, and improved Scriber. The program for the coming year embraces most of the delightful features of the past. George W. Cable will commence in an early number "Studies of the Louisiana Creoles," the locality of these sketches involving much of the early history of New Orleans. The curiosity of politicians will be particularly excited by the announcement that Mrs. Frances Hodgson Burnett will begin in November a new novel, entitled "Through One Administration," the scenes of which are laid at Washington. Richard Grant White will furnish a series of papers on New York opera, and hundreds of the best American writers will contribute their best things to Scriber in future as in the past. The October number has one article that will be entertaining to literary people. It is a biography of Paulus Manzutius, an Italian printer and editor, who was born about 1450.

THE COURTESIES OF LIFE.

Wm. Wirt's letter to his daughter on the "small, sweet courtesies of life," contains a passage from which a deal of happiness might be learned:

"I want to tell you a secret. The way to make yourself pleasing to others is to show them that you care for them. The whole world is like the miller at Mansfield 'who cared for nobody—no, not he—because nobody cared for him.' And the whole world would serve you so if you gave the same cause. Let everybody, therefore, see that you do care for them by showing them what Sterne so happily calls the small courtesies in which there is no parade, whose voice is too still to tease, and which manifest themselves by tender and affectionate looks and little acts of attention; giving others the preference in every little enjoyment at the table, in the field, walking, sitting or standing."
PREVALENT POETRY.

A wandering tribe, called the Siouxs,
Wear mocassins, having no shioux.
They are made of buckskin,
With the fleshy side in,
Embroidered with beads of bright hyloius.

When out on the war-path, the Siouxs
March single file—never by twos—
And by "blazing" the trees
Can return at their ease,
And their way through the forests ne'er lioux.

All new-fashioned boats he equioux,
And uses the birch bark canoous;
They are handy and light,
And, inverted at night,
Give shelter from storms and from hylious.

The principal food of the Siouxs
Is Indian maize, which they brioux.
And honey make,
Or mix in a cake
And eat it with pork, as they chionux.

* * * * *

Now doesn't this spelling look cyxiouxious?
'Tis enough to make any one styxiouxious!
So a word to the wise:
Pray our language revise
With orthography not so injiousious.

Ribenius's Monthly.

EDUCATIONAL BOOKS.

Practical Rules for Piano-Forte Playing, including the different forms of touch, finger exercises, scales and arpeggios, with rules for fingering, live playing and general difficulties. By A. J. Merges. Published by Lee & Walker, Philadelphia. 76 pages, 12mo. A compact compendium of rules that cannot fail to be of service to the amateur piano players.

The Second German Book, after the Natural or Postelitzen Method, for Schools and Home Instruction. By James H. Warman, A. M. Published by A. S. Barnes & Co.; New York and Chicago. This is much a reader as any one expects to see in a private intermediate school. The author proceeds on the rational hypothesis that whoever, whether he is young or old, undertakes to learn to read German, must begin very much as a German child begins, and proceed from simple combinations of simple words, to more difficult words, and more complicated constructions. There is matter of interest in these lessons. They are not a disconnected medley of sentences. There is a subject, a connected story in each exercise, and we have no doubt the book will give flavor to the study of German; which is what it needs if the present bad habit of falling out of German class after a term or so, which is so common where this language is taught in the public schools, is to be broken up.

Clark & Maynard, New York, publish School Classics, with Explanatory Notes, to be used as supplementary reading in the public schools, or by students of any of the higher institutions. These classics are the great masterpieces of English literature such as "The Armady," by Macaulay; "The Traveller," by Oliver Goldsmith; "The Pleasures of Hope," by Thomas Campbell; "The Village," by George Crabbe; "The Cotter's Saturday Night," by Robert Burns; "The Prisoner of Chillon," by Byron; "Byron's Phæophilus," by John Milton; Shakespeare's plays, one in each tract. These are bound in handsome manilla covers, about the size of a pocket treat, the style is large and clear—the text being in larger print and the notes in brevier or noapareil. They are neat and cheap, the price being 50 cents each, or $1 for 12.

Elements of Chemistry, a Text-Book for Schools. By E. D. Published by Sheldon & Co., New York. This book impresses one favorably at the very start, because it sets out with explicit directions to teachers and pupils as to the construction, arrangement and use of the laboratory and laboratory apparatus. To the teacher the author says: "The experiments are to be made by the pupil rather than for him." To the pupil, after directing him how to arrange and take care of apparatus, chemicals, &c, he says: "Be sure you know why you do a thing before you do it"; "make careful notes on all experiments as they proceed;" "never bear in mind that an experiment is intended to teach something." The book is constructed throughout as such an introduction would lead one to anticipate. The style is lucid; each of the chemical elements and the most important compounds is treated briefly, and yet as fully, with but an occasional exception, as it is best to undertake such instruction in the common schools. The work is all that is necessary in the hands of a properly instructed teacher. It is much better for public high schools and academies than a more expensive work would be.

Outline History of England, France, and Germany, giving the Contemporaneous Sovereigns, Literary Characters and Social Progress of Each Country, from the Roman Conquest to the Present Day. By Mary E. Kelly. Published by E. Claxton & Co., Philadelphia. The chief use of this work we should think, would be to indicate to pupils in history how they should endeavor to collect the principal facts in the history of different nations, set them over against each other in the order of time, and study the influences of nation upon nation. Such an extremely brief compendium of history as this, which is merely a memorandum of contemporaneous or nearly contemporaneous events in the lives of these three great States, an incomplete skeleton stripped of all the comedy flesh and hues of life, can serve no more purpose in teaching history than a human skeleton serves in teaching anatomy and physiology. The skeleton serves an important purpose when taken together with all the rest of the human anatomy, and so this little book, which in 88 broad pages epitomizes numerous events of English, French and German history, can aid the students greatly in a review, and help him to make an abstract for himself, after he has carefully read larger works. Price $1.50. Single copies sent by mail to teachers at $1.

At a conference, some months ago, of Sunday school and day school teachers, in Manchester, England, the subject of juvenile smoking was discussed. Dr. Emory James, of the Royal Eye Hospital, presided over the discussion. In his remarks he laid special stress upon the injurious influence of tobacco on the eyesight. He was convinced that the excessive use of tobacco, especially by the young, would always result in serious injury to the eyes.
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