The results of the elections of the past week, in a number of the Western States, will be felt by the schools in the removal of some of the best county superintendents in the country, to make way for more men or less untired. The loss in several of these instances will be very appreciable, even although the new officers may be thorough teachers and men of fair ability in all the qualifications requisite except experience as county superintendents. In this office, as in every other of importance, the majority of incumbents only remain long enough to become thoroughly conversant with their duties; when rotation in office, the inexorable tyrant of the political ring, rotates them out of their places of usefulness to make room for others, who are destined to go through a similar experience.

There are not a few counties that have lost nothing by change. It would be impossible for them to be any worse off than they have been for several years past. Here is where those who look to the general effects of these elections rather than to the disadvantages that will result to particular localities, discover some compensation, in our elective system for its irrational removals of good officers. There are superintendents, so-called, who have been superintendents only in name, filling their places just enough to exclude men who would have occupied them with honor and usefulness. We could name at least a score of them in this State alone, men who have sat like an incubus on the schools of their neighborhood. Teachers are rejoicing to-night to be rid of them. In some of these cases men of promising abilities have been brought to the front, and it will be strange if there is not great improvement.

After all, the elective system is not the surest to give us good superintendents, and keep them in office when they have proved their worthiness. A system of appointment by judges of the circuit and probate courts, from a list of names nominated by the county board, would be more likely to result in wise selections. It would be still better if the nominating power were composed, in part at least, of the senior teachers of the county. It would be better than the present plan to have the superintendents appointed by the judges or by the governor on petition of citizens, without regard to party. Almost any plan would be an improvement that would take the county superintendency out of politics.

Ralph Waldo Emerson, it is said, when consulted by his daughter as to what studies she should pursue at school, replied pathily that "it made no difference what she studied; the question was with whom she studied." Here is contained a forcible truth, which teachers may well ponder. The influence of the teacher is far more important, far more lasting, than his teaching. Gen. Garfield once said that a log-cabin school house, with Dr. Hopkins in it, was college enough for him. The personality, the character of the teacher is of far more importance than the number of things that he can teach. But how seldom is this truth remembered. The trouble is not that money cannot be had to secure teachers of excellent character and noble aims; such men toil in the teacher's profession for far less wages than the masters of any other profession would demand. The fact is, the majority of our people do not know what good teaching is when it is shown to them, and are utterly indifferent as to what persons have control of the schools, and direction of their children's intellectual progress.

Every year there are thousands of men and women put in charge of schools, in every State, who have no ambition to teach well, who do not even know what good teaching is, and who do not care to know, because they have no idea of making a permanent work of it. They are teaching for a year or so, perhaps only a few months, to bridge over a season of shortness in their finances which interferes with their completion of some promising business plan. Do they care if their bungling methods dwarf the growth of the young minds entrusted to their management; if the influence of their vacillating, time-serving nature is irretrievably, the plant characters placed in their charge? All this is nothing to them, for they will leave the scene of their errors, and, wrapt in schemes of gain and selfish advancement, forget all their mistakes, if indeed their vanity had ever allowed them to perceive that they could make mistakes. But is it, can it be, a matter of as little concern to the parents of the children? That they take no account of it in many instances is deplorably true, but we are glad to see signs of an awakening of interest in the subject. There is a keen desire in many communities to understand what good teaching is, and, understanding it, to secure it in their schools Heaven speed the day when the mere externals of teaching shall be crowded into their proper place, and due deference be given to the more important part its internal spirit.

A teacher gives, in a recent number of the New York Evening Post, some facts concerning the relations of growth to education, which every parent and instructor would do well to note and remember. He had noted, he said, passing firs of stupidity on the part of some of his best and brightest boys, these firs lasting sometimes for weeks and months, and had been unable to account for them until the idea became impressed upon him that their cause was not a moral but a physical one. At such periods he noted, the boys were growing rapidly, and it seemed very probable that this physical growth interfered with the natural development of the mental powers. At this stage of the boy's development, also, there is often a remarkable increase of the internal indulgence of the genius. The lad becomes so lazy that it seems impossible to do any-
thing with him. Teachers and parents exhort, threaten, punish, all to no good until this critical period of unusual growth is past, then the change comes, the boy wakes up, goes to work well, and, very probably, accomplishes results that astonish every one. Father and pedagogue conclude that their stern measures have at last produced an effect, the fact, being, however, that had these measures never been tried, the improved result would have been brought about in the same way by nature’s recuperative forces.

The writer of the article referred to gives a number of instances which strikingly bear out his idea. It is an idea worth considering, as we have said. We have not space to give the instances detailed but we quote the conclusion of the article, and commend it to those of our readers on whom rests the responsibility, either as teacher or parent of the mental and physical welfare of a growing boy.

"Of course when a boy is suffering from such a morbid condition of the brain, all that can be done is to have some amount of patience, and to keep him employed at something so as not to allow him to get into any bad habits from idleness. A dentist to whom I sent my son said: 'The best thing you can do with that boy is to turn him loose in a ten-acre lot until he gets done growing.'

Sending a boy out on a farm, of letting him travel with a tutor and learn what he can, or giving up his books and making him a clerk somewhere, are among the methods of bridging over this difficulty.

For a man to find that his son is getting more and more lazy and useless; that he says he did a thing when he did not; that he sticks to it; that he becomes more and more indifferent to the most earnest appeals to him to do his duty—all these are as aggravating and alarming things to a conscientious parent as can be imagined; but if physicians tell the truth, and the cause of all these actions is cerebral anemia; if, when the boy promises, his brain cannot perform, why should we expect him to make bricks without straw? Let us rather bear patiently with him until Dame Nature, turning in due time from her task of growth gives again its regular rations to the brain, so that the young soldier may march once more along the path of duty and delight us with his progress. If his brain be well cared for, he will soon, with added energy, make up what has been lost, and press forward with increased vigor in the race of life."

Education is the knowledge of how to use the whole of one’s self. Men are often like linoleum—many blades, they know how to open one, and only one; all the rest are buried in the handle, and they are good for nothing; they would have been with but one blade. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty, how to use it, how to keep it sharp, and how to apply it to all practical purposes.—H. W. Fosker.

JEALOUSY AMONG PUPILS.

BY MARION.

Perhaps nothing tries a teacher, who has at heart the improvement of the character, as well as the mental faculties of her pupils, more than a spirit of envy among them. This feeling, which is so apt to arise in the hearts of the brightest children, is sure to make itself known by unpleasant manifestations, and this the more among the little ones who have not yet learned to hide their real feelings under the cloak of hypocrisy. Then the teacher loses all pride in the progress of these forward ones, so jealous of the honors that they achieve, and heartily wishes that they were again in the ranks of the plodders.

Several years ago, while teaching a school of little ones, I had in one of my classes two little girls, who were very much brighter, more keen-witted, than any of the others. Naturally a sharp rivalry began between them. This would show itself in spite of all my efforts, in the most unpleasant manner, and on the most inappropriate occasions. At every recitation, each was eagerly anxious to find some flaw in the other’s work; then angry looks would be exchanged, and muttered words of anger and scorn. These actions went on, in spite of my careful and gentle efforts to promote good feeling, and as the end of the term drew near, became so much worse that I was actually in despair. At last I saw my remedy. I had been in the habit of giving a prize at the close of each term, generally for good scholarship. Though I had made no promise to the school this term, this prize was plainly what my two little girls were working for, and the desire of each to triumph over the other had been the cause of all this bitterness between them. Now I would not feed this bitter feeling by giving a prize in my usual manner; so I said nothing about it, disregarding all hinted queries of the children on the subject, until the last day of school came. Then I astonished them all by telling them that the prize was to be given for good behavior this term, and calling out one of my slowest, most plodding little girls—but one especially noticeable for her amiability toward her playmates, as well as her diligence and obedience in school—to receive it. "For next term," I then said, quietly, "I offer a prize for good scholarship, which shall also include good behavior."

There was a most exciting buzz among the children when they were dismissioned that day, and among those who seemed most "wrought up" were the two girls whose envious behavior had so disturbed me. That they did not feel altogether pleased with me, I felt sure, from their shame-faced manner of accepting my invitation to wait and walk home with me.

They did not wish to wait together I saw, but I had an object in asking both, and did not seem to see their embarrassment. Then, after the others had gone, I busied myself in the school room by various devices, calling for their assistance somewhat, and gradually drawing them out to express their real opinion of my action concerning the prize. I then told them that I understood by good behavior, not merely quiet and studious demeanor, but acts prompted by good motives. I also told them frankly how plainly I had understood their actions, and how much pain these had given me. They were in a very subdued mood when I kissed them good-night, and I felt convinced that my frank and earnest talk had done them good.

There was a preceplible change when the next term began. The rivals were now good friends and worked together in kindly, generous emulation. My quiet little sermon to them had made more impression upon them than a dozen rebukes of their envious actions, before the class. And as a rule I would advise private expostulation in a case like this, as far more effective than public reproof.

THE ENGLISH LANGUAGE.

Mr. Cyrus W. Field thinks the English language is destined to become the language of the world. He has recently been on a tour round the world, and concerning the spread of the language says: "The English-speaking people are to rule the world beyond doubt. It is said that English is the mother tongue of at least 700,000,000 people, and it is surely to be the adopted language of millions more. I am more than ever before convinced that the English is the world’s language of the future. What I saw in the English and French possessions of China was sufficient to confirm this belief aside from what I afterward saw in India. The introduction of railways, the telegraph, and other improvements of modern times, is chiefly the work of English-speaking people. Their enterprise develops the industries of the nation in which they are found, and their purposes in life are gradually adopted by the natives among whom they reside. The literature of England as a military enterprise, extending around the globe, is wonderful to contemplate, but the influence of England in establishing a new civilization in the vast empires of the East is still more wonderful. The evidence is sufficient to
leave no doubt in my mind that the civilization, which is so common to England and America, is to predominate throughout Asia.”

INDIAN PUPILS.

The School News is the name of a four page paper, of the ordinary tract size, published at the Indian school, Carlisle Barracks, Pa. It is composed solely of contributions from the Indian pupils, edited by an Indian boy, of the Iowa tribe, Charles Kihega. The following specimen selections, will convey some idea of the spirit of these youths of the wilderness, who are now engaged in the acquirement of civilization.

Here are some of the editorial “personals” and “local notes,” literatum et punctuatum.

—Mrs. and Miss Shields of New Mexico visit us. They are teachers of Pueblo Indians.

—A boy wrote to his father and said, I want sink down deep into my ears good words.

—Our Indian girls have prayer meeting every Thursday evening Mrs. Platt help them.

—Some of the teachers went to the gymnasium to see the boys playing on the rings, ropes and ladder. John Primoux is best player.

—Mrs. Lightfoot and Miss E. E. Starr came visit this school. Miss Starr she is teacher at Cheyenne boarding school Indian Territory.

—Luther received very fine clothes from Willie Mills of New York and made him very happy to received from a kind friend to the Indians such nice clothes.

—Joe Gunn broke his slate frame and he don’t want to ask for a new slate. So he went to the shop and made a new frame as good as new. Joe is one of the carpenters.

Next we give two of the best “communications” to this diminutive newspaper. Bear in mind, this school is only two years old.

GOOD WORDS.

I am very glad that I am here at Carlisle Barracks and not in the Indian camp where I couldn’t learn anything now I know it is best for me to go to school and learn. I am not meaning myself I mean all the Indian children also and it is best for us to learn how to do all kinds of work and to study our books too. We ought to take good care of everything that our kind white friends have given us and also what we get from the government we do not pay our own money but the government pays for all things that we get. Grown up people have to pay for everything they get their food and what they wear too. And we do not have to pay for everything yet. Now don’t you think we ought to take care of our things and the things that we have received from our kind white friends some of us Indian children do not take good care of our clothes. Boys and girls let us try and talk the English language all we can if we talk the Indian language all the time we will not learn the English language fast. It is best for us to learn the English language and to try to talk to each other in the English language and so let us try together to learn all we can. I heard some of the girls say that they were afraid they would forget their Indian language if they would talk it all the time but I don’t think so. It will not hurt us if we do forget the Indian language. It helps us a great deal when we talk English. I am forgetting the Indian language very fast but it don’t hurt me any it helps me more to learn English. Let us try our very best to learn all we can while we are here at Carlisle.

AN ARAPAHO GIRL.

The desire to learn to talk English is one of the chief incentives to school attendance with most of the youths. This desire is promoted by teachers as much as possible—as the ability to speak, read and write English well, is the key, of course, to all instruction. Here is another article, showing still more plainly than the one above, what an important place the teaching of our language holds in these children’s thoughts. Few white children could gain as good a command of any foreign tongue in two years’ time as is shown in these compositions.

The rapid progress made by the Indian youths at Carlisle Barracks and Hampton Institute is doing more than all other arguments to put a stop to the inhuman, conscienceless talk with which the opponents of Christian treatment of our native races excuse their barbarous policy, to the effect that “Indians have no souls,” and are of such bloodthirsty nature, and brutal tendencies that they are incapable of civilization. There is no such thing as fighting among the Indian youths at the above schools. They have not even descended to the rowdism of hazing.

TALK ENGLISH.

My Dear Brother: I am very glad to write to you. Your letter was very nice indeed I want you to try hard to study your lessons and to talk English every day and I want talk too now I must try hard to talk this time and when we go home we must teach our own people I want to talk English every day not to talk Sioux. Now it is time to talk Indian any more because I like English every day every boy and girl must try to talk English not to talk Sioux I always hear the boys and girls talk Sioux. Now let us stop that this time if you do not know how to talk just yet, I think it is very good for us to learn to read and write and talk who came here first they don’t know yet. But who came last they talk very well. Now I must say good morning. From your sister.

SOPHIE RACHEL.

GARFIELD ON EDUCATION.

The educational column of the Lansing Republican, Deputy State Superintendent Smith, Editor, publishes the following compilation of some of the late President Garfield’s educational aphorisms.

School-houses are less expensive than rebellions. It is to me a perpetual wonder that any child’s love of knowledge survives the outrages of the school-house.

That man will be a benefactor of his race who shall teach us how to manage rightly the first years of a child’s education.

One-half of the time which is now almost wholly wasted, in district schools, on English grammar, attempted at too early an age, would be sufficient to teach our children to love the republic, and to become its loyal and life-long supporters.

The old necessities have passed away. We now have strong and noble living languages, rich in literature, replete with high and earnest thought, the language of science, religion, and liberty, and yet we bid our children feed their spirits on the life of the dead ages, instead of the inspiring life and vigor of our own times. I do not object to classical learning—far from it; but I would not have it exclude the living present.

Greek is, perhaps, the most perfect instrument of thought ever invented by man, and its literature has never been equalled in purity of style and boldness of expression.

The graduate would blush were he to mistake the place of a Greek accent, or put the etus on the second syllable of Eóous but the whole circle of the liberal artium, so pompously referred to in his diploma of graduation, may not have taught him whether the jejunum is a bone, or the humerus an intestine.

The student should study himself, his relation to society, to nature, and to art; and above all, in all, and through all these, he should study the relations of himself, society, nature, and art, to God, the author of them all.

It would be unjust to our people, and dangerous to our institutions, to apply any portion of the revenues of the nation, or of the states, to the support of sectarian schools.

Here two forces play with all their vast power upon our system of education. The first is that of the local, municipal power, under our state governments. There is the center of responsibility. There is the chief educational power. There can be enforced Luther’s great thought of placing on magistrates the duty of educating children.

The best system of education is that which draws its chief support from the vol-
TEACH CHILDREN TO THINK.

A few do the thinking for the whole world. This is true in science, arts, morals and religion. Men and women generally accept the thoughts of a few thinkers in political economy, astronomy, music, sculpture, theology and what not. Children accept the thoughts of their parents upon all subjects. They are taught to walk, to drive horses, to play croquet, to commit a lesson in grammar or arithmetic, and to believe as their parents do on this and that subject. But they are not taught to think—to use their minds as they are taught to use their legs. They are sent to school only to be crammed. As the grocer fills a jug with molasses and delivers it to its owner, so many teachers fill the minds of pupils with knowledge and send them home for such use as may be made of them. They are scarcely stopped to think what the knowledge is for. A merchant recently took a young man from a distinguished mercantile college into his business.

Intelligent, energetic, and interesting, the youth promised well at first when the came to the application of his knowledge to practical use he was not able to keep books either in single or double entry, until the merchant, by a few practical lessons, taught him to think for himself.

We have said that habit has somewhat to answer for this, "doing things because others do." Children love to use their minds, as potent. As an illustration of his point, "What is snow made of?" There was hesitation again, when a voice replied timidly, "Water," and the speaker briefly explained the phenomenon of ice and snow.

Here is indicated an exercise that occupied more than twenty minutes, and awakened more thought in those neglected children than it is possible for books to do. They will never forget that exercise. The sight of a glass of water hereafter will set them thinking about its uses, and how it was made. The practice continued for a season will establish the habit of asking what this and that is for—inquiring into the reason of things.

Said a distinguished professional gentleman: "The chief mistake of parents in our day is making unimportant things important." As an illustration of his point we cite the little girl of a fashionable wealthy mother, who inquired, "Mother, if I go to heaven shall I wear my new moire antique dress?" "Why, Nellie," explained the mother, "what do you mean by asking such a question as that?" It is naughty. The child, more surprised by her mother's answer than the mother was by the child's question, said, "Did you not tell me that my new dress was for the best society?"

The child was not "naughty" to ask such a question. The mother had engaged in object teaching when she did not know it. That new dress was the object; and she set the dear little one to thinking in a certain direction, and under the stimulus the child continued to think in another direction. If a new dress is designed for the "best society," then it ought to be worn in heaven, if dresses are worn there, was the child's logic.

The story is told of the childhood of the late President Coolidge, of Connecticut. The boy had a habit of exploring the fields and woods. Boys very often have the tenderest heart hidden away somewhere beneath incrustations of sin or behind barricades of pride. And it is your business to get at that heart, to get hold of that heart, keep hold of it by sympathy and love. Yet he has a bird and wild and without boys very often have the tenderest heart hidden away somewhere beneath incrustations of sin or behind barricades of pride. And it is your business to get at that heart, to get hold of that heart, keep hold of it by sympathy and love. Yet he has a bird and wild and without...
him to thinking, and he exclaimed, "It isn’t true. I can’t put salt on a bird’s tail. If I could get near enough to do that I could catch it without salt." The fact proves the value of thinking to a child, and the ease with which children can be taught to think. — Wm. M. Thayer, in Christian Union.

THE VALUE OF MENTAL TENSION.

A certain degree of tension is indispensable to the easy and healthful discharge of mental functions. Like the national instrument of Scotland, the mind drones woefully and will discourse most dolorous music, unless an expansive and resolute force within supplies the basis of quickly responsive action. No good, great, or enduring work can be safely accomplished by brain-force without a reserve of strength sufficient to give buoyancy to the exercise, and, if I may say so, animation to the operations of the mind. Working at high-pressure may be stimulant, but working at pressure is incomparably worse. As a matter of experience, a sense of weariness commonly precedes collapse from "overwork;" nor merely bodily or nervous fatigue, but a more or less conscious distaste for the business in hand, or perhaps for some other subject of thought or anxiety which obstructs itself. It is the offensive or irritating burden that breaks the back. Thoroughly agreeable employment, however engrossing, stimulates the recuperative faculty while it taxes the strength, and the supply of nerve-force seldom falls short of the demand. When a feeling of disgust or weariness is not experienced, this may be because the compelling sense of duty has crushed self out of thought. Nevertheless, if the will is not pleasurably excited, if it rules like a martinet without affection or interest, and, like a complex piece of machinery working with friction and heated bearings, the mind wears itself away and a break-down ensues. Let us look a little closely at this matter. — Popular Science Monthly.

ATTENTION IN READING.

Prof. A. S. Zerbe, Ph. D.

It is a truism so trite that it would not require mention here were it not constantly neglected, that attention is the all important thing in reading. And yet it is one of the qualities which an undisciplined mind generally lacks and which the majority of minds can acquire only by years of hard and persistent effort. The eye may follow the words of the book and pass from page to page, while the mind is wandering hither and thither, or perhaps roaming over matters having no connection whatever with the subject of the book. One of the difficulties of the omnivorous and indiscriminate reading, for young and inexperienced minds, is that the attention is wasted and diverted by the variety of objects passing before it, and that the hurtful habit is formed of seeming to appreciate an author when he but half understood, and of following a page which elicits interest just enough to excite fancy, but not enough to leave any fixed or lasting impression.

By such a process time is wasted, careless habits are formed, and the very exercise which should give greater strength to the mental powers has no more permanent value than the shifting scenes in a magic lantern. The danger's especially great in these days of the untold multiplication of books, many of which being light, cheap and ephemeral encourage the very habit to be condemned and lead an active mind to know many things superfluously, but to receive no lasting impressions of any one subject.

A loss very much greater than that of time would be prevented if the power of attention could be fully exercised, the loss of mental vigor and brightness, which can be purchased only by keeping the mind active and wide-awake. Only those who have had the advantages of stern mental discipline or are deeply interested in a subject can exercise close attention, and scarcely any whose minds are undisciplined can enforce the rule of Edmund Burke, to read a book with such intensity as if he were never to see it again. To derive permanent profit from the perusal of a book, the mental eye should be fixed as if no other object were to be seen and as if all the facts, ideas, incidents and allusions were never afterward accessible.

But such attention can be exercised only by one who has formed habits of careful study and discrimination, and whose mental faculties have been brought to some such test as thorough class-room work furnishes. The close application required in the preparation of languages, in mathematics, in literature, in history, in metaphysics; the comparison of ideas, the analysis of sentences, the close scrutiny of forms, which the class-room demands, develop the powers of observation and attention, and are the means by which thoughtful and ambitious, patient and in- telllectual advantages are to be had. The universities, there, in so many cases, the buildings and externals. What the Germans themselves regard as the chief characteristic of their system may be summed up in freedom of teaching, freedom of learning, method and organization. — James Washington Bell, in Education.

THE EDUCATIONAL WEEKLY.

Don’t Stop Your Paper.

Newspapers are to the civilized world what the daily house-talk is to the members of the family — they keep our daily interest in each other, they save us from the evil of isolation. To living a member of the great white race that has filled Europe and America, and colonized or conquered whatever territory it has been pleased to occupy — to share from day to day its thoughts, its cares, its inspiration — it is necessary, that every man should read his paper. Why are French peasants so bewildered and at sea? It is because they never read a newspaper. And why are the inhabitants of the United States, though scattered over a territory fourteen times the area of France, so much more capable of firm, concerted action, so much more alive and modern, so much more interested in the new discoveries of all kinds, and capable of selecting and utilizing the best of them? It is because the newspapers penetrate everywhere, and even the lonely dweller on the prairie or in the forest, is not intellectually isolated from the great currents of public life which flow through the telegraph and press.— P. G. Hamerton.

GERMAN UNIVERSITIES.

What most strikes an American on visiting the German universities or colleges — for this English distinction is unknown here — is, in the first place, the unpretentious buildings that are made use of. Though Leipzig is not a large place, a stranger might walk through it from morning till night and pass and repass the university. All inside, in dingy rooms filled with the comfortable wooden benches, the foremost men of Europe, in their departments, were lecturing to young and even middle-aged men from every quarter of the globe. With us, a magnificent pile of buildings is usually the first step in founding a university: the library, apparatus, and general inner economy being too frequently matters of secondary importance. The Germans, on the contrary, rent or build a row of houses in a quiet part of the city, get together all the books and manuscripts they can afford to buy, erect as many museums and laboratories as possible, and offer perhaps modest incomes, but with large liberty and many privileges, to talents and enthusiastic men, irrespective of creed or politics, to come and further the cause of science and learning. Then, in a short time, but with small expense, the university is accomplished.

The Christian Union says: "Things are certainly moving in England, when Max Muller is talked of for the position of headship of All Souls College, Oxford. Within the memory of this generation the suggestion of such an appointment would have been received with something like holy horror. The world certainly moves when Oxford breaks in upon its traditional usage after this fashion. The appointment of Mr. Thorley, who was not only a layman but a radical at that, to a similar position, shows how completely the spirit of modern life has invaded the venerable university, and shows, too, that it means to keep at the front. Max Muller is one of the foremost of living scholars, and Oxford would honor itself in honoring him."
PEQUOG'S SCHOOL SITE.

A ROSE ISLAND TOWN MEETING TO SETTLE A GREAT QUESTION.

Pequotz was to have a high school house. That had been the meeting and sidewalk gatherings, and grocery store causes. The town was all alive with interest. An article was inserted in the local papers, and the town was only now; the annual town meeting was at hand. The affair was a little complicated. The town had the misfortune of being situated on the upland and the valley, making two villages, Pequotz and Pequotz Depot, or Factory Village, as the dwellers on the upland sometimes called it, and the town was disputing with one another in those days, long ago settled by sharp practice, which should be greater. The topographical characteristics of the town made charming landscape. But alas, for peace! all were agreed that an educational institution was needed. But the location; there was the rub.

It was a bustling day in March; the icy chill of the winter had hardly left the air, and the streets of Pequotz were beginning to be filled with men on their way to the town hall. This was the occasion. The lane, the halt, and the blind were on hand, and the boys took their six horses and brought in an immense load. "Tell ye what," says Sam, "I kalkilate to have to carry my oldUmed home to-night." Party feeling ran high. Business was suspended.

"The Pequotz Eagle came out with a resolution to celebrate their victory; of course they would win. At last the call was sounded. The little girls were allowed to vote they would have been allowed to vote over the back yard fences and talked with one another at school, and a school was not a place for both sides. The depot boys secretly brought up a counter resolution; of course they would win.

The town had been sorely scourched. Pete Patch, a half-dead drunkard, was there, and Granther Olds, past 90, and a dozen or so from each side. The town had been sorely scourched, and no thought was given to the idea that something was going to happen.

Town Clerk Adams rapped the meeting to order. There was no silence imminent. Even the dogs shayed. The wind was as strong as usual, and stillness. The clerk, with deliberate emphasis, began the reading of the articles. The fifth, which related to the school house, was uneventful. Mr. Daniel said "I was a double header, and was for both sides."

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STATE NEWS.

ILLINOIS.

Miss Mary Allen West, who edited the Signal, the organ of the W. Chist. Temp. Union, during Mrs. M. B. who resigned her position in the East, last week reported the proceedings of the National W. C. T. U. convention in Washington, for the Signal. She has important literary engagements in the East.

Scarlet fever has made its appearance in many portions of Chicago, and it is feared that there will be a general epidemic of the disease. Some of the public schools have closed in localities where the disease exists.

MICHIGAN.

The schools of Coldwater have opened the year under the charge of new men. Professor Barbour, last year of the Grand Rapids schools, being superintendent and Professor B. J. D'Orge, brother of Professor M. L. D'Orge, of the State University, being principal of the high school.

The school board at Monroe, refused to sustain the authority of Professor J. Warren Smith, as he thought they ought to do, and he resigned near the close of last year. His resignation has vacated the superintendency of the Alpena schools, a better position at a better salary.

The professional men of Battle Creek talk of organizing a further society this winter.

At Lansing, the affairs of the school board are in a "muddle," as Stephen Blackwell would say. Two members of the board have tried to get in Robinson's arithmetic, without consulting the other ten. The ten rose up in what the other two called "mob law," and decided on Olson; hence a series of very bitter articles, calling each other "mean things" in the Lansing newspapers. Superintendent Sanford and Professor Chase, principal of the high school, both have had the good sense to keep entirely aloof from the fray.

The schools at Douglass, have been unusually fortunate in having two such excellent superintendents as Professor Daniel Ayres Allen and Professor Claude Robinson Buchanan. Both men have had fine professional reputations before taking charge of the Douglass schools.

The pupils of the Saginaw high school have organized a lyceum.

The Kalamazoo high school is prospering under its new principal, Professor Charles W. Tufts. This is evidenced by the attendance, the discipline, the general satisfaction expressed by the subordinate teachers and pupils, and the popular sentiment expressed in various ways. Kalamazoo is one of the leading cities of Michigan in school matters.

Professor Tufts has an able assistant in Miss Clara J. Alexander.

The officers of the Hillsdale County Teachers' Association for the past year are: W. J. Baird, president; Miss S. John, vice president; S. F. Morris, secretary; Mrs. Leland, treasurer; C. G. Robertson, R. K. Guns, Miss Rideout, executive committee.

Michigan University is to have the use of its new museum which will cost $20,000.

There is one State officer of Wisconsin, whose election was a foregone conclusion, and election day only confirmed the fact,—of course we refer to State Superintendent Graham, who is chosen to follow Dr. Whitford.

There were seventy-five "members" enrolled at the Crawford County teachers' Institute. There should have been at least that number of teachers, but, unfortunately, there is no law in Wisconsin, as there is in Indiana, for fining teachers for non-attendance on the regular schools.

There were 125 cases of corporal punishment in the Milwaukee schools, in the school year just closed, and for the whole, is a disgraceful record, and shows that there is something wrong in the system or the temper of the teachers.

KANSAS.

The first meeting of the Cowley county teachers' associations which has just been organized, was held at Winfield, Nov. 22.

The superintendent of Osage county deplores the neglect of school privileges in that county. In his last annual report he says: "77 per cent of the school population and but 50 per cent were in average daily attendance. The average length of the school year was only twenty-eight weeks. These facts take to show that there is far too little use made of our public schools. Twenty-eight weeks are but little more than half the year. For five or six months of the year, the school is closed, and, for the balance of the year, six to seven months, but fifty of each hundred are in school. " But the attendance this year was from 5 to 21 and the actual attendance is 6 to 15, so it is not strange that a considerable percentage of the youth of 5 to 21 years old do not attend our schools. Kansas is no worse than other Western States in the matter complained of.

There are still a number of school districts in Kansas which are without teachers. Low wages is said to be the explanation of this phenomenon.

Holton is trying the half-day system for its small school children, and professors great satisfaction with it.

The two new school houses in Topeka have just been opened.

The Industrialists say: Wheat never before, upon the Agricultural College farm, looked so well at this season of "high corn." Our eight varieties show just eighty-six different shades of coloring and habits of growth, which will be more and more interesting to the boys.

The Industrialists, the Agricultural College paper, is proving to be a good advertising medium for many interests.

OHIO.

The death is announced of Rev. Dr. John W. Mayo, of Hamilton College.

A plan is on foot to establish in connection with the Western University of Pennsylvania, a college of law and political science, in memory of President Garfield.

The following are the numbers in the freshmen class at the university: General preprative apples, 316 at Harvard, and the largest class ever entered at this institution, 67 at Amherst, 85 at Williams, 255 at Yale, 70 at Brown College, 45 at Union College and 18 at Sciences.

The college of the Winebremlarians of North America, will probably be built at Sidney, O.

The freshman class of Harvard, numbers 350, and the total number of undergraduates is 122.

The use of juvenile papers and magazines as supplementary reading, or in place of reading books in the lower grades, is advocated by a committee of the Albany school-board.

Superintendent MacMillan, of the Utica, (N. Y.), school board, says: "I consider that there is no person in our corps of teachers who holds so difficult and important a position as the instructor in the lowest grades of the common school departments; that teachers possessing the rare qualities fitting them for such schools, he retained, and he paid a salary higher than that received by any other teacher in the ward schools except the principals.

In Denmark, every child from seven to thirteen years, for a trifle, is taught reading, writing, and arithmetic. The first prize in mathematics at the University of Heidelberg, Germany, was this year taken by an American student, Mr. God of Albano, a graduate of the University of Rochester, N. Y.

Russia and France are just now most active in establishing manual training schools. In the Russian technical schools, paying an average salary of about $125 a year, paying ordinary school instruction for four and a half hours a day and working for five hours.

THE SCHOOL ROOM.

DRAWING OUT.

It is very true that the meaning of the Latin verb from which the word education is derived, is to draw out and bring out. Consequently, that this original meaning expresses the true method of education. But nothing can be more foreign to the true purpose of education than the drawing out process, which many teachers pursue, under the strange delusion that by its means they are leading out the children's powers.

To illustrate this, we give an instance which is as well known writer and lecturer was wont to give in very nearly the following manner.

The class was called out for a recitation in mental arithmetic. The first pupil read this example, from the book:

"A man being asked how many sheep he had, said that he had eight in one pasture, and that three fourths of these were just two-thirds of what he had in another pasture. How many sheep were there in the second pasture?"

Then ensued a conversation after this manner:

Teacher. — Well, Johnny, the first thing to do is to get one-fourth of eight. Is it not?

Johnny. —Yes, sir.

Teacher. — And one-fourth of two isn't it?

Johnny. —Yes, sir.

Teacher. — What is one-fourth of eight?

Johnny. —Two, sir.

Teacher. — Then three-fourths of eight will be three times two, don't you think so?

Johnny. —Yes, sir.

Teacher. — And three times two are six, aren't they?

Johnny. —Yes, sir.

Teacher. — That is right. Now the example says that this six is just one-third of what he has in the second pasture, doesn't it?

Johnny. — Looking at his open book as though he did not know what he wanted, hesitatingly! Yes, sir.

Teacher. — That's right. Now if six is one third, three-thirds will be—what?

Johnny looks blankly as though he had never heard the question; he shows no signs of life, and makes no reply.

Teacher. — Three-thirds will be three times six, won't it?

Johnny. — (With the utmost assurance.) O yes, sir!

Teacher. — And three times six are eighteen, isn't that so?

Johnny. —Yes, sir!

Teacher. — Then he had eighteen sheep in the other pasture, hadn't he?

Johnny. —Yes, sir.

Teacher. — Very good, Johnny, you have recited very well. James, read the next example.

The gentleman who tells this story declares that at this point he interrupted the exercise, requesting the teacher to let Johnny go through the example alone. The teacher readily consented, the boy again read the question, looked up for a "start," and the teacher began —"You must first get one-fourth of eight, mustn't you? and the entire force of question and answer was gone through with again, "until the eighteen sheep were drawn out a second time." Then the teacher turned around to his visitor with an air which said, "Well, I hope you are satisfied now." The gentle-
- man asked that he might be allowed to hear the boy go through with the example again. The teacher assented, and for the third time the boy read the problem of the sheep, and then looked up for the usual pushing-off query. The gentleman did not give it, the boy waited. After a moment's pause the teacher, feeling that his assistance was imperatively needed, said, "Why, Johnny, you want to get one fourth of eight for $t$, don't you?"

"Yes, sir," was the ready reply, but the volunteer assistant in this recitation suddenly tired of exerting Johnny, and let the teacher go on with the others in his usual way.

This anecdote seems to give a very extreme instance, but it is instructive, as showing how this mode of instruction bemuses the minds of children.

Any child, not actually an imbecile, could have learned to go through with that example intelligent-ly and well, if the teacher had not stipulated his powers—hopelessly, for the time being—by that routine of senseless questions. Let us eschew teachers to have nothing to do with that foolish drawing out method, which is so helpless, but rather a Hindrance, to the work of the recitation room.

LACK OF DECISION.

Many teachers fail of securing the best results from their work and hinder the progress of their pupils greatly, by a lack of decision. This usually proceeds from a natural weakness of character. Many persons seem so constituted that they cannot readily decide when any question of action is forced upon them, what they can most wisely or most safely do, and to arrive from a mental ardor that the average home training of the day increases rather than lessens, an unwilledness to take the responsibility of doing one’s duty, when unsupported by some self-motive, or the endorsement of outside approbation. The young teacher finds many questions, in connection with the government of his school, forced upon him with but little opportunity to consult the experience of others.

He fails to see how important is action on his part; he vacillates, delays, postponing the moment of decision. The scholars see this; of course, and generally understand it; their respect for their teacher is greatly lessened, and his influence to keep them seriously weakened. Teachers should avoid this error carefully. We do not counsel the opposite error, or too hasty action. Until he can know that his decision is the correct one, he should not decide. But his delay should only have reference to a knowledge of his duty in the matter when that is plain, further indecision is fatal.

VENTILATION.

Let it be known that no school room, occupied, as is now the custom, by the whole school, during all the school hours, can be sufficiently ventilated to make it entirely healthful. Let any physiologist be asked to make the computation of the air needed, and he must confirm this statement. It is impossible to keep the moment the children are assembled, the air of the school room begins to deteriorate; and, since no system of ventilation sweeps the whole body of impure air out at once, the best it can do is to keep the mixture from becoming as bad as possible. The first rule should be minimum of confinement for each pupil. The second should be to keep the lowest possible seat at their studies in the same room. Every pupil that can be trusted to study his lesson elsewhere, should be advised to visit the school room at lesson time only; and instead of the foolish ambition to keep every seat filled, let it be sought to have as many vacant seats as may be possible without remitting any of the teaching. —F. G. Gregory, LL. D.

WORK QUIETLY.

We have often been struck, when visiting schools, with the needless noise made by the teacher. Other things being equal, we can lay it down as an axiom, that the teacher who does his work most quietly does it most effectually. Some persons seem to have an idea that noise indicates power; especially is this idea fed by this machinery-loving age, which thinks that nothing can be done without the clash and roar of wheels. But the power that moves the cylinder peers does not lie in this clash and roar, but in the silent power behind them. The mighty force of steam that moves all parts of the machine, but in itself has no part in the clatter and noise, being as still as it is restless. It is not the crashing thunder that sends riddler of the mighty tree of the forest, but the swift stroke of the silent lightning.

I remember, once in my childhood days, being much impressed by the terror manifested by a servant during a storm. He was almost beside himself with fright, as rattling peal after peal reverberated through the air. Desirous of quelling the girl’s terror, I began to assure her that the lightning was abating, when she fixed on me a look of withering scorn, and said in most contemptuous tones, that “it was not the lightning at all; it was afraid of, but the thunder.”

Many parents seem to think that their pupils are affected in a like illogical manner. We knew a teacher whose way of calling for attention, when a spirit of disorder seemed to be waking among the children, was to hurl a book across the room with all his strength. It produced a startling effect at first, but this wore off with no lasting impression of any value whatever. We do not recommend like noisy methods of discipline. Give orders in a quiet, self-contained manner, enforce rules without clamor or scolding. The effect of this manner is far the most lasting than noisy methods. And in all work, giving lessons, hearing recitations, you will find the rule to do it quietly well and effectually.

GENERAL KNOWLEDGE.

A good fund of general knowledge is most useful to the teacher. Through it, his influence and consequently his usefulness, are greatly increased. Too many teachers after they have mastered the routine of text-book work needed to secure their certificate, lastly resort toward further requirement. Their school-room work is absorbing and exhausting, and when it is over, the teacher naturally desires relaxation and rest. And it is well that he should take these, in due proportion, but it is not well that he should spend all his leisure time in such pursuits. He does this, when he finds himself in the society of intelligent men and women of other professions he feels himself to be at a disadvantage through his lack of general culture. Especially is this true in our children’s text books. He has to read, in subjects of current interest, new books, and the events of the day. Teachers should take time to keep themselves posted in regard to current history, and also to acquire that wide and varied knowledge of literature, which marks the scholar. This will not only help the teacher socially, but will aid him in the school room, giving him the power to add to the interest of the notations, and to waken in his pupils that enthusiastic desire for knowledge which is, in itself, one of the greatest aids toward a liberal education.

GOOD READING.

A STRIP OF BLUE.

I do not own an inch of land,
But all I see is mine.
The orchard and the mowing fields,
The lawn and my farm
The winds my tax collectors are,
They bring my titles divine—
Wild scents and subtle essence,
yrn tribute rare and free
And, more magnificent than all
My wines, my glass I keep for me
A glimpse of blue community,
A little strip of sea.

Richer am I than he who owns
Great fleets and argosies;
I have a share in every ship,
Won by the island breeze
To loiter in your airy road,
Above the apple trees;
I freight them with my untold dreams,
Each bears my own picked crew,
And nautical songs go with them
Than ever India knew—
My ships that sail into the east,
Across that outline blue.
The sails, like flowers of roseate pearls,
Float during a storm;
The waves are precious broken stones,
Sapphire and amethyst,
Washed from celestial temple walls,
By suns unsetting kissed,
That through the utmost gates of space,
Past where the gay stones drift,
To the widening infinite, my soul
Glides on, a vessel swift;
It thundered!
Many vapors
In yonder azure rift.

Here sit I as a little child.
The threshold of God’s door
Is that clear band of chrysoprase.
Now the vast temple floor.
And blinding glory of the dome
1 bow my head before.
The univer, of God, is home,
In height or depths to me,
Yet here upon the footstool green
Content I am to be.
Glad when is opened to my need
Some sea like glimpse of Thee.
—State Journal.

"BEG YOUR PARDON."

Some one has said that polite words are nothing but air. We have all heard the reply that they may be nothing but air, but, like the air in a rubber balloon, they serve to carry the jobs of life. This contains a bit of practical wisdom which we Americans are apt to forget.

I was dining, or bolting food by jerks, at a railroad station the other day, when a Japanese young man took the stool next mine, and with his very few words of English, managed to call for some oysters and coffee. He ate and drank like a Christian, and attracted my attention by a frequent use of "Beg your pardon, sir." Wishing a glass of water, he raised his tumbler slightly and with a bow and pleasant smile, said to me, "Beg your pardon, if you please.

As a rule, I don’t like the Chinese or Japanese, but this young man with his quiet, gentle "Beg your pardon," commanded not only my attention but my admiration. Those of us who sit near enough to serve him were more than willing, and I noticed a close fellow, with his hat off, across the table past the place of cups and glasses over to the polite foreigner without even looking up, as if he felt ashamed of the act but could not help himself.

You may not forget that all this was at a railroad pig-trough where we generally thrust in our noses without looking at the other pigs.

I sought an opportunity to converse with the
polite gentleman when we had resumed our journey; and although he knew less than a hundred words of our language, I was delighted. "I beg your pardon, " "Thank you," "If you please," and "you are very kind," were sufficient. When we should speak quite distinctly, and with them he can make his meaning known. This is the language spoken. He constantly apologizes for speaking the language so badly, but I assured him with perfect truth that I had learned it, world not spoken better in my life.

Now all this is interesting, and is the prelude to every good thing in social life. I know of no investment that pays like politeness. It never fails to secure attention and kind consideration. It will secure more favors and real kindness than where beauty, learning and wealth, and, after all, costs nothing. Americans are singularly defective in this bright "small change" of the social world.

The TOWER OF LONDON.

The tower of London is the most celebrated citadel of England, and the only fortress of the British capital. Its history is, to a great extent, the history of the kingdom. Within its walls some of the most noted political and religious characters have been confined, tortured and beheaded. The tower is in the extreme of the city, and consists of towers, batteries, forts, ramparts, barracks and storehouses. It is surrounded by a considerable moat, and has been the object of many writers across the part is what is known as the White Tower, which was built by William the Conqueror, and which has not been altered but has been added to externally. Some of the walls are fourteen feet thick, which made it practically impregnable in its day. The notable places to be seen by the visitor to the Tower are: The Traitor's Gate, opposite to which is the White Tower, and through which the prisoners, like Rahabs, were taken to their cells; the Bloody Tower is also nearly opposite, and there the sons of Edward IV. were murdered, at the instance of Richard III. The Beauchamp Tower is seen and remembered as the place where Anne Boleyn and the unfortunate Lady Jane Grey were detained; the Bell Tower, where the governor resides; the galleries known as the Home Armory and the Jewel Room, where the jewels valued at $12,000,000 are kept. The old banqueting halls and council chamber have been made the storehouse for arms, and St. John's Chapel has been translated into an office for the records and archives. A moderate sized income is derived from the various parts of the Tower. The armories have famous collections of arms of medieval and modern times. The munitions are kept in a dry and all going there may see, at the payment of a small fee, the different parts of the great stronghold, in the company of armed officers. On the walls of the cells are yet to be seen inscriptions made by prisoners confined, like Raleigh, within the dreary prison which can never be released by death.

The following is one under the date of Sept. 10, 1571:

"The most unhappy man in the world is he that is not patient in adversity. For men are not killed with the adversities they have, but with the impatience which they suffer!"

PRECISION IN BUSINESS MATTERS.

How many misunderstandings arise from the loose way in which business matters are talked over, and then, when each party puts his own construction on the conversation, the matter is dipped in disputes. The discipline of business in the country would be saved, if people would put down their agreements in writing, and sign their names to them. Each word in our language has its own particular meaning, and there is no word which may be changed by the exchange of its position in a sentence, convey an entirely different idea from that intended. When some reign to writing, ideas are fixed, and expensive law suits are avoided.

OUR PUBLIC-SCHOOL PUPILS.

Out of the mud of the highway,
Out of the filth of the street,
They come to us — brown little beggars,
For knowledge, at Wisdom's feet.

Out of the mud of the highway!
Out of the filth of the street!
Highway nor street could not show us
The crank on the wheel that they meet!

How shall we cleanse from their eyes
The film of their homes, which they wear?
How shall I turn the wheel in vain?
And germ of the thought that we bear?

Be patient, O teachers, be patient!
By silent and underground toil,
Through depths and darkness, the earth-mould
Nature cleaves from her life the soul.

If our blind and groping endeavor
Leads to light, through effort and pain,
But one soul from its casings of darkness,
Then our struggle has not been in vain.

—Exchange.

The WIND AS A MOTIVE POWER.

Turning now, to sources of energy, from sun-heat, let us take the wind first. When we look at the register of scientific papers, we find that in 1830, vessels of which about 10,000 are steamers and 30,000 sailing ships, and when we think what an absolute amount of horsepower is developed by the engines of those steamers, and how considerable a proportion it forms of the whole horsepower of the world at the present time, and when we consider the sailing ships of other nations, which must be reckoned as quantity supplied to the world, and when we look at sailing mills, we find that, even in the present day of steam ascendency, old-fashioned wind still supplies a large but, however much we may regret the time when Hood's young lady, visiting the fens of Lincolnshire on Christmas, and writing to her dearest friend in London, (both sixty years old if they are alive), describes the delight of sitting in a bow
er and looking over the wintry plain, not desolate, because "windmills, lend revolving animation to the scene," we cannot shut our eyes to the fact of a lamentable decadence of wind-power. Is this decadence permanent, or may we hope that it will not become permanent? The subterranean coal-stores of the world are becoming exhausted surely, and not slowly, and the supply of coal is in part dependent on the wind, whether doubt it will have its ups and downs in the future as it has had in the past, and that the market for coal is not possible to meet the demands of our industries. The wind is a commodity. The wind is all burned, or long before it is all burned, when there is so little of it left, and that little which is left to be excavated are so distant and deep and hot, that its price to the consumer is greatly higher than at present, it is most probable that windmills or wind-motors in the same form will again be in the ascendant, and that wind will do the mechanical work, on land at least, in proportion comparable to its present doing of work at sea. — Popular Science Monthly.

President Seelye, of Amherst College, has proposed a new scheme for the government of the students, which is so simple and so effectual that in successful use during the past year. His proposition is, that instead of the faculty passing judgment on cases of discipline, the matter be left to a great extent in the hands of the students themselves, who are to elect a representative board of ten men, each of whom represents a class. The plan is far better than the plan of the literary societies, for the representatives are men, men, men, and, men. All that is needed in the matter is that successful use during the past year. This custom has been in vogue for some time, and it is said that many students whose arms have been thus disciplined have actually taken pride in showing the scars on all possible occasions. The branding is no slight affair, and students sometimes fainting under the infliction. We presume that this matter must be in some way out of the province of the authorities of the college. We cannot do anything about it. We understand that the son of one of the highest officials of the college has already entered upon his initiatory exercises. Certainly the college may instruct the students that such methods of self-torture by way of showing fortitude and devotion are the disgrace of savage tribes, and that giving up the crucifying of the flesh has been one of the steps in the march of civilization. — Boston Transcript.

A scheme of instruction by correspondence has been organized in Oudh, India, for the benefit of educated Europeans who wish to pursue studies in which they require aid.

The increase of students at the Prussian universities since the past year, has been larger in the theological faculty than in any other. For several years the universities in Prussia have required their students for parochial clergy, on account of the unwillingness of the academical youth to study theology. It is evident that there has been a very noticeable reaction in this respect.

Winston Forsyth, C. N.

GENTS: I desire to express my thanks for your wonderful Hop Bitter. I was troubled with dyspepsia for five years, and when we think how vast an amount of horse-power is developed by the engines of those steamers, and how considerable a proportion it forms of the whole horsepower of the world at the present time, and when we consider the sailing ships of other nations, which must be reckoned as quantity supplied to the world, and when we look at sailing mills, we find that, even in the present day of steam ascendency, old-fashioned wind still supplies a large but, however much we may regret the time when Hood's young lady, visiting the fens of Lincolnshire on Christmas, and writing to her dearest friend in London, (both sixty years old if they are alive), describes the delight of sitting in a bow
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Indulgent parents who allow their children to eat heartily of high seasoned food, rich pies, cakes, etc., will have a surprise when the market for coal is not possible to meet the demands for valuable commodit

The Prussian minister of public instruction is not favorable to free conferences of teachers, as he considers them likely to cause the teachers to exaggerate the importance of their functions and their knowledge. He also thinks these conferences have a tendency to make the teachers unwilling to submit to the orders of the State; that they create a political spirit and raise up a marked hostility toward the Church, and will destroy every connection between the parsonage and the school.

HORSEFORD'S ACID PHOSPHATE AN INVULNARABLE TONIC. — Horsefords Acid Phosphate is an invuln

— Field,

Eastern Roumelia, since an autonomous government was established there, has made considerable progress in the general well-being of the people. In the last report, it appears that 807 new schools have recently been opened, making the total number 745, with 13,540 teachers and 475,000 pupils, of whom 50 per cent are girls. In addition to this, the province is estimated at 573,000, so that there is one school for every 704 inhabitants, and one teacher for every 69 years. The schools are maintained in these schools, in which the following branches are taught: The catechism, the Bulgarian language, arithmetic, writing, history, geography, natural science, singing and gymnastics.
WAGGONER SCHOOL MOTTOES,

By Teacher, Scholar and Parent,

And the following opinions, given, most cheerfully:

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

J. W. KRINN, Pleasant Hill, Indiana.

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

ANNA J. EDMONDS, Pleasantville, Indiana.

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

A. G. GILLILAN, Jackson, Ohio.

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

C. H. LEE, Kentland, Ind.

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

L. W. KOONS, Huntington, Indiana.

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

G. R. THROOP, Poyrton, Ky.

"Myself and scholars like the Mottoes."

A. FLASAGAN, Pl. Atkinson, Wis.

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

T. L. BARTLE, Allfordsville, Indiana.

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

F. G. CROMLEY, Union City, Indiana.

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

M. CHIDESTER, Parsons, Kansas.

"The Mottoes have had a good effect."

T. S. OLIVER, Newmarket, Kansas.

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

W. S. BROWN, Danville, Indiana.

"I highly appreciate your Mottoes in every respect."

JOHN M. FICKIE, Lake City, Iowa.

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

E. A. F. PALEY, Loyal, Wis.

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


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

L. L. STRONG, Vintonville, Illinois.

"Your Mottoes proved a great pleasure and profit."

E. A. BOWEN, Russell, Kansas.

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

JOHN E. STUART, Crossville, Ill.

"Would not be without them for $1.00."

D. A. BOUGHTON, Upper Grove, Iowa.

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

GEO. G. MILLER, New Bloom, Ohio.

"I have used the Mottoes with success."

J. B. NICHOLS, Albion, Illinois.

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

GEO. LOGAN, Harper Station, O.

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

C. M. BILLINGS, Utica, Illinois.

"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."

DANIEL DANEY, Carroll, Ohio.

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

M. J. MCGREW, Concordia, Kansas.

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

WM. RADERBAUGH, Baltimore, Ohio.

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

J. C. STERRETT, Shelbyville, Indiana.

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 24 MOTTOES, AT 50c. PER SET, POSTPAID.

They can be turned, and thus afford variety on the walls of the school room, or to impress some lesson in conduct or morals. "There is nothing better; nothing more lasting; nothing so easily obtained; nothing you would so miss after once using."

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