The large number of private schools in the United States is regarded by many as an open censure of the public schools. State and County Superintendents' reports sometimes undertake to argue against this inference, but in 1876-77, when the numbers in attendance on private schools decreased, because of the financial stringency of the times, while public school attendance continued to increase such officers were not slow to refer to these statistics, and claim them as proof of the growing efficiency and popularity of the public schools. State Superintendent Charles S. Smart, of Ohio, in his reports for 1876-77, played on this string in strains of Aolian sweetness.

Other State Superintendents, and not a few County and City Superintendents, gave way to similar comments upon the significance of the general falling off in attendance upon select schools, academies, and even parochial schools, and the gains made by those under their own superintendence. Is it not a little remarkable that when the statistics of these same States, counties, and cities, for 1878, 1879, and 1880 showed a turn in the tide in very many of those same sections or places, and a very notable increase of private school attendance, (amounting in the cases of Ohio, Michigan, and other States and in some of the large cities to many thousands) this fact was not deemed worthy of special comment by any of these gentlemen? And yet it was and is a matter of consequence. It should lead all concerned to inquire why private schools flourish to such a high degree in the midst of free public schools, sustained by taxes upon parents who, rather than avail themselves of them, will pay their school taxes to maintain free schools, and then expend from two or three times as much more to send their own children away from free schools, to private institutions.

The total number of pupils of school age in attendance upon private schools in all the States, in 1876, was reported at 488,807. In 1877, the number had declined to 230,082. That was the year when certain State Superintendents were so confident that the public schools were rapidly working the abolition of private ones. But in 1878 the private school attendance mounted to 280,492, and in 1879 it rose to 358,685, a larger per cent. of increase than was made by the public schools. What did this signify? We throw it out as a subject worthy of study. We believe there are reasons for the maintenance of private schools in this country aside from imperfections in the public school system; that the principal reasons in many localities lie entirely outside of the question of school excellence, many of the private schools being very inferior in several respects to those sustained by the public.

This is especially true of most parochial schools. At the same time, it is a fact that full statistics for 1881 would show that there are now about half a million children in this country, under 11 years of age, in private schools; and we believe that in many places these numbers would be largely reduced if certain improvements were made in public school methods and regulations. What some of these changes are we shall undertake to point out hereafter, but we shall be much better pleased to publish the views of some of our most experienced and reflecting readers on this matter than to give forth our own opinions.

Our columns are open for a discussion of this question: Why do private schools flourish to such a degree in the midst of the public schools?

The Citizens' Association of Chicago is a body of intelligent citizens, of the better sort, who have associated themselves into a body representative of the brain and capital of this marvelous city. Success in their particular avocations has inspired them with strong confidence in their own opinions, and they consider it a prominent function of their associated existence to criticise the city, county, state and national governments, and point out to legislators and executive officers the paths wherein they ought to walk. True, all these representatives of the people keep on their way, without showing any great degree of consideration for the advice of this select company of good citizens, having respect, rather, to what the ward politicians think and counsel; nevertheless, the association holds meetings and continues to discuss, investigate, and advise. Lately they have taken up the subject of education. In this, as in other matters of public concern, they discover ample reasons for criticism, but like ourselves, they find it a good deal easier to point out defects, and denote consummations devoutly to be wished for, than they do to devise ways and means of bettering education. Here are the four cardinal defects pointed out by these gentlemen; and since their criticisms apply to the public schools generally, and to very nearly all the schools of the country, it is certainly in place to give all of our readers the benefits of their discoveries. Say they:

"There are four defects which appear in our educational system:
1. The method of teaching is not what it should be and must in time become.
2. There is no attention given to direct moral or religious training.
3. There is very little attention given to physical training.
4. There is an absence of practical training, the training of the hands and eyes, which would enable those leaving the schools to become useful and productive immediately in some manufacturing or industrial art."

To most of our readers there is nothing new in these propositions. Neither is there anything new in the remarks made in the report of their committee under each of these heads. They assume, as Charles Francis Adams did, that by the present
methods children are not taught to think. So far as this is the case, their objection is sustained by every one of the thousands of good teachers in this country, whose painstaking and excellent work they ignore.

The second defect which appears in our present educational system, say they, "is the absence of all direct moral and religious training." Well, what do they propose? Read:

"It is scarcely necessary to say that your committee is not in favor of introducing any doctrinal or sectarian religious instruction into the schools, but only such moral training as all sects are agreed about, and not only religious sects, but the immense majority of the community outside of any religious organization." It is the fashion of the day to decry, and perhaps, ignore morality and religion as a practical element in affairs of daily life. By so doing this generation is sowing the wind, and perhaps we or our children may reap the whirlwind.

We propose that there shall be the regular instruction in ethics from some good textbook, and, further, that the children shall be taught the existence of God as the creator and ruler of the universe, as He is acknowledged to be by all religious sects, and of man's responsibility toward God involving the idea of not sinning against Him, also, the ten commandments to be committed to memory, and to be explained so that the children may understand; also that the children may be taught that there is a life beyond this one—not going into any theological doctrines about heaven and hell so far as the facts differ about them, but certainly inculcating in the minds of the children the hope of everlasting life, and the idea that the true happiness both here and hereafter depends upon virtuous living.

Probably nine out of every ten teachers hold these same sentiments and, aided by the moral and religious tone of the best textbooks, are inculcating moral instruction to the full extent of the creed these gentlemen lay down, tens of thousands of them not hesitating to go much further, and teach religion much more positively than is here recommended, exercising the measure of liberty allowed to teachers by the laws of most if not all of the sects. Where these gentlemen err is in not seeming to have any appreciation of this fact.

As to what they say, under the next head every teacher in the land will second it all. The teachers are not at fault if there is not a gymnasium—or at least a large play ground—attached to every school house in the country.

On the matter of industrial education we are heartily with the Association in sentiment. Unfortunately these men of brains and capital stopped just where almost all "esthetic bodies" stop, i.e. when they got to the end of their criticisms; and did not resolve to do anything. When they resolve to give Chicago free kindergarten, and even one good industrial school, such as they are amply able to establish; when they are ready to undertake any of the reforms they advocate, teachers will be found eager to work with them.

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**INDUSTRIAL EDUCATION.**

**THE ROYAL TECHNICAL HIGH SCHOOL AT BERLIN.**

This institution is divided into the following principal divisions:

I. Architecture.
II. Architectural Engineering.
III. Mechanical Engineering, together with Shipbuilding.
IV. Chemistry and Metallurgy.
V. General Science, especially Mathematics and Natural Science.

The school has workshops and rooms for research for the special technical sciences.

The school is governed by a director, an assistant director, the heads of the five divisions, and a board of professors. Each division forms in itself an independent department, and is regulated by its Principal and professors. The teaching staff of the whole school consists of the director and his assistant, the five principals of divisions, and eighty-two professors. There are besides assistants and servants for the libraries, laboratories, collections, and workshops.

For admission as a student the candidate must produce the graduation diploma of a German gymnasium, or a Realschule of the first order. Foreigners are admitted on certain conditions; but they cannot compete at the State examinations.

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**THE TECHNICAL HIGH SCHOOL AT MUNICH.**

The Bavarian Technical High School is, in all respects, equal to a university in organization and standing. It is divided into the following sections:

1. The general section.
2. The school of engineering.
3. The school of architecture.
4. The mechanical technical school.
5. The chemical technical school.
6. The school of agriculture.

By means of lectures and practical work in the laboratories, through instruction is given to engineers in every branch, architects, technical chemists, farmers, teachers of mathematics, physics, chemistry, natural history, history, geography, the German language, drawing and modeling also to candidates for appointments as customs officers, and in mining, smelting and salt-works.

The school depends immediately on the ministry of public instruction. The winter session commences October 15, and ends March 22; the summer session is from April 15 to August 15. A candidate for admission must produce the graduation diploma of a German secondary school with a nine years' course. The course in each section extends over four years. The school has 47 regular and 42 assistant professors.

The collections, laboratories, etc., of the school are: The library and reading room; the mathematical collection; the geodetical collection; the physical museum and laboratory; the pyrotechnical collection; the chemical laboratory and collection of preparations; the chemical technical laboratory, with the technological collection; the mineralogical collection; the mechanical technical laboratory; the collection of building materials; the model collection for engineering; the architectural collection; the mechanical collection and workshop; the collection of historical art; the statistical collection; the collection of drawings; the central research station for agriculture with agricultural-chemical laboratory; the agricultural collection, and the agricultural instruction fields.

The number of students is about 1,200.

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**TECHNICAL SCHOOLS IN GREAT BRITAIN.**

The following are the colleges of science and technical education now in operation in Great Britain and Ireland:

- London—Science and Art Department, South Kensington. The Guild for promoting Technical Education, Gresham College, and Cowper Street.
- Royal College of Mines, City of London College.
- Birmingham—Sir Josiah Mason's College of Science, founded 1879. Number of students, 53.
- Leeds—The Yorkshire College, founded 1874. Number of students, 104.
- Newcastle—College of Science (attached to the University of Durham). Number of students, 56.
- Bristol—Mining School.
- Cheltenham—Whitworth School of Science, founded 1868.
- Dublin—Royal College of Science.

School of Science and Art.

The number of students of science and art in England is 1,452, in Scotland in 1,933 students in science and 872, in art; in Wales 25,713 in art; with 111 students in science and 2,880 in art; Scotland, 14 schools, with 1,
557 students in science and 3,773 in art; and Ireland's schools, with 76 students in science and 1,372 in art.

Technical Education in London.

The report of the third examination in technology held by the City and Guilds of London Institute has recently been issued. In 1880, 816 candidates were examined against 202 in the preceding year, and at the recent examination (1881) the number of candidates was 1,963. The number of students receiving instruction at classes connected with the Institute during the last session appears to have been 2,500. The Institute will distribute this year about £770 to teachers and about £240 in money prizes, besides giving 38 silver and 40 bronze medals.

The results of the last examination clearly show that the City and Guilds of London Institute is doing good throughout the country, by stimulating technical teaching in the manufacturing centres.

A Course of Study for District Schools.

Recommended by State Superintendent C. V. Cochrane, of Michigan.

The attention of examiners and inspectors is earnestly called to this plan of school work and grading and it is hoped that they will aid in giving it force and effect in the schools under their charge.

First Section—First and Second Classes.

Reading—First two books of series. Sight readings. Memorizing.

Spelling—Oral and written. Words from reading lessons and in common use. Words on slate and board in connection with reading and spelling.

Numbers—Reading numbers to 1,000. Simple operations in the fundamental processes, written and oral. Roman notation.

Miscellaneous—Oral lessons daily. Home geography—place, direction, the township and county, the globe. Language—correct speech, correct forms, capitals, punctuation, etc.

Notes.

1. The work of this section will cover an average period of about two years.

2. Reading—Each class separately. Three exercises daily for 1st class. Two daily for 2nd class. Careful attention should be given to the first lessons. Master each lesson before advancing to another. Review several lessons each day and occasionally require pupils to read new lessons of the same grade at sight. Have pupils memorize choice selections from reader and other books. Teach the use of the dictionary as they appear in the lessons.

3. Spelling—Most of the spelling in this section should be in connection with, or preparatory to, the reading lessons and exercises. The spelling exercise of both classes should be for review and for the pupils. Allow very little printing and only at the very earliest stage.

4. Writing—Prepare slate work for pupils at their seats. Require pupils to practice writing figures as well as letters and words in script. Allow very little printing and only at the very earliest stage.

5. Numbers—The whole section in one class. Have pupils to learn to use the common signs of the arithmetical operations, and to write out the simple combinations of numbers on the slate and board. Present clearly the idea of decimal notation as far as 1,000. Practice pupils in naming numbers promptly and accurately. Work rapidly yourself and require rapid work from the pupils. Teach simple and plain. Do not attempt a wide range. Land, water, plants, animals, location, direction, distance, common errors of speech. Capitals and marks used in their books.

Second Section—Third and Fourth Classes.

Reading—Third and fourth books of the series. Select readings and recitations.

Spelling—Oral and written. Words from reading lessons and from spelling books.

Writing—Forms of letters. Copy books. Dictation—words and sentences.


Notes.

1. The work of this section will occupy about three years of the course of an average pupil.

2. Reading—One exercise daily for each class separately. Pay special attention to catching and expressing the thought of the writer. Secure distinct articulation. Cultivate pleasant tones. Have pupils select from other books and bring to school choice selections to be read in class and memorized.

3. Spelling—The whole section united in one class. Much of the spelling work should be selected from the reading books. The regular spelling exercise should be mainly for test spelling by written reviews. Preserve lists of words commonly misspelled for test reviews.

4. Arithmetic—Each class should have one recitation daily. About one-third of the time of this section should be given to the study of fundamental principles in the first book of series used, and the remaining two-thirds to mastering the work designated in the advanced book. Do everything thoroughly before it is passed by. Secure accuracy and rapidity in writing numbers from dictation. Practice rapid addition, subtraction, etc. Teach the common measurements used in paper cutting, lumber, masonry, cordwood, bins, boxes, cisterns, etc.

5. Geography—The whole section united in one class. Pupils should draw maps in outline with not too full detail. Map drawing is a means rather than the end of geographical study. Require occasional abstracts in writing as review exercises. Use outline or blackboard maps for class drawing.

6. Language—The whole section united in one class, or each class reciting alternate days. The teacher should use some good work as a guide, not as a text-book. Kinds of sentences—simple, compound, etc. Parts of speech—subject, predicate, parts of speech. Construction of sentences. Correct common errors. Brief written abstracts in connection with oral work.

7. Miscellaneous—The whole section in one class. Ten minutes daily. Conversational exercises on various subjects. The pupils should be required to reproduce these in writing at a subsequent time. Aim to create an interest in the subjects, and to promote home readings upon topics of common interest. Occasional readings from newspapers and discussion of current events.

Third Section—Fifth Class.


Spelling—Advanced spelling book.

Writing—Advanced copy-books.


U. S. History—Oral or text-book with special attention to the civil government of the United States and of Michigan.


Notes.

1. The work of this section will cover an average of about two years in the ordinary ungraded school course. So far as possible all the pupils should be together in their work and understand that they form the advanced class in school.

2. Reading—This exercise should alternate with that in U. S. History, and for a change the text-book in history will furnish many excellent reading exercises. Have good selections from the reader committed to memory and recited singly and in concert. Newspapers—current history.

3. Spelling—Words from the speller and frequent dictation exercises, with reference to capitals and punctuation. Encourage the use of dictionary for learning sounds of letters and pronunciation. Carefully review the list of misspelled words as in second section.

4. Writing—In addition to copy-books teach correct forms in ordinary writing. Re-
quire neatness and good order in all slate and blackboard work.

5. Arithmetic—Give special attention to business forms and short processes. Teach pupils to make out bills. Review the measurements commonly used in business and in the industries. Cultivate rapidity and clearness of analysis. Thoroughly master the applications of percentage to ordinary business operations.


7. U. S. History—If a uniform text-book can be had, follow it. If not, teach topically, the pupils using such books as they have or can borrow. In connection with this subject teach orally the civil government of Michigan and of the United States.


SCIENCE AND ART IN ENGLISH SCHOOLS.

Lord Spencer, the President of the English Education Department, distributed the prizes won by students of the Bradford Mechanic's Institution on the 29th ult. On that occasion his lordship gave some important and encouraging information as to what is being done by the Government and the people of this country in departments of science and art. The statement is very encouraging as giving evidence that the nation has at last become alive to the fact that there is hope of industrial and material, as well as of moral, prosperity in the education of its people, and that for this purpose it is economical to spend money liberally, if also wisely. It is gratifying to perceive that Lord Spencer contemplates the result of this expenditure with confidence and hope as respects the trade of the country. His lordship closed his address with the following expression of opinion on this subject: "They had lately heard a great deal of the depressed state of trade, and great stress had been laid upon the subject of competition with our manufactures abroad. Every kind of remedy had been suggested—some political, some social. He would not refer to the forager at that time. He thought, however, he might venture to press upon their attention a very old recommendation which had been made, and which was this—that if we wanted to put the front in the markets of the world we must make the very best possible articles and have the best taste in design and color. If we did that we need not be afraid of any foreign competition, and he felt sure that the technical schools which were being established in all parts of the country would be the best possible means for maintaining our supremacy in the manufactures of the world." This is a subject of special interest to teachers. It is so, not merely inasmuch as they participate with their fellow-citizens in the advantages of the country, but also because by their agency chiefly, and by the manner in which they perform their work, the result so directly and so largely depends.

COMPULSORY ATTENDANCE.

Earl Spencer is certainly "improving the occasion." He is utilizing the long vacation to make his views well known, and within the past few days he has given utterance to various speeches more or less important. Compulsory attendance, as he observed, was, at one time, looked upon by large sections of the community as an impossibility. It has now been secured as a great measure, and has practically doubled the school attendance, since its introduction. It is pleasing to find Earl Spencer defending the quality of the work which is performed in the schools. "We often hear, and we have heard it in Parliament more than once" (said he) "that the education given in the primary schools of the country is not what it should be, and that we are trying to do too much in the way of education; that the children in schools are being taught art in healthy education and educational discipline, that we are aiming at giving education which ought to be given only in higher schools, and that we are leaving altogether the lines which Parliament lays down when it sanctions very large grants towards primary schools in the country. I believe you will bear me out when I entirely deny all these statements. I believe that the education given in the schools is sound, useful, and practical, and that we are not departing from the lines which Parliament has laid down for our guidance. I am sure you will all agree with me that we depurate from the bottom of our heart anything like superficial education, or cram. What we want to get is a sound and useful foundation of education among all our children, and during the short time they are able to remain at school they should be taught as much as can be taught them, but only so much as can be taught them in a sound practical manner." These words show that Earl Spencer's ideas are sound, and if he can have his way the Code will be revised upon intelligent methods. What he wants in regard to education will never be realized to its full extent under the prevailing system. If scholars are to get the full benefit of their teachers' labors, there must be a revival of the methods of other days. We are glad to find that Earl Spencer is as anxious as we are concerning the provision of scholarships to enable clever and promising youths to attend intermediate and higher class schools. In recanting the schemes of various charities the Education Department would do well to encourage the prosperity and greatness of their country, the erection of new, and sometimes rival, schools.—The Schoolmaster, London, Eng.

THE FRESH-AIR HABIT.

Early impressions are very enduring, and can make useful habits as well as evil ones a sort of second nature. In order to fore­ stall the chief danger of indoor life, make your children love-sick after fresh air; make them associate the idea of dusty rooms with prison-life, punishment, and sickness. Open a window whenever they complain of headache or nausea; promise them a woodland excursion as a reward of exceptionally good behavior. Save your best sweetmeats for out-door festivals. By the witchery of associated ideas a boy can come to regard the lonely shade-tree as a primary requisite to the enjoyment of a good story-book. Or, mes pensées ne sou­ lent jamais alter g' une mes jambes," says Rousseau ("Only the movement of my feet seems to set my brains a-going"), and it is just as easy to think, debate, rehearse, etc., walking as sitting the peripatetic philosophers derived their name from their pedestrian propícities, and the Stoic sect from their practice of "walking in the wood." Children who have been brought up in hygienic homes not rarely "feel as if they were going to be choked" in unventilated rooms, and I would take good care not to cure them of such salutary idiosyncrasies.

Every observant teacher must have noticed the innate hardness of young boys, their unaffected indifference to wind and weather. They seem to take a delight in braving the extremes of temperature, and, by simply indulging in this penchant of theirs, children can be made weather-proof to an almost unlimited degree: and in nothing else can they be more safely trusted to the guidance of their protective instincts. Don't be afraid that an active boy will hurt himself by voluntary exposure, unless his chances for out-door play are so rare as to tempt him to seize the first opportunity. Weather-proof people or almost sickness-proof; a merry hunting-excursion to the snow-clad highlands will rarely fail to counteract the consequences of repeated sur­ feits; even girls who have learned to brave the winter storms of our Northwestern prairies will afterward laugh at "draughts" and "raw March winds."—Popular Science Monthly for November.

DRY BONES OF EDUCATION.

A REPLY BY W. S. DAVIES.

There are two distinct issues raised in Miss Christie's article with the above title in the last number of the Fortnightly Review. The one is, whether the production of reading books for elementary schools should be left as hitherto to the private enterprise of book publishers, or should be undertaken by the Education Department, with the effect of course, of compelling all State-aided schools to use the books prescribed by the State, and no others. The second issue is, whether reading books, no matter how produced or provided, should consist, as at present they
mainly do, of interesting narrative, useful information, and standard poetry, or of what is called pure literature. There is no necessary connection between these two, and to impose them together is to sacrifice the independent discussion, and those who may agree with Miss Christie in her answer to the former question may at the same time differ entirely from her in her answer to the second, and vice versa. Miss Christie, however, has chosen to mingle the issues and to introduce into her conclusions this undeniable fact, that the State ought to authorize and to prescribe the reading books. She is also of opinion that the reading books should consist of what she calls "real literature," and should exclude everything else. We do not affect surprise at Miss Christie having mixed up these proposals, for we are quite certain that she cannot have the slightest hope of carrying out her second proposal without her first. There is not the smallest chance, we mean to say, of such a set of readers as Miss Christie has projected and described ever being generally adopted in elementary schools unless the Education Department shall compel the schools to use them. Without the faintest wish to be uncharitable we venture to think that Miss Christie is herself well aware of this, and to suggest that that has been her reason for combining the two proposals, and for making them interdependent.

If there appear to be good reasons for Miss Christie mixing up these proposals, there are equally good reasons for our desiring to keep them separate. The proposal of a uniform series of official readers is not one on which we are likely to be credited with giving an unbiased opinion. We are of the number of "bookmakers and publishers," of whom Miss Christie writes with such express disapprobation. We cannot, therefore, at least we shall not get credit for speaking, on this part of the subject with the high disinterestedness of philanthropists and lovers of education for its own sake. We may, nevertheless, be allowed to suggest to those persons (they are not likely to be found in a Government Department) who may possibly be found in agreement with Miss Christie on this point, that that "private enterprise" for which she has so much scorn has done something to improve the educational literature of this country during recent years. Let any one place side by side the books from which children are now taught in elementary schools and the books which their grandparents, or even their fathers, used, and it will be impossible for him to come to any other conclusion than that immense improvements have been made both in the matter and in the appearance of the books. These improvements are due to "private enterprise," and to nothing else. If having to read and to spell is less a weariness of the flesh to our children than it was to our fathers, and even to ourselves, to what but "private enterprise" can we attribute such improvement? Can we say to the "publishers" do we owe the happy change?

We in England may learn something from Scotland in this particular; and the illustration is the more striking because that country has always held a foremost place among European nations in the matter of popular education. A Scottish clergyman has just published his "Recollections of Seventy Years." In his interesting picture of the parochial schools as they were half a century ago, he says, "At the time I speak of [about 1830] there was no reading book for the more advanced classes but the Bible; none for the younger children but the Book of Proverbs; and none for beginners but the alphabet, and syllables of two or three letters printed on an outer leaf of the Shorter Catechism." Those who are familiar with the history of education do not need to be told that these were exceptional case. It was the rule in Scotland at a time when Scotland was still more decidedly ahead of England in the provision of popular education than is the case now. And surely no one can honestly compare the state of matters here described with that which now exists, when there are so many suggestive reading books in abundance, and suited to every kind of taste except that represented by Miss Christie, but also educational appliances of endless variety in the shape of wall-sheets, of home-lesson books, of pictures and diagrams and reading frames—without admitting that "the dry bones of popular education," as they formerly existed, have been breathed upon to some purpose, and have become "an exceedingly great army, which is effectively doing battle with ignorance and coarseness and vice."

Now this wonderful transformation has been the work, not of a Government no exceptional case. It was the rule in Scotland at a time when Scotland was still more decidedly ahead of England in the provision of popular education than is the case now. And surely no one can honestly compare the state of matters here described with that which now exists, when there are so many suggestive reading books in abundance, and suited to every kind of taste except that represented by Miss Christie, but also educational appliances of endless variety in the shape of wall-sheets, of home-lesson books, of pictures and diagrams and reading frames—without admitting that "the dry bones of popular education," as they formerly existed, have been breathed upon to some purpose, and have become "an exceedingly great army, which is effectively doing battle with ignorance and coarseness and vice."

Just because the production of school books has been made "an affair of speculation by bookmakers and publishers," the unforeseen and unexpected character of the books has been continuous as well as rapid. The principle of competition has had full play. It has been the interest of every one engaged in the work to secure public favor by striving to produce a better article than his predecessors had produced. It is amazing that one in these days—especially that one so much interested in education as the writer of the article evidently is—should be insensible to the immense advantages which school-book literature has derived from the competition of publishing houses, and from the ever-quenched ingenuity of rival editors. Indeed, we are tempted to ask whether the writer has had much experience either of the kind of literature which she essays to criticise or of the class of schools or of children to whose wants and capacities that literature is addressed.

Hardly any feature of the case is more remarkable than the improvement that has taken place in text-books of history, even during the ten years to which Miss Christie refers. In place of dense and repulsive pages crowded with facts, dates, and proper names, we have bright and picturesque narrative, and we have books studded with sketches, plans of battle-fields, portraits of great men, and spirited pictures of famous scenes. And all this is the result of the competition of "private enterprise." Free trade in school-books, like free trade generally, is a thoroughly healthy system. It secures progressive improvement and adaptation to the ever-changing wants of time, and at the same time it forces quality upward and it keeps down price. That which is in the first instance merely a matter of trade rivalry, results in intellectual vitality from which the public derives great gain.

One of the chief recommendations of the system is that practically and in the long run it gives the workman command of a variety of tools, and leaves him free to select the tools best suited at once to his hand and to his work. We are quite certain that an order issued by the Education Department showing the cabinet of an official set of readers all over England would be received with dismay and would produce disaster. The Education Department deals only with results and with the conditions that make results trustworthy. It wisely leaves the selection of the means by which the results may be attained to the responsible authorities, that is to the schoolmasters and the managers of the schools.

Any one who wishes to see the effect of requiring the use of official school-books has only to look at Ireland. There, for special reasons which are well known, it was thought advisable to issue a set of books sanctioned by the National Commissioners, and to prohibit the use of other books in the national schools. These books contain much excellent matter. When they were first issued, it was thought they would be exceptionally popular. But they were long ago surpassed by the efforts of English and Scottish editors and publishers. The progressive improvement secured by competition and "private enterprise" has been altogether wanting. Irishmen complain that their books are "dry" and "stiffen" the mind of the child rather than a help to the attainment of good results. The Royal Readers and others of the same class may be "dry bones" in the estimation of Miss Christie, but they are very enticing flesh and blood in the eyes of the Irish National schoolmasters, who for many months past have been agitating earnestly for leave to use the very books which Miss Christie condemns.

The business colleges of this country number 145 and have 535 instructors and 22,021 students, of whom 5,249 are in evening schools. They have 55,222 volumes in their libraries, an increase of 3,312 during the year. "Germany has higher commercial schools and more than twice as many as we have." The number of instruction embraces German, French, English, history, geography, mathematics, commercial law, weights and measures, monetary systems, physics, chemistry, and drawing. France, Spain, and Belgium have similar schools all under the supervision of the State.
AN EXCELLENT INNOVATION.

The School Board of St. Louis has decided upon an innovation which is worthy of imitation and praise. It has added to the course of studies in the public schools of that city a series of oral lessons on etiquette. In response to the direction of the board the Superintendent of schools has prepared a list of topics for the use of teachers called upon to give instruction in the new study. The way of teaching is to have several pages in a manual of etiquette read by the class, and the principles and precepts therein contained fixed firmly in the children's minds by a conversational exercise.

This plan of the St. Louis Board is an excellent one, and we hope it may be followed by the educational officers of other cities. Instruction in good manners is one of the most important items in the education of the young, and yet in our schools it is utterly neglected. Teachers assume that children are taught in this particular at their homes, though the hourly conduct of their pupils should show them that they have never learned even the alphabet of good behavior. It should be remembered that a large majority of the pupils in our common schools come of parents who are uncultured and ignorant. Their birth and breeding have been such that it would be well nigh impossible for them to know anything of the amenities of life without instructions therein. But teachers and school officers, those who have assumed the responsibility of educating these children, should not overlook so important a deficiency as this.

It is not claimed, of course, that instruction in etiquette should take the place of fundamental studies, nor that it should consist in training in conventionalities or formalities simply. We use the term etiquette to include all that may be legitimately covered by the term good manners. Good manners are such as are dictated by a kindly, unselfish spirit, and instruction in them will undoubtedly and, by reflex influence, forward the growth of such a spirit, and we are sure that boys and girls will be happier and better at school and at home for a little instruction in etiquette occasionally.

France has 22,133 adult schools for men, and 5,584 for women, attended by 500,043 men, and 105,310 women. For musical instruction there are 422 schools, giving instruction to 10,958 men and 491 women. The branches of instruction in the adult schools are drawing, elements of geometry, book-keeping, commercial arithmetic, history, geography, physical sciences, and the French language.
The plangent English or German child may pass through the worry and excitement without detriment, and even gain health; but his American-born cousin, in the race for supremacy, is very liable to give way to his more excitable temperament—drawing more largely on his nervous forces, and thus exhausting his reserve or recuperative power; and in this race our girls and boys often being naturally of a more highly sensitive temperament. In this connection we may well ask whether we have not committed a grave wrong in thus blindly following the paths laid out by the Old World.

The thanks of educators are due to the Cleveland Committee, for their laudable work, and we hope the investigation thus begun will be taken up by educators and committees, and exhaustive statistics collated from far and wide, which may assist in the elaboration of a system of education suited to 100,000 children. His regard to their physical condition and its improvement in our higher grades of schools.—N. E. Journal of Education.

MATHEMATICAL DEPARTMENT.

An unusual press of professional work in his new field of educational labor, has prevented Professor Kirk from supplying original matter for this number. —[Ed.]

THE ANALYSIS METHOD IN PER CENTAGE.

1. What number diminished by 40% of itself equals 432?
   (a) 100% equals the number.
   (b) 60% = 432.
   (c) 100% = 720.
   (d) 100% = 720 × 2.5 = 1,800. ans.

2. A farmer after selling 30% of his wheat had 350 bu. left. How much had he at first?
   (a) 100% equals what he had at first.
   (b) 70% = 350 bu.
   (c) 100% = 500 bu.
   (d) If a farmer after selling 30% of his wheat had 350 bu. left, he had at first 500 bu.

3. A man sold some land for 30% less than for it, getting $29.24 per acre. What was his asking price?
   (a) 100% equals the asking price.
   (b) 100% = $29.24.
   (c) 70% = $20.46.
   (d) 100% = $29.24 ÷ $20.46 = 1.4387.
   (e) If a man sold some land for 30% less than what he asked for it, getting $29.24 per acre, his asking price was $41.774.

4. A speculator lost 10% of his money during the year 1875 and 10% of the remainder during 1876. He then had $100,000 left at first.
   (a) 100% equals what he had at first.
   (b) 90% = $100,000.
   (c) 81% = $81,000.
   (d) 90% = $90,000.
   (e) If a speculator lost 10% of his money during the year 1875 and 10% of the remainder during 1876, and then had $40,900, he had at first $50,000. —Northern Indiana School Journal.

EDUCATION IN FOREIGN COUNTRIES.

AUSTRIA.—No official reports of education in Austria have been given in the Commissioner's report.

HUNGARY.—The budget of the Ministry of public instruction was one of the items of the central Hungarian budget for 1878. The budget, however, does not show the whole amount, expended for educational purposes. The considerable expenses are not derived from contributions and donations. The school population (6 to 15) in 1877 was 2,177,560, or 15.7% of the total population. The total number of school age reported as attending school was 1,559,666; the number attending school was 358,314. There were 15 teacher's seminaries, with 636 instructors and 3,391 students, on whom 1,198 were females. Twenty-two of these seminaries were state institutions. The two universities at Vienna and Budapest-Pesth were in the University.

The former has the four faculties of theology, law, medicine, and philosophy; while, on the other hand, the latter possesses four faculties: Law, Medicine, Law and Philosophy.

The University of Budapest-Pesth, in its present form, dates from the close of 1872. In 1877 it had 11,047 students, and 1,361 teachers. The university library has 3,954,000 volumes. Besides the universities, Hungary has 13 academies of law, of which 8 are situated in the state and 8 are religious denominations. The latter have to submit their courses of study to the approval of the Ministry of public instruction. In 1877-78 these 13 academies had 127 professors and 217 students.

BELGIUM.—Belgium was the first country to have a party to power. In July, 1878, was the beginning of a new era in Belgian education. The liberals not only created an independent ministry of public instruction (hitherto a departmental office in the ministry of the interior), but they at once asked the Chambers to revise the education law of 1848, which gave the Catholic Church the power over the schools. The reform bill became law in July, 1879, and has since been enforced vigourously throughout the country. The religious instruction is optional, and may be given after the regular school hours. The priests are no longer employed as teachers, but they may now compel the teachers and pupils to attend church. The church authorities are bitterly opposed to the new plan, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal action, and threaten legal 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STATE NEWS.

ILLINOIS.

At the last meeting of the Chicago School Board the Committee on Finance and Salaries recommended that the teachers and janitors employed in the evening schools be paid at the following rates during the present session: Principal of evening high school, $4 per evening; principals of all other evening schools, $3 per evening; assistant teachers in evening high school, $3 per evening; assistant teachers in all other evening schools, $2 per evening; janitors in all evening schools, $6 per week of five evenings. The report was adopted.

Superintendent Howland reports the following figures for last school month: Total enrollment, 35,841; average daily membership, 51,181; average daily attendance, 43,916; number of teachers, 936. The Superintendent reports that total enrollment had increased since the previous year.

The Superintendent says that there were over 8,000 more pupils enrolled in the schools than there were seats for; such extra numbers were accommodated by what is called the half-day system, that is, allowing half of the pupils to attend school in the morning and half in the afternoon. The following is a list of Chicago teachers hitherto appointed, but not located until the last meeting of the Board of Education:

Harriet B. Johnston and Carrie B. Seaman, to the Cottage Grove School; Ella L. Griggs and Carrie R. Smith, to the Wallace Street School; Clara E. Stone and Minnie Plunkett, to the Garfield School; Ida C. Southard and May E. Barbour, to the Mosely School; May J. Bebee, to the Franklin School; E. A. Hartland, to the Newberry School; G. O. Jacobs and Nellie S. Page, to the Division and Cleaver Street School; E. J. Orono, to the Brown School; Clara J. Schulz, to the Oakley School; Maggie L. Nickson, to the Folk Street School; Gustie E. Butts, to the Central Park School; Agnes E. Dews, to the Lafayette School; Emma J. Heath, to the Burr School; Charlotte A. Lauter, to the King School; Lilian Phelps, to the Vedder Street School; Phoebe Pratt, to the Wicker Park School; Nellie H. Robinson, to the Pickard School; Annie M. Tilton, to the Calumet Avenue School; Lilie Baird and Maggie L. Nickson, to the Polk Street School; Annie E. Anthony, to the West Fourteenth Street School; Jennie C. Campbell, to the King School; Florence M. Maxfield, to the Brown School; Laura Wallenberg, to the Throop School; Emma T. Thomas, to the West Thirteenth Street School; Eliza H. Smith, to the Mosely School.

German Teachers—Amelia Schell, to the Brown School; Emma B. Rauschenbusch, to the Armour School; Rosa Weidner, to the Mosely School; Emma Gowan, to the Clark School.

Resignation—Myrilla C. Jones, of the Scammon School.

The appointments suggested by the Superintendent were confirmed.

The School Agent's report for the month ending Sept. 30, 1881, was presented, and showed the following increase on last report: $75,289.74; receipts, $94,520.31; expenditures, $45,054.07.

Inspector Bridge was appointed to fill a vacancy on the Committee on the Deaf-Mutes School.

Rev. Henry Bascomb Ridgeway, D. D., of Cincinnati, has been elected to the chair of historical theology in Garrett Biblical Institute, Evanston. This choice or the trustees must be confirmed by the Bishops of the Methodist Episcopal Board, who hold their next meeting in December. Dr. Ridgeway will not enter upon the duties of this professorship, until the beginning of the next scholastic year.

MICHIGAN.

State Superintendent Cochran has sent out an outline course of study for district schools, hoping that it may aid teachers to render their work more systematic. It is based on the five reading classes into which, he says, "nearly every such school classifies itself," and the three general divisions into which most teachers, either consciously or unconsciously divide their schools: "Those who are learning the very rudiments of knowledge; those who are beginning high school or elementary schools; and those who are completing such studies so far as the school course may contemplate. It is based upon the basis of this natural grouping that I have arranged the course here presented." We shall publish this system in another page, either in this issue or our next.

Prof. C. W. Tafts, formerly of the Sheboygan, Wis., schools, is now principal of the Kalamazoo, Mich., high school. An excellent reputation as a teacher and rational disciplinarian preceded and accompanies him to his new post of duty.

INDIANA.

Miss Amanda F. Funchel, formerly a teacher in the Indiana State Normal School, and the organizer of the Indianapolis Training School, is now successively at work in the organization of the Detroit Training School, to which important undertaking she was elected last summer.

NEBRASKA.

An experiment to test the expediency of dispensing with recesses, is in progress in the city of Lincoln. The sessions of school have been shortened the noon recess made a half an hour longer, and school is dismissed at half past three in all the schools, or in the case of primary schools at three. Mr. Caldwell, the new principal of the High School is reported to be doing fine work. Mr. C. is a graduate of the State University, and a young man of fine promise.

Miss Jesse Stocking, a graduate of the State Normal School class of '80 has been employed to teach in the Lincoln合并 school.

The number of students in the Agricultural Department of State University, is greater than at any previous time in its history.

The State Superintendent has not yet published any statistics of the last school year, but it is said that the total enumeration of children twenty per cent. above that of the previous year.

The institution known by the large name of "The Nebraska Wesleyan University," heretofore located at Ossana, in Polk county, has been removed to Fullerton in Nance county.

The Baptist Seminary at Gibbon, in Buffalo, is reported to be enjoying an unusual degree of prosperity this fall.

Mr. H. S. Bowers, County Superintendent of Lancaster county, and one of the most accomplished County Superintendents in the State has been unanomously renominated for another term.

Mr. L. B. Fitts, editor of Literary Notes has been honored by a renomination for Regent of the State University, a position he has ably filled for the past seven years.

EASTERN STATES.

Helen W. Webster, who has been professor of anatomy and physiology at Vassar College for eight years, and also resident physician of the school during this time, has resigned her position there, and resumed practice in New Bedford, Mass.

Baltimore has 36,337 pupils in her public schools and 83 teachers, only thirty-eight of whom were educated at colleges or universities.

Cyrus W. Field has proposed to erect at Williams College a memorial window for the memory of the late President. There is also a plan to found a memorial professorship. The popularity of her great alumnus, doubtless, had something to do with the increased number of students this year. Williams needs a liberal endowment, and deserves it too.

The endowment fund of the Washington and Lee University nearly reaches the sum of $450,000, mostly coming from people at the North. Its first gift was received in 1796, being a donation of $50,000 from General Washington.

Swathmore College, the Institution of the Friends near Philadelphia, lately destroyed by fire, is to be rebuilt without delay. The college work for the current year will go on without interruption in temporary quarters.

ABROAD.

The Prussian annual state examinations for professorships in secondary schools took place recently in ten university towns. The total number of candidates was 847. Of this number 45 passed, and of these forty-seven did not pass, and 33 were directed to study certain branches more thoroughly and then present themselves again. Of the 45 successful candidates, 29 received diplomas for ancient languages and history, 148 for mathematics and natural sciences, 15 for religion and Hebrew, and 76 for modern languages. Three hundred and fifty-two were Protestants, 103 were Catholics, and 10 were Jews.
THE SCHOOL ROOM.

TEACH CHILDREN INTEGRITY.

There is much complaint now among business men about the dishonesty of ladis. It is well, therefore, to endeavor to inculcate the principle of integrity amongst the young; to inculcate it in our own actions, to worry ourselves, to require it of others by our own example, to expect it and not to yield to immaterial inducements of others; to consider every temptation to immorality a species of vice; to consider everything impossible that can be trusted with the handling of power; not to principle to strengthen them against the temptation of evil associations and desires. The majority of these boys come of families in circumstances more or less straitened, whose desires have always far outstripped their means of gratifying them. In such families, the moral training of the children is always more or less neglected, and the boy goes out into the world filled with an eager desire to possess some of its wealth, and with a very small stock of moral scruples on hand to interfere with his modes of securing it. The idea of spending money seems delightful to him, and this fascination grows upon him. Unable to satisfy his cravings with his own possessions, he soon descends into petty theft. If found out, and properly punished, their career of dishonesty may be checked in its beginning, but if not interrupted, it will certainly lead to a lifetime of crime. Now this matter of teaching integrity, we will admit, really lies within the domain of the parent. But since it is so often neglected by them, the teacher is remiss in his duty if he does not take it up. This is a subject which every teacher who duly estimates his duty to his generation, should carefully consider. He should recognize his duty in this particular, and set out to perform it. By precept and example, he should endeavor to inculcate true principles of honor in their minds; in the schoolroom and on the playground, he should insist that the rule of right must decide all questions that come up between the scholars, and that the laws of mean and mean should be strictly observed; he should teach the children that there is nothing more mean than theft, nothing more base than lying. By precept and illustration he should cause the rules of honorable dealing to be so impressed upon the children's minds, that they never can be forgotten or lightly regarded. Let such teaching as this become the rule in our public schools, and we shall have far less complaint of pilfering on the part of the boys, and of fraud and defalcation on the part of men.

SOME GREAT MISTAKES.

It is a great mistake to set up our own standard of right and wrong, and judge people accordingly. It is a great mistake to measure the enjoyment of others by our own; to expect uniformity of opinion in this world; to look for judgment and experience in youth; to endeavor to mold all dispositions alike; not to yield to immaterial trite; to look for perfection in our children, not to anticipate what we cannot be remedied; not to alleviate all that needs alleviation, as far as lies in our power; not to make allowances for the infirmities of others; to consider everything impossible which we can not perform; to believe only what our finite minds can grasp; to expect to be able to understand the great principles of life. The greatest of all mistakes is to live only for time, when any moment may launch us into eternity.

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NATURAL HISTORY.

MORE ABOUT THE PACHYDERMS.

We described, in our last article, the first family of what is known as the true Pachydermous, one of the groups into which the order of Pachyderms is divided. The second family is known as the Tapiridae, or the tapir tribe. These animals are thick skinned, like the pigs, but their feet are not like those of the pig tribe. They have three toes on each foot, the front foot of which is often divided. They are also three-toed—and so central cleft. All species are purely herbivorous. There are no species of this family now existing in Europe, though the fossil remains of some are to be found there. The American variety is the tapir, of which there are several species, found along South American rivers.

This animal, about the height of a yearling calf, has a thick brown skin, a short tail, and a fleshly neck, which at the nape forms a sort of a crest, and a nose, which projects in a small trunk, a rudimentary form of the elephant's trunk, as it were. The tapir lives on the banks of rivers, feeding on herbage exclusively, and its flesh is much esteemed by the Indians. The Javan Tapir, or Pachydermus, is an extinct animal, fossil remains of which are found in the Isle of Wight, the Jerseys, and in some parts of England, probably belonging to the tapir tribe.

The family of the Tapiridae is represented in the tropics of the Old World by the rhinoceros, a very large, stupid but ferocious animal, which lives in marshes, and subsists on herbs and the branches of trees; it is especially remarkable for its nose—originally an appendage under the skin of the nose, which is not formed of true horn but is made of a fibrous substance, similar to agglutinated hairs, which is so closely compacted as to be quite solid. This horn is fixed to the bone of the nose, just above the nostrils, and some species have a second small horn directly behind the upper lip. It is long and projecting. There are some fossil remains of the rhinoceros still found in Europe, but the species existing at the present time chiefly inhabit the marshy banks of South African rivers.

The third group of the Pachydermous, the Suidae, has only one family, the Equidae, or horse tribe. Of this there are six species—the horse, ass, zebra, quagga, onager and the dugong, but only one genus. The horse, however, differs from all the others by having hairs the full length of its tail. Nothing is known of the original stock of the horse, and it is a curious fact that all the tribes of wild horses known seem traceable to the same original ancestor of the horse tribe. It is preserved in the species Equus, which seems to represent two other toes, and it is the opinion of naturalists that the original ancestor of the horse tribe was a five-toed animal. The teeth of all the species of this tribe are alike. In each jaw are six broad molars on each side both above and below, and between these teeth in each jaw are two small tusks, the male also having two small tusks in the upper jaw which add the molars; there is quite a wide space, in which the bit is inserted. In the females, these canine teeth are wanting. The horse is found everywhere, as the companion of man; in a few localities he is found wild also, but, as we have said, these instances seem to be the same horse run wild, rather than the wild ancestors of the domestic horse. So, then, the theory of many is that the horse has been man's companion and fellow worker from the very beginning of his existence.

The zebra is an animal nearly as large as the horse, and very nearly resembling it in form. It is white, with brownish-black bands, strongly marked, running round its body. It is found in Africa strictly. The quagga is like the ass in form and the zebra in color, though its stripes are not so many or so distinct. It is found only in Southern Africa. The onager is the wild ass; it inhabits the steppes of Central Asia. The dugong is a small horse found in Tertiary. It is a relation of the horse and the ass.

There is one other family, the Manitidae, which has been put among the Pachyderms because there seemed to be no other place for it. It includes one genus, the Manatus, or sea cow. This animal has teeth like the Pachyderms, and a body shaped much like that of a whale. It has no posterior extremities, and its anterior ones are shaped like hands, having nail-like claws. This gives them their name. One species, the dugong, of Australia, has no nails upon its fore extremities, and its tail is shaped like that of a whale. All these animals are found on the shores, and in the estuaries of the rivers, of South Africa, South America, and the islands of the Indian ocean.

PRIMARY DEPARTMENT.

SINGING IN A PRIMARY SCHOOL.

"We shall want you to teach the elements of singing at sight in your school," said the chairman of the committee when about to employ me.

I assented with comfort, but if I had time to consider whether I was qualified to engage in the work, I wanted to mention something that I felt particularly suited to the work. This was the history of a room in which I performed some new vocal exercises, and which I could readily adapt to teaching the subject. I was told that the school had been engaged in getting things generally in running order—arranging classes, and other matters of like nature, before the subject of singing received attention. We attempted at first a few simple songs. There was no instrument of any sort in the building, so I selected the entire room as a voice. My pupils ranged from six to twelve years of age; a few of them followed me in the songs tolerably, some lacked confidence and did not venture at all, while others were confident, but discordant. "All this will be remedied when the regular music-lessons are given," I said to myself; and I am also to teach them so that when a tune is written on the blackboard they can sing it by looking at the characters.

But just how was I to come at this business? I was going on, making a show of having singing in school, but it was mostly by singing the songs so loud and so grandly that they were heard by all. I found that the combined lung power was becoming too much for me; I retired from the contest each day with a sore throat, and in these cases received attention. As for singing by note, nothing whatever had been done, because I could hit upon no sensible way to set about it.

I reflected. Here were forty little people, each in possession of the most perfect of all musical instruments—his own voice. I found that they had days were devoted to getting things generally in running order—arranging classes, and other matters of like nature, before the subject of singing received attention. I attempted at first a few simple songs. There was no instrument of any sort in the building, so I selected the entire room as a voice. My pupils ranged from six to twelve years of age; a few of them followed me in the songs tolerably, some lacked confidence and did not venture at all, while others were confident, but discordant. "All this will be remedied when the regular music-lessons are given," I said to myself; and I am also to teach them so that when a tune is written on the blackboard they can sing it by looking at the characters.

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nothing about, and it is no sort of use to talk piano to them. "What am I to do?" I puzzled over the problem for some time.

There was an old closet in the school house containing some dusty relics of a philosophical apparatus. These one day I discovered a "monochord."—a single string stretched upon a wooden frame, with a support under it, arranged in the entire length. By keeping the string with one hand and sliding the support or "bridge" with the other, tones of different pitch were produced, and I found that with sufficient adroitness in managing the bridge I could play a tune. As there were no marks what ever upon the string, I was unable to be guided in my attempts to find the right tones by what I heard. I also found that it mattered not whether the bridge stood where I commenced to play. If I moved in a certain proportionate way I had the tune.

A new idea flashed upon me; my problem was solved! Playing upon this monochord was something very like what I wanted my children to do with their voices. In order to sing a tune correctly, as far as pitch is concerned, it is necessary to know that what troubles learners most, one must know what will sound right, as to the rise and fall of the tones; then, having thus started, to become skillful, and move the voice in a certain proportionate way, being guided constantly therein by the ear. I found, at least, that the children understood why some of our pupils did not sing at all, and others sang so incorrectly, was that they had no clear notion whatever of what sounded right, as to the rise and fall of the tones. In order to be guided there we stopped for that day. I sang the song, and having explained why this one tone was right, as to the rise and fall of the tones, I then tried one line in the same way; this was better imitated, yet not perfectly clear, and I found that one of our little songs entirely through to them, in order that they might hear it correctly. But I suspected that this system was better suited for persons who knew some of their ideas before they came to the end. I then asked them to make such a sound as I did. To my gratification nearly all succeeded. Under pretext of observing how long it continued, the form of the song, etc., it was repeated several times, and at last I had the pleasure of hearing one musical sound from my school. Having obtained this it was easy, by a similar process, to get the higher sound at the word "winter;" to connect the two sounds learned, and afterward to sing the song. Having done this, we had managed to get the right sounds for the first three words of the song, and there we stopped for that day. I have been told that the interval of the fifth in the beginning of this song is the very best for such an exercise.) On subsequent days we continued learning the song, tone by tone, the pupils growing gradually into a correct idea of how it ought to sound. When this tune was finished, we treated other familiar songs in the same way but with less and less success. The children's will were sharpened by exercise. I found during this practice that very few, if any, lacked the vocal ability to sing this song, that with a few months, the notes of the sounds were obtained.—Primary Teacher.

THE KINDERGARTEN.

The kindergarten, Prof. Kraus assures us, is not a school. The general impression that classes at a school as a school is a mistaken one. The object of the kindergartens differs radically from that of a school, and the methods used should be altogether different.

The object of the school is, primarily to instruct and inform the mind; the object of the kindergartens to train children in exercise that shall develop them in a healthy manner. Froebel distinctly states that the kindergarten is designed for children under school age; that it should give these "occupation suitable to their nature; to strengthen their bodies; to practice their senses; and to keep busy the awakening mind." It is therefore, in fact, to prepare children for school, not to give them school training. Professor and Mrs. Kraus say: "The purpose of the games and occupations of the kindergarten is the harmonious development and culture of the child's physical and bodily powers of the child. They lead him to become conscious of those powers and to make use of them in healthy play and in the execution of suitable forms, the hand in works which he performs as plays, the ear through simple melodies which delight him, the understanding through stories, nursery rhymes and games which rouse his attention and fix in his mind accurate and general concepts. Lastly, in his intercourse with his little companions, he learns to become happy, sociable and peaceful. The kindergarten, therefore, gathers children together in numbers, and proceeds to exercise, on a plan most carefully reasoned out, all limbs and muscles of the body by marching, gymnastics and regular games; to practice all the senses by drawing, singing, and modeling in wax, and study most beautiful "occupations" which, in addition, arouse invention—one of the highest faculties. The intellectual reasons are the most important: the circumstances of condition, are less directly called into action; but the faculties of number and form, along with the skill in which the tender plant plays the same sound right, as to the rise and fall of the tones, are employed upon children of different temperaments. Sanitary conditions are most carefully observed, and the children are instructed in the method of their own occupation. Above all good feeling is exercised, and evil feeling checked by happy, social life, in which the objects, as far as observable, are the development of the child. They lead him to become a part of universal nature, to see and feel with universal nature, and to cultivate all the intellectual and bodily powers of the child."

EXPERIENCE IN A BALLOON.

Mr. Haslorgen, the signal service officer who accompanied Professor King in his latest balloon voyage, gave a Chicago Times reporter the following description of his experiences in the air, and until he returned to civilization.

Within five minutes after leaving terra firma we reached an altitude of 4,300 feet, moving south-westward at a few minutes a mile and an upper current moving slowly westward, so slowly that we barely moved, but what a prospect beneath us! The air had an unusual scent, an odor peculiar to the down-easter, was now a "thing of beauty," but not a "joy forever," for we were soon shut out by the solid mass of clouds which had masses of light in the distance. We remained there suspended, neither rising or falling for several hours, but at last a puff of air sent us southward, changing before morning to west and northwest. While going southwest we remained becalmed about three hours, swinging in a circle over a small city that, from its location, I judged to be Pocian, Ill. After getting tired of the earthy stars we turned in, that is, took "cat-naps."

At 5:15 on Friday we passed over Spring Valley, Wis., starting the natives by dragging our drag rope over their roof, and one ambitious fellow, who had been "Old Nick" with his leg out, sent a shot after us. We passed over the Plateau mounds at 7:15 a.m. There were 100 mounds in sight. They are of various colors and fantastic forms, which, with the bright colors of the surrounding forest, made a beautiful scene. We passed over the city of Tomah, Wis., and then the balloon circled around these mounds as though drawn by force. They kept us just on the edge of their nests, and when we were compelled to use our ballast to escape this apparent attraction, nothing but currents of cold winter air as we made our way in the valleys, which it was necessary to rise above to escape.

At 9:40 a.m. we passed over Tomah. At 9:50 we were among the clouds, and for an hour the cloud began to rise. When we reached the ground we were greeted with a beautiful view of the verdure in every variety of form. Children were hushed, dogs called off, horses whipped up, and old country matrons stood in their doors,传媒, and in the most surprising and comical attitudes. If the balloon artist long he could have made his fortune out of their figures.

As though dissatisfied with her late action, and wishing to give us a heavenly view, our balloon took an upward turn, carrying us 4,000 feet above the strata of clouds, and literally burying us in "milky" for an hour. Meanwhile the rain poured in torrents. Collecting on the outside of the balloon, it poured down the mouth of the bag into the basket in a steady stream, compelling me to put away my instruments. At 10:15 we hove our balloon to the earth, finding it in a low, pastured meadow.

From the last person spoken we found that we were near the place where we had made our balloon, and that the place was a cranberry bog, a boggy, swampy, forest, except a half-pint of berries; how the wolves and bears snarled around us at night; how we slept on the wet ground, through heavy fog, and how the balloon, the swamp with its ice water, and falling over muddy logs at every step, I cannot put into words.

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ORIGINAl REMAINS IN METEORIC STONES.

The great problem, whether or not other celestial bodies besides our own planet or in past ages have been inhabited by ammals, is one of the deepest interest to every thinking being. This question has for some time been answered in the affirmative with great probability, but the complete analogy of physical conditions which has been proved to exist in other planets of our solar system, and which without doubt, must also occur in innumerable planets of other solar systems, allowed the very probable deduction that not only our earth, but also some planets of other solar systems, were inhabited by animals and plants; and that the birds, fishes, trees, and various plants of other planets were in some way connected with the birds, fishes, trees, and various plants of our own planet. This was the conclusion that we arrived at after the discussion of the subject. It was decided that the remains of organic beings found in meteoric stones must have been carried across by Clarence Bertrand, and that they were the remains of animals and plants that lived on other planets.

The domestic dinner of the Greeks was a highly intellectual and conversational meal. They certainly did not sit down, as we do, to devour roast beef, or drink the wines of the earth. Meat was, for the reason just given, rather an occasional treat than an article of daily fare; and hence they ate the ingenuity of the guests in selecting the birds, fishes, and vegetables; and the general lightness and wholesomeness of a diet largely composed of fish, vegetables, olive oil, and other foods that are not found in our own country.

A curious custom prevailed with the Greeks, of having the guests serve themselves at a table or a basket. Such a dinner was called "from the hamper," or "club dinner," or "banquet" or "conversational." Of course, the viands were interchanged according to the taste of each guest. We read in Aristotle of a shabbily dressed man who used to claim a share of the food that he received, although he himself brought only an apple and a pomegranate. Like our dinner supplied from a college kitchen, the dishes were put into a box (sista) and so conveyed piping hot to the house of the entertaining. The ladies of Frankfort established, a few years ago, an industrial school for girls, which has at present 1,000 pupils, who receive instruction in English and other useful work. One hundred pupils receive training in the kindergarten system, a great demand in German states for girls who possess a knowledge of the elements of this system. Wealthy people no longer advertise for nurses, but for kindergarten teachers.

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The educators of this school have no scruple to advertise for nurses, but for kindergarten teachers. The Faculty believes upon examination the annual percentage of less to be remarkably uniform during the last decade.

HORSEFORD'S ACID PHOSPHATE impanel an additional test to a glass of soda water. Ask your local druggist for a bottle of this gook.

These subjects, trifling as many of them are, show an interest in natural history and a disposition for observation. A new shipment of Mr. Shurtlefs' "Symposium," the topic of discussion, love, is treated philosophically, with occasional salutes of humor.

The exclusion of women, generally at least, favored the more heavy kind of conversation. The admission of the other sex tended to increase the lightness and gaiety of the company. Girls of light character was a bot on the social system of the Greeks; but it was a natural result of the unnatural isolation. In the Platonian dialogue of the lovers, it is said that if the flute girl should be dismissed, "to pipe to herself or to the ladies in the drawing room." The exclusion of women was by no means a "Lucretia" (Ag. 253) that in the heroic ages even a princess would come in after dinner to sing to the college girls after her "maidens." A very strange custom prevailed with both the Greeks and the Romans, of the guests carrying away with them the viands that remained unserved. Marital has an extremely witty epigram on this; but the chaste elocution of the "Symposium" of Lucian. The party consisted of learned and dignified philosophers, whom of course the author intends to satirize. Up to a certain point the guests were fairly divided, but a chicken more plump than the rest attracted the attention of the one party who had no claim to pretence of delicacy, and some of the guests twitched at it; they both bough it at it; a general tumult ensued, and the guests grasped the birds by the legs and hit each other in the face with them. The guests were then seated, and a cap was passed round, and an effort was made to agree on a price and settle the matter.

One of the subjects in conversation during the winter. We were well cared for at Vinette's. The only transportation was by water and land, and owing to overflowed swamps we made many detours and circuits that the compass was practically useless, and we were kept all the while meandering in a circuit of about nine miles, in the worst swamps of the state. On the 9th of June, 1866.

These words the poet said in Paradise.

"E venus del mataristo una gata pace."

BY HENRY W. LONGFELLO.

These words the poet said in Paradise.

"E venus del mataristo una gata pace."

Before our departure, 1,000 pupils were instructed in English and other useful work. One hundred pupils receive training in the kindergarten system, a great demand in German states for girls who possess a knowledge of the elements of this system. Wealthy people no longer advertise for nurses, but for kindergarten teachers.

These educational tokens of H. B. Bryant's Chicago Business College and English Training School were highly appreciated.

Great preparations are now being made by the German teachers for the celebration of the 100th birthday of Friedrich Froebel, the father of the kindergarten system. Froebel was born April 24, 1782.
Gay Little Dandelion.
B. C. Unkefeld, by por.

1. Gay lit·tle Dan·de-li·on, lights up the meals, Swings on her alen·der foot
2. Cold lit·tle Dan·de·li·on, but in green, Where in the May's-i·a gone
3. Brave lit·tle Dan·de·li·on, fast fills the snow, Bind·ing the da·le fol·dills

tell·eth her head; Lists to the bright blos·soms, vi·o·lets de·lay,

Wise lit·tle Dan·de·li·on cares not
This lit·tle Dan·de·li·on greed·eth in her gold.
Bitt·le lit·tle Dan·de·li·on count·eth for love, Gay lit·tle Dan·de·li·on,

light up the meals, Swings on her alen·der foot, till·eth her head.

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In accordance with a suggestion made by a little boy, Willie P. Herrick, in St. Nicholas, the Century Co. announce that they will act as the custodians of a fund to be contributed by the children toward the foundation of “The Children’s Garfield Home,” for poor and sick children.

*Popular Science* is rich in philosophical and illustrated papers. “The Industrial Type of Society,” by Herbert Spencer; “Volcanoes, their Action and Distribution;” “Physical Education;” “A Half Century of Science;” “The Available Energy of Nature;” and “The Duration of Human Life,” are decidedly interesting. “American Climate and Character,” by Edward C. Towe, is sensibly devoted to showing that “the general American or Yankee type, in all its varieties, belonged to England as truly as to America, and that the John Bull type is an exceptional one in England, and exclusively English, partly because it never emigrates and partly because its characteristics are due to English eating and drinking habits. This paper is intensely entertaining. Its conclusions are that America has done more and better than England in the direction of mind and quality in character and achievement. That the climate of America is much better than that of England as American civilization is more advanced on the broader level of the common people.”

In its editorial department, *Appleton’s Journal*, discussing the assassination of President Garfield, says that but two of the French sovereigns, since the foundation of the French kingdom, 1,400 years ago, have been assassinated, and but one English sovereign has unmistakably fallen by the same method. During a thousand years of English history, but four English monarchs have died from unlawful violence, while two rightful rulers have been stricken down in this country in the short space of seventeen years by assassins. Judged from the point of history, says the editor, the lapse of Lincoln and Garfield is simply astounding. Assassination in our age and in this republic is wholly anomalous. In an article on Garfield’s fame, it is said: “Passionately as Garfield may have loved fame, the last thing that would have occurred to him is the fact that the best way to achieve fame is to perish by the hand of an assassin,” and the conclusion as forced upon the writer is, “that nothing conduces so much to some as great misfortune, especially if attended by dramatic circumstances—that the most strenuous exertion, the profoundest devotion, the most brilliant attainments, and the highest character are less in the world’s eyes than some direful mishap.”

S. H. Gay, in the *Atlantic*, devotes several pages to clearing up the mystery of the place of the landing of the Pilgrim Fathers at Plymouth, and after careful comparison of traditions and records, come to the conclusion, that the event took place on the 11th of December, 1620, which, according to the new style chronology, falls upon the 24th of January, 1621. “The Romance of Modern Life” is an anonymous paper, refuting the prevalent idea that life in our times is devoid of romance, and showing that the field of romance has been sensibly enlarged and agreeably varied by the events of modern progress. John Fiske shows very conclusively that the theory of common origin for all the languages involves an absurd assumption, but a close study of the character and condition of ancient and modern tongues leads him to the conclusion, that in some other aspects of social life, the progress of mankind is from a great variety of idiosyncrasies to a very few large ideas. To the people of speech, he contends is to be the extinction of all other languages, but the English, which will become the universal language of mankind, paper is a very valuable contribution to philological literature.

In “Journalistic London” (Harper) Joseph Hutton treats the matter to which the sketches of late journalistic authorities, illustrated with portraits of John Walter, the late John Delane, editor of The Times, Dr. Russell, its most famous correspondent; Edward Yates, Henry Labouchere, editors respectively of The World and Truth. The Times is interestingly described in its various departments. From this sketch it is evident that the continued power of the leading journal lies quite as much in its wonderful mechanical resources, and the personal and political facilities that it has placed itself in a position to control, and has controlled, as in its editorial character and force. By keeping always in advance of the news requirements of England, it has been able to hold the journalistic situation of London without a rival. Its proprietors have not only been editors, but practical mechanics and inventors. It was the first journal to introduce steam power to run its presses; and the Walter press, the invention of the present proprietor, is the most rapid newspaper machinery in existence, having a capacity of 22,000 an hour. The income of The Times is estimated on the basis of a minimum sale of 70,000 copies daily, at over $5,000,000. The profits of other London daily papers are valued as follows: Tele, $600,000; Standard, $320,000; News, $150,000; Post, $50,000.

The *Century Magazine*, *Scrivener’s Monthly*, is the title which vol. 18 starts out with. Since this number was printed Dr. Holland has departed, and his able words will be greatly missed, but the magazine will still live under the auspices of those trained by him in its progressive features. Skipping the brilliant engravings and valuable papers, we turn to the editorial columns to get one of the last glimpses of the genial editor who so long conversed with the readers of *Scrivener*, and his last address to his readers and constituency is significant and almost prophetic of the end of his earthly labors. He asks pardon for indulging in a little sentiment: “The men who devise and carry on the important enterprises of the world, grow weary after a time, and die. We look back upon the work and the achievements of the past eleven years, that have been so full of interest and so fruitful of results, and rejoice that we and our companions have had the privilege of establishing an agency so powerful in the molding of public opinion, and the elevation of public sentiment, as a widely circulated magazine. * * * We know that the time must come when we must cease from labor, and relinquish our work to others and younger hands. We envy those coming men their great and interesting future. It is not likely that this magazine will ever change its name again. Its life, which is the product of a great multitude of lives, is likely to go on for years, perhaps for centuries, so that those who are now children will both produce and read the magazine.”
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"Mottoes received; I am very much pleased with them. I know they are useful for a schoolboy once, and well do I remember one motto, 'Do Right.'"

"Our minds are in a thanksgiving mood; the teachers want them. Teachers want them. Teachers want them."

L. W. Koons, Hamilton, Indiana.

"Your Mottoes are indeed beautiful and effective in their influence."

"Myself and scholars like the Mottoes."

"Your Mottoes I like very much; will not part with them for four times their cost unless I could get more."

T. L. BENTLE, Allegheny, Indiana.

"The Mottoes furnish pleasantly subjects for thought and for elevating the combinations of pupils. I cannot do without them."

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"The Mottoes are just the thing for the school room."

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