The system of self-government is on trial this year at Amherst College. Thus far it has been quite successful. The faculty report that they have never known a time when so much honest work was in process as at the present.

Philadelphia schools must be much in need of reform of some kind. Otherwise we must regard the editor of the Bulletin of that city, as a most hopeless pessimist. Witness his remarks on the day of the opening of the city schools this fall, as follows: "To-day, 100,000 Philadelphia children will resume their studies under one of the most defective systems of education that can be found in any large city in the country. To-day, several thousand school-teachers will resume the performance of a large amount of wholly unnecessary work for salaries that are smaller than those paid in any other large city."

A special fund is being raised in England to forward a project for establishing school banks throughout the country in connection with the elementary schools. The board of education, in Elmira, N. Y., have now under consideration a proposition to establish a savings bank in connection with the schools of that city. We confess that we feel a lively interest in the subject of school savings banks, and greatly desire to see them established in this country; and for that reason have published no small amount of intelligence from France, Germany and England on this matter. Americans have peculiar temptations to extravagance, and it is certainly true that our people expend more per capita than the people of Europe. Habits of frugality and prudent laying by of spending money allowed them by their parents, would go far towards educating our children in one of the principal secrets of "getting on in life." It would not only save money to be employed after a time as capital, but it would check the growth of habits of needless expenditure and self-indulgence, which are the enemies within a man that betray him in hours of temptation, and induce him to yield to the siren's of vanity and appetite. We are confident that an educational movement of such grave importance as the establishment of school savings banks must, per force of reason, extend to this country. We hail the action of the board of education of Elmira as a harbinger of a general movement.

The late Matthew Vassar left $30,000 to found two professorships in Vassar College which are never to be filled by women. This stipulation does not please a lady correspondent of one of our exchanges, who denounces the gift as "an $30,000 snare," and calls upon the women of the country to contribute $30,000, to enable Vassar to reject the gift with proper womanly scorn. This criticism is all uncalled for. The Vassars gave too many proofs of their broad opinion of the mental capacity of women, to leave any room for the charge that the terms of Mr. Matthew Vassar's bequest imply any disparagement of woman. The fact is that in the past certain of the trustees have shown weakness by yielding to the sorrows of women who are now criticizing Mr. Matthew's will, and have seemed to proceed upon the theory, that as fast as thoroughly educated women can be found to fill the faculty men must give place to them, until ultimately the faculty shall be composed of none but women. This was not the intent of the founder, who desired, first of all, to make this a college, if not a university, for women, equal in all respects; so far as it extended its departments, to the best colleges and special schools for young men. The question in his mind was not, Is the proposed professor a man or a woman, but what are his or her qualifications? But he saw the disposition to over-ride his judgment in this respect, even while he lived. This, and his belief that, even if the entire faculty could be filled at all times with women just as competent as men, it would be better for it to be composed of representative minds of both sexes, consulted with other considerations to induce him to interfere, by will, if possible, to prevent the notion of "the weak-minded sisters" from ever so completely controlling the trustees as to entirely exclude the iron-fibred sex from the faculty. Moreover, the professorships he had in mind are of such a nature that the probabilities lie on the side of the belief that whenever they are to be filled there will be slight chance of filling them with women, equal in both scholarship and practice with the best qualified men who could be secured. The most advanced thinkers among women concede that in the natural order and reason of things eminence in certain of the professions is not to be expected of women. That if women devote their whole lives to the study and practice of such professions, they do it against the order of nature; and the superior class of women we refer to would rather hold out no inducements to their sisters to pursue such a course. It is, at least, easy to see that Mr. Vassar could leave this bequest conditioned in this way without intending, or in fact conveying any disparagement of woman, and it is in shockingly bad taste for any of the sex to fling contempt at the memory of one of the most consistent benefactors of womankind.

The first preliminary bulletin of educational statistics which has reached this office from the Census Bureau, and the first that has been published, so far as we are informed, is Census Bulletin, No. 268, giving the statistics of public schools and illiteracy for Maryland. From the preface to this bulletin in which we derive a fair idea of what information in relation to the common schools the census will give the country, not only from Maryland, but from each of the states. The statistics are arranged in five tables, as follows: Table 1, statistics of common schools a-
ranged by counties, shows the whole number of public schools, elementary and high; the number, character, condition, and seating capacity of school buildings; the number, sex, qualification, average wages, and time employed of teachers; number, age, sex, color, total and average attendance of pupils; schools in which the standing of pupils is recorded, which have a uniform system of text books, and in which text books are provided at the public expense; schools instructing in botany, natural philosophy, physiology, drawing, music, political science (with reference to the government and institutions of the United States), bookkeeping, or studies preparing boys for business pursuits; domestic economy, or studies preparing girls for housekeeping; average of school hours per day; average of days in school year; schools possessed of libraries (and volumes in same), astronomical and other apparatus; sources and amount of income; purposes and amount of expenditures; and value of school property.

Table 2. Statistics of Illiteracy.
Also arranged by counties, shows the total population who cannot read, 10 years of age and over, total who cannot write, 10 years and over, total who cannot write, native white, foreign white, colored, Chinese, and Indians; total who cannot write, 10 to 14; 15 to 20; 21 and over, arranged by sex and color.

Table 3 presents a statement, based upon total population, showing percentage of same who cannot write, who are native born, foreign born, white, colored, and for, the State of Maryland and city of Baltimore; a statement, based upon total school attendance showing percentage of same according to sex and color; proportion of school tax to total levy, and cost of school per capita of attendance.

Table 4 presents a statement, based upon total who cannot write, showing percentage of same who are native white, foreign white, and colored.

Table 5 gives statistics of Public High Schools.

With details as in Table 1.

It is not claimed for these statistics that they are in all respects complete, but with the exception of such inaccuracies as are incident to a preliminary report, they are believed to be the best attainable.

Visible Speech.

By Tyrone.

Your excerpt on page 79, relating to Visible Speech, is highly suggestive. So useful an art should be studied by all teachers; for it verifies the foundation of speech delivery; and there is no acquirement to which a teacher can assist a pupil, that is of so great value through all life and in every presence that he or she may enter as a clear, fine, agreeable, and winning utterance. There are right ways and wrong ways of producing most of our speech sounds, but the only direction we find in our text-books is,—for example,—that the sound of r is that heard first in 'rat.' There are at least half a dozen different ways of producing this first sound in 'rat,' and it depends merely upon chance companionship which of these the beginner falls into. The teacher is not required or instructed to go back of this book direction, and does not think of investigating what particular r-sound he q his pupil uses.

There is a valuable work entitled Visible Speech, by that eminent phonologist and elocutionary, Alexander Melville Bell, father of Prof. A. Graham Bell, inventor of the telephone, etc., but it is, like an unabridged dictionary, too extensive for ordinary use or study. A simpler and more practical manual of its, entitled 'Sounds and Their Relations,' has lately been published (Jas. P. Burbank, Salem, Mass.), which will, no doubt, soon be made a required study in our normal schools, and by all earnest teachers. It is dedicated to that other eminent glossological author, Alexander John Ellis, and it presents the latest and greatest niceties of observation of the play of the organs in the speaking of English and its dialects.

Its method of representing to the eye by simple characters the exact adjustment for producing any mouth sound whatsoever, whether articulate or not, is admirably clear, methodical, and ingenious. The face being supposed turned to the right, the curve C represents the back of the tongue, and O the lips; C the top of the mouth or arched tongue, and O the lifted tongue—point. All consonants are made at these locations, or by a mixed movement of them, and all consonants are expressed by these four signs, so additionally cared or barred as to show the modifications to be made. The vowels are erect stems like L which may be on the line or above or below, and may be dotted or barred, like l or r, thus clearly indicating whether the vowel has a front mouth, or mid-mouth, or back-mouth impact, and whether the breath-passage is close or open, and also whether but one or a mixed position is used. Not only the sounds used in speech, but all other possible mouth sounds, can be exactly represented, so that any dialect, or any foreign utterance, can be written down, or any inarticulate sound, as a sigh, a gasp, a cough, a kiss, a click, or a sneer, and a third person who has learned the significations, borne on the characters, on his being shown these signs, will exactly produce the same utterance, even to accent and force, if they are marked.

In phonography, stems are used for the consonants, also in homography, in which the curves C, Q, etc., are used for vowels, simple and compact script forms being the first thing provided for in these methods of expressing the sounds of speech upon paper, or, in other words, rendering our speech, just as we speak it, "visible." Dictee is dictation rendered visible instead of auditibly; silently instead of sonorously; permanently instead of transiently; and employing the quick and retentive hand and eye to do the spellimg, instead of the less certain, slower, less sure, and less practical ear and tongue.

Whipping in the Old-Time School.

A public school 50 years ago was a very different affair from what it is nowadays. Upon my word, when I think of the whipping that went on day after day in the old Mayhew school I am astonished at it. Yet, with the variety of corporal punishment so freely bestowed there was mingled a sort of ghastly sportive element, a grim humor which did not always commend itself to the perception of him who received the flagellation. A merry conceit, for instance, was that of Master Clough.

That ingenious person would direct a culprit to stand upon the platform near the desk, and, without bending the knees, touch the floor with his fingers. Then a smart flourish with the rattan and a sudden blow caused the unhappy youth to involuntarily resume an upright position with diverting rapidity. It was really very amusing (to Master Clough). Sometimes an offender would be asked by one of the masters which instrument of torture he would choose, the riding-whip, the ruler or the rattan. Whichever he seemed to prefer was not the one used, but one of the others would make him smart. This little change would have a healthful moral influence upon the scholar, teaching patience and resignation under disappointment. A pleasant illustration (to the teacher) of the irony of fate was shown in another way. When the stock of rattans ran low (and that was not seldom) some victim in disgrace would be dispatched for a fresh supply, knowing that on his return he would feel the first stroke of the rod. With what ingenious refinement of torture the victim was thus made to find the weapon that should wound him.

There was another clever diversion of our kind-hearted masters which in summer, when the days were long, occasionally broke the monotony of school-boy life. Sometimes, of a sultry July afternoon, a tired scholar, overcome by the heat, would find the sound of voices in the room grow.
fainter and fainter, his head would droop and finally sink upon his desk, and he would quickly be in the pleasant land of dreams. Then it was that the master, seizing his rattan, and stealthily, yet joyfully, striding across the rows of desks, would give the sleeping wretch such a rousing whack as to astonish and confound as well as suddenly awake him.

I confess that these diversions of the pedagogue were not without their attraction for us who looked on and saw the comical contortions of the boys whose fortune it was at the moment to be under discipline. The fact that our turn might come next did not prevent us from finding what entertainment we might in what our master evidently enjoyed. None of us had yet read the maxims of the cynical La Rochefoucauld, but we realized that under certain circumstances there is something in the misfortunes of our friends that gives us a certain sort of satisfaction.

There were indeed days when flogging was administered in no homeopathic doses, but with a most heroic fullness of practice. I once made a careful estimate of my own experience in that way, and came to the conclusion that I had averaged about a whipping and a half a day during my connection with the Mayhew school. Of course we became somewhat incurious to this rough treatment. It was considered the proper thing to suffer with Spartan firmness, and he who, while laid across the master's knee, could calmly make comical and derisive faces from his ignominious position, for the entertainment of his associates, without having his attention diverted to other parts of his body, was accounted a brave fellow. Then there was a superstitious belief that by laying one's eyelash in the hand that was about to be flogged, the accursed wound was sure to be shatter'd by coming in contact with the magic hair. But I never saw one shatter'd.—Boston Transcript.

EVERETT'S DEFINITION OF A GOOD EDUCATION.

Do you know that great scholar, Edward Everett's definition of a good education? Perhaps you may think that he included in his definition the ability to read the dead languages, or a mastery of all the elogies and osophies of the college curriculum. He himself was a man of wide attainments, would he not probably rate his own accomplishment as a proper standard for that of others?

If he had been a vain man, he would certainly have done this, but being remarkably free from vanity, as every man of true scholarship is sure to—his definition was this:

"To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose at once, with accuracy, of every question of figures which comes up in practice, I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are the tools. You can do much with them; but you are hopeless without them. They are the foundation; and unless you begin with these, all the mere flashy attainments, a little geology, and all other elogies and osophies are ostentations rubbish."

Can any one make a more forcible comprehensive and truthful statement of the case than Mr. Everett made?

EXCESSIVE SELF-SACRIFICE.

EXHIBITED BY COOK COUNTY TAXPAYERS.

The sum of $17,500 is asked for in the estimate of next year's appropriation for the Normal School and of the clerk of the Superintendent. Cook County contributes about one-sixth of the total expenses of the two State normal schools, and then maintains a normal school of its own, to which the rest of the State contributes nothing. Nobody but Cook County, however, is to blame for this. We have never asked the State to adopt the Cook County Normal School, and let it be conducted under superintendence of a State board of normal regents. Why not do this at the next session of the State Legislature? If this would be the rational thing to do, then it is not too early to discuss the subject and get the matter fairly before the people, so that our county politicians may learn that this institution has been their football as long as the taxpayers and friends of education in this county will suffer it to be.

As the Inter Ocean has stated, at least once before, more than one-half of the population of Illinois belongs north of the nearest of our two State normal schools. The friends of those schools profess themselves more than willing to support the representatives of this county to have the Cook County Normal adopted by the State. The annual cost of our normal is but little less than that of each of the State normals, and the attendance of teacher-pupils is considerably smaller than the enrollment of the State Normal. We complain that Cook County has to pay more than its proportion of the State taxes, yet, in this instance, we are voluntarily supporting an institution which the State is in justice bound to support, and in all probability would adopt, if its representatives would ask it to do so. Then, in the calculation that Cook County pays one-sixth of the total State taxes, it would pay about $10,000 per annum for normal school purposes, whereas now it pays about $2,500. If the tax-payers of Cook County will look into this matter, they will find a leak that could be stopped very easily. The Cook County Commissioners would not have quite so many offices with which to reward their friends, but the people could be easily reconciled to this slight curtailment of the powers of their local representatives in consideration of saving $15,000 per annum in their Normal School emanated from the influence of county politics.—Inter Ocean.

PROGRESS OF BIOLOGY IN ENGLAND.

The Biological Section is that with which I have been most intimately associated, and with which it is, perhaps, natural that I should begin. Fifty years ago it was the general opinion that animals and plants came into existence just as we now see them. We took pleasure in their beauty; their adaptation to their h. bits and mode of life in many cases could not be overlooked or understood. Nevertheless, the book of Nature was like some richly illuminated missal, written in an unknown tongue; the graceful forms of the letters, the beauty of the ornament, arrested our wonder and admiration: but of the true meaning little was known to us; indeed, we scarcely realized that there was any meaning to decipher. Now glimpses of the truth are gradually revealing themselves; we perceive that there is a reason—and in many cases we know what that reason is—for every difference in form, in size, and in color; for every bone and every feather, almost for every hair. Moreover, each problem which is solved opens up vistas, as it were, of others perhaps even more interesting. With this great change the name of our illustrious countryman, Darwin, is intimately associated, and the year 1859 will always be memorable in science as having produced this great work on "The Origin of Species." In the previous year he and Wallace had published short papers, in which they clearly state the theory of natural selection, at which they had simultaneously and independently arrived. We can not wonder that Darwin's views should have at first excited great opposition. Nevertheless, from the first they met with powerful support, especially from Hooker, Huxley, and Herbert Spencer.

The theory is based on four axioms:

1. That no two animals or plants in nature are identical in all respects. 2. That the offspring tend to inherit the peculiarities of their parents. 3. That of those which come into existence, only a small number reach maturity. 4. That those which are, on the whole, best adapted to the circumstances in which they are placed are most likely to leave descendants.

Darwin commenced his work by discussing the causes and extent of variability in animals and the origin of domestic varieties; he showed the impossibility of distinguishing between varieties and species, and pointed out the wide differences which man has produced in some cases—as, for instance, in dogs and pigeons, all unquestionably descended from a common stock. He dwelt on the struggle for existence (which has since become a household word), and which, inevitably resulting
in the survival of the fittest, tends gradually to adapt any race of animals to the conditions in which it occurs. While this, however, showing the great importance of natural selection, he attributed to it no exclusive influence, but fully admitted that other causes—the use and disuse of organs, sexual selection, etc.—had to be taken into consideration.—Sir John Lubbock, in Popular Science Monthly for November.

CHILDREN'S RIGHTS.

Passing by the long list of rights due to children, as such, in the family, and that other catalogue so sadly neglected and abused, their rights from the state, I proceed at once to glance at that which more nearly concerns us professionally—their rights in the school-room, due from us teachers.

A little fellow gets his twenty marbles, his first stock and in his first pocket. He can not keep them hands from that pocket, ladies, than you could keep a peep in your mirror the morning you don your first sealskin cloak or your spring bonnet! His hand comes in contact with those little spheres so smooth and beautiful. What kind of one is it, he wonders, red or blue? He must see, and not skilful in the art of pocket-using, out come a half-dozen and upon the floor they go. His little heart beats like a trip-hammer, for he fears their loss.

Bring me those marbles—give me all you have.

Oh! what a trial! All! Why, they are his fortune; their value can not be told, but there is no appeal; no matter how tenderly the little fingers linger over the last, which he is sorely tempted to lie about and save. He knows he ought not to have dropped them, but how incommensurate the fault to the penalty. Why, they are his property, and later in life he will fight, gun in hand, and the law will protect him in it, for things of less value to him. His sense of justice is merely wounded, and he will never have quite the same feeling towards you, and many hours will be lost brooding over the loss. I have heard of a boy who in a similar case rushed home to his father with urgent request for him to get a policeman immediately to go and recover his property.

But shall we not take away playthings if used in school to the injury of order? Yes, in a proper way. Tell the little heart kindly that as he has come to school to study and not to play, you will keep them for him—not take them away from him—until he goes home; or, if you fear this will not be effectual, send them by a schoolmate or carry them yourself to the father or mother. I know order must be kept, but better your patience tried a little than the heart of the innocent, the fertile soil of the boy's heart. I have a right to deprive the boy, in a kindly way, of the knife that would mar the desk, but not to keep it over night if it is possible for me to return it. I fear the practice is quite general of thus keeping articles which seem trivial to the teacher, with scarcely a thought of the child's rights in the matter.

The children have a right to a punctual observance of school hours. I have no to a minute that properly belongs to school time, nor have I a right to keep them one minute after they should be dismissed, for any convenience of mine. How do you feel on a hot Sunday if a long-minded minister keeps his parishioners par imported for his sixthly and seventieth? I doubt the profit of ever keeping a scholar after school hours to learn a lesson. Who can learn while in a sour, discontented frame of mind, or if he does get a smattering of the subject so as to blunder through it and go grumbling home, will be as much work next day for it? I would not entirely banish this as a means of punishment, but would make it a rare occurrence.

The children have a right to be comfortable. I have known a teacher keep a class standing with five or twenty minutes, heads up straight, hands by sides or folded calmly over the chest. Try it yourself, my dear friend, if you who have done this are here, and see how like it yourself. I say, let them be as comfortable as possible consistent with healthful attitudes of body. They have a right to a frequent change. Did you ever try to Niebe or Cleopatra in a tableau, or sit for your picture? If so, you have learned to dread the former and to bless the instantaneous process of the latter. Don't make classic tableaux of your scholars and think you are keeping splendid order. I tell you it's splendid torture. They have a right to be treated as ladies and gentlemen, to just the same courtesy and politeness you would exact from them or expect from your equals in society. They have a right to their own self-respect, and to a treatment from us which will not take this away or detract from the respect of their mates. In years and in knowledge they are our inferiors, but this gives us no right to insult them, tyrannize over them, or nag them. In health, it is true, in native ability, in promise of usefulness, they may be far our superiors, and by and by some of them may rise far above us in the wheel. I know a good old lady in New Hampshire whose stock of pride lies in telling how she whipped a little boy who has since been honored with the Governorship of this state and various other high dignities. How much her birching had to do with his getting the Postmaster-Generalship, etc., I do not know, but like the mother of Great St. Bernard, she continually produces him and says, "Behold my Jewell!"

In case of accusation they have a right to a fair and impartial hearing. I do not suppose we can, for the lack of time and the necessity to keep up the terrible pace, do Bronson Alcott's trial by a jury of the peers of the accused, but he has an undeniable right to be heard in his defense, and to offer any proper testimony in his case. Oh, well do I remember these words of doom: "I don't want to hear one word—I know you are guilty," and then the rattle. How liable we all are to allow our feelings at the moment to carry us away, to think under the irritation caused by the present offense. "When I am only annoyed by this fellow; he must be made an example of." Last April I heard the venerable and respected Francis Coggswell, superintendent of the Cambridge, Mass., schools, tell this: He was in the habit of keeping a "black-book," in which he recorded the offenses of each pupil, giving a page to each. At the commencement of the term a boy had offended. Irritated and in a morbid state he said, "This boy is an old offender; he must be punished. He told the lad to remain after school, intending fully to inflict a whipping. But, as was his usual custom, he first referred to his record, expecting to find there a long black list, and lo! to his surprise there was found but the boy's name at the head of the page. It is needless to say the boy broke down in tears and went home with love in his heart for his teacher and friend, a man rather than a brute, with self-respect in his heart instead of a burning sense of injustice which would have followed the castigation.—Indiana School Journal.

A FAMOUS POLYTECHNIC SCHOOL.

The Federal Polytechnic school of Zurich, Switzerland. This school was formally opened in October, 1855, and its success is now opened. Originally it had only three divisions—civil engineering, mechanical engineering, and technical chemistry. At present it has the following eight divisions:

1. Division of architecture.
2. Division of civil engineering.
3. Division of technical mechanics.
4. Division of technical chemistry.
5. Division of agriculture and horticulture.
6. Division of political economy, and history of art, political economy, mathematics, natural sciences, and public law.
7. Division of philosophy and political science.
8. Preparatory history of mathematics.

A VAST ENSEMBLE OF STUDIES.

This institution is at once a superior normal school, a central school of arts and manufactures, and a school of political sciences.

Ever since its creation, the polytechnic school of Zurich has endeavored to obtain in each division the highest possible degree of efficiency. The Federal Polytechnic school of Zurich is obligatory and optional. Each division has its obligatory courses which it may choose to follow. Thus the course of differential and integral calculus must be taken by the pupils of the divisions of architecture, civil engineering, mechanics and pedagogy, but neither the technical chemistry nor of agriculture, are obliged to attend this course. The same rule is applied to the course of descriptive geometry. The rich programme of the polytechnicium compares favorably with the magnificent edifice erected by the Canton of Zurich at a cost of about $1,000,000.

The Federal Government has nothing undone to consolidate the future of this beautiful institution. It has provided the school with...
which excite the just admiration of foreign visitors. The
latter sum includes the $4,000 contribution from the
St. Louis World's Fair Fund. Of the 264 foreigners, 94 were from
Austria-Hungary, 44 from Germany, 34 from Italy, 22 from France,
19 from Russia, 10 from Sweden and Norway, 7 from Great
Britain, 5 from Denmark, 4 from Holland, 4 from France, and
2 each from Turkey, 2 from Greece and 1 from Egypt.
Of the 53 candidates, 41 successfully passed the exami-
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GENERAL NEWS OF THE WEEK.

At the "Lord Mayor's show" (the procession which celebrates the installation of the Lord Mayor of London) the American flag was carried, attended by a guard of honor, and upon arriving at Westminster Palace the bands were massed, and will play the American national anthem.

In the municipal elections throughout England and Wales, where there was any large Irish population the conservatives were gainers. The secretary of the Liverpool League, tells Mr. Gladstone that the elections are the outcome of the employment of force in Ireland.

Capt. Adams, an Arctic whaler, claims that on his last voyage he could easily have made the Northwest passage by way of Peel Sound, which he believes to be the only way to make it.

Reports of disastrous wrecks, have been received at St. Johns, N. F.

At St. Petersburg, the police arrested a man and woman engaged in preparing dangerous explosives. The nihilists scatter their socialistic publications even into the barracks of the Imperial Guard. The Czar has recently received many threatening letters.

A Vienna dispatch reports that by the overflow of the River Kerka, houses were inundated, roads submerged, crops destroyed, and postal communication interrupted in Croatica and Dalmatia.

The Minnesota House of Representatives at St. Paul, has just passed the Senate bill for the adjustment of the old bonded debt, by a vote of 77 to 29.

A London letter states that the canal builders are still suffering from yellow fever.

Connected with the Chicago post-office are 191 carriers, who, during the month of October delivered 4,958,971 pieces of mail, and collected 17,764,921 postal cards, and newspapers.

The steamer, City of New York, arrived at San Francisco yesterday, from australi. She brought $1,042,750 in specie and bullion, consigned to the United States. Gold comes to us from all quarters.

In Augsburg, Ga., Confederate bonds sold yesterday at from $10 to $11 per $1,000. The Post Mall Gazette states that not a single penny in the Bank of England to the credit of the Confederacy. If this is so, the demand for Confederate bonds is as great a mystery as ever.

The 4th of March, star-route reductions have amounted to about one million dollars.

Negotiations for a commercial treaty between France and England, have again fallen through.

The President has accepted the resignation of His Excellency, John W. Foster, U. S. Minister to Russia.

The Commissioner of Pensions recommends that Congress be asked to appropriate $100,000,000 for the disbursement by his office for the year ending June 30, 1881, in payment of annual and accrued pensions. He also requires $20,000,000 to pay the accrued claims for the current year.

Mr. Church, President of the General Electric Company in the United States Patent office, assisted by some ten or twelve lawyers, arrayed on opposite sides of the case, is endeavoring to determine the much vexed question: Who invented the telephone?

The President has designated the 24th inst., as the National Emancipation Day.

The new Minister of England to the United States, Hon. Lionel Sackville West, has arrived in this country, and was entertained at Philadelphia, Thursday, in a banquet in which he declared his determination to do all in his power to cherish friendly relations between the two countries.

It is rumored that the chief of the Tekke Turks, has offered the submission of his tribes to the Russians and that the latter would soon occupy Merv; but this is quite unlikely.

A famine is feared in Northern Russia, where the failure of crops this year has in places been almost complete.

The first question discussed in the new French Chamber of Deputies, is the origin and conduct of the Tunisian war. The retirement of the present minister is momentarily expected.

The Land Court is doing its work well, and making large reductions in rent, to the delight of the tenant farmers.

As Tripoli is tranquilized, Turkey proposes to withdraw a part of the troops sent there for the emergency.

Many of the politicians who showed a sympathy with the anti-Semitic, or Jew persecuting movement in Germany, are abominshed by the results of the recent elections that they were in error, and are endeavoring to retreat.

It is reported at Berlin that the Rev. Dr. Stoecker who is one of the instigators of this illiberal party, has been removed from Great Britain, and even Prince Bismarck, in entertaining a prominent Jewish merchant at Varzin, apologized for the sympathy he said he had manifested for the anti-Semitic party. In responding to their dispatches and letters, he had only done so as a matter of courtesy, that was the name for the Progressists. Turkey is preparing a naval expedition to punish the rebellious Arab tribes.

Bosnia and Herzegovina will adopt the Austrian system of military service.

Volunteers are wanted for the Franco-Turkish army of occupation. The bounty offered is 4,500 francs, half of the amount payable on enlistment, and the balance at the end of five years. Each soldier is also given twenty-five hectares of land in Algeria.

The common name of the 18 independent tribes of Mahometan Arabs, of Northwestern Tunis, whose inscriptions formed the provocation, or pretext for French attack, is variously spelled as Kromuir, Koumir, Kbouram, Khermer, etc., all equally good or equally bad spellings, because the name itself cannot be spelled with European letters.

The first sound in the name, which we try to express by Kr or Kh, is probably the more rancorous of the two forms of ancient h as used in Greek, or the Spanish jota. A humorous French paper gives a receipt for producing it, viz: Put a bit of raw onion skin down your throat to the larynx, and when you begin to choke with it in good earnest, make a strong effort to haw it up; the required sound will ensue.

The inhabitants of the great manufacturing center of Grangefeld, Germany, have begun the construction of a splendid new school of textile industries, which will be replete with appliances appertaining to the production of cloth, Ladies' Laboratory, workshops, library, and museum.

The first meeting of the Royal Geographical Society in London will be devoted to discussions and papers on Arctic expeditions, particularly with the view of discovering the whereabouts of the missing vessels of recent expeditions, and the proposed international search expedition to be made next summer.

STATE NEWS.

We may soon expect the programme of the annual meeting of the county superintendents of Illinois, which is to be held at Springfield, in connection with the State Teachers' Association, beginning Monday evening, Dec. 20, and Tuesday, Dec. 27. Prof. James McCulloch, of Belleville, St. Clair county, the chairman of the executive committee is giving the arrangements for this meeting a great deal of attention.

The Ossoli society of the Northwestern University, held a very interesting meeting last Friday evening. Miss Lillie L. Jones presided. The special subject of the meeting was the history of the society, of which Miss-Mary Hill gave a geographic sketch, and the life and writings of Margaret Fuller, Countess d'Ossoli, for whom the society is named. Choice extracts from that distinguished American writer, were read or recited. The music was a pleasant feature of the exercises.

The Evolution Index says that the scheme for the joint publication of a theological journal by the Methodist seminaries of Boston, Drew and Garret Biblical Institute, is taking definite shape. The several committees are united in their plans and the preliminary movements are being made.

Director Locke, of the Conservatory of Music, of the Woman's College of the Northwestern University, will give an entertainment, Thanksgiving week, in which every department of the conservatory will be represented. Unusual pains are being taken in the rehearsals, and the programme throughout is to be of the highest order.

Dr. Cummings gave his first Bible reading at the University last Thursday evening. It was very generally attended by the students.

Mr. Peter Fisher, of Antioch, Lake county, who was appointed by the county board to fill the vacancy in the office of county superintendent, left by the resignation of Professor Sabin, has been attending to the duties of his office with care and general acceptability. If firmly seated in the office he would make an intelligent, useful superintendent.

During Superintendent A. R. Sabin's term of office as superintendent of Lake county, he made great efforts to improve the schools, in order to do which he aimed first of all at improving the teachers. One of the means he adopted was the founding of a teacher's county library. At the summer institute of 1880, a constitution was drafted and officers elected—president, vice president, treasurer, secretary, librarian, and nine assistant librarians; also, an executive committee, consisting of county superintendent, the president, and one other member. This committee was empowered to select and purchase all books and give an order on the treasurer for payment. Professor Sabin donated some fifty volumes, consisting of Barnes' Teachers' Library, Bain, Spencer, Johann, and Wickerson, various histories, Rollo Books, and some of Cooper's novels, etc. C. E. Lane donated some twenty volumes of Appleton's Science Prizes.

Members on signing the constitution paid $1, and with this money books were purchased, so that the library started existence with 120 volumes.

Mrs. Sabin covered these books with strong brown cambric. They are labeled, catalogued,
Iowa.

The new public school buildings at Council Bluffs, is undoubtedly, one of the model buildings of the West, and the schools are doing an excellent work. A good deal of attention, for their high degrees of excellence, so that teachers from a distance, are beginning to visit them for purposes of observation and study.

Words come to us, directly from Esthloosa College, that the institution is moving on in its work successfully. The local and non-local patronage is good. The following are 115 students in the various departments, and President Loughlin says that the debts are all paid and the financial condition is being worked up.

Kansas.

The State normal school is in flourishing condition. The attendance is larger than at the same period a year ago, and is continually increasing. The police of Lawrence, do not continue on in the University faculty to discipline students who indulge in rowdism, as the recent arrest of four rowdy students showed in a way that the dullest fellow among the boys of rowdy disposition is not so completely understood.

The principal says that there are 253 students enrolled in the State Agricultural College.

The new school building at Gaylord, is almost completed; and the Thayer school board is about to build a new school house, to cost $7,000.

The next annual meeting of the Kansas Academy of Science, will be held in Topeka, November 9 to 11.

On an excursion to Manhattan, to participate in the ceremonies dedicating a monument to the late Professor Mudge.

The Topeka public schools are thoroughly organized this year, with a degree of system never before attained in that city, and, with the exception, perhaps, of two the assistant teachers, are giving thorough satisfaction.

According to the school census of Shawnee county there are in the city 453 more girls than boys of school age; while in the county outside of the city, there are 226 more boys than girls.

Indiana.

The schools of Madison are closed on account of the alarming spread of small-pox in that county. The schools of Vermillion county show a larger attendance generally, than ever before. The private schools, however prosperous, have not been able to reduce the attendance in any of our best public schools, scholars who have gone from these have gone to enter seminaries and colleges.

Eastern.

The free text-book movement is popular wherever it has been tried in Massachusetts, and it is extending.

At Fall River, The Springfield Union says, the city supplies not only text-books but all the materials used in the schools, and the schools are free in the widest sense; free from all cost to the individual pupil. The books, etc., are purchased by the school Superintendent at the lowest wholesale prices, and are consigned to the care of the teachers, who are responsible for their use and safe keeping. They in turn hold the pupils responsible. Successive classics use the books until they are worn out, and the loss which so often occurs by changes and advances and the laying aside of half worn books at home is entirely avoided.

Thus, the aggregate amount expended for school books is very much less than under the old system, averaging to each enrolled pupil about 60 cents per year. The plan has brought to the schools a larger average attendance, and even with this increase the cost per capita of the Fall River schools is less than that of almost any other city in the State. Fall River has just adopted this free-book plan, and other towns are considering it.

The Toronto Teachers' Association have adopted resolutions recommending that ancient and modern history be canceled from the public school program, and that the attention of pupils be confined to British and Canadian history. The same Association recommended the substitution of language lessons for technical grammars in grades where "elementary grammar" is taught now, and adopted resolutions in favor of instruction in hygiene embracing lessons calculated to impress children with proper conception of the injurious effects of alcoholic drinks.

The freshman class of Bowdoin College number over fifty.

Over 300 girls have recently been removed from the public schools of Lewiston, Me., and placed in a Catholic parochial school, and their withdrawal will involve the closing of at least six of the public schools.

 Contributions to the rebuilding fund of Swarthmore College have reached the sum of $43,500. The required amount is $500,000.

Southern.

Mr. H. B. Gwynn, of the Baltimore public schools, has accepted his appointment to the superintendency of the Galveston schools, Texas.

A high school pupil was sitting idly on his desk; the teacher seeing him, reproved him for his idleness during the hours of school. "School!", said the pupil, "I beg pardon, but I have been reading Webster's derivation of the word and he says it means a place of ease and rest.

With two s's, three c's, two e's, and one each of the letters m, n, r, and s, a noun of 12 letters can be formed, expressive of a function of memory. Ans. - Reminiscence.
I was quite fortunate during the beginning of the term. The young people were well-behaved and tractable, and generally interested in their lessons. In one class I took especial pride for I felt she would not have been given me had not my principal felt a good degree of confidence in me and my attainments. It was a class in geometry, composed of nine young men—or rather boys, for they ranged in age from fourteen to seventeen—and one young lady in claim to the dignified title, of course, though numbering but sixteen years and being altogether lacking in dignity.

At first, I was too absorbed in my own interest in the work the pupils were doing to notice that the discipline of the class was not altogether what it should be. Whenever my attention was occupied with a recitation at the blackboard, I was conscious of restless movements among those at their seats, whispering and even sneered laughter. It seemed impossible for me to take hold of the matter at first, as there seemed to be a half-dozen at least of the boys equally implicated in the disturbances. For several weeks I suffered in that geometry class, until no eloquence of mine could describe. At first I felt utterly powerless to deal with the offenders, knowing that I was far more afraid of them than they were of me. Then a revelation of feeling came over me. I registered a vow to conquer disorder. I would try every means in my power, and should these all fail, I would appeal to my friend, the principal, before I would let the class tyrannize over me. This resolution, in itself, helped me. The next day, when that disconcerting murmur arose during recitation, I turned quickly upon the class and in a stern manner as I could command, demanded more quiet behavior. This took the boys so by surprise, that there was absolute silence during the rest of the hour. I almost thought I had conquered, but a repetition of trouble a day or two later, showed that I was not yet the victor. Then I adopted a system of calling out any pupil who might seem to be inattentive in the midst of a demonstration, to complete it. This, in conjunction with a very rigid system of marking, produced much improvement, and after a few demerits marks, and some severe reproves, I managed to get control of all the class save one. This was a boy who had been, from the time he entered school, a year since, the terror of the teachers. He behaved himself in the presence of the principal, but he defied all the attempts of the other teachers to make an orderly, diligent pupil of him. He was idle, pert and mischievous. He had much natural ability, but half the time he would stand at the back of the classes, from utter indifference to his record. He was a complete master of all those tormenting little devices that have been invented by boys to torment inattentive teachers. After I had traced the source of my trouble to him, I tried the plan of expulsating with him, but this only made him worse, awaking in him, for some reason, a sullen pettv

I have," I answered, "kindness and severity seem alike powerless." "Probably. If he offends this afternoon, send him to me.

That afternoon, George was more troublesome, if possible, than usual. I called him to come to my table. He obeyed slowly. I told him to take his book, which with those of the class lay before me, and go to the principal's room. He looked at me over his spectacles, as though considering whether one might not refuse to obey orders, but the quiet determination in my eyes overcame him, and he went out of the room.

He went into the principal's room. That gentleman was then hearing a case. When it was over, he called George to his desk. The boy covered and turned pale under his stern glance.

"Well, George," he said, "so you have been trying your tricks on Miss A. I am not going to have any more of this sort of thing. Miss A's time is very valuable to me and to her class, and I do not intend to have it frittered away by any nonsense of yours. You will withdraw from the class, to give those pupils who want to advance, opportunity to do so without interruption.

Poor George became colorless with amazement and distress. Withdraw from the geometry class, and lose the opportunity of passing into the higher classes.

"Poor George," came over me. I registered a vow to conquer disorder. I would try every means in my power, and should these fail, I would appeal to my friend, the principal, before I would let the class tyrannize over me. This resolution, in itself, helped me. The next day, when that disconcerting murmur arose during recitation, I turned quickly upon the class and in a stern manner as I could command, demanded more quiet behavior. This took the boys so by surprise, that there was absolute silence during the rest of the hour. I almost thought I had conquered, but a repetition of trouble a day or two later, showed that I was not yet the victor. Then I adopted a system of calling out any pupil who might seem to be inattentive in the midst of a demonstration, to complete it. This, in conjunction with a very rigid system of marking, produced much improvement, and after a few demerits marks, and some severe reproves, I managed to get control of all the class save one. This was a boy who had been, from the time he entered school, a year since, the terror of the teachers. He behaved himself in the presence of the principal, but he defied all the attempts of the other teachers to make an orderly, diligent pupil of him. He was idle, pert and mischievous. He had much natural ability, but half the time he would stand at the back of the classes, from utter indifference to his record. He was a complete master of all those tormenting little devices that have been invented by boys to torment inattentive teachers. After I had traced the source of my trouble to him, I tried the plan of expulsating with him, but this only made him worse, awaking in him, for some reason, a sullen perversity, that seem to influence him frenziedly to annoy me. Gentle exasperation made him pert, stern rebuke made him sullen, try as faithfully I may, I could not reach him at all. Then I resolved to waste no more time on him, and reported him, and reported him to the principal, forthwith.

How his eyes flashed when I stated the case to him! It was by no means the first time that this lad, whom I may call George P., had been reported for misbehavior.

"Have you exerted your influence to the utmost with him, Miss A. ?" he said.

I stated to him that I had been trying to do so the whole year.

"Dear me," said he, "if I scarce can see, the sunbeams shine so crookedly!"

I met a gallant grasshopper, And thus accosted him: Why don't you wear your green coat straight, And look in better trim? It frets me quite, In such a plight, To have you field-folk in my sight.

He saw an airy dragon-fly, Shot o'er the meadow rill; Pray stop, Sir Dragon-fly!" he cried; "So asleep below the sail, The sight will make My poor head ache; Fly straight, or rest within the brake.

Then a wise owl on the tree, Blinked his great staring eye; To folk in crooked spectacles The whole world looks awry. To-whit! to-whoo! To-whoo!" said he, "Many such folk I've lived to see.

THE LOSING BAG.

Little Harry Careless Was always losing things— Shoes and hats, and slates and books, Pencils, marbles, strings— Till at last his mother Took a faded bag, (A great, enormous one it was,) And made of it a bag.

"Now, my careless Harry!" Said she, with a kiss, "When you feel like losing things, Pop them into this." "That I will," cried Harry, Happy as a king, And since he's had the losing bag He's never lost a thing.

HARTLEY SWIFT.

HOW WE PLAYED "SOUTH AMERICA." The following is how we "played South America." It is George's way of telling it to his friends: It's a true story of the results teacher didn't hear a word of it. He just dismissed the class, and then hurried up with the other classes and dismissed school at three o'clock— all but us, I mean. But they knew what was coming and nearly every one stayed to see the fun. First some pieces of paper were handed us and we made pictures of all the living things we could
GOOD READING.

SERENADE.

The fountains serenade the flowers,
Upon their silver lute,
And nestled in their leafy bowers,
Like gems in a royal crown.
The bright and glittering hosts above
Unlaced their golden gates,
While Nature holds her baneful love
And for her client waits.

Then, lady, wake—it is beauty rise;
'Tis now the promised hour,
When torches kindle in the skies
To light thee to thy lover.

The day, we dedicate to care,
To Love, the witching night;
No call of the whistling gale
In hours like these unite.

E'en this the sweets to flowerlets given,
The moonlight laved,
And all the bliss of earth and heaven
Are mingled, Love, in thee.

Then, lady, wake—it is beauty rise;
'Tis now the promised hour,
When torches kindle in the skies
To light thee to thy lover.—Exchange.

LAURA'S STRATEGY.

Laura had taught her school, and now she was going to get her money—three months' wages. She had earned $10 a month, and she had paid for her board in sewing and knitting—for Mrs. Bennett had a large family and was glad to have her do so, so she could have the whole $10 to use as she pleased. It looked like a very large amount to her and she had planned how she was to spend it, a dozen times. Then her horses ran down the valley. "The boys want the work horses to draw in wood," Mrs. Bennett said, as she started, "so John has hitched up Banquo for you. He's gentle enough, but he's a colt, mind you, and the best thing you could do is to let the whip alone."

"I'll hitch your horse for ye," he said, coming down to the gate; "come after your money, I spose. I've got it in here, all ready for you. It's lucky you come now. I was just about starting off. Got the colt, have you? Well, I s'pose he's a chippier. I didn't s'pose Bennett ud let anybody drive him. Come along, sign your order, and pay you right off; spine you want to see your money—pretty good little bunch of chink for a girl like you.

Laura talked with the treasurer's wife a while, then got her money and started home. She had not gone far before a man on foot came out of a cross road just in front of her. He stepped aside and waited for her to come up.

"Good afternoon," she said, "would you object to letting a fellow ride a little? I'm pretty tired, and I see you've got Bennett's colt. Perhaps you'd ride in my own.

Laura stepped off the horse. 'The man got into the sleigh. She didn't know him, but from the way he spoke she supposed it must be some of the neighbors who had probably a brother of some of her scholars—he was a young man.

"See you don't look nervous," he said, "it is not at all strange; we've been around here all winter," he added, but Laura remembered afterward that he did not tell her his name. "This stiff wind does keep all the breaths, I'm tired, driven, I fancy?"

"No, only over to Mr. Smith's."

"He's a friend of yours, I believe."

"He is treasurer."

"You taught in a good district. Some of them boys are mighty particular about making their pay, but I believe this one never does."

"I think not."

"Have you long to teach," asked the man, evidently bent on being sociable.

"My school is done, and Laura, still wholly unappreciative.

"And you've been after your money," said the man with a sudden change. "I'll cut it," taking a revolver and pointing at his head. "No use to try to resist. They were passing through a lonely strip of country, and there was not a soul in sight.

She was a frontier girl, with plenty of nerve. She remembered she had two pocket-books, one empty and one full. If 'you want my money, get it," she said, snatching the empty pocket-book from her pocket and handing him the other.

They went around it. She caught the whip from its socket and laid it sharply across the horse's back, fired a couple of shots after her, but they did not touch her.

"The colt's running away with the school-master," shouted John, as she dashed in sight, but she guided him up to the gate in good order.

"You're plucky," said Mr. Bennett, when she told the story, and, "She's a plucky one," said everybody, when it was repeated.

The man proved to be one of the neighbor's hired men. He was never again in that part of the country.—Mass. Republican.

PUBLISHER'S NOTES.

EASILY PROVEN. — It is easily proven that material fevers, constipation, torpidity of the liver and kidneys, general debility, nervousness and neuritic complaints are readily cured by this powerful disease conqueror, Hop Bitters. It repairs the ravages of disease by converting the food into rich blood, and gives new life and vigor to the aged and infirm always.

President Garfield's cousin, Mr. Harry Hoynton, relates a pleasant little story of school life: There was a spelling match in the little log school house, in which James, who was 13 years old, took part. The teacher told her scholars that if they whispered she would send them home. The lad standing next to James became confused, and the teacher called to him, "What is four times two?" "Four," answered the boy. Then the teacher said, "How do you know the rule. You must go home." James picked up his cap and left. In a very few seconds he returned, and took his place in the class. "Why, how is this, James? I told you to go home," said his teacher. "I know it, and I went home," said James.—Ex.*

ASHBURHAM, MASS., Jan. 14, 1880.

I have been very sick over two years. They all gave me up as past cure. I tried the most skillful physicians, but they did not reach the worst part. The lungs would not work and distress me, and my throat was very bad. I told my children I never should die in peace until I tried Hop Bitters. I have taken two bottles. They have helped me very much indeed, I am now well. There was a lot of sick folks here who have seen how they helped me, and they used them and are cured, and feel as thankfull as I do that there is so valuable a medicine made.

To Mrs. JULIA G. CUSHING,

"I have been very sick over two years. They all gave me up as past cure. I tried the most skillful physicians, but they did not reach the worst part. The lungs would not work and distress me, and my throat was very bad. I told my children I never should die in peace until I tried Hop Bitters. I have taken two bottles. They have helped me very much indeed, I am now well. There was a lot of sick folks here who have seen how they helped me, and they used them and are cured, and feel as thankfull as I do that there is so valuable a medicine made.

In a recent lecture on the "Constitution of the Sun," Prof Young made use of the following curious illustration to show the earth's position in the sun's distance. "You know," he states, "that if you touch a part of the body, one does not feel it in immediately. Touch the hand of any one with a hot iron, it will be the appreciable part of a second before he will feel it and draw his hand back. Now, if I had arm long enough to reach the sun, the sun's rays would enter into the solar flame, and burn them there, it would be a hundred years before I would find it out and announce it."

HORSFORD'S ACID PHOSPHATE A COOLING DRINK.—A teaspoonful of Acid Phosphate mingled with water is always a good thing to quench the thirst in a more satisfying manner than the juice of lemons or limes.
WELCOMED WITH PRAISE AND DELIGHT,

ARE THE

WAGGONER SCHOOL MOTTOES,

By Teacher, Scholar and Parent,

And the following opinions, given, most cheerfully:

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

"Mottoes have come safely; am highly pleased; wish I could have got them sooner, that's all.

"I have received your Mottoes, and they far exceed expectations; hang them yesterday and their influence was distinctly marked. Every school should have them.

"Mottoes received; I am very much pleased with them. They are useful for I was a schoolboy once, and well I remember one motto. "Do Right."

"Your mottoes come yesterday; am well pleased with them. I am sure I want in my school and I think they are just what every teacher should have to make the school room attractive to pupils.

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

"Myself and scholars like the Mottoes.

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

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

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

"The Mottoes have had a good effect.

"It is only after the teacher has once used your Mottoes that he can appreciate their advantages.

"I highly appreciate your Mottoes in every respect.

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

"The Mottoes on the wall are great educators for young and old.

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

"Your Mottoes proved a great pleasure and profit.

"Those Mottoes—well, I could not teach without them.

"Would not be without them for $1.00.

"Mottoes are all that you claim for them. A teacher visited my school a few weeks ago, became inspired, and he would send for them immediately.

"I have used the Mottoes with success.

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

"The Mottoes I consider worth more than the price of all, as they adorn the room as well as awaken and interesting the pupils.

"The Mottoes I found to not only be of great help in decorating the walls of the school room, but also very encouraging to the pupils.

"The effect of the Mottoes was as good as could be desired.

"The Mottoes have had a very good effect on most of the scholars.

"The Mottoes are just what every teacher should have to adorn his school room, and to advise his scholars to diligence.

They are printed in large type, and are easily read across a large school room. A full set consists of

Ten Mottoes, printed on both sides, together with a Double One to Hang Over Teacher’s Desk.

Handsomely tied with ribbon; printed on heavy 4-ply linen railroad cardboard.

IN ALL 34 MOTTOES, AT 50C, PER SET, POSTPAID.

J. FRED WAGGONER, PUBLISHER.

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