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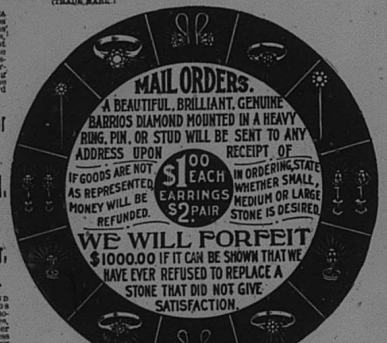

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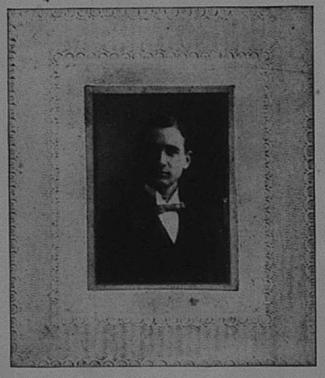

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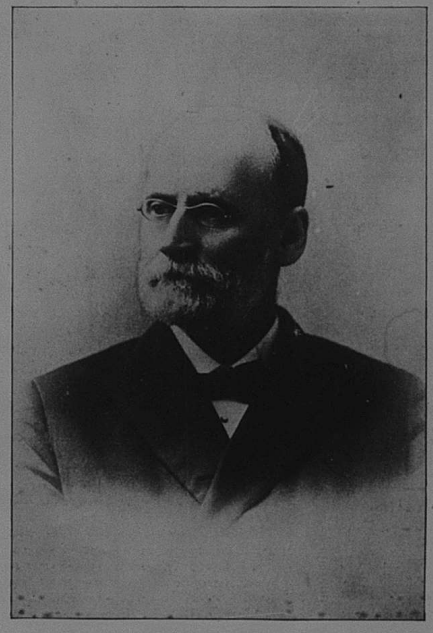

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NOVEMBER, 1893
VOL. VIII. ✹ NO. 1.

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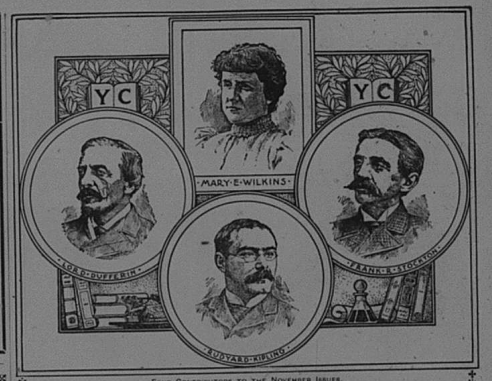

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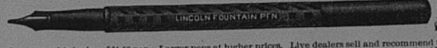

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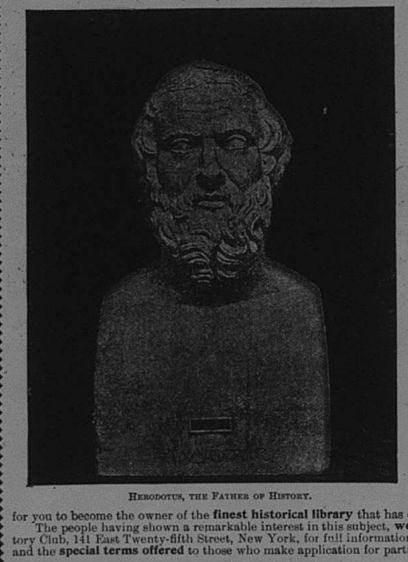

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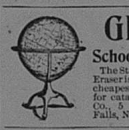

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The Sprague Correspondence School of Law, Detroit, Mich.

GENTLEMEN—I herewith send you a letter stating the circumstances which led me to study law and what induced me to take your course, and the progress made, etc.

I had been teaching school for several years, and found that at the meagre salary I received I did not justify me to prepare myself to properly teach, so I resolved to enter some profession. I consulted [illegible] of my own and [illegible] The hazards that overhang one in the practice of medicine induced me to choose the latter. I desired something more remunerative than the salaries paid teachers, and came to the conclusion that I would like the practice of law. Having decided my profession, I consulted my friends, and [illegible] me. It [illegible] would be [illegible] preceptor. I therefore entered upon the study of law and began reading in the office of my preceptor had no [illegible] a shingle, and had but little time to help me in the study, but gave me Blackstone to begin with. I read and re-read it, and was really [illegible] the wiser, and soon became discouraged in the matter by thinking that I was [illegible] justice to myself. I found the trouble to be the lack of a [illegible] method in my study. I then looked around for some plan or [illegible] at the lowest possible cost by which I could get me and prepare me for the [illegible] view, I wrote to [illegible] concerning his school and [illegible] months. Among the [illegible] Journals I found the name of a [illegible] in our [illegible] and [illegible] me to take the course, saying that it was equal to a law university course, with the exception of the usual environments.

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I took the [illegible] of two years, but at the end of eighteen months' study with them I [illegible] for bar examination, and passed with the greatest ease. I found that I had been [illegible] becoming obsolete, but that which I need for the present practice of law.

Immediately [illegible] was elected a member of the Legislature, and since its adjournment I have [illegible] my profession, and with success. I had the [illegible] but free gratis [illegible] Sprague school for the method and aid in the study of law. I can recommend the school to be what they claim, and found them always up to their contract.

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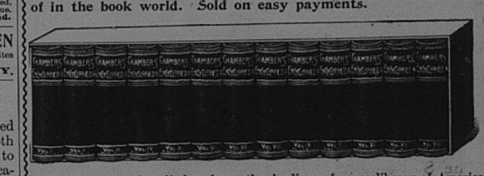

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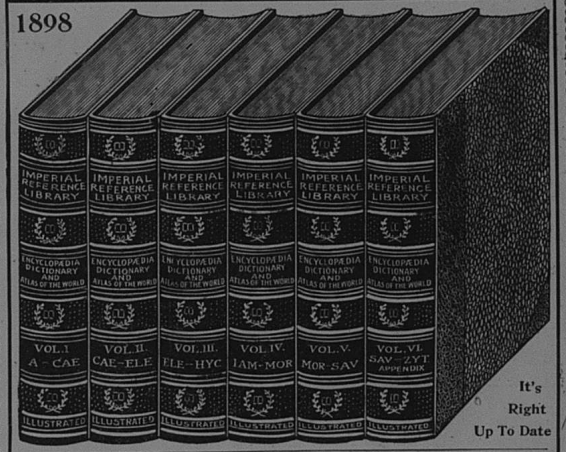

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A MONTHLY MAGAZINE DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS.

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Editorial Comments.

A Word With Our Readers.

IT IS not necessary to call the attention of our readers to the valuable matter contained in each department of this issue of NORMAL INSTRUCTOR. Each teacher will naturally turn to that which relates to his or her own special work. But there is a wider field in the world of thought we invite you to enter, where specialists going before, have paused to tell us what they have found.

We would call special attention to Edward Everett Hale's article on "Moral Training in Schools," which will be found on the tenth page. Dr. Hale goes to the bottom of his subject and broadens the horizon of the teacher's life, when he declares that "the prime object of a school is to make a man out of a boy and a woman out of a girl,"—

"To know what's right, not only so,
But also practice what they know."

In the next number he will continue the discussion.

Hon. Mason S. Stone on "Close Supervision of Rural Schools," declares that the efficiency of the rural school depends largely upon the character of the supervision. He says the country school is about as good as the people demand, and as poor as they will tolerate. The virtues of country teacher and scholar are named and praised. Town supervision is a failure. The Massachusetts system, he asserts, is the satisfactory solution of this great problem.

Catch-Penny Enterprises.

SUPERINTENDENT SKINNER of New York State took a step that is in keeping with the spirit of the public school system of this country, when he opposed the project to raise funds to build two war slips, the American Boy and the American Girl, and a monument to Lafayette. We commend him for it. The catch-penny schemes that are carried into the schools for the raising of money do not belong there. The United States Government does not need such aid. It can build all the battleships we need without assistance from the children who have no money of their own. The same principle holds regarding the Lafayette Memorial fund. Our country would be doing a creditable thing if it should erect a monument in Paris to Lafayette, to take the place of the unpretentious slab that marks his almost neglected grave in Picpus cemetery.

Since Charles R. Skinner's name, as he affirms, was placed on the commission without his knowledge or consent, the question arises as to whether undue liberty has not been taken with other names. Although the enterprise received President McKinley's endorsement several weeks ago, he approved of the scheme on the grounds that educators wanted it, and the appropriateness of the suggestion, and not from the standpoint of an educator. These things in large part are nuisances. They make the lives of poor children at such times uncomfortable and unhappy, and open the way for various benevolent enterprises that have no right to be brought into the school.

The Army Investigation.

SENSATIONAL newspapers have done much to weaken the faith of the people in the efficiency of the War Department by circulating exaggerated accounts of needless suffering, until people wearied of it. Then, when the commission was appointed, they began to attack the members on the ground of incompetency. But the men appointed to investigate these matters are worthy of our confidence and when their work is done it will doubtless meet with the endorsement of all fair-minded people. The commission is made up as follows: Major-General Grenvil M. Dodge of New York, who served with great credit in the Civil War in the Army of the Tennessee: Colonel J. A. Saxton of Illinois, Colonel Charles Denby of Indiana, General James A. Beaver of Pennsylvania, and General Woodbury, of Vermont, all of whom also saw service in the Civil War, while General Beaver, and General Woodbury have been Governors of their respective states, and Colonel Denby has a good record as Minister to China for many years. Major-General J. M. Wilson and Major-General A. M. McCook of the regular army, and Captain E. P. Howell, the well known Georgia journalist, who served in the Confederate army with gallantry, are worthy and competent men to be trusted with this weighty and unpleasant responsibility. The questions to be decided are not whether there was suffering,—we know that already too well,—but whether there was needless suffering and loss of life, whether this was due to incompetency and criminal neglect, and if so, who are the guilty parties.

The New Geography.

THE recent war with Spain means more to the map-makers and students of geography than we are at first inclined to think. Much has already been written on the subject, but some facts given by the Philadelphia *Press*, are of special interest. Until 1898 the empire of the United States has taken its course westward, mainly. But now, the changes have been so great that we look northward, southward, eastward and westward as well. Our domain extends through 174 degrees of longitude, from the outlying islands of Porto Rico, 65 degrees west of Greenwich, westward to Manila, 121 degrees east of Greenwich,—10,000 miles on a straight line! Northward it has pushed to 71 degrees, to Point Barrow, Alaska, and extends southward to 13 degrees north of the equator, the latitude of Guam in the Ladrone Islands; or, if the coaling station at Pago-Pago, Samoa, be counted, we stretch below the equator 12 degrees into the South seas. By degrees, merely, north and south, it is about 4,000 miles from Point Barrow to Guam, or 6,000 to Pago-Pago, so that 10,000 miles one way and 6,000 the other represents the sphere of the influence of the United States one hundred and twenty-two years after it was a confederation of colonies, clinging close to the Atlantic coast and looking upon the Alleghenies as barriers.

Ancient and Modern Languages.

M. JULES LEMAITRE made a vehement attack not only on the Greek and Latin languages, in a recent address before the Sorbonne, but the frequent mistake of devoting too much time to their study at the expense of modern languages. He claimed that the national mind had been formed not by the literature of the Greeks and Romans, except in an indirect way,—but by the Scriptures first and afterwards by the great French writers. He regrets having studied Greek and Latin for twelve years, whereas he is ignorant of English, which is spoken by half the world, and only knows German in a pitiful manner. Study of dead languages facilitates our understanding of the modern, but the proportionate time allotted to the former ought not to be such as to leave the student in ignorance of the latter. The rhetoric of many classical scholars often limps, and the ability to express thoughts in clear, clean-cut, terse English is a common defect. We study language and literature in order to appreciate and acquire mastery of expression. It is possible that M. Lemaitre is right about the influence of Greek and Roman thought on modern France, and that the sources of literary life in other countries to-day are nearer our doors than we suspect.

The Eruption of Vesuvius.

DISPATCHES from Naples during the past few weeks tell the story of enormous quantities of lava that keep pouring out of the crater after so many years of inactivity. Several new craters have been counted around the central crater, but the extra vent seemed to have no perceptible influence upon the perpetual belchings of fire, smoke and ashes. Down the sides of the mountain flowed the lava torrent a half mile in width at the top, and then dividing into three principal streams, each seventy to eighty yards wide, and advancing at the rate of about forty yards an hour, submerging everything in their path and seering the vegetation in the vicinity. Ashes lie several inches thick for a long distance down the mountain sides, and the Vetrana valley, a deep ravine, is filled. Thousands of travelers from all parts of the world have been flocking there to see Vesuvius in eruption. The spectacle at night, it is said, is one of indescribable grandeur. "The faint, palpitating glow that normally marks the great crater is now exchanged for a vivid tongue of light, colored at times like a rainbow, illuminating the heavens and reflected with exquisite effect on the waters of the bay." These manifestations are accompanied by deep rumblings and thunderous subterraneous explosions, followed by immense outpourings of lava and ashes.

Movements In China.

UNQUESTIONABLY China is passing through a transition period of awakening from her century-enduring slumber, very much as Japan did a few years ago. It is impossible to get at all the facts, but the Flowery Kingdom has a revolution on her hands which may mean much to the world. First, the imperial announcement was made a few weeks ago enjoining remarkable changes that looked decidedly toward European methods, such as the publication of financial accounts, the organization of a postal service, granting of free speech, developing mining and railroad interests, and this was followed by the declaration that the Empress Dowager was to have a hand in ruling the empire. Then came the news that the emperor was sick. After that we heard Kang Yu Wei had fled, and Chang Hiu Youan had been banished—the emperor's two chief advisers. Following this came the report that the emperor had committed suicide, and for several days it could not be determined whether he was among the quick or the dead, owing to the extreme exclusiveness of court circles.

It is safe to say that the influence of the western world has caused great restlessness in China. Moreover, there is a woman there who was born a slave, and who has pushed her way up through the rigid caste system that prevails from slavery to despotism—a capable, courageous, if not crafty woman, the Dowager Empress Tsi-An. She reminds us of the Czarina Catherine, or Catherine de Medici. In 1861 the Emperor Hieu-Fung died. His son, a boy of six, was proclaimed his successor and brought to Pekin in company with the Dowager Empress, or principal widow of his father, and Tsi-An, who was one of his secondary wives. He was to rule by the aid of a Board of Regents, but the next day they were removed, and Prince Kung, the king's uncle, as chief minister, and the two women ruled for four years, when he was removed and the two women ruled together. He was afterward reinstated but was helpless in their hands. In 1872 the young emperor married and assumed charge of the empire. Two years later he degraded Prince Kung, but the very next day these two women compelled the emperor to reinstate the prince. The young emperor and empress both died soon after this under suspicious circumstances. The two Dowager Empresses then chose the present emperor, who was a son of Prince Chung, which perpetuated their power. But in 1881 the Empress Tsi-Tshi died leaving Tsi-An in undisputed control. She dismissed Prince Chung after three years, and then followed two more deaths in the royal household that looked suspicious, but her ambitions were furthered. In 1889 she chose a wife for the emperor, and then published her purpose to retire to private life. But she continued to rule with a stronger hand than ever.

Li Hung Chang had been her ablest ally all along, and but for her influence during the past year would have lost his head. She succeeded in having him sent to Russia at the coronation of the czar three years ago. Since that time he has represented Russian influence in China. Lately he has had some of his influence and power restored to him, which means the introduction of more western methods. It is thought by some that the abdication of the emperor is the result of a master stroke by Russia at the palace, which means the consolidation of her influence in the far east, or, that this ambitious and scrupulous woman is again showing her hand. In either event the eyes of the civilized world will now be turned to watch the movements in China. If the Emperor is not dead, a worse fate has very likely befallen him. The Chinese embassy announced his death in London, and afterward denied it. That the Dowager Empress now rules China, and Russian influence is dominant at Pekin, scarcely admits of a doubt.

William Torrey Harris, Ph. D., LL. D.

THE privilege is accorded many of our readers to view, for the first time, the excellent likeness of Dr. Harris, the Commissioner of Education of the United States, whose portrait adorns the cover of this number. Many will appreciate the effort on the part of this journal to introduce to our constituency eminent educators and leaders of thought in this way, not only from an artistic but practical point of view. Following the introduction we are naturally led to read, and familiarize ourselves with the story of their lives. If history is the "biography of great men," as Emerson declares, in this way we are getting chapters on the movements of the latest and best unrecorded history of the world. A few great men in every state and nation cast their shadow of protection over the land and give tone, meaning, and direction to the forces in society that are awaiting development.

On the 12th. of September 1889, William Torrey Harris was called to the high position which he has since filled with much credit to himself and our splendid educational system. Long service as an educator and author qualified him for this work. While Superintendent of the schools in St. Louis, his reports, for thirteen years were widely sought after, not only in this country but abroad. He published seventeen volumes of reports which were in the educational exhibit of the United States at the Paris exposition in 1878, and which attracted such attention that he was tendered the honorary title of "Officier de Academie," signifying officier of the educational system of France. The reports themselves were placed in the pedagogical library of the ministry of Public Instruction in the Palais Bourbon. Owing to ill health he was obliged to resign his position in 1880. He then visited Europe, representing the United States Bureau of Education at the international Congress of Educators held at Brussels. On his return to America he settled at Concord, Mass., where he took a prominent place as a member of the school of Philosophy. At the Paris exposition in 1889 he again represented the Bureau of Education. At one time he was president of the National Educational Association. Thus, he took with him to Washington, a knowledge and wide experience that have made the embodiment of the best principles on methods of our school system.

In his last report, after showing the increase during the fiscal year to be 257,896 pupils and the total enrollment in the elementary schools of 15,452,426, and those in the high school, academies, colleges and universities that brings the grand aggregate up to 16,255,093, or a little more than one-fifth of the entire population of the country, he says this is "a cause of congratulation on the part of those who hold the doctrine that popular education is the safeguard of our American institutions." These words indicate a keen appreciation of the relation which the school sustains to the social and moral life of the age, and that the teacher is the embodiment of that higher type of existence that is to issue from the present, or, a pitiful example of the undertow of the sea of life. But, under present conditions, in the face of all defects in our school system, he shows that the youth of the country are being more liberally educated than ever before.

Dr. Harris illustrates what genuine worth and worthiness can do, when coupled with energy and close application. While he is a product of the school, he is yet more than that. The school and college cannot turn out finished specimens of manhood and womanhood to order, at the end of the course, as the sculptor carves the marble. William T. Harris never graduated from college. There were the active principles at work in his nature, developing from within outward, that meant more than the completion of a prescribed course of study. He was born in North Killingly, a small town in Connecticut, in 1835 and received his early education in the common schools and Sunday academies working his way along until he entered Phillips Academy, Andover. On leaving there he entered Yale college with the class of '58, remaining about two years and a half. But his education went right on. His work as a teacher, principal, assistant superintendent, and superintendent of the public schools of St. Louis, covering a period of twenty-three years, mark the successive stages of his development. While occupying the position of teacher, to himself he sustained the humble relation of scholar. Hence, in 1869, eleven years after he entered Yale, that institutson confered upon him the degree of A. M. One year later the University of Missouri conferred the degree of LL. D., and twenty-four years later the University of Pennsylvania, the same degree. Five years ago last June, Brown University confered the degree of Ph. D., upon him and three years later, Princeton, a like honor. In 1895 Yale gave him the degree of LL. D.

As superintendent of the St. Louis schools wonderful results were accomplised. The pupils increased from 17,000 to 55,000, and the requirements of the rapidly increasing population, were met with an adequate expansion of resources. On his retirement from this position he was presented with a gold medal costing $300, and a purse of $1,000, by the citizens of the city in grateful recognition of his "faithful and distinguished services."

Outside the strict limits of his vocation, Dr. Harris has achieved eminence as a philosophical thinker, and writer. He founded the philosophical society of St. Louis, and for fifteen years has been an officer of the American Social Science Association, for which he has written many papers that have attracted wide attention. The *Journal of Speculative Philosophy* founded by him in St. Louis in 1867 was the first attempt of its kind in the United States. He has continued to edit and publish it without interruption and twenty-two volumes have appeared. He was also assistant editor of Johnson's cyclopaedia, contributing forty articles to the department of philosophy and psychology. From his constant contributions to the foremost magazines, on "Instruction to the study of Philosophy" has been compiled, and he is looked upon as the most deeply versed and eminent expounder of German thought in America. He has recently published "Hegel's Logic," a book on the "Genesis of the Mind," and also a commentary on "The Spiritual sense of Dante's Divina Commedia," have appeared, both of which rank in the highest order of philosophic productions, and indeed may be said to mark an era in the history of mental development in this country. In co-operation with A. J. Rickoff and Mark Bailey, he prepared the "Appleton School Readers," and with Duane Doty of Detroit drew up for the Educational Bureau the first formulated, "Statement of the Theory of American Education," endorsed by educators everywhere. At present he is editor of "Appleton's International Education Series."

Business Notes

These "Business Notes" refer to the business department of the INSTRUCTOR and should be read regularly by each subscriber, as they are intended to call attention to special features, bargains, etc.

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Advise and Help Your Friends.

Do you not know some young teacher or some student who would be benefitted by reading the INSTRUCTOR regularly? If so, please show them a copy of yours, tell them of the low rate, also call their attention to our offers of books with the INSTRUCTOR and give them a chance to get these helps. We shall appreciate your kindness and so will they.

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Have you seen our school souvenirs? If not, you should send for a sample. We now have them in three styles—the *plain*, the *photographic*, and the *flag*. The flag style is our latest and is just being introduced. You will find all three styles fully described in our advertisement in this number and if you believe in the presentation of some little token to each pupil at the close of school—(something of interest and value, which will always be kept and enjoyed,) send for samples.

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The "A. C. N. Speaker" (free to our readers) is a book that should be in the hands of every progressive teacher. Its object is twofold. FIRST: To furnish the teacher a large number and great variety of selections suitable for recitations. SECOND: To bring the system of giving instruction to teachers, by mail, which is so successfully employed by the American Correspondence Normal (A. C. N.) to the attention of our readers. The book contains 160 pages and has about 150 select poems, etc., suitable for recitations. It is sent free to all readers of NORMAL INSTRUCTOR who may ask for it.

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We Wish the Names of Your Friends.

If there is a teacher in America who is not familiar with NORMAL INSTRUCTOR, we are anxious to know it and to send such teacher a sample copy. We wish, therefore, to obtain the names and addresses of as many teachers as possible and would like each subscriber to send us the names and addresses of teacher friends in order that we may check them up and send sample copies to such as are not subscribers. Will YOU not do this? Note: Your local papers doubtless print lists of the teachers in your town and county from time to time. Clip these out and send to us and we shall greatly appreciate it.

MORAL TRAINING IN SCHOOLS

BY EDWARD EVERETT HALE, D. D.

A JAPANESE Prince who had studied in his own country, in Europe apd in America, to very great advantage, and had been instructed by his own government to report to them on the American schools, said to me one day in his preternaturally accurate English: "We do not in our schools give so much time as you give to arithmetic."

I asked why not. "We think arithmetic makes men sordid." I was a little startled at hearing this remark from a man whom it was the custom to call a heathen. I asked, however, what they did teach in their schools in place of arithmetic. He said very simply, as if it were quite a matter of course: "We teach them morals and history." Compare this remark with one made to me by a clergyman of high position. I said to him that I was preparing four lectures to be delivered at the Summer School in Philadelphia on "Education in Morals in the Public Schools." He replied to me, with evident surprise: "How is it possible to give four hours to such a subject as that?"

The truth is, whatever this gentleman thought, our whole system of public schools is useless unless real education is at the foundation—and this means Moral Education. The schools are not created for the pure business of instruction merely. They exist for the education of these millions of children. Education is a great deal more than instruction. And there is no real education which is not in essence Moral Education. When I came to Philadelphia and afterward when I came to Amherst, to the Summer School on the same errand, I found, and was not surprised to find, that the competent and determined teachers assembled were in no such fog as my Doctor of Divinity. Ecclesiastics, who are merely ecclesiastics, have generally been badly trained, and like all one-sided people are apt to look merely at the technical methods of their own special ecclesiasticism. This madness, for it is little better than madness, gains upon them, till they are able to think of nothing else but such details, of little importance comparatively. But you will find, thank God, that in the real profession of education, there are no such narrow limits. And in the time I spent at Philadelphia and Amherst I was about in every home, receiving from gentlemen and ladies whose lives were spent in the public schools, impressions, suggestions, not to say conclusions of the very first value, in their great office, which is the formation of character—or in one word, EDUCATION.

It has been determined in America, in all the states, and in the schools maintained by the nation, that no time shall be given to exercises which involve the special views of different communities with regard to religious observance. What is called "religious instruction," therefore, —a somewhat narrow use of the word "religious" —is ruled out from our schools by law. But it does not follow—as my ecclesiastical friend thought, if indeed such a man can be said to think—that the attention to education, as distinguished from instruction, is ruled out from the public schools. Education is the leading the pupil up and out into a larger and higher life. Instruction on the other hand, is simply the pouring into the little reservoir of his memory certain facts which have been dipped out from certain books or observations. In this business of education we shall, before we have done, have something more or less to do with instructions on points of ethics. But I say "more or less" intentionally, for it would be *less* rather than *more*. For the prime object of a school is to make a man out of a boy or a woman out of a girl. And we shall find that this victory will not be gained by any processes of memory or any combinations of logic. As Dr. Watts says, these pupils of ours

"To know what's right, not only so,
But also practice what they know."

And the experience and habit,—and the vigor which comes from experience and habit—are to be attained, not only in the class-room and from text-books, nay, not largely from these, but from the whole method and discipline of the school. They will be gained quite as much at recess and on the play-ground, or in the walk to and from home as in any poor processes of instruction with which the memory has most to do. Indeed, they are gained from contagion rather than by inoculation. You may have a whole school or a large class where the tone of honor is so high that the boy who comes into it is from the first moment lifted from the vileness and squalor of a nasty home. And the purity, courage, truth, and generosity of the teacher do more for the pupils than the study of any code could do, though the code were written by archangels.

I had the good fortune to be a pupil for fou years of Benjamin Pierce, one of the most distinguished mathematicians of our time. I have not had the opportunity in later life to follow far on the fascinating paths into which with such enthusiasm he introduced us. But I shall not forget, nor will any of the twenty young men who surrounded me, the experience which we had one day when some one had undertaken to copy at the blackboard some memoranda which he had made at home, and which he had privately introduced into the class-room. By some carelessness of his own his fraud was revealed. In an instant, the whole business of mathematics ceased for that lecture room. Mr. Pierce spoke to us, ashy pale—faltering in voice, on Truth. What was all this study for, but the pursuit of Truth—if haply one could attain to it? And here was a creature who pretended to such truth. Pretence in the temple of Truth! A lie in the work of purity! Truth! None of the twenty men who heard that word of pathetic indignation have forgotten it.

It is fifty years since England and America were awakened into new life and new habits in school work by the rule of Thomas Arnold at Rugby, as set forth in the life of Arnold by his pupil Arthur Stanley. The revelation came when it was least expected. For if there were any shrine for the idolatry of the letter, it was what in England they call a "public school." Right or wrong, the impression was that a boy was held to the study of the quantities of penults and antepenults, and that success in making Latin verses prepared a young man to be bishop of this, or indeed archbishop of that and perhaps primate of England. But when Thomas Arnold took charge of Rugby, all this changed. There was no braggart prospectus, there was no blare of trumpets, but it changed. Honor, truth, manliness, Godliness—these were the tests at Rugby. "Seek God and his Righteousness first, and the oxytones and the paroxytones, the Sapphics and Adnics shall be added unto you." And, indeed, though that were a matter of no importance, it turned out that the Rugby Greek and Latin were as good as the best that were maunfactured in anybody's mill.

Well, the first result was that Rugby won a name—and at this moment, if in circles out of England you speak of an English public school, Rugby would be named first, and Harrow and Eton and Winchester, would be named afterwards. But when this begun, ah no! I do not think that when I was in college, there was a man from the President down to the youngest Freshman who had ever heard the word Rugby. After Arnold it stood—not simply for a lot of foot ball rules—but for character, manliness and Godliness. We speak now of "Rugby and Water," when we want to ridicule a certain ecclesiastical kind of school advertisement, which wants to borrow the Rugby reputation. But in Arnold's days Rugby meant gold and not pinchbeck. And when Stanley wrote his Life of Arnold, it became the great text book of Moral Education, as above education of memory or of accomplishment, for all the English speaking world.

(CONTINUED IN DECEMBER NUMBER.)

The Pathfinder, published at Washington, D. C., is the freshest, brightest and best edited weekly newspaper to be found and as a current topics paper for school use has no superior. The subscription price is $1.00 a year but by special arrangement with the publishers we can furnish it one year, together with the INSTRUCTOR, at the remarkably low rate of $1.25. If you wish to examine a specimen copy of it write to the publishers for one.

LITERATURE

By EDNA H. TURPIN, New York.

Charles Dickens.

APPELLATIONS.

The camera-minded.
The novelist of the people.

PERSONAL APPEARANCE.

"Dickens was frequently compared in later life to a bronzed sea-captain. In early portraits he has a dandified appearance, and was always a little overdressed. He possessed a wiry frame implying enormous nervous energy rather than muscular strength, and was most active in his habits though not really robust. All who knew him, from Carlyle downwards, speak of his many fine qualities; his generosity, sincerity and kindliness."—*Leslie Stevens.*

LIFE.

Charles Dickens was born February 7th, 1812. His father was a shiftless, extravagant man whose family, consequently, had to endure the hardships of extreme poverty. Charles, as a boy, attended school at his home in Portsea, London. He left school to work as an errand boy and bootblack when his father was imprisoned in the Marshalsea for debt. In later life Dickens exposed in "Little Dorrit" the abuses of the debtor's prison in a way which led to the amelioration of the debt laws. In 1824 he attended school in Hampstead Road. Afterwards he worked as a clerk for two or three years. He studied shorthand, as he described in "David Copperfield," and took a position as reporter. His first literary work was the "Sketches by Boz," contributed in 1834 to the *Morning Chronicle* for which he was reporter. Three years later the "Pickwick Papers" established his fame. In 1841 he visited America, his unfavorable impressions of which were given in "American Notes" and "Martin Chuzzlewit." The only thing in which he failed was as editor of the *Daily News*. His frequent disagreements with publishers led him to establish a weekly journal of his own, *Household Words*. Later, having quarreled with his publisher, he started another paper, *All The Year Round*. In 1856 he bought a handsome house at Gadshill Place, the object of his boyish aspirations. Two years later he separated from his wife on the plea of incompatibility of temper. He overtaxed his strength by literary work and public readings in England and America. He died suddenly, June 9, 1870, and was buried in Westminster Abbey.

MATERIAL.

Required:—"Tale of Two Cities."

Parallel:—"Pickwick Papers" and "David Copperfield."

Biographical:—John Forster's Life of Charles Dickens, Letters of Charles Dickens edited by his sister-in-law and eldest daughter, and the Life by A. W. Ward in the English Men of Letters Series.

WORKS.

"Sketches by Boz," (1835).

"Posthumous Papers of the Pickwick Club" (1837.) All that Dickens had learnt in his rough initiation into life, with a power of observation unequalled in its way, was poured out with boundless vivacity and prodigality of invention. The book, beginning as farce, became admirable comedy, and has caused more hearty and harmless laughter than any book in the language. If Dickens' later works surpassed 'Pickwick' in some ways, "Pickwick" shows, in their highest development, the qualities in which he most surpassed other writers."

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"Oliver Twist, or the Parish Boy's Progress" (1838,) Dickens' first regular novel, is a story of the criminal classes.

"Life and Adventures of Nicholas Nickleby" (1839.)

"Master Humphrey's Clock" (1840-1841) an intended series of papers which resolved itself into the two stories, "Old Curiosity Shop" and "Barnaby Rudge."

"American Notes for General Circulation" (1842) and "The Life and Adventures of Martin Chuzzlewit" (1844) gave his impressions, mostly unfavorable, of the United States and were highly resented by patriotic Americans.

"A Christmas Carol in Prose; being a Ghost-Story for Christmas" (1843.)

"The Chimes; A Goblin Story of Some Bells that Ring an Old Year out and a New Year in" (1844.)

"The Cricket on the Hearth; A Fairy Tale of Home" (1845.)

"The Battle of Life; A Love Story" (1846.)

"Dealings with the Firm of Dombey and Son, Wholesale, Retail, and for Exportation" (1848) one of his most popular novels, containing as it does the pathetic figure of little Paul, a companion-piece to Little Nell of "The Old Curiosity Shop."

"The Personal History of David Copperfield" (1850,) Dickens' own favorite among his novels and that of many of his readers, is largely autobiographic.

"Simple and spontaneous, like his other novels, with great purity and humanity of feeling, and with artistic success, it creates characters whom, when we have once formed their acquaintance from the pages of the book, we seem always to have known."—*Emery.* "It contains less of the farcical or of the satirical caricature than most of his novels, and shows his literary genius mellowed by age without loss of spontaneous vigor."

"Bleak House" (1853) esteemed by some critics his best novel. In it "he rises from the lower strata to a higher society, and gives a graphic picture of the sufferings of the heart."

'A Child's History of England," (1854) is readable but not entirely accurate.

"Hard Times for These Times" (1854.)

"Little Dorrit" (1857.)

"A Tale of Two Cities" (1859,) the most serious of his works, an historical novel of the French Revolution.

"Great Expectations" (1861.)

"Our Mutual Friend" (1865.)

"The Mystery of Edwin Drood," left unfinished at his death.

CRITICAL ESTIMATES.

"His thought is a mirror, not the smallest or ugliest detail escapes him. In reality, the novels of Dickens can all be reduced to one phrase, to wit: Be good and love; there is genuine joy only in the emotions of the heart; sensibility is the whole man."—*Taine.*

"There is scarcely a social question on which he has not touched; and there are few of his novels in which he has not blended the functions of a social and political critic with those of the artist, to a degree, detrimental, as many think, to his genius in the later capacity. The true objection to Dickens is, that his idealism tends too much to extravagance and caricature."—*Masson.*

"There is much false art, loud taste, and even vulgarity in Dickens. He was never quite a gentleman, and never succeeded well in drawing gentlemen and ladies. In the region of low comedy he is easily the most original, the most inexhaustible, the most wonderful of modern humorists."—*Beers.*

"The genius of Charles Dickens, how brilliant, how kindly, how beneficent she is; dwelling by a fountain of laughter imperishable, though there is something of an alien salt in the neighboring fountain of tears. How poor the world of fancy would be, how 'dispeopled of her dreams,' if, in some ruin of the solar system, the books of Dickens were lost; and if the Dodger, and Charley Bates, and Mr. Crinkle, and Miss Squeers, and Sam Weller, and Mrs. Gamp, and Dick Swiveller were to perish, or to vanish with Menander's men and women. We cannot think of our world without them; and children of dreams as they are, they seem more essential than great statesmen, artists, soldiers, who have actually worn flesh and blood, ribbons and orders, gowns and uniforms."—*Andrew Lang.*

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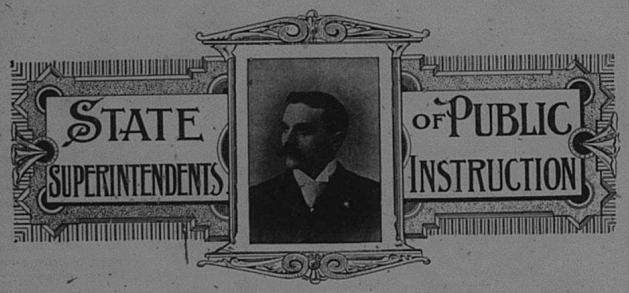


HON. MASON S. STONE, of Vermont.

Close Supervision of Rural Schools.

UPON no other factor does the excellency of public schools so much depend as upon the character of supervision. It is an accepted truth that as the teacher so is the school, but it is a statement of a greater and a more vital truth to say that as the supervision so are the schools. A good school is individual and isolated when dependent upon the sovereignty of the teacher, but good schools are uniform and related when dependent upon a skilled supervisory agent. Were there any other way whereby skilled teachers could be discovered than by the character of their work and results, then the plea for close supervision would be futile. No examination system has yet been devised by which the experts are winnowed from the unskilled. Examinations, especially written, usually reveal the amount of subject matter that has been absorbed, but rarely divulge the degree of impartative power. Frequently those who pass highest in examination pass lowest in instructive and administrative ability. Ability to master books does not signify ability to master boys. An examination discloses the individuality rather than the personality. The services of school committees are usually inadequately paid and appreciated, and it is therefore rare that a man will sacrifice his business and reputation in continuous service; consequently, frequent changes occur, and those elected to school committeeships are usually unacquainted with the particular qualities and qualifications that should inhere in a successful teacher, because the selection of skilled child-trainers is an art outside their personal business or profession and beyond their taste or ken.

Furthermore, it is outside the pale of presumption that six or seven dollars per week will always procure natural or trained teachers for the country schools. If city and graded schools with their abundant support and supplies, with their prescribed and closely articulated courses, with their few classes and adequate time, with their trained and experienced teachers, with children of nearly the same age and attainment, need skilled supervision, then it is many times more manifest that the rural schools need professional control and oversight. As a general thing the city and graded schools are properly supervised, but the country schools are lamentably neglected and weakest where they should be strongest. Skilled supervision for country schools unifies and directs all the forces that enter into their success, namely, people, officials, pupils and teachers.

1. Schools in any form are generally as good as the people demand and as poor as they will tolerate. The demand in rural communities is frequently not so advanced as in urban communities. Means of communication are less expeditious and the most recent educational ideas do not so readily find transmission and entrenchment among dispersed as among elbow-touching people. Country people are naturally conservative but they are always reliable. Their demands for good schools may be as high but not so progressive, therefore an expert superintendent would be a valuable factor in awakening and sustaining an active, intelligent interest and in directing a thorough educational policy. Country people feel constrained to consult the economies of life, hence are somewhat parsimonious in support of schools, fearing that funds may be unwisely or unnecessarily used. If there were some competent and trustworthy officer to direct expenditures then would appropriations be more generously made.

Furthermore, misunderstandings between pupil and teacher will occasionally occur, these sometimes result in estrangement through lack of sufficient investigation on part of parents, and the school in certain cases is a failure because there is no authoritative officer to whom the people can confidently appeal.

2. School committees are usually engrossed with their regular business duties and rarely have time for school administration. The employment of trained teachers, the repairing of school houses, the selection of books, the purchase of appliances are usually so foreign to their everyday occupations that their judgment is frequently random and unreliable. In all these particulars the knowledge and experience of a skillful superintendent is of incalculable service.

3. It is no unusual occurrence for the pupils of the country schools to excel those of the city schools in power of application and substantial scholarship. They may not possess the decorations and absorptive capacity, but in the essentialities of school training they are unsurpassed. This is due to a multiplicity of recitations whereby the pupils' getting is largely through independence, concentration, and self-effort. At the same time this multiplicity of classes is the bane of country school work. The good could be made better and the bad minified provided that a skilled educator were frequently present to direct the progress of the pupils and to stimulate them to seek further advantages than those afforded by the common schools.

4. In the discussion of the need of skilled supervision for the country schools certain conditions must be taken into consideration. First: In sparsely populated sections schools are somewhat remote and there is not the facility for the dissemination of educational ideas and methods and for calling teachers together for pedagogical conferences and interchange of ideas that there is in urban communities. Second: The paltriness of salary paid does not command trained service; hence the rural schools are too frequently presided over by crude novices whose improvement, if any, in quality of work is through a slow process of experimentation which keeps the rural schools far in the wake.

The country school teachers possess commendable earnestness and excellent native ability, but are usually not specifically endowed for school teaching, are not sufficiently mature in judgment and experience to discover the principles and methods of child-training, are too much inclined to revert to the methods by which they were taught, and occasionally are in the service for revenue only, or to tide over the interim between school life and that glad event which is matrimony on her part and patrimony on his.

Therefore under these conditions the expert superintendent could render inestimable service to the rural school teachers by carrying to the country schools the best and freshest ideas in education, by directing and vitalizing the energies of the teachers, and in elevating and strengthening the entire work of the school-room. In addition to this it is probable that a competent officer can nearly, if not wholly, save his salary by wisely economizing the time and energies of teachers and pupils, and properly directing expenditures for repair and appliances. Town supervision is confessedly a failure and is only one remove from none. It necessarily fails because of limitation in salary, time, and number of schools, and the office has to be secondary or incidental to some regular occupation. County supervision is next weakest, and fails because of extensiveness of territory whereby the superintendent's energies are too much dissipated and nearly nullified. As the town is usually too small and the county too large, the most suitable

(CONTINUED ON PAGE 13.)

By D. R. AUGSBURG, Oakland, Cal.

The Drawing of Common Things.

AN *idea* is the strongest and quickest thing in the world and consumes comparatively little time. *Ignorance* is the weakest and slowest thing in the world and is the great time consumer. If we *know*, it takes very little time to tell. If we *know how*, it takes very little time to do. It is the *not-knowing* that consumes the time and makes the worry.

In drawing, the most useful handmaid of the idea is *suggestion*. The idea is the engine, suggestion is the track. The idea is the propelling force, suggestion shows how the force is to act.

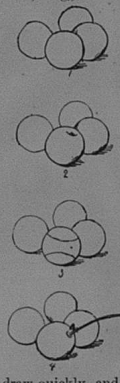


Fig. 1 represents four spheres. There is nothing about these spheres to indicate what they are, more than being round. By the addition of a mere touch these spheres are turned into apples in Fig. 2 and in Fig. 3 by the addition of two lines, they are turned into balls, and in Fig. 4 cherries are suggested. All of the spheres have not been changed to apples, balls or cherries, but only one in each group and by the suggestion thus given, the mind connects all as of the same kind. The teacher, perhaps more than any one else, must be able to draw quickly, and at the moment needed, whatever she represents. She has not time for any kind of elaboration but must group the essential features at once and put them down the most direct way. She must understand that *between the beginning and the end of a drawing there is no end*, and knowing this be able to stop at her pleasure. The secret of this quick drawing is in *knowing the chief features and suggesting not representing them.* For example, Fig. 5 may be the shape of a dozen different objects, but suppose we wish to suggest a water melon. As the color cannot be utilized, a moments thought will show that the stem is as prominent as any feature. Supply this as in Fig. 6 and possibly it will be recognized as a melon. If not, we must add other features until the object is recognized such as the markings as in Fig. 7. But the question is asked, how can we detect these leading features? We know them already. Even children from the second grade up know them. Fig. 8 is a rectangle or it may be any other form you can think of. We wish to turn it into a cart. What makes a cart a cart? A moment's thought will convince you it is the wheels. Add the wheels as in Fig 9 and the cart is suggested. Fig. 10 is a triangle. You wish to turn it into a wheel barrow. What is a wheel barrow's leading feature or features? Wheel, legs and handles, which if added will be sure to suggest a wheel barrow, as in Fig. 11.

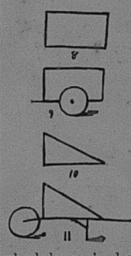
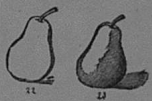


Fig. 12 is a rectangle. A roof is the leading feature of a house, Fig. 13. Big doors are the leading features of a barn, Fig. 14. A window is one of the leading features of a dwelling house, Fig. 15. Place curtains in the window and it is no longer for rent, Fig. 16. Make smoke coming out of the chimney and you suggest that the people are at home, Fig. 17. The suggestion of boards in Fig. 16 shows the material used in building the house. Fig. 17 suggests the house is made of logs, and Fig. 18, that it is made of stone. A few trees beyond suggests a wood, and the reflection of the sun suggest water.

In drawing, a line is absolutely nothing. The vital element is the *idea back of the line.* Fig. 19 is nothing, it does not represent an idea as near as it is possible to put down a line without an idea back of it. In Figs. 20 and 21, lines have been added to Fig. 19 that do represent ideas and you at once recognize them. It is not the lines that represent the tomato and potato, but the idea of the tomato and potato that is back of the lines. Between the beginning and end of the drawing there is no end. There never has been a drawing made so perfect that it could not be made more perfect. There never has been a picture so beautiful that it could not be made more beautiful. If then there is no end, if there is no point beyond which it is impossible to go, then we have the privilege of stopping anywhere we wish and calling the drawing complete. The drawing is complete when the drawing represents the idea it is intended to represent. Figs. 22 and 23 represent two pears. The first contains only the essential features, only enough to represent the idea, all that a teacher would ordinarily want to use. The second contains the same idea, really no more complete, but with additional ideas of light and shade, which are not essential for ordinary use. The additional ideas of light and shade is what consumes the time and may just as well be omitted.



Light and shade like lines are nothing; absolutely nothing. It is the idea back of it that is *the something.*

Close Supervision of Rural Schools.

(CONTINUED FROM PAGE 12.)

territory is not an arbitrary division of county according to towns, but a combination of towns according to number of schools. Fifty schools are as many as a superintendent can easily visit and supervise, therefore the number in combination should not be more than seventy nor less than thirty. This is practically the Massachusetts system and is a successful and satisfactory solution of the rural school problem in that state. The superintendent should be versed in the best recognized principles and methods, skilled in instruction and administration, acquainted with the needs and the conditions of the country schools; he should be sound, progressive, enthusiastic, level-headed, diplomatic; should possess good common sense, good moral character, good executive ability, good education, and good health. Supervision is the soul and center of any system; schools are strong or weak according to the character of supervision. In the country schools the highest skill, the greatest tact, and gravest responsibilities are involved; but with a close, active, intelligent system of skilled supervision the best results can be produced.

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Current Biography

Thomas F. Bayard.

WHILE Hon. John Hay was taking his leave of the court of St. James to become secretary of State, Thomas F. Bayard, a former Secretary of state, and late Minister to England, was dying at Dedham, Mass. Before Hay had reached this side of the Atlantic, September 28, at 4:30 in the afternoon, Bayard was dead.

Thomas F. Bayard was a distinguished member of an eminent family. Reaching back to the earliest days of our national existence, and even before the Revolution, the Bayards have figured prominently in the affairs of our country, both as statesmen and jurists. Nicholas, the first ancestor in America, was the son of an Amsterdam merchant of French Huguenot extraction, and a nephew of Governor Stuyvesant and Secretary of the Province of New York in 1672. Four members of the family have had senatorial honors conferred upon them by the state of Delaware,—Thomas Francis, his father James Ashton, his grandfather of the same name and the negotiator of the treaty of Ghent, and his uncle Richard Henry Bayard. His grandmother's father, Governor Bassett of Delaware, was also at one time a senator.

Thomas Francis Bayard was born in Wilmington, Del., October 29, 1828. In his thirteenth year he entered school at Flushing, L. I., remaining there for two years. Then he was a clerk for awhile in his uncle's store, where he obtained an excellent business training. But he was not satisfied with business life and began the study of law, his chief ambition being to follow in the footsteps of his father. Accordingly, he was admitted to the bar in 1851, and began the practice of his profession. In 1853 he was appointed United States District Attorney for Delaware, but resigned the following year. A year later he removed to Philadelphia where he formed a legal co-partnership with William Shippen, which lasted for five years, when his partner died. Mr. Bayard then returned to Wilmington, which he afterward called his home.

Of the seventy years of his life, he devoted twenty-four to national affairs in the conspicuous positions of United States Senator, Secretary of State, Ambassador to England. Just before the civil war broke out he was United States District Attorney. When the crisis came which resulted in the retirement of his party from power, he was thirty-two years of age. The people of Wilmington set about the establishment of means of self-protection. A militia company was formed and he was elected its first lieutenant. In June, 1861, after several states had seceded from the Union, he made a public speech at Dover in the interest of peace, claiming that a harmonious union based on freedom and popular government could not be restored by force. This speech was published years afterward, along with other utterances of a like character, which probably had more to do than anything else in keeping him out of the presidential chair. He was mistaken in this, but he never wavered in his loyalty to the Federal Government.

Mr. Bayard was forty years of age when he entered the senate in 1868, taking his seat in that body when Grant was inaugurated and remaining for sixteen years. He was soon recognized as a leader of the minority. His speeches attracted wide attention on account of their ability, sound constitutional arguments and patriotic spirit. In 1872 he acquiesced with great reluctance in the decision of his party to support Horace Greeley for the presidency. Four years later he was a presidential candidate, but the convention nominated Samuel J. Tilden. In the famous contest over the election of 1876 he was a distinguished member of the electoral commission which decided in favor of R. B. Hayes. In 1880 he was again considered as a possible nominee of his party, having for four years been the recognized leader of the majority in the senate, but Gen. Hancock was regarded as the most available candidate. Again, in 1884 his nomination for the presidency was more urgently pressed than ever before, but the question of availability arose once more, and Cleveland was nominated. After Mr. Cleveland was elected, he tendered him the portfolio of the state department, and he accepted. The record which he made there was worthy of his distinguished abilities. The next four years were spent in private life, and when Mr. Cleveland was elected again he appointed Mr. Bayard Ambassador to England and in that position he did much to bring the two countries into more friendly relations, and to cause England to recognize more fully the position of the United States as one of the great powers of the world.

Mr. Bayard was first married in 1856 to Louisa, daughter of Josiah Lee, a Baltimore banker. They had twelve children. His wife died during the first year of his term as Secretary of State. Four years later, he was again married to Miss Mary W. Clymer of Washington, who survives him. Harvard College conferred upon him the degree of LL. D. in 1877.

Theodore Roosevelt.

SINCE Theodore Roosevelt has distinguished himself during the past ten years in so many fields, and returned from Cuba with more honors won as colonel of the Rough Riders, it is only natural that there should be a spontaneous uprising all over the state of New York to make him the next governor. The appreciation of the people is voiced in that way. Not for this alone was he given such an overwhelming majority in the Saratoga convention, but because he is one of the most brilliant sons of the Empire state and for some time has been looked upon as a possible gubernatorial candidate. Recent events only turned all eyes toward him.

Mr. Roosevelt was born in New York city, October 28, 1858. Eight generations of his father's family have lived there. The Roosevelt name has figured prominently in the business, social, political and religious affairs, and members of the family, it is said, have participated in all the wars of the country from the Revolution to the present. The blood of the Dutch, Scotch, Irish and French Huguenot runs in his veins. He was born in a home of considerable wealth but that has not interfered with his development. As a child he was sickly, but by the time he entered Harvard was well and strong, and when he graduated in 1880 he came forth with a well trained body and mind.

On leaving college he took up the study of law, but a year later was elected to the assembly from the twenty-first district, and also re-elected to the legislatures of 1883, 1884, and 1885. At once he became an apostle of reform legislation, and his bills which were passed have been beneficial to the state. He was, also, chairman of a noted investigation committee which bore his name, and which revealed many of the abuses of the city government, which were afterward brought out in his famous *Century* articles that attracted wide attention at the time, all over the country. In 1886 he was the republican candidate for mayor of New York against Abram S. Hewitt, united democracy, and Henry George, united labor. Mr. Hewitt was elected by 22,000, and following this defeat Roosevelt was appointed a republican member of the United States civil service commission by Grover Cleveland. His ability and honesty in this relation increased his popularity. On May 1, 1895, he resigned this office to accept the position of police commissioner under Mayor Strong. This afforded an opportunity for a display of his moral heroism and energetic methods. The police department was in a deplorable condition, and he succeeded in lifting it to a high degree of efficiency.

A little more than a year and one-half ago he was called by the president to be assistant secretary of the navy. Here again, he displayed the same splendid qualities of mind and executive ability. In speaking of his work there, Dr. Depew says: "He was fortunately under the most accomplished, able, generous and indulgent chief in Secretary Long. A small man would have been jealous of this dynamitic bundle of brains, nerves, energy and initiative, but our distinguished secretary gave full scope to his brilliant assistant. The country owes much to him for the efficiency and splendid condition of the navy."

There is a spirit of romance about him that finds expression during his vacations with the cowboys on his Dakota ranch. He has not only paid a noble tribute to these men in his book on "Ranch Life and Hunting Trail," but he paid a nobler tribute, when from this class largely he chose the Rough Riders, whose names will be handed down in history along with those whom the world will not willingly let die. His many-sided nature comes out again in the first book which he published, soon after he graduated from college, which was on the "Naval War of 1812," showing that it was not a mere accident that made him assistant secretary of the navy, but the choice was based on his fitness for the position.

Mr. Roosevelt's scholarship ranks with his statemanship. During each summer, and in every spell taken from the activities of public life, his brain and pen have been active in producing literature of permanent value. Between 1886 and 1888 he wrote two volumes of the "American Statesmen Series," a "Life of Thomas Benton," and, "Life of Gouverneur Morris." In 1889, the year he was appointed civil service commissioner, the first two volumes appeared of what he considers his best work, "The Winning of the West." In 1890 followed his "History of New York City," and two years later "Essays on Practical Politics." "The Wilderness Hunter" appeared in 1893, and the next year the third volume of his "Winning of the West." Even during the present year he has collected a volume of essays entitled "American Political Ideals," and in collaboration with Henry Cabot Lodge a volume of "Hero Tales of American History." All of his literary work is marked by facility, rich descriptive power, and in his historical writings by both breadth and fairness. He has four homes, located in Washington, D. C., New York City, Oyster Bay, and in the Bad Lands of North Dakota. His domestic life is pleasant, and he is a member of the Dutch Reformed church. He is now living with his second wife and is the father of six children, the last one being but a few months old.

Secretary John Hay.

JOHN HAY, author, editor, diplomat, statesman, was recalled a short time ago from the court of St. James by President McKinley, to become Secretary of State, to fill the vacancy caused by the resignation of Secretary of State Day, who is now in Paris, acting as chairman of the Peace Commission. Justice Harlan administered the oath of office on Friday, September 30, and on the same day Mr. Hay assumed his new duties. As Secretary of State he becomes a link between President McKinley and Abraham Lincoln's administrations. Lincoln and McKinley will be ranked as the only war presidents of the second half of this century.

Colonel Hay was born at Salem, Ind., October 8, 1838. He graduated from Brown University when he was twenty years of age, and afterward studied law at Springfield, Ill., being admitted to the bar in 1861. His residence in Springfield threw him into relations with Abraham Lincoln, who on discovering his gifts chose him for his assistant secretary, and subsequently as adjutant and aid-de-camp. During the war he served for several months under Generals Hunter and Gilmore, attaining the ranks of colonel and assistant adjutant-general. At the close of the war he was appointed secretary of legation in Paris, and remained in that position for two years when he was made *charge d' affairs* at Vienna by the withdrawal of John Lothrop Motley, the historian. In 1869 he was appointed secretary of legation at Madrid, and held that position for one year, when he returned to the United States and went on the editorial staff of the *New York Tribune*. For seven months, during Whitelaw Reid's absence in Europe, he was editor-in-chief of that journal. In 1875 he removed to Cleveland, where he remained for four years engaged principally in literary work, which made him more widely known in this country as the author of those dialect poems of *Little Breeches*, *Jim Bludsoe*, and *Banty Tim*, afterward published in book-form under the title of *Pike County Ballads*. *Castilian Days* also appeared about this time, a series of brilliant sketches of Spanish life, character and politics, which he was able to draw from information gathered during his residence in Spain as secretary of legation.

Mr. Hay was called from Cleveland to Washington to be Assistant Secretary of State in 1879, which position he held until 1881, when he was chosen as the representative of the United States to the International Sanitary Congress which met in Washington, of which body he was the president. Following this he entered upon the arduous and exacting labor of love, with John G. Nicolay, of writing that monumental work: "Abraham Lincoln: A History," which is regarded as the most comprehensive of the many works produced on that subject. His appointment as ambassador to England and the creditable successor of the eminent men who have served their country at this most important diplomatic station, are recent and familiar to our readers, and coming to the premiership of the cabinet after such a career he cannot help being well qualified for the position. President McKinley has shown wisdom in associating with him wise men of both scholarship and statesmanship. Particularly gratifying, also, is the appointment of David J. Hill, author and ex-college president, to be Assistant Secretary of State.

Louise, Queen of Denmark.

THE Queen of Denmark died at Copenhagen, September 29, at 5:30 o'clock in the morning, surrounded by all the members of the royal family. Her death was not unexpected as she had been ill for some time, and owing to her advanced age but little hope for her recovery was entertained. She was eighty years of age, and had lived happily with her husband the king, for nearly fifty-six years. A beautiful woman in her prime, she kept much of her comeliness down to old age. Besides this, she was blessed with a family of handsome children, and her affection for them took the form of fitting them for the exalted stations which several of them have reached.

A Danish newspaper once described Queen Louise as the "mother-in-law of half Europe." The fortunate way in which her children were married off has often been noted. Unquestionably it was due mainly to the influence of their mother, for, probably, no woman of the century has exerted so wide an influence on the politics of Europe. Alexandra, the oldest daughter, is the noble and charming Princess of Wales, whose husband is the heir to the British crown. Dagmar,—the second daughter, became by marriage the Empress of Russia and is now the Empress Dowager. A third daughter is the Duchess of Cumberland, while the second son is George I. King of Greece. Prince Frederick, the heir apparent of Denmark, who married Princess Louise, daughter of King Carl XV. of Sweden and Norway, was born June 3, 1843. To have been at once the mother-in-law of the Russian Czar, and of the future King of England, and mother of the King of Greece, is certainly remarkable, and a position of which she could scarcely have dreamed when she was the wife of a poor princely officer in the Danish army.

Queen Louise was remarkably gifted in many ways. Her daughters were carefully educated. The early days of the Princess of Wales were not affluent ones, and so the training, of necessity, meant much of the useful in her education. Her remarkably good taste and skill in needle work are abilities which have been inherited, as her mother was much gifted in that direction. Queen Louise painted well, and in spite of her deafness was a cultured and skillful musician, being a good pianist and harpist. Her great delight was to take part in harp trios with either professional players or finished amateurs. The popularity of the Danish sovereigns was amply shown on the occasion of their golden wedding in May, 1892, when congratulations and presents poured in from nearly every quarter of the globe.

In the capitals of England, Russia and Greece, she made her power felt. Many a knotty diplomatic problem that had defied the diplomats was solved by Queen Louise, when she pulled the strings that matrimonial alliances had placed in her hands. Moreover she made and unmade statesmen. When the post of Minister of Foreign Affairs in the Russian cabinet became vacant on the death of Prince Lobanoff, there was a fierce struggle for it among the Russian statesmen, but the biggest of them had to step aside for Queen Louise's candidate, Count Muravieff, who had not been considered in the matter until she put him in the field. He had been the Russian ambassador at Copenhagen and had become a great favorite with the Queen. Therefore, through her influence he was enabled to step into the shoes of Lobanoff. Seldom, if ever, has a woman who has not been a reigning sovereign, but only queen consort, and that of a small kingdom, exerted so wide an influence as Queen Louise of Denmark.

By D. B. PARKINSON, A. M., Ph. D., Carbondale, Ill.

A Historical Sketch of the Normal Schools of Illinois.

THE great Sucker State has many things of which she may justly be proud. About the middle of the century her sons and daughters sang with much enthusiam:

"Let yankees sing of pork and beans,
Of pumpkin pies and pots of green.
But I'll sing you a song of the Sucker State,
With her prairies wide and her cornfields great."

Even before this time, the leading educational spirits of the new commonwealth bordering on the Father of Waters, recognized the value of a more systematic effort along the lines of popular education. However, the problem of the special training of her teachers had not presented itself to these early advocates of what is now the glory of the State, her public school system. It was not till the year 1839 that the first normal school in this country was founded. This lone institution was located in Lexington, Mass. In less than twenty years the prairie State established her first school for the training of her teachers. Among the early champions of the cause of better schools and better teachers may be mentioned Father B. G. Roots, Ninian W. Edwards, Bronson Murray, and Prof. J. B. Turner.

It was in the the General Assembly of 1857 that the bill was introduced and passed, which made provision for the erection and equipment of the first normal school. It was given the pretentious title of "Illinois State Normal University." The bill was approved by Gov. Bissell Feb. 18, 1857. It required no small effort to secure the passage of this bill, as the legislators of the young state were not fully acquainted with the value of such a school to the commonwealth. The location of the new institution was left to the State Board of Education, which decided to plant it near the geographical center and the heart of the best portion of the state, a short distance north of the city of Bloomington.

The years have added home after home to the small group of houses till the village of Normal is now of no small proportions. The corner stone was laid September 29th of the same year. The school was opened, however, before the completion of the building by renting such rooms in the city of Bloomington as would accomodate the new institntion. It is stated that on the first Monday of October, 1857, Pres. Hovey, Ira Moore, and Miss Mary Brooks with six young men and thirteen young women began work. The building was completed in the spring of 1860 in time to hold the graduating exercises in one of its new halls. Among the most prominent members of the first class are, Prof. E. A. Gastman, who has been the efficient Superintendent of the Decatur, Ill. public schools for thirty-seven years, and Professor John Hull, who, after serving the cause of education as County Superintendent of McLean County for two terms, was elected to one of the most important positions in the young normal school at Carbondale.

The history of this pioneer normal school of Illinois states that the president, and several of the faculty and many students entered the Union army in defense of their country's flag. In 1862, Dr. Richard Edwards, then president of the St. Louis City Normal Schools was chosen as Mr. Hovey's successor. He took with him the most estimable and learned gentleman, Prof. Thomas Metcalf, as teacher of mathematics. After some years, Dr. Edwards was succeeded by Dr. E. C. Hewett, who served the school many years as a most excellent executive and instructor. In 1890, Professor John W. Cook was placed at the head, and has shown himself possessed of rare powers as director of the forces of an institution of this kind. This institution has been kept abreast of the times; in fact it has, in many respects, led in the advanced lines of educational progress. It has emphasized the true professional side of the work of a normal school, placing special stress on the practice school and the method work in its varied phases. The present plant consists of the original building, which has been kept in a good state of repair, the practice school building, the new gymnasium building, and the boiler house. This institution celebrated its fortieth anniversary about fifteen months since, at which gathering, all of its former presidents were in attendance. The occasion was one of unusual interest to the hundreds of graduates, and thousands of friends throughout the entire land.

As the early years of the institution described above cluster about the middle of the century, the years of agitation and preliminary work which brought into existence the Southern Illinois Normal University, are closely related to the later years of the civil war. For some years the leading educational spirits of the southern section of the same prairie state felt that their end of the commonwealth needed the advantages of a state normal school in their section. The result of this second agitation culminated in the passage of a bill in the General Assembly, which received the signature of Gov. Beveridge on April 20, 1869, establishing such an institution. Since the older school was honored by a heavy title, the friends of this measure felt that the new institution should in every respect be on an equal footing with her older sister; and so she too must carry a pretentious name, and however much may be said against the wisdom of such a title, it clings to the school with great tenacity. It is another example of the disposition of our people to readily acceed honor to their fellow citizens and to their institutions.

The corner stone of the building was laid with impressive ceremonies on May 17, 1870. Because of a fatal accident which befell the contractor during the erection of the building, the work was delayed. Another contract was let and the edifice was dedicated with appropriate exercises on July 1st, 1874. This was indeed a very notable occasion for the people of southern Illinois both on account of the character of the exercises, and the celebrity of the speakers. Dr. Richard Edwards, then president of the older normal school, Dr. C. H. Fowler, then president of the Northwestern University, now bishop, and the newly elected president, Dr. Robert Allyn, were among the speakers. Dr. Newton Bateman, then Superintendent of Public Instruction, was to have delivered the principal address, but on account of sickness, his place was filled by Dr. Edwards.

The first work of the school was a summer session of four weeks, which opened on the day after the dedication. The year closed with an enrollment of 396. From the beginning, school increased in efficiency and popularity. Nothing occurred to mar its steady progress till on the afternoon of Nov. 26, 1883 the building was discovered to be on fire, and in a few hours it was laid in ashes. By the united efforts of the students, faculty, and citizens of Carbondale, the library, apparatus, and furniture were saved. In fact everything within was safely carried out except the material of the fact growing museum; this was a total loss. Upon the evening of the disaster a town meeting was held; enthusiasic speeches were made and it was decided to continue the school without a break. Offices, churches and other accomodations were offered by the people, and with the loss of scarcely a day the work of the school was carried on. Through the loyalty of faculty and the citizens

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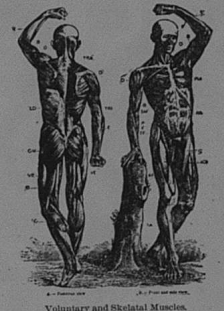
Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y. Author of Walker's Anatomy, Physiology and Hygiene.

Art. III. Muscles—Physical Culture.

IT HAS already been shown that to support the weight of the body and to protect important organs a firm frame-work or skeleton is necessary. Our skeletons are not like those of buildings, which remain in one place. Ours must move. Muscles because they are directly concerned in moving them are known as the *motors* of the body. Most of them are attached to bones or cartilages, one end or part to one bone, the other end or part to another bone. Muscles thus attached as to their points or origin and insertion are known as *skelatal muscles*. Other muscles have one end attached to bones the other to the skin. Among these are the muscles which in action change the expression of the face and are known as *muscles of expression*. Other muscles are attached only to the skin and surround the outlets of the body. These three groups of muscles outside of the skeleton, about 400 in number are known as *voluntary muscles* for they are under the control of the will. As work and motion are characteristic of all parts of the



Voluntary and Skelatal Muscles.

body nature provides another group, viz., *involuntary muscles*, not under the control of the will, to operate many of the internal organs, such as the heart, blood vessels, stomach, intestines and bladder. This is a fortunate arrangement. It prevents us from experimenting with our vital organs. Voluntary and involuntary muscles are stimulated to action by different sets of nerves as we shall see hereafter.

Work accomplished by muscles.—Before considering how muscles work, let us glance at what they do. Think of the long marches soldiers perform, of the century runs of the cyclers, of the laborious work of the blacksmith, of the handlers of freight. Then think of the beating of the heart to propel the blood, many times every minute for years, the delicate work performed by the etcher and wood engraver, the regulation of the eyes to see things at a distance and then close at hand—all effected by delicate muscles.

To effect any work successfully muscles engaged in the work whether few or many, must act in harmony for a definite end. There must be what is known physiologically as "consensus" of action. The want of it is seen in a person afflicted with chorea or St. Vitus dance, and in the drunkard. Babies learning to walk and persons tired out from excessive muscular exercise or recovering from severe sickness lack this important power of "co-ordination" of muscular power, for a time. We who are vigorous and well cannot appreciate what it means to be deprived of it.

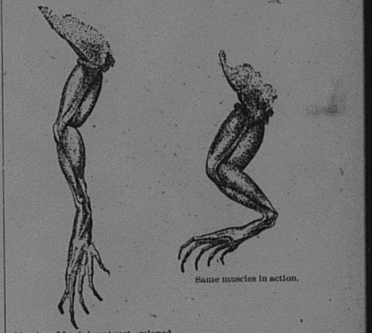
What muscles are and how they work.—The voluntary muscles composed of muscular tissue with interveinings and covering of connective tissue constitute the "*flesh*" of the body." The coarser grained muscles, those which do the most arduous work, such as the muscles which bear the weight of the trunk and operate the thighs have little or no fat in connection with them. The more delicate muscles have a moderate amount. But muscles that are not properly used or exercised lose their ability to work. They lose their tonicity and fat accumulates in the place of the muscular tissue. Muscles are arranged in layers and groups, and are long, short, broad, twisted, etc. Some have *tendons* and *sinews* at one end or both ends for attachment to bones or cartilages. These tendons act as guy ropes do, and have no power of contractility. Some muscles have tendonous tissue in the middle, as in the case of a muscle which passes through another muscle—as a pulley, and operating pulls the chain downwards and to one side. A number of muscles connect the forearm with the hand and fingers, and the leg with the foot and toes, and the ungainly appearance which

Muscles and tendons of the hand.

would be given to the ankle and wrist, if the muscular tissue continued through them is obviated by means of very smooth tendons running through well lubricated grooves at the wrist and ankle. Hence the beauty of these parts and their free motion. The longest muscle is the "Sartorious" or tailor's muscle running from the forward and upper point of the hip bone to the upper and inner part of the leg. The two enables the tailor to pull his legs under him as he sits upon his work bench or table and plies his trade. The broadest muscles are those of the chest, abdomen and back. Between the bones of the hand are the "fiddlers muscles" so called because they become especially developed in persons who play upon the violin. Between the ribs are two sets of muscles, crossing each other one set in action enlarging the cavity of the chest the other diminishing it. An interesting group of muscles are the "muscles of expression." The development of certain of them by frequent use produces the jovial, the smiling, the laughing face. While development of another group produces the sad, the sour, the disagreeable face. We are ourselves largely responsible for our facial expression. The sour muscles are very readily developed by pessimistic views of life. The peculiar property of muscles is "contractility," *i e* the ability to promptly contract in response to the stimulus of the brain or some other part of the nervous system. Tardy contraction of muscles shows an impaired tone.

Muscles of Expression.

When a muscle contracts it becomes *shorter, harder, broader* and *thicker*. When the boy asks you to "feel of his muscle" (the biceps) while bending his forearm, you will notice these conditions. A voluntary muscle is composed of fibres, separated but connected by connective



Muscles of frog's leg at rest—relaxed.

Same muscles in action.

(CONTINUED ON PAGE 29.)

BIRDS

By Lillian M. Cherry, Minneapolis, Minn.

The Blue Jay.

"His eye is bright as burnished steel,
His note a quick, defiant cry;
Harsh as a hinge his grating squeal
Sounds from the keen wind sweeping by.

Rains never dim his smooth blue coat,
The winter never troubles him.
No fog puts hoarseness in his throat
Or makes his merry eyes grow dim;
His cry at morning is a shout,
His wing is subject to his heart.
Of fear he knows not—doubt
Did not draw his sailing chart.

He is an universal emigre;
His foot is set in every land.
He greets me by gray Casco bay,
And laughs across the Texas sand.
In heat or cold, in storm or sun
He lives unfearingly, and when he dies
He folds his feet up, one by one,
And turns a last look at the skies.

He is the true American! He fears
No journey and no wood or wall.
And in the desert, toiling voyagers
Take heart of courage from his call."

—*Hamlin Garland.*

Bird Talks.

We could not have a better introduction to the blue jay, the bird of our November study, than given in the above poem of Hamlin Garland,

Many of the leading characteristics of the jay are here flashed before us, in a brief word picture, as full of life, seemingly, as is the bird himself. We like this blue jay of the picture, and all who know him in reality, are rarely able to resist his various fascinations. When the soldierly fellow comes in sight, we are ready to forget certain evil deeds which we have heard attributed to him. As birds of blue plumage are so rare, it is probably his color, which first pleases the eye. Yes, the jay has some fine blue feathers, but he is by no means our blue bird. Indeed, it is a matter of great surprise, that many people confuse the blue bird and blue jay, simply because they happen to be blue yet are totally unlike in all their habits. A very little observation would reveal to them, what a blunder they are making. To compare that exquisite member of the noted Thrush family of singers with the great, strong, loud-voiced jay, seems out of place. To think them one and the same bird, yet more so. Allowing then, for a great difference, the blue jay, as I have said, has attractions of his own, which win us. He seems such a high-spirited, handsome sort of fellow. We are ready to forgive him the harsh screams and squeals, such as he at times indulges in, when we hear his strong, cheerful calls of chee-lit, chee-lit, chee, from the top of some great tree. "His cry at morning is a shout." Or when we catch a glimpse of his crested head, bright eye and fearless bearing, we are ready to praise him. On cold winter days, how often he reminds us that though all the gay summer birds have deserted us for a fairer land, he is a cavalier, "true to his colors," all the year round. He seems fairly to revel in piercing winds and cold days such as try men's souls. Truly, "The winter never troubles him." King bird has often seemed to me a more appropriate name for the jay, than for the bird which bears this name. Of the few really blue birds, namely the blue bird proper (or blue robin,) the indigo bird, the blue grosbeak and blue jay, the jay is, perhaps, the least blue. That is, only his wing and tail feathers are blue, (with some black bars and tipped with white) his back a blue gray, giving in parts, a purplish tinge toward the wings and head. A fine blue and black crest on his head and whitish vest, completes Sir Jay's jaunty costume. Note the difference in size of the four blue birds. The indigo bird, five and one-half or six inches, the grosbeak, seven inches, the blue bird, seven inches, and the blue jay eleven to twelve inches. Comparing the blue jay's size with some of our well known large birds, we find him nearly two inches larger than the robin and an inch or so smaller than the flicker. Now, recalling the fact that the relationship of birds, depends, not upon their color, but some likeness in structure, we find that none of our blue birds belong to the same family.

The jay belongs to the family *Corvidae*, or crows and jays. The members as follows: Common crow, fish crow, northern raven, blue jay, Canada jay. So our friend blue jay, must say cousin to the rascally, black crows. But right here let us state that crows are not wholly rascals, neither are the jays too good to disclaim relationship. We must now view the blue jay, somewhat "behind the scenes" and learn that things are not all that they seem. Here we have a mischievous, cruel bird, quarreling with the pretty singers, fond of robbing their nests, and even eating little birds, pulling up the farmer's corn, and guilty of various misdemeanors. However, when men, women and children, are guilty of endless cruelty, as to robbing birds of both homes and of lives, how can the jay be blamed very much for certain of his habits. I believe he is not deliberately cruel, as is the shrike, which kills so many more birds than he ever uses for food. Behind the scenes, that is, viewing the inner life of the bird, such as only close students of birds have revealed to them,—we are pleased to come upon a good characteristic of the jay, to add to his more open perfections. The blue jay is a devoted mate. Mrs. Jay cannot ask for a nobler help-mate. I have heard too, of the blue jay's love songs, at the mating season. And from the sweet and tender notes to his heart's choice of a certain jay well known to me, I believe the blue jay capable of as true devotion as any member of Birdland. Just here a note from Baskets "The Story of the Birds," may be of interest.

"It is likely that with those winter birds that stay with us, pairing is often the result of mere association; but there is never just simply "an understanding." So far as the author's observations go, there is always a distinct event, when he asks for her heart by some special expression, and he speaks in some way of the wealth of beauty and devotion he has to offer. This period may last only for a moment, as exhibited by jays and others, or it may be a matter of philandering for days, as the flickers already noted, often exhibit." The blue jay certainly impresses us with his versatility. When we are suddenly awakened some bright morning by a series of squeals, that almost delude us into thinking our lawn is full of pigs! Only two or three jays, up to some of their funny antics. Quite a variation in the scale of notes, from the tender love song, to the squeal, or the triumphant shout, when the blue jay goes forth into the autumn woods, "monarch of all he surveys." Our blue jay is a striking union of the Blue and the Gray. "He is the true American." In "Citizen Bird," also "Bird Neighbors" may be found some interesting descriptions of the blue-jay, also in the latter, of the Canada jay, an odd, fluffy fellow, with not a bit of blue about him.

CROWS AND RAVENS

As time is brief, I must also ask you to look up for yourselves, such relatives of jays as the crows and ravens. Almost all boys are probably familiar with the crows and rather like to see these dark birds haunting the old, decayed trees, or the corn fields. They are certainly picturesque, if not good. As for ravens, Edgar A. Poe has immortalized at least one raven. Forever, in our imagination, he sits "On the pallid bust of Pallas," just over the poet's study door. And his "Nevermore" is as distinct as the caw, caw of the black crows yonder in the forest.

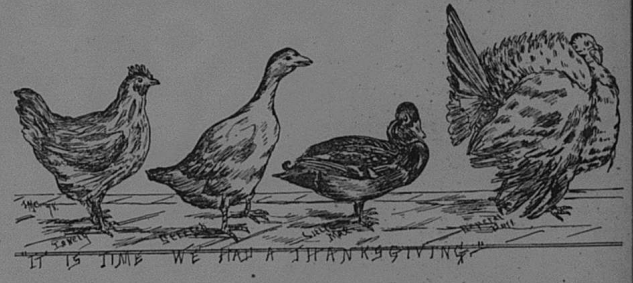
Thanksgiving.

Such a Thanksgiving dinner had never been heard of at the old Beverly farm. If the barnyard fowls could tell the story for themselves, you would understand what a rare day it was for them. But I must tell you the story, for I never heard of the fowls talking, save once, and that was to Ronald. You see it all came about through little Ronald Gray. With his mamma, Ronald had come to spend a whole year with grandpa and grandma Beverly, who lived on a dear old New England farm. Ronald had just recovered from a long illness and it was decided that he must be taken away from the city. All the bright spring and summer had now passed, and never was there a happier boy than Ronald. I could not begin to tell you of all the beauties of Beverly place, either out-doors or in the house itself, with its big, airy rooms, and quaint old furniture, and its attic. Ronald was a very quaint boy himself, with his quiet ways, his deep, dark eyes and sunny hair, reminding you much of a picture of a certain Ronald Beverly, hanging in the great parlor—a little English boy of two hundred years ago. In his own odd way, Ronald enjoyed everything at the farm, but especially the many birds in the orchards and fields. A place, full of deep interest, too, was the barnyard. To Ronald's intense surprise, he learned that chickens, turkeys and ducks were birds, just as much as his dear canaries, robins and sparrows. Strangely enough, it took a long time to convince him of this, but once convinced, his loving little heart took in every one of grandpa's "Big Birds," as he called them. Henceforth, Ronald was the champion of every fowl on the farm. And it became rather difficult to extract a bird or two for the Sunday dinners.

Ronald said nothing at first, but he persistently refused to eat chicken. Mamma Grey knew that this meant something with her boy. Meanwhile the attachment—mutual I know, between Ronald and his pet birds of all sorts deepened. The autumn days had come. For weeks the bright leaves had fluttered down carpeting the ground everywhere. The nuts too, had fallen, and there were busy days in the woods for both boys and squirrels. Fires were kindled daily in the wonderful big fireplaces at grandma Beverly's. There were hints in the air of Thanksgiving day, and of a big dinner to which all grandma's scattered family" were to come. Poor little Ronald suspected danger to his pets and begun to grow very serious. He made frequent visits to the chicken yard, and talked the matter all over with Lonely, his favorite white hen. (Lonely had by accident, lost a charming family, and was named thus because of her apparent lonliness.) Ronald's mamma had been suddenly called to the city for a few weeks, or he might have talked with her and all would have been different. As it was, he did not think to confide his troubles to grandma, but only revolved in his mind, many queer plans to save the big birds. The plan that seemed at last most feasible, was to convey his pets, one by one to a little unused room, off the attic and conceal them until Thanksgiving day was over. But they would be sure to be so noisy; and then, how could he get them fed properly. However, he grew quite excited over the idea. At last Mamma returned, and it was on the following night, as she sat by the cozy hearth chatting with grandpa and grandma, that "something happened." Ronald had been safely tucked in his white bed, in the room adjoining his mamma's. The hall door stood ajar, and candles burnt in the tall silver candlestick, at head of the stairs. A stream of light fell into his room, and, too, every sound could be heard distinctly down stairs. Was Ronald asleep? That is the question? For he declares not. He really saw all of the strange procession. He was wakened at the stroke of ten from the old hall clock! There in the stream of light across his room stood a long line of turkeys, chickens, ducks and geese. His own pets headed the procession. First came General Puff, the large turkey, and hidden behind him, little Mae, the Mallard duck. Next, Stretch and Lonely, the white goose and hen which Roland loved best. General Puff spoke first, in a queer, hollow voice. His words speedily moved Ronald to tears. "Ronald Gray," he said, "you must save us. You have not even asked your friends to have a Thanksgiving dinner without birds. They will do this for you. Why hav'nt you asked grandpa and grandma Beverly? The birds have endured persecution long enough. Now the day has come to end it all. It is time we had a Thanksgiving! You are the boy to help us. We believe you really love us as never did a boy before." "Yes, yes," chimed in little Mae, bravely and Stretch and Lonely echoed "yes, yes," while a large rooster back in a dark corner, crowed loudly, making Ronald's heart beat very fast. "Come, Roland Gray, make no delay, go with us downstairs this moment," General Puff continued, "Head this procession, and we cannot fail to persuade good Grandpa and Grandma Beverly to issue a Thanksgiving Proclamation, that will forbid forever the eating of a bird on Beverly Farm."

Ronald lost no time in hopping from his bed and leading the way down the cold stairs into tha bright warm sitting room. It was mamma who heard the first sound, a queer cluck, cluck, like a chicken. Then a patter of bare feet. And there stood a weeping little Ronald, tripping over his long night dress, rubbing his eyes and followed by—one white hen, Lonely! where was the procession? Ronald saw it all. He begun pointing to the long row of his pets and begging for their lives. Grandpa dropped his glasses exclaiming, "Well, well, well!" Grandma dropped her knitting. It was mamma who finally gathered her boy in her arms and soothed him, and put him to bed once more.

But on the morrow Ronald could not be persuaded that he had only dreamed. You see he had really started his plan, by secreting Lonely in his room, just to test her. She had begun to explore, about ten o'clock and she was really present, of all the procession that might have followed Ronald down stairs. So this mystery of Lonely in the house was later explained. But Ronald insisted on his strange night visitors as being real, and he now begged so pathetically that the Thanksgiving dinner question became serious.



DISCIPLINE

BY ENCY COLEMAN CARYL, Kalamazoo, Mich.

Sympathy.

WERE all the theories concerning the "New Education," which I heard at Institute and summer school last summer, true, and practicable, and were it possible to put into practice those theories the coming year, my thoughts on discipline, would be superfluous: for it is maintained that total depravity is one of the theories of a bigoted past: that the children of to-day are not the unmanageable and obstinate creatures, that the stern pedagogue of the long ago ruled over, and that the teacher who can read aright the mentality of the child, shall never come into collision with his will.

The child is not obstinate, not vicious, not untruthful; all these apparent evils are but the result of ignorance, on the part of the teacher, a failure to understand child-nature.

One has but to understand child-nature, they tell us, and all will be well. Ah: "there's the rub!" And until this New Education has reached every teacher in the land and this better way has been mastered, a few experiences from an old-fashioned school teacher, who despite her reverence for the good in the new, still believes that "the child is father to the man," and, as in the man, one sometimes recognizes qualities not divine. So the child must suffer for the sins of the father unto "the third and fourth generation." It is as has been said, a restless, rushing, pushing age, and the turbulence of the time, has put its stamp upon the child.

The true teacher will recognize this condition, and attempt at least, a harmony through proper sympathy with these existing conditions.

A sympathy between teacher and pupil, and between teacher and parents, must exist, if proper adjustment of relations is desired.

Not sympathy which is akin to pity; not an emotion, but a principle.

Not the sympathy which expresses great sorrow for a pupil at thought, and sorrow for necessary punishment, but sympathy with the nature of the pupil; sympathy which tries to readjust present conditions, in the interest of future good. If the teacher can make the pupil realize that she too is human, that she can understand the restless, uneasy spirit that prompts mischief, she has done much toward making that pupil believe in the sympathetic relation existing between teacher and pupil.

I once heard the mother of a very nervous boy say, George was never so managed by any teacher, as by the one who said when he disobeyed orders, because of restlessness; "I know just how you feel George, I sometimes feel just that way myself, but you must try to restrain yourself till close of school."

The wise teacher had realized that tired nerves not viciousness had led to mischief, and she soothed rather than provoked the boy, by her acknowledgement of kinship, as to nerves.

I once conducted a class in United States History, of whose progress I was justifiably proud. The interest of the class was intense. Nearly all of the pupils brought books of reference which all took great interest in consulting, and many were the impressive items introduced into the recitation.

Still, my one hopeless boy had remained inert. With the one text-book in his possession he learned the day's lesson in apparent indifference. When I asked him to add to our stock of books, by bringing one bearing on the subject, as the others had done, he replied that they had not any library at home. Being a stranger in the city, I enquired about the family, hoping to find in a knowledge of his environment, some clue to the way I could reach his intellect if not his soul! I found on inquiry that he was related to the janitor, a coarse ignorant person, which did not account for his fine bearing. His grandfather was one of the prominent men of the city; a powerful man intellectually whose son had married beneath him, and thus been excluded from the family privileges.

It was useless to appeal to the mother, as she took no interest in the boy's mental development. Knowing that, latent in the boy, were talent and brain enough to make a man, I appealed to the boy.

I told him that I feared he was wasting his time: that he might get more from his studies if he would but put more in, and I wished that he might help the class a little more, and thus help himself. Whereupon he informed me that as he was to be in school only that term, it didn't matter much; "And what are you going to do then?" I asked: "Help the janitor sweep," he replied. "Why not help after achool hours, and go on with your studies? I replied. I urged the desirability of his continuing, showing him how many advantages an educated man possessed over an ignorant one and looking at me in astonishment he said, "Why do you care? The other boys have fathers that want them to be somebody but mine doesn't." The moment that he realized that any one cared if he succeeded or failed, the moment he realized that between teacher and pupil, a bond and sympathy existed, in that moment he was a changed boy. He promised to find if possible some book that would help the library along, and I was pleased to see him coming into school next day with the "Lives of the Signers" under his arm. I feared he would be unable to find anything of interest in that old book, but kept my own counsel and thanked him for the book, calling the attention of the class to it. Bob, for this was the boy's name began to read it, and marvelous were the items of interest that old book contained, and marvelous the interest its coming into the school-room awakened. One could almost imagine the very signers themselves present at those recitations, so vivid the lives as depicted by the one lad especially. There was a feeling of possession, which created pride, and then interest, which resulted in other reading, and made Bob, at last one of the students of the class. He did not leave the class at the close of the term, nor at the close of the year, but finished his high school course a young lad whom his grandfather delighted to honor. "One touch of nature, makes the whole world kin."

The bond of sympathy, unites the most diverse types. Just one thought in the right direction can make a man, out of the careless, listless boy. A teacher cannot properly guide a child, who requires more than the ordinary care of the school-room, unless she understand his environments, and his mode of life. It is not the vicious child who is most difficult to manage. The children of the better classes who are indulged in every whim, are the ones who require from the teacher greatest patience and wisdom. It is instilled in the minds of children of the poor that upon their own exertions, depends their future. This in itself is a stimulus working for their welfare; a stimulus unknown to the wealthy ones. That teacher had a difficult problem to solve when the boy whom she was endeavoring to stimulate to greater effort said, "I don't have to study; when I am of age I shall have all the money I can use, and then I won't need to do anything. She at least understood the premises.

A lady came to me not long since, in dire distress concerning her dear son, whom the teacher found so much fault with, she feared it would result in his losing all love for his school. Knowing the family well, I knew where the fault lay. The mother had no sympathy with teachers, never gave them encouragement, and if any difficulty arose between teacher and son, the son was exonerated. The teacher in question had sent notes to the mother regarding the son's conduct, and they had passed unnoticed. I knew that the teacher had no support, no sympathy existed between teacher and pupil. The teacher had been carrying a great load in the illness of a dear father, and had perhaps been obliged to omit some of the duties that might have been done out of school hours; and I suggested to the mother that a visit to the teacher at her home might do much toward establishing a right relationship. The idea was repugnant, but as the father died next day, she went carrying a great bunch of flowers, and in that act the heart of the mother touched a sympathetic chord in that of the teacher, and never again did the boy annoy the teacher, nor the mother complain of favoritism to the neglect of her son. Ignorance of relationships is too often the cause of much of the disturbance in the school-room, no less than in the world. Many and many a mother has severely criticised a teacher's methods, and severity in discipline, just from hearsay, when a visit of a half day, has changed the critic into an admiring devotee.

Cautions to Young Teachers. Article I.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

WE have a vast army of new teachers every year, some eighty or ninety thousand, many of whom have had but little preparation for the work of the school-room. The educational qualifications are higher now than ever before, and the same is also true of the professional qualifications. This is one of the most encouraging signs of the times. But when we remember that only about ten per cent. of the new candidates inducted into the office of teaching have had anything like a thorough professional preparation, we see that the time for boasting has not yet arrived. I desire to present to the readers of the INSTRUCTOR some few thoughts in the way of cautions which I trust may be helpful, especially to young teachers, who have not an experience to fall back upon, and who therefore are liable to serious errors. To save them from errors that I have made, and that most young teachers are likely to make, these suggestions are given. Perhaps, too, older teachers may be lead to self-examination through reading these lines as to whether they have fallen into the habits which these cautions seek to prevent. Self-examination is always good for the human soul, and it is especially good and necessary for the school teacher. The first caution that I give, because it is the one that confronts the teacher upon opening school is,

I. MAKE FEW RULES.

Some say, "Make no rules." I agree with this so far as the opening of school is concerned; but I am trying to lay down principles that will hold for the whole term or year. There are always some rules, understood if not formulated, which are in force in every school. Thus the opening of school at nine o'clock, regularity of recitations, arrangement into classes, uniformity of text-books are regulations, which however, do not need formulation, but which are essential. I think also that every teacher finds that certain rules must be made. Some one has told us of a teacher that presented his pupils upon opening school with a set of rules supposed to cover every possible evil. At the first recess he found some boys on top of the school-house playing cards using the chimney as a table. Now his rules did not cover that offense and therefore the boys had to be acquitted. This illustrates the weakness of the "rule for everything" plan. Had there been no rules it is not probable that the boys would have concocted mischief which was not covered by rule. There is a very important moral aspect of the case. With many rules the child measures his moral accountability by his conformity to these rules. It is not whether an act is right or wrong that moves him but whether or not "it's against the rule." I have seen a very low standard of morals in schools where many rules were rigidly enforced and so called "good discipline" secured, but where the children were not trained to do right because it is right and avoid wrong because it is wrong. It is a very unfortunate situation if the children are made blindly to submit to rules as the sole arbiter of conscience. This leads me to say, 1. That all rules should be founded on the question of right and wrong; 2. That the good of the school and the protection of the rights of the individual should be the motive of a rule; 3. That an evil should not be anticipated or suggested by a rule, but when such an evil exists it may be checked by a rule; 4. Let there be first a warning, the rule to follow only if the warning is unheeded; 5. When a rule has been made it should be enforced with firmness and impartiality until it is no longer necessary, when it should be withdrawn.

II. DO NOT TALK TOO MUCH.

This caution applies probably more to old teachers than to beginners. There is danger owing to the very nature of teaching that one will fall into this habit. What teacher has not been obliged to condemn himself in reviewing a day's work for having used his voice too much. Sometimes the vocal organs themselves are the accusing monitor. And this is not only useless but demoralizing. Useless, for the bell can be made to give most of the commands. A light tap of the bell can be heard very distinctly above all school-room noises and the children can be taught to heed it promptly. Do not hammer the bell. That is as bad as shouting at the children. Once I had an assistant who demolished a bell about every four weeks. After vainly remonstrating with her concerning the practice and pointing out its viciousness, I finally suggested that she furnish her own bells. The result was better order and, no more destruction of bells. Too much talking is also demoralizing. Children became indifferent to sermons, threats, or long talks whether it be in the school or in the home. Let what must be said be spoken in quiet tones, in as few words as possible, without preaching, and without repetition. Be sure of attention when you speak and teach the pupils that you mean just what you say. Then you will never need to accept the excuse, "I didn't hear you say it." If the teacher will observe this caution he will be spared a great deal of unnecessary weariness, and will be likely to have good order.

III. AVOID THE USE OF RIDICULE OR SARCASM.

I consider sarcasm the cruelist of all weapons to be used with little children. It is not only cruel but dangerous. It hardens the heart instead of stimulating the wish to be good; it makes the child stubborn instead of gentle and obedient; it sears, and blisters, and withers, and defeats its very ends; it introduces into the young and tender soul of the child resentment, and hatred, and bitterness, when there should be introduced penitence, sorrow, gentleness, and love. God knows, we all have soon enough to become aquainted with the chilling blight of ridicule; let us not commit the crime of exposing the young and innocent lives, which it is our blessed privilege to direct, to the awful gangrene of sarcasm. And yet, it is so handy a weapon that we are too apt to seize upon it. How easy it is to say to the child, "Now aren't you smart!" "You're a nice specimen!" or even more cruel expressions. Who of us have not known teachers that instead of calling forth the very best in their pupils, have obtained response only in fear and trembling, at least from the timid in the class? With little children ridicule should never be used, either in word, tone, gesture, or manner. Awaken generous, open, and frank response by being sincere and frank yourself. Let the noble opportunity to lead little children be devoted not only to the studies of the school course but also to making them fit temples for the Holy Ghost.

IV. DO NOT SEE EVERY PIECE OF INNOCENT MISCHIEF.

I know that there is danger connected with advice of this kind. The danger is that if the eyes are closed too frequently to mischief the school will get beyond the control of the teacher. Of course the wise teacher will know how to prevent this. I once had a teacher who came to me almost daily with complaints of little things that occurred in her class. I listened patiently to the worried young teacher's troubles for some weeks suggesting remedies until I came to the conclusion that she was seeing too much, that she was taking far too large account of matters that were innocent in themselves, that she was forgetting that lively boys and girls must sometimes "let off steam," that she was morbidly over-conscientious. I advised her to ignore many of the things that occurred. She thought my advice meant disaster, but after some reflection, concluded to act upon it. The result was better order, and a wonderful relief to the nerves of the teacher. Much of the mischief of children is entirely innocent, is not intended to annoy, but is simply the vent of animal spirits. Many a teacher thinks that mischief is done for the sake of personal annoyance to her. I think that this is seldom the case. The personality of the teacher does not enter into the case, even though the teacher may be the target. With older persons doubtless such motive does enter, but with young children very rarely. I think that this is an important fact that every teacher should not forget in discipline. Let there be a genial good fellowship between teacher and pupils and many of the irrepressible acts of the school-room will not appear as unpardonable sins.

"Cautions to Young Teachers" will be continued in the December number. Dr. Seeley will discuss several more cautions which every teacher, both young and old, should understand.

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An Exercise By MINNIE FRANCES BROWN.

A Thanksgiving Party.

CHARACTERS:—Uncle Sam and Columbia dressed in typical costume. The thirteen original states costumed or not according to time or inclination. Any director wishing to have fewer participants may use the part assigned to a state as a regret instead of response. Should be good pantomime action where possible.

HOME OF LIBERTY.—Scene I.

Columbia enters with slip of paper in hand, gives some touches to the decorations of flags, mottoes, revolutionary relics, gourds, pumpkins, anything belonging to a nation's thanksgiving. Uncle Sam follows, walks about, while Columbia drops down upon a chair and looking at him, says:

COLUMBIA:—Yes, I think we ought to have the thirteen original heirs of this grand old estate gather together in thanksgiving this memorable year of eighteen hundred and ninety-eight! I have written to them all, (running over the slips in her hand) Virginia, Massachusetts, New Hampshire, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, South Carolina, North Carolina, and Georgia, inviting them to meet with us, the trustees, and to bring us word in prose, or verse, or song of the good which has come to them and their descendents, —to come in thankfulness for their noble origin and gracious increase.

UNCLE SAM:—That's right, Columbia, you always think of the proper thing. I see you have already made some preparations (looking at decorations) and no doubt you will have everything swept and garnished in time for the gathering. Call on me for any help. (Looks at watch). My time is still rather occupied in trying to decide who deserves the credit for the Santiago victory and whom to blame for every lack of perfection throughout the late war, but command me for the occasion. (Bows to Columbia, exit.)

COLUMBIA, TO HERSELF:—Well, this "cradle" room where the after-dinner speeches and toasts will be given, only needs a few more touches, and I must look after the feasting.

Scene II.

Guests enter, preceded by Columbia and followed by Uncle Sam. They are seated and enter into pantomimic conversation. Virginia represented by girl; Massachusetts, boy; New Hampshire, boy; Connecticut, boy; Rhode Island, boy; New York, boy; New Jersey, girl; Pennsylvania, boy; Delaware, girl; Maryland, girl; North and South Carolinas, girls; Georgia, girl. Past and Present appropriately dressed come in as pages to serve them with after-dinner coffee. Small cups and saucers and spoons, properties. Columbia as hostess calls upon Massachusetts.

COLUMBIA:—It is fitting that the member of this family of freemen who instituted the custom of observing Thanksgiving Day, and who is second to his venerable sister Virginia only, in years, should first give us greeting. I will ask Massachusetts to respond to our assurance of thankfulness for his presence with us, by telling us whereof he is thankful to-day.

MASSACHUSETTS:—(One of the pages relieves him of his cup as he rises, which they do in turn for the others, or at time teacher shall direct.) Our hostess has reminded me in graceful fashion that I am old. Yes, my friends, my name has been so long written and spoken in connection with that of Pilgrim that I realize I have been long in the land of the wanderer from oppression. I had the pleasure of furnishing the simple board about which the first little company gathered in thanksgiving, with the Indian chief Massasoit for their guest. That time does not seem long ago to me, but the offspring of these old States and their territorial grandchildren, are probably quick enough in arithmetic to figure us out as very aged. Well, my years are a large part of my cause for thankfulness. It is worth much to be historic, to have kinship with, a Miles Standish, a Paul Revere; to possess a classic Boston with its Bunker Hill, and best of all to have been able to give a grand tea party. For me and mine, in this year of ninety-eight, thanks are due for our fine colleges, our 200 libraries, our prosperity in manufactures, and our principles,—substantial as the rocks of our hills and quarries. The products of the soil are surely not forgotten as we have just testified in our feasting. In fact on this, Thanksgiving Day

"When the gray-haired New Englander sees round his board
The old broken links of affection restored,
When the care-wearied man seeks his mother once more,
And the worn matron smiles where the girl smiled before.
What moistens the lip and what brightens the eye,
What calls back the past, like the rich pumpkin pie."

(Is seated.)

COLUMBIA (turning to Virginia):—Will the representative of the "first families" tell us what the "Old Dominion" owes to the new?

VIRGINIA (making a courtesy):—

I am F. F. V. of the U. S. A.
Try to honor the present and past,
She will need all the grace of her old stately race
To commingle the feast and the fast.
Looking back to the time when good women few
Dwelt along old Virginia's shore,
Its wealth in fair dames, hearty thankfulness claims
For to none is success due the more.
She is glad for lives of staunch men and true,
Men who led in the nation's advance,
And your pardon will pray,—just in closing to say—
Birth and breeding, through time, worth enhance.

COLUMBIA:—We defer to the great deeds done by the nobility of our sister state. May we hear from New Hampshire?

NEW HAMPSHIRE:—You can't expect the old Granite State to be original. We only hope that

God gives us with our rugged soil,
The power to make it Eden-fair,
And richer fruits to crown our toil
Than summer-wedded islands bear.
Thank Heaven, we say, that Freedom's arm
Can change a rocky soil to gold,—
That brave and generous lives can warm
A clime with northern ices cold.

(Turns to decorations)

And let these altars wreathed with flowers
And piled with fruits, awaken again
Thanksgivings for the golden hours,
The early and the latter rain."

—*Selected.*

COLUMBIA:—Quon-eh-se-cut, of long-river fame, shall we listen to you?

CONNECTICUT:—I am willing to be reminded of my Indian name, so long as I am not branded with it, and can hold instead before your mind the arms of my statehood, with its fruit of the vine, its implements of the soil and of the brain,—its scale of justice, and its motto,—"He who has persevered shall be sustained." It is said that great oaks from little acorns grow and I am sure that the opposite is true. Little acorn as I am I came from a mighty oak,—the Charter Oak of my early independence. I am proud of it, root and branch, because of what it stands for,—a sturdy shelter, a strong silent protector. It is to my beginnings that I owe my manufacturies, my colleges, my ability to stand beside my larger brothers and sisters. For the then and now I am duly thankful.

COLUMBIA:—Rhode Island, with your seal of an anchor, and your motto of Hope you should have much to include in your hymn of praise.

RHODE ISLAND:—Though all too heedless of Union restraint, and one of the slowest to learn my need of combined strength, I am realizing fully my dependence. I think I am too little to be expected to respond alone, and I call upon you all to join with me in a round. (To the air "Scotland's a-burning" all sing round, to following words. Can make it longer or shorter at pleasure by having more than one fall in at a time.)

Little Rhode Island, little Rhode Island, gives thanks, gives thanks,
Join, join, join, join, ;
Join Rhode Island ; join Rhode Island.

COLUMBIA:—From the smallest among us, to well-nigh the largest, will give us the variety which is the spice of life. New York, your blessings are so evident, can you tell us of those we do not know?

NEW YORK:—If ever there has been a winter of discontent in this land of the free, it has become a "glorious summer" to this "son of York." Born in troublous times, with an infancy spent under varying cruelty and kindness, trained in youth by English rule, an early Declaration of Rights, and assertion that taxation without representation is wrong, has lead the Empire State to great growth and satisfaction. Agriculture, commerce, art, literature, statesmanship and valor have combined to lead the star of empire on its way,

"The first four acts already passed,
A fifth shall close the drama with the day ;
Time's noblest off-spring is the last."

and this hour sees the descendents of New York occupying important ports, from the Atlantic to the Pacific ; from the Gulf to the border line. Our thanks we give and "thanks of millions yet to be."

(Columbia raises her hand and the company unite with her in saying:—"All hail to the Empire State!)

COLUMBIA:—Our namesake of King Charles' queen should be able to join in thanksgiving. We wait upon her pleasure.

MARYLAND—(sings to air of Maryland, My Maryland).

Refuge from oppressor's hand,
Founded for fair faith and free ;
Conflict raged within the land,
Sect with sect could not agree,—
Till the time of tumult o'er.
Peaceful thrift all rights restore,
Plenty waiteth at the door,

ALL: Maryland, our Maryland.

Heroes trained within the bounds
Of the care this land affords,
Late have proved that skill redounds
To success against the hordes ;
Jackies drill to sweep the sea,
Drill to bend the tyrant's knee,
Let us for them thankful be,

ALL: And for thee, our Maryland.

COLUMBIA:—New Jersey is said to have certain winged messengers, hopefully not to do her bidding however. We should be sorry to think her so blood thirsty as that,—but perhaps she is grateful even for the mosquito that is heard in the land.

NEW JERSEY:—How sad to suggest a bane instead of blessing. Now if mention had been made of the "sweet potatoes" even, starting "from the ground," or of my ancestral "Jersey lily" I should not have been at such a disadvantage. Even our western descendents of the third and fourth generation have profited by the balmy breezes of my seaside resorts. Both dining-room and parlor are richer because of my factories. Grateful? Yes, ever grateful for the favoring circumstances that have enabled me to hold wealth on this side of the ocean by producing silk equal to that of foreign looms, to compete with skilled labor in various manufacturies and in accordance with my symbolic coat of arms, for the courage to turn not back, having put a hand to the plough, until all soil of possibility be tilled.

COLUMBIA:—The Quaker poet's word to Pennsylvania can best express Columbia's hope for that son of the Union. So

"Let the north wind strong,
And golden leaves of autumn, be
Thy coronal of Victory,
And thy triumphal song."

PENNSYLVANIA:—Pennsylvania can but make reply in the same sweet singer's verse.

"Our faith should be cheerful and trust should be glad,
And our follies and sins, not our years make us sad ;
Life is brief, duty grave ; but with rain folded wings
Of yesterday's sunshine the grateful heart sings ;
And we of all others, have reason to pay
The tribute of thanks, and rejoice on our way."

COLUMBIA:—Delaware, twin sister of good brother Penn, what sayest thou?

DELAWARE:

Lord de la War my sponsor grand
Should hover round about
To help such small folks, brave withstand,
The fright that puts to rout
All grace of speech, or full intent
Of thankfulness for bounties lent.
Recalling pain of war-cut scar,
One thing I name with thanks,—
I sent a quota greater far
Than states with fuller ranks ;
And if all else should make me sad,
Those soldier boys would make me glad.

(All interrupt by crying, Bravo!—Delaware is seated.)

COLUMBIA:—Fair Carolinas, reminders of "ancient groves of yellow jessamine," of mulberry and olive ; home of the Huguenot, what of the present?

CAROLINAS sing following duet to tune of Auld Lang Syne:

Our groves and vines, our princely men
Are ever brought to mind,
May all their grace be ne'er forgot,
Nor the days of auld lang syne.
But days of auld lang syne, Ho! Ho!
The days of auld lang syne,
Were but to pave the way for days
Like these that golden shine.
The wilderness of pine and sand,
Has blossomed as the rose,
Though pomp and castle, titled band
Gave way to simpler pose.
And days of ninety-eight, Ho! Ho!
Our days of ninety-eight,
Are full of praise and grateful lays,
For friends,—for kindly fate.

COLUMBIA:—Georgia, last but not least of the famous thirteen, how has it been since the days of "King George upon the throne?"

GEORGIA:—I should like to say to my brothers—Bring the good old bugle boys, and sing another song, but a song very different from the shouts I heard when Sherman marched to the sea. My own words are not equal to my favors, but the thought for ourselves and our offsprings, from east to west, from north to south has been better said than I could hope to express.

Thank God for rest, where none molest,
And none can make afraid,—
For Peace that sits as Plenty's guest
Beneath the homestead shade!
Bring pike and gun, the sword's red scourge,
The negro's broken chains,
And beat them at the blacksmith's forge
To plough shares for our plains.
Alike henceforth our hills of snow,
And vales where cotton flowers ;
All streams that flow, all winds that blow
Are Freedom's motive-powers.
Then sing a song that trusts the end,
To match the good begun ;
Nor doubts the power of Love to blend
The hearts of men as one. —*Selected.*

Piano played softly indicates prelude to song, "Columbia, the Gem of the Ocean." The states listen, look at one another, rise and quietly pass from platform, headed by pages, face Columbia who remains sitting, while Uncle Sam rises and stands beside her, with large flag in hand. School joins States in singing "Columbia the Gem, etc." Screen drawn at close.

An Exercise by Alice Jean Cleator.

NOVEMBER.

The poets write of glad springtime,
With all its joy and singing,
When Nature roams through wood and glen
Her buds and blossoms flinging.
They talk of lovely May and June
And cheery old December ;
But where's the poet that has sung
The praises of November?
'Tis true, she has a plaintive voice,
And eyes oft dim with crying ;
She never has been known to laugh,
And spends much time in sighing.
But let us pause a moment, now,
And gratefully remember
A nurse with soft and tender touch,
Is gloomy-eyed November.
She roams through wood and meadow lands
Where little flowers were peeping ;
She sings to them soft lullabies,
And tucks them up for sleeping,
She covers them with blankets white,
With soft and fleecy lining,
Then whispers, "Little flowers, good night
Till skies of spring are shining ;"
So when of her we e'er would speak,
Let's fail not to remember,
A nurse with soft and tender touch
Is gloomy-eyed November.

QUOTATIONS FOR NOVEMBER.

"Underneath the winter snows
The invisible hearts of flowers grow ripe for blossoming
And the lives that look so cold,
If their story could be told,
Would seem cast in gentler mold ;
Would seem full of love and spring."

Be still sad heart and cease repining
Behind the clouds is the sun still shining ;
Thy fate is the common fate of all
Into each life some rain must fall,
Some days must be dark and dreary.
—*Longfellow.*

The south wind searches for the flowers,
Whose fragrance late he bore
And sighs to find them in the wood,
And by the streams no more.
—*William Cullen Bryant.*

November! Patient watcher, thou art asking to lay down thy tasks! Life to thee now is only a task accomplished. In the night-time thou liest down, and the messengers of winter deck thee with hoar-frosts for thy burial. The morning looks upon thy jewels and they perish while it gazes. Wilt thou not come O December?—*Henry Ward Beecher.*

I feel sweet peace in depths of autumn woods
Where grows the ragged ferns and roughened moss,
The naked, silent trees have taught me this—
The loss of beauty is not always loss.
—*Mrs. E. Stoddard.*

November woods are bare and still,
November days are bright and good ;
Life's noon burns up life's morning chill
Life's night rests feet which long have stood.
—*Mrs. H. H. Jackson.*

So brief the time to smile,
Why darken we the air
With frowns and tears, the while
We nurse despair.
—*Mrs. Celia Thaxter.*

All skies are fair
To trusting hearts when once their truth is tried.
—*Bayard Taylor.*

The summer comes and the summer goes,
Wild flowers are fringing the dusty lanes.

THE BEST HOLIDAY.

(An exercise and song for a number of boys, each differently engaged, reading, whittling, polishing skates, etc.

FIRST BOY RECITES:

I, for one, am glad its Saturday
When every book is snugly put away,
When there's no thought of problem or of test,
And verbs and conjugations take a rest ;
When we can say good-bye to histories,
And spelling books and physiologies.
I like the books of Cooper and De Foe
But—well I think a school book is too slow
I wish a week could claim two Saturdays,
In fact—I wish 'twas all a holiday.

SECOND BOY:

I guess you'd tire of noise and fun and play,
If every day could be a holiday.
Saturday is a jolly day, but then—
I'm off to school when Monday comes again.
Which holiday is best—Suppose we see
If on the same day we will all agree.

THIRD BOY:
Which holiday? Of course we all will say
The best of all is Independence Day;
When flags and banners flutter everywhere,
And smoke and noise are filling all the air.
Which holiday? Of course we all will say
The best of all is Independence Day.

FOURTH (a very small boy with a huge piece of cake):
Birthdays are the days that I should call
The best: then mamma makes a party for us all.
(The others laugh.)

FIFTH BOY:
Why that's so, Ted, no wonder thus you speak,
When you'd a birthday party just this week.

SIXTH BOY:
Which holiday? Why surely I would say
No other is than Merry Christmas Day.
What is more fun, I'm sure I'd like to know,
Than hanging up our stockings in a row?
Then in the morning, what a jolly run
To see the work Old Santa Claus has done.

SEVENTH BOY:
Well now if I may speak I'd surely say—
You've left out just the best—Thanksgiving Day.
When, though the air is full of snow and sleet,
We hurry on at grandmamma's to meet;
Where uncles, aunts and cousins too, are found,
And happiness and gladness smile around.
Come, now before we go out doors to play
Let's sing a song about Thanksgiving day.

SONG.

Tune—Yankee Doodle.

What matters it the cold wind's blast,
What matters though 'tis snowing,
Thanksgiving Day has come at last
To grandmamma s we're going.
Wrapped in furs as warm as toast,
O'er the hills we're fleeting;
To welcome friends, a merry host
And grandma's smile of greeting.

The sleigh bells jingle merrily,
And though the flakes are flying,
At last beyond the hills we see
A little mansion lying.
I'm sure we'll find sweet cakes and fruit
And pumpkin pies so yellow;
For grandma knows just how to suit
Each hungry little fellow.

SONG—THE PILGRIMS.

Tune—"Lightly Row."

Long ago
To our land
Came the Mayflower's little band,
Long ago
To our land
Came the Mayflower's band.
O, they came across the sea,
For the heart's devotion free.
Long ago
To our land
Came the Mayflower's band.

Winter, spring,
Slowly passed,
And the harvest came at last.
Winter, spring,
Slowly passed
Harvest came at last.
Then for all the blessings given,
Thanks they rendered unto heaven,
From that day
Came to stay,
Glad Thanksgiving Day.

THE LITTLE CRICKET.

Nearly three hundred years ago
The Mayflower's little band,
Came in the time of sleet and snow
Unto New England's strand;
Oft came unto their humble homes
Death's accents loud and stern,
And yet so brave were they that none
Would o'er the seas return.
One day there came a welcome sound
Their fainting hearts to thrill;
Sending its gladness all around—
A cricket's accents shrill!
For it had chanced to hidden be
Within an oaken chest,
And thus with them had sailed the sea,
A cheery little guest!
A joyous prophecy it seemed
Unto that little band,
For soon abundant harvests gleamed
O'er fair New England's land!

SONG—THANKSGIVING TIME.

Tune:—"The Watch on the Rhine."

Thanksgiving time is here again
At closing of the autumn's reign,
Once more Thanksgiving time has come
To many a glad and happy home.
Oh joyous day, Thanksgiving Day,
When kindred meet from far away,
When all with grateful hearts of cheer
Review the blessings of the year.

Oh countless as the stars of Heaven
Are all the blessings to us given,
Or as the number of the sands
That gleam upon the ocean strands.
Oh joyous day, Thanksgiving Day,
When kindred meet from far away,
When all with grateful hearts of cheer
Review the blessings of the year.

SONG.

Tune:—"My Country."

Honor the Mayflower's band,
Who left their native land
And homes so bright;
Honor the bravery
That crossed the winter sea,
For worship, fearless, free,
In cause of right.

Oh, they had much to fear,
Sickness and death were near
To many a one;
Foes did them cruel wrong,
Winter was dark and long,
Ere came the Springtime's song
And burst of sun.

Honor those valiant sons,
Honor those fearless ones,
The Mayflower's band.
Honor the bravery
That scorned all tyranny,
And crossed the stormy sea
To this fair land!

SONG—SOWING SEEDS.

Tune:—"Marching Through Georgia."

Through the golden summertime, we've all been sowing seeds;
Oh they've sprung to blossoms or to tall and ugly weeds;
Children have we sown the seed of wrong or kindly deeds,
All through the bright days of summer.

CHORUS.

The seeds we plant along life's onward way,
Are swiftly growing, growing every day;
What the harvest time shall be, it is for us to say—
Let us be careful in sowing.

CROOKED SPECTACLES.

An elf lived in a buttercup,
And, waking after dawn,
He donned his golden spectacles
And stepped out on the lawn.
"Dear me," said he,
"I scarce can see,
The sunbeams shine so crookedly!"

He met a merry bumble-bee
Within the clover gay,
Who buzzed "Good-morning!" in his ear,—
"It is a pleasant day,"
"Don't speak to me,
Sir Bumble-bee,
Until you trim your wings!" cried he.

He 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-folks in my sight."

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

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

—*Selected.*

SONG—THANKSGIVING DAY.

Tune:—"Bounding Billows."

Once again the glad Thanksgiving
Bids us sing our songs of praise,
For the wealth of garnered fruitage
Of the golden harvest days!

Oh we cannot be too grateful
For the blessings we possess—
Home and friends and books and pleasures,
And glad Nature's loveliness!

Sweet the gladness of receiving,
Yet to give is sweeter far;
Deeds of kindness light life's darkness
Like the lovely evening star!

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By NINA C. VANDEWALKER, Milwaukee State Normal School.

The Purpose of the Morning Talk.

THAT a child develops by means of his own inherent energy, which in his early years takes the form of play, is one of the fundamental principles of kindergarten philosophy. That both nature and man are the expression of divine creative energy is equally fundamental. That the self-activity of the individual is the form which this energy takes in human life is a third principle equally fundamental to its theory and its practice. It is in this sense that the "divinity" of the child, so often referred to in kindergarten literature, is to be understood, and the sense in which spiritual development may be claimed as the true purpose of education. Since this creative energy is differently expressed in different individuals owing in part to heredity or environment, each one has an individuality peculiarly his own. In the ordinary school every child is assumed to be alike, and the aim seems to be to reduce all to the same pattern, thus crushing that which is peculiar to the individual, or if nothing more, making no effort to develop it. But while uniformity in many respects is necessary to the advancement of society, it owes its greatest achievements to individual insight or genius, and that society in which the individual talents of its members is the most fully developed will be the happiest and the most prosperous.

The kindergartner therefore considers the child's individuality his most precious possession—one which is to be fostered and developed because of its ultimate social value, but also because it is the expression of the divine in him, without the full development of which his highest possibilities would remain unrealized. Now this individuality is developed through the exercise of his own self-activity, as expressed in his own interests and tendencies, and the child's play as showing his individual tastes and inclinations thus assumes a new value, and becomes a key to his real self, and a means of furthering its development. Since direct instruction which has no foundation in the children's experiences tends to deaden individuality, or at least to prevent its development, it has little or no place in the kindergarten, indirect means to the same end being preferred as more in accordance with the above principles.

The principles thus briefly stated have an important bearing upon the topic to be discussed in this paper,—the "morning talk," or the "circle work" as it is frequently called. This corresponds in a measure to the opening exercises in the up-to-date school, and like these, it gives in a degree the key-note for the day. With the children seated in the circle, the first exercise is the good-morning song, to bring them into harmony with each other as members of the kindergarten family. Another song relating to the weather or to some feature of the season usually follows, to bring about the larger harmony between them and nature in her varying moods and manifestations. The devotional hymn and prayer which follow have the same general purpose,—to lead the children's thought to the ultimate source of unity, harmony and love, and to put them into conscious relation to it.

After this comes the talk or story, the nearest approach to direct instruction which the kindergarten affords. The topics taken up are those that lie near the surface of the children's interests, such as their home life with its activities, or the manifestations of the seasons with activities to which each gives rise. In each talk or story, the purpose is to bring out some truth or illustrate some principle, on the basis of the children's own observation and experiences. And here the kindergarten has rendered another important service to education—it has given rise to a body of children's stories, many of which are of a high order of literary merit, and which contain important ethical truths or truths of nature in such a guise as to be of the greatest interest and value to children, not only in the kindergarten, but in the primary school as well. Miss Poulsson's *In the Child's World*, is an example of this—a book indispensable to the kindergartner, and the primary teacher. There are several other collections nearly equal in value.

The following outline of topics taken up in our kindergarten the past year will serve to illustrate the general nature of the work. During autumn the work aimed to illustrate progressively the principle of co-operation, by showing how everybody helped in getting ready for winter. This involved real and imaginary visits to the garden, the farm, the coal yard, and the store. "Mother Nature as a helper" was next considered, and this called for a study of natural products,—grains, fruits, and vegetables. This led naturally to the Thanksgiving festival, and the story of the first Thanksgiving was told in considerable detail. Winter phenomena and activities followed with the preparation for the winter holidays, Christmas and New Year. Stories of life in cold countries occupied the month of January, the simplicity of Eskimo life, like that of the Pilgrims, helping the children to understand and appreciate our more complex civilization. This led to the story of Washington and others who helped give us our beautiful country.

The above work continued until the awakening of Nature began to absorb the children's attention. This involved renewed visits to the fields and gardens to see the sowing and planting of seeds, the budding and blossoming of trees and flowers, the return of the birds, and the renewed activity of insect and other animal life, with detailed observation of representative forms. It is well to note in passing that the nature work of the kindergarten differs quite materially in purpose, from the nature work usually done in the school. Since all nature is regarded as the expression of creative energy, it is the *life* of nature that is of interest, and hence the growth and activity of living things is emphasized. In these the child may see the meaning of human life as in a mirror, and thus come to understand his own. The study of birds with their loving co-operation in home-making and the rearing of their young represents in a simple form, not only the family relation, but the main interests of human life. And not only birds, but other animals, and even plants may be studied from the functional side, thus serving as a further means to the interpretation of human life and activity. Dr. Coulter of the University of Chicago holds that the mistake in the teaching of botany in the grades has been the consideration of plants as "things with parts, instead of things that live and work." The kindergarten has not made that mistake.

But important as the study of nature may be, it does not occupy the whole of the kindergartner's thought in her work with the children. They must become progressively conscious of their relation to nature, but it is even more important that they should become conscious of their relation to humanity and the organized institutions of social life. Hence the morning talk is often ethical in character. That everybody has work to do; that he too should help in the world's activities; and that each by his individual conduct may add to or subtract from the happiness and efficiency of the home or other social unit of which he is a member, are fundamental ethical truths of which every child should become conscious. What the qualities are that make people helpful and happy, and how, when, and where they should be exercised may be impressed by song, game, and story, or by the actual work of the day. It is in the attitude of kindergartner toward her pupils, in theirs toward her and toward each other,—in short, in its atmosphere,—that the kindergarten differs perhaps the most radically from the school. The principle of authority is too often the only one governing the school; the kindergartner feels that she is not furthering the child's real ethical development unless she is leading him to choose the right. Unfortunately this is not always the result of attendance upon a kindergarten, and fortunately on the other hand there are many teachers who have the true kindegarten spirit though they may never have seen the inside of a kindergarten.

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES

Tables.

BY AMY C. SCAMMELL.

BLAME the children for not loving those dumb, nude tables? Dress them, give them a voice, and then see. Play "odd and even" with table 2; take cherries in June and nuts in nutting-time; change the play to "evens"; "I have six cherries for you; how many evens?" Garnish the two's with pair, couple, span, yoke, twice, twins and double; play as many pleasant changes on 2 as your little tablers have freaks; for, as goes tables 2, so go all the tables.

With 3, develop the building idea; children like that; lay the foundation with 3, 6, 9; build three stories high, using like stones as for the cellar; so, add the digits in 12, 15, 18 and raise 3, 6, 9 for the first story, one ten up; add digits in 21, 24, 27, and again find 3, 6, 9 for the second story, two tens up; repeat with 30, 33, 36, and 3, 6, 9, is the upmost story, three tens up. Make 3 the patriotic table, explaining that three means tri, and see that the tri-colored crayon flag waves proudly over it.

For 4, go back to the "evens" and let the children talk, telling them to skip an even, say an even. "I say even 4, and skip even 6." "I say even 8, and skip even 10."

All children can sway to the 5 table, and swing in the tables 10 and 11, for they are the music of multiplication, set to children's metre.

Put prose to the 6's; keep store with them and with the children; but never buy or sell 18 bananas, but always 3 half-dozen; the "half-dozen table" sounds louder than the plain 6.

7 may be taken on the "tit, tat, too" plan; draw 6 by 4 oblongs on the board, half as many as there are tablers; send a boy and a girl to each, if possible; let one choose the "odds" and the other the "evens;" the one who first has an unbroken row of "odds" or "evens" is the winner. Keep at, and at the game, till the little 7 faces grow familiar.

Let the children make the table 8 by counting objects and then write upon the board; notice the units; beginning with 8, they decrease by 2's to the sixth number; again beginning with 8, they follow the same order to the eleventh unit which is 8, followed by the twelfth unit, 6. In this table, the idea of orderliness is developed.

Call 9 the "wheel" table. Draw upon the board a wheel with twelve spokes, and find, by grouping 9's, the products for the first five points. "Who can turn the wheel and name the other points?" Children quickly make the tens and units of the leading five numbers change places for the second five, and 45, 36, 27, 18, 9 become 54, 63, 72, 81, 90; the eleventh number is two 9's for the twelfth number, bring down the second, 18, and place a cipher between its digits. How easy! Learned without study! Again, place + between the digits of each number, and what do the answers say? "Anything to see about the tens?" "Yes they are one more going down." "About the units?" "They are one more going up."

The 6 table has been a lift-up to the 12, with the keen child; better say the "dozen table;" it will help more in practical count all the way along. Hear the children say in concert, "One dozen is 12; Two dozen are 24." "Now, what is all the use?" "Why not give the tables straight?" Do so, good teacher, do so, if you choose; but don't you know that childhood is short, so very short, like the bird and the bee, and the flower season? And as much food as children can take on the wing, doesn't it strengthen as well? And don't the children who bound along get fuller of the joys that belong to childhood than do they who go plodding? A welcome to any device that will help our little "Marjorie Flemings" over the multiplication stile. Marjorie says, "I am going to tell you the horrible and wretched plague that my tables give me. You can't conceive it; the most disgusting things are 7x7 and 8x8. They are what nature itself can't endure."

How to Teach Primary Geography.

J. JULIAN NEWMAN.

IN OUR last paper published in the December '97 NORMAL INSTRUCTOR, the general method of teaching geography was followed from the first day in geography to the completion of the primary work.

After a special way for teaching the grand divisions by grouping them into "fives" a hint was given of a special method for teaching the definitions of land and water by means of the human body. This method more in detail will be the subject of our present paper. It requires little, if any, stretch of imagination on the part of a pupil to think of our body as one great continent. Once you have instilled the idea in his head it takes but little work to show him the striking similarity between the *neck* and the definition of an *isthmus*.

The *eye* readily conveys to his mind the definition of a *lake* since it is of a different formation from the rest of the body, which represents land and by which it is surrounded entirely. The *head* shows itself plainly a *peninsula*, for of course you have told him that the air all around represents water. By simply opening the *mouth* a *gulf* covering an immense expanse is revealed to his quick wit and ready eye, for you must have him by this time, deeply interested in the study, and interest means readiness and quickness. *Fingers* represent *capes*.

Children interested in the study will be easy to make see these comparisons and have them associated in such a way that they will often be called to mind, sometimes even in play, as when one boy was heard to remark at play "Run or I'll break your isthmus." Once you make him think it is play and you have him safe. Teach him to look upon it as a pleasure and not as a burdensome task. When you have the definition fixed by these familiar things he will not soon forget them. 'Twill be no great amount of work to help him transform the body from land and continents to water and oceans. By this change you cause him unconsciously to associate those divisions that are similar as, isthmus and strait, lake and island, etc.

Having taught him the definitions you must by no means allow him to leave the subject satisfied with knowing the definition only, but teach him that lakes may be large enough for the largest ocean liners to sail upon, or so small that only a very small boat if any, can be floated on it. Give him a liberal knowledge of lakes in general, both salt and fresh. Don't allow him to leave the peninsula with an idea that the water must come within a few feet or yards of meeting, in order for it to be nearly surrounded; nor an island, that it is a very small piece of land.

Perhaps you will say that all these things he will find out for himself in after years; he will, just as he will find out that you did not instruct him properly. You may be quite sure that it will make a better and more lasting impression on him, if you will tell him of some of the islands where criminals are sent in order that they may never return—and why to islands,—because 'tis wholly surrounded by water.

He will be more interested in learning of the mountains, if you will tell him of the narrow passes; of how much trouble armies have had in crossing these high trails covered with snow and ice; of how in winter time a tiny ball of snow, rolling down a mountain side gathers more and more until it sometimes covers up houses and people. No *live* teacher will teach definitions to a child and leave him to find out the nature and peculiarities of the thing defined.

Do not teach words but ideas. Make him thoroughly acquainted with the formation, characteristics, and conditions, and you have given him ideas more useful and lasting than the parrot gibberish of definitions alone. Let *interest* be your countersign and *variety* your guard.

Children's Games.

BY M. L. C.

HAVE you ever watched a child during playtime, and noticed the large part which imitation takes in shaping his expressions of activity? "What the child represents he begins to understand," says Frœbel. So whether the play be of nest-building, garden-making, or the reproducing of the industry of farmer, blacksmith or cooper, the child's instinct will respond to the meaning of the game and he will grow into sympathy with the life he represents.

"Little by little he will come to see
That through activity comes unity."

Whatever appeals most to his imagination, be it good or bad is reproduced in play. Rousseau tells us that "the object of education is to prevent the formation of habits in a child." It is these repeated play acts that form habits, and habits, character. Frœbel felt the educational value of play—"he felt the unity in the play of life, and the right of childhood to have it interpreted." And since the child responds to this unity it is a means of development and education to him.

Dr. Rainsford says:—"Men are going to destruction every day, simply because they have never learned to play. They eat dinners, tell stories, smoke cigars, putting their nerves and digestion all out of order, and think they have had a good time,—because they have never learned how to have a better one. If these men could be happy with nature in the woods and the meadows, they would have sounder hearts and truer characteristics; they would be better men and better fathers."

We want our children to be healthy and yet some of us protest because of the manual lessons, gymnastic exercises and new-fangled ideas which are taking the place of the good, old-fashioned book learning. Surely we can have too much of all this, but until the right ideas, the true methods are properly adjusted, we must have this experimental chaos.

Child-study is being recognized as one of the prominent features of our search for practical educational methods, and it is fast gaining a hold upon the minds and hearts of teachers and parents. For this study of childish minds, habits and actions is the one way to determine how best to guide and properly direct. In some schools, observations have been made upon the children's undirected games. The most popular plays are found to embody these characteristics:—rythm, rhyme, dialogue, repetition and sequence. To understand what quality it is that gives children such pleasure in a play gives a clew in the wise selection of games. In the games "Pussy wants a corner," "Drop the handkerchief" and "Pom, pom, pullaway," we find competition as the chief characteristic. In "Pussy wants a corner," dialogue also attracts. Follow the leader, shows imitation, and "Hide and seek," expectancy and reunion. Where games are introduced into the school-room there is a tendency to make them gymnastic or purely mechanical. Teachers needed more study, more experience in this one phase of their work.

"Let us live with our children" has become a great truth. We need more of the abandon of the child. We should establish between ourselves and pupils a sense of comradeship and become with the child a part of the play. If we are carpenters, farmers or birds, we must sincerely enter into the life we are representing. For our primary rooms many of the kindergarten games may be made over to fit the needs of pupils and room. A sequence of games is desirable relating to some thought or subject of the week or season. A suggestion of woods—the children representing trees with outstretched arms for branches, their fingers as twigs holding some of the fresh or pressed autumn leaves. Then a game for the north-wind tossing the leaves and branches. A pond encircled by these trees. Jack Frost turning the water to ice, the trees to bareness. A game for merry skaters, followed by rest for trees, pond and skaters. Many new school-games are brought out yearly, but the teacher must know how to discriminate—to add to or change the play to suit her own individual children.

Just now the teaching of patriotism is demanding attention, and the school journals have many suggestions along this line. But with our tendency toward fads we are liable to overdo the thing. In some public schools military drill is made compulsory and much war-like instruction develops the "fighting instinct" to such an extent that the children become greatly impressed with the "nobility" of fighting. The child's contemplation of such a future probable occupation fosters hate, injustice, greed and the like, and carries him farther and farther from civilization. That we have a country and a flag which must be protected are things we should teach our children, but we must study as to how much or how little will be best for all. A patriotic game with stirring music, in which all surplus nervous energy may find vent in cheers and marching, with a wise teacher to assist in its proper development can be made most profitable. In Germany, France and England, a director of games has long been a part of the regular school curriculum. And it is only the lack of room in our crowded school wards and insufficient means of getting into the country that has so long prevented the undertaking of the plan here.

Children need guidance and protection in their plays. The older boys and girls must understand how to respect the weak, must know the meaning of honor and fairness, law and order. Where the natural activity takes the line of selfishness and lawlessness it must be directed into other channels. To allow the children to play what they want to play is right, but they need to be taught to play in a harmonious, happy way. This year an attempt has been made to introduce directed sports into some of our public schools. In a New York school the boys and girls are each divided into sections with a captain at the head of each, thus forming a separate club, to which is alotted a certain play hour. The games are selected with regard to their moral effect, games in which skill, interest and good exercise are admirably combined. Though a director superintends the games there is all the spontaneous freedom and abandon of childhood without the wrangling unselfish or even pernicious influence of the street game.

The school play-ground is as vital a necessity as is the school-room. A pleasant, shady space for rest, story-telling and quiet games—room for tennis, ball-games and the running and noisier plays, and suitable material through which the children may be enabled to express themselves. In some of our cities there are public play grounds, not only in the parks but in the crowded tenement districts. These are fitted and thrown open during the spring, summer and fall months, and in some localities a room is used for rainy day games. Thus the broadening, softening and refining influence upon the children extends not only into their homes but throughout the entire neighborhood.

Nicknames of States.

MRS. C. A. STANLEY, KALAMAZOO, MICH.

"Pine Tree State"—Maine.
"Granite State"—New Hampshire.
"Green Mountain State"—Vermont.
"Bay State"—Massachusetts.
"Nutmeg State"—Connecticut.
"Little Rhody"—Rhode Island.
"Key-Stone State"—Pennsylvania.
"Empire State"—New York.
"Diamond State"—Delaware.
"Old Dominion"—Virginia.
"Turpentine State"—North Carolina.
"Palmetto State"—South Carolina.
"Empire State of the South"—Georgia.
"Peninsula State"—Florida.
"New Dominion"—West Virginia.
"Hoosier State"—Indiana.
"Buckeye State"—Ohio.
"Prairie State"—Illinois.
"Wolverine State"—Michigan.
"Badger State"—Wisconsin.
"Star of the North"—Minnesota.
"Hawkeye State"—Iowa.
"Corn Cracker State"—Kentucky.
"Great Bend State"—Tennessee.
"Bayou State"—Mississippi.
"Bear State"—Arkansas.
"Creole State"—Louisiana.
"Iron State"—Missouri.
"Lone Star State"—Texas.
"The Nation"—Indian Territory.
"Sunflower State"—Kansas.
"Centennial State"—Colorado.
"Sage Brush State"—Nevada.
"Beaver State"—Oregon.
"New El Dorado"—California.

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NATURAL HISTORY.

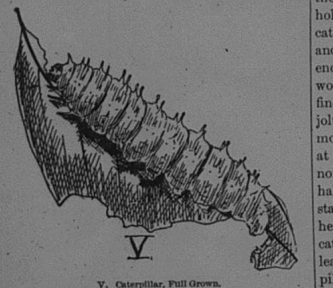
By Ella Jacobs, Philadelphia, Pa.

Life History of a Common Moth.

(CONTINUED FROM OCTOBER NUMBER.)

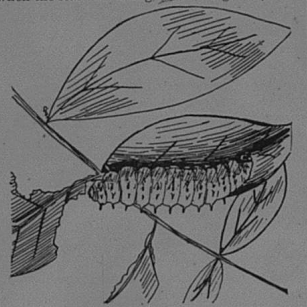
A CATERPILLAR would fasten himself firmly on to a branch by its rear pairs of false legs which are at the extreme end of the body, then it would swing itself in position and commence to eat the outer margin of the leaf, the whole head moved with a semi-circular swing and it kept this up until it had eaten out as much as it could reach, then it changed its position, using its body again as the radius of a circle. The jaws of the caterpillar do not move up and down as do ours, but open lengthwise similar to the madibles of locusts and grasshoppers. As they eat more food, the excrement (soft black balls) becomes larger and more profuse, and I found it necessary to clean out their house twice a day. It was an easy matter, as I put paper in the bottom of the aquarium, (of course it had no water in it,) and would remove the vase, which held the ailanthus twigs on which the caterpillars were feeding, and place it on a paper while I removed the old lining and replaced it with a new one. Many caterpillars died after the first and third moult. After the fourth moult the caterpillars were pure white and a powdery substance was left on the leaves from them, then they turned almost transparent and I could plainly see the color of the next skin, a pretty green.

Unfortunately I did not observe with sufficient care to be absolutely sure about the number of moults and the time of each, but I think that there were seven moults, after the fifth the caterpillars changed from a green to a beautiful turquoise blue. The last moults seemed most difficult, the caterpillars would swing downwards and wave their heads around wildly and rapidly,



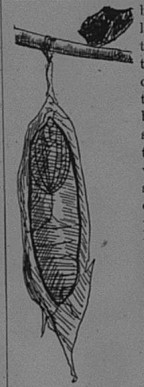
V. Caterpillar, Full Grown.

as if excited or angry, after this performance they would become quiet, stop eating and simulate death, then watching closely you would discover the moulting. The actual shedding of the skin did not take five minutes. It was truly wonderful to watch and see how perfectly the skin was fitted over every part, head, legs, mouth, and bristles. After each moult the caterpillars looked prettier, brighter and larger. The growth was amazing. In three weeks it obtained its full size (As shown in illustration 5.) Over two and one-half inches long and one-half inch in diameter. I experimented in placing several kinds of leaves in the jar, but found to be true in fact what I knew in theory, that the caterpillar while feeding will not change its plant, so having started with the ailanthus, that alone had to be supplied to it. Exactly three weeks had passed since the caterpillar had been hatched from the eggs. On Saturday morning there was one caterpillar less in the jar, yet none had died, nor none had escaped, but hanging from a branch was the first cocoon. The process of spinning is intensely interesting and the glass aquarium enabled you to watch closely. A caterpillar when ready to spin hangs downward for hours, then commences work by weaving the finest silken texture on the leaf, first along the midrib to insure firmness, then it spun back and forth on the leaf, you could see it jerk when the leaf was being drawn together, after



VI. Caterpillar eating leaf.

the leaf was well covered with silk a rounded hollow mass was formed at the lower end, the caterpillar put its hind end down into this cavity and continued working head upwards. The top end of the cocoon is not round nor so closely woven as the lower end, so that the moth may find no trouble in emerging. If the jar was jolted much, they stopped working, but a little motion did not affect them. A lighted candle at night did not appear to annoy them, but noise did. You could watch them through the half finished cocoon working busily, head constantly in motion throwing the silk. You could hear distinctly a little ticking sound, after the caterpillar was invisible. As the supply of leaves was not large enough some of the caterpillars utilized the corners of the newspaper on the bottom of the aquarium. Some tiny flags and tri-colored ribbon were placed within reach, and the caterpillars were induced to use them, as a result I have some very patriotic cocoons. The caterpillars that used paper instead of a leaf could be heard spinning thirty-six hours after they had started work showing that it takes quite a long time to make its "little brown house," fully two days. Before spinning, the bodies of the caterpillars seemed to swell; while they were hanging and just before starting, all the contents of their body (a liquid, sticky, shapeless mass of substance) was ejected through the anus. Of course they stopped feeding at this time. The cocoons were all white when first made, those spun with leaves turned dark in a couple of days and looked like a merely dried leaf on a branch. Those with the paper are still light. I notice that these cocoons are made with the leaves attached to the branches by their own stems. Usually the cocoons are joined to the branch by a piece of tough finely spun silk a couple of inches long and these sway about when the branch swings. There is something protective in this, for in the depths of winter, the hungry birds seeking for food do not despise a plump, juicy pupa and they try to sieze the cocoon, but very often it is like a sparring match with a bag, for as the bird touches the cocoon, it swings away, not always, however, for the failure of some cocoons to bring forth a moth is attributable to the fact that sometimes the sparrow has made a successful attack. In this case cutting open the cocoon you will find only a little brown shell, which crumbles to dust as you touch it, the life juice having been eaten away. Sometimes other insects sting the cocoon, and occasionally parasitic eggs are laid in it, in which case something not a cynthia moth will emerge.



VII. Cocoon cut open.

Now as I watch my cocoons I take much pride and pleasure in thinking that with my pupils I have traced the whole life history of the cynthia moth—from cocoon to moth, from moth to egg, from egg to caterpillar to the first stage of the cocoon again, and this discription is given, in the hopes that other teachers may instruct themselves and their pupils and watch and study for themselves these interesting developments.

VII. Cross Section of Caterpillar showing Spines.

For pupils preparing to teach there is no better help than NORMAL INSTRUCTOR, and teachers who have such pupils under their charge could not do them a greater service than to call their attention to the INSTRUCTOR and suggest their subscribing for it. Many of our readers are doing this and the result is that large numbers of prospective teachers are listed as subscribers.

SCHOOLROOM HELPS

By Elmer E. Beams, German Valley, N. J.

MOTTO.—The best way to keep children quiet is to keep them busy.

LANGUAGE.

Aims of Language Teaching. 1st. To broaden the pupils' range of thought. 2nd. To lead pupils to think in a connected manner. 3rd. To develop the power of talking freely. 4th. Gaining a ready command of idioms and a large vocabulary.

Teachers' Preparatory Work. By all means get fully acquainted with the pupils. It is absolutely necessary to gain their full confidence and get their range of ideas. Learn their mental power. We will endeavor to outline *how* these may be done. (1) Give the pupils something to do. (2) Show much interest in their work. (3) Talk with them informally about things (*a*) they have at home, (*b*) they have seen on their way to school, (*c*) that can swim, (*d*) that have four legs, (*e*) by short talks on pictures, etc., etc. Don't be too critical on errors at first. Teacher repeat, in correct form, all incorrect expressions of pupils. Make all exercises short, bright, and animated. Use well-chosen objects freely. Let children name objects, using idiomatic expression and performing corresponding actions, as:

1. I see ——.
2. This is ——.
3. That is ——.
4. These are ——.
5. He has ——.
6. She is ——.
7. She has ——.
8. Here is ——.
9. Those are ——.
10. See this ——.

Thinking Games.—Name all things of a red color. The color of the sky. Those things that are the shape of a sphere—a cube. Things that have wings, horns, feathers, two legs, four legs. The things that can swim, fly, jump, run and walk. Things that live in the water, on the land. Let the children tell what they would do if they had all the money they wished. First orally and when they take their seats, if they are old enough, have them reproduce on paper.

BUSY WORK FOR BUSY BODIES.

1. Copy sentences from reading lessons beginning with the letter A, B, etc.
2. Copy list of words taught during the past week.
3. Copy name and address. Teacher's name and address.
4. Write name or short story about picture presented by teacher.
5. Teacher writes and cuts up sentences composed of known words. Pupils put together and copy.
6. Place several well-chosen objects before the pupils. Have pupils write short story about each.
7. Draw pictures to illustrate reading lessons.
8. Make forms of fish, cat, dog, etc., with shoe-pegs.
9. Make forms of flowers, leaves, etc., etc. Copy on slates or paper.
10. Prick name and address in paper with a pin.
11. Copy difficult words of reading lesson.
12. Copy name of school.
13. Use elliptical sentences—pupils supplying all omitted words.
14. Write the days of the week in order. The months of the year.
15. Write a short letter to father or mother.
16. Copy reading-lesson from book.

GEOGRAPHY

1. Place words—on, in, among, beside, front, back, etc.
2. Right and left. Right and left hands; right and left sides of person; right and left sides of room.
3. Terms top and bottom as applied to slate held in vertical position. Apply same to book, etc.
4. Develop necessity for fixed terms.
5. Cardinal points—lessons on the compass.
6. Semi-cardinal points.
7. Place objects on table or desk. Pupils describe position. Pupils draw map of table or desk on top of slates, representing objects on table or desk.
8. Develop yard and its parts—yard, foot, inch.
9. Apply above terms to measuring.
10. Drawing by scale—top of desk, floor of room, etc., etc.
11. Boundry—children bound themselves, their room, the building, the school-yard.
12. Land (lowland, highland)—mountain; parts, summit (dome, peak), base, sides, mountain range, mountain system, mountain group, volcano, hill, ridge of hills, plateau, valley.
13. Water—(*a*) General qualities (liquid, transparent, bright, colorless, tasteless, odorless, cool). (*b*) Uses and special qualities upon which use depends. (1) Water takes the form of the vessel that holds it. (2) Evaporation—vapor. (3) Condensation—clouds. (4) Rain. (*c*) Inland waters—river, parts of a river (source, mouth, right and left banks, bed, rapids, cataracts, tributaries). (*d*) Uses of river—navigation, water power, irrigation. (*e*) Brooks. (*f*) Lakes—parts of a lake (head of lake, foot of lake, shore of lake). (*g*) Ocean (seas, gulfs, bays, channels, straits).

CHIPS FOR THE TEACHER.

1. Praise the pupils when necessary. It does them good.
2. Don't talk shop to everyone you meet.
3. Call upon the parents and make them your friends.
4. Don't have "school-master" written in your manner and stamped on your face.
5. Strive to make true noble men and women of your pupils.

NOTE:—Most of the "Helps" this month are *outlines* for the teacher's guidance.

Physiology.

(CONTINUED FROM PAGE 17.)

tissue. The fibres are composed of little fibres or "fibrillae." These in turn are made up of muscle cells. When a muscle contracts, the cells, little fibres and fibres all contract. When part of a muscle twiches only part of the muscle is contracting.

Between the muscles and some of the fibres of muscles are nerves and blood vessels—some of which stimulate to action and nourish the muscles through which they pass. Others carry stimulation and nourishment to other muscles. Due to this arrangement muscles in action by alternating pressure on the blood vessels increases the flow of blood through them, and so stimulates and reddens the skin and various parts of the body, to which the blood vessels are distributed. The glow of health upon the cheeks due largely to muscular exercise cannot be successfully imitated by paint or powder.

Proper muscular exercise stimulates the brain and nervous system by increasing nerve power and the supply of blood to these parts.—At the Elmira Reformatory twelve of the dullest boys who for six months had averaged only forty-five per cent. in their studies, under a course in physical training, their treatment in every other respects being the same as their fellows, reached an average of seventy-four per cent. Dr. Wey says, "With physical culture and improvement there came a mental awakening, a cerebral activity never before manifested in their prison life. Their faces parted with the dull and stolid look they had in the beginning, assuming a more intelligent expression while the eye gained a brightness and clearness that before was conspicuous by its absence.

Physical Culture is the development of the muscles and nervous system, by proper muscular exercise so that muscles will do their work easily, at the right time and in the right way.

Proper muscular exercise is: 1st, exercise that is systematic and adapted to the health and strength of the individual.—Work and play, two kinds of muscular exercise are both important.

"All work and no play makes Jack a dull boy" but

"Work while you work, and play while you play,
That's the way to be cheerful and gay."

and it is the only way.

Honest toil and honest play we need, but over-work and over-play weakens the muscles, just as too little work and play do.

2nd. Exercise should not be monotonous, for in reality "variety is the spice of life." Monotony in exercise not only produces lassitude of the body but of the brain also. Fortunately the custom of years prescribes certain seasons for outdoor-games and pastimes, but unfortunately people will not always observe them, and cling tenaciously to certain sports they prefer. Change of work, change of play, change of position relieves strain on muscular tissue, and gives each muscle a chance to recuperate and to develop.

Supplementary Reading

A Lad and His Load.

"JOSEPH! Joseph!" called a voice at the foot of the stairs, as the first faint beams of the winter morning were brightening around the small, low farm-house in the mountainous region beyond Albany.

The little lad asleep in the low-roofed chamber stirred and opened his eyes. "Coming, father," he answered with a struggle to wake, for though the bed was comfortable, and the air outside nipping with frost, he never once thought of turning on his pillow for another nap. Joseph had few chances of school, but promptness in duty was a lesson he had already learned in that home of scant means and much toil, where even the work of a boy's hands had its worth.

Hastily dressing, he ran down to the kitchen, where breakfast was smoking on the table.

"You want to wrap up warm this morning," said his mother as he took his seat, "for you will have a long, cold drive. I sat up last night and finished your new mittens for you."

"I will keep warm enough, never you fear, mother," was the cheery answer, as he glanced out the window at a sled that stood near the house, piled with wood, whose every stick was a glitter with frost flakes.

Breakfast over, while Joseph was making himself ready, his father brought from the barn, where they in turn had been taking breakfast, a yoke of oxen, and fastened them to the sled. Then little Joseph, drawing on his new red mittens, took the long whip, started his ox-team, and the load of cord-wood crunched over the snow, with the musical ring of iron runners on a frosty morning.

Wood was one of the products of the little farm, and while his father swung his ax in the woods, Joseph often took his way over the mountainous road to market it.

This morning there was a gray and cloudy sky, and when but a few miles had been passed snow-flakes began to fall, at first light and scattering, then thicker and faster, till soon all the air was white and thick with swirling snow. But the boy who faced it had no thought of turning back. He was by nature a resolute little fellow, and in that humble mountain home he had already known much of hardship; the work was to be done, the storm was but an incident in the doing of it. So he only drew the comforter around his neck a little tighter, settled his cap more firmly on his head, the better to resist the wind, and urged his ox-team on their plodding way.

It was a way that led up the mountain side, past fields that stretched wide and deep with snow to the forests beyond, and through woods whose limbs bore a white burden instead of the green one of summer, Joseph, in the meantime sometimes riding and often for warmth walking beside his slow but patient team, his thoughts perhaps centering on the broader education that he was already longing and eager to possess, and the wider opportunities in life than then seemed possible to him, but which his ardent and ambitious spirit craved.

By the time he had reached the summit of the mountain, the storm, constantly increasing in force, had become blinding, while the unbroken sweep of the wind, that was now buffeting him so fiercely, had already heaped the road with great drifts through which a deep and narrow way had been cut.

It was not only a narrow but a narrowing way, for he had not passed half through it when the projecting ends of his load caught in the high snow-banks piled up wall-like on either side, and so firmly that though he tried again and again, he found it impossible to either go forward or back.

For a moment Joseph stood discouraged before this new obstacle. There were, however, two things he did not do; he did not give up, nor did he go in search of any one to help him out of his trouble. If his life had been one harder than few boys of to-day know, through it, at least, he had gained one habit of great value—self-reliance.

It was a habit that did not fail him now, and chilled as he was by the storm, risen to a gale, and hindered in his task by the thick driving snow he set to work, with half-frozen hands but a resolute heart, and unloaded all his wood, each heavy stick of which seemed twice as heavy as when he first helped put it in its place. This done, he reloaded it in line with the narrow and snow-walled road-way, and passed on his way, feeling under all the outward chill the inward warmth and glow that comes with a difficulty met and conquered.

It was, perhaps, but a simple incident; at the same time it was one that the boy to whose character it added a formative touch never forgot. And more than forty years afterwards Joseph P. Bradley, Judge of the Supreme Court, eminent lawyer, and noble Christian gentleman, to a little group of friends repeated the story of that stormy day among the mountains, which is but an illustration of the difficulties and limitations of his early life, all of which he met with the same spirit of pluck and resolution and energy he then displayed, and so made his way through school and college, gained success in his chosen profession, and best of all won the honor and respect of all who knew his noble and useful manhood.
—*Young People's Weekly.*

How a Boy Succeeded.

BOYS sometimes think they cannot afford to be mainly and faithful to the little things. A story is told of a boy of the right stamp, and what came of his faithfulness.

A few years ago a large drug firm in New York city advertised for a boy. Next day the store was thronged with applicants, among them a queer-looking little fellow, accompanied by a woman, who proved to be his aunt, in lieu of faithless parents, by whom he had been abandoned. Looking at this waif, the advertiser said: "Can't take him; places all full. Besides he is too small."

"I know he is small," said the woman, "but he is willing and faithful."

There was a twinkling in the boy's eyes which made the merchant think again. A partner in the firm volunteered to remark that he "did not see what they wanted with such a boy; he wasn't bigger than a pint of cider" But, after consideration, the boy was set to work.

A few days later, a call was made on the boys in the store for some one to stay all night. The prompt response of the little fellow contrasted with the reluctance of the others. In the middle of the night the merchant looked in to see if all was right in the store, and presently discovered this youthful protege busy scissoring labels.

"What are you doing?" he said. "I did not tell you to work nights."

"I know you did not tell me so, but I thought I might as well be doing something." In the morning the cashier got orders to "double that boy's wages, for he is willing."

Only a few weeks elapsed before a show of wild beasts passed through the streets; and very naturally all hands in the store rushed to witness the spectacle. A thief saw his opportunity, and entered at the rear door to seize something, but in a twinkling found himself firmly clutched by the diminutive clerk aforesaid, and after a struggle, was captured. Not only was a robbery prevented, but valuable articles taken from other stores were recovered. When asked why he stayed behind to watch when all others quit their work, he replied, "You told me never to leave the store when others were absent, and I thought I'd stay."

Orders were immediately given once more, "Double that boy's wages; he is willing and faithful."

To-day that boy is a member of the firm.
—*Presbyterian Banner*

Special Rates to Our Readers.

The difference between teachers drawing salaries of $15.00 or $20.00 a week and those drawing $5.00 is largely in the qualifications. Many of those drawing small salaries and occupying inferior positions could and would occupy better positions and draw higher salaries if qualified to fill such positions. The question of how to become better qualified at slight expense and at no loss of time from the school room is fully answered by the catalogue of the American Correspondence Normal, Dansville, N. Y. This institution has a complete system of Home Study which every progressive teacher should investigate. Special rates to readers of Normal Instructor.

We want a good live agent to represent the Instructor in each Teacher's Institute and Association, in the United States this season. Applications should be made direct to the General Agent in charge of your state. See list of General Agencies on page 7.

Martyrdom.

AT the age of seventeen Miss Willard records in her diary this tragic announcement of the end of her romping girlhood:

This is my birthday, and the date of my martyrdom. mother insists that at last I must have my hair "done up woman-fashion. She says she can hardly forgive herself for letting me "run wild" so long. We've had a great time over it all, and here I sit like another Samson shorn of his strength. That figure won't do, though, for the greatest trouble with me is that I never shall be shorn again. My "back" hair is twisted up like a corkscrew; I carry eighteen hairpins; my head aches miserably; My feet are entangled in the skirt of my hateful new gown.

I can never jump over a fence again, so long as I live, as for chasing the sheep down in the shady pasture, it is out of the question, and to climb to my eagle-nest seat in the big bur-oak would ruin this new frock beyond repair. Altogether, I recognize the fact that my occupation's gone.

A Narrow Escape.

THE world has narrowly missed losing some of its great leaders before ever they grew to manhood. The *Outlook* tells a story of one of these narrow escapes

One November evening a mother was journeying towards the city of Marseilles with her son, a lad of eight. She had been to a country-house near the city, and all day the child had run about, happy in his new surroundings. Now fatigue overtook him and the mother put him in a peach basket borne by a donkey, and that he might not catch cold in the chill November air, covered the basket with a thick brown shawl.

The boy, cozy and warm, presently fell asleep. The donkey trudged on, getting ahead of the woman in its eagerness to reach home.

There was a local custom-house at the gate of Marseilles, and the wary inspector, if he surmised that a package contained contraband articles, resorted to the expedient of thrusting a sharp steel pick through it.

On the present occasion the donkey had come up to the gate and the inspector was preparing to thrust his pick into the basket, when the mother, some distance behind, caught sight of the movement. The voice of fear is strong, and the sharp cry of the woman that her son was in the basket, did not fail to reach his ears. He threw down his pick, and the child was saved. The boy was Adolph Thiers.

His Visitor.

SUCCESS reminds us that little humble deeds of kindness and mercy were the commonplaces of Mr. Gladstone's life. He does not say, "I am great; therefore I may be absolved from the duties of lesser men." To him as to every true soul who sees life as it is, the human was worth more than any mere intellectual attainment.

"Has any one been to see you?" asked the Vicar of St. Martins-in-the-Fields of a poor crossing-sweeper who was lying ill.

"Yes," was the answer, "Mr. Gladstone."

"Which Mr Gladstone?"

"Mr. Gladstone," repeated the sick man.

"But how came he to visit you?" asked the vicar.

He could not understand why the Chancellor of the Exchequer, though he was then living in that parish, should call upon a crossing Sweeper.

"Well," said the invalid, "he always had a word for me when he passed my crossing; and when I was not there, he missed me. He asked my mate, who had taken my place, where I was, and when he heard I was ill, he put down my address on paper. So he called to see me."

"And what did he do?"

"Why, he read to me out of the Bible, and prayed."

Died for His Mistress.

A FINE instance of canine devotion comes to us from Kansas, through the colums of the Topeka *State Journal*.

Samuel dodge a ranchman living southwest of Topeka, went to Vinita, Indian Territory, on business, and shortly after he had gone, Bessie, his five-year-old girl, wandered away from home in an attempt to follow him.

Mrs. Dodge discovered the child's absence about two hours after Mr. Dodge's departure. She made a search of the premises, and failing to find the child, notified the neighbors of her disapperance. They turned out in force, and scoured the prairies all that day, and all that night, and all the next day, searching for the little wanderer. Late the following evening an Indian came upon her fast asleep, just south of Post Oak Creek, in an old road known as the "whiskey trail." Across her body stood a Newfoundland dog which had always been her companion about the ranch.

The dog was torn and bleeding, and near his feet lay the bodies of two wolves. Although the little girl's cheeks were stained with tears and covered with dust, she was quite unharmed.

She and her protector were taken home, a distance of twelve miles. The dog died that night. He received a decent burial, and his master at once ordered a marble monument which will be placed at the head of the faithful animal's grave.

Brave Acts.

ON Jubilee day, which commemorated the discovery of gold in California in 1849, a squad of Battery I, of the regular army, was firing a salute at Lime Point Fort, near San Francisco. One load—the charge was fifty pounds of powder enclosed in a woolen bag—did not go off, and the officer in command ordered it to be pulled out of the cannon.

The charge was withdrawn and, as it dropped to the ground, it was seen that one corner of the woolen bag was on fire. In an instant the powder would have caught and the seven men with their officer would have been killed. Private John M. Jones jumped towards the smouldering bag, rolled it in the mud, and with his bare hands plastered the singed edges with damp earth.

It was a quick, brave deed, and had the hero been a British soldier, it would have brought him a Victoria Cross to wear on his breast.

During the Sepoy War, a young captain of artillery saw an ignited shell fall near his battery. Instantly he lifted it up, carried it to a distance, and flung it away. Just then it burst, shattering his left fore-arm.

In the Crimean War, Captain Peel of the Royal Navy and son of the former prime minister, Sir Robert Peel, commanded a naval battery in front of Sebastopol.

One day a large shell, its fuse burning, fell into the battery, near where Peel was standing. Picking it up, he carried it to the rampart and tossed it over. It exploded before it reached the ground.

The making of a Man

LOUIS, the principal figure in the following incident, an account of which appeared in *The Public Schools*, is not to noble to be natural, but it would, perhaps, be unsafe to assume that there are many boys in the same school who would show equally well under similar circumstances.

One morning before school Martin Stone and Louis had a little tussle. Louis, who was quick tempered, was angry at first, and grappled Martin fiercely; but after all, it was only a friendly tussle, and when the bell rang, they were as good friends as ever.

But Martin's bag-strap gave way in the scuffle, his books tumbled out on the ground, and a closely written sheet of paper fluttered across the tennis court, and through the iron fence-railings out into the road, there to be trampled out of sight by a great drove of cattle passing that way.

"Put up your books, boys," said the teacher, when they were once more in the school-room. "I will let you decide who shall get the English prize."

Louis got his paper, and stood ready to march up with Martin. But where was Martin's paper? He was sure it was in his algebra. No. Well, in his history of the United States; and so he went through every book.

"Well, well," said the teacher, "where are the papers?"

"I must have lost mine," said Martin.

"Then the decision will be less difficult. Louis, where is yours?"

There was silence in the school-room. Louis turned red, then pale; then he quietly tore his paper across the middle, and said, in a respectful tone;

"I have none to hand in, sir."

Instantly the class broke into irrepressible applause.

"Silence!" thundered the teacher.

Then he said, in a tone they had never heard him use before:

"Boys, I would rather have seen a generous thing like that among you than to have a prince of the blood in my school! That is what I call loving your neighbor as yourself, and you know Who gave us that command and set us the great example."—*Youth's Companion.*

Depend Upon Yourself.

IT is a great mistake for anyone to depend upon the good qualities, virtues or talents of his relatives to enable him to reach a certain goal or secure coveted privileges. The best person for John Smith to depend upon is John Smith himself, provided he is doing his best to make John Smith what he ought to be.

A certain boy went to the leader of a singing-class and said to him:

"I've come to be a member of your class, sir."

"All right, my boy. Can you sing?" the leader asked.

"I'm not much of a singer, but my grandfather and my father are both good singers, and everybody says I ought to be and ought to join your class'"

The one addressed smiled, but refrained from further remark until he had tried the boy's voice. Then he said quietly:

"I'm going to tell you something. Though your grandfather and your father may both be good singers, you yourself have but little talent. I can train what little voice you have, but it will mean steady and conscientious work on your part."

"Huh!" the boy answered with an unbelieving air, "you can't make me believe that I can't sing if I choose to;" and he took his departure, feeling quite incensed at what he considered the singing-master's lack of understanding.

You doubtless will call him a very silly boy, as assuredly he was. But there are others who make the same mistake as he did, though not in the same way—the boy, for instance, who thinks his father's splendid record will prove a recommendation for him when he enters upon a business career.

A Small Potato.

A MAN in Tolland, Conn., found a very small potato in one of his pockets when he came in from his work.

"Here," said he, laughingly, to a boy twelve years old, who lived with him, "plant that and you shall have all you can raise from it till you are of age."

The bright boy cut the potato into as many pieces as there were "eyes" in it, and planted it. In the autumn he dug and laid by the increase of it and planted in the following spring. Next year he planted the larger crop gathered the previous autumn. The potatoes grew healthy and did well, and his fourth year's harvest amounted to four hundred bushels. The farmer asked to be released from his bargain, for he saw the boy's planting would cover all his land.

And yet it is quite common to despise "the day of small things."

A Trial of Noses.

HERE is a description of a novel contest which is said to have taken place at a social "function" in Hartford, Conn. The description is taken from the *Times*.

Twelve vials were filled with liquids of a uniform red color, but of different odors. The test was for each guest to name the odors and write the names on a card. The odors chosen were familiar, such as witch-hazel, cologne, wintergreen, pennyroyal, rose, lemon, and the like, and it would be supposed that there would be little or no difficulty in identifying them; but the task was not so easy after all, for the reason that the stronger odors seemed to dull the sense of smell as to the more delicate ones.

Some of the mistakes were very amusing. The highest score, eleven out of twelve, was made by one of the gentleman, and, as a rule, the scores of the gentlemen were better than those of the ladies. A curious fact was that a vial containing a liquid without any odor was wrongly guessed by all the ladies, and was identified as water by only two of the gentlemen.

Two Sides.

TWO boys went to gather grapes. One was happy because they found grapes. The other was unhappy because the grapes had seeds in them.

Two men, being convalescent, were asked how they were. One said, "I am better to-day." The other said, "I was worse yesterday."

When it rains, one man says, "This will make mud;" another, "This will lay the dust."

Two boys examined a bush, one observed that it had a thorn; the other, that it had a rose.

Two children looking through colored glasses, one said, "The world is blue." And the other said, "It is bright."

Two boys having a bee, one got honey, and the other got stung. The first called it a honey bee; the other, a stinging bee.

"I am glad that I live," says one man. "I am sorry I must die," says another.

"I am glad, says one, "that it is no worse." "I am sorry," says another, 'that it is no better."

One says, "Our good is mixed with evil." Another says, "Our evil is mixed with good."—*Christian Endeavor World.*

The Emperor at the Forge.

SOME boys think it beneath them to help in common work. Not so with great men.

The Emperor Joseph of Austria set a good example in this respect one day when traveling in Italy. A wheel of his carriage broke down, and he went to the shop of a blacksmith in a little village, and asked him to mend it without delay.

"I would," said the smith, "but as to-day is a holiday, all of my men are away at church. Even the boy who blows the bellows is away."

"Now I have an excellent chance to warm myself," said the unknown emperor. So, taking his place at the bellows (instead of calling one of his attendants to do so,) he followed the smith's directions, and worked as if for wages.

When the work was finished, instead of the little sum which he was charged, the sovereign handed out six gold ducats.

"You have made a mistake," said the astonished blacksmith, "and given me six gold pieces, which nobody in this village can change."

"Change them when you can;" said the laughing emperor, as he entered his carriage. "An emperor should pay for such a pleasure as blowing a bellows."

I have known some shop boys who would have waited long and sent far for help, before they would have "come down" to blowing a blacksmith's bellows. It is not the boys with the best sense who thus stand upon their dignity.

Nothing Without Effort.

IT IS no small matter to keep up in the great race. Business has come to be a very expeditious thing in these days, when ships skip like deer across the ocean, when everything seems to have swift feet, and must be done on the minute. It is trained people who must come to take hold; and unless they have wit,—have it about them, and have it sharpened,—they will fall to the rear. Life at best is a great struggle.

A friend once said to me that, in one of those automatic machines where you drop in a nickel to get out a piano or something else,—when they came to open the box, they found that some people had put in buttons, and little strips of leather, and stones, and a bit of lead, and a lot of things that were not nickels by any means. I do not know what happened when these articles were dropped into the slot; but, if the inventor knew his business, the machine was so constructed that it would not give a return for anything but a coin of a certain size and weight. On the day when the machine was opened, it was found out that somebody had some day proved untrue. He tried to get a prize without proper pay, yet I hardly think he succeeded. But a day came when it was all told out against him.

Now the Inventor, or, more properly, the Creator of the universe, understands His business so thoroughly and He has so adjusted things, that dishonesty does not pay. His machinery will not yield the return promised unless we put in the proper coin.

To young people let me say that there is but one true way to get things, and that is by paying the right price —faithful, diligent, intelligent toil. If you try to get a thing without toil, without honest endeavor, it will not be worth anything to you.—*Selected.*

A Little Child Shall Lead Them.

AT last the northerner spoke, talking more to himself than to any one else.

"She used to come—my little girl, bless her heart!—every night to meet me when I came home from the fields; and she would stand under the great plum tree that's just beyond the back door at home, with the sunlight making yellow brown in her golden curls, and the laugh dancing in her eyes when she heard the click of the gate,—I see her now,—and I'd take her in my arms, and she put up her little red lips for a kiss; but my little darling will never watch under the old plum tree by the well, for her father, again. I shall never hear the cry of joy as she catches a glimpse of me at the gate. I shall never see her little feet running over the grass to spring into my arms again!"

"And then," said the southerner, "there's a little brown-eyed, brown-haired girl, that used to watch in the cool afternoons for her father, when he rode in from his visit to the plantations. I can see her little face shining out now, from the roses that covered the pillars, and hear her shout of joy as I bounded from my horse, and chased the little flying feet up and down the veranda."

And the northerner drew near to the southerner and spoke now in a husky whisper, "We have fought here like men together. We are going before God in a little while. Let us forgive each other."

When the next morning's sun walked up the gray stairs of the dawn, it looked down and saw the two foes lying dead, with their hands clasped in each other, by a stream which ran close to the battle-field. And the little girl with golden hair, that watched under the plum tree among the hills of New Hampshire, and the little girl with bright brown hair, that waited by the roses among the green fields of Georgia, were *fatherless.* —*Selected.*

An Honest Heart.

"A HOT day, marm. Goin' fur?" said an old farmer, addressing a lady who sat at his side in a railroad station waiting for a train.

The women drew away her rich silks impatiently, frowning as if to say, "You're out of your place, sir," but she made no audible reply.

"A hot day, I say, marm," said the old man in a louder tone, supposing that she was a little deaf. "Are you goin' fur? Why," he continued, as no reply was vouched, "I'm sorry you're deaf, marm. How long have you been so?"

"Sir," said the woman, rising, "do you mean to insult me? I shall complain to the police." And she swept haughtily from the room.

"Waal, I never!" exclaimed the old man, as he drew out the red bandanna and mopped his forehead. "Pretty tired, marm?" he continued, addressing a woman who had just come in, carrying a baby and a lot of bundles, and with two small children clinging to her dress, "Are you goin' fur?"

"To Boston, sir," was the pleasant reply.

"Got to wait long?"

"Two hours. Oh, children, do be quiet and don't tease mother any more."

"Look ahere, you young shavers, and see what I've got in my pocket," and soon both children were on his knees eating peppermint candy and listening to wonderful stories about the sheep and calves at home. Next he pulled out a string and taught them how to play "cat's cradle." They were soon on the floor, happy as kittens.

"Now let me take that youngster, marm," he said, noticing that the baby wanted to be tossed all the time. "You look clean beat out. I guess I can please him. I'm a powerful hand with babies.' In his big arms the child crowed with delight until he fell asleep.

"'Tain't nothin' at all, marm," he said two hours later as he helped the woman and her charges on board.

Buying a pint of peanuts from a little girl and paying 12 cents instead of 10 cents, he munched in hearty enjoyment until his train was called.—*Success.*

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A Historical Sketch of the Normal Schools of Illinois.

(CONTINUED FROM PAGE 16.)

of the town, a sum of five thousand dollars was soon raised for the purpose of erecting a temporary building upon the campus of the University.

The sentiment of the people of southern Illinois demanded that the General Assembly make an appropriation for the erection of another building upon the ruins of the one so recently destroyed. This was done at a cost of $152,000, and the new home for the school was dedicated on Feb. 24, 1886, with very impressive exercises. Dr. Richard Edwards, now Sup't of Public Instruction, was again one of the speakers. The other leading addresses were delivered by Gov. Richard J. Oglesby, Pres. Allyn, and the Pres. of the Board of Trustees, Thomas S. Ridgway. The dedication of the new building was a time of great rejoicing for the entire southern part of the state, for it gave promise of renewed zeal and a broader scope of usefulness to the school than had been realized in the previous years. It proved to be the beginning of a new era.

After eighteen years of most acceptable service as principal, Dr. Robert Allyn resigned in June, '92. His successor, Prof. John Hull, of whom mention was made in the first part of this article, had been a prominent member of the faculty for seventeen years. At the close of his first year as regent, he severed his connection with the school to accept the presidency of the River Falls Normal school of Wisconsin. It was during Regent Hill's administration that the exhibit for the Columbian Exposition was prepared. Dr. H. W. Everest of Kansas, but formerly of Illinois and Indiana, was chosen as his successor. His valuable services in this capacity continued four years, when the responsibilities of the presidency fell upon the writer of this sketch. The Doctor retired very much beloved by the students and faculty and honored by the people of southern Illinois. His genial nature and scholarly attainments won for him hosts of friends in the ranks of educated and cultured people. This brief sketch would be incomplete without at least a reference to

(CONTINUED ON PAGE 35.)

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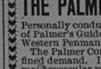

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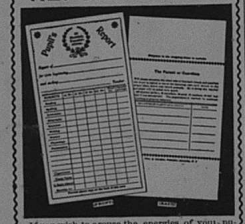

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Miss Martha Buck, who with the author of these lines has been a member of the faculty from the beginning of the school. Prof. James H. Brownlee, now a member of the faculty, was one of the first corps of instruction, but spent several intervening years as professor of Rhetoric and Oratory in the University of Illinois.

The work of the two normal schools has proved beyond a doubt the great value of special training for the duties of the school-room. This sentiment increased throughout the common wealth till in the General Assembly of '95 appropriations were made for two more such professional schools. In addition to these, the same legislature appropriated $40,000 to each of the schools already established for a science and library building.

The science building of the Southern Normal School was completed within the appropriation named and without any delay, and dedicated with an interesting program on Dec. 21, '96. The principal speakers at this time were the State Superintendent, S. M. Inglis, formerly a member of the board of trustees, and later one of the most valuable members of the institution, Dr. Everest, C. W. Bliss, the president of the board, N. P. Morrison, and Judge W. W. Barr.

The policy of the school has been, from the first, to train young people for the honorable and responsible duties of the teacher. The conditions have not been ideal, but the administration of affairs has endeavored to keep this phase of the work uppermost. To this end a practice school has been one of the leading features of the institution during its entire existence. Of late years, this department has received much more attention, and efficient superintendent, Prof. James Kirk, who has three competent training teachers to aid him in directing the work of the department. Much could be said regarding the several departments of this school and of the older one, but space will not permit. The courses of study are fully abreast of the times; the libraries, museums, laboratories and gymnasiums are modern in construction and equipment. Hundreds of graduates have been sent forth and have done valiantly in the fields of general education, and thousands of undergraduates have gone into the school-rooms of this and other states imbued with the methods and the inspiration of these educational centers, and have transmitted the same spirit of culture and a noble ambition to multitudes of young people.

The normal school idea has had its opponents as well as its advocates in Illinois, but the contest seems to be ended. With the two new schools, one located at De Kalb in the northern end of the state, and the other at Charleston, in the eastern portion, the entire state now has an interest in the support and progress of her training schools for teachers. Beyond any doubt the great Sucker State will soon boast of as liberal a provision for the training of her teachers as have any of her older sisters of the east. The two new buildings are nearing completion. The one at De Kalb will cost about $180-

(CONTINUED ON PAGE 38.)

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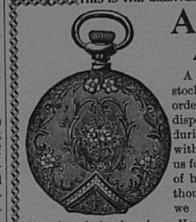

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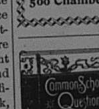

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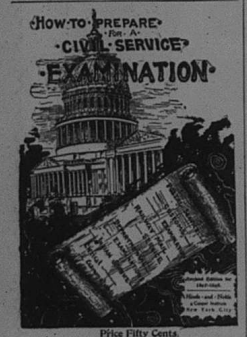

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Now that wearing apparel is becoming so cheap, it is contended by some economic authorities that mending, except to a very slight extent, is an entirely unprofitable affair. And truly, the elaborate patching and darning in which our grandmothers were experts, would strike the modern woman very much as the trouble taken over the Treasury note struck the business-like visitor in this *Chicago Tribune* anecdote:

United States Treasury Officer—"There is one of the most skillful young women we have. She can take the pieces of a treasury note that a rat has chewed till it looks like bran, paste them together, and put the note into its original shape without missing a scrap. Here is a one-dollar bill that she restored the other day. It had gone through a coffee mill."

Visitor—"It's wonderful. How much do you pay her?"

Treasury Officer—"She gets five dollars a day?"

V.—"How long did it take her to do that piece of work?"

T.—"She did it in two days."

V.—"Huh! It looks to me as if Uncle Sam had lost about nine dollars on that job."—*Christian Uplook.*

Where the Banana Grows.

In South America the banana is not thought of as a luxury. In fact it takes the place of bread and meat and vegetables among a large part of the people. Every garden has its banana patch, just as we have our intiispensible rows of potatoes. On the Isthmus of Panama the cars spin past hills covered from base to summit with the beautiful broad leaved plants, their great clusters of fruit hanging from the stems just under the leaves. The banana plant looks something like an immense calla lily. Its stem is made up of the bases of the leaves, so sheathed or folded around each other and hardened as to sustain the weight of the mass of foliage above.

It will in some localities attain a height of twenty feet. When two years old it bears fruit and then dies, but a number of young shoots spring up from the base of the old stem, so that it continually renews itself, and the farmer, who is usually an Indian or negro, has no trouble except to keep the weeds and the old withered trunks cleared away from the growing plant. Even the trunk is of use, for it contains a fibre almost as soft as silk, which can be woven into the most exquisite muslins. Indeed, some of the dainty India muslins are made of this very fibre.—*Harper's Young People.*

Teachers in all parts of the country will be interested to learn of some method by which they may increase the efforts of their scholars in their language work; and although perfection in that line has not been reached, we think that the NEW REPORT CARDS, sold by Chas. E. Gardner, Dansville, N. Y., are superior to anything yet devised to arouse the energies and promote better work in the average pupil. He will send a sample *free* to those interested, and we would suggest that all wishing a most perfect system of reports take advantgre of this offer. See adv. page 35.

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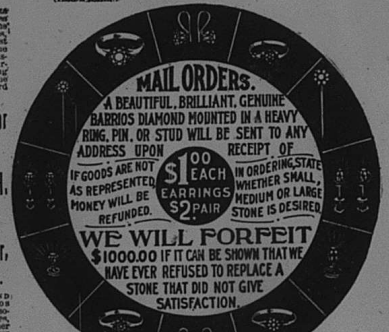

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Animals and Music.

One of our poets is authority for the statement that "music hath power to soothe the savage breast," but experiments have recently been made in Lincoln Park, Chicago, *The American Naturalist* tells us, to determine with scientific accuracy the effects of violin-playing on certain animals.

Music which was slow and sweet, like "Home, Sweet Home," or "Annie Laurie," pleased the panthers, a jaguar, and a lioness with her cubs. The panthers became nervous and twitched their tails when a lively jig, "The Irish Washerwoman," was played to them, and relapsed into their former quiet when the music again became soothing.

The jaguar was so nervous during the jig music that he jumped from a shelf to the floor of his cage and back again. When the player ceased playing and walked away, the jaguar reached out his paw to him as far as he could. His claws were drawn back.

The lioness and her cubs were interested from the first, though when the violinist approached the cage the mother gave a hiss, and the cubs hid behind her. At the playing of a lively jig, the cubs stood up on their hind legs and peeped over at the player. When the musician retreated from the cage, the animals came to the front of it, and did not move back when he gradually drew so near as almost to touch the great paws which were thrust through the bars. When playing "Home, Sweet Home," the entire family seemed very attentive, and were motionless, except that the cubs turned their heads from side to side. Then another jig was played and the cubs pranced about.

The coyotes in a den squatted in a semicircle, and sat silently while the music continued. When it ceased they ran up and pawed at the player through the bars. He began afresh, and they again formed in a silent semi-circle. This experiment was tried several times, with the same results.

Easier Than Arithmetic.

It is easier to remember things usually if you know what they mean. A little boy could never remember even about how long a cubit is until his father told him the word was cubiius in Latin, which means an elbow, and that the measure called cubit was the distance from a man's elbow to the end of his middle finger.

"And how much is is a fathom?" asked the little boy.

"Oh, fathoms come from the two words, 'fat,' which means in the Aryan language to extend, and 'hom,' a man. A fathom is the length of a man extended; that is, when his arms are stretched out on each side from the shoulder, from tip to tip of his fingers.

The foot is an English word, and means just the length of the foot of a full grown man.—*Exchange.*

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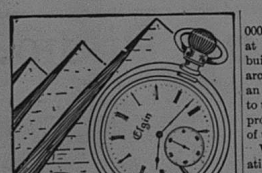

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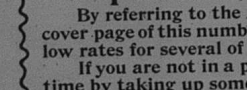

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(CONTINUED FROM PAGE 35.)

000; furnishing, about $40,000. The one at Charleston about the same. These buildings are modern in construction and architecture and are most elegant edifices, an honor to their projectors and a credit to the commonwealth. They will in all probability be opened at the beginning of the next school year.

When these new schools are in operation, the state of Illinois may congratulate herself on the number and equipment of her normal schools. This account would be inexcusably defective without reference to the Cook County Normal. Although not a state institution, it deserves a larger account than this article can give. For many years this school has been under the leadership of Col. F. W. Parker, who came to this state soon after the reforms instituted by him in Quincy, Mass. Doubtless it was his masterly work at that place that made him a desirable leader for the normal school in the county in which is located the great metropolis by the lake. About one year ago this school of national and even world-wide reputation was transferred from the care of the county to that of the city and is now known as the "Chicago Normal School." It ranks among the best in the nation; in fact it is one of the pedagogical lights of the land. Its faculty are leaders in their specialties and its privileges are enjoyed by many ambitious students of pedagogical science from all parts of the country.

The author of these columns would not disregard the independent normals which have and are still affording an opportunity for many young people of our state to secure academic and collegiate training; notably the one at Dixon and the other at Bushnell. It would be well if some provision could be made by which just recognition could be given by the state for all truly pedagogical or professional work done in these schools. Under proper supervision this might be made mutually helpful.

In view of the above facts regarding the normal schools of Illinois, it may be readily conceded that the Sucker State is endeavoring to sustain as high a rank among her sister states in this respect as she holds in her material resources and developments.

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SORE EYES Dr. ISAAC THOMPSON'S EYE WATER

Nervous Children.

A word about nervous children. Never scold them nor "make fun" of them. They suffer enough without your threats or sarcasm. Pretend not to see their awkwardness when in company, nor their grimaces when alone. A case was reported the other day of a boy of ten years who, on being vexed, and often without any apparent provocation, will clench his hands and make the most frightful contortions of the muscles of his face and head till his poor mother fears he is idiotic. By no means. He is the brightest boy in his class at school, fond of reading and of natural history, but he is of highly nervous temperament, and has not been taught to control the little wires, so to speak, on which he is strung. This is no single case. There are thousands of children who give way to their nerves in similar fashion. Talk to them about these curious little fellows that should be their servants, not their masters. Never whip them. The man or woman who whips a nervous child is on a level with brutes that have no reason. Encourage them. Help them. Be patient with them. They are the making of our future successful men and women, for they will work hard at whatever they undertake. Brace up your own nerves first, and then be indulgent towards the capers of your over-nervous children.—*Home Comfort.*

Little Fellow Was Right.

At an examination near Dudley one of her majesty's inspectors was questioning a little boy in the lower standards, and found that his knowledge of arithmetic was very deficient.

The inspectors had asked several questions without getting a satisfactory answer, but, determined to arouse the little fellow's interest in the subject, he asked:

"If your teacher gave you two rabbits and I gave one how many would you have?"

"Four, sir," replied the lad.

"Impossible," replied the inspector, getting impatient; "two and one can not make four."

"Please, sir," said the little fellow, "I've got a lop-eared one already."

If you ever use ACTING PLAYS in your school entertainments, you will be interested in the dramatic catalogue issued by Harold Roorbach, 132 Nassau St., New York. It is sent free to any address on request.

If you know of any one who is suffering with Asthma it is your duty to tell them of the liberal offer of Dr. Taft Bros., 100 Elm St., Rochester, N. Y., which appears on this page of this issue of NORMAL INSTRUCTOR. This firm is perfectly reliable and will do as they agree.

CATARRH CAN BE CURED.

Catarrh is a kindred ailment of consumption, long considered incurable; and yet there is one remedy that will positively cure catarrh in any of its stages. For many years this remedy was used by the late Dr. Stevens, a widely noted authority on all diseases of the throat and lungs. Having tested its wonderful curative powers in thousands of cases, and desiring to relieve human suffering, I will send free of charge to all sufferers from Catarrh, Asthma, Consumption, and nervous diseases, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing, with stamp, naming this paper W. A. Noyes, 920 Powers Block, Rochester, N. Y.

OUR $5 GIFT

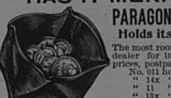
To advertise our victorious plan of selling furniture from factory to fireside, we give absolutely free with every Quaker Comfort Couch, as shown below, an elegant quadruple silver-plated teapot, guaranteed to be worth $5.00 and to wear for ten years. A certificate of warranty, signed by manufacturer, accompanies teapot.

READERS OF THIS PUBLICATION NEED SEND NO MONEY IN ADVANCE.

If goods are found as represented and entirely satisfactory, remit wholesale factory price of the couch alone 30 days after shipment; if not return at our expense. **$9**

WE OFFER the Quaker Comfort Couch for trial orders because it's one of our greatest bargains. Full size, 27x74 in. Upholstered in finest grade imported figured corduroy or velours, any color. **Samples of cover sent free on request.** Forty-six oil-tempered steel springs, supported by steel bands and covered with woven wire fabric. Most comfortable and most durable couch ever made. Warranted never to break down. The frame is extra large, 10-in. high, 6-in. diameter. If you prefer, we will send, in lieu of the teapot, a **syrup cup and plate, butter dish, or sugar bowl of the same high grade ware.** Order today. Don't put it off. All that's necessary is to say that you're a reader of this publication (this is important), that you accept our Sample Offer No. 4 on 30 days' trial, state color of upholstering and premium desired, and give full shipping directions. **QUAKER VALLEY MFG. CO., 335 W. Harrison St., Chicago**

HAS IT MERIT?—OVER 300,000 SOLD.



PARAGON PATENT FOLDING COIN PURSE

Holds its Popularity as it Holds Money.

The most roomy and least bulky purse made. Ask your dealer for it, or I will send you sample at following prices, postpaid:

		Calf	Seal
No. 011 holds	$6.00 in silver	$.25	
" 14	" 6.00 " "	.40	$.75 $ .90
" 11	" 6.00 " "	.55	.75 1.00
" 12	" 10.00 " "	.50	1.00 1.25

PAT. DEC. 20, '90. **SOLE MANUFACTURER,** PAT. DEC. 20, '90.

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Mention the NORMAL INSTRUCTOR.

Gas, Gasoline or Oil.

A FULL GENEROUS BATH Nothing Can Take its Place.

Its use insures absolute cleanliness, most effectually promotes bodily health and vigor, and prevents and cures untold ailments. Its benefits are enjoyed by every member of the family, from baby up, and no home is complete without one.

The "Mosely" affords the most convenient up-to-date service for city or country use, in bath or private room, with plenty of hot water. Perfect water supply and waste connections. **With heater $26.50 up,** delivered free east of the Rocky Mts. Easy monthly payments if desired. Catalogue free

Liberal terms for selling. **MOSELY FOLDING BATH TUB CO., 258 N Dearborn St., Chicago.**

ASTHMA

Why sit up nights gasping for breath when you can be **CURED.** We have cured thousands with **ASTHMALENE** and can cure you. It is the only absolute cure. A trial bottle of sent **FREE.** DR. TAFT BROS., 100 Elm St., Rochester, N. Y.

Lovely Complexion

HOW IT CAN BE OBTAINED.

FULL PARTICULARS AND TRIAL PACKAGE FREE.

Ladies and Gentlemen: How can you endure FRECKLES, PIMPLES, BLACKHEADS, YELLOW OR MUDDY SKIN, MOTH, WRINKLES, RED NOSE, or any form of facial disfigurements, when by using DR. BOTOT'S COMPLEXION WAFERS you can possess BEAUTIFUL FEATURES, BRILLIANT EYES and A LOVELY COMPLEXION? It gives an appearance of GRACEFUL ROTUNDITY, A PEARLY, BLOOMING PURITY, which is ever the admiration of the opposite sex. It makes YOU BEAUTIFUL still more BEAUTIFUL, and restores the BLOOM OF HEALTH and LOVELINESS to the faded cheek. It makes a lady of thirty appear but twenty. Dr. Botot's Wafers are a face tonic, a cleanser, removing all the impure matter from the pores of the skin, leaving it as in girlhood. NO LEAD, BISMUTH OR ARSENIC USED. By its use, Moth, Freckles, Tan, Excessive Redness, Discolorations and Eruptions of every nature soon disappear, never to return. It beautifies without injury, removing all SALLOWNESS, FRECKLES, UNSIGHTLY BLOTCHES and REDNESS FROM THE SKIN, and restores the bloom and freshness of youth.

Ladies: These wonderful wafers are just the preparation to beautify your FACES, NECKS, ARMS and HANDS. The matchless remedy will enable you to enhance the charms of your young years and endow you with the BLOOM OF YOUTH if of mature years. Dr. Botot's Complexion Wafers are perfectly harmless. It is impossible to give a full description in an advertisement. Write today, giving name and P. O. address, and we will forward a descriptive circular by mail, SEALED, in a plain envelope, and a trial of these wonderful Wafers ABSOLUTELY FREE. Inclose stamp for postage. Address

Capital Drug Company, Box 535 Augusta, Maine.

Try a Dixon

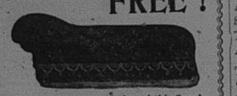
and you will buy a Dixon. The most perfect pencil for all pencil purposes.

Dixon's AMERICAN GRAPHITE **Pencils**

Sold everywhere. Send 25 cents for pencils worth double the money.

JOS. DIXON CRUCIBLE CO., Jersey City, N. J.

THIS COUCH **FREE!**



We give you your choice of this Couch, a Morris Chair, a Ladies' Desk, a Watches, Enameled Bed and Springs, Upholstered Rocking Chair for selling $12.00 worth of

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Finest Toilet Soap Made.

Premiums shipped with soap. 30 days allowed for remittances. Send postal for particulars.

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Not a Toy, but a Machine.

Circulars Free.

Needed in every Home and **School.**

Never breaks the point. Preserves the softest lead. Saves its cost in the saving of lead. Cleanly, convenient, useful.

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PETERSON & CO., 53 Dearborn St., Dept. 9, Chicago.

SORE EYES Dr. ISAAC THOMPSON'S EYE WATER

Autumn.

A message came to the flowers one day,
Brought by the wind from far, far away;
And this is what to each flower he said:
"Autumn is coming to put you to bed."

On he went to the leaves on the trees;
"Put your best dresses on, if you please,
Autumn sends word, 'Be ready to go,
As soon as the North Wind begins to blow.'"

Then to the birds in their nests he went,
"Autumn to you a message have sent:
'Be ready to pass when I pass by,
For down to the South is a long way to fly.'"

Autumn came soon, the flowers to greet,
Singing a lullaby soft and sweet,
The flowers covered their weary heads,
And fell fast asleep in their cozy beds.

Then to the gaily dressed leaves she said,
"You look very nice in robes of red;
Now out in the wide world you must go."
And then Mr. North Wind began to blow.

The leaves all sprang from the trees away;
A splendid frolic they had that day.
They sank to rest in a tired heap,
Ready at last for their long winter sleep.

Autumn's work was now nearly done;
Leaves and flowers slept and the birds had gone;
For blankets of soft white snow she sent,
And tucked them in nicely before she went.

—*Maud L. Betts in Child Garden.*

Two Babes.

In rose-tinted room,
With lights softened down,
On silken pillow
'Neath cover of down,
My wee baby sleeps.

Out in the darkness
I hear the bells ring,
And children's voices
Of the Christ child sing—
While my baby sleeps.

And down through ages,
To star in the sky
And lowly manger,
My thoughts quickly fly
Where a Baby sleeps.

The mother so pale,
Yet radiant-faced,
Heeds not surroundings
In which she is placed,
While her Baby sleeps.

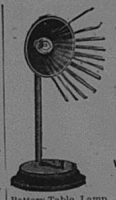
Wise men adoring,
With song and with prayer,
Bring from the far East
Their offerings rare
And give to the Babe.

While angel voices
Sing, "Peace and good will,"
And heavenly raptures
The lowly place fill
Where the Baby sleeps.

Ah! Baby sleep,
Thy flag is unfurled.
We bow before Thee,
"Thou Light of the world."

—*Christian Advocate.*

THE FOUR LEADING ELECTRIC NOVELTIES.



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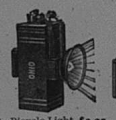
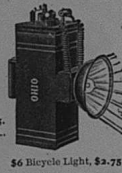
$3 Necktie Light.



$4 Bicycle Light, $2.25.



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If so, why not reduce your weight and be comfortable. Obesity predisposes to Heart Trouble, Paralysis, Liver Diseases, Constipation, Rheumatism, Apoplexy, etc., and is not only dangerous, but extremely annoying to people of refined taste. Our remedy is simple, safe, pleasant to take and not expensive. DON'T do or take anything until you hear from us; we can tell you how to MAKE REMEDY AT HOME at a trifling cost. The following are a few of thousands who have been reduced in weight and greatly improved in health by its use:

Mrs. Helen Weber, Mariette, O.	REDUCED	40 lbs
Miss M. Wall, Ferry, Mich.,	"	28 "
Mrs. C. Hiles, Rochester, N. Y.	"	25 "
W. Pollock, Hartington, Neb.,	"	50 "
Miss M. Nobles, Racine, Wis.,	"	30 "

We are going to give away, barrels and

BARRELS OF SAMPLE BOXES FREE

just to prove how effective, pleasant and safe this remedy is to reduce weight. If you want one, send us your name and address at once. It costs YOU NOTHING TO TRY IT. Each box is sent in a plain sealed package with no advertising on it to indicate what it contains. Correspondence strictly confidential. HALL CHEMICAL CO., D BOX, St. Louis, Mo.

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EPILEPTICIDE will positively and permanently cure *Epilepsy, Fits* or *Falling Sickness.* Endorsed by physicians and hospitals. Recommended in United States Journal Health Reports. **A Free Trial Bottle Sent** to every sufferer on application. It has cured thousands! It will cure you! Why suffer longer? It will cost you *nothing* to try it, and I will abide by the results. Write for it. Give full name, age, postoffice and express address.

W. H. MAY, M.D., May Laboratory,

96 Pine Street, New York City.

HAVE YOU Any of these Symptoms?

Fluttering, Palpitation, or Skipping Beats (always due to weak or diseased heart); **Shortness of Breath** from going up stairs, walking, etc.; **Tenderness, Numbness, or Pain** in left side, arm, or under shoulder blade; **Fainting Spells, Dizziness, Hungry or Weak Spells; Spots before the Eyes; Sudden Starting in Sleep; Dreaming, Nightmare; Choking Sensation in Throat; Oppressed Feeling in Chest; Cold Hands and Feet; Pain in Left Side; Dropsy; Swelling of the Feet or Ankles** (one of the surest signs); **Neuralgia Around the Heart. Sudden deaths rarely result from other causes.**

Every day you read or hear of some one dropping dead. **Statistics fully prove that one person out of every four has a**

WEAK OR DISEASED HEART.

Three fourths of the persons thus afflicted are not aware of the fact, and thousands of deaths annually occur of persons who have been wrongfully treated for troubles of the Stomach, Lungs, Kidneys, Liver, Nerves, which are almost certain to become affected. **Dr. Austin Albro's Heart Tablets** are daily curing thousands of cases in every stage of heart disease. They are worth their weight in gold to every sufferer, and a legal guarantee to cure is sent with every box.

A Grand Offer! Medicine Sent Free!

To satisfy the doubtful and convince the skeptical, I will send a trial box of my Heart Tablets by mail, postpaid, **absolutely free of charge,** to any person having any of the above-mentioned symptoms. Every sufferer should send their name and post-office address at once, for prompt action is necessary where the heart is in any way affected. Enclose stamp for postage. Address, Dr. AUSTIN ALBRO, Box 920, Augusta, Maine.

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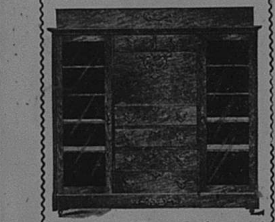

$11.00 Library Bookcase and Writing Desk. The happy combination makes it particularly desirable for combining a maximum of space is demanded; also, it is just what the physician wants in his office, as the bookcase can be used for cabinet purposes. It is made with quarter-sawed oak front or in mahogany finish, each polished. The drop leaf is large and there is ample pigeon-hole space inside. The four drawers and the doors have cast brass handles; the cases will hold about 125 vols. It is fifty-six inches high and fifty-five inches wide. For utility, attractiveness and general excellence this cannot be equaled for $18.50.

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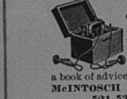

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Had Learned by Experience.

Funny things will happen, even in the Supreme Court at Washington, which seems a solemn a place as any imaginable. One such occurrence, which took place several years ago, is thus described by the *Chicago Record*:

A young attorney was arguing his first case before the court, an appeal from the circuit court of a Western State, and was declaiming at the rate of one hundred and fifty words a minute on some of the simplest principles of law, which every attorney should understand before he gets his diploma, when Justice Miller, becoming weary, interrupted the speaker in a sarcastic tone, by saying:

"I hope the learned counsel will give the court credit for knowing the rudiments of law."

"I beg the pardon of your honor," replied the attorney in his blandest manner, "but I made that mistake in the lower court."

In Instalments.

The worst bargain in the world is to get more of a thing than one wants, and just at that point self-denial and self-defence become Siamese twins.

A certain little man of six had been all eagerness in anticipation of a summer at the seashore. He could hardly wait for the first bath. When, however, he saw the ocean with the great waves rolling on the beach, he could not be induced to go near it, and positively refused to put on the bathing-suit of which he had been so proud. One day his father offered him fifty cents if he would put on his suit and get wet all over once. He wanted the money very much, so he finally consented. Clasping his arms around his father's neck like a vise the great undertaking was begun. After much shivering and trembling he was wet about two inches above his ankles, when he exclaimed, "Papa, I—guess—I—will only—take—ten—cents'—worth—this—time."

Little Joe, four years old, looking out of the window one morning at the trees stripped of their leaves, called out: "O papa, see! All the trees are bare-footed!"

The Companion's New Calendar

Every subscriber to the 1899 THE YOUTH'S COMPANION will receive a beautiful Calendar. The Calendars given by THE COMPANION in former years have been remarkable for their delicacy of design and richness of coloring. But it promised that the Calendar for 1899 will surpass these. The publishers have endeavored to make it the finest calendar of the century, and they believe that the readers of THE COMPANION will not be disappointed in it. Those who subscribe now will receive not only the gift of the Calendar, but also all the issues of the paper for November and December, from the time of subscription. The new volume will be the best THE COMPANION has ever published. Among the contributions already engaged are "The Little Admiral of War," by Hon. John D. Long; "Opportunities for Young Explorers," Sir Clements Markham; "The Boy with a Voice," David Bispham; "The Wonders of Sonnambulism," Dr. William A. Hammond; "Police Spies in Russia," Poultney Bigelow; and "Where Living is Cheapest," Hon. Carroll D. Wright. Fine illustrated announcement and sample copies sent to any one addressing

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The Continuous Family Genealogy.
For records of past, present and future generations

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OUR 1899 MACKINTOSH

SEND NO MONEY, cut this ad. out and send to us, state your height and weight, bust measure, length of garment from collar down back to waist line, and waist line to bottom of skirt; state color wanted and we will send you this mackintosh by express C. O. D., subject to examination; examine and try it on at your nearest express office and if found exactly as represented and by far the greatest value you ever saw or heard of, pay your express agent OUR SPECIAL OFFER PRICE, $2.95, and express charges.

THIS MACKINTOSH is made of BLACK or BLUE genuine RAILROAD SERGE CLOTH, with heavy plaid lining, velvet collar, double detachable cape, extra full sweep cape and skirt, guaranteed latest style and finest tailor-made.

FOR FREE CLOTH SAMPLES of everything in ladies' and gents' fashion, write for free Sample Book No. 85 C. ADDRESS, BEARS, ROEBUCK & CO., (Inc.), CHICAGO, ILL. (Bears, Roebuck & Co. are thoroughly reliable.—Editor.)

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Cures Female Weakness—Makes Walking and Work Easy.

Endorsed by Every Physician Who Has Used It. Adjustable to Fit all Figures. Simple in Construction. Comfortable.

Ninety-eight per cent. of its wearers pleased. Thousands of them write like this:

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The Curse of Familiarity.

In their strife for mental equality with men women have unintentionally broken down a fine reserve of manner which previously lent them an air of mystery, of superiority, in the best sense, than which no element is more successful in holding a man's interest, love and respect. The young woman who greets a man friend with "Hello, old man!" or its equivalent in modern slang, might in return be called "a peach," but she would be a peach with the bloom rubbed off.

Every day I become more convinced that at the root of the increasing evidences of widespread marital unhappiness would be found the familiarity that breeds contempt. When a boy climbs a tree for green apples or cherries, whichever he prefers, he constantly sees a better one higher up beyond his reach, until he nearly breaks his neck to get the one out of his stretch, partly hidden by foliage. And so man's ideal woman hangs at the tip-top of the tree of knowledge. If the ideal drops into his hands he throws it to the ground as worthless and begins to climb again. Would it be reasonable to think, after working so hard for cherries, that he would value them long if he ate a surfeit of them.—*Francis Evans, in the October Ladies' Home Journal.*

The utility of life is not in its extent: it is in the employment of it. A man may live long and live little.—*Montaigue.*

Empress and Pianist.

Josef Hofmann, the famous young pianist, is fond of all sorts of sports, especially of skating, in which, as a boy, he excelled. "When visiting St. Petersburg a year or two ago," writes Mary B. Mullett, in the October *Ladies' Home Journal*, "Josef was summoned to play before the ex-Empress, the hour named being from three to four in the afternoon. It was a perfect day. The Neva was frozen over, of course, and the skating was at its height. Immediately after luncheon Josef's father found his son dressing as if to go to the palace.

"'Where are you going?' he demanded.

"'To play for the Empress.'

"'But you were not to go until three o'clock.'

"'Three o'clock! If I wait until then it will be too late to go skating. I'm going now!'

"He went. And it is not a surprise to any one who knows Hofmann to learn that he played for the ex-Empress as soon as he reached the palace, and that he then went off and skated the rest of the afternoon."

An exchange remarks that hereafter when we want to refer to the father of his country, we must not call him "the immortal George," as there is another immortal George now. True. And we must not refer to the civil war as "the late," for similar reasons.—*Kansas City Journal.*

A Hero.

The bravest boys are not always those who are ready to fight. Here is the story of one who showed the right spirit when provoked by his comrades. A poor boy was attending school one day with a large patch on his trousers.—One of the schoolmates made fun of him for this, and called him "Old Patch." "Why don't you fight him?" cried one of the boys. "I'd give it to him if he called me so." "Oh!" said the boy, "you don't suppose I'm ashamed of my patch, do you? For my part, I'm thankful for a good mother to keep me out of rags. I am proud of my patch for her sake."

"Spell ferment and give its definition?" requested the teacher.

"F-e-r-m-e-n-t, to work," responded a diminutive maiden.

"Now place it in a sentence, so that I may be sure you understand its meaning," said the teacher.

"In the summer I would rather play out-of-doors than ferment in the schoolhouse," returned the small scholar with such doleful frankness and unconscious humor that the teacher found it hard to suppress a smile.—*Wisconsin Journal of Education.*

"Books are the windows through which the soul looks out. A home without books is like a room without windows."—*Beecher.*

Ancient Ships Found.

At Adria, in the Italian province of Rovigo, 18 miles from the Adriatic sea, two ancient vessels have been found, which, from the thickness of the planks, must have been used in seafaring. Vases, bones and other subjects were found in them. The nails used were of iron, with broad heads. One vessel is 34 feet long and 15 feet beam. In classical times Adria was a seaport, but the Adriatic has steadily receded.

What you learn from bad habits and in bad society you will never forget, and it will be a lasting pang to you. I will tell you in all sincerity, not in the excitement of speech, that I would give my right hand if I could forget that which I learned in bad society.—*John B Gough.*

When a boy washes his face without being told his mother thinks that there is something the matter with him.

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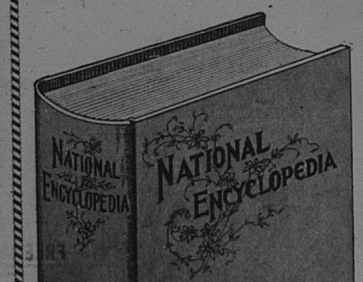

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The Brain Power of our Country Comes From the Farms.

"It is from the farm and the country districts that the great brain power of the country has come, is coming to-day, and must come in the future," writes Edward Bok in the October *Ladies Home Journal.* "Instead of deprecating country life, and saying that 'to live in the country means to live out of the world,' intelligent people know that the free, untrammeled life of the country unquestionably gives broader views. The human mind always grows to suit its outward surroundings. Originality and a development for great things has naught to check its growth where one can look with earnest eyes from Nature up to Nature's God. To speak of 'the ignorance of the rural regions' is to stamp one's self as an ignoramus: not the country people. There is a soundness of core and an intelligence in the back country of this nation of ours that people who live in cities and think themselves wise never suspect. We can talk all we like of 'social revolutions' and kindred evils that are supposed to threaten this nation. When they do threaten our institutions the danger-signal will not come from the back country. Such thoughts are born and fed amid the foul atmosphere of the cities. In the clear country air of the farm, nothing threatens this country, and when anything in the shape of socialistic, anarchistic revolution which will stamp it out will come from the country. The backbone of this land rests in the country and on the farm."

War Decreases Civil Crime.

In the very beginning of the war the authorities of the cities were astonished at the falling off in petty crimes and misdemeanors. These small malefactions, it must be known, are not committed by professional or confirmed criminals, but by casual idlers; by those who, having nothing good to do, are impressed into the service of his Satanic Majesty. The war, if it did not give actual employment to these casual idlers, gave all of them something to think about. It gave an interest to their lives. And so the police magistrates found in a little while that more than half their occupation was gone. I do not suggest that the unfortunates who usually keep the police busy all went into the army and navy. That was not the case by a great deal. It is likely, indeed, that the soldiers and sailors who enlisted in this emergency were the best of the best. But the idlers were, after all, Americans, and in the stirring times when drums were beating, rifles cracking sharply and great cannons booming in foreign seas, there was something else to do than to serve the gentleman below; there were other things to be interested in than the evil work he finds for idle hands to do.—*John Gilmer in Woman's Home Companion.*

When a fool has made up his mind the market has gone by.—*Spanish Proverb.*

A Little Gentleman.

The outward-bound car, running from Boston to one of the large suburbs, was unusually crowded on the particular night on which I was obliged to take it. Before it left the crowded part of the city there was hardly standing room; and yet eager people beckoned to the conductor and crowded into the narrow aisle.

Among these was an old woman, bent with age and feeble with evident illhealth. Her shabby dress and shawl showed her poverty; and the large basket, which she carried with difficulty, seemed to grow heavier and heavier, as she changed it from one arm to the other. Seated near where this woman was standing sat two persons—one whose immaculate dress and dignified bearing proclaimed him a man of the world. The other was a ragged newsboy. Tired from his work, the little fellow's head, now and then dropped on his shoulder, and his weary eyelids closed.

A wakening from one of these naps, he saw standing near him a shabby woman with her heavy basket. Perhaps he thought of his tired mother, taking in washing in order to swell the small earnings which supported him and his baby sister. Perhaps it was only the instincts of the true gentleman in this newsboy; but, at any rate, the old woman, standing there so patiently, felt a little hand on hers, and a young voice saying, "You must be tired, mistress. Take my seat. I'll hold your basket."

Why was it that at the next stop, when an elderly woman entered the car, the boy's neighbor rose, and said. "Here is a seat, Madam."

Gen. Grant, when he was in Scotland, heard a great deal about golf, and, being a guest at a country-house, expressed a wish to see how it was played. Accordingly, the two gentlemen went out to the park. "The host teed the ball," says *Pearson's Weekly*, "and waggled the club with all due solemnity; and the general's expectations ran high, as he observed these impressive preliminaries. Presently there was a heavy thud, a flight of turf, and the little ball still sat on the tree. Again, and yet again, a thud, heavier than before, with turf still flying, with ball unmoved, with the golfer perspiring and perplexed. Whereupon Gen. Grant gently remarked, "There seems to be a fair amount of exercise in the game, but I fail to see the use of the ball."

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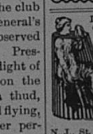

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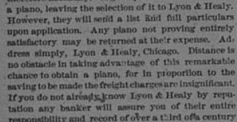

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The Skater.

My glad feet shod with the shining steel,
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The hills in the far white sky were lost;
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And the woods hung hushed in their long white dream
By the ghostly, glimmering, ice-blue stream.

Here was a pathway, smooth like glass,
Where I, and the wandering wind, might pass

To the far-off-palaces, drifted deep,
Where winter's retinue rests in sleep.

I followed the lure, I fled like a bird,
Till the startled hollows awoke and heard

A spinning whisper, a sibilant twang,
As the stroke of the steel on the hard ice rang;

And the wandering wind was left behind
As faster, faster I followed my mind;

Till the blood sang high in my eager brain
And the joy of my flight was almost pain.

Then, I stayed the rush of my breathless speed,
And silently went as a drifting seed—

Slowly, furtively, till my eyes
Grew big with the awe of a strange surmise,

And the hair of my neck began to creep
At hearing the wilderness talk in sleep.

Shapes in the fir-gloom drifted near;
In the deep of my heart I heard my fear;

And I turned and fled like a soul pursued,
From the white, inviolate solitude.

—*Charles G. D. Roberts.*

The Scotch reverence for Gladstone is displayed in this conversation between two Scotchmen reported by the British *Weekly*. One of them said, with much emphasis, "There hasna been a law-giver equal to Mr. Gladstone since the day o' Moses." "Moses!" retorted the other. "Moses got the law gien tae him frae the Lord, but Mr. Gladstone makes laws oot o' his ain heed."

Beauty and ugliness disappear equally under the wrinkles of age. One is lost in them; the other hidden.—*J. Petit-Senn.*

In response to an urgent request the firm of John E. Potter & Co. 232 Fifth Ave. Chicago have consented to extend the special cyclopedia offer made in their adv. on page 42 of our Oct. issue to Dec. 1st. We are sure this will please a large number of our readers.

"MENTAL NUTS."—Can you crack em? A book of 100 rare old catch questions with ans. They create no end of fun. Mailed 10 cents stamps. S. E. CLARK, 30 N. 9th St., Phila., Pa.

A BUSINESS WITHOUT CAPITAL

built up selling our Star Harness Mender and other necessities. We send goods cash or credit. Write D. T. Graham, 1537 N. Broadway, St. Louis, Mo.

TEA SET free. 56 pieces. No canvassing. Write AM. ADY. CO., Binghamton, N. Y.

Agents, Perfumes, etc. on credit. Big profits. Ex. Pd. Terms free. Herbene Co., Box 17, Sta. L, New York.

Vim BICYCLES Only $18 Regular $50 Std. Cat. Free. Greatest sale. ORDER TO-DAY. VIM BICYCLE Co. DEPT. A. CHICAGO.

A Fortune Could Not Buy These Verdicts.

MAKES THE HAIR GROW

"I am well pleased with Drefs' Hair Restorer. When I noticed that my hair was getting thin I commenced to use Drefs' Hair Restorer, with the result that the hair not only ceased to come out, but a new growth of hair started. It certainly is an excellent tonic."
HANS J. HANSEN, Glass Blower, Brooklyn, N. Y.

REMOVES DANDRUFF.

"Some time ago, my head became full of dandruff, which caused me great annoyance; after a time the hair began to fall out. The use of Drefs Hair Restorer stopped the hair from Falling and made the scalp clean and healthy."
Miss EVELINE BILLIOUS, Toledo, O.

RESTORES WHITE, GRAY OR FADED HAIR TO ITS ORIGINAL COLOR.

"I think there is no toilet article in the world so good as Drefs' Hair Restorer. I am 50 years old and my hair would have been all white if it were not for the use of Drefs' Hair Restorer, but the application of that dressing has preserved its color and kept it soft and glossy."
JAMES J. RICHTTOR, Cleveland, O.

PRICE, $1.00. FOR SALE AT ALL DRUG STORES.
CHAS. A. DREFS, Manufacturing Chemist, 280 Broadway, Buffalo, N. Y.
OVER 20,000 BOTTLES SOLD IN 1897.

A Beautiful Waterproof White Bristle Hair Brush will be given FREE providing you mention the name of this magazine when you send for a bottle of DREFS' HAIR RESTORER.

WANTED—A live saleslady in every town to take the agency for Drefs Hair Restorer.

$3 a Day Sure

Send us your address and we will show you how to make $3 a day absolutely sure; we furnish the work and teach you free; you work in the locality where you live. Send us your address and we will explain the business fully; remember we guarantee a clear profit of $3 for every day's work; absolutely sure; write at once. ROYAL MFG. CO., Box 328, Detroit, Mich.

DICK'S HOME COMFORT SHOES

16 YEARS in the MARKET

They have no equal for Ease, Warmth or Durability. Everybody wants them; I manufacture and supply them. Woven by hand, they have no seams. They fit—they please. Once you have some, thrice their cost would not purchase them from you. We know this. You don't. Ladies' sizes mailed for $1.35, Men's $1.60. Boys' on sale, though this advertisement appears only during Autumn. Descriptive circular price list mailed if desired.

W. H. DICK,
DANSVILLE, - - NEW YORK.

SLEEP-LESS

nights no more. Brain-workers can secure sound, restful sleep, and immunity from nervous depression, by use of a new remedy containing no opium, morphine, chloral or other harmful drug. Sample to teachers, free. Zapota Remedy Co., P. O. Box 293, Milwaukee, Wis.

LADIES, If you have superfluous

HAIR ON THE FACE

send for new information how to remove it easily and effectually without chemicals or instruments. Correspondence confidential in plain sealed envelope Mrs. M. N. PERRY, A-39 Box 93, Oak Park, Ills.

SALESMEN Can Make $100.00

A month selling our office and labor-saving specialties to merchants by samples. Every business man wants them. 100 per cent. profit. Fine side lines. Address, MODEL MFG CO., Box I, South Bend., Ind.

CRISPO

Makes the Hair Curl
Will Keep It in Curl
A Tonic for the Hair and Scalp

Put up in dry form in wood boxes, each box makes one pint of fluid by dissolving in water. Send us 25c and we will send you a full-sized box of CRISPO, and make you a present of a pkg. of Chemical Plant Food, makes flowers grow and bloom, both postpaid.
G. H. HUNT, Monroe Center, Ill. Box D.

Anidrosis Instructing the World

In health and wealth by expelling the elements of disease. This fuming and bathing dissolves, dilates and expels all that lays the foundation for every distressing symptom. No wonder that hosts of Invalid ladies are delighted over these cabinets. Without supplies they are like the watch minus its mainspring. Send two stamps for mailing the truthful eye-opener DR. CONANT, Skowhegan Me.

FREE No Money Wanted

For this ring. The latest lovers' knot. Solid Gold plate, hand chased. Guaranteed to wear. Send size by paper for the box it comes in and postage on our 50 days trial offer.
CURTIN JEWELRY CO., Attleboro, Mass.

Webster "Electric" Burner

fits any kerosene lamp and gives an elegant white, gas light effect. Greatest invention of the age. No dirt, chimney, smell or bother. Send for circle, agents wanted.
Webster & Co., 57 Centre St., N.Y.

AGENTS. We have the book everybody wants and will buy. Low in price. Big seller. Big profits. Freight paid. Credit given. Full outfit free. Write at once to STANDARD BOOK CO., 41 N. 6th St., Philadelphia, Penna.

LADY AGENTS WANTED to sell our Satteen and Moreen underskirts. We make an apron that will sell. Big pay. Send for catalogue. CRAYTON SKIRT CO., Auburn, N. Y.

COMBINATION DIPPER. Seven useful articles in one. Sample FREE, prepaid, to AGENTS. Quick sales and cash. Write, postal will do.
RUNDELL MFG., CORNING, N. Y.

SPECTACLES at wholesale, Send for catalogue. Agents wanted. COULTER OPTICAL CO. Chicago, Ill.

400 Recitations and Readings bound in papers mailed to any address for 35 cents in stamps. Address J. S. Ogilvie, 60 Rose St., New York.

FITS CURED. Large trial bottle free by mail. Let it speak for itself. HALL CHEMICAL CO., WEST PHILA., PA.

SKIN FOOD Beautifies complexion, removes wrinkles, freckles, pimples, blackheads, tan, etc. Postpaid 25c. JAS. LEE, Omaha Bldg., Chicago.

Webster "Electric" Burner

fits any kerosene lamp and gives an elegant white, gas light effect. Greatest invention of the age. No dirt, chimney, smell or bother. Send for circle, agents wanted.
Webster & Co., 57 Centre St., N.Y.

"BEAUTY" BREAST PINS.

These are gold plated Ladies' "Beauty" Breast Pins and are the very latest fashionable style. Sample by mail ONE CENT in postage stamps. Address,
LYNN & CO., 48 Bond St., New York City.

1 YARD SILK GOODS,

for fancy work, sent for 10 cents postpaid.
A. N. SILK CO., BEAVER SPRINGS, PA.

Sell Our Goods To Your Friends

and acquaintances and make from $15 to $25 a week. Our dainty preparations sell in every house in your town and you soon have a line of customers to supply yearly. Ladies send stamp at once for free information.
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66 Stamping Patterns, Large Beautiful designs for Honiton lace work, cut work, centerpieces, doilies, outlining, painting and embroidery, many 14 in. in size, given for a 3 months trial subscription to THE HOME, a household journal of stories, fashions, fancy work, literary sketches, etc. Send 15c and get the outfit and journal.
THE HOME, 144 Milk St., Boston, Mass.

CURE DRUNKARDS

ELOQUENT WORDS FROM A WIFE WHO RESCUED HER HUSBAND FROM A TERRIBLE HABIT.

Secretly Gave Him a Remedy in His Coffee and He Now Rejoices With Her.

Who can doubt that there is a cure for drunkenness when we have such an eloquent and emphatic statement from Mrs. Katie Lynch, 329 Ellis St., San Francisco, Cal., she says:—My husband was a hard drinker. There was never a doubt in

MRS. KATIE LYNCH.

my mind but what liquor had so worked upon his nerves as to actually control his appetite. Like most men who drink he was kind and generous when sober but the rum demon usually had the better of him and his wife had to suffer. One day I concluded to try a remedy called Golden Specific, which it was said would cure the liquor habit secretly. So I mixed some of it with Mr. Lynch's food for a few days and put a little in his coffee. I could scarcely conceal my agitation and fee less he should suspicion me for he had suddenly taken a dislike to liquor, said he despised the stuff, and was the most remarkably changed man you ever saw I kept bravely at it determined to not waver in my attempt to cure him and I soon found out that my mission was a complete success and that Golden Specific had wrought almost a miracle for me. I now tell all women to profit by my example and am glad to learn that Dr. Haines who discovered Golden Specific will generously send a free trial package to every woman who writes for it.

Send your name and address to Dr. J. W. Haines, 556 Glenn Bldg., Cincinnati, O., and if you wish, you are at liberty to refer to me as having told you about this marvelous remedy.

For Over 60 Years

It Has Kept Right on Curing Catarrh.

Dr. Marshall's Aromatic Catarrh Snuff has never been equaled for the instant relief and permanent cure of Catarrh, Hay Fever, Head Ache, and the attendant Headache. Deafness, and restores Lost Sense of Smell. Immediate relief guaranteed. Use before retiring at night until all symptoms disappear.

OUR FRIENDS SAY:

"I would not be without Marshall's Catarrh Snuff if it cost $15 per bottle."
J. H. Brower, Cleveland, Ohio.

"I have sold Marshall's Catarrh Snuff for forty years and can truthfully say that no other remedy has given such universal satisfaction. W. M. Heffernan, Druggist, Cleveland, Ohio.

One party writes:—"I was deaf for ten years and had no sense of smell. After six years use—

Another writes:—"I suffered with catarrh for seven years, and tried many remedies but received no relief until I bought a bottle of Marshall's Catarrh Snuff. It cured me completely in two or three weeks."

Ask Your Dealer For It.
Refuse all substitutes. Price, 25 cents. All druggists, or by mail postpaid. Try a bottle. Circulars free.

F. C. KEITH, (Mnfr.) Cleveland, Ohio.
Mention Normal Instructor. "Public Square"

Factories Without Chimneys.

In rebuilding a large machine shop recently, it was decided to substitute for the usual tall chimney a large fan to furnish the necessary draught for the boilers, and the innovation has been decidedly successful, not only on account of doing away with the tall and unsightly chimney, but also in securing greater economy in fuel.

The plant where this experiment was tried has three boilers aggregating 200 horsepower, and directly above them was mounted a fan connected direct with a 5x4 double cylinder engine. The wheel of the fan is 54 inches in diameter, and as it can be run at any desired speed, it provides a draught quite independent of the fire.

It is here that the principal saving is effected, inasmuch as it is possible to use a much cheaper grade of coal, and in a test made for the company the annual consumption and cost of coal was computed as follows: With the ordinary form of chimney—Cumberland coal, 1,624 tons at $3.65, $5,929. Using the blower—Mixture of Cumberland coal and yard screenings, half and half, at 2.58½, $4,995; showing a difference of $935.

The cost of operating the fan was stated to be $183 per annum, so that the net gain was $751, a sum greater than the entire cost of the mechanical draught apparatus. The stack used is of metal and barely rises above the roof, according to photographs of the works, and from many standpoints the new system is considered a great improvement.—*The Manufacturer.*

Dewey's Unique Method.

Rear-Admiral Dewey has always been inclined to insist upon neatness on the ships under his command, and the rigid application of sanitary regulations among his men. A capital story of a lesson in neatness which he once gave his men is going the rounds, and is so good it ought to be true:

While in a foreign port Dewey ordered the heaviest hoisting tackle in the ship out of the hold without delay. Nobody could see any occasion for it, as there seemed to be nothing either to be taken on board or sent ashore. But when, after two hours' hard work, the tackle was ready, the admiral ordered that a large wad of tobacco which had been thrown under one of the guns be hoisted overboard and dumped into the sea.

Healthy Teachers.

Prof. C. M. Robinson of Toledo, Ohio, has invented a device for improving and preserving the health of teachers and every one confined to indoor work. This is a folding hot air and vapor bath cabinet, by its use you can eliminate the impurities of the body through the skin. For teachers who are under great nervous strain and constantly breathing impure air this bath will prove a great blessing. Among the leading educators of America who are using Prof. Robinson's cabinet and speak loud in its praise are such men as C. K. Adams, Pres. University of Wisconsin; J. B. Parkinson, Vice Pres., and many Professors. J. Q. Emery, State Supt. Pub. Instruction; C. H. Chandler, State Inspector of High Schools; Dr. Backus, Pres. of Packer Institute, Brooklyn; Dr. Anderson of Yale and scores of school superintendents and principals and hundreds of teachers. There is no question but what the average teacher should pay more attention to health culture and we know they will be greatly benefited by reading Prof. Robinson's books called "Power of Heat" and "Health and Beauty" which are sent free.

THESE THREE BOTTLES FREE TO YOU.

A POSITIVE CURE FOR CONSUMPTION.

Modern medical science has discovered an absolute, certain, reliable, permanent cure for consumption, pneumonia, pleurisy, bronchitis, cough, sore throat, and all diseases of throat and lungs.

A cure that is based on modern theory of disease.
A cure that exterminates the cause, and annihilates the germ.
A cure that **builds** the **body** while **killing the disease.**

Three bottles represent a complete treatment for a period of time, and these three bottles are offered to you free, as a proof of the efficacy of the cure, by the original discover, Dr. T. A. Slocum, the well-known chemist and physician.

All that is necessary for you to do is to send your name and full address on a postal and mail it to **DR. T. A. SLOCUM, Slocum Building, 98 Pine Street, New York,** stating you saw the offer in the Normal Instructor, when the **three** bottles will be sent you by return absolutely free.

This open-handed offer puts into your grasp the greatest weapon forged against disease since the beginning of the century.

Since its discovery, but a few years ago, and its broadcast distribution through the far-sighted liberality of its eminent discoverer, hundreds of thousands have been happily rescued from the brink of an untimely grave.

It rests with yourself, if you are sick, to be cured. The test will cost you nothing.

When writing the Doctor please say you saw this in the Normal Instructor.

Ladies make $18 easy

If you are in need of employment, send us your address and we will show you how to make $18 a week easy and sure. If you are in need of employment, write to us at once. We guarantee that you can make $18 a week absolutely sure. You will be surprised at how easy it can be done. Send us your address anyway, it will be to your interest to investigate. Write today. You can positively make $18 a week easy. Address ROYAL MANUFACTURING CO., BOX 496, DETROIT, MICH.

FOR AILMENTS OF THE HEAD AND HAIR

Something new. Approved by highest medical authority
RILEY'S ELECTRIC COMB BATTERY $3.
The latest triumph of Electrical Science. It positively cures baldness, nervous headaches, neuralgia, dandruff, and restores color to hair prematurely gray, strengthens the vocal cords, and improves the voice, stops losses in the head, clears and brightens the mind. Send and investigate. All doubts removed before purchase. Satisfaction guaranteed. The inventor's pamphlet, with testimonials of well-known physicians and citizens furnished. Also a battery FREE on easy conditions. For particulars, address RILEY ELECTRIC CO., Newark, N. J.
Mention this paper.

A FORTUNE FOR YOUR FACE.
Make with four strokes of a pencil a comical face in a circle. To the 25 most amusing faces we will give
$1,000 IN CASH PRIZES
Besides, everyone sending in face will receive a present of China Set, Bicycle, Watch, Diamond Ring, Pin, or Silk Dress worth from $5. to $25.
INSTRUCTIONS.—Mail us circle after making face and send with 10 cts. to pay reg. postage on present, etc. This is no lottery or chance scheme, merely a reward for artistic ability and to introduce magazine. Address
Women's Ideas Pub. Co., Philadelphia, Pa.

When writing mention Normal Instructor.

$2.75 BOX RAIN COAT A REGULAR $5.00 WATERPROOF MACKINTOSH FOR $2.75. **Send No Money.** Cut this ad. out and send to us, state your height and weight, state number of inches around body at breast taken over vest under coat close up under arms, and we will send you this coat by express, C. O. D., subject to examination; examine and try it on at your nearest express office and if found exactly as represented and the most wonderful value you ever saw or heard of and equal to any coat you can buy for $5.00, pay the express agent our special offer price, $2.75, and express charges. THIS MACKINTOSH is latest 1899 style, made from heavy waterproof tan color, genuine Down Cover Cloth, 52 in. long, double breasted, Sager velvet collar, fancy plaid lining, waterproof sewed, strapped and cemented seams, suitable for both rain or overcoat, and guaranteed greatest value ever offered by us or any other house. For Free Cloth Samples of Men's Mackintoshes up to $5.00, and Made-to-Measure Suits to $5.00, and Overcoats at from $5.00 to $10.00, write for Free Book No. 50C. Address SEARS, ROEBUCK & CO., CHICAGO, ILL. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

ECZEMA CAN BE CURED, contrary to the popular belief heretofore prevailing. Eczema is caused by living disease-germs wanting in the skin, and Itching Piles, Dandruff, Etc., are but other forms of Eczema. **Coe's Eczema Cure** is designed to kill this living, eating germ and thereby cure Eczema. Testimonials from Hundreds Who Have Been Cured and other information sent free. $1.00 by mail or at drug stores. Trial box from us only 10cts. COE CHEMICAL CO., 770 Superior St. Cleveland, O.

Sound Endorsement. Testimonials of many well known men and women establish the claim of Compound Oxygen to be the great revitalizing remedy of the present time. It will cost you nothing to investigate. Call and convince yourself, or send for our free book. Home or office treatment for chronic or acute diseases. DRS. STARKEY & PALEN, 1113 Girard St., Philadelphia, Pa., San Francisco, Cal. Toronto, Canada.

NO MORE BALD HEADS. Full information will be sent free on application how to grow hair upon bald heads, stop hair falling and produce a fine growth of whiskers, mustaches, etc. Send stamp for sealed package. Grace Chem. Co., New York City.

YOU MAY LEARN in a few day's time a Professional Telegraphic Education that will enable you to command a handsome income for the rest of your life. Write me at once for free particulars. A surprise in store for you. Address Prof. L. A. Harraden, Sta. Z, Jackson, Mich.

HOME WORK For Families, Knitting Socks, etc. Good pay. Machine, Yarn and steady, easy work furnished. For position send stamp. Dept. 42, Co-operative Knitting Co., Indianapolis, Ind.

INHALERS cure colds, coughs, sore throat, head ache, neuralgia, etc. Sample 25 cents; 1 doz. $1.50. JAS. LEE, Omaha Bldg., Chicago.

CATARRH Positively cured at home. 15 days Dry Treatment, 25c. Honest service and book free. H. M. Ass'n 6691 Champlain Av. Chicago Ill.

10 Books Free! To introduce our popular illustrated literary and family paper, **Good Literature**, into homes where it is not already taken, we make the following extraordinary offer: **Ten cents** will send **Good Literature for Three Months**, and to each subscriber will also send, **Free**, **Ten Entertaining Books**, published in neat pamphlet form, each book containing a complete **Novel by a Popular Author**, as follows: *Lady Gwendoline's Dream*, by Charlotte M. Braeme; *The Storm of Border Life*, by Sir Wm. Fleming; *Falsely Accused*, by Mrs. Ann S. Stephens; *Her Masked Destiny*, by Amanda M. Douglas; *Wild Manners*, by Marlon Harland; *The Mountain Pirate*, by Horatio Alger, Jr.; *The Cuban Heiress*, by Mary Kyle Dallas; *Dolores*, by Mrs. Jean Ogden; and *Shadowed Life*, by Esther Burke Kenyon. The above charming novels are published in ten separate books, and all will be sent, free and postpaid, to any one sending ten cents for a three months' subscription to **Good Literature**. Six sets—sixty books—all different, will be sent for **Fifty cents**. *Satisfaction guaranteed or money refunded.* Address: **P. M. LUPTON, Publisher, Nos. 23, 25 and 27 City Hall Place, New York.**

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Dinner Set, No. 67. With $10.00 Worth.

LONDON TEA COMPANY, 131 Congress St., BOSTON, MASS.

Encouragement For the Dunce.

A new story is now told of Sir Walter Scott. It seems that he was not a brilliant scholar, and was usually at the foot of his class. After he became famous, he one day dropped into the old schoolhouse. The teacher, anxious to make an impression, put the pupils so as to show them to the best advantage. After awhile Scott said: "But which is the dunce? You have one, surely. Show him to me."

The teacher called up a poor fellow, who looked the picture of woe as he bashfully came towards the distinguished visitor.

"Are you the dunce?" asked Scott.

"Yes, sir," said the boy.

"Well, my good fellow," said Scott, "here is a crown for you for keeping my place warm."

"Patriotism is performance. It is to do when it costs to do, to assert when plain speaking is dangerous, to stand firm when yielding would be easier; it is doing one's duty always. * * * It is to do our best for our land in whatever direction our efforts lie. This alike the lowest and the highest in the land can do, from street-sweeper to president."—*Brooks.*

Wanted Send addresses of teachers now teaching and we will mail you samples of **Xmas and Gift Cards.** The more addresses the more samples. **Xmas Cards** 1c. 1½c. 2c. 3c. 4c. each $1.20 worth for $1. **John Wilcox, Milford, N. Y.**

The Commonwealth, the well-known Baptist publication of Philadelphia, recently addressed letters to a number of people who gave testimonials regarding the Electropoise which is advertised in our columns. We quote a sample reply from REV. LEONARD SMITH, pastor of the Baptist Church, Spring Hill, Conn.:—"In reply to your letter would say I have found, covering a period of five years, the Electropoise to be all the company claim and you need not fear to accept their advertisement."

It will be seen from the above letter which we have quoted that the Electropoise is all that is claimed for it. If you will write to the Electropoise Co., Suite A. 1122 Broadway, New York, mentioning NORMAL INSTRUCTOR, a book of testimonials will be mailed to you.

The Quaker Valley Mfg. Co. of Chicago have requested us to announce that they have several thousand sets of the finest coin silver-plated War Memorial Spoons left over from their recent distribution. They will mail, postpaid, a full set of six of these spoons to every subscriber to the NORMAL INSTRUCTOR, who will send name and address and postal card will do. If, on receipt of the spoons, you find them the most exquisitely beautiful specimens of the silversmith's art you ever saw, far and worth $3.00, remit 78 cents, as payment in full within 30 days; if not pleased, return spoons immediately. Each spoon is of a different design —after-dinner coffee size—showing soldiers in camp in Cuba, Morro Castle, Battleship Maine, Battle ships. They are imperishable mementoes of the late war, and every subscriber should accept this most remarkable offer. Address, postpaid, as follows: If you are a subscriber to the NORMAL INSTRUCTOR (this is important) and that you accept Memorial Spoon Offer. Address QUAKER VALLEY MFG. CO., 335 W. Harrison St., Chicago.

5 Drops' Friends.

At least a million and a quarter of true honest friends, who having proven its never failed worth, are only too willing to attest its praises far and near. This must appeal to you. A million and a quarter people cannot all be mistaken. 5 DROPS' FRIENDS are found in every State of the Union and in every clime. The Doctor, the Banker, the Lawyer, the Merchant, the Mechanic and the Farmer, all unite in one joyous JUBILEE OF THANKS for 5 DROPS. It may be just the Friend you have long sought. Given the opportunity it will remove that BURDEN OF SORROW in your home. It is the ENEMY OF DISEASE but the CONQUERING HERO for Health and Happiness. Help us to make better known this FRIEND and SAVIOR of the Sick and Suffering. If, happily, you are strong and well, let some poor Suffering Friend know what 5 DROPS has done for others and will do for them. The letters published on Page 44 must convince the most skeptical of the Marvelous Powers of this "THE GREATEST OF ALL HOUSEHOLD REMEDIES."

THE LARKIN SOAPS

THE LARKIN PLAN saves you half the regular prices, half the cost. You pay but the usual retail value of the soaps after thirty days' trial and all middlemen's profits are yours in a premium, itself of equal value.

Our Great Combination Box.

Enough to last an Average Family one Full Year.

This List of Contents Changed as Desired.

100 Bars "Sweet Home" Soap. For all laundry and household purposes it has no superior. Large Bars.	$5.00
10 Bars White Woollen Soap. A perfect soap for flannels.	.70
12 Pkgs. Boraxine Soap Powder. Full lbs. An unequalled laundry luxury.	1.20
4 Bars Honor Bright Scouring Soap	.20
1-4 Doz. Modjeska Complexion Soap. Perfume exquisite. A matchless beautifier.	.60
1-4 Doz. Old English Castile Soap	.30
1-4 Doz. Creme Oatmeal Toilet Soap	.25
1-4 Doz. Elite Glycerine Toilet Soap	.25
1-4 Doz. Larkin's Tar Soap. Unequalled for curing the hair.	.30
1-4 Doz. Sulphur Soap	.30
1 Bottle, 7 oz., Modjeska Perfume. Delicate, refined, popular, lasting.	.30
1 Jar, 2 ozs., Modjeska Cold Cream. Soothing. Cures chapped hands.	.25
1 Bottle Modjeska Tooth Powder. Preserves the teeth, hardens the gums, sweetens the breath.	.25
1 Stick White Hazel Shaving Soap	.10
The Contents, Bought at Retail, Cost	$10.00
The Premium, Worth at Retail	10.00
All for $10. You set the Premium you select, gratis.	**$20**

The Larkin Plan GIVES You the Beautiful Desk

The Whole Family supplied with Laundry and Toilet Soaps for a year at Half Price. Sent Subject to Approval and Payment after Thirty Days' Trial.

THE "CHAUTAUQUA" DESK. Solid Oak throughout. Handrubbed finish. Very handsome carvings. Beveled plate mirror. Desk is 5 feet high, 2½ feet wide, writing bed 24 inches deep. Drop leaf closes and locks. Brass curtain rod.

It is Wise Economy to Use Good Soap. Our Soaps are sold entirely on their merits, with our guarantee of purity. **Thousands of Families Use Them,** and have for many years, in every locality, many in your vicinity. Ask us for your neighbors' testimonials.

AFTER 30 DAYS' TRIAL, if the purchaser finds all the Soaps, etc., of excellent quality and the premium entirely satisfactory and as represented, remit $10; if not, notify us and we are subject to our order. We make no charge for what you have used.

If you remit in advance, you will receive in addition a nice present for the lady of the house, and shipment day after order is received. Money refunded promptly if the Desk or Premium does not prove all as stated. Safe delivery guaranteed. The transaction is not complete until you are satisfied.

$97 Many youths and maidens easily earn a "Chautauqua" Desk or other premium free, by dividing the contents of a Combination Box among a few neighbors who readily pay the listed retail prices. This provides the $10 needful to pay our bill, and gives the young folks the premium as "a middleman's profit." The wide success of this plan confirms all our claims.

Booklet Handsomely Illustrating Twenty Premiums sent on request.

THE LARKIN SOAP MFG. CO., Larkin St., Buffalo, N. Y.

See Notes Below. Established 1875. Capital, $500,000.

NOTE.—We have examined the soaps and premiums and know they give satisfaction, and also know that the Larkin Soap Mfg. Co. are reliable in every way and fulfill all promises advertised above.—*Ed. Normal Instructor.*

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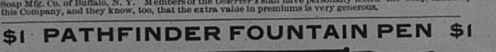

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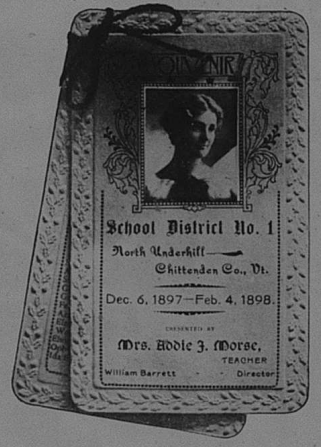

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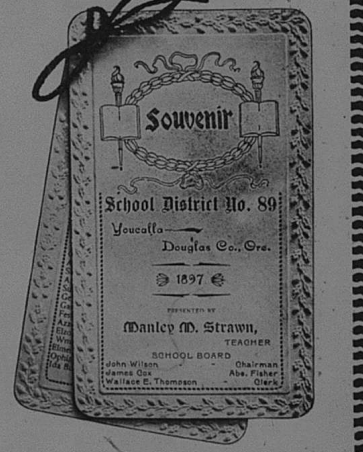

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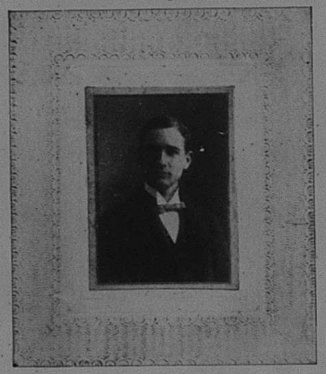

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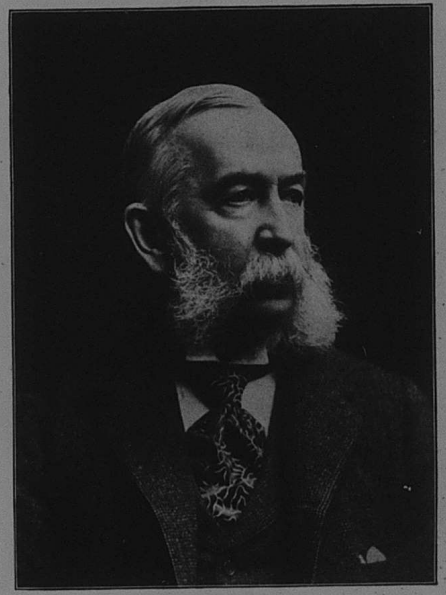

DANIEL COIT GILMAN, LL. D.,
President of Johns Hopkins University, will contribute to the January Instructor.

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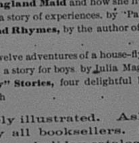

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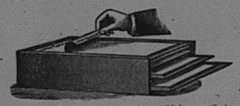

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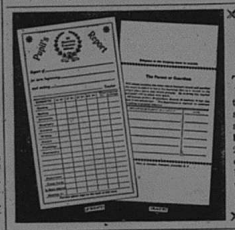

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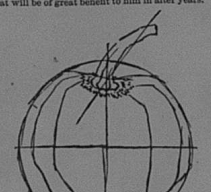

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NORMAL INSTRUCTOR

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A MONTHLY MAGAZINE DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS.

TEN NUMBERS EACH YEAR—SEPTEMBER TO JUNE INCLUSIVE.

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F. A. OWEN,
C. F. SNYDER,
W. J. BEECHER, } - - - - - EDITORS AND PROPRIETORS.

Published by TEACHERS IMPROVEMENT CO.

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Editorial Comments

President Gilman.

WE take pleasure in placing upon the cover of this numbor of NORMAL INSTRUCTOR, the excellent likeness of President Daniel C. Gilman, LL. D., of Johns Hopkins University. Dr. Gilman is one of the foremost educators of our time. He was born in Connecticut in 1831, and graduated from Yale in 1852. He was subsequently librarian, secretary of the Sheffield Scientific School, and professor of physical and political geography in Yale College. For a time he was superintendent of schools in New Haven, and later superintendent of the schools of the state. In 1872 he became president of the University of California, and since 1875 has held his present position. He was commissioner of awards for the Atlanta Exposition in 1895, a member of the United States commission on the boundary line between Venezuela and British Guiana in 1896-97, and a member of the commission to draft a new charter for the city of Baltimore, in 1897-98.

President Gilman is the author of many educational and historical reports and papers. In the January INSTRUCTOR will appear "Books and Politics," by this gifted writer and eminent educator, condensed from the recent address delivered at Princeton University on the completion of the new library. This address has received wide-spread attention because of the lofty patriotism displayed, and the splendid comments on our social and political possibilities. President Gilman believes in "the manifest destiny" of the United States. In reply to the question: "If we cannot govern Manhattan why undertake Manila? If we are embarrassed by eight millions of Africans, speaking our language, voting for our rulers and fighting with our armies, what can we do with eight millions of Malays to say nothing of half-breeds?" "But I have confidence," he says, "that if in the progress of events these responsibilities are imposed upon us, we shall rise to the opportunities." His reasons for this bold inference are gathered from history, and will not only be read with curious interest but profit.

A New United States.

THREE nations disappeared on November 1, and a new one appeared,—the United States of Central America. The three that disappeared were the republics of Nicaragua, Salvador and Honduras. The name and form of government of this new republic is derived from, and patterned after ours. There is to be a senate composed of 21 members, and a house of representatives composed of 70 members. A president is to be elected the first Sunday in December, and inaugurated March 15, for a term of four years. The judiciary will be similar to our supreme court. These three republics were happily consolidated by mutual consent. On June 20, 1895, the three presidents met and drew up the treaty of Amapala, which formed a union on foreign affairs, which were directed by a Diet representing each republic. This worked so satisfactorily that, on June 29, of this year, a general assembly met and drafted a constitution for complete union which was adopted and now has gone into effect. The capital will be situated in a federal district formed by grants from the three States, corresponding to our District of Columbia. The population of the new republic is nearly 2,000,000 only about 60,000 being white. It has an area of 110,000 square miles, 3,500 miles of telegraph, 400 miles of railroads, and ten or twelve colleges.

Self-Government in France.

TWENTY-SEVEN years ago the present republican form of government went into operation. Owing to the frequent changes of ministry arising from bitter antagonisms, again and again, it has been prophesied that the Republic would fall, and on its ruins some form of military dictatorship would arise. During the past four years the exciting scenes growing out of the Dreyfus case, the conflicts between the military and judiciary departments, have awakened the gravest fears concerning the permanency of self-government in France. But the fall of one ministry after another, owing to succeeding storms of popular disapproval, has shown that the Republic has reserved power unforseen by its enemies or even its staunchest friends. The fall of another ministry, and the turbulent scenes in Paris of late, which threatened the very life of the Republic, has not been so serious after all. The Dreyfus case is to be retried, and the government will very likely be more than equal to the responsibilities of the hour.

Requirements for Teachers.

THE resolution adopted by the State Council of School Superintendents of New York State in October, asking for legislative action bearing upon the requirements of teachers for normal and high school work receives our endorsement. We believe it to be a commendable step, and that it will be endorsed by those who have the cause of education nearest their hearts, and the best interests of the profession, not only in New York State but other states of the Union. If the legislature takes action in harmony with that resolution, it will signify the greatest advance ever made in this or any other state toward the realization of the ideal.

In brief, the resolution asks that it shall be the law of New York State, after May 1, 1899, that no one who is not at the time engaged in high school teaching shall be appointed to teach in the ninth, tenth, eleventh and twelfth years of school work, in any city or village authorized by law to employ a superintendent of schools, who has not one of the following qualifications: (*a*) Graduation from a college or university, together with at least one year of professional study either in a college or university or in a normal training school having a course for college graduates; (*b*) graduation from a college or university, together with at least two years' experience in teaching in high school grades, or three years' experience in teaching in elementary grades; (*c*) graduation from normal school, together with three years experience in teaching, and passing an examination under the direction of the superintendent.

The resolution also asks that at the time of the enactment of the law, a superintendent must have one of the following qualifications: (*a*) He must be a college graduate, together with not less than five years experience in teaching or supervision; or (b) ten years experience in teaching or supervision, together with a certificate of competency as a superintendent from the state superintendent after an examination conducted by a commission of five persons who are college graduates, appointed by the state superintendent.

The enactment of such a law would mean that the highest qualifications are demanded for the highest grades of work. While intellectual qualification and efficiency are sometimes far apart, the former presupposes the latter, and such a move would be along the line of progress from the simple to the more complex, which is according to a law of nature. On the other hand, it will very likely be contended by some that such exacting requirements would tend to an intellectual aristocracy, at the expense of weightier matters. But such danger is not imminent. That which tends to lift teaching more and more into the dignity of a profession, though fraught with some disadvantages, will be welcomed.

While high school students are getting ready for graduation, and many of them subsequently to enter college, nothing but the best equipment on the part of the teachers will answer to the demands. The NORMAL INSTRUCTOR has insisted all along that those who would obtain the choicest prizes in the profession must match their desires with the very best possible technical training, and we have tried to lay all others who want to make the most and best of themselves under a debt of gratitude to us in the courses of study we have laid down for teachers in the American Correspondence Normal, which will help them to keep abreast of the times. It may be thought by some that May 1, 1899, is too soon to make such a change, but since it will apply only to those employed after that date, save as it makes less secure the position of every poorly qualified teacher of every grade, we cannot see that it is premature. The law of life here, as elsewhere, is the survival of the fittest.

The Chicago School Question.

THE advent of Dr. E. Benjamin Andrews as Superintendent of the Public Schools of Chicago means a change from the conservative to more advanced educational methods. His appointment, in fact, grew out of a desire for a change. Albert G. Lane had held the position for a long time and seemed to be unable wholly to resist the political influences about him, or at least to embody in his administration the principles of the desired reform, as it pertained to interference of members of the Board of Education in the appointment and promotion of teachers. While the Superintendent according to the rules had a right to initiate the nominations, he had not exercised it, but submitted the cases to district committees, where "button holing" and "pressure" prevailed more or less in the interest of personal favorites. The bitter contest which arose when Dr. Andrews insisted that his nominations should be made direct to the School Management Committee, resulted in a victory for him. A teacher of ordinary qualifications aspired to the principleship of a night school. The new Superintendent requested her to take the examinations with other candidates. This she declined to do, but instead, marshalled political influences in her behalf and ignored the merit test. In her failure to secure the appointment, Dr. Andrews established the precedent of his right to initiate nominations. Although it was not a decisive victory, it points toward the ultimate goal. At present the Superintendent must obtain the endorsement of two of the three members of each local committee for each nomination, but since he has a majority of the new Board with him, it is almost a moral certainty that they will stand by him in every movement that looks toward reform and improvement of the public school system of Chicago.

Rudyard Kipling.

THE literary genius of this generation, if we have one, unquestionably is Rudyard Kipling. He is not yet thirty-four years old. Before he was twenty-five he had captured an empire and was "trailing the rest of the reading world behind his chariot." This brilliant star that arose so suddenly in the far east dazzled our eyes at first. We did not know whether the name was a real, or an assumed one. But at last all mystery disappeared, except the mystery of genius, and his words, works and personality stood out clear and distinct, to be seen, read, and understood of all men.

Kipling was born Christmas week, 1865, in Calcutta. Since he is peculiarly sensitive about the intrusions of the vulgar and curious upon the domain of his private life, the world knows but little of his childhood days. His people came back to England and there he spent his school-boy days. The family again went to India and located at Lahore where they lived sumptuously. John Lockwood Kipling, the father, was a man of exceptionally fine social and literary accomplishments, as the story now runs, and the mother a sprightly, gracious personage, always welcome in society. Miss Kipling, the sister, and now Mrs. Fleming, is a vivacious and prepossessing woman of rare literary taste. It is said that there is scarcely a line in Shakespeare that she cannot quote. The father has a fine talent for modeling in clay, and the illustrations of his son's works are from plaques which he has specially designed and executed for them. The father, also, has written a book entitled, "Man and Beast in India."

Thus young Kipling had the generous advantage of a home life and refined influences to stimulate his literary inclinations. He began early to write verse and stories. After the family returned to India he became sub-editor and war correspondent of the *Civil and Military Gazette* of Lahore. Here he began to dash off his short stories and poems at odd spells and to lay the foundations of his rapidly developing literary style. At the age of twenty-one his first volume appeared, entitled "Departmental Ditties." When he was twenty-three a collection of his short stories from the Lahore *Journal*, "Plain Tales from the Hills," were put in book form. Then within the year came "Soldiers Three," "The Gadsbys," "In Black and White," "Under the Deodars." "The Phantom Rickshaw," and "Wee Willie Winkie." By this time his name and fame had reached England. The new literary star in the east was plainly visible.

In 1889 he found himself famous, and returned to England. There he wrote his first novel "The Record of Badalia Herodsfoot." Then followed "The Light that Failed." At about this time a volume of poems was published in this country entitled—"My Own People."

It was in London in 1891 that Kipling met Wolcott Balestier, whom he loved and with whom he wrote "The Naulahka," which was such a deservedly popular magazine serial story. The Balestiers' home was in Rochester, N. Y., and it was owing to Wolcott's illness the sister went to London to care for him until he died. After Kipling's friend and co-worker died, the couple who had become deeply attached to each other in the hour of sorrow were married, and since have lived happily together in the beautiful home built by them near Brattleboro, Vt., which they christened "The Naulahka." A little over a year ago, owing to an unpleasant incident that disturbed the author's sensitive nature in which the world had no interest, he removed with his family to Europe.

Kipling's popularity as an author is not alone due to his genius. He is a painstaking literary plodder. As he writes, more goes into the waste basket than is preserved. Carlyle affirmed that, "Genius is but the ability for hard work." His marvellously retentive memory has enabled him to acquire the use of technical terms that enable him to interpret almost from the standpoint of an expert or specialist. If it is the description of a steam engine, we feel that the engineer, or the machinist who built it, is telling about it, or still better, by the touch of the imagination the engine itself tells of its parts and power. "To make the common marvellous, as if it were a revelation, is the test of genius" says Lowell, and this is Kipling's peculiar gift. The imagination may transfigure common things and common life into poetry. It has been said that Kipling has realized this ideal of the poet to even a larger extent than did Wordsworth, who saw so deeply into human life, who interpreted so unerringly, and who was in such sympathy with everything in nature, with both man and beast,—yet it was the poet, standing apart, who in his own language talked and interpreted in Wordsworth's writings. In singing of the soldiers and sailors, Kipling uses their thoughts and expressions. He continually surprises us by bringing into juxtaposition wide extremes with dramatic power. For instance: "And because this sudden and new light of love was upon him, he turned those dry bones of history and dirty records of misdeeds into things to weep or to laugh over as he pleased. His heart and soul were at the end of his pen, and they got into the ink." This is the way he describes Wressley's genius. Only a genius could do that. His poetic fancy always gets into his prose, because he thinks in pictures.

Rudyard Kipling writes as though he had no predecessors in verse or romance. His is an original style. Although he does not show profound learning or wide research in the realm of literature, his style is biblical in its directness and simplicity. He sees his object clearly, and readily masters the details of his art. Some times there is a bluntness, a dash, a daring and abandon, that offends the exquisite and finical tastes of the few, but before they have turned him over to be classed with vulgar second-class writers he has captured them by his refined thought and poetic fancy. It is true that he lacks sustained power, and often displays more vigor than refinement. As Gilman says: "The quality of his power is comparable to that of Marlowe rather than to that of Shakespeare. There is in Kipling much of the impulse of 'Tamburlaine' and 'Doctor Faustus,' very little of the mastery and sustained power of a 'Tempest' or a 'Hamlet.'" But Marlowe died before he was thirty, and "Romeo and Juliet," and "Midsummer Night's Dream," were written when Shakespeare was about thirty, and they gave little promise of "King Lear" and "Macbeth," written when the dramatist was at the height of his power. The twelve volumes of Kipling's works, and his age, may safely be considered the foundation upon which he is yet to build the temple of undying fame.

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***

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MORAL TRAINING IN SCHOOLS

BY EDWARD EVERETT HALE, D. D.

[In the November number of NORMAL INSTRUCTOR, Dr. Hale laid down the broad generalization, that "the prime object of a school is to make a man out of a boy, and a woman out of a girl," and showed from history that the most successful educators were guided by this principle. He referred to Rugby, Harrow, Eton and Winchester, and said that Rugby is always mentioned first, because known the world over for character, manliness and Godliness. Dr. Hale closed the article, of which the following is a continuation, with these words: "When Stanley wrote his 'Life of Arnold,' it became the great text book of Moral Education, as above education of memory or of accomplishment, for the English speaking world."—THE EDITOR.]

IT was read in America—just at the right time. The "culture" madness, as I call it, had just swept over our school,—and had well nigh gone to seed. Horace Mann, and the people of his school, had awakened the public to a sense of the carelessness with which the public schools were conducted. The pendulum had now swung to the other side, and the follies of system—of the mechanics of the school-room—were at their worst. All that farrago held place,—which few of my readers of to-day remember,—by which nine hundred and seventeen children blew their noses at the same moment, and then were not permitted to do so again till another appointed moment came when the signal was again given, and uniformity triumphed once more. A system admirable when the school-house is on fire, and you need abject discipline. But really, your plans ought not be made for school-houses on fire. All this foolery came to its end—or began to—when the gospel according to Thomas Arnold was proclaimed in the American schools.

And in England, for a generation—up to this hour, indeed—you could see the moral victory which he won. In a way, he was a martyr whose death lifted up the world; not simply in school-houses,—yes, even in Oxford and Cambridge. In the real life of England you could hardly study an important step of advance which did not connect itself with Arnold. Many of us would testify to the ennobling effects on our lives of the two books "Tom Brown at Rugby," and "Tom Brown at Oxford," in which Mr. Hughes gave us the details, scarcely veiled, of his own life and Arthur Stanley's under Arnold's care, and of the lessons which from him they carried to the University. Soldiers of world-wide fame proved to be Rugby boys, and they had learned there the lesson of obedience to the King of Kings. You found a model printing house, where the workman and the capitalist were hand in hand,—and you found that the Spottiswoods were once Arnold's boys. And so in other walks of social advance. The men who rallied about Frederic Maurice, to establish the Workingmen's College in London—Tom Hughes among them—were under the moral sway of this great apostle.

And such are the lines which we must follow in the unfolding and uplifting of our school system. There is always danger of falling back into the ruts. There is danger, as Habakkuk says, of our worshiping the drag which carries the incense to the temple, rather than seeking God, and finding God, for whose worship the incense is carried. The late Dr. Gardner, the head of our Latin school in Boston, was rather a stern man, but loyal, true and honorable. He would speak bitterly of the failure even of parents to stand on the Rock. "If I tell a man that his son is slow of mind, and that he will never be brilliant, but that he is generous, true, brave and honorable, he is sure to be displeased. If on the other hand, I say: 'John is quick, ready and bright; he can take any prize he wants, but the boys cannot rely on him; he is apt to be selfish and they do not find him true,' the father smooths it over: 'Oh well, none of us are perfect, we must not expect everything,' and he is on the whole well pleased."

If Dr. Gardner was right in these impressions, why the great body of parents are wrong; and churches and pulpits have been doing their work very badly. Let us try to see that they shall not be wrong. In our schools, on the playground, in our homes, boys and girls shall seek first the kingdom of God and His righteousness and these little things, etiquette, Latin verses, Greek accents, will follow in their time and order.

I cannot but observe that, while the teachers themselves show a gratifying wish to keep up the tone of honor or moral principle in the schools, the subject is one generally almost neglected in the reports of superintendents, supervisors, and the other persons who conduct the larger machinery of education, if I may call it so. I accordingly, partly to test opinion, and in my little way to draw forth discussion, prepared and delivered in different places, the four lectures to which I alluded in the beginning of this article. The first was on the tone of honor in a school, public or private, and on the resources for improving the tone of honor in the hands of teachers of day schools and of those of boarding schools. Of course the conditions of day schools and boarding schools are very unlike. In this lecture I tried to discuss the questions relating to the personal responsibility of the teacher, and just touched on that delicate inquiry: What is to be done with a bad boy or girl whose influence appears to be bad upon the other scholars?

The second lecture was on the conditions of the scholars in recess, and on the playground, in the streets going and coming, and at home. Here again, the conditions of a boarding school differ from those of a day school, and those of a private school from a public school. I asked and obtained, from teachers with whom I became intimate, most interesting suggestions and relations of personal experience in such matters. The third lecture was given to a consideration of the moral work to be done by the school reading-books. I rate very highly the effect wrought by the extracts of reading and declamation in these books. The danger is that the selecting will be made for the purpose of selling the books, by the choice of amusing or sensational passages. It may be that the great corporations which unite to tyrannize over us in such matters have no standard of moral for the scholars higher than their own. Some statements regarding the admirable text-books in England made me doubt whether in the English schools they are not in advance of us in this matter.

In the fourth lecture I tried to bring together some statements and suggestions, derived from each of these general topics, as to the personal interest and power of the separate teacher on the separate child. In the conversations which followed on this lecture we were greatly helped by the careful studies of the Worcester School of Pedagogy under Dr. Stanley Clark.

I avail myself of the kind permission of the Editor to give this review of this course, in the hope that teachers, fathers and mothers may favor us in the INSTRUCTOR with notes or discussions suggested by personal experience which may clear the air a little, perhaps; which certainly would help direct and strengthen all of us who have practical duties, every day, where we need such strength and direction.

The Invention of the Telescope.

ONE day, nearly three hundred years ago, a poor optician was working in his shop in the town of Middleburg, in the Netherlands, his children helping him or amusing themselves with the tools and objects lying about, when suddenly, his little girl exclaimed, "O papa! see how near the steeple comes!"

Anxious to learn the cause of the child's amazement, he turned toward her, and saw that she was looking through two lenses—one held close to her eye, the other at arm's length; and, calling her to his side, he noticed that the eye-lens was plano-concave, while the other was plano-convex. Taking the two glasses, he repeated his daughter's experiment, and soon discovered that she had chanced to hold the lenses at the proper focus, thus producing the wonderful effect that she observed. His quick wit saw in this a wonderful discovery, and he at once set about making use of his new knowledge of lenses. Ere long he had fashioned a tube of pasteboard, in which he set the glasses at their proper focus; and so the telescope was invented.—*Chamber's Journal.*

Current Biography

Colonel Joseph M. Bennett.

COLONEL JOSEPH MONROE BENNETT of Philadelphia, who died October 20, was widely known as a philanthropist. He was a native of Burlington county, N. J. He started in life with health, "intelligence, energy, perseverance, honesty, and a firm determination to succeed by close attention to business." This was a sufficient foundation upon which to build. From the position of a journeyman tailor, he rose to be the greatest merchant in wholesale clothing in this country.

During the civil war Colonel Bennett manufactured large quantities of clothing for the government, and filled numerous orders elsewhere. After becoming rich, he sold out his business in 1879, and turned his attention to real estate. He purchased unimproved lands in Philadelphia and other cities extensively, and erected rows of tenement houses, which he afterward sold. He bought the celebrated Ocean House, at Long Branch, and the Chestnut Street Opera House property in Philadelphia. His purchase caused a general rise in the value of adjacent property, and he gradually bought the entire north side of Chestnut street from the Opera House to the end of the square.

"He was spasmodically generous but the more wealthy he grew, the more liberal he became." Many interesting stories are told of his eccentric methods of giving. No one could coerce or persuade him into giving. Often he would peremptorily refuse to consider a subject. Later on, perhaps, he would contribute much more than was expected toward the same object. He had a habit of calling upon poor, lonely, old women or men and talk with them for a while, punctuating his sentences with five-dollar notes. He was known more than once to send a horse to a poor peddler, or struggling grocer, and rejoice in seeing the joyful perplexity and embarrassment of those whom he had surprised. To a reporter he once said: "I attribute all I have done in the way of giving to my mother, who said to me, 'Joseph what thee has is not thine own; God gave thee power to make money but made thee only a steward.'"

Colonel Bennett's mother was a Quakeress, but afterward became a Methodist. During his entire life he paid little attention to religious matters, although in theory his ideas were a species of mixed Methodism and Quakerism. Before he died he sent for a Methodist minister and said he wanted to be baptized and join the church, "for" said he, "some generations of orphans will come up that will ask who it was that provided these things for them, and I do not want it to be said that the man was not a christian and I want to make a profession of my faith."

He has bequeathed to the University of Pennsylvania the Chestnut Street Opera House. This is to enable the university to carry out the scheme of co-education of women and girls, as has been commenced already in the buildings previously donated by him. The total of his gifts to that institution amount to at least a half million dollars. Before he died he gave forty thousand dollars worth of land to the Methodist Episcopal Orphanage of Philadelphia, and other gifts aggregating two hundred thousand dollars. To a Home for Mutes he gave ten thousand dollars and land for the new site for the Home for the Aged, valued at thirty thousand dollars; to the Deaconess Home, property of an equal value. Nineteen relatives are remembered, besides this, with various amounts.

Harold Frederic.

THE death of Mr. Harold Frederic in London, October 19, at the age of forty-two, removes from American journalism and literature a man of great force as well as charming gifts as a writer. He had been ill at Kenley, Surrey, for two months, but was supposed to be recovering, until unfavorable symptoms developed, and the next day he died.

Mr. Frederic was foreign correspondent of the New York *Times*, and his letters showed an exceptionally well informed mind, and his style was unblemished by literary defects. His work illustrated the highest class of journalistic art. He was born in Utica, N. Y., August 19, 1856, and was graduated from Hamilton college when he was twenty years old. After graduation he went on the staff of the Utica *Observer*, and four years later became editor of that paper. From 1882 to 1884, he edited the Albany *Journal*, and from there he went to London as correspondent of the *Times*. He was the author of several novels, the most recent of which was "The Damnation of Theron Ware." As a novelist there was a certain directness in his forcible style that caused the reader to feel that the author saw vividly that which he portrayed, without any other art than that of a clear and virile presentation. Owing to this he easily obtained quite a wide circle of readers and admirers. His novels, "Seth's Brother's Wife," "The Lawton Girl," and "The Copperhead," prepared the way for his most successful work, though an unpleasant story which did not pass without severe criticism. One of his stories, "Gloria Mundi," is now in course of publication as a serial in an American magazine. Just before his death he revised the manuscript of his last work "The Market Place." It was however as a journalist that he was best known. As such he filled well a place he had made his own. He had a wide acquaintance with Englishmen prominent in public life, and his comments on men and affairs were both interesting and instructive.

Col. George E. Waring.

IN the death of Colonel Waring from yellow fever, contracted while in Cuba as a representative of the government, is removed from active life one of our noblest and best of men. He had been chosen as a sanitary expert to look into the sanitary conditions of the island, to report on the same, and to select sites for the army of occupation. Having finished his work he started for his home in New York, only to find on his arrival there that he was a victim of the unhealthful conditions he had been trying to remedy, and on Saturday, October 29, he died, with his faithful wife standing by his side, whose father and mother, brother and three sisters had succumbed to the dreadful disease.

Colonel Waring was sixty-five years old. He was born at Round Pond, N. Y., and educated at College Hill, Poughkeepsie. Later he studied agricultural chemistry with Prof. Mapes and before he was twenty-one began to lecture on agriculture in Maine and Vermont. In 1855 he took charge of Horace Greeley's farm at Chappaqua. Two years later he was appointed agricultural and drainage engineer of Central Park, designing the draining system which still exists, preparing the soil of the Mall, and setting out the four rows of splendid elms upon it.

When the civil war broke out he was appointed major of Garibaldi Guards, and later raised six companies of cavalry at St. Louis, and in 1862 General John C. Fremont appointed him colonel of the Fourth Missouri Cavalry. After managing a scientific farm for several years he began his professional practice as an Engineer of Drainage. In 1879 he was the expert of the U. S. Census in charge of the social statistics of cities, and was long a member of the National Board of Health. During the yellow fever epidemic he went to Memphis and other southern cities, and devised systems of sewerage for them which proved very successful. He afterwards wrote several standard works on the subjects of drainage and sewerage, the improvements of farms, villages and cities. He gave up a remunerative professional business to accept the position of commissioner of street cleaning in New York, where he made himself famous, attaining the most remarkable success, in the face of all kinds of opposition, in the history of civilization.

In the fulfillment of our pledge to rehabilitate Cuba he went to inspect Havana harbor, the great fever breeding cesspool of the island, and other cities. The Spaniards have always allowed their sewage to empty into the harbors. While examining this Spanish horror, the master of sanitary science was stricken. But his work was nearly finished. His report was practically completed, and was among the papers which were carefully disinfected. It will require many millions of dollars to put Cuba in a healthful sanitary condition, but he reminded the President that the money now needed should have been expended two hundred years ago. This legacy of misgovernment must now be dealt with.

LITERATURE

By E. H. Turpin, Antlers, Va.

John Ruskin.

APPELLATIONS.

The great English Word-painter.
The Creator of the Literature of Art.
The greatest Living Master of English prose.

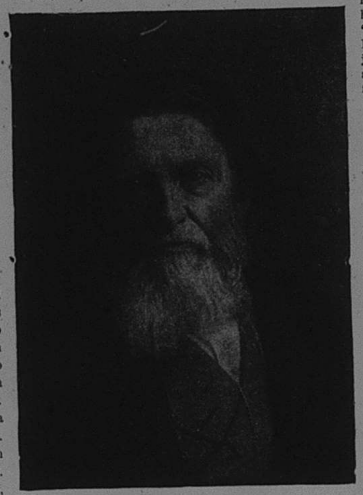
PERSONAL APPEARANCE.

"Ruskin is small in person, careless in dress, and nervous in manner. He has been described as having a spare, stooping figure, eyes, sweet and honest in repose, earnest and eloquent in debate."—*Cooke.*

"The characteristics of his mouth and eyes are a susceptible, almost tremulous, appreciation that comes and goes about a shrewd acuteness that is permanent; and an earnestness that pervades every feature, gives power to a face that would otherwise be merely loveable for its gentleness. His manner is very much an expression of all this."—*Sydney Dobell.*

LIFE.

John Ruskin, "writer on art and preacher of righteousness," was born in London, Feb. 8, 1819. He was the only child of a wealthy wine-merchant, a lover of pictures, who educated his son's taste by showing him good pictures and keeping him from bad ones. His mother was a gentle, religious woman, who drilled him early in the Bible, making him read it daily and commit many chapters to memory. It was to this training that Ruskin ascribed the merits of his English prose style. He was educated at home until he went as a gentleman commoner to Christ Church, Oxford. There he won the Newdigate prize for English poetry in 1839, and took his degree in 1842. He studied painting under Copley, Fielding, and Harding; his masters, he says, were Rubens and Rembrandt. His distinctive work as an art critic was begun in the volume of "Modern Painters" published in 1843. This book, written in reply to a criticism in "Blackwood," was designed to prove the superiority of modern landscape painters, Turner especially, to the old masters. The work expanded in later volumes into a treatise on art. Ruskin took it as his work in art to teach the supremacy of five artists unappreciated before he spoke: Turner, Tintoret, Luini, Botticelli, and Carpaccio. In Ruskin's estimation, the highest artistic excellence demanded moral soundness, and professing to be Carlyle's pupil in ethics, he insisted as earnestly as his master on truth and righteousness. Although he was spared the struggle for existence and had leisure and money for his favorite pursuits, care and sorrow were not unknown to Ruskin. His wife deserted him for the English painter, Sir John Millais, and in many ways his life has been a lonely one. From 1869 to 1879 he was Slade Professor of Art at Oxford. He received the title of D. C. L. from Oxford, and that of LL. D. from Cambridge. He lives at Brantwood on Coniston Lake in the English Lake Country. He has devoted much of his fortune to founding St. George's Guild, a primitive agricultural community. His own noble words in the "Laws of Fiesole" best express his purpose in art:—"I have endeavored to teach through my past life that this fair tree Igdrasil of human art can only flourish when its dew is affection; its air, devotion; the rock of its roots, patience; and its sunshine, God."



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WORKS.

"Modern Painters" (1843-1860), Ruskin's masterpiece, has already been mentioned. It created the literature of art. It carried art back to nature, and its teachings are in the main correct. "Questionless, it has its shortcomings and defects; but less cannot be said of it than that it is one of the monumental books of the century, one of the imperishable masterpieces of English literature."—*Bayne.*

"The Seven Lamps of Architecture" (1849) treats of "the principles which are safeguards against error and sources of success in art." The seven "lamps" are Sacrifice, Truth, Power, Beauty, Life, Memory, Obedience, and a chapter is devoted to each "lamp." It "shows the artistic relation between the real and the ideal, and teaches the mental and spiritual significance of architecture."

"The Stones of Venice" (1851-1853) gives an account of the architecture and history of Venice. "In massive power and in richness, and poetical expressiveness of description—in comprehensiveness of treatment, and unity of effect, this work is one of the prose masterpieces of the century. In symmetry of workmanship it surpasses "Modern Painters," though not equalling it in variety and brilliancy."—*Bayne.*

These are Ruskin's chief works, though his others are numerous. No writer ever excelled Ruskin in the power of coining striking, fanciful titles which, however, often give little or no suggestion of the subject matter. Thus "A Crown of Wild Olive" consists of four lectures on work, traffic, war, and the future of England; "Sesame and Lilies" treats of good literature; "The Queen of the Air" is a study of the Greek myths of cloud and storm; "Ethics of the Dust" is about the principles of crystallization; "The Laws of Fiesole" give the elements of painting and drawing; "Ariadne Florentina" treats of wood and mental engraving; "Val d' Arno" is about thirteenth century art in Pisa and Florence; "Mornings in Florence" tells English travelers about Christian art; "The Eagle's Nest" considers the relation of natural science to art; "Time and Tide" is a series of letters to the workingmen of Sunderland, "Arrows of the Chase" is a selection of his letters; "Unto this Last," which Ruskin esteems his best work, attacks the current doctrines of the "dismal science" of political economy; and "Munera Pulveris" teaches Ruskin's own belief on the subject. "The King of the Golden River" is a striking and beautiful child-story. "Pre-Raphælitism" defends the Impressionist school of art, whose leaders were Rossetti, Hunt, Millais, and Woolner.

CRITICAL ESTIMATES.

"Mr. Ruskin seems to me one of the few genuine writers as distinguished from book-makers of this age."—*Charlotte Bronte.*

"He has created a new literature,—that of art—and all the subjects related to it; and the work he has done has more genius and is more original than any other prose work of our time."—*Stopford Brooke.*

"In the main drift and meaning of Ruskin's work he is sound, sure, and strong, seeing what is right, and saying it in a way true and good. But in many matters of lesser interest and importance he seems to be as wrong-headed and wilful as possible."—*Cooke.*

"The ease and grace of Mr. Ruskin's style, his appropriateness of expression, his splendor of imaginative effect, the harmonious roll of his sentences, and the beautiful thoughts sustained in them, make the study of his great works one of the highest intellectual pleasures."—*Nicoll.*

"I venerate him as one of the great teachers of the day. The grand doctrines of truth and sincerity in art, and the nobleness and solemnity of our human life, which he teaches with the inspiration and sincerity of a Hebrew prophet, must be stirring up young minds in a promising way. The two last volumes of 'Modern Painters' contain, I think, some of the finest writing of the age. He is strongly akin to the sublimest part of Wordsworth."—*George Eliot.*

MATERIAL.

Required:—Selections from "Modern Painters" (No. 48, Maynard's English Classic Series); "Sesame and Lilies."

Reference and Parallel:—"Modern Painters," "The Seven Lamps of Architecture," and the "Stones of Venice."

Biographical:—As Ruskin is still with us, the story of his life has yet to be written; His "Præterita, Scenes of my Past Life," gives valuable information about his younger years.

Critical:—"Lessons from my Masters," Peter Bayne; "Three Great Teachers of our Times," A. H. Japp; "Poets and Problems," G. W. Cooke; "The Art Teaching of John Ruskin," W. G. Collingwood; "Studies on Ruskin," E. T. Cook. There are numerous magazine articles and short studies in handbooks of literature.

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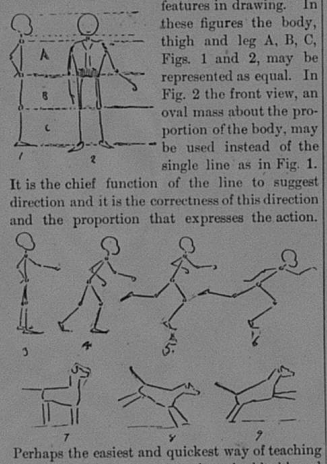
DRAWING

By D. R. Augsburg, Oakland, Cal.

Action.

ACTION is one of the essentials in drawing. To get the "action" right, is one of the first aims of the draughtsman. If the action is incorrect, no amount of elaboration can make the drawing correct. Children love action, they care very little for form, but action, motion, life, is always interesting to them.

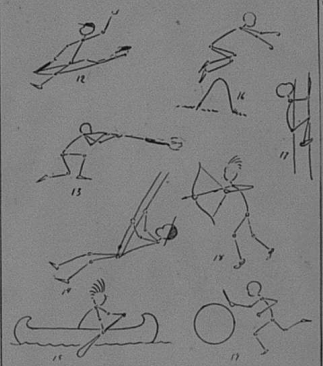
The following figures have been reduced to their least possible elements and are intended to teach and lead the pupil to express action at a time in his life when it is especially dear to him and before his attention and habits have been directed to details and perhaps less essential features in drawing. In these figures the body, thigh and leg A, B, C, Figs. 1 and 2, may be represented as equal. In Fig. 2 the front view, an oval mass about the proportion of the body, may be used instead of the single line as in Fig. 1. It is the chief function of the line to suggest direction and it is the correctness of this direction and the proportion that expresses the action.



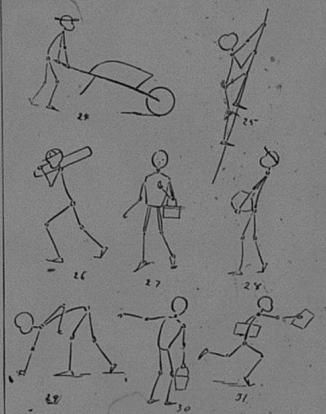
Perhaps the easiest and quickest way of teaching these figures is to place several on the blackboard and let the pupils copy a number until they have learned the proportion and how the figures are represented, and at the same time teach that the vertical line suggests stillness and the oblique line action. Fig. 3 is made up of vertical lines and is standing *still*. Change these vertical lines to oblique, as in Figs. 4, 5 and 6, and action is represented. Fig. 7 is standing still, as is drawn with vertical and horizontal lines. Change these lines to oblique as in Figs. 8 and 9 and action is suggested.

Draw with the pupils to show how, to lead the way, but it is not necessary or desirable that they should copy your work. All may use the same principle, the same method, but each should represent his own idea and if this cannot be done, it is one of the chief ends of the teacher to help and show how to do this. For example, represent the action of catching a ball or playing the piano. All may try this together, both pupils and teacher, and if the teacher is the best, well and good; if the teacher is not the best, no harm is done and much encouragement given. While drawing together, it is not difficult to teach the pupils to be self-reliant and to depend on their own efforts by simply speaking depreciatingly, but in a kindly way of those drawings that are copies of those the teacher has drawn. Teach the pupil to rely on their own mental image, rather than to take the mental image another has represented. *Copying is deadening.*

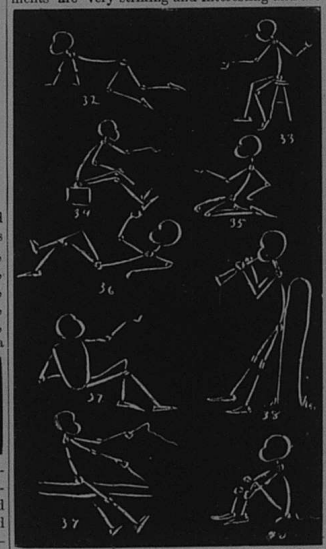
The following actions all taken from the sports of children are suitable to represent in action.



Give out about three, say walking, running and trotting, and let the pupils observe these actions for their next day's lesson:—walking, running, jumping, dancing, climbing, playing horse, playing marbles, shooting a gun, shooting a bow, throwing a spear, rolling a hoop, rowing a boat, paddling a canoe, playing tag, fishing, swimming, riding a bicycle, pulling a rope, coasting, flying a kite. Choose some game that pupils are acquainted with and let the pupils illustrate it. For example, a game of ball. Write on the blackboard the different actions used in playing ball and lead the pupils to illustrate them, such as:—catching, tossing, knocking, "stealing a base," the umpire, etc. Children can only represent those actions they are acquainted with. The following taken from common work are familiar to most children:—wheeling a wheelbarrow, climbing a ladder, carrying a pail, carrying a rock, carrying a post, carrying a basket, picking up, spading, picking, pitching hay, shoveling, pounding, nailing, drawing, pushing, splitting, sowing, mowing, hoeing, crying papers.



The attitudes in playing on musical instruments are very striking and interesting and are known to most children, such as beating the bass drum, playing on the piano, cornet, violin, flute, etc., and the drum major should not be omitted.



HON. JOHN R. KIRK, of Missouri.

The Rural School.

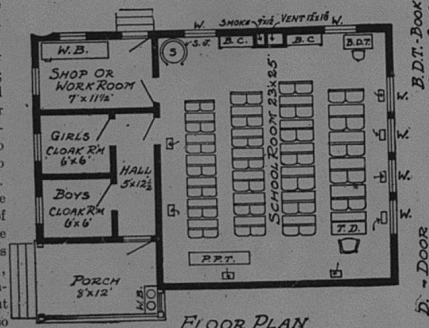
GROUNDS, ARCHITECTURE, EQUIPMENT.

ORDINARILY, the rural school ground looks like an abandoned feed lot. The typical rural schoolhouse is patterned after a box car. The big naked stove, situated in the middle of the school-room, and the long crooked stove pipe over the teacher's head, are a constant menace to health, a source of great discomfort and an obstacle to successful school management. The rural schoolhouse is usually a specimen of physical filth and a source of moral poison. Such physical conditions cannot contribute much to intellectual uplift, artistic taste or right moral sentiment.

Some things are essential and fundamental, among them the following: 1. A healthful schoolhouse site; 2. Drinking water of undoubted purity; 3. Some shade trees; 4. Blue grass or other sod for part of the school grounds; 5. A close board fence separating play grounds at rear of schoolhouse; 6. Fences, stiles and gates in good repair; 7. Board, gravel or other walks from front gate to schoolhouse and from schoolhouse to outhouses; 8. A place to keep the fuel dry; 9. Decent outhouses.

The accompanying cuts of the foundation plan and floor plan of a modern rural schoolhouse are worthy of study. The principles of light, heat, ventilation, etc., should be understood by all teachers. This schoolhouse costs about six hundred dollars—the sum so commonly spent in erecting the rural schoolhouse of the box car pattern. It is only twenty-six by thirty-six feet, outside measurement. One-third of the total floor space is occupied by the porch, cloak rooms hall, and shop or work-room. The plan anticipates the introduction of sloyd, laboratory science and libraries into rural schools. By proper arrangement of the school-room itself this little building accommodates in perfect health and comfort at least forty-six children. The scale is $\frac{3}{32}$ of an inch to the foot. Let the reader measure for himself and get the proportions. Notice what an abundance of space is left for work at the blackboard in the front part of the room, where the blackboard ought to be; and how much space for bookcases, dictionary, etc., at the rear of the room, where such things ought to be. The stove, enclosed in a sheet-iron jacket, occupies the smallest possible space in a corner not needed for other purposes. The principal light is through four large windows at the left side of the children. The bottom of each window is about three feet from the floor; the top, as near the ceiling as possible. With the ceiling twelve feet high and the room twenty-three feet wide, an abundance of light is admitted for all hygienic purposes.

FOUNDATION PLAN



FLOOR PLAN

A PRACTICAL AND ECONOMICAL ONE ROOM SCHOOL HOUSE FOR A RURAL SCHOOL

The thermometer is made on the same principle as ordinary ones, but owing to its size several unusual difficulties had to be overcome. Ordinarily, the freezing and boiling points are marked according to actual tests, and the intervening degrees divided off accordingly, but this process was impossible in such a big instrument, and so the scale was laid out arbitrarily. The next largest thermometer measures forty feet in length and was made by Forbes.

The heat and ventilation.

The sheet-iron jacket surrounding the stove has a door not shown in the picture. Pure air admitted underneath the stove, comes up between the jacket and the stove, makes the circuit of the room, passes from the school-room downward through eight floor registers to the space underneath the floor and then passes out through the ventilation flue at the side of the smoke flue. *This is not theory.* The plan is in operation. It has been tested. It *works*—at least to the satisfaction of competent judges in many Missouri districts. During the coming year a large proportion of our schoolhouses will be built on this plan.

The photographic view, on next page, of the Spoede schoolhouse, recently erected in St Louis county, shows how pleasing an effect can be produced even with a very simple style of architecture. The floor plans and internal arrangement of this schoolhouse are identical with those above described.

NOTE 1. The foundation is air tight; the elevated site of the schoolhouse and solid earth heaped up underneath the floor give no encouragement to foul gases.

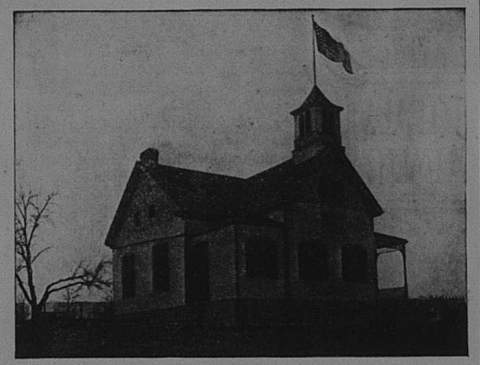
NOTE 2. A thermometer hangs from the ceiling near the middle of the school-room.

NOTE 3. The walls of the school-room are not white but of some modified color and without glossy surface.

NOTE 4. The windows have good curtains that roll up and down readily.

NOTE 5. Near the water bucket are a wash basin, soap and towels.

NOTE 6. If single seats are desired, the school-room itself should be a little larger, say twenty-three by twenty-seven feet, making outside measurements twenty-eight by thirty-six feet. Single seats are of course, preferable.



SPOEDE SCHOOL, ST. LOUIS CO., MO. (SEE PAGE 14.)

Boston's Underground Railway.

THE great railroad subway in the city of Boston is completed, and the people are now testing underground rapid transit. It is the greatest single enterprise of the city, and cost $5,000,000. Ground was first broken three and one-half years ago. There are one and two-thirds miles of tunnel, containing five miles of track, and the work has gone on with comparatively little interruption to traffic, or inconvenience to the public.

This underground electric railway is the first of its kind in America and will doubtless be of much interest to the people of other cities, and everywhere. It greatly relieves the congested condition of street traffic in the centers, and has advantages, it is claimed, over the elevated systems of New York and Chicago. The company it is said, will proceed with the construction of another tunnel to East Boston.

A Giant Thermometer.

THE largest thermometer in the world is the one which Colonel Knight has set in the ground at Haverstock, Winchester, Mass. It is seventy feet long and nearly twice the length of the longest ever made before. The object of sinking such a shaft is to take the temperature of the earth at that depth. To lower the instrument it was necessary to put up scaffolding seventy feet high. It was raised by means of steam cranes, and then lowered carefully into the seventy-foot hole which had been dug for it. The

A Great Telescope Reflector.

THE great telescope mirror made by Rev. John Peate, D.D. of Greenville, Pa., and presented to the American University of Washington, D. C., was begun two years ago last July. The glass was cast by the Butler Plate Glass Company of Butler, Pa., and its weight in the rough was 2,000 pounds. In its completed state it weighs 1,500 pounds, and is five feet one inch in diameter, and is five and five-sixteenths inches in thickness. The four attempts at casting were failures, but the fifth succeeded. Then it was taken to Greenville in a strong wooden case, ingeniously suspended in an iron framework devised by Dr. Peate.

Dr. Peate has been a minister all his life. He was born in Ireland in 1820, and came with his parents to America when he was but eight years of age. His interest in polishing telescope mirrors dates from 1877 when he took it up as a relief from the more serious and exacting duties of the presiding eldership. He has made fifteen glasses of various sizes, the largest previous to this chief and latest piece of his handicraft being thirty and a half inches in diameter and weighing 300 pounds. Then he made a proposition to the University, based on previous successes, to make the largest reflector in the world, on the condition of the supply to his hand of the necessary material and appliances. Properly to mount and shelter this glass and set it at its specific work of discovery and photography among the heavenly bodies, meant an outlay of from $20,000 to $30,000. It arrived in Washington safely a few weeks ago. When the dust of travel was wiped from its face, it revealed the reflector uninjured by the journey. Tests were made both with lights and shadows, and it was found to be satisfactory.

Tesla's Latest Discovery.

DR. J. M. BUCKLEY, in commenting on Tesla's description of his latest discovery of a new extension of electrical power, says: "This noted electrician has passed out of sight of the common mind, left the sphere of the conceivable, and set up a partnership with the invisible. He is not in the clouds, but above them. He now claims that by inventions sufficiently worked out to demonstrate their practicability, to be able, without any other medium than the earth and air, to transmit great power for hundreds of miles over mountains and across seas."

His invention consists of an apparatus to generate immense power, according to his own description of it in "*The Eletrical Review*," located at natural sources of power, the current to be conducted to a terminal maintained at a high elevation in rarified atmosphere, which will freely conduct the mysterious current to a distant point. Here there will be a second terminal at about the same elevation, which will attract and receive the current and convey it to the earth for utilization.

The editor of *The Electrical Review* says: "This will appear a dream, but the extraordinary discoveries Tesla has made during a number of years of incessant labor, make it evident that his work in this field has passed a stage of laboratory experiment and is ready for a practical test on an industrial scale. The success of his efforts means that such sources of power as Niagara will become available in any part of the world, regardless of distance."

The apparatus consists of a coil of fine wire in many layers, surrounded by a lesser coil of heavier wire. The former is the secondary coil; the latter the primary. The source of the current is included in the circuit of the primary. One end of the secondary coil is connected with the earth, and the other with a conductor, which carries the current to the terminal in the upper air. This terminal will be maintained at its high elevation by "such means as a balloon." At the receiving point the contrivance is substantially the same, only the coils performing reverse service, the longer one becoming the primary and the short one the secondary. Tesla says the terminals need not be stationary, but can be moved either by floating vessels or ships at sea.

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For pupils preparing to teach there is no better help than NORMAL INSTRUCTOR, and teachers who have such pupils under their charge could not do them a greater service than to call their attention to the INSTRUCTOR and suggest their subscribing for it. Many of our readers are doing this and the result is that large numbers of prospective teachers are listed as subscribers.

By W. A. BALDWIN, Hyannis, Mass.

Cultivation of Imagination by Reading.

TIME was, not so very long ago, when the school reading consisted of one series of readers composed mainly of trash for the primary grades, with some excellent selections for the grammar grades. Many of these selections were, however, oratorical in style and far removed in thought and style from the experience of the child who was to read them.

Now happily all this is changed and we have a wealth of books pouring into our schools so that we no longer lack material. But, as usual with suddenly attained wealth, we are puzzled to decide what to do with it. Shall we accept all that the publishers send to us or shall we select from this mass of material which is flooding the book market what seems appropriate to the children of our respective grades and localities? Those who attempt to select find themselves confronted at once with the need of some guiding principle or principles on which to base their judgments. It is doubtless true that many teachers and even many superintendents do not trouble themselves about guiding principles but select those books and stories which the children like. It does not come within the scope of the present article to discuss all of the aims which we may have in mind in selection of reading for our schools, but the main purpose at this time is to present one such aim, to show its importance and to clearly discriminate between this and another with which it is often confused. A man gains a larger part of his knowledge through his reading but most men fail to gain what they should because of lack of power to image what is described. How many a description of beautiful scenery is skipped because of this lack. How much of geography and how much of history is read, and even learned, without making any valuable addition to our store of knowledge, because we fail to imagine the things described. Is it not true that one of the greatest lacks in our reading is in this direction? And may we not agree that the cultivation of the imagination is a very important purpose to have in mind in selecting reading material? But this purpose is usually accepted—why does it need discussion? Because too often it is accepted without much thought on the subject, and great masses of fairy tales, folk-lore stories and old stories retold are being introduced upon the plea that they cultivate imagination when, in fact, they cultivate fancy and do positive harm to that kind of imagination which we most desire to have cultivated. Let us discriminate between these two. Imagination and fancy were formerly synonomous terms, now they mean something quite different and may be defined as follows: Power to build in a systematic way new forms from old concepts or groups of concepts is *imagination*. Power to combine in unusual, fantastic ways old concepts is *fancy*. Each uses old concepts, but one combines in possible, rational ways while the other pays no attention to truth or reason in its combination.

Putnam says that "Imagination is subject to law," but "Fancy is imagination run wild." The Century dictionary says, "Fancy is the productive imagination, especially as exercised in an unregulated, desultory or capricious manner; the power of forming in the mind images of unusual, impossible, odd, grotesque, whimsical combinations of things." Imagination is more profound, earnest, logical. Fancy is lighter, more sportive and often more purely creative. The Standard dictionary says, "Fancy is superficial; imagination is deep, essential, spiritual."

The child needs to be lead out of the realm of fancy into that of imagination. Power of imagination is needed in reading, in geography, in history, in invention, in all the earnest business of life. Fancy is needed for day dreams and the play days of existence. Imagination is the condition of all progress in mental culture. It may well receive careful attention and cultivation. Fancy is imagination without restraint of reason and will not need to be encouraged. It may be allowed occasionally as a special treat but should not be cultivated and cannot be counted as an important purpose in the selection of stories.

The main point that I desire to make in this connection is that fancy shall be sharply distinguished from the kind of imagination which we desire to have cultivated and that we should not continue to introduce books which cultivate little but fancy on the plea that we are cultivating imagination.

A young child comes to school with a store of concepts,—hazy, unreliable, lacking arrangement. You desire him to go from school with clear, definite, reliable, well classified concepts and groups of concepts. What kind of stories will help toward this end? Stories which will give him true ideas in their proper relations or those which will give him false ideas in unreal, fantastic relations? We must consider the condition of the child's mind, but is it wise to feed it with food which will keep it in its present hazy condition? We may not believe in the whole theory of Herbartian Psychology but some points will hardly be disputed by any one. Every concept gained has some lasting effect. Every new concept is influenced by those concepts already in the mind. Can we then say that the child disregards or forgets bloodthirsty parts of a story? Or the false ideas imparted by it? Is it safe to give him ideas which are untrue in themselves or their associations, trusting that he will forget them? Do not misunderstand me. I would not like to advocate the banishment of all but realistic stories, but I do question the advisability of stories which give false knowledge which must be unlearned later in life. Is it not imperative that the reading be so selected and so taught that it will appeal to his experiences and accustom him to use these basal experiences in picturing the things about which he reads?

Fairy tales and folk-lore stories often serve an excellent purpose in furnishing ethical ideas and for some other legitimate purposes but, in the opinion of the writer, very many of these stories are at present coming into our schools which serve no good purpose but do positive harm by filling the minds of the children with unreal, impossible forms in unreal, impossible relations. And this is called cultivation of the imagination. Who can imagine a fairy? Who would, if he could, imagine a goblin or a satyr?

And what shall we say of the stories of gods and heroes? The Apples of Idun, for instance (Old Time Stories page 42-58)? What does such a story give to the young child? Ideas which correspond with the world in which he is to live? Does it cultivate imagination or fancy? Is not the ethical teaching distinctly bad? The spirit of deceit and revenge runs all through it. We all object to the telling of ghost stories the black-man-will-get-you stories and other entrancing mammy stories. Why? Shall not similar reasons make us hesitate over stories of goblins, monsters, satyrs, genii, fairies, all unreal, impossible characters unless behind them is truth told better in this than in any other way? Shall we continue to give children stories and fables of old regardless of their effects? Have they a peculiar sacredness which relieves them from being questioned? Is it not possible that the 19th century can offer something breathing more of the spirit of the age? Must we confess

(CONTINUED ON PAGE 33.)

Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Art IV. Fat—Skin.

Fat. Overlying the muscles, dipping in between them, covering certain organs, and rounding out depression is the fat of the body. It constitutes only about one-twentieth of the weight of the body, but is an important ingredient.

First. It adds to the beauty of the form by filling inequalities, near the surface of the body.

Second. It protects important organs. For example, large blood vessels and nerves in the arm pits, in the bend of the arms and legs are covered in by a mass of fat. The delicate eye balls rest in cushions of fat in the orbital cavities. When persons have been long sick or have insufficient food they become "hollow-eyed" from a decrease of this fat and the sinking of the eyelids. The intestines are kept warm and also protected by an apron of fat suspended in front of them, made of membraneous tissue and fat. The heel and ball of the foot have cushions of fat, which act as buffers to minimize the risk of pressure at these two important parts of the foot.

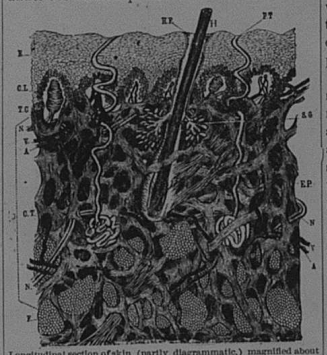
Third. It affords nutrition to the body, especially when food for a time cannot be introduced into the body. That people can "live upon their own fat" for a short time is true, as every physician knows.

Fifth. By affording warmth and protection and serving at times as nutriment *it helps to regulate the temperature of the body, i. e.*, keeping the temperature at or near 98½° F. the normal point. There is "good fat" and "bad fat," one firm, the other watery. Persons who drink large quantities of beer are likely to have poor fat, that does not give sufficient warmth, and cannot be relied upon to act as nutriment, under conditions named above. Fat is generally increased in amount by a diet containing much sugar fat and starch, and by want of exercise. It can be generally decreased by frequent muscular exercise, by repeated profuse perspiration, and by an appropriate diet. But all attempts to increase or decrease the amount above or below what should be the normal standard, (sometimes a matter of heredity) is a risk, sometimes attended with danger. Anti-fat medicines should only be used under the supervision of a physician. Some girls are apt to believe that they are "too fat" when in reality they do not weigh what is the medium weight for persons of their height.

For example a person

5 ft. 1 inch	high	should	weigh	about	120	lbs.
5 ft. 2	"	"	"	"	125	lbs.
5 ft. 3	"	"	"	"	130	lbs.
5 ft. 4	"	"	"	"	135	lbs.
5 ft. 5	"	"	"	"	140	lbs.
5 ft. 6 in.	high	should	weigh	about	143	lbs.
5 ft. 7	"	"	"	"	145	lbs.
5 ft. 8	"	"	"	"	148	lbs.

The Skin.—There is no one picture of the skin which adequately shows all its constituents, unless it is diagrammatic in character, for the skin has a number of constituents and appendages, and an examination of any one specimen of skin under the microscope shows but a few of them.



Longitudinal section of skin (partly diagrammatic,) magnified about 65 diameters. Its structure and contents (with the exception of the lymphatics.)—E, epidermis; D, dermis; CL, color layer; TC, tactile corpuscle; N, nerve; V, vein; A, artery; CT, connective tissue; F, adipose tissue; HF, hair follicle; PT, perspiratory tube and gland; SG, sebaceous gland; EP, erector pilae muscle; H, a hair.—(Walker's Physiology.)

The skin is attached to the fat overlying the muscles by connective tissue. It practically consists of two layers, the upper, known as the epidermis, scarf skin, cuticle or false skin; the lower or inner layer as the dermis, cutis or true skin.

Epidermis.—This is composed of cells, rounded at their junction with the true skin, becoming flatter as they approach the surface of the body where they are scale-like and overlap each other. The epidermis has no blood vessels or nerves, hence it cannot bleed and is not sensitive, and thus is well adapted as a covering to the sensitive skin beneath. It acts as a sort of varnish, being lubricated on the surface from the oily or sebaceous glands which empty upon the surface. If the epidermis were sensitive, slight changes in atmospheric conditions would cause discomfort. If supplied with blood, slight scratches would result in bleeding. The outer scales of epidermis are frequently removed by washing and friction, while new cells are being produced at the point of contact of the epidermis with the true skin. It is a question whether some cases of contagious diseases are not caused by contact with floating, diseased epidermal cells. Investigations made by the United States government into the constituents of the atmosphere at different places, in the country and the city, show the presence of epidermal cells in nearly all specimens of air examined. Flies undoubtedly carry these cells from one person to another.

Intermittent pressure upon the skin for a length of time produces a thickening or horny condition of the part pressed upon. This is found on the breasts of workmen who use frequently the brace and bit, or the burnisher to burnish the gilt edges of book leaves, upon the lower part of the thigh of the shoemaker who pounds upon a lap stone, and upon the hands of the street laborer and farm hand. Corns are instances of continued intermittent pressure or friction by foot gear too tight or too loose, and when the thickened epidermis presses hard upon the sensitive points of the true skin beneath, the corn is said to be "painful." In a blister, the part raised is the epidermis.

The dermis consists of a strong and elastic connective tissue with open spaces, through which run blood vessels and nerves to nourish the skin and give sensation to it. As a part of the devices are its so-called appendages, hair-nails, perspiratory and sebaceous glands. The upper portion of the dermis is thrown into projections or papillæ, and is known as the papillary layer. Nerves and blood vessels end in these projections, hence this part of the skin is very sensitive, and is the part which enables us to feel heat, cold, the size, etc., of objects. Its sensitiveness is very apparent when the "skin is raw"—as for example when the top of a blister is removed, which should rarely be resorted to. The papillary layer is especially well supplied with blood vessels, (capillaries *i. e.*, minute vessels)—and bleeds readily when cut into. Between the papillæ is the coloring matter of the skin—not even "skin deep" but affording all the different complexions and colors found in human beings. Tan and freckles are the result of irregular deposits of coloring matter.

The strength of the connective tissue of the skin is best illustrated by the tension it will bear without breaking, as seen in one of the rites followed among Indians in testing the bravery and endurance of candidates who aspire to be braves or petty chiefs. One end of a rope is attached to a pole fastened in the ground, the other to a sharp stick run through the skin of the chest of the candidate. His aim is to then circle about the pole until the stick is torn out. An observer writes that he has seen the skin pulled out to a distance of 8 or 10 inches before tearing. The elasticity of the connective tissue of the skin of a healthy person is evidenced by the case with which the skin returns to its proper position after having been lifted, and the hold relaxed. The "Elastic Skin Man," on exhibition a few years ago, had an abnormally elastic skin. The skin of the chin, for example, could be raised to the mouth, and when released promptly returned to its place.

In the majority of old people "crow s feet" occur upon the forehead, and the skin in general, wrinkles, because fat in and under the skin has disappeared, and the connective tissue no longer is elastic and strong. Through the open meshes of the connective tissue of the skin oozes nutritious or watery material from the walls of the blood vessels. In dropsy, the watery material is greatly in excess.

(CONTINUED ON PAGE 28.)

BIRDS

By Lillian M. Cherry, Minneapolis, Minn.

The Year's Crown.

Spring has her changeful skies, her-waking leaves—
Summer her lavish dower of bloom and balm ;
And Autumn has her days of golden calm.

But Winter is the Monarch of the Year
When wild winds make the giant pines their harps
And joy of Christmas-tide is at the flood.

—*Chas. Prescott Sherman.*

But wintering here has terrible risks which few birds run. Scarcely in Autumn have the leaves begun to drop from their high perches silently downward, when the birds begin to drop away from the bare boughs silently southward. Lo! some morning the leaves are on the ground and the birds have vanished. The species that remain, or that come to us then, wear the hues of the season and melt into the tone of Nature's background—blues, grays, browns with touches of white on tail and breast and wing for coming flecks of snow.

—*From "Kentucky Cardinal"—James Lane Allen.*

To a Nuthatch.

Shrewd little haunter of woods all gray,
Whom I meet on my walk of a winter day—
You're busy inspecting each cranny and hole
In the ragged bark of yon hickory bole ;
You intent on your task, and I on the law
Of your wonderful head and gymnastic claw.

The woodpecker well may despair of this feat;
Only the fly with you can compete,
So much is clear ; but I fain would know
How you can so reckless and fearless go,
Head upward, head downward, all one to you,
Zenith and nadir the same in your view?

—*Edith M. Thomas.*

Bird Talks.

I know a very busy winter bird who fits quite well into the month of December, when all the people are so busy. To be sure, the boys and girls are busy over their Christmas gifts for others, and I fear the bird of which we want to talk spends all his time over gifts for himself, nice fat nuts and spider's eggs—for instance. All the same he is a very interesting and funny bird, and we want to make his acquaintance if we have never done so before. The busy nuthatch. Such is his title, and I used to think the name nuthatch as queer as the bird himself. His colors, especially the feathers on his back, resemble the blue jay's—the bird of which we talked last month, more than any other bird I know, unless it be the kingfisher. But as for the dignity and elegant form of Sir Blue Jay, our little nuthatch has none at all. A restless little climber, zigzaging around the tree trunks, never caring whether he is hanging head downward and all upside down—this is the nuthatch. As for a tail, he can make no boast at all, though his wings are just as good as any bird's wings. And I must say, his eyes are fully as sharp as any woodpecker's. Indeed, if you did not know well the members of the Woodpecker family, you would judge from his habits that he, too, was some sort of a woodpecker. But he is not at all. He belongs to quite an exclusive family, having for relations only the titmouse. While one sees nuthatches all summer, they are really residents the year round and more prominent in winter. I believe I made my first acquaintance with the white breasted nuthatch here in the north, early one spring at Lake Minnetonka. I have no remembrance of seeing him in Illinois. There are so many good descriptions of the nuthatches

that I want you to have, I will conclude our talk with these, that you may write them in your note-books. The first one is from "Bird Neighbors."

Family Paridae : Nuthatches and Titmice.

FROM "BIRD NEIGHBORS" BY NELTJE BLAUCHAN.

Two distinct subfamilies are included under the general head. The nuthatches (Sittinae) are small, slate-colored birds, seen chiefly in winter walking up and down the barks of trees, and sometimes running along the underside of branches upside down, like flies. Plumage compact and smooth. Their name is derived from their habit of wedging nuts (usually beech nuts) in the bark of trees, and then hatching them open with their strong straight bills.

WHITE-BREASTED NUTHATCH—RED-BREASTED NUTHATCH.

The titmice or chickadees (Parinae) are fluffy little gray birds, the one crested, the other with a black cap. They are also expert climbers, though not such wonderful gymnasts as the nuthatches. These cousins are frequently seen together in winter woods or in the evergreens about houses. Chickadees are partial to tree-tops, especially to the highest pine cones, on which they hang fearlessly, cheerful, constant residents, retreating to the deep woods only to nest

TUFTED TITMOUSE—CHICKADEE.

Quoting from the same writer's description of the nuthatches ; "With more artless inquisitiveness than fear, this lively little acrobat stops his hammering or hatcheting at your approach and stretching himself out from the tree, until it would seem he must fall off, he peers down at you, head downward, straight into your upturned opera-glasses. If there is too much snow on the upper side of a branch watch how he runs along underneath it, like a fly, busily tapping the bark, or adroitly breaking the decayed bits with his bill, as he searches for the spider's eggs, larvae, etc., hidden there ; yet somehow, between mouthfuls, managing to call out his cheery quank ! quank ! hank ! hank ! Titmice and nuthatches, which have many similar characteristics, are often seen in the most friendly hunting parties on the same tree. A pine woods is their dearest delight. There as the mercury goes down their spirits only seem to go up higher. In the spring they have been thought by many to migrate in flocks, whereas they are only retreating with their relations away from the haunts of men, to the deep cool woods, where they nest. With infinite patience the nuthatch executes a hole in the tree, lining it with feathers and moss, and often deposits as many as ten white eggs (speckled with red and lilac) for a single brood."

THE FOLLOWING IS TAKEN FROM BASKET'S "STORY OF THE BIRDS."

"Over the rough bark of these same trees the nuthatches frequently crawl also. They are little bluish gray birds, with white undervests—sometimes a little soiled. Their tails are ridiculously short, and never touch the tree ; neither does the body, unless they are suddenly affrighted, when they crouch and look, with their beaks extended, much like a knot with a broken twig in it. I have sometimes put the bird in this attitude by clapping my hands loudly near the window. It is an impulse that seems to come to the bird before flight, especially if the head should be downward. The bird's arrival is sudden, and seems often to be distinguished by turning a somersault before alighting, head downward, on the tree trunk, as if he had changed his mind so suddenly about alighting

that it unbalanced him. In the woods this busybody is "quanking" much of the time, but here he is silent, as though he feared that he might interest some one. It is more probable that he fears some one might interrupt him. He is very much absorbed in his work when he once gets down to it, and the boys sometimes slip up on the other side of the tree and throw a hat over him. He comes much oftener than the creepers. I once glanced out and found two nuthatches at what I then supposed was a new habit, but I afterwards saw that others had noted it as an old trick of his. One spring day some little gnats were engaged in their little crazy love waltzes in the air, forming little whirling clouds, and the birds left off bark-probing and began capturing insects on the wing. They were awkward about it with their short wings, and had to alight frequently to rest. I went out to them, and so absorbed were they that they allowed me to approach within a yard of a limb that they came to rest upon, where they would sit and pant till they "caught their breath," when they went at it again. They seemed to fairly revel in a new diet and a new exercise. These are frequently accompanied by the tufted titmouse and the black-capped chickadee. This is an association frequently noted by bird students. There seems to be no reason for it, except that the birds are all skin. The nuthatch, however, seems very exclusive, staying down on the trunk while the others explore the small limbs, and frequently hang back downward at the twig tips."

Ronald and the Birds' Christmas.

The birds at Enderby farm were having a glorious Christmas. In fact, it seemed to be Christmas nearly all the time for these same hungry little birds and they no longer cared that the snow was on the ground covering up their seeds and berries. A certain small Santa Claus named Ronald Grey, whom I know you will remember, had begun early to care for his little friends, the winter birds. Each bird must have told some friend all about the good dinners spread on the snow at Enderby, for they flocked in great numbers to this special winter resort. But Christmas was a grand climax to it all, as Thanksgiving had been for the barnyard fowls. Now Ronald was a very eager boy for stories and poems, especially those about birds. And mamma was glad to gratify him by daily stories. One day in December she had been telling him some of Celia Thaxter's stories. Then taking the book she read to him that familiar poem, "The Birds' Christmas in Norway." Ronald's eyes grew large and bright. "Mamma," he said, "can't the birds here have a Christmas tree, all for their very own, with candy and nuts on it?" Mamma smiled over the candy part, but thought very well of the idea. She told Ronald how she had heard of children hanging baskets on the trees for the birds. Ronald was so delighted with the plan he could talk of but little else, aside from his papa's coming, save the birds' Christmas. For on the front lawn were two handsome evergreens which Ronald declared were "really truly" Christmas trees, and just right for the birds. The snow-flakes, chickadees and sparrows were often to be seen on their branches, as well as an occasional robin, or the crossbills, blue jays nuthatches and woodpeckers. Papa, off in the busy city, wanted to know what plan was brewing in his little boy's head, for Christmas. He knew Ronald well enough to be sure there was a plan. Ever since the Thanksgiving he wondered what would come next. So he was told of the birds' Christmas. And in a few days came a mysterious package, which Ronald himself was to open before Christmas. There were dozens of cunning little baskets, just right for birds to eat their food from. You can imagine Ronald's delight. "Oh, I wish my papa would hurry and come" he said, "I must hug him ever so hard." This same kind papa, meantime, was haunting the city book stores, trying to help Santa Claus in his choice of a bird book for Ronald. When he saw the book "Bird Neighbors" (by Neltje Blauchan) with its beautiful colored plates, he quickly decided Roland should have it. And I suppose he at once put it in the care of Santa Claus Grey for a whole week.

Christmas Eve came at last and the day before brought papa Grey from the city. He had missed his boy very much and you may be sure it was a happy reunion. The house was full of merriment for grandma Enderby's children and grandchildren all gathered home for Christmas. Great log fires burned in all the fireplaces and the snow outside only added to the enjoyment within. Such fun as the children had popping corn and stringing it ready for the tree and trying to keep all their secrets. Ronald had a very big one to keep and sometimes he felt he must tell his papa. For one day mamma had taken him into the town near and had his pictures taken. One of these was all framed for papa and one for grandma and grandpa. (Here is one which Ronald sends to all the little boys and girls with his "best love" and a Merry Christmas.) I wish I had time to tell you of the delightful Christmas tree and roomful of gifts which early Christmas morning were revealed to the happy children at Enderby. Ronald was speechless with joy over his bird book and his new sled. Where Santa Claus got all those pretty warm mittens the little ones could not guess, though they looked just like grandma Enderby's knitting. Anyway they were just right to wear outdoors when they trimmed the bird's Christmas trees and carried a feast to Ronald's old friends the barnyard fowls.

I must, however, find time to tell you how the children hung the tiny baskets all over the two Christmas trees near the front window. Such good things in the baskets ; crumbs and good seeds and berries, and bits of candy. Ronald stowed away a nice piece of candy in two of the baskets, sure of the birds' appetite for candy on Christmas. At first the birds were a little shy of these baskets but soon discovered them to be a Merry, Merry Christmas to all the birds at Enderby. All day long the excitement lasted both among the birds and children. Ronald even forgot and ate a little of the turkey at his Christ-

mas dinner. When night drew near many happy, well fed birds snuggled down to sleep in certain warm nooks of their own. And so the Christmas brought good cheer to all at Enderby. Indeed, it was a long, long Christmas that lasted all winter for the brave birds, for Ronald seldom forgot his wild pets and the lovely bird book helped him to learn many of their names, as well as to love them more.

You Need Them Both.

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DISCIPLINE

By Ercy Coleman Caryl, Kalamazoo, Mich.

Reverence.

REVERENCE, that heaven-born quality, which has done so much toward humanizing and uplifting the race, seems in these later days to have returned to the home of its birth. The record of Puritan times with its youths full of reverence for those in authority, reads like a legend as fabulous as any Greek myth.

Not confined to the youth of to-day is this lack of reverence, for the spirit of the time is toward sacrilege. Nothing too holy, nothing too sacred to escape the greedy commercial instinct of the hour. The beautiful Evangelines of the past are made to serve as advertisements for hair-dyes and delicious cocoas. "Helen of Troy" may confront one in a cigar store; the very "Garden of the Gods" has not escaped, and on those rocks and mountain-sides, which might by their grandeur suggest reverent thoughts, are painted in glaring colors, advertisements of patent-medicines or soap! 'Tis the spirit of the age! The lack of reverence in our youth is appalling. Lyman Abbott said that in early life he saw the school boys doff their caps and the school girls courtesy to the passing judge, or professor or pastor; while now, "eminent men come off well if they escape with 'Go up, thou bald head!"

In the primitive days of our grandmothers when the family numbered nine, ten or eleven children at least, one does not wonder that the moral nature had sometimes to be treated in the aggregate, "and the rest, she spanked soundly and sent them to bed!" She is to be forgiven for her wholesale moral lessons, for there certainly could not have been time to spare.

The pendulum of reform which swung so far in the direction of the rigid discipline of Puritan days has now swung too far in the opposite direction. It behooves some modern reformer to catch it on its homeward swing, midway, that a proper reverence for one's elders, and proper regard for those qualities which produce good citizens, may obtain!

We pity the children of Puritan days, and the childhood of Luther, to whom seven floggings in a day from his schoolmaster was no unusual thing; but more, far more, do we commiserate the children of those foolish mothers, who think it "old-fashioned to make children mind!" The foolish pampering of children is but a travesty upon the beautiful kindergarten idea, and mothers under the subterfuge of advanced methods, find excuse for slackness in discipline. Why not insist upon obedience? The moment the child comes in contact with the world, upon everything is written, "Thou shalt" or "Thou shalt not!" Children are happiest when they have learned to obey.

What! Do you say! Do you believe in corporal punishment in this enlightened age? I believe in obedience, and I confess to having seen *some* children, to whom the Biblical chastisement would not come amiss. The reverence for things holy and divine; the respect for persons in authority; the love for the good, the beautiful and the true; must be inculcated in the mind of the child, to grow with its growth if a manly manhood is to be the outcome?

Ruskin could never have developed into the great philanthropist and reverent reformer but for the firm discipline of a loving mother, who he says, forced him to learn long chapters of the Bible by heart, as well as to read it every syllable through aloud, hard names and all, from Genesis to Apocalypse, about once a year, "and to that discipline" he said, "patient, accurate, and resolute, I owe not only my knowledge of the Book, but much of my general power of taking pains." Imagine the modern boy set to such a task. I am no pessimist, and I believe that the child of to-day is capable of expansion into the most devoted disciple of good manners and polite courtesy; for children like form and ceremony, if only they are not alone in this ceremony; but from a very close study of the present day children and their mammas, I have no hope of any help in that direction, and so appeal to the teachers to save our children from the stigma of being more disrespectful and boorish than the children of any other nation on the globe.

A visit last summer of nearly three months to one of the most famous watering places in our country, and the coming in contact with the mammas and their children, from thirteen or more different states, led me to think on these things. Most of the children were petted and spoiled, ruling their parents with a rod of iron, while the parents accepted with submissive weakness, the decisions of their offspring. It was rare, indeed, to see a reverent child; one at all thoughtful of its parent's comfort, and the inane weakness of these parents allowed of almost any license, till many hotels and boarding houses, were closed to children. So rare was it to hear from the little lips, "Please" or "Thank you," that it was made subject of remark.

One wealthy lady closed her cottage and went home, saying she could better endure the heat of her city home than the rude noises and disrespectful manners of the children of her aristocratic neighbors. Under the belief that a child must be humored because he is not strong, many a mother makes a slave of herself, and ruins all the good that might be in the child.

An elderly lady told me that she was carrying a bundle up a hill, and suffering from an attack of asthma, was breathing heavily, when she chanced upon a sweet little mother, who insisted upon carrying the package for her. The infant of two years, at her side, objected. As no coaxing or cajoling on the part of the mother, could appease the infant, the package was returned to the elderly lady. In biblical lore, "A little child shall lead them," sounded well to all lovers of children, but now it is—An infant shall *rule* them.

Another mother was at this same watering place for the benefit of a ten-year old son, who should stay till frosts came. The frost delayed its coming, the boy was ready to go home, and home he went, carrying the family with him, though against the mother's better judgment. For the sake of the children, some one must interefere, lest we grow into a nation despised by those about us. The German children could teach us much in politeness and good manners. The Mexican children of the better class are so respectful to their elders that they never enter the room where their parents are, without bowing to and saluting them.

Why do *we* ignore these things? Children who are taught to respect their superiors are much more easily governed than others; hence the teacher who will take upon herself, this extra duty, will serve a two-fold purpose—that of bringing about a revolution in society, and of more easily obtaining a well disciplined school. Politeness in the teacher is the first essential. The teacher should never ask a favor of a child without the accompanying "Please" and "Thank you" for favors done. Children love to have "Please" said to them, and it is such an easy thing to do.

I know a mother who when she does her children a favor, and they forget the "Thank you," says always, "You're welcome" and it leads them to think, which is better than a correction. The teacher should, secondly, seek to instill into the child the spirit of politeness—the careful thought of other's good, and the outward form will strengthen the thought.

The boy who is taught to lift his cap to all persons older than himself, will soon forget to laugh at the homespun garments of the working man or the shabby appearance of the poor. I had worked very diligently with a whole ward school, once in my charge, endeavoring to instill in the pupils a spirit of politeness on the street, and a proper respect for their elders. The large boys had taken to the reform kindly, and in a short time the small boys were following in their wake. After a short talk on their duties and privileges they were doffing their hats in true gentleman style. A lawyer living in the neighborhood who had complained of the rudeness of the boys on several occasions, wondered at the great change in the pupils. It was but the lifting of the cap, which requiring a little thought, prevented those capers so natural to children. Teach children not to say "Hello" to their elders, but "Good afternoon," etc. Teach them the ceremony of introduction. Teach them to rise when a visitor enters the room. Emerson says: "Manner is a happy way of doing things."

If only the teachers will work for these things, we may have again the children of Longfellow, and they shall be to us as to him, they were, "Living poems," "Greater than all the ballads that ever were sung or said."

Cautions to Young Teachers. II.

By L. Seeley, Ph. D., Professor of Pedagogy, New Jersey State Normal School.

V. Do not threaten or scold.

(Continued from November number.)

TO threaten or scold does no good to either pupil or teacher. The pupil soon becomes indifferent and the teacher sours in disposition, gets unfeeling and unsympathetic, and the school-room becomes a place whose very atmosphere is laden with joylessness to both pupil and teacher. Let every teacher remember that if some of his pupils are ever to get glimpses of heaven in this life the school-room must furnish them. Truly the home has a large part of the education of the child charged to it, but how often is that education anything but good. Thank God for the bright and cheery school-room with its teacher full of love and sympathy which can counteract the evils which many a home fosters. Many a boy gets new and truer views of life, which prepare him for a noble place in society and stimulate in him a hope for a better life through the influence of the presiding angel of the school-room. Let not that influence be endangered by an acrimonious use of the tongue, however trying the circumstances may be.

VI. Be sparing and kindly in criticism but generous with praise.

Criticism must be given as a stimulus to correct faults; but let it be kindly. I think that any criticism that angers the pupil, whether it be of work done or of conduct, may be safely set down as unwise if not actually detrimental. It necessarily defeats the end sought, the improvement of the pupil. Do not criticise for the sake of criticism, but for the purpose of removing the evil. Take time to show the reason for the criticism; unless this is done it will be worthless. If it is worthy of notice it is worthy of careful treatment. Praise, on the other hand, may be more safely used. I do not mean fulsome praise that pronounces everything good without reference to effort. No work is good unless it is the child's best, and if it is his best it is always good and should be praised even though it is far inferior to that of another of greater skill or experience. Let it not be forgotten that it is the effort and not the result that must determine the praise or the criticism. I know a teacher who is so generous of praise that it becomes worthless in stimulating interest. I have seen her examine the slate-work of a class and her expressions were, "How splendid," "Excellent," "real nice," "good," "that is exquisite," "very fine," etc., entirely around a class of forty children. Now that praise was indiscriminate, sometimes unmerited, and generally meaningless. And the worst of it was the children had become so accustomed to it that they expected it whatever the character of their work. Confectionery and cake are not objectionable, taken occasionally and in proper quantities; but to make a steady diet of them is nauseating and vicious. Whether it be praise or criticism, let discrimination be used; but I plead for the cultivation of that generous spirit in the teacher which prefers to find the good in the child rather than the bad.

VII. Be forbearing to the dull and uninteresting.

Everybody loves to teach the bright and interesting child. The true test of the teacher's power is his ability to arouse and instruct those who lack these qualities. I venture to assert that no work in the school-room produces larger results than that devoted patiently and sympathetically to giving the dull boy a chance. The history of many men who have made their mark in life abundantly substantiates the assertion, and every old teacher finds among the most successful of the men whom he has had as pupils some who were classed as dull in the school-room. Sometimes the dull child possesses ability enough, but is slow in speech and sluggish in thinking. Very often all that is needed is something to arouse the dormant powers and stimulate the mental activities. In every case there must be patience, kindness, and encouragement. Such a boy must have time to work out his thoughts and express them and the rest of the class must be taught to respect his efforts. I have a case in point that I shall never forget. I had taken charge of a new school and one day I called upon a boy about sixteen years of age to recite. He was an awkward German boy who spoke the English language quite brokenly. As he arose to recite, an audible titter went round the class before he had spoken a word, which broke into a laugh almost upon his first word. The boy sat down in confusion and I afterward learned that my predecessor had made him the butt of ridicule, thereby encouraging the class in laughing at him. "What does this mean?" I said in surprise, "What is there to laugh at? John, you may try again, and you may take all the time you need." And to the class I said, "This boy and every other boy in my class is going to have a fair chance and I trust that no one will hinder him." John arose again and by encouraging him I secured a fair recitation. The class never laughed at him again and in less than six months he stood head and shoulders above any other member of his class and they all generously acknowledged it. He became the best student in my school and is now a successful business man. Another case in the same school. Fred K—— was an awkward country boy, slow and uncultured, whom the other boys loved to "pick upon." I followed the same course with him and about a year ago I received a letter from him telling me of his life since we parted fifteen or more years ago. He went through college, took a theological and then a post-graduate course, and is now one of the most successful ministers of the gospel that I know. Not one of the "brilliant" boys who ridiculed him has begun to make the mark that he has. I could give many similar instances. Every old teacher has numerous examples of the same kind, and the knowledge of them is one of the great compensations of the teacher's life—but these will suffice. Somehow these dull boys, who have to work for what they get, learn lessons of persistency and determination which stand them in good stead in the struggles of life. Too often the bright boy in school, who gets every lesson so easily, seems to expect in after life that the world is to be just as easily conquered; and when victory is not quickly won he lacks the "stick-to-itiveness" which compels success. But even if I were sure that the dull boy was lacking in real ability, (and who can be sure of that?) I would still insist upon forbearance towards him. He has his rights in the school and those rights demand that "That boy shall have a chance."

VIII. Be wise in knowing when to render assistance and when to withhold it.

Is there not a tendency in the modern school to help the pupils too much? Of course no one would go back to the old fashioned method of "setting sums" in arithmetic and requiring the boy to "dig them out" without any hint from the teacher as to their solution; nor do we wish to return to the practice of assigning the lesson in geography or history by saying at the last moment of the recitation, "Take the next two pages." Doubtless this method made the few ambitious pupils self-reliant and strong, but it discouraged the majority and made the school of little use to them. Even to those who mastered the tasks set, it was a great waste of time and strength. A little wise direction on the part of the teacher would have saved a vast amount of unnecessary and ill-directed effort. To know just when to step in and render assistance is the problem that puzzles the most experienced teacher. We all want our boys and girls to grow up self-reliant so that they will not shrink from the hard duties of life, for education must prepare for life. And yet, in our eagerness to push them forward, in our desire to be up to the times in methods of instruction, I fear that we are doing too much ourselves and letting our pupils do too little. Will any thoughtful teacher deny that we have swung to the other extreme? The old-fashioned school did too little, we do too much for the pupil. Education is self-activity and only as the child is self-active can he learn. This is an eternal truth and no device or "method" can vary it a particle. The child must act and think for himself, and all the teacher can do is to stimulate and direct his activities. It seems perfectly clear, then, that we must never do for the child what he can do for himself with reasonable effort, that we must watch his efforts and direct him at the right moment so that he shall not waste his strength, and that we must encourage him to be unwilling to be

> "Carried to the skies
> On flow'ry beds of ease."

mentally as well as spiritually. Seek the best possible methods in education, but let us not forget that self-activity is the first law of education.

SONG—CHRISTMAS BELLS.

Tune:—Ring the Bells of Heaven.

Ring, O bells, in gladness,
Tell of joy to-day;
Ring and swing o'er all the world so wide.
Banish thoughts of sadness,
Drive all grief away,
For it is the Merry Christmas tide.

CHORUS.

Ring, O bells, from spire and swelling dome,
Ring and hid the peaceful ages come;
Banish thoughts of sadness,
Drive all grief away,
For it is the Merry Christmas Day.

Ring, O bells, the story
From the ages far;
Of the Christmas joy and song and light;
How the wondrous glory
Of the Christmas star
Led the shepherds onward through the night!

Ring, O bells, in gladness
Of the Saviour King;
May your silver chimings never cease;
Banish thoughts of sadness
And all nation's bring
Glorious dawning of the Day of Peace.

—*Alice Jean Cleator.*

CHISTMAS QUOTATIONS.

God bless us every one.—*Dickens.*

The world is happy, the world is wide,
Kind hearts are beating on every side.

—*Lowell.*

The yearly course that brings this day about,
Shall never see it but a holiday.

——*Shakespeare.*

Who gives to whom hath naught been given,
His gift in need, though small indeed,
As is the grass-blade's wind-blown seed,
Is large as earth and rich as heaven.

—*Whittier.*

Awake, glad heart! get up and sing!
It is the birthday of thy King.

—*Vaughn.*

I have always thought of Christmas time as a good time; a kind, forgiving, charitable, pleasant time.—*Dickens.*

At Christmas, play and make good cheer,
For Christmas comes but once a year.

—*Trusser.*

I heard the bells on Christmas day,
Their old familiar carols play,
And wild and sweet,
The words repeat,
Of "Peace on earth, good-will to men."

—*Longfellow.*

Not what we give but what we share,—
The gift without the giver is bare;
He gives but worthless gold
Who gives from sense of duty.

—*Lowell.*

Be merry all, be merry all,
With holly dress, and festive hall;
Prepare the song, the feast, the ball,
To welcome Merry Christmas!

—*H. R. Spencer.*

A LETTER TO SANTA CLAUS.

Blessed old Santa Claus! king of delights!
What are you doing these long winter nights?
Filling your budgets with trinkets and toys—
Wonderful gifts for the girls and the boys?
While you are planning for everything nice,
Pray let me give you a bit of advice.

Don't take it hard, if I say in your ear,
Santa, I think you were partial last year;
Loading the rich folks with everything gay,
Snubbing the poor ones who came in your way:
Now, of all times in the year, I am sure
This is the time to remember the poor.

Plenty of people there are in our city,
Who have no fathers or mothers to pity;
Plenty of people whose working and heeding
Scarcely can keep all their dear ones from needing.
Now, if I came every year in December,
They are the ones I should surely remember.

Little red hands that are aching with cold,
You should have mittens your fingers to hold;
Poor little feet, with your frost-bitten toes,
You should be clothed in the warmest of hose.
On the dark hearth I would kindle a light,
Till the sad faces were happy and bright.

Don't you think, Santa, if all your life through,
Some one had always been caring for you,
Watching to guard you by night and by day,
Giving you gifts you could never repay,
Sometimes, at least, you would sigh to recall
How many children have nothing at all?

Safe in your own quiet chamber at night,
Cozy and warm in your blankets so white,
Wouldn't you think of the shivering forms
Out in the cold and the wind and the storms?
Wouldn't you think of the babies who cry,
Pining in hunger and cold till they die?

Blessed old Nick! I was sure, if you knew it,
You would remember, and certainly do it;
This year, at least, when you open your pack,
Pray give a portion to all who may lack;
Then if you chance to have anything over,
Bring a small gift to your friend—Kitty Clover.

—*Selected.*

A CHRISTMAS CAROL.

"What means this glory round our feet?"
The Magic mused "more bright than morn?"
And voices chanted clear and sweet,
"To-day the Prince of Peace is born!"

"What means that star?" the shepherds said,
"That brightens through the rocky Glen?"
And angels answering overhead,
Sang, "Peace on earth, good-will to men!"

'Tis eighteen hundred years and more
Since those sweet oracles were dumb;
We wait for Him, like them of yore;
Alas, He seems so slow to come!

But it was said in words of gold,
No time or sorrow e'er shall dim,
That little children might be bold
In perfect trust to come to Him.

All round about our feet shall shine
A light like that the wise men saw,
If we our loving wills incline
To that sweet Life which is the Law.

So shall we learn to understand
The simple faith of shepherd's then,
And clasping kindly hand in hand,
Sing, "Peace on earth, good-will to men!"

And they who do their souls no wrong,
But keep at eve the faith of morn,
Shall daily hear the angel-song,
"To-day the Prince of Peace is born!"

—*James Russell Lowell.*

SNOWFLAKES.

Tune:—Yankee Doodle.

Oh, see the pretty flakes of snow,
So graceful and so airy,
On little gauzy wings they go
As lightly as a fairy;
Oh, when we see the snowflakes dear
Our hearts with hope are humming,
For then we know December's near
And Christmas-time is coming!

The snowflakes flutter here and there,
But soon they grow aweary,
And then they rest in woodlands bare
And meadow lands so dreary;
Oh, when we see the snowflakes dear,
Our hearts with hope are humming,
For then we know December's near
And Christmas time is coming!

—*Alice Jean Cleator.*

THE CHRIST THAT IS TO BE.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light;
The year is dying in the night;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow,
The year is going, let him go;
Ring out the false, ring in the true.

Ring out the grief that saps the mind,
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in.

Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

—*Alfred Tennyson.*

OLD SANTA CLAUS.

Old Santa Claus sat all alone in his den,
With his leg crossed over his knee;
While a comical look peeped out at his eyes,
For a funny old fellow is he.

His queer little cap was tumbled and torn,
And his wig it was all awry;
But he sat and mused the whole day long,
While the hours went flying by.

He had been as busy as busy could be,
In filling his pack with toys;
He had gathered his nuts and baked his pies,
To give to the girls and boys.

There were dolls for the girls, and whips for the boys,
With wheelbarrows, horses and drays;
And bureaus and trunks for dolly's new clothes;
All these in his pack he displays.

Of candy, too, both twisted and striped,
He had furnished a plentiful store;
While raisins and figs, and prunes and grapes,
Hung up, on a peg, by the door.

"I am almost ready," quoth he, quoth he,
"And Christmas is almost here;
But, one thing more—I must write a book,
And give to each one, this year."

So he clapped his specs on his little round nose,
And seizing the stump of his pen,
He wrote more lines in one little hour,
Than you ever could write in ten.

He told them stories all pretty and new,
And wrote them all out in rhyme;
Then packed them away, with his box of toys,
To distribute one at a time.

And Christmas eve, when all were in bed,
Right down the chimney he flew;
And stretching the stocking-leg out at the top,
He clapped in a book for you.

—*Selected.*

GRANDMOTHER'S MAXIM.

I never could tell what my grandmother meant,
Though she has the wisest of brains;
"I have noticed," she said, "in the course of my life,
That lazy folks take the most pains."

I hated to mend that short rip in the skirt
Of my dress, where the pocket hole strains,
And grandmother saw it, and laughed as she said,
"Yes, lazy folks take the most pains."

And that same little rip, when I went out to ride,
Was caught in my bicycle chain;
O! then I remembered what grandmother said,
"That lazy folks take the most pains."

For instead of an inch I must sew up a yard,
And it's just as her maxim explains;
I shall always believe what my grandmother said,
"That lazy folks take the most pains."

—*Eleanor W. F. Bates.*

SANTA CLAUS.

He comes in the night! He comes in the night!
He softly, silently comes;
When the little brown heads, on their pillows so white,
Are dreaming of bugles and drums;
He cuts through the snow, like a ship through the foam,
While the white flakes around him whirl;
Who tells him? I know not; he findeth the home
Of each good little boy and girl.

His sleigh it is long, and deep, and wide;
It will carry a host of things:
While dozens of drums hang around, on the side,
With the sticks sticking under the strings;
And yet not the sound of a drum is heard—
Not a bugle blast is blown—
As he mounts to the chimney-tops like a bird
And pops down in like a stone.

The little red stockings he silently fills,
Till the stockings will hold no more;
The bright little sleds for the great snow hills
Are quickly let down to the floor;
Then Santa Claus mounts to the roof like a bird
And glides to his seat in the sleigh;
Not the sound of a bugle or drum is heard,
As he noiselessly moves away.

He rides to the west; he rides to the east;
Of his goodies he touches not one;
He eateth the crumbs of the Christmas feast,
When the dear little folks are done,
Old Santa Claus doeth what good he can;
This beautiful mission is his:
Then, children, be good to the little old man
When you find who the little man is.

—*John H. Yates.*

WELCOME SANTA CLAUS.

Tune:—Hold the Fort.

From the cold and frosty northland
Oh so far away,
Santa Claus will soon be coming
In his little sleigh;
Let us listen for the reindeers'
Dancing, prancing feet,
Let us wait old Santa's jolly,
Jolly face to greet!

Listen, don't you hear his sleigh-bells
Oh so faintly ring,
Santa Claus is surely coming
Many gifts to bring;
In his busy little workshop
Many a long, long day,
Pretty presents he has made
To give them all away!

Oh his sleigh-bells jingle, jingle,
Very, very near;
Can it be that dear old Santa's
Really almost here?
Hark, they cease their silver music,
Santa Claus has come!
Welcome, welcome, dear old Santa,
Welcome to each home!

SNOWFLAKES.

Out of the bosom of the air,
Out of the cloud-folds of her garments shaken,
Over the harvest fields forsaken;
Silent and soft and slow,
Descends the snow.

Even as our cloudy fancies take
Suddenly, shape in some divine expression;
Even as the troubled heart doth make
In the white countenance confession;
The troubled sky reveals the grief it feels.
The grief it feels.

This is the poem of the air,
Slowly in silent syllables recorded;
This is the secret of despair
Long in its cloudy bosom hoarded,
Now whispered and revealed
To wood and field.

—*Henry Wadsworth Longfellow.*

AFTER CHRISTMAS.

Sleepy eyes are softly closing with this fading Christmas day;
Little dimpled hands are folded; little forms are tucked away;
Little feet all day so busy—now so exquisitely curled:
Mother thinks the group before her just the prettiest in the world!
Bertie, lying like a picture, in his dainty little bed,
With his "pretty Christmas playthings" close beside his curly head,—
Books and pictures, tops and marbles, whistles, rocking-horse and drums.
Baby with her tiny stocking filled with choicest sugar plums.
And sweet Minnie—precious darling! with her tumbled, sunny curls
Falling o'er her "pitty dolly," robed in satin, lace and pearls.
Each is equally the sweetest, and we love them all so well,
Which of them we hold the dearest it would puzzle us to tell;
From our darling, fair-haired Bertie (the dear firstling of our flock),
To the precious, helpless baby, hardly old enough to talk.
Oft the mother-heart will question: "Were we called upon to choose,
Which of all the precious number could we best afford to lose?"
Though I hold life's richest treasures, mother-love can ne'er lose sight
Of the thousand sorrowing mothers who are left alone to-night.
Ah! how many hearts are bleeding! and what burning tear-drops flow
For the loved that blest their fireside only one short year ago!
How my heart goes out in pity for the mother-hearts bereft:
Some have given one sweet darling; others have no baby left!
And my present joy is shaded with the sorrow that must be
When our first sweet lamb is taken—one from out our precious three.
And with all a tender mother's love and earnestness I pray:
"God in mercy spare our babies till another Christmas day."

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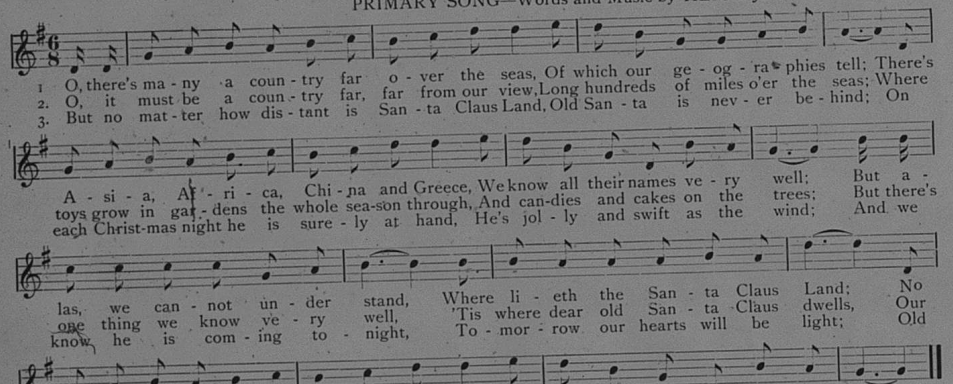
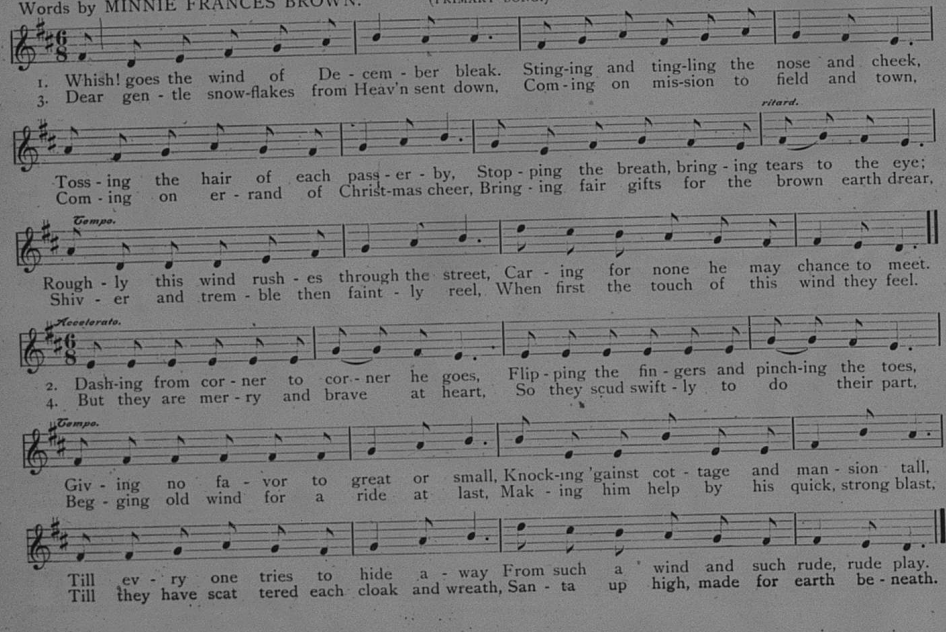
SANTA CLAUS LAND.

PRIMARY SONG—Words and Music by ALICE JEAN CLEATOR.



The Ride of the Snowflakes.

Words by MINNIE FRANCES BROWN. (PRIMARY SONG.) Music by MRS. W. F. LEAVITT.



By NINA C. VANDEWALKER, Milwaukee State Normal School.

Expression Through Hand Work.

THAT self-expression is the aim of the kindergarten while instruction is the main aim of the school, has already been stated.

But self-expression involves the use of the hand, and hence the training of the hand as the executive organ of the mind becomes one of the definite purposes of the kindergarten work. That the kindergarten is an education by doing is evident from its emphasis on play; its emphasis on the motor element is even more manifest in the work with the so-called "gifts and occupations."

In children's free play in the nome, anything available to carry out their purposes is pressed into service, such as chairs and other articles of furniture, or clothespins and kitchen utensils. In all this the things used are of a fixed form, and they must be used as they are, change of form and manipulation of any degree being practically out of the question. The same is true of some of a child's playthings, his blocks, carts, and ready-made playthings generally. But the desire to change one's environment is strong in everyone, and especially so in children. This often assumes the form of destructiveness, toys being broken as soon as the newness wears off, *i. e.* as soon as their possibilities are exhausted. But this destruction is but a perversion of the constructive activity, and the remedy is to give such material for play purposes as will enable children to make and remake things, such as building blocks, paper or cardboard and scissors, paste and paint with brushes, needles and thread, or a set of carpenter's tools. But the satisfactory use of these requires skill, and hence assistance and direction. Recognizing these varied needs of childhood, the kindergarten has its series of unmodifiable playthings, or gifts, and its modifiable materials, or occupations, each of which has a definite relation to the others, and each giving occasion for the satisfaction of the constructive impulse, the acquisition of manual skill, and the indirect teaching of the fundamental facts of form, number and color. Both gifts and occupations serve as a means by which the child can carry out his own ideas, though the gifts serve to convey definite impressions of color, form, number, and relation, while the occupations serve as a means of fixing and applying these according to the so-called "law of opposites." The first gift consists of six soft colored balls, one of each of the six standard colors. These balls being used in many simple games, the names of the different colors are learned almost without effort. The second gift consists of a wooden sphere, cube, and cylinder, and by its means the fundamental type forms are learned in a similar manner. The third, fourth, fifth, and sixth gifts are known as the "building" gifts, and consist of wooden cubes of different sizes and divisions, adapted to the building of structures of various kinds. These are progressively adapted to the needs of the developing child, who desires more complex material, as the ideas he wishes to express become more complex. The seventh gift consists of wooden tablets of various forms, representing surfaces; the eighth and ninth respectively of sticks and rings, representing straight and curved lines; and the tenth of minute circular tablets, representing points. The whole series is thus logically arranged on a mathematical basis—from solid to surface, from surface to line, and from line to point.

By means of the gifts, a child's own experiences may be represented, or a story told him may be illustrated. Supposing the children's vacation experiences to be the subject of the morning talk, a series of those experiences may be worked out in the table work that follows: Thus the gift may first represent the depot where Howard and his mamma went to take the train for a visit to grandmother's. Next it may be changed into the train on which they rode. The next change may convert it into the buildings on the farm where they lived, etc. The accompanying conversation will give ample opportunity for the indirect instruction desired on the subjects in question. Such an exercise is termed a "gift sequence" in kindergarten parlance. By means of the more modifiable materials of the occupations, the children's experiences can be even better represented, and the facts of number, color or form more definitely fixed and applied. Thus a picture of the fruit seen on the farm may be painted, sewed in outline on cards prepared for that purpose, cut from appropriately colored paper, or modeled in clay. The baskets used in picking the fruit may be made from a weaving mat, or real basket weaving may be used to make it. The wagon in which the farmer takes his fruit to the market may be made from cardboard or from an empty spool box. The cans in which the fruit is put up for winter use may be modeled in clay. The sequence here suggested would not be worked out in one exercise, as in the above mentioned "gift sequence," each material used requiring an exercise of its own. Since the tracing of some natural product through the different processes required for man's uses is important in giving little children an idea of things in their relations, the above topic might serve as the basis of the program for several days, thus giving time and opportunity to bring in the different occupations mentioned.

The above illustration shows one use of both gifts and occupations, but there are many others. Though mathematical insight is cultivated incidentally in every exercise, there are number and form "sequences" which aim at such development specifically. Æsthetic development also is indirectly aimed at in all the work, but in the making of designs or "beauty forms," the child is given the key to artistic creation, in the law of opposites. All true art is free self-expression in some form, and hence the crude expression of the child's own thought differs but in degree from the world's masterpieces.

One of the strongest impulses of childhood is the desire to do, to be active. The adult wishes to see some result of his activity, but the little child's pleasure has little relation to the product of his doing, it is the activity itself that satisfies him. This desire for activity is too strong to be repressed, and when rightful channels are denied for the exercise of the superabundant energy with which childhood is charged, other and probably wrong means will be found for its satisfaction. "Mamma, give me something to do," is as frequent an appeal as "Mamma, give me something to eat," and the one is as necessary to true development as the other. No mother is deaf to the second appeal; how often does she give any real thought to the first? The kindergarten satisfies this legitimate desire of childhood, and the best proof of its value is the universal testimony of mothers, that it not only satisfies this desire in the kindergarten, but that it suggests things that children can do at home—in other words it gives them resources and thus enables them to entertain and instruct themselves. With the advancement of psychological knowledge and the resulting insight into child nature, the kindergarten is coming to be regarded in a new and different light, and its relation to all education is being seen as never before. Its recognition of definite stages in a child's development, and the need of adapting the educational process to the particular needs of the period in question, has had a marked effect on educational procedure, and the work of the school to-day is more directly based on children's needs and interests because of it. Other principles which it embodies are likewise being recognized as fundamental to all education. It is being recognized more and more that the most successful teacher is not necessarily the one who can govern well, on the principle of authority, but rather the one who recognizes the individuality of her pupils, and who aids each in self-control and self-development on the basis of that individuality. But this is the principle on which the kindergartner works, and the reason for the beautiful spirit that prevails in the kindergarten. School standards are rapidly changing in this respect as in many others, and the kindergarten has had no little influence in these changes.

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES.

Patented Aids in Number Work.

BY EMMETT PAGE BUNYEA.

RECORDS of the Patent Office at Washington show that the inventors of the world have given the subject of auxiliary appliances for rudimentary education considerable attention. In the classification of subjects in the Patent Office there is one known as "Educational Appliances," and the main class comprehends twelve sub-classes which cover nearly every branch and stage of education. Under the sub-class of "Arithmetic" alone there have been about one hundred patents granted for more or less ingenious appliances, designed mainly to aid in teaching the rudiments of number work. Among the recent patents to be found under the sub-class is a novel and clever blackboard contrivance, which is shown in the illustration reproduced here, from the inventor's original drawing:

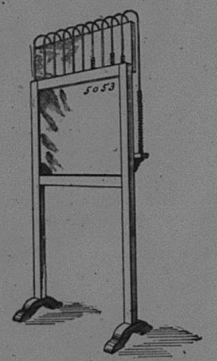


Fig. 1. Combination Blackboard and Abacus.

A glance at this illustration suggests a good general idea of the device, which consists of an ordinary upright blackboard, supported in some way independently of the wall, upon which is arranged a series of curved wires, extending from the top of the blackboard frame over the top of another board (projecting upward from the rear surface of the blackboard) and downward to a shelf or cross-bar placed near the lower edge of the blackboard, to which bar the rear ends of the wires are firmly secured. This forms a series of wire-tracks upon which are strung any desired number of buttons, beads or other counters, used in exemplification of the object lesson desired to be taught. The board projecting above the blackboard is designed for color relief and forms a background of a color contrasting with that of the buttons, in order that the number of buttons upon each wire may stand out in bold relief and be readily seen. Strung upon the wires at the rear of the board are the counters used, usually about twenty-five beads, or buttons, upon each wire; so that any desired number may be brought over on the wire-tracks to the front, in full view of the pupils. The object of this device is obvious. Only the number of beads, or buttons, required to illustrate the idea sought to be conveyed appears (under the instructor's manipulation) in sight—the others being concealed behind the board from view. Some difficulty has been experienced in teaching the rudiments of "Arithmetic" by objects, such as buttons, beads, or rings, strung upon wires, when the entire number of such buttons were in plain sight of the class; for, while the teacher might separate and move out any number necessary to illustrate an idea, the children were more or less divided in attention—often being attracted to the larger number of buttons more than to the ones separated. At all events, where all of the objects were in sight, it has been noticed that the larger number detracts the attention more or less from the smaller number. Then again, it has been noticed that the ordinary blackboard upon which the pupil writes the figures (when independent objects are used in the illustration) is not sufficiently near the objects to enable the class to concentrate its undivided attention upon the exemplification; and therefore the best results are not obtained. But, by this simple apparatus, the number of buttons upon each wire may be set down on the blackboard immediately under the wire; and in this way, addition, subtraction, multiplication and division may be easily taught—only the required numbers being in sight of the pupils. While the device does not appear to be entirely novel in construction, it is novel in its method and seems to be quite a valuable device for the purpose of inculcating first ideas. Another original device takes the form of a system of game-cards, designed for the purpose of establishing the values of numerals. A perspective of this system is shown in the inventor's drawings reproduced in Fig. 2.

The game consists of a set of cards, or fields, divided into a number of series, which represent the values of the different numerals; and the illustration here given shows the numeral 6 exemplified in different manners, but always involving the same principles. Any other numeral may be represented in a similiar way by additional series or cards. The black dots shown are intended to illustrate the numerals which can be used in connection with a corresponding series of cards for each numeral. Taking the numeral 6 as a basis of illustration, the figures show the various manners in which this numeral can be indicated to the mind of a pupil. In connection with these cards are a number of "men," or objects, such as hearts, cross-marks, triangles, crescents, etc., which may be placed upon the cards over similiar figures printed on the card. Dots, figures, spaces and disks, or "men," permit the value of the numeral 6 to be expressed in the following ways with one of the cards: 6—5=1; 5+1=6; 6—5=1; 6=1×5+1; 6÷5=1 and 1 "to carry."

With another card, the numeral 6 may be expressed as follow: 6—4=2; 4+?=6; 6÷4=1 and 2 "to carry;" 6=1×4+2; 6—2=4.

Other examples may be expressed on suitably printed cards; and, in this way arithmetical calculations are illustrated for a child in such a

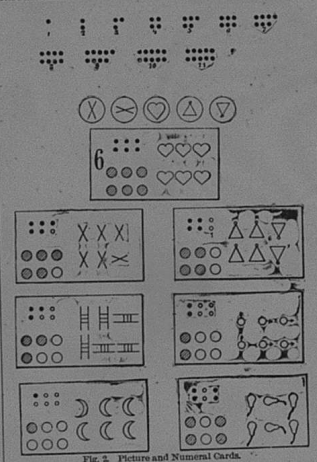


Fig. 2. Picture and Numeral Cards.

manner that it can easily understand them, since the colored dots, or other representations of objects, are familiar to a child's comprehension and expression. The differences in colors, or positions, can be easily indicated to the child by placing disks of the same number or of value corresponding to the dots so that the child may acquire knowledge not only of the value of numerals but also of how these values are obtained. A simple contrivance may be illustrated as in Fig. 3.

It will be perceived that this device consists of a circular board, or chart, provided with a number of grooves upon its face, in which grooves are placed a number of sliding buttons, or blocks—each block having a numeral upon its face. These buttons may be moved around in the grooves for the purpose of illustrating problems. The circular groove near the other edge of the board is designed as a channel for the numerals not in use. For addition, the vertical channels are used, and the desired buttons may be moved about to occupy the desired positions in these channels. The horizontal channels at the opposite sides of the vertical ones are to be used when working division, and the lower horizontal channel is for totals. The buttons, or blocks, are squared upon their lower ends so as to always keep the figures right side up.

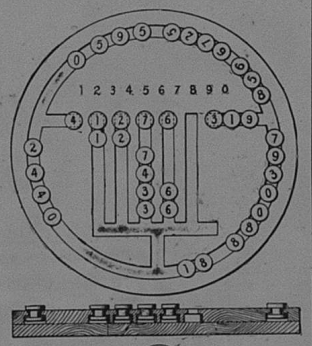


Fig. 3. Grooved Board and Moving Figures.

These devices are both ingenious and useful. They amuse the child while they instruct it. They attract the child, arouse its interest and concentrate its mind upon the specific problem in process of exemplification or in course of solution. So that these, and many other patented contrivances of more or less complicated character, are useful auxiliaries in making "first impressions" and in teaching "the young idea how to shoot."

Language For the Wee Ones.

BY MRS. ADRIAN KRAAL.

THE very first word the child learns to spell and to name at sight, must be written. If it is a proper name it must have its necessary capital. Every word that is added, day by day to the child's knowledge, must be written, and as the little awkward fingers wield the staggering pencil at the kind direction of the careful teacher, these word-ideas become crystallized, as it were, in the child's memory; they are *learned*. When the child begins to read, every sentence, with its initial capital and its period, should be written with distinctness by the teacher, and copied by the child. Call attention to the capital and to the period as they are found in the text-book, and again when they are written, emphasizing their indispensability. Soon the child will begin to observe them for himself, and that part of the teacher's work is done, for a time.

When the child habitually begins his sentences with capitals, one task is finished. When he habitually closes his sentences with periods, the teacher must not allow him to form the idea that every *line* must end with a period, but that some sentences are so long as to require two or more lines. Infinite patience is often required in teaching this to young children, but patience and perseverance will succeed in the end. The next step will be found easy. It is to teach the use of the question-mark. Little minds readily grasp every feature of its use. Then comes the surprise mark (!). Examples of its use in the text-book or on the reading chart, with a simple explanation by the teacher—and it is mastered. The comma comes last in order of the marks to be taught first and second year children. I teach the form, name and use of the comma in this manner. Write on the board sentences like the following:

Roy, can you spin a top?

May, here is your book.

Call attention to the comma, find examples of the same use of the comma on book or chart, have pupils copy the examples many times or until they are learned. The last use of the comma (or apostrophe) to be taught to the wee ones is in contracted words such as don't, can't, isn't, etc. All these things are to be taught first *orally* by the teacher, and learned by the children by writing, re-writing, and writing again. "The main thing in education is to make *automatic* and *habitual* as many good actions as we can," and "Habit is that condition of mind or body resulting from the frequent performance of an action." "But all this makes so much extra work for an already overworked teacher," you object. Not so. It is longer in the telling than in the doing, and if you systematize your work, and observe order in all your doings, you will hardly miss the time or feel the labor, and will feel more than repaid by a comforting consciousness of doing your best, without which no one can be a teacher in the true sense.

Nature and the Children.

BY AMY C. SCAMMELL.

NATURE-LOVE A CAUSE OF TRUANCY.

HAVE we learned the real "why" that our boys play truant? No? Then suppose we experiment and find out the righteous reason before we inform the truant officers any more! Very likely our runaways wish and need a change of teachers, and so they steal away to Nature's school-room where they may be found hard at work. Blame them, when she, the true kindergartner, is coaxing them to come with her hundred winsome voices? And yet, we must drive or bait our little rebels back. Which? Watch that farmer call his frisky colt! The boy tried chasing and hallooing; the farmer tries his hatful of oats with silence; the oats win. Perhaps we have "chased" too much; for some guardians dislike too close a following up with official notes and calls. If we can only compromise, and bring into our school-rooms enough of Nature's treasures to interest our children a fair portion of every day! Can't we?

I look upon the truants of the past with a kindly eye; and class them with school reformers, for I do believe they have fulfilled their mission by helping to introduce Nature study into our schools. Lowell's pastorals, so brimming with sweet secrets that Nature revealed to the poet in his truant schooldays, are excuses broad enough to cover all the truants for Nature's sake, that ever have been and that ever will be.

NATURE-STUDY THE PRIMER OF RELIGION.

Haven't the children shown us, by their beckonings, that Nature knowledge should be the foundation of the primary school? Where the children lead, we safely follow. But how begin? As a start to Nature work, suppose we try to find out what the children know about God! So many children have never seen God; they don't know where to find Him. How can they love Him? What we want to do, is to bring God so near in the various Nature forms that the children will recognize Him through all their outer senses, as their great Giver, Blesser, and Caretaker. We may find little skeptics among our believers. Perhaps their back teaching has been that God is everywhere, in things ugly, as in things fair. We do not want our children to believe that quite yet; so we say to them, "God is the good, the wise, the strong, the beautiful part of us and of everything that lives." It seems to me reverent, and doesn't it to you?—for the little ones to think that all sweet perfumes, satisfying tastes, fair colors, and pleasing sounds and sights are the lovable traits of God revealed? Are they not the daily "showing forth" and "declaring" that the Bible says? Children can understand this thoughtful love, and be made better by it. We believe that this teaching opens the way to early spiritual knowledge. The Great Teacher reasoned from the birds and the lilies up.

NATURE GUIDES CURIOSITY ARIGHT.

The inquisitive phase of child-study greatly interests me, and I am proving that why children ask so many questions that are not worth an answer, is owing to a dearth of the sensible questions prompted by an educated curiosity. Who, like Nature, can train the desire to know in the way it should go? So I send my children out to her for frequent drill. It doesn't take them long to find a climax, a something that's happening, especially in bird-life, which answers one bevy of questions, and suggests another quite as enthusing.

NATURE A REGULATOR ON THE PLAYGROUND.

How our hearts warm at the motherliness of Nature, as we see the children group about her at recess time, listening to her stories and watching her magic. How soon the children lose their bickerings in their common love for her! And the riddles she bids them guess! What teacher ever hears an oath or an unclean word, while the children are thinking them out? Give up the recess, lest the children learn evil by contact? Not in the country town, where Nature is such a sweet hypnotizer! Recess-time there, under the guidance of the true teacher, may become the treasure-trove of the schoolday.

NATURAL HISTORY.

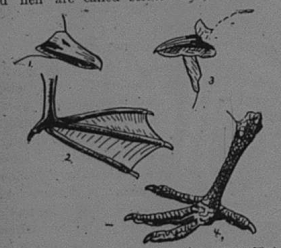
By Ella Jacobs, Philadelphia, Pa.

The Turkey.

IN ALL the nature work and object lessons, the teacher should try, as far as possible, to induce the children to bring the specimens for the work. This will make them take greater interest in the lesson. Never tell a child anything he can possibly find out for himself. Throw out a hint or a suggestion to aid in the discovery, but train him to deduce his own inference. Besides the actual facts he will learn of biology, the gain will be great in training him in independent thinking, reassuring and judgment.

At Thanksgiving time ask the children to save you the beak and feet of a turkey; secure them also of a duck and chicken. From the beak or bill and feet of a bird we can tell many of its characteristics without even seeing the bird. We can decide upon its food by studying the beak, and the feet tell us whether besides flying, the bird runs, perches, climbs, wades or swims.

Notice the foot of the duck, it has thick tough skin between its toes. Why? Because it is a swimming bird and it uses its feet as paddles or oars. But a turkey's foot is very different, it has toes with sharp nails, or claws. The turkey and hen are called scratchers, because they

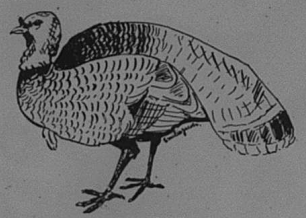


1. Beak of Duck. 2. Foot. 3. Beak of Turkey. 4. Foot of Turkey.

scratch in the ground for most of their food. They feed on worms, beetles and bugs, and are very glad to eat the corn and crumbs of bread you give them. Notice now the difference in the beaks. The duck's bill is broad and flat, because he dips it like a spoon into the water, and takes up young frogs and water bugs as his food. The sharp beak of the turkey helps him to secure his food. Sometimes a nice juicy worm is in an old log of wood, so Mr. Turkey gets at it with his sharp beak, and tugs until he secures his prize.

You have heard the expression "Scarce as hen's teeth," so open the hen's mouth and look for them. Of course there are none. Ask the children how the hen chews its food. Could we swallow our food without chewing it? Would it be healthy? Ask how many of them have ever seen their mother clean a fowl and prepare it for cooking? Call attention to the gizzard, the tough texture. We find little stones in the gizzard which help to grind the food and soften it, so as it can be digested. But we must chew our food in our mouth because we have no teeth in our stomachs. Do they know of any other animal which eats its food in this way? Yes, the earth worm. We have found out a great deal about the turkey just from its beak and feet; let us learn something else about it. Perhaps a wing has been brought in the class. All birds are covered with feathers. Show how light the quill is, and explain how the feathers are arranged on birds, the wild turkey has lighter colors than our common one, and the male turkey or gobbler is gayer than the mother or hen turkeys. The hen is plain, so as not to attract attention to her nest. Have a picture of a turkey ready to show the class; have one of a male and female, if possible. The bill of the male or gobbler has a fleshy carbuncle on it, also there is a long tuft of hair which hangs from the base of the neck down on the breast. His tail is broad and beautiful and like the peacock he is proud of it, and struts up and down the farm yard calling "Gobble, Gobble" to attract attention to it.

Can anyone tell what that long excrescence or piece of red flesh is called which hangs down from the neck? It is the *wattle*. The mother



Male Turkey.

turkey lays her eggs in a dry place always, and covers them carefully to keep them dry and also out of sight and out of reach of her worst enemies, foxes, crows and snakes. She is very sly and careful if she leaves her nest, not to return to it by the same path. When the young turkeys are hatched, they have no large feathers, but are covered with a soft feathery down. They are very tender delicate creatures, much less hardy than young chickens or ducks, and the mother is careful not to let them get wet. When a sudden storm comes up, she calls them quickly to her and covers them up with her big wings. She has a sharp voice which sounds like "Quit, quit" as she calls, and the little ones answer "Peep, peep," in a very shrill tone. The mother is very careful to keep her babies out of reach of the gobbler, who is a very cruel father. Indeed after the young are hatched, the male turkeys live in companies by themselves. The young turklings have such long legs and look so naked, that they are very funny awkward creatures, when they are first hatched. They grow quickly and in two weeks they are ready to take their first lesson in flying. Of course they can only

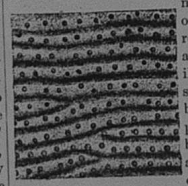
Female Turkey and Young.

fly a very short distance, but in two months they are strong and can fly to the top of a tree to roost at night.

As the turkey was found in its wild state America, efforts have been made to call it our national bird, but the eagle was chosen years ago, and placed on our coins and ensigns, and there seems little chance that it will ever have to yield its place to the turkey, but the turkey is allowed to reign supreme as the bird of Thanksgiving Day.

(CONTINUED FROM PAGE 17.)

Perspiratory or Sweat Glands.—These, two millions or more in number, are in reality flexible tubes, closed at the lower end and there coiled upon themselves, forming with the tubes of the sebaceous glands several miles of tubing. They excrete, or throw out perspiration upon the skin through their openings or "pores." The perspiration, sometimes but mere moisture, at other times profuse, evaporates and by evaporation cools the skin. Unfortunate is the person who in hot weather does not readily perspire. It is related that in 1760 in France, a girl entered a large oven where the temperature was above 250° F, and did not suffer injury, because she perspired profusely. The firemen on ocean steamers could not stand the excessive heat, even with profuse perspiration, were it not that they drink an enormous amount of water, and work for only two hours at a time. The perspiration, besides helping to regulate the temperature of the body, carries out dead and poisonous material, the results of the vital, chemical and mechanical processes of the body, which if retained in the body are likely to cause illness. For this reason the "pores" should be kept open by proper bathing. The bowels, kidneys, lungs and skin are the four emunctories or means of escape for waste material. It is estimated that the skin and lungs together in 24 hours excrete five pounds of refuse.



Epidermis from the palm of the hand (with its pores), as viewed from the under surface. Magnified eight diameters.

SCHOOLROOM HELPS

By Elmer E. Beams, German Valley, N. J.

Motto.—The best way to keep children quiet is to keep them busy.

BUSY WORK DEVICES.

1. Draw a circle upon the blackboard and ask the pupils to use same as a foundation and see *how* many things they can make. Show them how to turn the circle into an apple, cherry, fan, etc.
2. Use the square in the same manner.
3. Have the pupils draw pictures of rakes, hoes, horses, wagons, brooms, etc.
4. Get some wooden blocks from the carpenter shop and let the pupils build houses and draw pictures of same on slates or paper.
5. Take some paste-board and make some toy money. Let the pupils use this toy money for counting, buying, selling, etc.
6. Give the pupils some tinted paper and a small pair of scissors and have them cut out designs of fruit, animals, furniture, dolls, etc.
7. Have much paper folding.
8. Have a number of cards with questions written on them. Distribute these among the pupils and the next day let the pupils tell the answers, others adding any additional information. First orally; then written at the seats on slates or paper.
9. Take stiff brown paper and have pupils cut out a Noah's ark of animals. Use these as patterns to draw around. After an animal is drawn, have pupils write and spell its name, find out something about its habits and uses, write a short story about it.
10. Pupils use their own hands as patterns and draw gloves and mittens, striped and dotted in various colors.
11. Always have on hand a number of envelopes. Write an interesting quotation on the outside of each and place inside bits of cards, on each of which is some word of the quotation. Pupils are to put the words together to form the quotation on the outside.
12. Have pupils direct envelopes correctly.

PRIMARY PHYSIOLOGY.

1. What do we mean by "the skeleton?"
2. What useful purposes do bones serve?
3. How many bones in your body?
4. How many bones in your head? Tell what you can about them.
5. What is meant by the trunk of the body?
6. Tell what you can about your backbone.
7. How many bones in your arm? Describe them.
8. How are your bones joined to each other?
9. What causes some children to be "bow-legged?"
10. Is tight clothing injurious to the growth of your bones? Why?
11. Give me a few hints about wearing boots and shoes.
12. What causes "round shoulders" and "curvature" of the spine?

HEALTH HINTS FOR LITTLE FOLKS.

Note:—Place on black-board and have learned.

1. Be sure to keep your teeth clean.
2. Never sit on the damp ground.
3. Never wear ill-fitting boots or shoes. They make tender feet.
4. Never bend over too much, such causes a crooked backbone and round shoulders.
5. Exercise makes strong muscles.
6. Exercise makes a freer circulation of the blood thus purefying it.
7. Out-door exercise is better than the doctor's medicine.
8. Never exercise immediately after eating a full meal.
9. Walking is the *best* exercise.
10. Never eat just before going to bed.
11. Drink plenty of good milk.
12. Never sit down with wet clothes on. Change them for dry ones at once.

FOR YOUNG MATHEMATICIANS.

1. Draw three pictures to show that eight and four are twelve.
2. Pupils give a short story for each picture.
3. Draw sixteen apples, and have them in four equal bunches.
4. What part of sixteen is each bunch?
5. How many months in one-fourth of a year?
6. I have *two* dozen eggs. How many eggs have I? What are they worth at 2½ cents each?
7. Draw a picture to show how many five and six are. Give a story about each picture.
8. I have five apples; how many more do I need for a dozen?
9. Write the following in words:—10, 13, 15, 21.
10. Give a story about ten horses and tell how many were left if you sold three.

PRIMARY LANGUAGE.

1. The bottle is made of ——.
2. The pen is made of ——.
3. My father has a —— plow.
4. The water is in a —— pitcher.
5. The apples are on a —— plate.
6. A five-cent piece is made of ——.
7. A cent is made of ——.
8. My sister has a —— watch.
9. The box is made of ——.
10. Needles are made of ——.
11. My pencil is made of —— and ——.
12. The dish is made of ——.
13. The stove is made of ——.
14. My brother has a —— chain.
15. Nails are made of ——.
16. Our teacher has a —— bell.
17. The meat was boiled in a —— pot.
18. The knife blade is made of ——.
19. Marbles are made of ——.
20. I have a —— pen.

CHIPS FOR THE TEACHER.

1. Be sure that the pupil is guilty before you punish him.
2. Administer punishment coolly and deliberately.
3. Appeal to the sense of honor first.
4. When the offense is a wilful defiance of authority, inflict corporal punishment publicly.
5. After punishment treat the pupil kindly—never hold malice.
6. Never make threats of punishment in advance.
7. Adapt all punishments to the offense.
8. Seek to use the minimum of punishment.
9. Use prevention as much as possible.
10. Do not reprove those who try but fail.

AIDS FOR TEACHER AND PUPIL.

Note:—Under this head each month we will give a short list of such works, as we have examined with care, and found worthy for teacher's or pupils use.

The Story of the Hawaiian People.—A work that should at this time be studied by teacher and pupils.

Brewster's and Thomas' Song Stories—Attractive songs for young children, introduced by quaint and interesting stories.

Overton's Applied Physiology.—The leader of 1898. Based on original researches.

Eclectic School Readings.—Over twenty volumes of fresh, attractive supplementary reading.

The above are all published by American Book Co., New York.

In answer to questions in reference to a first-class Language Series, I would say, I heartily recommend, Bell's Language Series, which consists of five books, viz:—Primary, Elementary, Complete Grammar, Rhetoric and Higher English, and Studies in English and American Literature. In this series all objectionable features, diagrams and kindred plans are eliminated, and the subject language is made the foundation of the series. The sentences teach both language and literature. Every teacher should use this series in his school. Write to the Review and Herald Co., Battle Creek, Mich.

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Supplementary Reading

Correcting a Fault.

GEOFFREY MILLER was a pretty good sort of a boy, but he had one fault, and that a serious one; he did not pay attention to what was told him, and then, in excuse, would say, "I forgot."

His mother tried in many ways to help him overcome this fault. One day he forgot to close the gate between the barnyard and garden and the cow ate up the early vegetables as well as the sweet peas and pansies.

Another day his mother sent him to the meat market to order the roast for dinner. Then she went out and did not return until near dinner-time. Mr. Miller brought home with him some friends to dinner. Mrs. Miller, as soon as she returned, went into the kitchen to see if dinner was ready to be served, but the cook told her the roast had not come. Of course it was Geoffrey's fault, and his mother was annoyed and his father displeased.

After the guests went back to the city Mr. and Mrs. Miller talked the matter over and Mr. Miller said:

"Really, that boy ought to be taught to remember to do what he is told."

Mrs. Miller thought so, too, and they decided to try a new plan.

The next day Geoffrey was to go to the city with his father. His mother laid out his clothes ready for him the night before and Geoffrey's last words to her were:

"Now, mother, don't forget to call me in time."

Not that his mother ever had forgotten to call him, but it was a way Geoffrey had of talking.

The next morning the rising bell rang as usual. Geoffrey heard it, but thinking there was plenty of time he did not get up at once, and was soon fast asleep.

It was 8 o'clock, breakfast over and Mr. Miller had gone to the city when Geoffrey came down.

"Mother, why didn't you call me?" he asked.

"Why, Geoffrey, I forgot," said his mother. She was just ready to go to a neighbor's and did not comfort Geoffrey over his disappointment.

At the neighbor's lived a boy of Geoffrey's age—George Johnson. The two boys were great friends. That afternoon Mr. and Mrs. Johnson and George went to take a long ride in the country. They sent word by Mrs. Miller for Geoffrey to go with them.

On Mrs. Miller's return home she said nothing about the matter to Geoffrey.

On her way home she met a boy who asked her to say to Geoffrey that the black-and-tan puppy was old enough for him to take away, and if he wanted it he must come that morning after it.

When Mrs. Miller reached home she found Geoffrey still unhappy because he did not go to the city, but by afternoon he felt better and as some friends came to see him he had quite a pleasant time. He invited them to come again the next day to play croquet with him.

"Father is going to bring a new set from the city for me," said Geoffrey.

Mr. Miller came home and Geoffrey asked for the croquet set.

"Why, Geoffrey, I forgot to get it," said Mr. Miller.

Geoffrey went away sorrowfully, but he did not say anything. There was a look in his father's eyes which kept him silent.

After tea Mr. and Mrs. Johnson and George came to the house on their way home from their drive. Mr. Johnson stopped his horses at the gate to talk with Mr. Miller, and George said to Geoffrey:

"Why didn't you come and go with us?"

"Go where?" asked Geoffrey.

"To Fisher's pond. We had fine luck fishing." And he showed Geoffrey a fine string of fish.

"Because you didn't ask me," said Geoffrey.

"Oh, yes," said George; "I sent you word by your mother to come and go with us."

"Mother didn't tell me," said Geoffrey.

"That is strange," said George, "for she said she would be pleased to have you go."

No more was said, as Mr. Johnson drove away home, but Geoffrey came to his mother about the matter.

"Why, Geoffrey, I must have forgotten it," was her excuse.

Before Geoffrey could reply the boy who had the black-and-tan dog called to see him.

"Geoff, I thought you wanted the puppy, but as you did not come I sold it to Mr. Gray, who has taken it to the city with him for his little boy."

"I did want it; you knew I did. Why didn't you let me know it was old enough to be taken away?"

The boy looked up to Mrs. Miller, saying:

"I did send you word, didn't I, ma'am?"

"Why, yes, so you did," said Mrs. Miller. "I must have forgotten it."

Geoffrey said nothing, for he began to see there must be some reason why his father and mother, who had never before forgotten anything that gave him pleasure, had forgotten so many things in a single day.

Late in the evening Lieut. Graham called, on his way home from the parade, and said:

"I was sorry not to see you at parade, Geoffrey. I knew you'd like it, so I requested your mother to tell you to be sure and come. It was splendid. You ought to have seen us!" And he laid his hand on Geoffrey's shoulder.

"Mother did not tell me," answered Geoffrey, hanging his head in shame.

"I certainly must have forgotten it. For you did tell me, lieutenant," said Geoffrey's mother.

And the lieutenant left, saying; "I'm sorry, Geoffrey. But I must hurry home now."

That night, before Geoffrey went to bed, he came and stood a moment by his mother's chair, and then said:

"Mother, I'll try not to forget any more."

And he kept his word, too.—*The Morning Star.*

Doing His Best.

IT MAY seem, at first sight, as if the boy mentioned in this incident, which is given by Edward Everett Hale in his "Boy Heroes," did nothing either heroic or remarkable; but it is a good illustration of the value of doing one's best:

"There was a boy whom we will name Luke Varnum. He was fifteen years old, and he was lame of his left foot. So, when every other boy in Number Five, and every man, old and young, shouldered his fire-lock and marched off to join Gen. Stark, and go and fight the Hessians at Bennington, Luke was left at home. He limped out and held the stirrup for Lieut. Chittenden to mount; and then he had to stay at home with the babies and the women. The men had been gone an hour and a half, when three men galloped up on horseback. And Luke went down to the rails to see who they were. 'Is there anybody here?" said one of them.

"'Yes,' said Luke: 'I am here.'

"'I see that,' said the first man, laughing. 'What I mean is, is there anybody here can set a shoe?'

"'I think I can,' said Luke. 'I often tend fire for Jonas. I can blow the bellow, and I can hold a horse's foot. Anyway, I will start up the fire.'

"So Luke went into the forge, and took down the tinder-box and struck a light. He built the fire, and hunted up half a dozen nails, which Jonas had left unintentionally; and he had even made two more when a fourth horseman came slowly down on a walk. 'What luck,' said he, 'to find a forge with the fire lighted!'

"'We found one,' said Marvin, 'with a boy who knew how to light it.'

"'And the other speaker threw himself off the horse meanwhile. And Luke pared the hoof of the dainty creature, and measured the shoe, which was too large for her. He heated it white, and bent it closer, to the proper size. 'It is a poor fit,' he said; 'but it will do.'

"'It will do very well,' said her rider. 'But she is very tender-footed, and I do not dare trust her five miles unshod.'

"'And, for pride's sake, the first two nails Luke drove were those he had made himself. And, when the shoe was fast, he said, 'Tell Jonas that I het up the forge, and put on the shoe.'

"'We will tell him, 'said the colonel, laughing; and he rode on.

"But one of the other horsemen tarried a minute, and said: 'Boy, no ten men who left you to-day have served your country as you have. It is Col. Warner.'

"When I read in the big books of history how Col. Warner led up his regiment just in time to save the day at Bennington, I am apt to think of Luke Varnum. When I read that that day decided the battle of Saratoga, determined that America should be independent, I think of Luke Varnum. When I go to see monuments erected in memory of Col. Warner and Gen. Stark, and even poor old Burgoyne, I think of Luke Varnum and others like him. And then sometimes I wonder whether every man and boy of us who bravely and truly does the very best thing he knows how to do does not have the future of the world resting on him."—*Congregationalist.*

No Excuse Allowed.

A SUCCESSFUL business man told me there were two things which he learned when he was eighteen, which were ever afterwards of great use to him—namely, "Never to lose anything, and never to forget anything." An old lawyer sent him with an important paper, with certain instructions what to do with it.

"But," inquired the young man, "suppose that I should happen to lose it, what shall I do then?"

"You must not lose it," said the lawyer, frowning.

"I don't mean to," said the young man; but suppose I should happen to?"

"But I say you must not happen to. I shall make no provision for such an occurrence; you must not lose it."

This put a new train of thoughts into the young man's mind, and he found that if he was determined to do a thing he could do it. He made such a provision against every contingency that he never lost anything. He found this equally true about forgetting. If a certain matter of importance was to be remembered, he pinned it down on his mind, fastened it there and made it stay. He used to say, "When a man tells me that he forgot to do something, I tell him he might as well have said, 'I do not care enough about your business to take the trouble to think of it again.' I once had an intelligent young man in my employment who deemed it sufficient excuse for neglecting an important task to say, 'I forgot.' I told him that would not answer; if he was sufficiently interested, he would be careful to remember. It was because he did not care enough that he forgot. I drilled him with this truth. He worked for me three years, and during the last of the three he was utterly changed in this respect. He did not forget a thing. His forgetting, he found, was a lazy and careless habit of the mind, which he cured."—*Christian Uplook.*

Lemonade or Wine.

A YOUNG man, in company with several other gentlemen, called upon a young lady. Her father was present to assist in entertaining the guests, and offered wine, but the young lady asked:

"Did you call upon me or upon papa?"

Gallantry, if nothing else, compelled them to answer, "We called on you."

"Then you will please not drink wine. I have lemonade for my visitors."

The father urged the guests to drink, and they were undecided. The young lady added:

"Remember, if you called on me, then you drink lemonade, but if upon papa, why, in that case I have nothing to say."

The wineglasses were set down with their contents untasted. After leaving the house, one of the party exclaimed:

"That was the most effectual temperance lecture I ever heard!"

The young man from whom these facts were obtained broke off at once from the use of strong drink, and holds a grateful remembrance of the lady who gracefully and resolutely gave him to understand that her guests should not drink wine.

Absent-Mindedness.

A CLERGYMAN, walking one day in the country, fell into thought. He was so accustomed to ride, that, when he found himself at a toll, he stopped and shouted to the man:

"Here! what's to pay?"

"Pay for what?" asked the man.

"For my horse?" said the clergyman.

"What horse? There's no horse, sir."

"Bless me?" exclaimed the clergyman, looking down between his legs, "I thought I was on horseback!"

Sydney Smith was not in general absent-minded; but he says that once, when calling on a friend in London, and being asked by the servant, "Who shall I say has called?" he could not for the life of him recollect his own name, and stared in blank confusion at the man for some time before it came back to him.

The first Lord Lyttleton was very absent-minded. It is declared of him that when he fell into the river by the upsetting of a boat at Hagley, "he sank twice before he recollected that he could swim."

In illustration of the absent-mindedness of the great Jonathan Edwards, this story is told: When out riding one day, a little boy very respectfully bowed and opened a gate for him.

"Whose boy are you, my little man?" he asked.

"Noah Clark's boy, sir," was the answer.

On the return of Edwards, the same boy appeared and opened the gate for him. He thanked the little fellow, and again asked: "Whose boy are you?"

"Noah Clark's, sir; the same man's boy I was a quarter of an hour ago, sir."—*Selected.*

A Bonfire in the Water.

Where ice-fields can be burned, fuel is hardly to be called expensive.

A writer in the *Scientific American* calls attention to the fact that on the ice-covered surface of a Kansas lake it is possible to have bonfires by simply breaking through the ice and applying a match to the surface of the water. The flames will shoot up as high as a man's head, and will burn brightly for a minute or two, making the lake look as if the ice were on fire.

For several winters it has been possible to have such bonfires on Doniphan Lake, Kansas, and on one of its tributary streams. The fuel of these fires is natural gas. It bubbles up through the water the year round, but it is during very cold nights that it is temporarily stored under the ice in large bubbles or pockets, sometimes ten or twenty square yards in extent.

When these pockets are punctured with a chisel and a lighted match is applied, the experimenter is rewarded by a roaring flame before which he may warm his numbed fingers. He who would try the experiment, however, must be careful to stand between the wind and the jet of gas as he lights it, or he will have his clothing singed before he can get out of the way.

There are places where the gas supply is so abundant as to prevent the ice from forming, except on the very coldest nights. When such places are frozen over they remain covered only a few days, for the gas, coming from a considerable depth in the earth, is so warm that it soon melts a passage through the ice and escapes. Last winter ice fifteen inches thick formed on the lake, and yet some of the areas of gas supply were not frozen over.

Near the spot where one of the creeks enters the lake the water is shallow, and the bottom may easily be seen. Here the gas has formed regular channels up through the mud, and out of these large bubbles of gas are discharged every few seconds. Doniphan lake is located about four miles north of Atchison, Kansas.

What General Miles Says.

Hamilton Busbey, of *Turf, Field and Farm*, had a recent interview with the head of the United States army, of which he writes as follows:

"The rain was falling thick and fast when I entered the war building and sent my card to Gen. Nelson A. Miles. The commanding general promptly admitted me, and one of the first things he asked was where he could obtain a horse of the right stamp to ride in the army. 'I want him from 16 to 17 hands, with quality and weight-carrying capacity, *but he must have a long tail. I will not ride a mutilated horse.* What do you think of a powerful roan?' My reply was that a roan of 17 hands, with flowing tail, would look well, and so a roan it will be."

THE YOUTH'S COMPANION

THE BEST XMAS GIFT

AMONG all the gifts that Christmas brings none is more suitable, more certain to be welcome or more lasting in its freshness and power to please than THE YOUTH'S COMPANION. By itself it is a gift which far outmeasures its cost. But in addition the publishers give to every new subscriber

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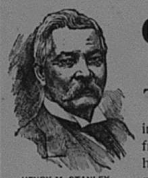
This new Calendar for 1899 is the most beautiful one ever given to Companion readers and the finest calendar of the century. The subject which it depicts is

... The Ideal American Girl ...

THE centrepiece of the Calendar is an exquisite head—a noble and lovely face, portrayed in the softest tones and most brilliant shades. The Calendar is so designed that no printing appears on the panels, and when the year is ended they may be framed and hung as a permanent ornament in the home.



HENRY M. STANLEY.

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Fifty Years with a Menagerie,	Dan Rice.
Police Spies in Russia,	Poultney Bigelow.
The Wolf and the Wheelbarrow,	F. R. Stockton.
The Growing Child,	Dr. Mary P. Jacobi.
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THE YOUTH'S COMPANION, - - - BOSTON, MASS.

Cadet Grant's Self-Control.

EVEN when a cadet, General Grant was as free from agitation in an emergency as that self-possessed woman of whom Alexander Pope wrote, "And mistress of herself though china fall." An amusing story, told by a classmate at West Point, displays his imperturbable gravity under the most trying circumstances:

One morning, when our squad was marching to the academic hall to recite, Frank Gardner produced an old silver watch that was apparently about four inches in diameter. It was passed along from one cadet to another to look at, and when we arrived at the section-room door it was in the hands of Grant. He could hide it or carry it only by putting it in the breast of his coat.

When the section was seated, Zealous B. Tower, who had that day heard the recitation, sent Grant and three other cadets to the blackboards. The weather was mild, and the room door open. When Grant had turned from the board and had begun to demonstrate, suddenly a sound resembling a buzz-saw and a Chinese gong burst forth and drowned all proceedings. In the uproar we all laughed aloud with impunity.

"Shut that door!" cried Tower, and that only made matters worse. Fast and furious went the buzz-saw, and louder went the gong. Bang! went something. The noise stopped.

While all this rattling din was going on Grant looked as innocent as a lamb, and in the profound silence that followed he began:

"And as I was going to remark, if we subtract equation E from equation A, we have," etc.

I mention this to show how he could conceal his emotions, for it was that alarm-watch in his bosom that caused all the commotion. It had been set to go off, and it did go off!—*Youth's Companion.*

He Saw the Procession.

THE humors of the dentist's chair are not many, one would think, but here is a story from the New York *Sun* which is probably not unique. A dentist is supposed to be talking about an experience that befell him the day before.

"A man came in to have a tooth out—one of those big, pompous, egotistical chaps, who look as though they owned the whole city water-front. I told him that he had better take gas, because the tooth was badly ulcerated. Well, you should have seen him! He looked at me with a kind of pitying smile.

"'Gas,' he said, 'gas! Humph! Why, my good man, gas wouldn't have any effect on me. It may work with some people, but not with me. Too much mind, my dear fellow; altogether too much mind'—and he tapped his forehead with his finger.

"The old chap was so conceited that I made up my mind I would have to take him down a peg.

"'Look here,' I said. 'Let me give you gas, and if you feel the pulling of the tooth, I'll not charge you a cent.'

"He went off with his eyes wide open, and was a thousand miles away in a few seconds. I took his tooth out, and then stood back and waited for him to 'come around.'"

The dentist's office overlooks one of the avenues, and the patient in the chair can see whatever happens in the street.

"After about a minute," continued the doctor, "intelligence began to dawn in his eyes, and then it came back with a pop, and he sat up and looked at me triumphantly.

"'I suppose you imagine,' he said, 'that I was under the influence of that gas.'

"I confessed that I had a suspicion to that effect."

"'Well,' said he, 'you were never more mistaken in your life. Unconscious! Humph! Just let me tell you that I saw the procession. I heard what the bands were playing. I saw the animals in their cages. Why, I could even tell you what was on the banners. Unconscious! I think not.'

"And would you believe it, although his gum was bleeding, and I showed him the tooth in the forceps, it was some time before I could convince him that I had pulled his tooth while he was dreaming about the circus parade. Queer, wasn't it?"

"Look Indian."

WHEN you drop a small object on the floor "look Indian" and you are sure to find it, says the Philadelphia *Ledger*, which thus describes the method:

Somebody dropped a stickpin in the hall the other day and had hard work to find it. She hunted high and low, and on hands and knees, and with a candle, but it was of no use. The pin was very tiny, its value being due to association rather than to size or brilliancy. The somebody, after a final shake of the rugs, was about to give it up forever, when one of the children chanced to come along.

"'Why don't you 'look Indian' for it?" he asked. Before the somebody realized what was meant, down dropped the youngster on the floor, his head and his whole body lying sidewise and just as close to the dead level as possible. In this position his eyes roved rapidly over the floor. "I have it!" he shouted, and sure enough, right in the middle of the floor, in so plain a place that it had escaped notice, was the missing stickpin.

The youngster then explained that "looking Indian" meant putting the head to the ground in order to catch sight of the smallest object between one's self and the horizon. "They do it on the plains all the time," he said. "That's why they can always tell who's coming. But it works in houses just as well as on the plains. Why, we never lose anything in the nursery nowadays; we just 'look Indian' and find it right off."

There are hundreds of sleeping rooms about the country now cold and cheerless, that might be made otherwise by the use of the

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with its 120 cross tubes. One stove or furnace does the work of two, and you thus

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if you don't understand it, send for free booklet. Where we have no active agent we will sell at wholesale price to introduce.

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YOU SHOULD PROVIDE busy work for idle fingers. Have you tried Primary Number Cards? A box has 250 cards, printed on both sides, with figures and characters, thus enabling the little thinkers to make all imaginable combinations in addition, subtraction, multiplication, etc., as follows:

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Similar to number cards, except that letters are used. Word-making and sentence-making is a pleasure with these cards. Put up in a neat box, post-paid 15 cts. SPECIAL.—Send 25 cents for one box of each. Your pupils will be delighted with them. They will save you much care and attention.

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$11.75 Hygenic Couch, Gondola pattern, has 50 best tempered steel spiral springs fastened with steel wire and warranted not to get out of place. Bottom open, thus preventing dust accumulation. Length 6½ feet, width 29 inches. Upholstered in plain or figured corduroy or velour. **Worth $17.50.**

$12.75 Mahogany Music Cabinet. Artistic design and finished like a piano. Door embellished with beautiful Marguetry in fern effects. Rich of symmetry, commodious interior fitted with polished shelves, this cabinet will enhance the appearance of any home. Height 37 inches; width 19 inches; depth 16 inches. **Regular price $18.00.**

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Presents for every member of the family and the home, and Toys for the little folk.

$14.35 Ladies Mahogany Writing Desk. New and beautiful design—after the French. Has two richly carved cabinets at the sides for letters, etc., pigeon holes and two drawers in desk and brass rail on top. Height 43 inches; width 34, depth 18 inches. Side closets 11 inches. **Worth $21.50.**

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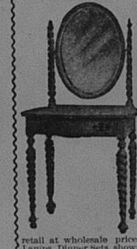

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Cultivation of Imagination by Reading.

(CONTINUED FROM PAGE 16.)

that there has been no progress in story telling? Is this an art which reached its highest development in the infancy of the race? May not the contents at least be improved if not the manner of telling? Do we need stories more entrancing than Robinson Crusoe or Hawthorne's King Midas? The former is strong in imagination, character building ideas; the latter in imagination and character building ideas. May not folk lore stories, Indian legends and much of the mythology be left for the later years when the study of literature and history is taken up seriously? And shall we not select for the use of the children in the lower grades only such of these stories as are unquestionably needed from the standpoint of basal concepts and ethical teaching, being sure that the imagination will not be neglected and that we shall be able to find enough stories which are charmingly told? Is the fact that children like a story *very much* a sufficient reason for giving it to them? Shall we feel that we are robbing them of some of the legitimate, natural rights of childhood if we deprive them of some of these sweets? Children are fond of candy but the wise mother allows only a little occasionally, giving them substantial food for a steady diet.

Let us consider these things and see whether we really are cultivating the imagination when we are attempting to do so. Let us see if we are not introducing stories into our schools which have no particular value for our children and do positive harm by hindering the cultivation of that kind of imagination which we desire for these children.

Her Tribute to a Warrior.

A sick soldier on furlough was sent to Mount Mansfield, Vt., to fight for his health. Arriving at the hotel on the summit, he found all the rooms taken except one, and that was the poorest in the house. He did not complain, but as he was obliged to lie in his bed the greater part of the day, the outlook was cheerless to him.

A New York schoolmistress had the best room in the hotel, and had engaged it long in advance because of the grand view to be had from the windows. As soon as she heard of the soldier's assignment, she went to the clerk and asked to be moved from her room and have the sick soldier placed in it. She stipulated that her giving up the room for his sake should be kept a secret from the soldier, and that he should be left to think that some guest had departed and left it vacant.

She left all her pictures, tidies, and little knick-knacks that adorned the room to make it look as homelike as possible, and she took the meaner room with its cheerless outlook, repaid by the thought that the sick man could lie in his bed and look down into the valley where Stowe nestled, or watch the distant mountains with their changing shadows.

The Wing Piano.

STYLE 29. CONCERT GRAND UPRIGHT.

No other Piano made equals this in style and design of case.

We aim to make the best piano possible and to sell it at the lowest price possible. If you wish to buy a fine piano at a low price, write us.

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Double lever, grand repeating action.
Grand scale, overstrung bass; three strings to each note in middle and treble registers.
The scale is the same as in grand pianos, with the largest size of sound board and strings of greatest length, thus giving the greatest volume and power of tone.
Case.—Double veneered inside and outside. Choice of superior Circassian walnut, rich figured mahogany, genuine quartered oak and ebonized.
Keys.—Of best ivory and ebony.

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Tone.—The one great object for which a piano is made is its tone. The Wing Piano possesses magnificent tone-qualities, durability, sweetness, richness, power, singing quality and evenness.
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MR. T. W. CARR.

a difficult and dangerous rupture which failed to yield to a number of different kinds of trusses. And he tried the much-talked-of Rice method, the discovery of Dr. W. S. Rice, 315 G. Main St., Adams, N. Y. His cure was perfect, the opening through which the rupture protruded having grown together. Surgeons claim that the only radical cure for hernia or breach or rupture all of which names the malady is known under, is to cut open the outer skin and then sew the muscles together. It is a dangerous operation, kills as often as it cures and is not a certainty. Dr. Rice obtains all the benefit of an operation but uses no knife. The fact is his system is a home cure, without pain, danger, operation or an hour detention from work. It is marvelous. He cured a man out in Riceville, Ia., Wm. Blandin by name whose case was apparently hopeless. He also restored Geo. F. Mulford 484 E. 6th St., Boston, Mass., who had been ruptured eighteen years. Geo. Bell, of St. Charles, Minn., is another remarkable case. There are probably a thousand others who have all been permanently cured by Dr. Rice.

Mr. Carr was cured two years ago and his muscles have grown beyond the possibility of a return of rupture. Write to Dr. Rice for his free book on rupture. Write today. Do not delay since to do so may cause you to forget the address. Write to Dr. W. S. Rice, 315 G. Main St. Adams, N. Y.

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A Good Story.

One day many years ago a bright boy found employment in a photograph gallery in Nashville, Tenn. His wages were small but he took good care of them, and in course of time he had saved up a snug little sum of money. One day a friend, less thrifty than he, came to him with a long face, and asked for a loan of money, offering a book as security. Although the other knew there was little probability of his ever being repaid, he could not refuse the request.

"Here is the money; keep your book and repay me when you can."

The grateful lad went away in such haste that he left the book behind. The kind youth examined the volume with curiosity. It was a work on astronomy by Lick, and it so fascinated him that he sat up all night studying it. He had never had anything which so filled him with delight. He determined to learn all that he could about the wonders of the heavens, and began thenceforth to read everything he could obtain relating to astronomy.

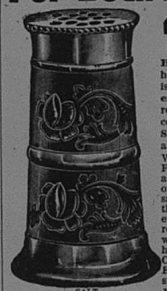
The next step was to buy a small spy-glass, and night after night he spent most of the hours on the roof of his house studying the stars. He secured, second-hand, the tube of a large spy-glass, into which he fitted an eye-piece, and sent to Philadelphia for an object glass. By-and-by he obtained a five-inch glass, which, as you know, is an instrument of considerable size.

Meanwhile he worked faithfully in the shop of the photographer; but his nights brought him rare delight, for he never wearied of tracing out the wonders and marvels of the worlds around us. With the aid of his large spy-glass he discovered two comets before they were seen by any of the professional astronomers, whose superior instruments were continually scanning the heavens in search of the celestial wanderers. This exploit, you may well suppose, made the boy famous. He was invited by the professors in Vanderbilt University to go thither and see what he could do with their six-inch telescope. In the course of the following four years he discovered six comets. He was next engaged by the Lick Observatory. With the aid of its magnificent instrument he discovered eight comets, and last summer astonished the world by discovering the fifth satellite of Jupiter. He invented a new method of photographing the nebulæ in the milky way, and has shown an originality approaching genius in his work in star photography.

Perhaps you have already guessed the name of this famous astronomer, which is Prof. E. E. Barnard, now in charge of the Yerkes Observatory of Chicago University, and this is the story of how he worked up.—*Chicago Record.*

A teacher had told a class of juvenile pupils that Milton, the poet, was blind. The next day she asked if any of them could remember what Milton's great affliction was. "Yes'm," replied one little fellow, "he was a poet."

For Both 25 cents For Both



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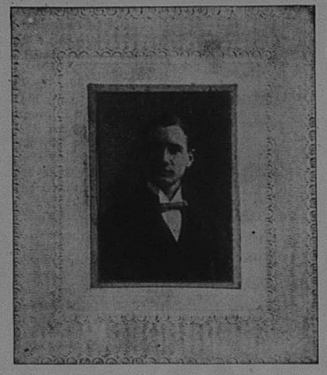

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Empty Stockings.

Oh, mothers in homes that are happy,
Where Christmas comes laden with cheer,
Where the children are dreaming already
Of the merriest day in the year,

As you gather your darlings around you
And tell them the "story of old,"
Remember the homes that are dreary!
Remember the hearts that are cold!

And, thanking the love that has dowered you
With all that is dearest and best,
Give freely, that from your abundance,
Some bare little life may be blessed!

Oh, go where the stockings hang empty,
Where Christmas is naught but a name,
And give—for the love of the Christ-child!
'Twas to seek such as these that He came.

—*Ladies' Home Journal.*

Tails are Eloquent.

Which organ in animals is most used to express emotion? Since it may be said that within the sense of the question there are scarcely any dumb animals—even the hare utters a most agonized scream of terror when overhunted—it may be said that the vocal organs are after all those most universally used for this purpose among animals, as among the human races says the *Boston Globe.* There are very few animals which do not utter some characteristic sound to express joy or sorrow, satisfaction, disgust or fear. Next to the voice would probably come the tail, though curiously enough, different species of animals use this organ to express quite contrary emotions. The dog tribe wags it to express joy or pleasurable expectations. The felines express anger by the same movement, both canine and feline express fear by curling it between the legs, while bovine species expresses anger by erecting the line of the back. Elephants express anger by lashing their tails and waving their ears, horses do the same by laying their ears back. Birds expand the feathers of the tails to express pride or defiance and elevate them to show pleasure. The whale, too, indicates rage and suffering by the furious blows of the tail.

The builders of the Oregon modestly and justly ascribe much of her great success to the skill of the men who handled her. No machine goes far without brains.

The geography of character is a branch sure to be taught some day in the public schools.—*Frances Willard.*

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It Has Kept Right on Curing Catarrh.

Dr. Marshall's Aromatic Catarrh Snuff has never been equaled for the instant relief and permanent cure of Catarrh, Colds in the Head, and the attendant Headache, Deafness, and restores Lost Sense of Smell. Immediate relief guaranteed. Use before retiring at night until all symptoms disappear.

OUR FRIENDS SAY:

"I would not be without **Marshall's Catarrh Snuff** if it cost $15 per bottle."
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"I have sold **Marshall's Catarrh Snuff** for forty years and can truthfully say that no other remedy has given such universal satisfaction. W. M. HEFFERMAN, Druggist, Cleveland, Ohio.

One party writes:—"I was deaf for ten years and had no sense of smell for six years. It cured me.

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Refuse all substitutes. Price, **25 cents.** All druggists, or by mail postpaid. Try a bottle. Circulars free.

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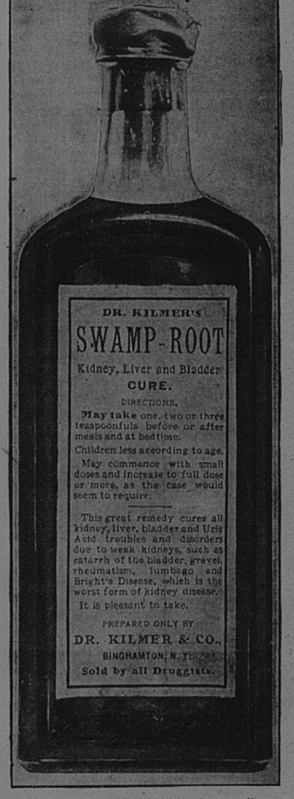
HAVE YOU TRIED SWAMP-ROOT?

To Prove its Wonderful Merits, Every Reader of the Normal Instructor May Have a Sample Bottle Sent FREE by Mail.

The Eminent Physician's Great Discovery Promptly Cures all Kidney, Liver, Bladder and Uric Acid Troubles.



It is now conceded by eminent scientists that the most important organs of the whole body are the kidneys.

They filter your blood and work away night and day, whether you sleep or are awake.

People are apt to believe that kidney disease is a rather rare disease, but recent discoveries have proven that it is a most common trouble.

And the proof of this is that most diseases, perhaps 85 per cent, are caused in the beginning by disorders of the kidneys.

BECAUSE they fail to filter your blood.

You cannot be sick if your blood is pure—free rom kidney poison and disease-breeding germs.

When your kidneys are not doing their work it will be manifested by pain or dull ache in the back, rheumatic pains, sciatica, sediment in the urine, scanty supply, scalding irritation in passing it, obliged to go often during the day and to get up during the night, uric acid, sleeplessness, nervousness irritability, sallow, unhealthy complexion, puffy or dark circles under the eyes, loss of energy and ambition.

If your water when allowed to remain undisturbed for twenty-four hours forms a sediment or settling or has a cloudy appearance, it is evidence that your kidneys and bladder need immediate attention.

Swamp-Root is a vegetable remedy, the great discovery of Dr. Kilmer (the eminent kidney and bladder specialist) and has truly wonderful restorative powers over the kidneys. It will be found by both men and women just what is needed in all cases of kidney, liver, bladder and uric acid troubles.

Swamp-Root will set your whole system right.

The best proof of this is a trial, and nothing could be fairer than the offer to send a sample bottle of this great remedy and a book telling all about it, both sent absolutely free by mail to any address.

The great discovery Swamp-Root, is so remarkably successful that our readers are advised to write for a free sample bottle and to kindly mention the NORMAL INSTRUCTOR when sending their addresses to Dr. Kilmer & Co., Binghamton, N. Y.

If you are already convinced that Swamp-Root is what you need, you can get the regular fifty-cent and one dollar sizes at the drug stores.

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TO LEARN BOOK-KEEPING
WHEN I WILL MAKE A
First-Class Book-keeper
out of you AT YOUR OWN HOME, within from two to six weeks' time, for $5, or return your money. I find POSITIONS, too, FREE OF CHARGE. Placed a young man in position as book-keeper for a railway company at $25 a week, on October 15; another on expert work for a silk manufactory, at $30 a week, on November 30; a young lady as book-keeper for a steel-pen house, at $8 a week, on February 25. Perhaps I can do as well for YOU!
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A-corn Salve
removes the toe corn everytime. No pain; no poison. Your druggist or by mail, 15c. a box.
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Sold Everywhere by Leading Drug, Perfume, Fancy Goods and Hair Stores.
BY MAIL, 5c. EXTRA.

Rosaline for tinting lips, cheeks and finger nails a rosy hue, true to nature,—undetected; stands ocean bathing—25 cts.
Cream Vanola, a beneficial emollient for softening and whitening the hands and complexion. Jar, 25 cts.
Hygeia Face Powder, highly medicinal, very adherent and spreads smoothly on the skin. In non-spilling boxes, 25 cents; natural flesh and white.
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I have a sure, safe and speedy cure for that distressing and dangerous disease, asthma, no matter how deep seated it may be. To convince any sufferer of its great virtues, I will mail a trial package free. Relief is instant and complete; cure certain. Write at once to F. C. KINSMAN, M. D., DOVER, Augusta, Me.

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It is a matter of national pride that so satisfactory a showing has followed the war excitement as to center the attention of the world upon the fact of the enormous resources of this country. One thing is surely accomplished—the convincing of other nations of our great power in producing everything needed in the event of hostilities being prolonged. Not only are the Spanish army and navy now eating our flour, but we can feed several other nations at the same time.

All of the war material as well as the supplies for our army and navy are produced here, and by citizens whose patriotism is well known. Our armor plate is the best in the world, and Russia is so far convinced of this fact that she has recently placed an order with American manufacturers for a quantity sufficient for two battleships. Japan is also buying. The armor-piercing and deck-piercing shot and shells made here are not equalled on the face of the globe. Other countries understand this and purchase liberally. Our dynamite guns are so far ahead of the rest of the world that they practically stand alone. Ask the struggling Cubans about the destructiveness of these guns. The automobile torpedoes made in the United States after the Whitehead pattern are so much more effective than the original that the English and Austrian manufacturers are despondent. Our dirigible torpedoes eclipse everything of the kind in Europe, and are being eagerly sought after by foreigners.

Everything is produced here. Nothing is lacking, from hard tack to thirteen-inch guns, and from armor-piercing shells to a simple lanyard, and the great credit is due to American genius and enterprise and capital, which should be patronized in preference to all others.

While this government has been, of late, buying vessels for the navy to meet an emergency, nobody questions our ability to build warships as good as the best. Our shipyards are well equipped to turn out fast and powerful fighting ships. At no distant day the United States will be the best market for war material of all kinds, and the attention of other nations is already directed hitherward.—*Army and Navy Journal.*

Hot Milk an Excellent Stimulant

When overcome by bodily fatigue or exhausted by brain labor, no stimulant, so-called, serves so well the purpose of refreshment and rest, both bodily and mentally, as milk. When heated as hot as one can readily take it, it may be sipped slowly from a tumbler, and as it is easily digested one feels very soon its beneficial effects. Few persons realize the stimulating qualities of this simple beverage.—*Ladies Home Journal.*

A policeman recently rescued the ship's bell of the famous old "Kearsage" from the scrap heap of a copper foundry in Taunton, Mass. It should be sent to sea again on the battle-ship that inherits the name.

30 Novels Free!

"Cheerful Moments," is a 16 page Illustrated Family Monthly containing bright Serials, Short Novelettes, Poems, Cooking Fancy Work, Puzzle and other Departments that make it one of the most entertaining publications for both young and old. It now has a subscription list of over 100,000 readers, but we want 400,000 more so that we can enlarge it to 32 pages and introduce many new features which its present size will not permit us to do. To secure these new subscribers we have decided to make the following unparalleled BIG OFFER. To any person sending us 25 cents in postage stamps for a six months trial subscription, we will send them all charges prepaid, and absolutely free of any cost, 30 COMPLETE NOVELS, written by the most famous authors of this country and Europe. The following is a list of the 30 complete Novels:

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A Positive Relief for PRICKLY HEAT, CHAFING and SUNBURN and all affections of the skin.
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Make with four strokes of a pencil a comical face in a circle. To the 25 most amusing faces we will give
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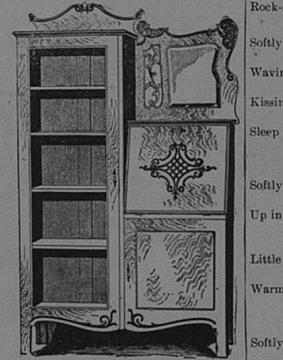
Besides, everyone sending in face will receive a present of Chinaset, Bicycle, Watch, Diamond Ring, Fin. or Silk Dress worth from $5. to $25. INSTRUCTIONS.—Mail us circle after making face and send with 10cts. to pay postage on present, etc. This is no lottery or chance scheme, merely a reward for artistic ability and to introduce our magazine. Address Women's Ideas Pub. Co., Philadelphia, Pa.
(A SAMPLE FACE)
When writing mention NORMAL INSTRUCTOR.

$13.70 Pay if you're pleased .. thirty days after shipment; if not, return at our expense.
NO MONEY WANTED IN ADVANCE.



This offer means what it says. It is not a deceptive play upon words. If you don't find the bookcase equal to any sold by retailers at $22 to $25, send it back. Made of select quarter-sawed oak, elegantly finished in antique. Height, 5 ft. 7 in.; width, 3 ft. 2 in. Elaborately hand carved. Under desk is large cabinet, with shelf for magazines, etc. Over it is French beveled mirror, 10x12 inches. Bookcase has glass door and adjustable shelves. Safe delivery guaranteed.

Offer Extraordinary.
With every bookcase we'll send, absolutely free, as a grand Quaker, Valley souvenir, a beautiful American porcelain, hand-painted, silver-mounted water tankard, as shown in accompanying illustration. Would sell in jewelry stores at $7. Order to-day. Don't put it off. All that's necessary is to say you're a reader of NORMAL INSTRUCTOR (this is important) that you accept our Sample Offer No. 5 on 30 days' time, and give shipping directions. If you prefer to remit in advance (we don't ask it) deduct 25 cents. This covers cost of clerical work involved in each 30-day entry. Or remit $14.70 in advance and we'll prepay freight to any R. R. station in the U. S. east of Denver. QUAKER VALLEY MFG. CO., 355 W. Harrison St. Chicago.

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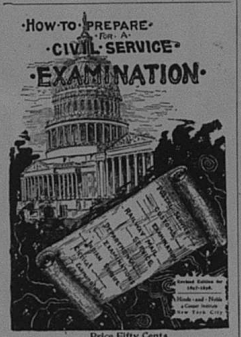

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Address Normal Instructor, Dansville, N. Y.

Bye-Low Song.

Softly and softly the wind does blow:
Bye-low, bye-low;
Brighter the little star-glances grow;
Bye-low, Baby,
Moon-mother puts on her silver crown,
Rock-a-bye, Baby, in your white gown;
Bye-low, Baby.

Softly and softly the wind does blow,
Bye-low, bye-low;
Waving the lily-buds to and fro,
Bye-low, Baby.
Kissing them gently, "Good-night, good-night,
Sleep till the morning, and wake in the light."
Bye-low, Baby.

Softly and softly the wind does blow,
Bye-low, bye-low;
Up in the elm where the cradle-nests show,
Bye-low, Baby.
Little birds drowsily swing the night through,
Warm and content, my own Baby, like you;
Bye-low, Baby.

Softly and softly the wind does blow,
Bye-low, bye-low;
Softer and sweeter his whispers grow;
Bye-low, Baby.
Far and away, o'er the waters dim,
Baby shall dreamily follow him
Bye-low, Baby.
—*L. Arolyn Caverly.*

Where all Kissed their Escorts.

The diversons of New Yorkers of the last century were very much milder than are those of the present day. "In winter a century ago," Mrs Burton Harrison writes in the March *Ladies' Home Journal*, "when not assembled for skating upon the Collech, the favorite amusement of Hans and Katrina seems to have been a sleighing frolic in Jan Derickson's four-horse sledge to Harlem, where they had a dance and a supper at the hostelry of Mynheer Borsum. Ten conples ('packed close, as it suiteth young men and maidens to ride,' said the old chronicler) was the sleighload; and after a repast of bread and hot chocolate, concluding some hours spent in capering to the fiddlers' strains, the party returned to town. Speeding by moonlight over hard frozen roads, past manor house and cottage wrapped in deep repose, the chief adventure of the return was apt to be a stop on the Kissing Bridge (at Second Avenue and Fiftieth Street, across the rivulet flowing from Tea Water Spring), at which point custom allowed the cavalier to demand of the lady he escorted the privilege of a special salutation. Unless this toll were yielded the cortege came to a halt, or else it turned in another direction."

Sympathetic Maiden—"Why, Jimmie, you poor boy! Have you been fighting?" Jimmy—"No—I've been fought."—*Judy.*

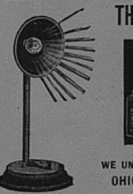
MRS. D. HOUSEMAN.
of Altoona, Pa., says—"It reduced me 36 pounds and I feel better now than I have for years."

ARE YOU TOO FAT
If so, why not reduce your weight and be comfortable. Obesity predisposes to Heart Trouble, Paralysis, Liver Diseases, Constipation, Rheumatism, Apoplexy, etc., and is not only dangerous, but extremely annoying to people of refined taste. Our remedy is simple, safe, pleasant to take and not expensive. DON'T do or take anything until you hear from us; we can tell you how to MAKE REMEDY AT HOME at a trifling cost. The following are a few of thousands who have been reduced in weight and greatly improved in health by its use:

Mrs. Helen Weber, Marlette, O.	REDUCED	40 lbs
Miss M. Wall, Ferry, Mich.,	"	28 "
Mrs. C. Bliss, Rochester, N. Y	"	65 "
W. Pollock, Hartington, Neb,	"	50 "
Miss M. Nobles, Racine, Wis.,	"	30 "

We are going to give away, barrels and
BARRELS OF SAMPLE BOXES FREE
just to prove how effective, pleasant and safe this remedy is to reduce weight. If you want one, send us your name and address at once. If it cures you nothing to pay. Each box is sent in a plain sealed package with no advertising on it to indicate what it contains. Correspondence strictly confidential. HALL CHEMICAL CO., D BOX, St. Louis, Mo.

THE FOUR LEADING ELECTRIC NOVELTIES.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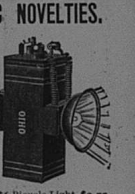
$4 Bicycle Light, $2.25.



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Holds its Popularity as it Holds Money.

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No.	Calf	Seal
No. 01 holds $6.00 in silver	$.25	
" 1½ " 8.00 " "	.40	$ .75
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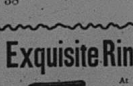
Lovely Complexion
HOW IT CAN BE OBTAINED.
FULL PARTICULARS AND TRIAL PACKAGE FREE.

Ladies and Gentlemen: How can you endure FRECKLES, PIMPLES, BLACKHEADS, YELLOW OR MUDDY SKIN, MOTH, WRINKLES, RED NOSE, or any form of facial disfigurements, when by using DR. BOTOT'S COMPLEXION WAFERS you can possess BEAUTIFUL COMPLEXION, BRILLIANT EYES and a LOVELY COMPLEXION? It gives an appearance of GRACEFUL ROTUNDITY, A PEARLY, BLOOMING PURITY, which is ever the admiration of the opposite sex. It makes the BEAUTIFUL still more BEAUTIFUL, and restores the BLOOM OF HEALTH and LOVELINESS to the faded cheek. It makes a lady of thirty appear but twenty. Dr. Botot's Wafers are a face tonic, a cleanser, removing all the impure matter from the pores of the skin, leaving it as in girlhood. NO LEAD, BISMUTH OR ARSENIC USED. By its use, Moth, Freckles, Tan, Excessive Redness, Discolorations and Eruptions of every nature soon disappear, never to return. It beautifies without injury, removing all SALLOWNESS, FRECKLES, UNSIGHTLY BLOTCHES and REDNESS FROM THE SKIN, and restores the bloom and freshness of youth.

Ladies: These wonderful wafers are just the preparation to beautify your FACES, NECKS, ARMS and HANDS. This matchless remedy will enable you to enhance the charms of your young years and endow you with the BLOOM OF YOUTH if of mature years. Dr. Botot's Complexion Wafers are perfectly harmless. It is impossible to give a full description in an advertisement. Write to-day, giving name and P. O. address, and we will forward a descriptive circular by mail, SEALED, in a plain envelope, and a trial of these wonderful Wafers ABSOLUTELY FREE. Inclose stamp for postage. Address

Capital Drug Company, Box 535 Augusta, Maine.

Exquisite Rings Free



At large expense, both as to *design* and *manufacture*, we have had one of the largest manufacturers in the United States make for us, what experts pronounce to be the most beautiful gold-finished ring yet produced. It is a cross between the **Tiffany** and **Belcher** patterns. It is set with a **Senegal Diamond**—*a beautiful, fiery imitation*. These **Senegal Diamonds** are frequently worn by the extravagant wealthy people to fill in different designs and patterns. Many times these wealthy ladies wear *eight or ten stone rings at a time*. There may be two or three genuine diamonds, the balance will be **Senegal Diamonds.** *But they pass for the genuine.* The gold in this ring is *duplex laid* and will wear a life-time.

OUR OFFER.

You can get as a **prize** this beautiful **Senegal Diamond Cent Gold** ring in a *handsome Plush Box* for less than one hour's work! We will send you eighteen packages of our desirable **Premier Perfumery.** You need send no money. All we ask of you is to agree to send us the money after you have sold the eighteen packages. You can easily dispose of these by making a few pleasant calls amongst your friends and acquaintances. Many times one friend will buy *six or eight* packages at once. *Fragrant perfume is always welcome.* Every young lady in a family will be more than pleased to have a chance to buy. After you have sold the eighteen packages for 25 cents each, **you will have $4.50.** Send this to us by Post-Office or Express money order, silver or stamps and we will *at once send you the ring*, all charges prepaid. **The Exquisite Senegal Diamond Gem. Duplex-Laid Gold** ring in *handsome Plush Box, for disposing* of the perfume. We can afford to do this because we will get *many second orders* from the friends to whom you have sold our perfume; consequently our profits *from these second orders* will be large. **Write at once.** Send no money. Send your full **name** and **address** and get the 18 packages of Perfume to sell. **Premier Perfumery Co.,** *all charges prepaid.* **Premier Perfumery Co.,** *Manufacturing Perfumers,* **Boston, Mass.**

(The Editor of this paper knows the Premier Perfumery Co. to be reliable and trustworthy. They will do as they agree.)

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No. 117. Ladies' 24-in. jacket of finest black beetle cloth; lined throughout with silk velvet; storm collar. Only $5.00

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The Mackintosh Dress Skirt

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Gives absolute protection from rain. Once worn you would not be without one at 4 times the price, for the comfort, coolness and health-fulness they give. Made of rich dark blue or black cloth, in plaid lining. Regular lengths 38 to 42 inches. Special sizes extra.

Cape to Match $2.50

worn over any regular waist. These garments can be worn separately, affording special usefulness or together they give the perfect protection and avoid the over-heating and heavy weight of a cordpiece waterproof coat. They are

Always Made to Measure

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Silk Lined Mackintoshes

Single or double capes from $16.00 up. Dewell's Chemiser Free. Agents wanted. Child's Mackintosh Circular, 36 inch and under $2.50. LESLEY SUTTON CO., 109 Wabash Ave., P.O. CHICAGO

SORE EYES Dr. ISAAC THOMPSON'S EYE WATER

The Power of a Mother's Voice.

A mother sang to her child one day
A song of the beautiful home above;
Sang it as only a woman sings,
Whose heart is full of a mother's love.

And many a time in the years that came
He heard the sound of that low, sweet song;
It took him back to his childhood days;
It kept his feet from the paths of wrong.

A mother spoke to her child one day
In an angry voice that made him start
As if an arrow had sped that way
And pierced his loving and tender heart.

And when he had grown to man's estate,
And was tempted and tried, as all men are,
He fell; for that mother's angry words
Had left on his heart a lasting scar.

—*Charles S. Carter.*

A Noble Revenge.

A farmer's horse, happening to stray into the road, an ill-natured neighbor, instead of returning the animal to its master, put it into the pound. This is an enclosed place, built especially for stray animals, and a fine has to be paid by their owner before they are liberated. Meeting the farmer soon after, he told him what he had done, and added, "If I ever catch your horse in the road again, I will do just the same." "Neighbor," replied the farmer, "not long ago, I looked out of my window in the evening and saw your cows in my field of young clover. I drove them out, and carefully shut them up in your yard. If I ever catch them again, I will do just the same." Struck with this noble reply, the neighbor went to the pond, liberated the horse, and paid the fine himself.

Teaching by Correspondence.

Correspondence Instruction has demonstrated its efficiency by results which prove beyond a doubt that it is here to stay. Thousands of persons who have not the means to attend a standard resident college, or who cannot leave home, or who cannot lose from their business the years needed for a college course, find their heart's desire in the method which brings instruction to their own doors and enables them to utilize in study, spare time which would otherwise be wasted. Prominent among the correspondence schools is the University known as the National Correspondence Institute of Washington, D. C., with its Departments of Science, of Engineering, of Law, of Bookkeeping and Business, of English, of Shorthand and Typewriting, of Journalism, etc. This well-known institution offers instruction in all lines which are reducible to correspondence methods, and it is authorized by Congress to attest a student's graduation by an appropriate degree.

One of the remarkable features of the National Correspondence Institute is the sterling worth and eminent capacity of its faculty. These gentlemen are graduates of the leading colleges and universities of the United States with whose methods there are accordingly familiar and, by being brought together as they are by this Institute, they render possible an eclectic system of instruction which cannot be surpassed. That this school can confer degrees for study wholly by correspondence proves the substantial character of the best correspondence instruction.

Genuine Barrios Diamonds $1.00 Each

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ARE EQUAL TO REAL DIAMONDS AS TO LOOKS AND WEAR.

We are the sole agents in the United States for these marvellous semi-precious stones, which are the nearest approach to Genuine Diamonds ever discovered. For the purpose of introducing them quickly to the public we will forward either

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DO NOT CONFOUND GENUINE BARRIOS DIAMONDS with so-called Rhinestones, White Topaz and other imitations, regardless of what the name may be. The Genuine Barrios Diamond is the only stone ever discovered that will retain its brilliancy and has no artificial backing. It is the Rich Man's Substitute and the Poor Man's Diamond. All others are simply manufactured from chemicals. Genuine Barrios Diamonds are equal to real diamonds as to looks and wear and will cut glass.

OUR GUARANTEE.—Genuine Barrios Diamonds are guaranteed to retain their brilliancy forever; the mountings are heavy rolled plate and are made of one continuous piece. The plate is thick shelled gold and will last 100 years. These rings are warranted not to tarnish the finger, and are greatly superior to any similar goods ever placed on the market.

What the Great Sarah Bernhardt says:

"I have used Barrios Diamonds for stage purposes and have found them the equal of real stones."

SARAH BERNHARDT.

Carrie Gay, of Charles Frohman's Co., writes:

"While playing on the road I found Barrios Diamonds very serviceable and useful when I needed objects of great beauty and character."

CARRIE GAY.

☞ Beware of feeble imitators. This offer will last for a short time only. Do not delay. Order at once.

Address Mail Orders to **BARRIOS DIAMOND CO.,**
42 AND 44 BROAD STREET, NEW YORK.
Mention this publication when you write.

Primary Number Cards.

YOU SHOULD PROVIDE busy work for idle fingers. Have you tried Primary Number Cards? A box has 250 cards, printed on both sides, with figures and characters, thus enabling the little thinkers to make all imaginable combinations in addition, subtraction, multiplication, etc., as follows:

5+4=9 | 9−4=5
4×2=8 | 8÷4=2

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uncomfortable or hard to button. Made of fine cloth in fashionable styles and look exactly like linen. The turn-down collars are reversible and give double service.

No Laundry Work.

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REVERSIBLE COLLAR CO., Dept H. BOSTON.

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TRADE MARK.

A Positive Relief for PRICKLY HEAT, CHAFING and SUNBURN and all affections of the skin.

☞ *A little higher in price than worthless substitutes, but a reason for it.* Removes all odor of perspiration. Delightful after shaving.

everywhere, or mailed on receipt of 25c. Get Mennen's (the original). Sample free. Gerhard Mennen Co., Newark, N. J.

Strange Captivity.

The springboks of South America migrate in vast herds, moving in a compact body and carrying everything before them. If a flock of sheep be in the line of march, as sometimes happens, it is surrounded, enveloped and becomes, willingly or unwillingly, part of the springbok army. An African hunter tells the strange story of seeing a lion in the midst of the antelopes, forced to join the march. It is supposed that the lion had sprung too far for his prey, that those upon whom he had alighted recoiled sufficiently to allow him to reach the ground and then the pressure from both flanks and the rear prevented him from escaping from his strange captivity. If the springbok travels in such armies, how can those in the middle and rear find food? In this wise: Those in the front ranks, after they have eaten greedily of the pasture, gradually fall out of the ranks to rest while the hungry ones in the rear come up and so the columns are all the while changing.—*School and Home.*

Bicycles of Paper.

Thin manila paper is now being used for making tubes for bicycles, according to an English exchange. The process of manufacture is ingenious, the paper being wound upon a mandrel and coated by means of glue from a spray, thus insuring the absolute joining of the paper, which is made solid by means of great pressure. When the tube has been constructed, some forty layers of paper being required for this purpose, it is subjected to great pressure from the inside after the mandrel has been removed and the tube placed in a very strong mold. This pressure is derived from a hydraulic machine. The outer layers of paper are acted upon by means of a rolling machine, which hardens them, and the tubes are then polished in a lathe and stained to the desired color, when they are varnished and are ready for use.

Every Thursday the Year Round.

In more than half a million homes THE YOUTH'S COMPANION comes every week, the welcome guest of young and old—read with equal interest by every member of the household. The best of fiction, poetry, sketches of travel, instructive articles, comment on current events and selected miscellany and anecdotes fill its columns from week to week and from year to year. The publishers promise that the volume for 1899 will surpass all former ones, in variety, interest and value. Among the two hundred distinguished contributors already engaged are Hon. John D. Long, Secretary of Navy, Edward Everett Hale, Henry M. Stanley, Sarah Orne Jewett, W. D. Howells, Poultney Bigelow, Herbert E. Hamblen, Hon. Carl Schurz, Rt. Hon. James Bryce, John Burroughs, Robert Barr, Thomas Nelson Page, Bret Harte, William Black, Alfred Austin, Andrew Lang and Dr. William A. Hammond. All subscribers to the 1899 volume will receive THE COMPANION'S new Calendar, exquisitely colored, with a border of stamped gold. The paper will be given free also from the time subscription is received until January 1, 1899, then a full year to January 1, 1900. A handsome illustrated announcement and sample copies will be sent free to any one addressing

THE YOUTH'S COMPANION, BOSTON, MASS.

ABOUT ELGIN WATCHES.

Thirty-four years ago, it required no common courage for a body of men to invest their capital and devote all their energies to the founding of a watch factory in the then unknown village of Elgin, Illinois, with any hope that its product should become more than locally popular.

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saves you half the retail cost of your soaps, and doubles the purchasing value of this 50 per cent. saving in a premium bought for you below usual cost of making. One premium is **The Chautauqua Morris Chair.** Your choice of polished antique oak, or birch with polished mahogany finish. Two well-made, comfortable, handsome, reversible, closely tufted cushions, 4 in. thick, 20x29 inches, filled with wool, fine poplar excelsior centres. Covered with handsome, high-grade, durable corduroy, light, dark or medium red, green or brown—choice of nine shades. Fixed Ball bearing casters. Back adjustable to four positions, solid brass rod attached beneath instead of over arms, it cannot be misplaced. Legs, 1¾×3; arms, 3½ inches wide. One of the most desirable pieces of roomy, luxurious furniture.

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1-4	DOZ. ELITE GLYCERINE TOILET SOAP,	.32
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1	BOTTLE MODJESKA TOOTH POWDER .	.25
	Preserves the teeth, hardens the gums, sweetens the breath.	
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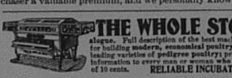

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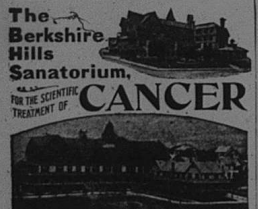

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ROBINSON THERMAL BATH CO.,

Educational Dept., TOLEDO, OHIO.

A Little Pessimist.

The sad little Princess sat by the sea,
"Alas," she sighed, and "and alack-aday!"
And she rested her book upon her knee,
And her eyes gazed dreamily far away.

"All of my fairy tales end the same—
They lived, and they loved, and then they died—
The wicked enchanter's always to blame;
Oh, for something quite new," she cried.

"I'm sick of my dolls with their china eyes,
"I'm sick of reading of giants and things,
I'm tired to death of candies and pies,
I hate my crown and my golden rings."

And then her nurse felt of the Royal head,
Looked at her tongue in a knowing way,
"Your Highness had better come home to bed,
You've eaten too many plum tarts to-day."

—*Isabel DeWitte Kaplan.*

A Strange Fish.

A fishing smack belonging to the fleet that plies its trade on the Bahama banks was scurrying along before the strong west wind one day when the captain and crew, who were below at dinner, noticed that she suddenly righted and the rattling of the reefing points told that she was shaking up in the wind.

"What are you luffing for?" the skipper shouted up the companionway. "Keep her on her course." But no reply. The reefing points continued to beat their tattoo and the big main-sail roared a loud protest.

The skipper sprang up the companionway to find the man at the wheel lying on the deck almost senseless. A few moments later he recovered sufficiently to explain that he had been knocked down by a violent blow, and a bruise upon his head was evidence that this was true.

But what could have struck the helmsman? There was absolutely nothing to explain it until suddenly the captain caught a movement in the scuppers and in a moment had in his hands a highly-colored fish with long, wing-like fins, its head as hard as bony armament could make it.

It was the flying gurnard—a living arrow, a flyer without wings,—that had dashed from its native element and gone soaring along, in its flight striking the helmsman so terrific a blow that he was rendered almost unconscious.

Such incidents are rare, yet the ordinary flying fish, especially the Pacific form, that is eighteen inches in length, is a formidable object when darting through the air as is its habit when alarmed. I have heard of one that flew aboard a steamer and dashed through a pane of heavy glass, striking the wall of the room with a force that would easily have knocked the occupant down. Not infrequently boatmen are struck by them, and the writer once had occasion to dodge these uncertain living projectiles.—*The Human Alliance.*

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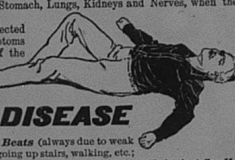
One person out of every four has a **weak or diseased heart,** and still very few people are aware of it. The trouble is that most doctors don't understand heart troubles. They very often treat patients for disorders of the Stomach, Lungs, Kidneys and Nerves, when the trouble is in the heart itself.

You can tell whether your heart is affected better than a physician. The signs and symptoms are sure and certain. If you have **any one** of the following symptoms, you are in grave danger, and may be the next victim to drop dead.



***Symptoms of* HEART DISEASE**

Fluttering, Palpitation, or Skipping Beats (always due to weak or diseased heart); ***Shortness of Breath*** from going up stairs, walking, etc.; ***Fainting Spells, Tenderness, Numbness or Pain*** in left side, arm or under shoulder blade; ***Dizziness, Hungry or Weak Spells; Spots Before the Eyes; Sudden Starting in Sleep; Dreaming, Nightmare; Choking Sensation in Throat; Oppressed Feeling in Chest; Cold Hands and Feet; Painful to Lie on Left Side; Dropsy; Swelling of the Feet or Ankles*** (one of the surest signs); ***Neuralgia Around the Heart; Sudden deaths rarely result from other causes.***

MEDICINE SENT FREE. I have a positive cure in my Heart Tablets for this most dreaded disease. I am daily curing hundreds of men and women. To show my confidence in my Heart Tablets, I will send, postpaid, a box for trial ***absolutely free*** to any sufferers who will send their name and address. This liberal offer should be accepted at once, because heart disease is always fatal, and death comes like a flash of lightning. Enclose stamp for postage. Address, DR. AUSTIN ALBRO, Lock Box 920 Augusta, Maine.

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An Indelible Check Perforator	$2.25
A Stapling Machine (binds paper or fabrics)	1.75
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Typewriter Ribbons, any make or color	.45
Carbon Paper, 25c. per doz. sheets, or 100 sheets	2.00
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Edison's Standard Phonograph, latest model	16.00
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Oak, or Squash?

A student not long ago asked the president of Oberlin College if he could not be permitted to take a shorter course of study.

"O yes," said the wise president, "but that depends upon what you want to make of yourself. When God wants to make an oak, he takes a hundred years; but when he wants to make a squash, he takes six months."

Gun-Making.

The Ameer of Afghanistan takes great pride in his gun factory at Cabul, over which Sir Salters Pyne presides. He insists that his khans shall visit it. Amro Khan who, controls a distant mountain region, came in one day, and after seeing the works, asked Sir Salters, "Now tell me in words just how you make guns." "It is quite easy," replied Pyne; "you make a hole first, and then wrap some iron around it." "Ah?" said Amra Khan, sorrowfully, "there is plenty of air for the hole in my country, only no one there knows how to wrap the iron around it."—*Argonaut.*

He Stopped the Train.

Train No. 20 on the Indianapolis and Vincennes Railroad, in charge of Conductor F. W. Russe, of Indianapolis, was tearing along toward Indianapolis the other evening fifty miles an hour. The train was loaded with passengers and was behind time. East of Edwardsport Engineer Dorsey saw on the track far ahead a dog that was jumping about and acting in a peculiar manner. The dog's actions looked suspicious, and, as a measure of caution, Dorsey shut off the steam, so as to have his train under control. When the train reached a nearer point, the dog stood and barked at it, and then, with a yelp, started for the woods.

Then it was that Dorsey saw that there was something red between the rails, and he threw on emergency brakes and opened the sand-box. The train came to a standstill within ten feet of a pretty flaxen-haired baby in a red frock. The child was about two years old and had been playing with the dog. The train crew ran forward, and Baggageman Franklin picked up the child, which laughed and crowed and patted his face in glee.

About eight hundred yards distant was a farm-house, and toward it Franklin started with the baby, to meet a man running toward him like an insane person. It was the child's father, who had missed the baby just as the train stopped, and supposed that the little one had been killed. How it got so far away from home and into such a dangerous place no one could understand. The passengers were considerably jolted by the sudden stopping of the train, but no one was hurt, and when they learned the cause of it, they clustered about Engineer Dorsey and congratulated him on his caution.—*Philadelphia Times.*

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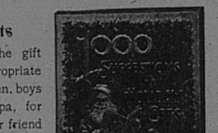

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There be three things which make a nation great and prosperous. A fertile soil, busy work shops, and easy conveyance for men and goods from place to place.—*Bacon.*

We wish to call the attention of our readers to the excellent line of school helps published by C. M. Parker, Taylorville, Ill., and advertised on page 6 of this issue. We would call special attention to the excellent series of Supplementary Reading Leaflets published by him, also his Reproduction Stories for primary grades. No progressive teacher can afford to be without such helps as Mr. Parker offers, and we trust that a large number of our readers will order some of these helps for their schools. We are sure they will find them exceedingly valuable and helpful. If you are looking for a suitable Christmas present for some young person or for a suitable prize to be given in school, we would suggest that you order a copy of "Persimmons" published by Mr. Parker. This is an excellent book for young people, inspiring them to better efforts in school and a nobler life.

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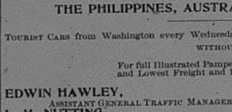

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And this, whichever way it runs,
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"Be careful of your company,"
The little song runs ever,
"The down once brushed from off the peach
Returns again, ah! never!"

Shun doubtful places, evil things,
For folly leads to shame;
Saloons don't furnish presidents,
Nor card-rooms lead to fame!
"Be careful of your company,"
The little song runs ever,
"The down once brushed from off the peach
Returns again, ah! never."

—*Florence A. Jones.*

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The woman who had the affair in charge notified each member of the toast she would be expected to respond to ten days or so before the meeting. To one young woman, whom, as it happened, she did not know personally, she sent the toast, "Our Flag."

The young woman received it, and at once went to call on the head of the society, in a state of great distress. She simply could not respond to the toast, she said. She didn't know whether a joke was intended, but she had been chaffed unmercifully about it already, and wouldn't go near the meeting if she were to be called on to speak on that subject.

"Why, what is wrong with that sentiment?" asked the head of the society.

The pretty young woman hesitated. She blushed.

"Well," she said, "you see, I'm going to marry a man named Flagg."

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A Hero of the Deep.

The exploits of peace, generally more heroic because on a less dramatic plane, have a scant gallery, little applause, and result in few promotions. A man, like a cyclone, emerges from the clear sky, but, unlike the whirlwind, performs some great feat of construction, and then melts back again into the firmament that gave him life; and the world knows him no more.

Such is Hans Slate. He has been a common, every-day fisherman for some years. During the latter part of 1896 he shipped on the schooner Smuggler with Capt. Antoine Courant. On the night of Dec. 30, 1896, the vessel drove ashore in a gale of wind, at Cahoon's Hollow, Cape Cod. In an instant the seas began to break over her. The crew had to hurry to the rigging, and it was only a question of time when the masts would go by the board and all be drowned.

It seemed hours to the men, though in point of fact it was soon enough, before a flickering light on the beach told that the patrol had discovered their peril, and that the life-saving crew was at hand.

The first shot went wild, far over the vessel. The masts creaked and bent under every onslaught of the waves. Would they hold out? But the second shot was better. The line was caught on the vessel, but far down the preventer-stay; and, besides all that, it was fouled on the hawser. It was virtually useless, for no one could step foot on deck and live. The men gave a groan of despair, for their last hope was gone.

At that moment a dark figure, like a wraith of the storm, slid down the jib-stay from the mast-head. The white foam bit at him. The twanging wire threatened to jerk him off at any moment. At every heave of the surf it would come up taut with a jerk, like a gigantic bowstring. Every man of the crew breathed a prayer as Hans Slate reached the bowsprit safely. Then he was lost in a terrible sea. But Hans was imperturbable. With desperate skill and with unparalleled coolness (considering that he was engulfed by iced water every few seconds), he finally succeeded in freeing the life-line from the clutches of the hawser. He tied the rope about his neck, and started back up the swaying stay. This he had to do hand over hand. Try this on a warm summer day on a motionless boat, and experience what the feat means. Now add numbed and bleeding hands, a drenched body, an icy hurricane, lashing waters, darkness, wire whip-cord, to a swaying mast that is liable to give away at any moment, and you get an inkling of Hans Slate's modest exploit. At last he secured the precious line at the masthead, and then the breeches-buoy was busy on its merciful errand.

Soon only three were left. Hans was one of course. Another was a boy, who was helpless on the ratlines far below the masthead. He had no strength to move. So Hans took him in his arms, carried him to the masthead, and lashed him safely to the buoy, and sent him over. Now only he and the captain were left; and the captain was a heavy man, I am told. Ominous sounds told that the wreck was fast breaking up under the assaults of the sea.

"You go," said Hans, quietly.

"No," said the captain. "You first, I last."

"By——, no! You go: I stay here."

The skipper tried to go aloft up the rigging. But he could not do it. Then Hans tried from under to boost him up. But that could not be done.

"It's no use," said the skipper, after another futile struggle. "Save yourself: I can't get up there. You'd better be quick! The masts will be overboard in five minutes."

But Hans uttered not a word. He climbed up under the captain, clasped the skipper's hands about his neck, and, thus shouldering him carried him aloft. The crew said things about it. They mentioned words like "impossible" and "superhuman." But Hans did it, even with the wreck of his strength, while his hands were raw, his body bruised and bleeding, and when the gale tripped the little strength he had. After he had secured his captain, the hero remained alone upon the wreck, which was now rapidly going, waiting for the buoy to return. He did not expect to save himself, for the mast swayed horribly. Indeed, he had hardly enough life left in him to secure himself. Just as his feet had touched the land, a sound of a mighty crack overrode the thunder of the water and the wind and the masts crashed into the surf.

"If it had not been for Hans Slate," the captain declared, "not a man of the crew would have been saved. If there ever was a hero, Hans is he." And when a fisherman says a thing like that, you may know that there is no peradventure in his estimate; for he is a judge of valor, and knows what he is talking about.—*Herbert D. Ward, in Scribner's Magazine.*

A little four-year-old occupied an upper berth in the sleeping-car. Awakening once in the middle of the night his mother asked him if he knew where he was. "Course I do," he replied. "I'm in the top drawer."

The farm is a home—not a place to be lived at to-day and moved from to-morrow, but a home to be improved and beautified—a home where orchards are to be planted, where vines are to be grown, where substantial things are to be constructed, where children are to be born and fathers are to die.—*Professional Farmer.*

We wish to call the attention of our readers to the advertisement of Strawbridge & Clothier on page 41 of this issue. The Holiday Book catalogue which they publish is a very attractive one, and we are sure it would prove of interest to every one of our readers. We would suggest that all who are interested in securing suitable books or other Holiday Gifts send to Strawbridge & Clothier, who will be pleased to send this attractive catalogue to all who mention NORMAL INSTRUCTOR.

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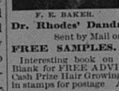

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The Squirrel who Loved Music.

I have just read about a sportsman who one day, in the woods, sat very still, and began to whistle an air to a red squirrel on a tree.

"In a twinkling," says he "the little fellow sat up, leaned its head to one side, and listened. A moment after he had scrambled down the trunk; and, when within a few yards, he sat up and listened again. Pretty soon he jumped upon the pile of rails on which I was, came within four feet of me, sat up, made an umbrella of his bushy tail, and looked straight at me, his little eyes beaming with pleasure. Then I changed the tune; and, chut! away he skipped! But before long he came back to his seat on the rails! and, as I watched him, it actually seemed as if he were trying to pucker up his mouth to whistle. I changed the tune again; but this time he looked so funny, as he scampered off, that I burst out laughing, and he came back no more. I had much more enjoyment out of this squirrel than if I had shot him."—*St. Nicholas.*

The Dull Boy.

Who is the "dull boy?" To the Greek professor he is the boy who can not learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brains will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy.

In brief, the "dull boy" is the square peg whom somebody is trying to fit into a round hole."—*N. Y. World.*

Education does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. It is painful, continual and difficult work, to be done by kindness, by watching, by warning, by precept, and praises; but above all by example.—*John Ruskin.*

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My Neighbor's Noisy Boy.

I hear him in the morning,
I hear him all day long;
I hear his ringing laughter,
His shout and merry song.
He learns his lessons quickly,
That he may have "some fun,"
And he gets in lots of mischief
Before the day is done.
His feet have many scratches,
He breaks his choicest toy,
And has a sight of trouble,
My neighbor's noisy boy.

But, stop! here is a secret
I would to you impart—
If anyone's in trouble,
He has a heavy heart.
It is the germ of kindness
Close hidden in his breast;
I rather think my neighbor
Is most supremely blest;
And in his manly nature
Is more gold than alloy;
And I love this manly fellow,
My neighbor's noisy boy.

When the misty twilight gathers,
And his mother's side he seeks,
More precious than a fortune
Are his kisses on her cheeks!
Ah! the boy who loves his mother
Holds the jewel-studded key
To nobility of nature,
And at his mother's knee
He learns his manhood's mission,
The grandeur of his life!
'Tis he who acts most nobly
Is "a hero in the strife."
Oh! may his future journey
Bring less of grief than joy.
I predict a noble manhood
For my neighbor's noisy boy.

—*Flora Hazelton Bailey.*

The Treatment of "Bad" Boys.

The "bad" boys are often the best boys of the neighborhood. All they want is a chance to do something. Don't expect healthy, active boys to want to be tied up in books and so-called improving occupations continually. If boys are not given good ideas to work upon, such as they always get in kindergartens, manual training, and other up-to-date schools, they are sure to be in harmful mischief, because boys with vim and "get there" in them are bound to be busy. Give them tools and materials to work with; encourage them to make sleds, carts, boats, and various kinds of playthings. Don't ever give a "bad" boy up; give him something to do.—*Selected.*

Many believe an era of prosperity is at hand for the American farmer. And why not? Of course, certain conditions need to be met. But in the light of all that science has done, in improved methods, the farmer will be able to take his position among the progressive business of the age.—*Exchange.*

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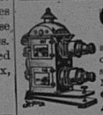

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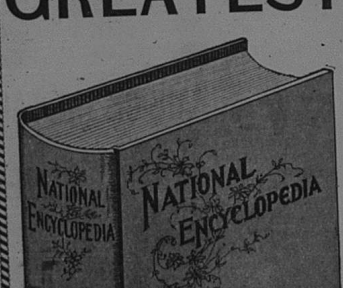

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The Broken Saw.

A boy went to live with a man who was accounted a hard master. He never kept his boys; they ran away, or gave notice they meant to quit; so he was half his time without, or in search of a boy. The work was not very hard—opening and sweeping out the shop, chopping wood, going errands and helping around. At last Sam Fisher went to live with him. "Sam's a good boy," said his mother. "I should like to see a boy now-a-days that had a spark of goodness in him," growled the new master.

It is always bad to begin with a man who has no confidence in you; because, do your best, you are likely to have little credit for it. However, Sam thought he would try; the wages were good, and his mother wanted him to go. Sam had been there but three days, before, in sawing a cross grained stick of wood, he broke the saw. He was a little frightened. He knew he was careful, and he knew he was a pretty good sawyer, too, for a boy of his age; nevertheless, the saw broke in his hands.

"And Mr. Jones will thrash you for it," said another boy who was in the wood-house with him, "Why, of course I didn't mean it, and accidents will happen to the best of folks," said Sam, looking with a very sorrowful air on the broken saw. "Mr. Jones never makes allowances," said the other boy; "I never saw anything like him. That Bill might have stayed, only he jumped into a hen's nest and broke her eggs. He daren't tell of it; but Mr. Jones kept suspecting, and suspecting, and suspecting, and laid everything out of the way to Bill, whether Bill was to blame or not, till Bill couldn't stand it, and wouldn't." "Did he tell Mr. Jones about the eggs?" asked Sam. "No," said the boy; "he was, fraid, Mr. Jones has got such a temper." "I think he'd better own up just at once," said Sam. "I suspect you'll find it better to preach than to practice," said the boy. "I'd run away before I'd tell him;" and he soon turned on his heel and left poor Sam alone with his broken saw.

The poor boy did not feel very comfortable or happy. He shut up the wood-house, walked out in the garden, and went up to his little chamber under the eaves. He wished he could tell Mrs. Jones; but she wasn't sociable, and he had rather not.

When Mr. Jones came into the house the boy heard him. He got up, crept down stairs and met Mr. Jones in the kitchen. "Sir," said Sam, "I broke your saw, and I thought I'd come and tell you 'fore you saw it in the morning." "What did you get up and tell me for?" asked Mr. Jones; "I should think morning would be time enough to tell of your carelessness." "Because," said Sam, "I was afraid if I put it off I might be tempted to lie about it. I'm sorry I broke it, but I tried to be careful."

Mr. Jones looked at the boy from head to foot, then stretching out his hand, "There, Sam," he said heartily, "give me your hand; shake hands. I'll trust you, Sam. That's right; that's right. Go to bed, boy. Never fear. I'm glad the saw broke; it shows the mettle in you. Go to bed."

Mr. Jones was fairly won. Never were better friends after that than Sam and he. Sam thinks justice has not been done Mr. Jones. If the boys had treated him honestly and "above-board," he would have been a good man to live with. It was their conduct which soured and made him suspicious. I do not know how that is; I only know that Sam Fisher finds in Mr. Jones a kind master and faithful friend.—*Scotch Tract.*

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They that marry ancient people merely in expectation to bury them, hang themselves in hope that one will come and cut the halter.—*Fuller.*

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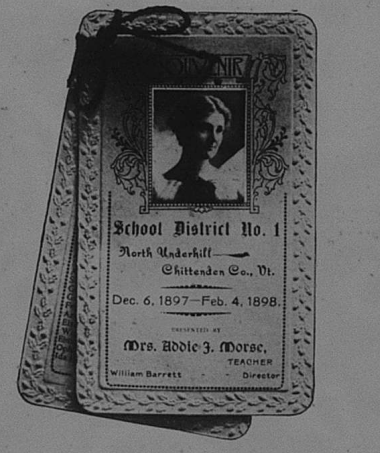

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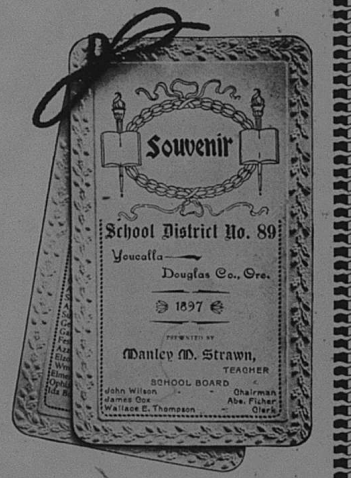

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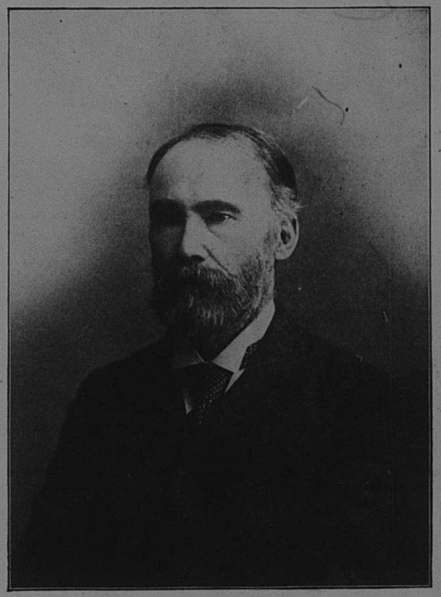

HON. G. W. ROSS,

Minister of Education, Province of Ontario, will contribute to the February Instructor.

JANUARY, 1899
VOL. VIII. ⁘ NO. 3.

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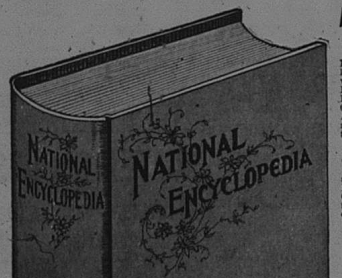

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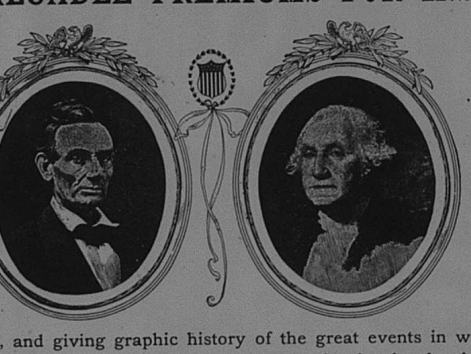

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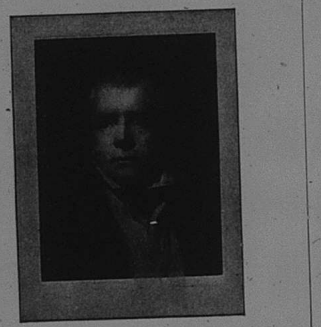

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NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, JANUARY, 1899. NO. 3.

INSTITUTE AGENTS.

The Pathfinder Publishing Co., Washington, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States. All applications for agency work at Institutes should be addressed to them.

For Table of Contents and Important Business Announcements, see page 27.

Editorial Comments

In This Number.

MRS. GRACE ESPY PATTON-COWLES, State Supt. of Colorado, whose annual report has attracted such wide attention because of her vigorous protest against the employment of teachers coming into the state infected with tuberculosis, contributes an article found on page 10, which all should read. President Gilman's "Books and Politics" should be studied carefully and kept for reference. Principal McKenny on the relation of the normal to the rural schools, furnishes a very thoughtful article on an important subject. NORMAL INSTRUCTOR for January not only keeps up its high order of excellence in every department, but this time has seemingly outdone itself.

George William Ross, LL. D., M. P. P.

WE take special pleasure in introducing to our readers on this side of the border, Dr. Ross, Minister of Education of the Province of Ontario. By consulting his portrait on the first page of the cover of this magazine it will be seen that this eminently successful educator is in the prime of life. He was born fifty-eight years ago, and began his career as a teacher, was county inspector for Lambton, and then of Strathroy. Later, he was instrumental in the establishment of county model schools for the province, and prepared a syllabus of lectures for their direction, and for awhile acted as their inspector. For four years he was a member of the Central Board of Examiners for Ontario, retiring in 1880. During this period he studied law and graduated from Albert University as LL. B., and in 1886, St. Andrews University of Scotland gave him the degree of LL. D.

Dr. Ross has been influential in politics, and represented West Middlesex in the House of Commons from 1872 to 1882, when he retired to accept the portfolio of Minister of Education in the Ontario Ministry. As member of the provincial parliament Dr. Ross was the originator and promoter of several important bills that became laws. As a journalist, he has distinguished himself in many ways, but especially as co-editor of the *Ontario Teacher* with Mr. McColl,—a journal that has been of great help to the profession. Minister Ross will contribute an article to the February number of NORMAL INSTRUCTOR on "The Training of Teachers in Ontario."

The Union Dissolved.

THE federal organizers of the United States of Central America, Nov. 30, formally declared the union dissolved. The three states—Nicaragua, Honduras and Salvador,—have again resumed absolute sovereignity respectively. It is said that the collapse is due to the failure of the troops of Honduras, acting in behalf of the federal organizers, to suppress the outbreak in Salvador against the proposed federation and attempt to force this state into the union. The president of Salvador evidently lacked discression or was leading a forlorn hope. It is said that he signed the constitution of the new republic without submitting it to the people, who, it was almost certain would reject it. He took his chances and lost.

Dr. Andrews Victorious.

NEWSPAPERS all over the country have reported the resignation of Dr. E. Benjamin Andrews as superintendent of the Chicago schools. We are glad these reports were untrue. He only threatened to resign. This furnished a basis for the rumor, and brought the issue to which we referred last month to a climax. His victory seems to be complete. Hereafter, the selection of teachers will be under the control of the superintendent instead of district committees. This opens up a great opportunity for Dr. Andrews.

A Gordon Memorial College.

GENERAL LORD HERBERT KITCHENER, the Egyptian Sirdar, has issued an appeal to the British public, asking for half a million dollars to found and maintain a Gordon memorial college at Khartoum, with a view to educating the Soundanese and continuing the work which General Gordon begun. The Queen and Prince of Wales have made generous subscriptions, and Lord Salisbury has written a letter in which he endorses the scheme "as the only policy by which England's civilizing mission can be effectively accomplished." General Kitchener also asks help from the "people of the great English-speaking sister nation of America." While this is all well enough so far as we are concerned, it looks now as though we have about all on our hands that we can manage at present. Our interest in Africa will be no less while we are considering the "civilizing mission" of the United States, hitherto unrecognized, but now peremtory in its demands.

Cuban Educational Association.

A CUBAN EDUCATIONAL ASSOCIATION of the United States has been organized pursuant to offers that have been made by several American Colleges, in response to General Wheeler's suggestion that these institutions should give free tuition to two or more worthy Cuban students. The association announces that numerous applications are coming in, but only such cases are now considered as can provide for their own incidental expenses. This move on the part of the colleges is not enough. The academic institutions should open their doors, also, and the people of this free country should remember the students whom the revolution has left destitute. It will cost from $100 to $250 for each student per annum. The solution of Cuba's civil problems is enlightenment. The responsibility growing out of the war is thrown upon us now. What Spain could not do with the sword must be done with the text-book.

William Black.

WILLIAM BLACK, whose death was announced from London December 11th, was one of the most industrious and successful of the British novelists, though not one of the greatest. He was born in Glasgow in 1841, educated there, studied art, engaged in journalism, and then went to London. His trenchent style and fertile imagination, soon won for him a position among the popular novelists of the day. His first great success was "A Daughter of Heth," published in 1871. From that time forward he produced one or more novels every year, many of which appeared in serial form in American magazines.

The Treaty of Paris.

THE Spanish and American Peace Commissions, after continuing their joint sessions from October 3d to the 28th day of November, reached an agreement on the latter date which will go down in history as the Treaty of Paris. It was signed December 10th, twelve days later. In substance it is as follows: The cession of Porto Rico and the evacuation of Cuba; the cession of the Phillipines for $20,000,000 and the neighboring Sulu group, which consists of about one hundred and fifty islands lying between Mindanao, the large southern island of the Philippines, and the great island of Borneo, which is southwest from Mindanao and controlled by the Dutch and British; the renewal of former Spanish-American treaties, and the mutual relinquishment of all claims, personal or national, for indemnity. Spain has been dilatory and evasive in her diplomacy, and yielded up her territory in the East after having lost her island possessions in the West, only under protest. The American Commissioners have performed their duty under trying and sometimes exasperating circumstances with dignity and credit to the country. The treaty adds prestige to the United States and secures a naval and commercial basis in Eastern Asiatic waters commensurate in importance and influence with the part this country is destined to play in the commerce of the Pacific.

Porto Rico.

THIS newly acquired territory is now of special interest. Let us look at it. The island is the most thickly populated region of the New World, but her resources in large part are yet to be developed. There are no railroads, although the telegraph service is very good. The population is nearly a million inhabitants, or about two hundred and sixteen to the square mile. The proportion of negroes and mulattoes is less than in most of the other islands. They need public schools and will welcome their advent among them, along with the introduction of railroads and other stimulating influences of a more advanced type of civilization. The island is not large. It is about one hundred and eight miles long and thirty-five miles wide. It is very fertile. Its main industries are agriculture and lumbering. There are more than five hundred varieties of trees found in the forests, and the plains are full of palm, orange, and other trees. The principal crops are sugar, coffee, tobacco, cotton, and maize, although bananas, rice, pineapples and various other fruits are produced. The climate compares favorably with the other islands of the group. The heat is seldom severe, and about the only drawbacks are the hurricanes that frequently occur between July and October. Foreigners become easily acclimated, and it is safe to say that in the near future a railway system will girdle the island, and an entire transformation of life take place. For several years the exports from the little island to the United States have aggregated more than $10,000,000 annually. Porto Rico ought to become a valuable accession to our possessions.

The Philippine Islands.

THESE islands, surrendered by Spain to the United States, consist of a group of over four hundred islands, extending across sixteen degrees of latitude, between Formosa and the Maluccas, forming the northern part of the Malay Archipelago. Luzon is the largest, where Manila, the capital, is situated, and the scene of Dewey's great victory. The total area is about 114,326 square miles, or equal in extent of territory to New York, Pennsylvania, Maryland, and Massachusetts, and is divided into forty-three provinces. The population is between 7,000,000 and 8,000,000 composed largely of negritos, who live mostly in the interior, savage in aspect and roam about in bands. The Malay immigrants are more progressive, mainly Catholics, live in villages and the more fertile sections, and engage in agriculture and fishing. Through their influence the negroids are being rapidly exterminated. There are a few Spaniards there, but the Chinese are numerous. Those descended from the Chinese fathers and native mothers are mostly engaged in commerce. The soil of the country is very fertile. Mountains covered to their very tops with forests of valuable timber, rise to a height of 7,000 feet. Teak, ebony, cedar, and other valuable timbers are found in abundance. In the valleys and on extensive slopes, hemp, tobacco, sugar, coffee, indigo, rice, wheat, maize, pepper, ginger, vanilla, cinnamon and cocoa are cultivated. These islands were discovered in 1521 by Magellan, who died there. A few years later the Spaniards under Villalobos took possession and named them in honor of King Philip II. of Spain.

America in the Far East.

AT THE opening of the war, Spain and the world were notified that our interference in behalf of outraged Cuba was not for aggrandizement, but in the interest of humanity. The President and Congress said we did not want Cuba. It has been thought by some that this solemn pledge has been broken. But has it? Spain withdrew from Cuba only when she was obliged to. Since she did it only at the cost of thousands of lives and immense sums of money, at the end of the war other problems enter in that were not at first involved. First, her stubborn and unexpected resistance made it necessary to carry the war on in two hemispheres. Second, Porto Rico, which surrendered, and the Philippines, which were on the point of surrender, already were waiting for deliverence from her cruel grasp. Third, Spain was financially unable to reimburse the United States for the expenses of the war, and compensation in territory that had been taken was her only resource. Fourth, in this changed condition of things, our duty to Porto Rico and the Phillipine Islands became as imperative as it was at first to Cuba. Every foot of territory has been taken in the interest of humanity and not for selfish ends. It is a question whether we are any richer. Our responsibilities have been multiplied a thousand fold. We will be unspeakably poorer if incapable of colonial government.

As President Gilman says in his able article on the next page, it behooves us now to study Oceana, and its adaptation to civilization. The magnitude of the task of territorial government, so far away, of a half barbarous people, at first seems appalling. But with the opportunity of spreading the benefits of free institutions, education and religion, will come the ability and resources. The historic precedents are a splendid inspiration. The British were once confronted with the problem in India, where they found a conglomerate of nations, languages, religions, and political systems, but they have been able to hold a quarter of a billion people loyal to the throne. The Dutch, with wonderful foresight and ability, have ruled thirty-three millions of Malays so well that the world hardly realizes that there is any Insulinde. On the 7th of July, 1853, Perry's flagship Susquehanna, at the close of day dropped anchor in Yedo Bay, and the curtain was raised on a new panorama of history in Japan. To-day, on account of that, a new nation, filled with the delights of peace and throbbing with life and noble impulse is waiting to share with Anglo-Saxon peoples the supremacy of the Pacific. A nation with such a history as ours, if true to its ideals, will be equal to the present emergency. One of the greatest blessings arising from the new duties of this new age will be the intensifying of patriotism at home.

General Calixto Garcia.

THE DEATH of General Garcia, the Cuban patriot, in Washington, D. C., December 11th, a few hours after the signing of the Treaty of Paris, was a pathetic incident. He came to Washington as the chairman of a commission appointed by the Cuban assembly to negotiate a loan for the relief of the soldiers and the amelioration of industrial conditions pending the final adjustment of affairs by Congress. General Garcia spent his life for the freedom of his country. He was the original conspirator in the up-rising of 1868, and occupied a commanding position amid the tempestuous storms of their civil strife to the day of his death. At the battle of Santiago he co-operated with General Miles and lent great assistance during the campaign. He was fifty-nine years of age, educated at Havana, and in Spain. At the time of his death, his wife was with the youngest daughter, Mercedes, in Georgia, who is ill with consumption. His death is deeply mourned throughout the island.

For Table of Contents and Important Business Announcements, see page 27.

By PRES. DANIEL C. GILMAN, LL. D., of Johns Hopkins University.

THE OLD idea that a library is a place to go and get something to read, has given way to the new idea that it is a place for study. Panizzi's law might be written on its walls: "I would have this place so convenient and so complete that no private person, however rich, can own its equivalent."

Three functions of a library,—sometimes kept distinct, usually more or less combined—should always be borne in mind: (1) the circulation, the loaning of books for private use,—a popular and indispensible service, to which alone the early American libraries were usually restricted; (2) the storage,—the accumulation of everything printed—good, bad and indifferent—because some day it may be wanted; (3) reference. This marks a great advance quite in accord with the dominant spirit of enquiry and investigation.

As an illustration of the value of libraries and of trained researches in the prosecution of governmental enquiry, let me tell you of some details that have never been made the subject of public comment. You are more or less familiar with the Venezuelan incident of three years ago. The President appointed a commission to investigate a disputed boundary which had been for many years the basis of an irritating controversy between Great Britain and Venezuela.

To this commission when they first assembled, it was clear that their task involved an historic-geographical enquiry, antecedent and leading up to an application of public law, which could only be made when the facts were ascertained. But where was the material to be found from which a summary of the truth could be derived? Both governments presented elaborate memoirs; but they were not exhaustive. What discrepancies could be found—hidden or obvious? Which of the existing maps were original? Libraries contained the answers, and diligent search was instituted at once. Everybody knew that in Harvard there was an extraordinary collection of maps, bought many years ago, and that they were in charge of a learned interpreter, now alas, no more. He was at once enlisted. In the Lenox Library of New York, and the American Geographical society, other charts and books were discovered. Then to everyone's surprise, word came that in Madison, Wisconsin, there was a rare collection of Dutch authorities, which must be examined. For the handling of this varied and comprehensive material, an historian of Brown University and a linguist of Johns Hopkins were called in. Meanwhile, the remarkable abilities of an historical bibliographer at Cornell University were remembered, and he was sent abroad to investigate in the archives of Holland, and subsequently in those of England. Then another interesting enquiry arose respecting the progress of Roman Catholic missionaries in the heart of South America, and through an influential personage access was gained to the lore of missionary brotherhoods reporting to the Vatican.

From these sources, a standard atlas showing the historical development of a vast area was compiled and published. With it were four volumes of text. All this will be presented as impartial evidence to the international court which is called upon to adjudicate this complex, important and wearisome controversy. The Venezuelan government has reproduced as part of their evidence for that court very many of the maps thus set forth. You must admit that this story tells how useful the libraries and professorships of this country have been in a crisis that came near involving three countries in war.

Count the summer only, from the time when the sun crossed the equator until he returned thereto, and is it not the most remarkable summer of American history since the summer of 1776, not excepting that of 1863? We are now involved in the less exciting, but not less important, problems of peace. The question of to-day, the question of the decade, it may be the question of the twentieth century, is the attitude of the United States toward the islands of the sea. Our merchants, missionaries, travelers, men of letters, artists, scientists, are bound to traverse Oceana. American influence is sure to be felt in Australasia and Eastern Asia. What is the duty of the American students in this new state of affairs! This is the question for us to consider. We are not members of the Cabinet nor of Congress; we are only students and teachers. What is our duty? My answer is a very simple one. Go to your books, young men, and study geography and history. Resort to the library. Begin the study of Oceana, its vast extent, its marvellous attractions, its extraordinary people, its primitive customs, its amazing institutions, its adaptation to civilization. With your geography do not fail to read political history. Trace the steps great nations have taken in dealing with primitive people. Weigh the consequences of conquest, bigotry, falsehood, greed and lust. Weigh also the benefits of consideration, honesty, education, justice, religion and law. Follow the slow and devious ways by which the principles of civil and religious liberty, which we hold dear, have been evolved, and derive if you can the laws by which a like evolution may be secured among other people.

I am not an imperialist, an expansionist, nor a jingo. I feel now as I felt in June, that it is safer to walk in the footsteps of the fathers than to enter upon the unblazed paths of the forest. Nevertheless, is it not apparent that the events of 1898 have changed the outlook? Here we are, in circumstances unforseen when the constitution was adopted, when the Farewell Address was written, or when the Monroe Doctrine was announced, or at the declaration of war with Spain. For this state of affairs we are wholly unprepared. As the President affirmed: "The storm broke so suddenly that it was here almost before we realized it." It is equally true that the nation is not ready for the new problems of civil government upon which it is entering. History, said Freeman, is past politics, and politics present history. What nobler work could a civilized nation undertake than to study its present in the light of the past, calmly, leisurely, and under conditions which ensure wise conclusions, full of instruction for mankind. A commission made up of jurists, economists, and historians could bring together, arrange, digest, and make known the conditions of success and of failure, and thus prepare the way for such legislation, or for such constitutional amendments as will enable the government of the United States to administer for the good of humanity its new responsibilities in the islands of the sea.

I am well aware that there are many of our best counsellors who dread to have our countrymen entertain these questions. We are "too corrupt," they say. "If we cannot govern Manhattan why undertake Manila? If we are embarrassed by eight millions of Africans, speaking our language, voting for our rulers, and fighting with our armies, what can we do with eight millions of Malays, to say nothing of half-breeds?" But I have confidence that if in the progress of events these responsibilities are imposed upon us, we shall rise to the opportunities. I appeal to English history. How short a time it is since seats in Parliament were bought; since commissions in the army were openly purchased; since the only civil service was favoritism and "pull." See what a century of increasing responsibility has brought upon Englishmen. We are of their stock. I appeal to human nature. How readily trustworthiness is fostered by responsibility.

History warns us that in our new career we may anticipate perplexities, embarrassments, blunders, the wasteful and perhaps the fraudulent expenditure of vast sums of money, and attempts to engraft the systems of spoils on the unsophisticated and unwary. I dread the conflict. Nevertheless, I believe that the American people, through their errors, perplexities and sins will rise to the situation before them, and will succeed in carrying to distant lands the benefits of liberty, order and law; and I believe that the young men of our universities to whom the great storehouses of human experience are open, while they point out in the history of Alexander, Cæsar, Charlemagne and Napoleon, the dangers of imperial magnitude, will also show us how in the 20th century these dangers may be to a great extent averted, and human happiness advanced by spreading through the world the principles of Anglo-American liberties.

We are the heirs of great possessions that we may not keep to ourselves. This is an inventory of our rich inheritance:

1. The good tidings of Christianity, destined to pervade the earth with its pure and simple morality.
2. Civil and ecclesiastical liberty, secured by many a contest, from Magna Charta down.
3. International law, propounded by great jurists and accepted by great States.
4. Feeedom of commercial intercourse, by which the products of nature and of industry are exchanged for the mutual benefit of the producers with the least restriction possible.
5. The purity and happiness of domestic life, an idea almost unknown to savage and half-civilized men.
6. The value of general education, with the appreciation of history and literature.
7. An increasing and beneficent harvest of scientific investigations, by which happiness is promoted, life prolonged, pain destroyed, and time and space are overcome.

It is highly probable that young men will soon be personally involved in the perplexities that have arisen from this war of one hundred days. They are likely to be engaged, in one capacity or another, in relations with distant and unenlightened islanders. At least, as citizens of this republic they will be concerned in the adjustment of American institutions to circumstances and people for whom they were never designed. For these new responsibilities they should be prepared by an acquaintance not only with geographical, ethnographical and historical facts, but with the principles of economics, of administration, and especially of public and constitutional law. I urge them to make ready for the duties of the Christian citizen in the twentieth century,—to prepare for foreign affairs by the promotion at home of sound finance, pure religion, and political education.

A supply of sample copies of the INSTRUCTOR will be sent to any reader who will distribute them among teacher friends. They may be glad to make the INSTRUCTOR's acquaintance.

Our Photographic and Flag Souvenirs are meeting with wonderful success. Every teacher should procure one of these styles for presentation to pupils at close of school. Full description on another page.

GRACE ESPY PATTON-COWLES of Colorado.

The Schools—Their Evolution.

IN the working out of a general good according to the law of evolution, mistakes—what the world terms mistakes—are made now and then. Mistakes are only educational methods, nature's system of teaching humankind that there are many ways of reaching an end, and that some are better than others. In the educational department of the world today, much diversity of opinion prevails concerning many matters. Parents and educators are much concerned about the kindergarten and the high school, and the subjects that should find a place in the course of study for the grades. The mind holds fast to the law of evolution, and the argument inevitably leads to a conclusion approving of the present system as incorporated in the common schools.

The custom has been, during the past few years, to early build the tower of the educational system of the common school structure. Hardly have the grades been established and placed in efficient working order before the high school, a miniature university in itself, is added. The high school must compete with other high schools; the high school must be on the accredited list of the colleges and universities of the country, and in order that this standard may be attained and maintained, it is necessary to expend large sums of money to establish chemical and physical laboratories, to employ teachers of Greek and Latin and what not, specialists along many lines. The maintenance of the high school draws heavily on the school fund, and retrenchment is necessary somewhere. The high school, if once established, must be supported, but it cannot be denied that the tendency in many sections of the country is to operate the school system as some mines are operated, to begin at the top and go down.

The grades of the common school at the present time are infinitely superior to the grades of fifty or more years ago. In proportion as the standard has been raised in all other departments, so it has been raised in the grades. In times past, the grades were the school of the people, of the masses, and so today they are the people's school. It is in the grades that the highest efficiency is necessary. It is infinitely more important that the grades should be supplied with specialists whose business it is to teach reading, writing, arithmetic, English grammar, and the other branches belonging to the graded schools, than that the high school pupils should receive their instruction from specialists. Only competent and efficient teachers should be employed in the schools, but if cheap labor must be placed anywhere, it should be in the high school rather than in the grades or in the kindergarten. A school board cannot afford to maintain a high school at the expense of the grades.

The plaint is heard that the kindergarten should be made a part of the school system before the high school is added, if there are not sufficient funds for both. The point, at the present time, is well taken, for every state in the union endows colleges and universities wherein the youth of the land may have the benefits of the higher education. The state colleges may well usurp the place of the high school, and the funds used by school boards in duplicating the work of the free state institutions of higher learning very profitably may be diverted into other channels. The work of building a school system does not consist altogether in adding capstones to the tower, for there comes a time when it is necessary to dig deeper and add foundation stones in order that the superstructure may be supported.

At the present time, the kindergarten is absolutely essential to the common school system. It is reasonable to assume and to assert that a systematic course of training should begin early in the life of the child. Indeed, it is a query in the minds of many of the advanced thinkers of the day if the kindergarten does not delay too long the systematic training process. Children, today, require a different, a higher, a more complex system of training and at an earlier age than did the children of former generations. There are many reasons why the thinker is lead to the inevitable conclusion that the child of the present should enter the training school, should be placed in charge of the skilled and skillful teacher, even earlier than the age of four of five years. Chief among these reasons, a reason cogent to the thoughtful student of sociological conditions, is, that there are countless thousands of inefficient persons who heedlessly take upon themselves the responsibilities of parenthood. Men always have arrogated to themselves the privilege of making custom and they have made it customary for fathers to shirk the responsibilities devolving upon the parent. They have made it customary for any woman to be a mother. They have made it possible for any man to be a father.

The philosopher, in his wisdom, sweeps the universe with his thought, but there are many points upon which he fails to touch. He fails not to tell all about total depravity. He censures the child for being predisposed to evil, but he fails to suggest, perchance, that the child is unfortunate in its selection of parents. Children are unfortunate: They have not the opportunity to elect the father and mother that shall bring them into the world. It is somewhat trying to be handicapped at the beginning of life with poorly equipped, ill-trained parents. In the evolution of the educational system, it is necessary to go beyond even the kindergarten, and to suggest reforms along lines other than those of the schools. It might be well, perhaps, to go far back along the scale of mentality, far back along the developmental scale of education, and inject some common sense into the men and women who make it their business—but not their profession—to populate the world. Parenthood is not a profession at the present, and until it becomes a profession, the kindergarten must be encouraged.

It is not the advanced woman, it is not the woman of the higher classes intellectually, who has a family larger than she can properly care for. It is in the slums that the propagation of the human race is made the chief luxury of life. It is among the lower orders of humanity where the mothers do not make mother ood a profession. It is among the very dregs of society that fathers and mothers do not take into consideration the problem of how many mouths may be fed, how many bodies may be clothed, how many minds may be developed to do the world's work wisely and well.

The common school system is improving, but the attention of the wise men and wise women of the educational field should be directed toward the foundation work. Better grades, better primary departments, better and more kindergartens, —these are the needs of the common-school system to-day. Better fathers and mothers will be the result of the system of training that is in vogue at the present time. The world will have sentiment, but it will extend sympathy where sympathy rightly belongs, and tears will be shed over the children of debauched fathers and depraved mothers, children who battle in vain against the tendency to dwell in vice and wickedness,—the influence of their parental period, the heritage transmitted by their parents

(CONTINUED ON PAGE 34.)

By E. H. TURPIN, Antlers, Va.

Elizabeth Barrett Browning.

APPELLATIONS.

Shakespeare's Daughter.
"Most beloved of minstrels and women."
The Princess of Poets.
"A soul of fire enclosed in a shell of pearl."

PERSONAL APPEARANCE.

"A slight, delicate figure with a shower of dark curls falling on either side of a most expressive face—large tender eyes, fringed with dark lashes—and a smile like a sunbeam."—*Mary Russell Mitford.*

"She is very small; she is brown with dark eyes and dead brown hair; she has white teeth, and a low, curious voice; she has a manner full of charm and kindness; she rarely laughs, but is always cheerful and smiling; her eyes are very bright."—*A. T. Ritchie.*

LIFE.

Elizabeth Barrett was born at Burn Hall in Durham, March 6th, 1809. She was the eldest daughter of Edward Moulton and was christened Elizabeth Barrett. Her father, on succeeding to some property, took the name of Barrett. During her infancy her parents moved to a country home, Hope End, Herefordshire. Her childish amusements and thoughts are told in "Hector in the Garden," "The Last Bower," and other poems. Her father was proud of her brilliant intellect and under a tutor she pursued studies less common to girls then than now, and mastered them with marvellous quickness. At eight years of age, with her doll on one arm, she read Homer in the original,—while her grandmother complained that she would rather see neater hemming and hear less Greek. From early childhood she wrote verses,—at ten or twelve she composed an epic poem in several books on "The Battle of Marathon," which her proud father printed. When she was fifteen a fall from her pony resulted in an injury to the spine which made her an invalid,—for many years she was confined to her room and for months at a time to her bed. She had her Greek books bound like novels to evade the physician who opposed her studies, and wrote and translated poems. Her father lost the greater part of his property and after her mother's death the family moved to London. Miss Barrett, a little improved in health, went to Torquay, and there her favorite brother who had come to make her a visit, was drowned before her eyes. The shock and grief brought on a severe relapse. Among the friends who brightened her invalid days, the closest were Miss Mitford, Mrs. Jameson, and her cousin, John Kenyon. It was Mr. Kenyon who brought Robert Browning to see her in 1845, and the acquaintance thus begun ripened into love. In 1846 they were married,—secretly on account of the opposition of her father. He never relented, and five years after her marriage sent back all her letters to him, unopened. Aside from the grief caused by her father's sternness, Mrs. Browning's married life was ideally happy. "Women generally *lose* by marriage," she wrote Mrs. Jameson, "but I have gained the world by mine." On account of her health she and her husband made their home in Italy at a beautiful villa near Florence. There her only son was born (1849) and there she died, June 30, 1861.

WORKS.

"Essay on Mind with Other Poems" (1826).
"Prometheus Bound" (1833).
"The Seraphim and Other Poems" (1838).
"Casa Guidi Windows." A plea for Italian union and liberty, (1851) thought by many to be her finest poem.
"Sonnets from the Portuguese" (1851) form the finest series of love sonnets in our language. They are not, as one might infer from the title, translations from the Portuguese They are deeply personal, and Mrs. Browning probably chose this title from a desire not to identify them with herself. Written before her marriage, they were not shown even to her husband until years later. "If not the finest, a portion of the finest subjective poetry in our literature. Graces, felicities, vigor, glory of speech here are so crowded as to tread each upon the other's sceptered pall."—*E. C. Stedman.*
"Aurora Leigh" (1856) a novel in verse, which Mrs. Browning called 'the most mature of her works, the one into which her highest conviction upon life and art entered.' Its form is defective, inspiration intermittent, its style unequal; it is greater in parts than as a whole; but if we regard its finest details of description and characterization, if we weigh the nuggets of imaginative thought which we turn over on nearly every page, we may fairly pronounce it, with all its faults, one of the fullest and most opulent poems produced in this century by any English poet."—*J. A. Noble.* "The chief value and interest of "Aurora Leigh" appertain to its marvellous illustration from childhood on of an æsthetical, imaginative nature. It is a poem that will be rightly appreciated by artists, thinkers, poets and by them alone."—*E. C. Stedman.*
"Poems before Congress" (1860). "In praise of the heroes of the fight for Italian liberty and unity, among whom her enthusiasm, which, like charity, was able to believe all things, classed the Emperor Napoleon III."—*Noble.*
"Last Poems" (1862) edited by Robert Browning.
"The Greek Christian Poets and English Poets" (1863), also edited by Robert Browning.

Favorites among her shorter poems are her ballads, "The Rhyme of the Duchess May" and "Lady Geraldine's Courtship," and "The Cry of the Human," "A Musical Instrument," "The Sleep," and many fine sonnets.

CRITICAL ESTIMATES.

"Probably the greatest female poet that England has ever produced and one of the most unreadable. In the works of no woman have we ever observed so much gradeur of imagination."—*E. P. Whipple.*

"The greatest woman of them all! This is my firm and deliberate conviction. In the poems of Mrs. Browning are qualities which admit of their being compared with those of the greatest men: touches which *only* the mightiest give. With the few sovereigns of literature, the Homers, Shakespeares, Miltons, she will not rank. But in full recollection of Scott's magical versatility and bright cheerful glow, of Byron's fervid passion and magnificent description, of Wordsworth's majesty, of Shelley's million-colored fancy, of Coleridge's occasional flights right into the sun-glare, of Bailey's marvellous exuberance and of Tennyson's golden calm, I yet hold her worthy of being mentioned with any poet of this century. She has the breadth and versatility of a man, no sameliness, no one idea, no type character: our single Shakespearian woman!"—*Bayne.*

"In those qualities of exquisite and flawless rendering which contribute to technical literary perfection, Mrs. Browning's work is frequently deficient—her work appeals to us by its fervidly eloquent rendering of imaginative vision, ethical fervor, and a profound passion, employing the last word not in the special sense to which usage has confined it, but as comprehending all outgoing of strong emotion, towards God or country or human fellows, or those aspects of nature which rouse within us love or awe, wonder or hushed delight. The sadness which utters itself in so much of her verse is the sadness of that keen sensation which brings exquisite sympathy, not the sadness of that dimmed faith which brings despair: and when the song which comes from her lips is most mournful, the eye of the singer is fixed upon the far horizon with a look of hope. She lived in the shadow of human weakness, human sorrow, human disquietude, but she never failed in her witness to the light behind the cloud."—*A. Noble.*

"She abounds in figures strong and striking; sometimes strange and startling; sometimes grotesque and weird; often one may say, unallowable, but always having a piercing point of meaning that gives warrant for their singularity. She illustrates at will from nature, art, mythology, history, literature, Scripture, common life She plucks metaphors wherever they grow and to those who have eyes to see they grow everywhere. Occasionally taking for granted a too great knowledge on the part of her readers, even of such as are cultured, her figures are covered with dust of old books and their meaning is hidden in a vexing obscurity. But, on the other hand, her sentences often are as clear as ice and have a lustre of prismatic fires."—*Theodore Tilton.*

MATERIAL.

Required:—Part of "Aurora Leigh" and selected short poems, including "The Cry of the Children," "The Sleep," "A Musical Instrument," and other poems included in Maynard's English Classic Series.

Parallel and Reference:—Mrs. Browning's complete poems.

Biographical:—"Biographical Essays," by R. H. Stoddard; "Life, Letters and Essays of E. B. Browning," edited by R. H. Stoddard; "A New Spirit of the Age" by R. H. Horne; "Recollections of a Literary Life" by Mary Russell Mitford; "Two Great Englishwomen" by Peter Bayne; "Yesterdays with Authors" by J. T. Fields; "The Letters of E. B. Browning."

Critical:—"A New Spirit of the Age," by R. H. Horne; "Two Great Englishwomen," by Peter Bayne; "Victorian Poets," by E. C. Stedman; "Poets and Poetry of the Century," by A. H. Miles: and miscellaneous magazine articles.

DISCIPLINE

By ESCY COLEMAN CARYL, Kalamazoo, Mich.

Love.

And the greatest of these is love!

THE teacher who aims to become the ideal teacher of the ideal school must possess the quality above all qualities—supreme love. Not the love that finds expression in soft caresses; not the mere pampering of the children under instruction; but a devotion that reaches beyond the petty interests of the day—a devotion that patiently trains and develops those children toward a life of self-government. Love that forgets self and toils for the best good of the child, his future good.

No better example of such love is to be found in the realm of pedagogy than that of the doctor of Rugby fame. How his noble self-sacrifice, patience, and love for his boys affect us, and induce us to read again and again of the powerful influence exerted on the youth of England, by his mighty love. Very patiently and so quietly that *one* does not realize how, the doctor has influenced his life and changed it to one better and nobler, till he comes back to stand in reverent awe before the lifeless form of him who ever lived for the boys.

He said: "The doctor does treat one so openly and like a gentleman and as if one was working with him!" "What a sight it is," broke in the master, "the doctor as a ruler! Perhaps ours is the only little corner of the British Empire which is thoroughly, wisely, and strongly ruled just now." His love was a principle, not an affection of mushroom growth and as ephemeral, but the masterful power that helped him to grasp the good in every child committed to his charge, the power that helped him to use that good for the uplifting of everyone that fell within the bounds of his influence. The boys of Rugby were not unlike the American boy of today, as we see in the conversation of Tom and the coachman who carries him to school. The coachman dwells upon the pranks of the boys when going home at holiday time, especially the pea-shooting. When Tom exclaims "What fun!" the guard replies, "Taint such fun though for the folk as meets the coach." Continuing, the guard tells how the boys meet their match in an irate yeoman chap who compels the boys to come down from the coach and do penance for their offense. But, "Lor' bless you sir," says the guard, smacking his hand down on his knee, "ten minutes after they was all as bad as ever." And these boys with their varying moods and irrepressible natures, are but types of all boys, now ready to love authority, now to despise it.

There is no better example of love that governs well, than that of the doctor of Rugby days. Love deifies every child; leads the teacher to see through faith all the potential good sleeping in the child, and wakens it and makes use of it. Love tears away the pomp and glory of outward appearance, of riches, of position, and finds in each child his nobler self. Love allows no ridicule to spoil the soul of one less brilliant than his neighbor. Love sees in each child a soul to be attuned or adjusted to the image of his Creator.

A teacher of this sort was once made very indignant because a visitor laughed at the appearance of some little Holland children in her schoolroom, not long over from the old country. "Aren't they homely?" she exclaimed. Thereupon the teacher, like an irate mother, declared them all handsome.

There is a type of teacher very dangerous to the common good, often called the popular teacher, who under the guise of love, secures, temporarily, a discipline that seems most admirable, but is in reality used for her own selfish advantage, and lasts only through her administration. A give-and-take hand that instills the spirit of favors. "You do thus for me, and I will do thus for you;" "you be good to me and I will be good to you," principle. A spirit which praises and admires from personal motives, and receives in return more gifts at holiday than any other associate teacher. Not disciplined, not trained to govern self, but coaxed and wheedled into obedience until they become a menace to succeeding teachers.

Not thus did the great teacher of Rugby prepare his pupils for the school of life. Not so the true and noble teachers of today! The question should not be, "What do my pupils think of me?" but, "What do they think and know of truth?" The better way is not always the easier way. The patient love that works on despite discouragements, sacrificing time and personal feeling for a higher ideal, that she may inculcate those principles which shall uplift and develop, is the true ruler.

A close student of human nature can readily determine what is the governing power in any schoolroom. A fretful, petulant teacher will preside over a restless, indolent school. The teacher who governs with rod and threat, commands a school that only awaits opportunity for revolt; but the self-governing principle, when administered by a master, produces the school where we all love to linger. It is like the ideal republic where each man toils for the best good of the state, while a master, chosen from among the number, watches with loving care over their best interests.

No true teacher can read without emotion the life of the dominie of Drumtochty and his struggle with the poor people in making scholars of the bairns. "He had an unerring scent for pairts in his laddies." "He could detect a scholar in the egg, and prophesied Latinity from a boy that seemed fit only for a cow-herd." It was believed that he had never made a mistake in judgment, and it was not his blame if the embryo scholar did not come to birth. His love for such a student knew no bounds. When pleading with a wealthy neighbor to send his latest protege to college, he showed his great love for the lad. "I've nothing in this world but a handfu' o' books and a ten pound note, and yet, if it was na I have all my brither's bairns tae keep, I wud pay every penny myself." And then when George goes to college and wins the prize, we can almost see the old dominie when he says: "I wad na change places wi' the Duke of Athole," and he shook the table to its foundation.

Watson paid a high tribute to the pedagogue when he penned those lines. To the master who like the dominie has toiled to prepare boys and girls for college, there is no more precious heritage than the noble lives which reflect his love. There is nothing nobler in the work of the world than the molding of souls, and he who is imbued with the grandeur of the work will put his soul's best into it.

At a banquet given in honor of distinguished educators, an elderly professor responded to the toast "The Schoolmaster." He said: 'I have been a schoolmaster all my life, and had I nine lives to live, every one should be spent in the education of the youth of our land." His words of wisdom were an inspiration to those of us who had not been long on the way; and no one gazing upon the white-haired president, while his whole being thrilled with the words he spoke, could imagine a more holy duty or a more inspiring one than the work of the schoolmaster.

A Child's Will.

SOME parents talk about "breaking a child's will." What they mean is to induce the child to give up his way and follow theirs. A child needs to be taught that it is best for him to give up his way, he needs to be accustomed to do it. When he sees that he is asked to give up his way just because the other person wants to show his power, then he rebels. There are bad children who refuse to submit to authority and who must be made to follow another's way, but he should feel that his good is the end sought. We doubt very much whether a child can be made to believe that the one who sets out to "break his will" is seeking his good.—*Selected.*

Would be Benefited.

There is not a teacher in America that would not become a better teacher by reading NORMAL INSTRUCTOR regularly.

There is not a student who is preparing to teach, that would not find the work of this preparation easier and, finally, her work as a teacher more satisfactory if NORMAL INSTRUCTOR were read regularly.

There is not a mother, who really has the interest of her children at heart and who is interested in their educational equipment, but that could read NORMAL INSTRUCTOR with great profit.

In fact there is much in the INSTRUCTOR of interest and value to any intelligent person, and that this is being recognized is best evidenced, perhaps, by the large numbers of subscriptions being received from persons other than teachers.

By CHARLES McKENNY, Mt. Pleasant, Mich.

Relation of Normal Schools to the Rural Schools.

ONE fact clearly brought out by the report of the Committe of Twelve on Rural schools is this: The normal schools of the country are doing comparatively little to furnish teachers for the rural schools. This fact, no doubt, surprises some who were unfamiliar with the educational situation. It was a surprise to a good many well-informed Michigan educators to learn that, although the State normal had been in operation forty-five years, had graduated nearly three thousand teachers, and probably had sent into the state sixteen thousand undergraduates, of the 11,304 legally qualified teachers reported by the county commissioners of schools but 553 held normal school certificates, and of the 16,415 applicants for certificates only 967 had received any normal school instruction whatever.

It is plain that in Michigan the normal schools (until 1895 she had but one) had done but little to supply the rural and village schools with teachers. It is true that states having a larger number of normal schools make a better showing. The report of the Superintendent of Public Instruction of Wisconsin for 1896 shows that of the 9,125 teachers granted certificates, 1,775 had received some normal school instruction, and that there were 246 teachers holding normal school certificates. These figures are exclusive of cities under city superintendents. It is undoubtedly a fact that comparatively few of these undergraduates had received what properly might be called professional training, as most of such training is given in the last year of the normal courses.

The graduates from the normal school go to the cities and the reasons are obvious: The city schools demand trained teachers and the rural schools do not; the cities pay a living wage and the rural schools do not; in the cities the teacher has charge of one grade, in the rural schools of many; the city offers social and educational advantages, the rural schools do not.

If, however, the demands of the cities for normal graduates did not equal the supply sent out by the schools the surplus would go to the rural schools, but such is not the case. The demands of the cities have been so active and constant that the educational plants of the normal schools running at full capacity have been unable to more than meet them and there has been no surplus product to turn over to the rural schools. It may be stated as a general truth that any normal graduate who can secure the recommendations of the normal faculty can secure a city position. Only those go into the rural schools who are deemed unqualified to hold better situations. As a result the rural schools of our country are taught by teachers not only lacking in academic preparation, but especially lacking in pedagogical training.

It does not follow that because the normal schools are doing so little toward furnishing teachers for the rural schools that they are exerting no helpful influence in the country districts. On the contrary, the indirect influence of the normal school has been increasingly extended and beneficial. This influence is transmitted through several media; First, through the graduates and under-graduates who have carried into the rural schools a larger experience and a better academic preparation and a broader professional training. This may be seen in the fact that the educational standard in the counties immediately surrounding a normal school is higher than in counties more remote. In the nearer counties will be found a much larger percentage of teachers who have had some normal training. Through the youth whom they teach, through the teachers' associations which they support, through the districts in which they set a higher standard of teaching, the teachers from normal schools have done much and are doing much to benefit the rural schools in general. But the normal schools, perhaps, exert a stronger influence through the city schools which they have helped to make so efficient. These schools are centers of light which radiate in all directions to illumine the adjacent territory. To them there come from the rural schools young men and women who expect to teach. Here they receive the direct benefit of trained teachers, and the methods they see used they consciously or unconsciously adopt with a greater or less success when they return to the rural schools as teachers. The high schools are to-day educating the teachers for the rural schools, and whatever the normal schools are doing directly for the city schools they are doing indirectly for the common schools. Nor must it be forgotten that the normal schools are greatly assisting in the elevation of the rural schools through the large number of institute workers they are sending into the states. The institute is a most important factor. In spite of its weaknesses, and it has many, it is one of the most potent educational agencies in the country to-day. It reaches all classes of teachers, and by its emphasis of method and its inspiration to broader thinking and better doing it arouses a spirit of progress which can be definitely felt. To appeciate the value of the institutes we have only to consider the effect of their discontinuance, if nothing were put in their place. The efficiency of the institute is due in a very large degree to the emphasis placed by the normal schools upon scientific pedagogy.

The courses leading to certificates or diplomas, with rare exceptions, cover three or four years, after a preparatory course covering the elementary branches. It needs no argument to show that such courses offer no inducement to the country boy or girl who must get ready for self-support as soon as possible. Such an one can not afford to finish an extended course. The wages paid in the rural districts will not warrant the expenditure of so much time and money. So he goes to the local high school for a few terms and passes the required examination for a certificate. What can the normals do? They can offer a course especially suited to those who expect to teach in the rural schools. Such a course should include the subjects taught in the rural schools and a few additional subjects which tend toward breadth and culture. Every subject should be taught with direct reference to the pedagogy involved. The *how to teach* the various subjects should be emphasized constantly. The history of education and elementary psychology should form part of the course. Observation in a practice school should be required, and if possible some teaching. The time required to complete the course should not exceed two years; better, if it did not exceed a year and a half; best, if bright pupils could finish the course in a year. Such a course should lead to a certificate good in rural schools only and good for a limited period. The establishing of such courses and an earnest effort to draw into them those who are preparing to teach in rural schools would gather into our normal schools, annually, hundreds of young men and women who, coming in contact with the larger life and stimulating influences of these centers of learning, would carry into the rural schools the spirit and power of reform. Such a course is in force in the Central Michigan Normal School and is yielding most satisfactory results.

Have you tried or seen our School Souvenirs? If not, send for sample.

Current Biography

Emperor Francis Joseph.

AUSTRIA'S Emperor, Francis Joseph, celebrated the fiftieth anniversary of his accession to the throne, the 2d of last month. The event was marked by the issue of a general order thanking the soldiers of the army for their loyalty and fearless valor throughout his reign; the granting of amnesty to political offenders in Hungary; the conferring of a number of decorations; elaborate decorations of streets in the villages and cities, and especially of Vienna; throngs of people wearing black and yellow, or red and white with jubilee medals; brilliant official and religious services in the university schools and churches. In other countries the good but unfortunate Emperor's jubilee was celebrated. A brilliant official and religious service was held in Washington, at St. Matthew's church, under the auspices of the Austrian legation. President McKinley and Secretary Hay were present in behalf of the United States. Sir Julian Pauncefote represented Great Britain; Count Cassini, Russia; Baron Spech Von Sternberg, Germany; M. Thiebaut, France; Marquis Santo-Thryso, Portugal; while the Chinese and Korean Ministers, and the ministers of Turkey, Argentine, Brazil, Switzerland and Denmark with their staffs were also present. Archbishop Martinelli, the papal delegate, participated in the service which was celebrated by a large number of priests and acolytes.

The recent cruel murder of the Empress, the account of which we gave in the October number, cast a gloom over the celebrations, and materially changed their character. His fiftieth anniversary did not bring him much pleasure. Worn and wearied, the pomp and splendor of his surroundings could not banish the sorrowful memories of the past. Neither could the world forget the pathetic words of a few months ago: "Nothing is left to me in this world."

Francis Joseph was a youth of eighteen when he became Emperor of Austria in 1848, on the forced abdication of his uncle Ferdinand. It had been a year of revolutionary storm and stress throughout Europe, and most observers predicted for the boy-ruler a brief and inglorious reign. But it was not to be so. The revolutionary movements had spent their force, and he was destined to one of the longest reigns of modern times. He has already reigned longer than any other Austrian monarch, with one exception, and has nearly equalled the record of Frederick IV., who was Emperor from 1440 to 1493. He has seen great changes in his own Empire as well as throughout Europe. Again and again, he has faced crushing disasters and serious losses of territory. He was driven out of Italy by the French, and out of Germany by Prussia, and has also been the victim of more bitter personal bereavements than any other crowned head now living. In 1853 he nearly lost his life by assassination, and in the Crimean war suffered loss of prestige with the belligerants.

In speaking of the family misfortunes that have befallen the Emperor in the October number of NORMAL INSTRUCTOR after the Empress' untimely death, we said: "In 1889, his son and heir, the Archduke Rudolph, was found dead beside the body of a young girl whom he wished to marry and could not. His brother, Maximilian, was the unfortunate Emperor of Mexico, whose widow, Carlotta became insane. Archduke John was lost at sea. A sister of the Empress perished in the Bazar fire in Paris. Another sister was loved by King Ludwig of Bavaria, but the match was broken off. She became insane, and Ludwig committed suicide."

His Empire, as it exists to-day, is shaken by internal dissension, and the numerous nationalities of which it is composed hate each other. But the Empire will remain unshaken as long as he lives, because all classes, no matter how fiercely they may come into conflict among themselves, honor and love the old Kaiser.

Dr. Luke Hitchcock.

THE Rev. Luke Hitchcock, D. D., who died at the home of his daughter in East Orange, N. J., Nov. 12, at the age of eighty-five, was for half a century a conspicuous figure in religious and educational circles throughout the west, and Chicago in particular. At the age of twenty-one he was ordained to the ministry in the Methodist Episcopal church, by the Oneida, N. Y., conference. In the year 1838 he went to Chicago, arriving there on Sunday and preaching that day in the Clark Street church. From that time to the close of his life Chicago and Cincinnati were the scenes of his active labors, as pastor, Presiding Elder, Agent of the Western Book Concern, and administrator of vast religious benevolent and educational enterprises.

If it is true, as Oliver Wendell Holmes says, that a man has not a very fair chance for long life except he has sometime suffered from a mortal disease, Dr. Hitchcock fulfilled the conditions, for he was superannuated a half a century ago. On the recovery of his health he was a member of the General Conference that elected to the episcopacy Matthew Simpson and Edward A. Ames. He had more to do than any other man, perhaps, in building up the interests of his church in the city of Chicago and the west. "During the doubtful and troubled period of the war," says a writer, "through a succession of almost crushing panics, and in the face of threatened extinction by the Chicago fire, Dr. Hitchcock's unwavering faith, industry and resourcefulness and veritably inspired good sense were the saving items which made just the difference between defeat and victory, between the advanced position which his church enjoys to-day, and that which would have forever been lamented." His tenacity was quite equal to his sagacity. The splendid property of the Book Concern, its busy and prosperous presses and vast business, is a splendid tribute to his intelligence and courage which could not be turned aside by difficulties or prophecies of disaster.

By virtue of his position as Book Agent it was incumbent upon him to act as adviser in financial matters of far-reaching importance. He was one of the projectors and organizers of the Freedmen's Aid Society. His administration covered the period from 1860 to 1880,—a period of doubt, experiment, of storm and stress of many failures, of business depression, but his industry and wise foresight made him an invaluable public servant. His name will always be associated with the founding of Northwestern University, and of Garrett Biblical Institute.

Dr. Hitchcock was in the eye of the public the greater part of his life. Great trusts were committed to him and millions of dollars passed through his hands, but it is said no one ever associated with him the desire for personal emolument. He was an out-standing illustration of the truth so much needed to be emphasized to-day, that there is no work, nor amount of work, no honest industry of hand or brain, which is incompatable with strict uprightness and truth. His kingly nature flourished to the very bounds of its kingdom, and all who followed or listened to him were wiser and better. The older he grew the more noble and benign was his aspect. His most intimate friends often spoke of him affectionately as "St Luke." The designation was so appropriate, that it is said there are now several persons who claim its parentage in different parts of the United States.

John E. W. Keely.

JOHN E. W. KEELY, better known a few years ago as the "Mystery Man," and inventor of the Keely motor, died in Philadelphia, the city near where he was born, Friday, November 18, aged sixty-one. His father's parents were German and French, his mother's, English and Swede. His grandfather was a composer and leader of an orchestra, and his father an iron-worker. Keely was a carpenter a decorator, and early in life a circus and sleight-of-hand performer.

It was something like thirty years ago that he first began to attract public attention, by the startling announcement that he had discovered a new force which was destined to revolutionize the motive power of the world. A little later he gave a public exhibition of the curious contrivance known as the Keely motor. Capitalists and scientists alike were startled by his mechanical ingenuity, captivating reserve, and daring assumption. Many of them became his willing followers, and their influence and means gave temporary dignity and prestige to the mechanical wizard. They gave him one hundred thousand dollars with which to perfect his contrivance and apply the principle; and from that time forward it is impossible to estimate the thousands of dollars advanced by those who confidently expected enormous returns on their investments in his experiments. It is said that from 1874 to 1891 he constructed one hundred and twenty-nine models, rejecting each one in turn. The principle he worked on up to this time was the construction of a machine by which tremendous power could be developed from less than a quart of water. At last he abandoned this idea, and invented a machine which he called the "liberator." It was a curious contrivance, equipped with a large number of tuning forks, whose vibrations he affirmed would disintegrate the air and release a powerful etheric force.

There was a certain mystery about the man that led people of mechanical skill and theoretical turn of mind to believe implicitly in him. He was cautious and reserved, and claimed unwillingness to exhibit his inventions only to those of genuine mechanical or scientific attainment. When obliged to construct an engine he consulted with recognized experts abroad. He claimed to be employing a new force and had such men as Franzioli, General Manager of the Manhattan Elevated Railway, Chief Electrical Engineer Brown of the Western Union Telegraph Company, Mechanical Engineer Pierson and Assistant Engineer Sterritt of the Metropolitan Street Railway examine his motor, and believed that he was working on scientific principles, and that he would finally succeed.

Julian Hawthorne, at one time a scientific engineer, who was present at one of his exhibitions, describes what took place:

"Movements took place for which there were no visible or hitherto recognized means of accounting. A heavy metallic sphere revolved at great speed. An isolated compass did the same. Weights immersed in a tall glass jar filled with water rose upward or sank again or remained midway. All that Mr. Keely did was to tinker with a stringed musical machine fitted with singular appliances, and to blow upon a small mouth organ at intervals. The assumption appeared to be that musical notes produced vibrations which affected the 'chords of mass' of the things operated upon, and the 'polar currents' were in some manner induced to participate in the strange results."

Many competent persons still think that Keely did actually hit upon some hitherto unknown principle which was beyond him. It is difficult to see how he could deceive for so long a time so many people of recognized mechanical and scientific ability. He might have been a humbug, as he never allowed experts to examine the machine, and died leaving nothing that would give any of his supporters even a clue to the mysterious power that through the years refused to be tamed and harnessed for practical service.

Invention and Discovery

Showers of Meteors.

THE showers of meteors in November, when as many as thirty were photographed in one night at the Yale Observatory, indicate on scientific calculation, that this is to be a year of unusual meteoric display. Prof. Elkin estimates that the maximum will be reached during the year 1899. About every thirty-three years the shower is at its height, thus in 1833, 1866, 1899. The special reason is based on the fact that there is an unusual display in size as well as brilliancy in the thirty-second year, and the precedents established by the phenomena of 1832, and 1865 have been fulfilled in 1898, the number of meteors seen last year being about four times as many as on previous years.

Experiments in Ocean Telegraphy.

CERTAIN experiments have been made in ocean telegraphy by Prof. A. C. Crehore and Lieut.-Col. Geo. O. Squier, under the direction of the chief signal officer of the United States, that promises to work a revolution in this branch of electricity. The new system is known as the sine-wave system, and under it words have been sent and received over a line 1,100 miles long at the rate of over 3,000 words per minute.

The change from existing telegraphic methods consists in the substitution for the present appliance of a transmitter sending smooth waves, such as are obtained in alternating currents, working without making any other changes whatever in the elements of the present system. The conditions for the transmission of messages over long cables are distinctly and widely different from those on aerial lines. The necessity for increased speed over ocean cables, while not generally appreciated, is obvious when viewed from a commercial standpoint. Since every cable spanning the Atlantic ocean costs several million dollars, the value of any discovery that will increase the working power of these is at once apparent. Gen. Greely thinks the sine-wave system will greatly increase the working power of the cables.

A Mammoth Moving Platform.

WHILE essentially an American invention, it looks as though the moving platform for the transportation of passengers would be first utilized on a large scale by the French during the coming Exposition. The visitors will require transportation at the close of the day and at about the same time, necessitating the handling of immense crowds, something like the sea of humanity that passes over the Brooklyn Bridge at night and morning. A moving platform was exhibited at Chicago and Berlin as a novelty, but the Parisian project contemplates an endless railway that will carry 25,000 to 40,000 persons per hour. This in addition to an electric railway which will run by its side, will solve that somewhat perplexing problem. The endless traveling belt will derive its motive power from electric motors. A company has been organized to build this novel railway and all the plans are now complete and sections of the platform are in process of construction.

A Great Provision Ship.

THE Celtic, the refrigerator ship which accompanies the Oregon and Iowa to Manila, is performing the most wonderful voyage in the world's history in the meat line. She carries in her hold, through all climes, a cargo of frozen fresh meats, over the longest voyage of any provision ship in the world. The voyage will occupy more than 100 days, and she left New York with 250,000 pounds of fresh frozen beef, 25,000 pounds of mutton, and 250,000 pounds of vegetables. These supplies are so arranged that the battleships may obtain for their mess what they want from day to day on the long voyage.

Besides being novel in naval history, it is a new departure in the meat trade. The meat was specially prepared in Chicago. It was sewn in cheese cloth and frozen there, and taken to New York in refrigerator cars, loaded in a frozen state, and will be kept at a frigid temperature until consumed, or the residue landed at Manila. Heretofore a voyage of sixty days for a meat ship has been regarded as a marvel in trade circles.

A Great Locomotive.

THE largest and heaviest locomotive in the world has recently been turned out by the Pittsburgh Locomotive Works. It not only surpasses all others in size and strength but in many other ways. Particular attention in the construction of this monster engine was given to the strain necessarily thrown upon the cyfinder castings at the front end. They are of unusual thickness and depth. The frames are four and one-half inches wide, and are cut from rolled steel slabs. In the finished state they weigh 17,160 pounds per pair. At the front end a steel plate one and three-eighth inches thick extends across the frames, and heavy bolts, passing through the top of the frame bars in front and behind, form additional transverse ties.

Compared with other great engines we see that this one has 208,000 pounds weight on the drivers, while the Mexican Central double-boiler locomotives have 200,000 pounds on two separate driving-wheel bases, and the tank locomotives of the St. Clair tunnel have 195,000 pounds on ten driving wheels. The cylinders of this one are 23 by 32 inches, compared with 21 by 34 inches for the Great Northern, and its total boiler-heating surface is 3,322 square feet, as compared with 3,230 of the Great Northern. It was built for the Pennsylvania Railroad company, to be used on the system operating in connection with the various works of the Carnegie Steel Company. About four miles of the road has a grade of 70 feet per mile, and the trains are loaded with iron coke, and furnace products aggregating many tons to the car. The locomotive is satisfactory both in the economy of fuel and water required for its heavy work.

The Air-Ship in War.

IT HAS been generally supposed that the so-called war-balloon was a failure in the Santiago campaign, and that we would not hear much more concerning its utility again. General Shafter made no mention of it in his report, but the Board of Ordinance and Fortifications evidently think that such contrivances may be used to good advantage, or they would not have appropriated $25,000 for new experiments with air ships and flying machines for reconoitering purposes, as well as engines of destruction in time of war. It is believed by some that an "aerial warship" will eventually be perfected that will be of great assistance to an army in the field.

Thomas C. Boone, one of three men who made the ascent at Santiago, says the fatal error was in allowing the balloon to come within reach of the enemies bullets. When they had risen to a height of 800 feet it was pierced by a bullet, and began to descend rapidly, until it reached a level of 200 feet, when a Spanish battery threw shrapnel shot through it, and it then dropped swiftly, striking a tree and pitching the aeronants into a creek. He claims it may be of great service, however, if kept at the rear of the army. During the siege of Paris the French aeronants performed valuable service in keeping up communication with the outside world, and what is aimed at now is an air-ship capable of rapid flight and at all times under perfect control. Some American genius may yet solve the difficult problem.

Steel Wagon Roads.

MARTIN DODGE, appointed head of the division of "Road Inquiry" of the Department of Agriculture by the President, has made public his views on steel roads. According to figures given by Mr. Stahl in "Good Roads," there are 500,000,000 tons of wagon freight annually moved in this country an average distance of eight miles, which would be equivalent to 4,000,000,000 tons one mile. At a cost of 25 cents per ton per mile by ordinary means it costs $1,000,000,000. Mr. Dodge claims this enormous amount of freight could be moved on steel roads at a cost of $200,000,000, leaving a net gain of $800,000,000.

He declares that the depression of agricultural industries during the past ten years has been felt most keenly in those communities most poorly provided with means of transportation. He says: "The agricultural states of the trans-Mississippi group are supplied with the cheapest means of transportation for long distances by means of steam railroads, and the steamships upon the great lakes; therefore they have suffered a less decline than any other large body of agricultural land in the United States," and the local communities dependent upon animal power to move their products over poor roads have suffered most.

The road, a model of which Mr Dodge exhibited at the Omaha Exposition, consists of two parallel lines of steel plates, eight inches wide, and sufficient distance apart to receive the wheels of the vehicles. These plates have a slight flange upward and on the inner edge, to keep the wheels from leaving the track, instead of having flanged wheels which would make the wagon useless for any other place, than on the track. The flanges are only one-half inch high, thus permitting the vehicle to easily leave the track at the will of the driver. There are no wooden cross-ties or longitudinal stringers, the plates, resting on a substructure of cement, are securely anchored in the road by means of flanges reaching downward into the concrete. Cross-ties are used only to keep the plates at a uniform distance, hence the enduring nature of the road. The weight is about one hundred tons per mile of single track. The three great advantages are, its cheapness, durability, and saving in motive power. It is said to be no more expensive than any other hard and durable road. The *Pathfinder* shows by two illustrations its advantage, where in the first, twenty horses are drawing an eleven ton load on a dirt road, and one horse an eleven ton load on a steel road.

You Need Them Both.

Every teacher in America should be a regular subscriber to both NORMAL INSTRUCTOR and the *Pathfinder*. *The Pathfinder*, published at Washington, D. C., is the freshest, brightest and best edited weekly newspaper to be found and as a current topics paper for school use has no superior. The subscription price is $1.00 a year but by special arrangement with the publishers we can furnish it one year, together with the INSTRUCTOR, at the remarkably low rate of $1.25. If you wish to examine a specimen copy of it write to the publishers for one.

American Correspondence Mail Courses at reduced rate to NORMAL INSTRUCTOR subscribers.

GEOGRAPHY

By A. T. Smith, West Chester, Pa.

Rational Order of Treatment.

TO understand the pedagogy of geography we must keep in mind two distinct divisions of the subject, whose purposes and methods are very different and the results of whose study will appear as widely different types of knowledge.

In the first of these, called introductory geography, the purpose is the development of geographical general notions; that is, we aim to make the child comprehend classes of things, such as island, mountain, bay, lake, state, county, distance, direction, etc. It is evident that the actual realities of which introductory geography treats are the real things in the material world about us, and not definitions. The child should from the outset be directed to look about him and observe the hills, mountains, valleys, rivers, cities, clouds, rain, hail, snow, etc., and not be encouraged to think that geography is a subject whose material is to be found within the compass of a certain book. To this end the whole scope of the child's geographical experiences should be turned to account and not only some selected portion of the earth. The use of a book becomes an indispensable adjunct to the study of things, because no child's surroundings will furnish him with specimens of all the geographical elements about which he must learn, and because he must be taught how to learn such things from books as these will continue to be his teachers beyond the school; but the verbal descriptions of a book become intelligible to the child who has in mind a sufficient amount of suitable data to enable his imagination to work with security. But the point at issue is that the child should be immediately impressed with the true idea that geography is about the actual things which surround him, and not an exercise in language. He should early form the habit of projecting his geographical ideas into real space and not into a book. Geographical terms must become the signs of actual things, and not be regarded merely as words with verbal definitions attached to them. In this view the verbal definition becomes the mere summing up of the results of our inductive study of things. It is the end aimed at in introductory geography, rather than the point of departure in the study.

If the actual reality in this division of geography is the body of geographical things about us, then the single real thing becomes the unit of study in the subject. This mountain, this river, this island, or this bay is to form the unit of study and from such study we are to develop the general notions and the definitions of mountain, river, island, or bay. But the manner of treating these several things is an all-important matter in this connection. A child may look upon any one of the natural divisions of land or water and yet not know what such a thing is when asked, or not know another of the same class when he sees it. This is because his attention has been centered upon that which was to him the most conspicuous feature in the object, though it proved to be a non-essential one. This error is likely to arise with any child, unless those who teach direct the learner's thought and observation to the features which make the thing in question one of a certain class. If it is an island that is being studied and the aim is to develop a general notion and formulate a definition, then the size, shape, vegetation, etc., should receive no attention whatever. The entire mental energy should be expended upon those elements which constitute it an island; namely, that it is a portion of land and entirely surrounded by water. Much will be gained in this as in all inductive inquiry if additional examples can be furnished and the learner be directed in their comparative study.

In the list of things to be learned in introductory geography we must include the comprehension of maps. By this it is not meant that we must learn the details of either local or foreign geography as represented on maps, but rather what maps are and how to read them. For this purpose have the children draw an actual picture of some familiar district, say the school property; then have them represent the same in arbitrary symbols agreed upon by teacher and pupils, say a rectangle for a building, a circle for a tree, etc.; next explain to the children the significance of the various characters used in the text-book in geography. (In all this drawing, be sure to retain true proportions, proper distances and directions of parts, etc.)

The second division of our subject, called systematic geography, is designed to make the learner familiar with the details of the several parts of the great geographical unit, the earth. The use of globes, maps, etc., is a real necessity, but it must not be forgotten that these things are only the instruments that are to aid us in comprehending the facts about the real world. Geographical direction is not toward the top, bottom, or sides of a map; it is the line or course upon the earth in which anything is lying or pointing. These courses, which are upon the earth, must be represented upon the maps, and the usual plan is to represent the north upon a line extending toward the top of the page, the south upon a line extending toward the bottom of the page, etc., though this is not an invariable rule. With maps understood, perhaps the greatest difficulty in the way of a rational treatment of systematic geography lies in the determination of where to begin and in what order to proceed. Much of this trouble arises from the mistaken idea that in systematic geography we are to learn the early lessons by observation of what is near in order that we may understand what is remote. Observation must be at the basis of our introductory geography, but it is not intended that we must employ it in learning the details of our home county, any more than it is that we must employ it to learn the details of Cuba, the Susquehanna river, the Rocky mountains, or London.

In systematic geography the earth is the geographical unit, and in its construction there is a definite number of countries, oceans, states, cities, rivers, islands, etc., each one having its fixed location, its exact size, its utility, and many other distinguishing features. Now none of these can become to the children objects of personal finished observation. The river, township, or city can be seen by the child only in part and must therefore be studied through its representative upon the map. The difficulty of comprehending in his childish way an entire state through its map is not more formidable than that of comprehending a single township through its map. On the same principle the child may be expected to get a just, though vague, notion of the earth in its entirety through the help of a globe, and especially so when we remember that this stage of the work will not be entered upon till about the fourth school year—the introductory work occupying the previous time given to geography. Another reason for beginning systematic geography—the geography of locations—with the earth as a unit and proceeding analytically, is based upon the facts of location. Every attempt to give geographical location to places is made in terms of the next larger division; *i. e.*, a township or town is located in a county, a county in a state, a state in a county, etc. All of this assumes an elementary knowledge of the larger division first.

The first thing then to do in opening the subject of systematic geography is to teach the child, through the help of a globe, what the earth is like, the disposition of land and water upon the earth, of countries, states, etc., in order to enable him to know just what part is meant when he studies all the minor details of his home county. For the consideration of details he should begin with his home district, but it should be after he has taken a running survey of the unit in order to get his bearings. This is making a rational application of the guide announced by Hamilton, Spencer, and others—"proceed from the vague to the definite"—because it gives the learner a comprehensible end to aim at and make definite; while the synthetic procedure, if employed consistently from the beginning, does not enable him to fix an end, but requires him to press on blindly into an ever widening field, and to consider his task as finished when as its consummation the teacher announces the end.

Has it ever occurred to you that the INSTRUCTOR is an ideal paper to help and inspire your older pupils who are, perhaps, fitting themselves for teachers? Many of our subscribers have called the attention of their older pupils to the INSTRUCTOR, have recommended its use, and thereby have placed in their hands the best help they can possibly secure.

Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Art. V. Skin (Continued.)

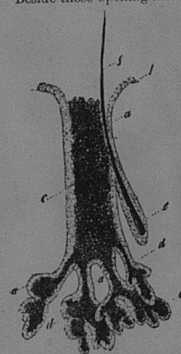
THE HAIR.

WITH the exception of the immature or "downy" hair, a hair consists of a shaft, point and bulb, made of cells like those of the epidermis, and supplied at its base or bulb with blood. It is contained in a hair sac, a folding in of the epidermis, and is lubricated or naturally oiled by oil from sebaceous glands which open into the hair sac. Very seldom, in reality, is any pomatum or hair oil needed upon the hair if the natural hair oil is brought out by prolonged and vigorous brushing with a good brush. It is astonishing what can be accomplished even with coarse hair by proper brushing which few people give their hair. The groom by rubbing and brushing makes the coat of the horse to shine like silk.

Hair is very strong and helps to protect the head from injury and takes up excessive perspiration. Frequent combing of the hair increases "dandruff," which is composed of epidermal cells mingled with grease and dirt. Washing the hair occasionally with water or water to which a little borax or weak ammonia is added is useful. The use of curling irons and kids tends to dry up the moisture in the hair, to make it brittle and sometimes to kill it. Dead hair, *i. e.*, when the bulb is dead, can never be restored.

SEBACEOUS GLANDS.

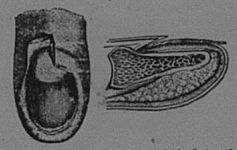
Beside those opening into the hair sacs, there are very many that open on the surface of the skin, discharging lubricating material which keeps the skin supple. Sometimes where the air is hot and dry, as in some deserts, the skin dries, cracks and bleeds. These glands are particularly numerous on the sides of the nose. Boys without knowing the reason why frequently shine finger rings of gutta percha upon the nose. The openings or pores of the sebaceous glands should be kept open by proper bathing.



A large sebaceous gland from the nose, viewed by transmitted light, and highly magnified. *a*, epithelium of the gland; *b*, the same continuous with the epidermis; *c*, the sebaceous matter; *d*, subdivisions of the gland; *e*, a hair follicle; *f*, a hair.

THE NAILS

Add to the comeliness of fingers and toes and protect their ends. They are in reality compressed and hardened epidermal cells attached to the skin proper on their under side, where the lower and softer cells are supplied with blood. Like the hair, they become diseased in some of the diseases of the skin. They should never be bitten off, nor cut "to the quick," but should be pared with a sharp knife or cut with sharp scissors. In conclusion, the skin unlike other



Two views of the end of a finger. In the first, part of the skin covering the base of the nail is cut and turned back to show the base of the nail. In the second (a perpendicular section,) the relations of the nail to the skin, fat, muscle, and bone are shown.

parts of the body has several functions: *1st.* It is the principal *organ of sensation*. *2nd.* It is an *organ of excretion*, through the perspiration. *3rd.* It is an *organ of secretion* through the sebaceous glands. *4th.* It is a *regulator of the temperature of the body*. *5th.* It is a *protective covering*. *6th.* It is an *organ of absorbtion*. Persons have been kept alive for days, and have received the benefit of medicine through food and medicinal substances applied to the skin by inunction.

BATHING.

The principal object of bathing is to keep the skin in such good condition that its various functions may be easily performed, and the performance of these functions at the right time and in the right way assists greatly towards the maintenance of the health of the individual. A second object of bathing is to keep the skin clean and inoffensive. Bathing, also, if properly conducted adds to the beauty and endurance of the body. It should be adapted to the health and strength and also to the age of the individual. Proper bathing results in a glow of the skin and a feeling of comfort, no matter what kind of a bath is used and its temperature. If these conditions do not follow a bath, then the bathing has not been adapted to the needs of the bather. With most people, cool or cold water, especially, applied to the skin of the body produces what is known physically as the "first shiver." The skin becomes somewhat pale and has in places the "goose skin" appearance, due to contraction of muscular fibres about the roots of the hair. This soon disappears if the person is in fair health and arouses muscular action by moving about, and is followed by a glow of warmth. Now is the time to get out of the bath and dry the body with a large firm towel. This glow is followed at a variable time in different persons, if one continues to bathe, by the "second shiver," a danger point. The skin becomes pale and cool, the lips and finger nails blue. No one should stay in the water until the "second shiver" occurs. Young people especially are apt to do this, and many cases of "summer typhoid fever" seen in our cities in the fall, are due to undermining of the strength of the body by prolonged bathing in the summer and so rendering the bather more liable to the onsets of disease. Water baths are classified as follows:

Cold, 30° to 60° F. temperature.
Cool, 60° to 75° F. temperature.
Temperate, 75° to 85° F. temperature.
Tepid, 85° to 92° F. temperature.
Warm, 92° to 98° F. temperature.
Hot, 98° to 112° F. temperature.

Few people can take with impunity really cold or hot baths. Temperate or tepid baths are useful occasionally—say once a week, on Saturday night, which has been called "tub night." But people in general should accustom their bodies to cool water as being most invigorating and toning the skin so that "catching cold" is a rarity. A quick sponge bath in the early morning, not occupying more than *five or ten minutes* and valuable for most persons, may be resorted to with advantage as follows. Provide one's self with two long mittens or bags of coarse toweling, one for each hand and forearm, held in place with rubber bands. Be in a warm room. Well soap these, wet in warm water with a good soap. Rub the body rapidly. Rinse out in cool water, go over the body again and dry thoroughly. A Turkish or hot air bath is of great value once in a while, but people that are feeble or who have weak hearts should beware of it. A person taking one, should give plenty of time to it, at least an hour or two. When in the hot room if you do not perspire readily drink freely of water. After being rubbed by an attendant and dried, wrap the body in a blanket and rest or sleep for a while. On going out of the bathing establishment walk briskly home. It is astonishing how much dead skin and dirt will be rubbed off in a Turkish bath—as Dean Swift once said, "enough to make a curate of." In bathing at the seashore or in fresh water ponds or streams, one should as soon as possible get wet all over, and *keep stirring about* and come out of the water and dry thoroughly *before the "second shiver" comes*. After all water, hot air and vapor baths, friction of the skin with a generous towel is necessary. This may be followed by rubbing and patting with the hands. People afflicted with constipation should knead gently but firmly the abdomen. Soap is necessary to remove the greasy dirt which accumulates upon the skin, but it should be soap made of good fat and alkalies. Much of the cheap soap sold is irritating to the skin. In addition to the kinds of baths already mentioned there are medical baths, such as "mud," "hot springs," "crude petroleum," etc. The *time* for bathing may be formulated as follows: Outdoor bathing, as near as possible when the air and water are about the same temperature, else "chills may result. Indoor bathing—cool water bathing in the morning, other bathing before retiring.

Practical Correlation for Practical Teachers.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

THERE is no doubt that the discussion of the "Correlation of Studies" which the Herbartian school has started in this country has done a great deal of good. Articles have appeared in the educational journals from time to time, books have been written upon correlation, educational meetings have considered this question, and courses of study been shaped by these influences. Probably the most noted contribution on correlation is that of the Committee of Fifteen, which appeared in the *Educational Review* of March, 1895, and was discussed at the mid-winter meeting of the N. E. A. that same year. It may be profitable to recall briefly a few of the important points of this remarkable report; there is danger of letting its important lessons slip away from us. The Committee of Fifteen interprets correlation of studies to mean:

1. Logical order of topics and branches.—I take this to mean that the fundamental rules of arithmetic precede practical and compound numbers; decimals precede percentage; that arithmetic comes before algebra and language lessons and grammar before rhetoric. Of course this is too simple and self-evident to need discussion.

2. Symmetrical whole of studies in the world of human learning.—All the great divisions of human learning are to be represented in the course of study "as far as possible at the stage of maturity at which the pupil has arrived." What subjects are necessary to represent the "great divisions of human learning" is a matter of diverse opinions. The before mentioned committee names language studies, arithmetic, geography, history, and other branches, (under which are included natural science, vocal music, manual training, drawing, etc.) Dr. McMurry places history first, then the natural sciences, and finally the formal studies. Under the term "history," he includes reading as to subject matter, history story and other parts of literature; by the "formal studies" he means "grammar, writing, much of arithmetic and the symbols used in reading." In a word, Dr Harris thinks that five studies are necessary to secure the "symmetrical whole of studies," while Dr. McMurry classifies the whole under three heads, of which history and the natural sciences include the most essential elements.

3. Psychological symmetry—the whole mind.—There must be no one-sided development of the mind. To illustrate: Instruction that simply develops the memory, as with the Chinese; or the reason, as with the Scholastics; or the sense-perception, as with the Persians, does not produce the "psychological symmetry" required. All the powers of the mind must be harmoniously developed so that there shall be perfect mental balance.

4. Correlation of pupil's course of study with the world in which he lives—his spiritual and natural environment.—The child is to be prepared for life, and the course of study must not lose sight of this. In the home, in the school, and after he leaves school, the habits, customs, and duties required by the civilization into which he is born, are to be taught him. The course of study must furnish the material for training the child in his social, political and religious duties so that he will fit into his environment.

This, in brief, is the theoretical side of correlation. No doubt many teachers and educational thinkers have been greatly helped by it; superintendents and principals have shaped their courses of study more intelligently; the subjects taught in many schools are not run on such independent lines, and there is a sincere effort to more closely relate the different branches of school work. Great good has therefore been done and there is promise of still greater good.

PRACTICAL CORRELATION.

There is another side to this question, or if not another side, a more practical application that I would like to bring to the readers of the NORMAL INSTRUCTOR. I fear that many teachers who have heard and read of correlation have said to themselves,—"O, well, there may be something in this for the city school teacher, or for those high in the profession, but I see nothing in it for me. I think I will stick to the good old way." Now I have a great deal of respect for the old way and shall not abandon it until something better is offered. Correlation offers something better, and something, too, that can be applied by the teacher in the mixed country school as truly as in the graded school. It is my office here to try to show how this can be done.

Let me illustrate my meaning by a bit of personal experience. I remember as a boy the intense interest I found in reading "The Escape from the Panther" in the school reading-book. It never occurred to me that this was other than some story that had been written for that book, and it never occurred to my teacher to tell me anything else. Not until years afterward when reading "The Pioneers," I ran upon the story and found that it was but an incident of a greater story. And yet, the author, J. Fennimore Cooper, had lived for years at Cooperstown, N. Y., less than twenty-five miles from the very spot where stood the little old red schoolhouse in which I learned my a, b, c's, and where I read the thrilling story. Not one word was told me of this man, whose fame had reached many lands, and whose stories had been translated into many tongues. What an opportunity for sensible and practical correlation! Why couldn't my teachers have told me that this was a part of a great story, that Cooper had lived at Cooperstown which was named after him, and had died there only a few years before? Ah! I can forgive them the floggings they gave me,—and I had my share,—but I cannot forgive them for robbing me of the riches of literature to which it would have been so easy to introduce me. If they had simply said, "The rest of this story you will find in 'The Pioneers,'" and told us something about Cooper, how easy it would have been for us to have gone out in spirit from the prosy schoolroom and its unnatural life to the real, living, throbbing world outside and become acquainted with our environment. Moreover, we would have searched the school library for the book, and if a little attention had been given to the selection of pieces that led to books that could be had, the district library would have been a powerful adjunct to the school and its work.

Take another simple illustration. Nearly every reading book contains the story of "Robert Bruce and the Spider." Application of the same principle before mentioned can easily be made here. What a splendid opportunity to introduce Sir Walter Scott! Every child would be eager to read his stories—and thus get acquainted with Scottish history. Would there be any trouble in interesting a class also in the geography of Scotland? Or would it be far-fetched to introduce natural history in connection with the spider in the story? How easy to lead the children to observation of the habits of that curious *arachnid*, as well as of other interesting living things about them. Again, they could be asked to write about what they had learned and composition-writing become an interesting and profitable exercise. Children love to tell with pen and ink if they only know something to tell. The only reason that compositions are a bugbear is that children are asked to write when they have nothing to write. Fill them with an interesting theme and then ask them to write what they know, and the composition will come as naturally as talking. It is only another way of telling. And in this connection penmanship and spelling are taught perfectly naturally and efficiently.

Finally, moral lessons will be discovered. The justice of Bruce's cause, his persistency, his discouragements, his final success and the triumph of the right furnish ample material for the inculcation of the best moral lessons in the lives and consciences of the children. And so out of this single story we have a perfectly natural correlation of reading, literature, history, geography, natural history, composition, penmanship, spelling and moral precept. There is not a single lesson thus suggested that can be well omitted. And what is true of this story is equally true of many of the fine pieces of literature that our reading-books now furnish. How many teachers fail to get all of this out of the reading lesson. And yet, there is not a suggestion in the above that is beyond the capacity of every district school teacher, however young and inexperienced he may be.

This is only one of the fields where correlation suggests rich improvement in our methods. A young friend wrote me not long since concerning the study of history: "A boy learns from his study of Persian history that Darius fell at Arbela and the Persian power was crushed. He may also remember from his study of Greece that Alexander won a victory at Arbela in 331 B. C., but it never occurs to him that Darius and Alexander were in one and the same battle."

How can a proper understanding of our own early history be obtained without a study of the history of Spain, Holland, England and France? The different motives of settlement and colonization can be appreciated only by a study of the conditions that existed in Europe; and why France was our friend in the Revolution will be found to have been not from purely humanitarian impulses, but because it furnished a means of harassing her "ancient enemy." Does not correlation in this sense offer material that is quite within the reach of every teacher? If the young teacher finds something in this article that sets him thoughtfully to a more complete unification of his school work, so that each subject shall sustain, ally and strengthen every other subject in the school course, he will have reached the best correlation possible.

In my next article I shall discuss "A Summer Trip With a German School," and in it the reader will find a most perfect example of correlation.

They Always Do That Way.

Two ladies boarded a street car and sat down side by side. As soon as they were seated the conductor came along for his fares. The elder lady, who was nearest the door, kept her head turned and continued her conversation.

"As I was saying, my dear, it was an awful thing."

"Fares, please."

"Oh, here's the conductor," she cried, breaking off her narrative and fumbling in her pocket for her purse. The other lady began a similar search in her shopping bag, saying at the same time:

"I'm going to pay this time."

"No, you ain't."

"Why, certainly I am."

The conductor stood patiently by and the two ladies fumbled and grew red in the face, each one closely watching the other. At last the elder drew forth her purse and took out a dime with the saddest possible expression on her face. Her companion made a furtive grab at her arm, saying earnestly:

"I can't let you do it."

With a deep sigh the elder lady said tartly:

"That's all right," and the conductor rang up two fares with a broad grin on his face, while the elder lady relapsed into silence, trying to study out some plan by means of which she could get even with her friend for that five-cent fare.—*Woman's Home Companion.*

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NATURAL HISTORY.

BY ELLA JACOBS, Philadelphia, Pa.

Snowflakes.

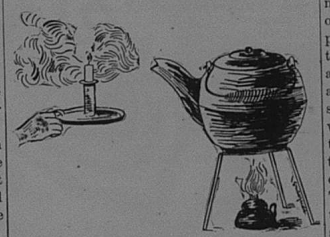
IN THE midwinter months, if you have not a supply of insects for your lessons in natural history, it is well to give a few lessons on Nature and its forces. You can introduce the subject by speaking of Fairies and Fairy Tales. Tell the children there are some Fairies working even now, doing wonderful, marvelous things. Arouse their curiosity, then ask them if they have ever noticed on a cold morning, delicate tracery on their window pane? The Fairy who drew the dainty patterns, we call Jack—Jack Frost. Have they seen the leaves blown from the trees, hurled along the ground? North Wind does that. Could any fairies come more softly and gently, more gracefully and beautifully than the Snowflakes? All of these are children of the winter. Let us look at a few snowflakes. Catch them on a slate or piece of black cloth; let the children look at them through the magnifying glass. They will be excited and charmed at the lovely stars, dainty as diamonds, but ah! so transient, for in one instant they are gone. Breathe on them, and a drop of water remains—truly a Fairy's trick.

There are about fifty different shapes which have been seen in snowflakes, but they are always variations of a six-pointed star. About six varieties are commonly seen and these I will show you. They are very pretty. Cut in a large

Snowflakes, (highly magnified.)

size out of white paper and gummed on blackboard or black cardboard, they form models for an excellent drawing lesson and the children can reproduce them at the top of their paper containing written lessons on snow. After the flakes have been seen, the question arises:—What makes the snow? How is snow different from rain? We must commence to answer these questions by a short talk on the clouds, first explaining the subject of evaporation. To do this, have a little kettle boiling over a spirit lamp. Ask if any one can tell what makes the steam (it is not smoke) come out of the spout. Because it boils is not just the right answer, at least it does not explain matters.

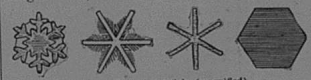
Heat expands, or makes things larger, and makes them take up more room. The drops of water at the bottom of the kettle nearest the fire get hot first, and as they get light and expand, they rise and bubble up to the top. This space is immediately filled up by other drops falling; these get heated in turn and rise, and so the bubbling continues. At last, when all the water has become heated, it has expanded and the drops become separated and are so tiny and light they cannot stay in the kettle and so they rise. Sometimes the boiling water lifts the lid right off the kettle, but usually it comes out of the spout and it looks like a little cloud, and it really is one. We call it steam or vapor. The heat separates the drops into such small portions that at first we cannot see it. Notice that there seems to be an empty space close to the spout. This is not empty but filled with invisible vapor or water dust. As it gets slightly cooler in passing through the air you can see it. Place a lighted candle under the cloud of steam, the part just



Tea kettle and candle.

over the candle becomes heated and invisible again. What goes on rapidly in the kettle, is occurring slowly around us all the time. If you were to fill a saucer with water it would be empty in a few days. The water was not spilt. What became of it? It dried up, or evaporated, which is only another way of saying that the heated air has taken the tiny particles of water and absorbed them. Can the steam be changed back to water? Easily. Take a cold plate and hold it to catch the steam from the kettle; it collects first in tiny drops, then in larger ones which run down the plate. Have a pitcher of ice water in the room. Notice how quickly drops collect outside the pitcher, whether it is china or metal. Now the water could not soak through the pitcher. How did it get there? Tiny particles of vapor were floating through the air. They touched the cold pitcher and immediately condensed or came together, forming large visible drops. Hold a very wet handkerchief in front of the fire, or even the register, and you will see it dry by the steam coming off. That is the water is taken into the air.

On a warm day more water is absorbed into the air than on a cold day. The tiny drops float up and up until they form a soft white fleecy cloud. Several clouds close together make the thick dark ones. When a cloud is sailing along and it meets a gust of cold wind, the tiny drops rush together, just as the steam did, and form larger drops, which are so heavy that they fall to the ground, and then we say "it is raining." When a cloud meets suddenly an intensely cold daught of air, which is possible only in winter,



Common form of snowflake (magnified).

the drops crystalize and freeze before they get large and before they fall, and as they come down to the earth so soft and white, the boys say "Hurrah, it is snowing!" Sometimes when a cloud which is ready to fall as rain, meets a cold current of air the drops freeze and run together, and then we say we have hail.

Evaporation is constantly going on, although we cannot always see it. On a cold, morning we sometimes say, the dew was heavy last night. What does that mean? You have surely noticed the thousand little diamonds sparkling on the grass in the early morning. As the tiny particles of vapor were rising up at night from the earth they became cooled—it is usually cooler after sunset. They were too heavy to rise, so they alighted on all the grass, flowers and trees as sparkling dew. You have also noticed icicles in winter. They are formed by snow melting in the sun, and then freezing slowly again. Sometimes icicles do not seem to melt, but just to dwindle down in size. Evaporation does this. The warm air melts little particles of ice and they float up invisibly. In summer, little streams and brooks often evaporate, and it takes heavy rains to produce a flow again. The sun is constantly drawing up little particles of water all over the earth, from oceans, rivers and ponds. These rise up and form clouds, condense and become heavy and fall to the earth again as rain, snow or hail, and thus the two Fairies, Evaporation and Condensation play an important part in Nature's work.

Washington and Lincoln Portraits.

If your schoolroom does not already possess pictures of these two great men, see that they are supplied before the time for celebration of their birthdays in February comes around. We will furnish fine pictures of either, 15x19 inches in size, for 50c; and one on finer and heavier paper, 18x22½ inches, for $1.00 each. These are high-class, elegant engravings, and will adorn any schoolroom. These pictures are delivered safely packed and postage prepaid for the above price.

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Friday Afternoon Exercises

A NEW YEAR'S GREETING.

"New Year, from out the lap of Time,
I'll love thee better than the past!
That life henceforth be more sublime,
I'll treat thee as I should my last!"

Thus spake I, as, with solemn mien,
I turned from watching Old Year die;
Full well acquainted we had been,
And best of friends, Old Year and I!

The Old Year brought me happiness!
Its blessings came not all in vain:
For some I held with fond caress,
And wished they might with me remain!

But ah, its precious hours misspent,
Its opportunities passed by,
Its moments rare that came and went
Unprized, unused, provoke a sigh!

Yet why this looking back again?
I cannot bring those blessings here,
Nor be nor have what might have been!
And vain is grief for a dead year.

"Then kindliest greetings, glad New Year!
Thou art so youthful and so gay,
So full of promise and good cheer,
I'll prize thy moments while I may.

"Thy days shall be the best of days,
Thy hours the happiest of hours,
Thy moments shall be full of praise,
As singing birds and blooming flowers.

"Seedtime and harvest, cold and heat,
Summer and winter, day and night,
Each in its turn shall be replete
With benisons for my delight.

"Thy joys I would appreciate,
Thy sorrows carry as I should;
Blessings from both anticipate,
And learn their lesson—God is good?"

We make the happiest year we can
When, duties met and time well spent,
Approved of God and fellow-man,
Our hearts are filled with sweet content.

—*Selected.*

THE BOY AND THE SPARROW.

Once a sweet boy sat and swung on a limb;
On the ground stood a sparrow bird looking at him.
Now the boy he was good, but the sparrow was bad,
So he shied a big stone at the head of the lad,
And it killed the poor boy, and the sparrow was glad.

Then the little boy's mother flew over the trees—
"Tell me, where is my little boy, sparrow-bird, please?"
"He is safe in my pocket," the sparrow-bird said,
And another stone shied at the fond mother's head,
And she fell at the feet of the wicked bird, dead.

You imagine, no doubt, that the tale I have mixed,
But it wasn't by me that the story was fixed;
'Twas a dream a boy had after killing a bird,
And he dreamed it so loud that I heard every word,
And I jotted it down as it really occurred.

—*Good Words.*

GLADSTONE GEMS.

In a parliamentary speech:—"It is the duty of government to make it easy for the people to do right and difficult for the people to do wrong."

To a deputation of distillers and brewers when he was chancellor of the exchequer:—"Gentlemen, you need not give yourselves any trouble about the revenue. The question of revenue must never stand in the way of needed reforms. Besides, with a sober population, not wasting their earnings, I should know where to obtain a revenue."

At a great speech in Liverpool:—"I wish we could all take into our minds the pestilent results to which the drink-habit unfortunately leads—that we should carry with us individually a deep and adequate sense of the mischief, and an earnest intention to do what in us lies, each man within his sphere, for the purpose of removing it."—*Selected.*

LILY'S NEW YEAR'S CALLS.

The dolly is sleeping, the play-house is still,
The little tin soldiers have marched to their box;
And into the Ark, which they very soon fill,
Go the straw-colored lion and slate-colored ox,
The funny blue monkey, and green kangaroo,
Along with the rest of the wonderful crew.

Sweet Lily reclines in her grandfather's chair,
While amber and purple the clouds far away
Are glowering, and over the meadows so bare
Still lingers the last loving smile of the day.
Then golden-haired Lily falls softly to sleep,
As queer little faces in each window peep.

The door gently opens: "Pray, do I intrude?
I'm old Mother Goose, dear. So don't be alarmed.
I've brought some friends with me, and none of them rude;
You know them quite well and I think you'll be charmed."

And here the whole bevy swept into the room;
Their faces enlivened the gathering gloom.

First little Miss Muffit, as prim as you please,
And Little Boy Blue there beside her,
And not the least frightful, but quite at its ease,
The very identical spider!
Then lively Dame Trot and mighty young Jack,
Who killed all the giants—a horrible pack.

Then Mary, who wasn't contrary at all,
But smiled in the prettiest way all the time;
And nice Tommy Tucker, Jack Horner the small,
And Whittington, he who once heard the bells chime;
And fair Cinderella. Her sisters stayed home.
Of course, they were both of them too proud to come.

Then last came King Cole and his fiddlers three;
And these played the maddest and merriest air,
And soon everybody was dancing with glee
Round Lily, who slept in her grandfather's chair.
"Twee-tweedle-dee!" went each wonderful fiddle;
'Twas right foot and left foot and then down the middle.

The dolly laughed outright to witness the fun;
The animals came in a crowd from the Ark;
The elephant said it was very well done;
"Superb!" was the camel's astonished remark.
Now, these being judges of style and of grace,
Their candid opinions are worthy of place.

At last the wild melody melted away,
And out of the door popped the fiddlers all three;
They had several other engagements to play,
Likewise invitations to drop in to tea
With old Mother Hubbard and good Jack and Jill,
Who lived in a cottage on Happy-Time Hill.

Then every one gathered round Lily, so fair,
And courtesied and bowed in the greatest delight;
And when she awoke from her nap in the chair
There wasn't a single wee body in sight!
Though, like sweetest music, she heard them all say:
"We'll give you a call, darling, next New Year's Day!"

—*Independent.*

COURAGE.

Courage! Nothing can withstand
Long a wronged, undaunted land,
If the hearts within her be
True unto themselves and thee,
Thou freed giant, Liberty!
O, no mountain-nymph art thou
When the helm is on thy brow,
And the sword is in thy hand,
Fighting for thy own good land.

Courage! Nothing e'er withstood
Freemen fighting for their good;
Armed with all their father's fame,
They will win and wear a name,
That shall go to endless glory,
Like the gods of old Greek story,
Raised to heaven and heavenly worth
For the good they gave to earth.

Courage! There is none so poor
(None of all who wrong endure),
None so humble, none so weak,
But may flush his father's cheek,
And his maiden's, dear and true,
With the deeds that he may do.
Be his days as dark as night,
He may make himself a light.
What though sunken be his sun?
There are stars when day is done!

Courage! Who will be a slave
That hath strength to dig a grave,
And therein his fetters hide,
And lay a tyrant by his side?
Courage! Hope, howe'er he fly
For a time, can *never* die!
Courage, therefore, brother men!
Courage! To the fight again!

—*Selected.*

LINCOLN'S NAME.

BY ELIZABETH D. JEWETT.

[An exercise for school celebration of Lincoln's Birthday. Each child carries a letter forming the name, Lincoln.]

I carry a letter **L** and it stands for love;
And a name that is written in glory above:
A name that is honored on land and sea,
That Americans love wherever they be.

I have a letter and all may see,
That it stands for the word, Integrity.
A word which signifies all that is good,
In this man's name it is well understood.

And **N** is my letter, it means nobleness;
A heart that would listen to all in distress,
A heart full of honor—so noble a name
Is scarce ever found in the annals of fame.

My letter stands plain for sweet Charity,
For such was his nature as all may see;
So noble and kind—he had charity for all;
The rich and the poor—the great and the small.

Round **O** is my letter—it shows what he hated,—
Oppression is always with cruelty mated.
Oppression his kind heart never could bear.
From a poor backwoods boy to the Presidents' chair.

L comes again for Liberty standing;
Our grand Union armies with Lincoln commanding;

His hand on the helm through the dark years of care;
And Liberty triumphed for Lincoln was there.

N comes again; none other like he;
Honest old Abe, we children love thee.
Thy birthday we honor this cold Winter's day,
And have invited our parents to hear what we say.

ALL.

We salute thee, and praise thee; thy glories we tell;
A true friend of freedom—a man who could dwell
In the hearts of all people—the bond and the free,
Oh, Abraham Lincoln, all children love thee.

THE POOR LITTLE RICH BOY.

DIALOGUE FOR TWO BOYS.

HARRY: (enters room, tossing his hat on table where Roy sits, studying) "I tell you, Roy, I'm sorry for Harold Belmont!"

ROY: "Sorry for Harold Belmont! Why, I'd like to know? His father is the richest man in town. You know father has been working for him ever since we were born."

HARRY: "Yes, I know, but Harold don't have half the nice times we do."

ROY: "Well, I like that. Don't he wear nicer clothes every day than we ever had for Sunday?"

HARRY: "Yes, but they're so nice his mother wont let him roll on the grass, or go wading in the pond, or anything."

ROY: "Well did you ever notice what nice lemon pie and frosted cake he has in his lunch basket?"

HARRY: "Yes, but he often wants to trade lunches with me."

ROY: "But Harry, he's got a bicycle!"

HARRY: He told me yesterday that he would rather have a dog like our Rover that he could drive to a little wagon like ours."

ROY: "But only think, Harry, of the hundreds and hundreds of books in his father's library that he can read as much as he pleases! Why if I had them, I'd be the happiest boy in the state. I wouldn't waste a minute. I know just what books I'd read first—Dicken's Child's History of England, and—"

HARRY: "O yes, Roy, but then he doesn't care for books, like you, nor to be a carpenter, as I mean to be. He wants to be a farmer, and he says his father don't mean to let him—wants Harold to be a banker, like himself, but those are not the things I was thinking of when I said I was sorry for him."

ROY: "What was it?"

HARRY: "Why you know I made a little bird-house out of that cracker-box mother gave me; just a common little bird-house without any paint or nice things about it, and set it up on a pole in the garden—"

ROY: "Yes, I know, and two families of blue-birds are living in it. What else?"

HARRY: "Well, Harold begged his father to let him have a bird house and so Mr. Belmont got a man to make one—oh, a little beauty!—just like a little Swiss chalet, with porches and gables, and all painted so nicely, white with green trimmings and a dark brown roof, and the pole is striped red, white and blue, and they put it close to the big maple tree on the lawn. Oh, it was so nice I was almost ashamed of my poor little unpainted house—only the birds were building in it then, and it made me glad to see them so busy and happy. Harold was happy, too. He sat by the window for hours, watching for the birds to come to his house. But Roy, none ever came! They were afraid of that beautiful house. I guess they thought it was a trap. Harold don't sit by the window to watch it any more; that's why I'm sorry for him."

ROY: "Well, that is too bad, but I don't know that we can help him. You couldn't give him your little house, because it isn't fine enough for his father's lawn, besides, the blue-birds might object to moving."

HARRY: "Of course, but Roy, don't you believe he'd like to come over here and watch our birds feed their little ones? I never get tired of seeing them."

ROY: "He might. Let's go and ask him."

(Both boys take their hats and pass out.)

—*Mrs. Adrian Kraal.*

DIGGERS.

Digging away at the trunk of a tree—
Say, Mrs. Woodpecker, what does it mean?
"Come and peep in on a summer day soon,
And dear little babies I'm sure will be seen."

Out on the hillside, down by a stump,
Digging away in the soft sandy loam,
Was brave Mr. Woodchuck—and why? O, to make
For wife and wee children a snug little home!

Down in the pasture close by the bars,
Grandpa was digging, and why do you think?
So when the brooklets in summer ran dry,
The bossies would have slaking water to drink.

Digging away on his history at school,
Learning of heroes there day after day—
Teddy kept at it, with this end in view,
To become when a man as noble as they!
These diggers thus teach (the small and the big),
To win true success, we all have to dig!

—*Northern Christian Advocate.*

THE EAGLE'S SONG.

The Lioness whelped, and the sturdy cub
Was seized by an eagle and carried up
And homed for awhile in an eagle's nest,
And slept for awhile on an eagle's breast,
And the eagle taught it the eagle's song:
"To be stanch and valiant and free and strong!"

The Lion whelp sprang from the eerie nest,
From the lofty crag where the Queen birds rest;
He fought the King on the spreading plain,
And drove him back o'er the foaming main.
He held the land as a thrifty chief,
And reared his cattle and reaped his sheaf,
Nor sought the help of a foreign hand,
Yet welcomed all to his own free land!

Two were the sons that the country bore,
To the Northern lakes and the Southern shore;
And Chivalry dwelt with the Southern son,
And Industry dwelt with the Northern one.

Tears for the time when they broke and fought!
Tears was the price of the Union wrought!
And the land was red in a sea of blood,
Where brother for brother had swelled the flood!

And now that the two are one again,
Behold on their shield the word—Refrain!
And the lion cub's twain sing the eagle's song:
"To be stanch and valiant and free and strong!"
For the eagle's beak and the lion's paw,
And the lion's fangs and the eagle's claw,
And the eagle's swoop and the lion's might,
And the lion's leap and the eagle's sight
Shall guard the Flag with the word, "Refrain,"
Now that the two are one again!

Here's to a cheer for the Yankee ships!
And "Well done, Sam!" from the mother's lips!

—*Selected.*

BECAUSE A BIRD SANG.

Because a bird sang ere the raindrops were dry,
Or sunbeams had driven the clouds from the sky,
A dark life was brightened, a faint heart made strong;
For trustful and glad were the tones of that song.
He sang till he quickened a hope that was dead
By singing that song on the roof of the shed.

The hope had been buried so long that I deemed
'Twas only some beautiful thing I had dreamed.
It quickened, and started, and wakened once more,
And filled with the visions that charmed me of yore;
So gladsome the tune and the words that he said
(That bird in his song on the roof of the shed.)

He sang and he warbled, "Oh, longing heart, wait!
Though dim is the future, yet kindly is fate.
Believe it and trust it, O mortal, to be
Replete with the dearest of treasures for thee."
So hope has arisen and doubting is fled,
Because of that song from the roof of the shed.

—*Ladies' Home Journal.*

OFF WITH YOUR HAT AS THE FLAG GOES BY.

Off with your hat as the flag goes by?
And let the heart have its say;
You're man enough for a tear in your eye
That you will not wipe away.

You're man enough for a thrill that goes
To your very finger tips—
Ay! The lump just then in your throat that rose
Spoke more than your parted lips.

Lift up the boy on your shoulder, high,
And show him the faded shred—
Those stripes would be red as the sunset sky
If death could have dyed them red.

The man that bore it, with death has lain
These thirty years or more—
He died that the work should not be vain
Of the men who bore it before.

The man that bears it is bent and old,
And ragged his beard and gray;
But look at his eye fire young and bold,
At the tune that he hears them play.

The old tune thunders through all the air,
And strikes right into the heart;
If it ever calls for you, boy, be there!
Be there, and ready to start!

Off with your hat as the flag goes by!
Uncover the youngster's head!
Teach him to hold it holy and high,
For the sake of its sacred dead.

—*H. C. Bunner.*

TIME ENOUGH.

Two little squirrels out in the sun,
One gathered nuts, the other had none;
"Time enough yet," his constant refrain,
"Summer is only just on the wane."

Listen, my child, while I tell you his fate:
He roused him at last, but he roused him too late;
Down fell the snow from the pitiless cloud,
And gave little squirrel a spotless white shroud.

Two little boys in a schoolroom were placed,
One always perfect, the other disgraced;
"Time enough yet for my learning," he said;
"I'll climb by and by from the foot to the head."

Listen, my darling: Their locks have turned gray,
One as a governor is sitting to-day;
The other, a pauper, looks out at the door
Of the almshouse, and idles his days as of yore.

Two kinds of people we meet every day;
One is at work, the other at play,—
Living uncared for, dying unknown—
The business hive hath ever a drone.

Tell me, my child, if the squirrels have taught
The lesson I long to impart in your thought;
Answer me this, and my story is done,
Which of the two would you be, little one?

—*Selected.*

Methods, Aids and Devices for Primary Grades

Newspaper Lessons.

BY M. L. C.

MOST of the work done in the world is hand work. Yet why is it our educational efforts have been to teach children to live without working with their hands. "To train the children's ideas without training their fingers," as someone has said, "is like putting a regiment through musket drill. It is healthy discipline and affords pleasant dress parade, but will avail little before the enemy, unless, with all other acquirements they have learned to shoot."

Since the cry is constantly going out for more efficient help in the ordinary labors of the world, we need not alone head culture, but hand training. Ask your pupils to bring a newspaper and set them to work to find out the usefulness of the hand.

Tearing is of great value in educating the finger-tips, which our physical culturists tell us are the mind of the hand. It is of value in putting the little child into closer relationship to his material and of giving him a sympathetic knowledge of the bodily toil necessary for a given result. It is useful in illustrating lessons and stories, teaching industry, neatness and economy, paving the way for designing and various branches of art.

When the children are assembled, with their papers orderly placed before them, let the lesson begin with questions regarding the material—how made, how printed, and why the difference in quality. Noting the many uses of paper, we find one of the most important is for the diffusing of knowledge. The simplest step in the lesson is the tearing of small bits to represent leaves or snowflakes, and endeavoring to make the pieces of equal size. Susan Coolidge's "How the Leaves Came Down" may be repeated by the pupils or read by the teacher while the children "tall and straight" gradually allow the small papers to drop from their outstretched hands which represent the branches.

"Fluttering and rustling everywhere
Down sped the leaflets thro' the air."

Other papers may be the snowflakes.

"White bed clothes * * *
Came to wrap them safe and warm."

Playing that spring had come, the children, using their fingers for rakes, can gather up their leaves and with needle and thread string the bits of papers for lanterns or air-castles. The white margins of the newspaper may be used for lamp-lighters, and by carefully folding along the line of printing and creasing well, tear off very even strips. Decide first upon a fixed length for the lighters, then using the finger for a measure, each child can find how many finger lengths is necessary for the required length. Fold each strip twice over lengthways, thus making a smooth, straight lamp-lighter, or by twisting or curling it can be made more fancy. These narrow strips may be used also for intertwining, interlacing, free-hand braiding and weaving, for the laying of flat figures or the rolling into cylinders and conical shapes with which to construct tools and pieces of furniture. In rolling, moisten the right thumb and finger, thus giving a firmer hold, and begin to roll as smoothly and tightly as possible. Keep the roll straight and when finished a little paste upon the *end* will fasten it, and turn your paper into a roll of carpet, a spool of thread or a barrel of apples. All kinds of furniture can be made from many of these rolls pasted together. Croquet mallets, hammers, rakes, ladders, fire-crackers, rockets, and a variety of things are easily transformed by a push or a twist of the paper through the roll. The making of the paper chain is simple work. Prepare the lengths and unite the ends, placing the next strip through the last ring, and so on until the chain is the desired length. The standard measure, one foot, may be clearly established and the desk or blackboard can be measured in feet. The half, quarter and eighth is found by folding the strip and will lead to the discovery of the number of inches in each of the fractional parts of a foot. The printed columns of the newspaper can be folded next after the strips, and torn. Lay aside the advertising columns, with their irregular margins, for the large letters or pictures are useful for reading lessons and story telling. Folding these wide strips in squares from corner to edge, crease and tear, until the entire length is used. From these squares may be folded geometric forms—forms of symmetry and of life as given in the kindergarten lessons. The designs should refer to the idea which is uppermost in the lesson of the day. A snowy day suggests snowflake forms or a sled; a rainy day, an umbrella; or a windy day, a kite.

This lesson in folding from the square should commence with a talk upon form, position and number. Dictate the folds, noticing all lines and angles, noting that the children work by opposites and upon the desk, never turning the paper about. Make each form out of the last that the growth may be progressive. The work must be accurate; haste and impatience are felt and the child readily sees the natural consequences of his wrong. From the square halved can be torn oblongs, from which another series of folding is made. If the children bring scissors, paper cutting affords an endless variety of lessons. In free-hand, cutting life forms can be cut in which the underlying figure is a circle, oval triangle or square, as an apple, a pear, house, etc. Circles may be cut and used for lessons in number, folding and cutting in halves, then quarters and again in eighths. Fold the square diagonally; the right acute angle is then placed upon the left so as to form four triangles resting one upon another. Repeating the same so that the two upper triangles will be folded upwards, the lower ones downwards in the halving line, eight triangles resting one upon another will be produced. This is the kindergarten fundamental form for cutting, and according to rule should be held so that the open side be turned toward the left. Lines are drawn upon the face of this triangle, commencing with the perpendicular, next the horizontal and finally the mediation of both—the oblique. Cutting upon the lines and through the whole triangle, the paper when unfolded presents a central form about which may be grouped the smaller pieces. After the pupil has been sufficiently introduced into this work allow him to imitate and invent in the folding and cutting. But before he copies he must have some idea of form. "Real freedom is obedience to law," and to let the child be the master of his own free will and to keep all discipline out of his way is one of the most dangerous of principles. All the Froœbel paper folding and cutting is most practical, giving opportunity to the exercising of creative self-activity. And if this instinct in the child is denied lawful and regulated expression it will surely voice itself in destruction. Never waste material, no matter if it be "but a newspaper." Utilize the smallest pieces in some way, for a number lesson or for the laying of designs. These latter can be placed upon a sheet of wrapping paper in some pretty design and fastened securely, or several children may combine their pieces and make a large "beauty form."

Sand Molding in Primary Geography.

BLANCHE I. FERRY.

SAND molding seems to me to be a very important feature in teaching geography to children in the first grades and I would that every teacher, no matter how situated, might take it up. Do not be discouraged and think that it is impossible for you to do it, but try it at any rate, even though you may have only a rough box and coarse sand to begin with. The sand can be sifted and the box covered inside with building paper or some other heavy kind; then you are ready to begin work and you may accomplish just as much as if you had the finest kind of apparatus. Children get a very much better idea of many things if they have an opportunity to make them with the sand, helped by suggestions from the teacher. Those who live in level places will have a much clearer picture of a hill and a mountain after they have made them with the sand; and any child will take much more interest in a bay, a strait, an isthmus, a peninsula, a valley, a canon, a river system, and many others which they make in the sand. Besides it will impress the subject and they will not easily forget anything they learn in this way. This work can not be taken up every day by a busy teacher with many grades, but the children will enjoy the work very much when it comes only occasionally, and will work enough harder so that the teacher may devote, perhaps, one lesson a week to this and still do as much other work.

The work mentioned is, of course, only a small portion of what can be done with the sand. Each teacher will want to arrange his own course in this work, but later on or with older pupils take up work in making plans of the school yard, school district, etc., and finally make relief maps. This is a plea for those who have never tried this work to take it up. If you will do so I shall be much surprised if you do not feel more than repaid for your trouble in the results of your efforts.

Suggestions for Busy Work.

MRS. OLIVE CHAMBERLAIN.

AS we all know, every school should be graded, but in a majority of the country schools I find that under the present circumstances it is impossible to grade. In many districts one teacher has charge of thirty or more pupils, ranging in age from four to eighteen years. In such cases much planning and ingenuity is necessary in preparing and assigning work sufficient to keep each one profitably employed after their regular lessons are learned and while the teacher's time and attention are taken with a class. "Busy Work" must not be given for the mere purpose of keeping pupils out of mischief, neither should it be too complicated, but such as the pupils to a great extent can do independently.

Permit me to make a few suggestions in behalf of some new teacher. Send the reading classes, from the chart to the third reader inclusive, to the blackboard, after their class has recited, having them write the spelling words; occasionally vary by printing, which may be of service in the future. The teacher can easily see if any mistakes are made and should insist on all work being neatly and correctly done and be sure to commend all who have done their best. Examples in arithmetic may be placed on the board to be copied by the pupils at their desks either on slates or paper and answers added. The "Arithmetic and Alphabet" cards so extensively advertised will be quite serviceable for the smaller pupils, also the three inch colored sticks found in kindergarten supplies. The teacher may rapidly place on each desk a handful of the mixed colors, to be assorted, or outlines of tents, trees, chairs, bed, street, broom, lamp, flag, rake, house or the straight lined letters. An exercise for the second or third reader classes may be in copying a part of the reading lesson or the reproduction of a short story. Drawing is enjoyable and instructive for all. If the teacher is not a natural artist, stencils come in good play here, as they come in varied sizes and designs and when reproduced on the board can be seen from all parts of the room. For the older pupils, have a special table to hold stereoscope and views, microscope, magnet, minerals, shells, magazines, newspapers, books, or curiosities. Many of the things will be donated by interested parents and an entertainment may be given by the pupils to raise money to get the rest. When they have spare time send them to the table to study, look at and write about such things there that interest them.

Twenty Good Mornings.

MRS. ADRIAN KRAAL.

OF course *you* are not one of those teachers who fail to wish each pupil a "Good morning," with a pleasant heartiness that is not assumed! And perhaps, at the top of your daily program is something like this: 9—9:10, Opening Exercises.

You have found that it requires at least ten minutes for your pupils to get rid of the superfluous animal spirits they bring from the outdoor world into the schoolroom before they can give their entire attention to study, and that they sometimes tire of singing for ten minutes in succession, and may, therefore, accept these suggestions for making twenty mornings really good; and it may not be too much to hope that these twenty fragments of good may live and grow and influence more than twice twenty lives. After the opening song, write on the board in your most attractive manner, in order to catch every pair of eyes, a quotation or maxim—not one that is already familiar, or too profound or elaborate, but one preferably pointed and pithy which you have previously mentally digested. You may by one of these small beginnings awaken in some young mind a love for the good and pure in literature, or you may quicken some dormant moral nature. In any case, you can by introducing pure and healthful thoughts, crowd out restlessness and mischief from your pupils' minds, as carbonic acid gas is expelled from the lungs by fresh draughts of oxygen. Suppose that the quotation is this:

"Wisdom is the principal thing; therefore, get wisdom."—*Bible.*

Ask some pupil to read what you have written; ask all to read it in concert. Ask another pupil to tell what it means. Then you may ask these questions and others at your discretion: What is wisdom? What is meant by "the principal thing?" To whom is the sentence addressed? Who is its author? Is it true? "Copy it into your note-books neatly, please, and be able to repeat it tomorrow." By this time the ten minutes have expired and all are ready to go to work in earnest.

2. "Education is the forming of good habits."
3. "Good habits are of more importance than good principles."
4. "Count that day lost, whose low descending sun
Sees from thy hand no worthy action done."
—*Robart.*
5. "Be firm; one constant element of *luck*
Is genuine, solid, old Teutonic *pluck*."
6. "Your best is only good enough."
7. "Kind hearts are more than coronets
And simple faith than Norman blood."
—*Tennyson.*
8. "A man without a purpose is like a ship without a rudder."—*Smiles.*
9. "Sin has many tools, but a lie is the handle which fits them all."
10. "Only the new days are our own,
Today is ours, and today alone.";
—*Susan Cooledge.*
11. "True politeness is kindness of heart."
12. "Manners are different in different countries, but politeness is the same the world over."
13. Alas! for him who never sees
The stars shine through his cypress trees."
—*J. G. Whittier.*
14. "He who allows himself to be a worm, must not complain if he is trodden on."—*Kant.*
15. "Books are the true levelers."—*Channing.*
16. "The evil that men do, lives after them."
—*Shakespeare.*
17. "Industry, honesty and temperance are essentials to happiness."
18. "Virtue without industry and idleness without vice, are impossibilities."
19. "To thee, dear school-boy, whom my lay
Has cheated of thine hour of play,
Light task and merry holiday."
—*Sir Walter Scott.*
20. For this good morning, review the nineteen quotations.

Geography.

MRS. A. L. THOMPSON.

I ONCE taught a country school in which most of the scholars were small and of foreign descent. As I wished them to *all* learn geography, I formed a class of those who were too small to study the books and taught them geography after the following manner. I procured a large white, flat pasteboard box, the inside of which was a bright blue. I also had a large can of clean sand, also a box of stones and pebbles of different sizes. I then told the children the blue was water, then with the sand formed first continents, taking just one division of land or water for a lesson. By the time the three months' school closed those little scholars, (some only six years of age) could form and name continents, islands, capes, peninsulas, straits, deserts, oases; also could tell oceans, gulfs, seas, bays, channels, etc. For mountains we used the large stones; for rivers a pencil drawn through the sand showing the blue beneath the sand. I was careful to "make haste slowly," having one division well learned before proceeding to teach another. Also had frequent reviews. The scholars were much interested and some knew this thoroughly before they could read.

Valuable Books with the Instructor.

No teacher should be unfamiliar with the history of those two great Americans, Washington and Lincoln. The sparse information given in brief biographical sketches is not enough. Every one should possess and study a standard life of both of these men. Such are the books offered in connection with the Instructor for the coming year. See the wonderfully low price at which these books are offered by us

KINDERGARTEN

By Mary F. Hall, Milwaukee, Wis.

The Kindergarten as the Beginning of School Life.

"O MY children go to the kindergarten! They are too little to learn anything," was the remark of a young mother, who evidently thought the kindergarten a place where children might have a pleasant time, where they might use their hands in making a few pretty things, and where the freedom and the opportunities to play would accomplish the transition from the home to Miss Jenkins' primary room without tears. Frœbel, if he stood for anything to her, probably was what a mother of his own time described him, "A simple old man who gathered the children of the neighborhood together and played with them, *like a natural fool.*" Like others, who failed to recognize a prophet, she did not see that when Providence wanted a man to gather up and put in practical, usable, and original form the wisdom of philosophers, the practice of teachers, the dreams of Rousseau and Richter, the truths for which educational reformers had long been blindly groping, a genius must be prepared. He was given the simplicity of a child that he might interpret the heart of childhood; the tenderness of a woman, that the needs and helplessness of childhood might command his sympathy and devotion; the insight of a sage, that his sympathies might be manifested in sane forms; and the courage and endurance of a hero that he might not distrust his own sanity when it traversed the conventionalities and the traditions of the world. His lonely childhood was succeeded by various influences and experiences as student, reformer, forester, naturalist, philosopher, soldier, and teacher. Like Tennyson's hero, he was "a part of all that he had met," that by the sum of these influences his educational work should be based on fundamental and universal truths. While, in Frœbel's idea, the individual is to be prepared for the fullest, freest, happiest and most productive life as an individual, he is yet ever to be prepared for all the social relations of life. In Frœbel's thought, the kindergarten is only the beginning of an all-sided training which is to culminate in the individuality dreamed of by Rousseau, as well as the industrial and sociological conditions desired by Spencer and all great sociologists and statesmen.

The kindergarten as a system, one of many systems, is not always fully understood: but it obtains more and more the endorsement of high educational authorities as time passes. When we remember the conservatism and tenacity of those practices to which the world has become wonted, and that Frœbel died so recently as 1852, we see why many mothers and teachers think of the kindergarten as a sort of storage place for surplus children who are not yet old enough to learn something,—as a spelling lesson, or with Pat Margery, that "eight times seven is divilish." The kindergarten proposes to be nothing less than the corner-stone and foundation of a new order of educational architecture; it proposes to become this quietly by the law of progress, not by revolution, not even "by observation." Education, at present, lacks system. We have systems, but not system. This is shown by the frequency with which such questions as transition from home to school, from the kindergarten to the primary room, from the grades to the highest school, and the high school to the college, are discussed in all educational meetings. These chasms are historic. There never has been any organic unity of principle or effort in the different classes of schools. We seek often to bridge these gaps by building our buttresses on concessions, and our spans of compromises. We try to fit parts together that never were made to join, treating the matter like a Chinese puzzle or a dissected map. Each system grew up on an independent foundation, and this misfit of the schools has entailed appalling educational wastes both of means and products. From various points of view we are gradually approaching the central truth that there are certain germinae directive principles which must fix the lines of development, and that when the work of all schools is placed squarely on proper psychological foundations, education will be organic. Then the question of transitions will disappear. The old idea that school is merely a *preparation* for life is false. This leads to a tinkering of "the system," with the addition of a little manual training here, the substitution of some inane exercises miscalled language for grammar in another place, etc.

Education is, both etymologically and philosophically, life itself. It must give an impulse in all directions of growth which will result in a well-rounded adult life; for in proverb and doctrine, both experience and reason have long affirmed that the cultivation of any power or talent can only be normal and complete when development begins in the period of plasticity: this is the meaning of the kindergarten. Educators and sociologists believe more and more firmly, as time passes, that home, school and society—in short a child's total environments—are forces that must together and harmoniously mould the young life; and that education is not a piece of "crazy" patchwork. Frœbel saw that the principles of education are universal. While the young seedling plant required nurture that it might appropriate without hindrance the elements about it needed for its own upbuilding, the laws that governed its growth in the nursery, and in the field or forest were the same. This idea gave the name to his system; but the universality of the idea which names the nursery and infantile period a child-garden, requires a continuing *youth-garden* and *man-garden* for logical completeness. This building of an educational system on all the facts of human nature and of human life constitutes the originality and the value of the kindergarten, as the beginning, not of education, but of that part of education called school. Any thought of the kindergarten is inadequate which does not recognize the fact that it seeks to train all children for the fullest life, both as individuals and as members of a social order; that it respects all forms of industrial and artistic productive effort; that it develops brotherliness, as well as all filial virtues; that its discipline is a training in reverence for all great truths whose enforcement makes the world wiser, better and happier.

A Good Motto.

MANY, perhaps most, of our schoolrooms have their walls adorned with mottoes, more or less appropriate and artistic; sometimes they are written or printed on the blackboard. The use of good mottoes serves many good purposes, not the least of which is that a sentiment or injunction on which a child's eye rests every time he raises it from his book, is pretty sure to be indelibly fixed in his memory, and to give rise to thoughts whose pondering may be of great profit.

Somewhere, recently, we came across the following, which seems to us well worthy a place among the mottoes of a schoolroom. "Pay for what you get, and don't forget your manners." There is no more important element of a sound character than a genuine wish and purpose to give a full equivalent for all we receive, to pay for what we get, to deal justly in all things. In truth, it may be said, with hardly an exception, that a desire to *get something for nothing* is at the root of most of the evil in the world. What but this is the source of over-reaching in trade, of all kinds of cheating, of breaches of trust, of gambling, stealing, robbing and burglary, and often of murder? What other enemy lurking in the mind offers a more fatal invitation to temptation? One of the strongest foundations of a strong and righteous character has been laid when one's choice and habit make him unwilling to receive without giving equally.

But one may be just and yet be a boor; as he may, perhaps more easily, be courteous and yet be a rascal. So the motto does well in that it couples manliness and manners, and puts them in the right relation to each other. It will do the boys and girls good to put this motto into their memories, and to put its habitual observance into their lives.

BIRDS

By Lillian M. Cherry, Minneapolis, Minn.

"January—the month that looks two ways!—one face of it sad with Regret, the other glad with Resolve." —*Phil Robinson.*

A Secret Song.

"O snowbird! snowbird!
Welcome thy note when maple boughs are bare;
Thy merry twitter, thy emphatic call,
Like silver trumpets pierce the freezing air,
What time the radiant flakes begin to fall.
We know thy secret. When the day grows dim,
Far from the homes that thou hast cheered so long,
Thy chirping changes to a twilight hymn!
O snowbird, snowbird, wherefore hide thy song?"
—*Elizabeth G. Roberts.*

Some of our Winter Birds.

RESIDENTS AND VISITORS.

Snowflake or Snow Bunting+	Brown Creeper
Junco or Snowbird+	Winter Wren
White Breasted Nuthatch	Pipit
Red Breasted Nuthatch	Pine Siskin+
Chickadee	Purple Finch+
Crested Titmouse	Lapland Longspur+
Blue Jay	Gold Finch+
Crow	Kinglet
Fish Crow	Red Crossbill+
Kingfisher	Horned Lark
Northern Shrike	Cardinal Grosbeak+
Flicker	Pine Grosbeak+
Downy Woodpecker	Song Sparrow+
Red Poll+	English Sparrow+
Greater Redpoll+	Tree Sparrow+
Cedar Bird	White Throated
Bohemian Waxwing+	or
Robin	Canadian Sparrow+

"We must be free to move if we would be free to see, and only when on foot and we have the freedom of the fields as well as of the highways can we know what winter really means, and by winter I mean weather that requires us to make war upon the wood-piles. Winter is the crystalization of a summer. A fixedness and quiet now replace the flowing river and music of the many birds that sang throughout its valley. But what is winter to me? The brook, the leafless tree, the frozen grass, and all hungry life, whether bird or beast, protest, but I find no reason to complain. My needs are never many, and I have no sense of want when "fun in feathers," the crested tit, bears me company. We met this morning at the three beeches, and wandered together down the road to the edge of the meadow. I have been walking here for so many years, there is danger of repetition if I mention to-day; but no, Nature is never a repetition. The fault lies with ourselves, if this is apparently true. All that we learn comes from our own efforts; we must wrest Nature's secrets from her; she neither invites us nor volunteers any information. Every day has its own history, and the friends of yesterday are often more companionable to-day.

Certainly my jolly crested tit has gained since first we met, and now is nearer perfection than ever before. I am sure of this, and yet much may be due to a clearer insight as to what a bird really is.

Is my companion bird ever convinced I have no weapon about me? Tame as he is, he never destroys the bridges behind him. I cannot quite gain his confidence. I fancy if some of us could see ourselves as birds see us, with what a sense of degradation would we be overwhelmed! Seldom is it that we are not greeted, by every bird we meet, as a red-handed murderer. An exception to-day, however, for this jolly tit was socially inclined. He peeped over his shoulder as I drew near; called out to me as I was about to pass by, and so we exchanged "Good-Mornings" as friend to friend."—*Selection from "The Witchery of Winter" in Vol. "Freedom of the Fields" by C. C. Abbott.*

January Bird Talks.

In January we feel that we are really in the midst of Winter—no make-believe on any hand. For then, as a rule, come the deepest snows, bringing the "white days of the winter." If we are comfortably housed, we rather prefer the "royal garment of ermine" of which Margaret Sangster speaks, to the thin patches of snow over field and hill.

But what of our feathered friends, the birds? To many of them this royal garment is a cover they would gladly dispense with. For how deeply it hides almost all their food supply. True, some of the hardiest ones seem to care but little. Yet usually to all there comes at sometime in winter a day when they suffer from both cold and hunger. Then it is that many even of the shyest birds turn to us for a little help, laying aside their usual caution and fear. But alas, some of these little creatures perish, rather than trust, even when starving, to the tender mercies of mankind, who have so often abused their privileges. If only the birds could know whom to trust, and how gladly the majority of people would give them help!

In Phil Robinson's book called "In Garden, Orchard and Spinney," are some very interesting notes and suggestions about helping the hungry winter birds. You will enjoy reading these, I feel confident, and the pleasant humor to be found throughout the volume adds to the interest of all he says.

This month I have given you a list of some of our winter birds; that is, the birds which many of you will find resident in your part of the country all winter, and others will see only as occasional visitors. A good plan to follow will be to enter this list (or make one for ourselves) in our note-books, checking off from day to day those which come within our range.

At times we may feel as if there were no birds to be seen save the English Sparrow (do they not win our regard by their bravery in cold winter weather?) But a little careful observation, will reveal even in regions where birds are fewest, several at least of the birds named in the list. Looking over the long and attractive list, we see that time will allow us to select but a few birds for our study to-day.

By common consent, I believe, we turn to the two first ones of those mentioned, namely the snowbirds, about which children always love to hear. In the third named do you recognize the bird of last month's study? Our little snowbirds, the Snowflake and the Junco, both belong to one of our largest bird families, the Fringillidæ. Nearly one-seventh of all our birds belong to this family, which includes Finches, Sparrows, Grosbeaks, Buntings, Linnets and Crossbills. While all have enough likeness in structure to place them in this family, there are, of course, many differences in characteristics. You will notice probably a

similiarity in their bills, which are short, stout and conical, fitted for seed cracking. The crossbills, as their name indicates, furnish an odd variation.

Notice, please, in our list of Winter Residents and Visitors the birds marked thus+. All of these belong to the Fringillidæ, nearly half of the list. I should be pleased to have you complete for yourselves a list of other birds belonging to this family.

SNOWFLAKE OR SNOW BUNTING.

Belongs to the branch Finches. Length 7 in. Summer dress (in the arctic regions) snow white with touches of black. Winter dress (as seen in our latitudes) soft browns, grays, black and white.

We could wish that we might often see these dear little "Snowflakes in feathers," or that they would wear their white cloaks, when they drift down into our latitude, borne hither by some heavy snowstorms. I wonder if it is true that these snowflake namesakes often spend nights buried beneath the snow. If so, some birds find use for the "royal ermine," do they not? I hope these cunning snowbirds will make use frequently, in this and coming winters, of all the snow coaches coming southward from the Arctic regions. For we want a chance to become better acquainted with the snow buntings. They are really very rare visitors, I believe, in most parts of the United States. Nansen, the great Arctic explorer, mentions having occasional glimpses of the snowflakes in their northern home. Let us remember that while we have another it is not the same as the Snowflake, but is called

THE JUNCO OR SNOWBIRD.

Also one of Finches. Length 6 in. Often called the slate-colored snowbird; color chiefly dark slate with soft gray vest; some white underneath and in outer tail feathers. Summer home far north and in high mountains. Seen in United States only in winter.

"Little Gray-robed Monks and Nuns" is the charming title which Florence A. Merriman (author of that delightful book, Birds of Village and Field) gives to the Juncos. We are almost sure to see the Juncos in Winter, and it will well repay us to make friends with these bright genial little creatures. You will like to read the account given in "Citizen Bird" of how the Doctor made winter pets of the Juncos, when he was a boy, living on the farm. One cold winter, he succeeded in luring the birds into the barn where he could give them food and shelter, saving them from both freezing and starvation. Some quails and snowflakes were also persuaded into shelter with the chickens.

(CONTINUED ON PAGE 26.)

Argument:

Query

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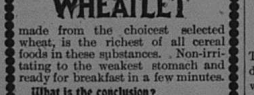

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Selections.

"The earth in silent snows is bound;
Want grinds and pain oppresses;
Life's awful problems who shall sound?
Its riddles sad who guesses?
But oh, the sky is blue,
And oh, the sun is bright!
And the chickadee in the tall pine-tree
Sings in the cold's despite."

—*Celia Thaxter.*

"The depths of winter reached! Thoughtful, thoughtless words,—the depths of winter. Everything gone inward and downward from surface and summit, Nature at low tide. In its time will come the height of summer, when the tides of life will rise to the tree-tops, or be dashed as silvery insect spray all but to the clouds. So bleak a season touches my concern for birds, which never seem quite at home in this world; and the winter has been most lean and hungry for them. Many snows have fallen—snows that are as raw cotton spread over their breakfast table, and cutting off connection between them and its bounties.

Next summer I must let the weeds grow up in my garden, so they may have a better chance for seeds above the stingy level of universal white. Of late I have opened a pawnbroker's shop for my hard-pressed brethren in feathers, lending at a fearful rate of interest; for every borrowing Lazarus will have to pay me back in due time by monthly installments of singing. I shall have mine own again with usury. But were a man never so usurious, would he not lend a winter seed for a summer song? Would he refuse to invest his stale crumbs in an orchestra of divine instruments and a choir of heavenly voices? And to-day, also, I ordered from a nurseryman more trees of holly, juniper and fir, since the storm-beaten cedars will have to come down. For, when the forest is naked, and every shrub and hedge-row bare, what would become of your birds in the universal rigor and exposure of the world if there were no evergreens—nature's hostelries for the homeless ones? Living in the depths of these, they can keep snow, ice and wind at bay; prying eyes cannot watch them, nor enemies so well draw near; cones or seeds or berries are their store; and in the untrodden chambers each can have the company of its mate."—*James Lane Allen.*

From Writings of Dr. C. C. Abbott.

It is humiliating to think that we have no tame wild birds, and yet we might have many. Thoreau proved this while living in his Walden hut, and it has been shown time and again that man and not the birds, is at fault. They are driven off and man is the driver. What nature considerately gave to this country is rejected, and an alien bird, a veritable outcast of featherdom, has been received with open arms.

Not one of our common birds, not even the wren, is as tame as it might be and willingly would be, though many of the shy dwellers in deep woods and far-off swamps and unfrequented fields would come at least within hearing if they had assurance of safety. The vast majority of birds that are now associated in our minds with remote forests, those farthest removed from man, do not prefer these regions to cultivated areas, but realize their greater immunity from damage in such localities. These birds do not flee from the single cabins of backwoodsmen, nor are they disturbed by the campfires of true sportsmen; but they dread the unthinking crowds that open up new lands to civilization, and who apparently consider it a duty to persecute the earliest occupants.

It may be asked, "How can the wild birds again be made tame?" and the reply—a confident one—is ready. "By not doing anything that we now do, and by doing a great deal that we leave undone." The great obstacle is ignorance; a scarcely minor one is greed; a lesser one, yet of much magnitude, is indifference. To overcome these is a greater task than even Hercules performed.

Then there are the mighty host of indifferent people, men otherwise intelligent, but so engrossed with personal affairs, so preoccupied with business, that the song of a bird never falls on their ears; and from them all the way down the scale of humanity to that pitiful spectacle, a woman who wears a bird's skin on her hat, the culpable accessory of that vile creature, a bird murderer.

Selections from John Burroughs

"The sparrows are all meek and lowly birds. They are of the grass, the fences, the low bushes, the weedy wayside places. Nature has denied them all brilliant tints but she has given them sweet and musical voices. Theirs are the quaint and simple lullaby songs of childhood."

—*Birds and Poets.*

"The sparrow is not a beautiful bird, except in our affections and associations, and its eggs are not beautiful as eggs go—four or five little freckled spheres, that, like the bird itself, blend well with the ground upon which they are laid."—*Riverby.*

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Supplementary Reading

Teaching Obedience.

"WILLIE, I have told you twice during the last hour to keep that top in your desk and let it stay there. It keeps your attention from the lesson. Put it on my desk now."

The teacher, a girl with a calm face, spoke in soft, clear tones, but with a ring of determination that caused the boy addressed to hesitate before he refused to give up his highly-prized plaything.

"I don't want to," replied Willie. "I will put it in my pocket."

Mary Montcalm, the new teacher of the primary school, cast a quick glance around her schoolroom. She knew that, although apparently busy at their tasks, every child was "taking her measure."

"Oh, if I could only let him put it in his pocket," thought the kind hearted girl; "but there is a principle involved. I must teach obedience or be untrue to my trust."

Turning to the blackboard, she wrote in a large, round hand, "Obey them that have rule over you;" then quietly seating herself, she requested Walter Wade to read aloud what she had written, and then the whole school to read it in concert.

It was done.

"Who can tell what is meant by obey?" she asked. A number of hands went up, but Willie's head went down.

"It means, do what you are told to do," said eager little Johnnie Grey.

"Johnnie, suppose a big boy should give you a cigarette this evening and tell you to smoke it, ought you to obey him?"

"No" said Johnnie with a puzzled air.

"Why not?" asked the teacher.

"I know," said Clarence Carlton. "You wrote, 'Obey them that have rule over you,' and the big boy has no rule over Johnnie, and so he ought not to obey him."

"Very well, Clarence," replied Miss Montcalm.

"Now, who has the rule over him?"

"Why," said Clarence, "his father and mother."

"And teacher, too," quickly added Charlie Brown.

"Is there no one else?" inquired the teacher.

"Yes, God has the rule over us all," said quiet little Mary Green.

"You are right, my child, and these are God's words, spoken to us through his book," said the teacher in an earnest tone.

After a pause, during which she did not even glance at Willie, the teacher said, "All who think it right to obey the teacher may stand up." A moment's pause—then every child arose.

"Thank you," said she. "Take your seats now."

Just then a little form was seen moving slowly up the aisle, and with eyes beaming with triumph of self-conquest, Willie laid his top on the teacher's desk.

"My noble little man," said the teacher. "I can teach you nothing that will be more valuable to you than the lesson you have learned to-day."—*Selected.*

Story of the Orient.

AN EASTERN king was once in need of a faithful servant and friend. He gave notice that he wanted a man to do a day's work, and two men came and asked to be employed. He engaged them both for certain fixed wages, and set them to work to fill a basket with water from a neighboring well, saying that he would come in the evening and see their work. He then left them to themselves and went away. After putting in one or two bucketfuls, one of the men said:

"What is the good of doing this useless work? As soon as you put the water in on one side it runs out on the other."

The other man answered:

"But we have our day's wages, haven't we? The use of the work is the master's business, not ours."

"I am not going to do such fool's work," replied the other; and throwing down his bucket he went away.

The other man contined his work till about sunset; he exhausted the well. Looking down into it he saw something shining at the bottom. He let down his bucket once more and drew up a precious diamond ring.

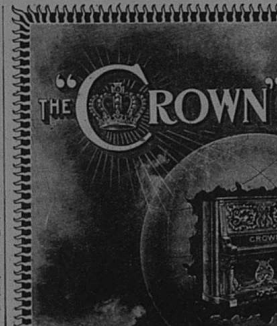
"Now I see the use of pouring water into a basket," he exclaimed to himself. "If the bucket had brought up the ring before the well was dry it would have been found in the basket. The labor was not useless, after all."

But he had yet to learn why the king had ordered this apparently useless task. It was to test his capacity for perfect obedience, without which no servant is reliable.

At this moment the king came up to him, and as he bade the man keep the ring, he said:

"Thou hast been faithful in a little thing; now I can trust thee in great things. Henceforth thou shalt stand at my hand."—*The Sunday Hour.*

The smallest horse in the world is a Shetland pony owned by the Marchese Carcano, in Milan. It is twenty-four inches high, and when standing beside its owner the pony's back is only an inch above his knee.



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SCHOOLROOM HELPS

By ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

BUSY WORK DEVICES.

1. Have pupils write lists of articles found in grocery stores. Let one of the pupils write this list on the blackboard on Monday morning, and let it be understood that on Friday afternoon just before closing school, a short time will be given to talk about these various articles, from what countries they came, how produced, uses, etc.

2. Have a box filled with the different letters of the alphabet from which give a number to each pupil to arrange and rearrange and form thus as many words as possible with them. Have the words thus formed written neatly on paper and showed to you for examination. Give the same kind of letters to several pupils and see which can make the most words with them.

3. Write several queries on the board—out of the ordinary—which will cause some thought and research on the part of the pupils. Have answers neatly written on paper and handed to you for examination.

4. The following will be found a good "geographical game":—Have pupils open book at some good map. (*a*) Make a list of things they see on the map, in alphabetical order. (*b*) They may make list, each successive name beginning with the last letter of the preceding one, the work being started by the teacher giving the same name to all. See who can write the longest list. This is a good exercise to brighten up the geography class if it drags.

5. Have pupils make a "curiosity box." Have a good sized box and fill it with whatever curious things you may chance to find. Let each pupil have an individual box. Have them to write stories about them. Let pupils exchange stories and mark all errors.

PRIMARY PHYSICAL QUESTIONS.

1. Did you ever see a muscle? What is meant by muscles?

2. Of what use are muscles? Couldn't we get along without them? Why?

3. About how many muscles are there in your body?

4. Are all muscles of the same size and shape? Explain.

5. What special power do muscles have?

6. Why do many muscles have tapering ends?

7. What effect does exercise have on muscles? Why do we need exercise then? What is the best exercise?

8. Name some good results from proper exercise.

9. Why is walking considered the best exercise?

10. When is the best time for exercise?

11. What effect does alcohol have upon the muscles?

12. Does alcohol ever affect the speech? How?

13. What are ferments? Where found?

14. Is "home-made" beer a safe drink? Why?

HEALTH MAXIMS.

NOTE—Place on blackboard, and have learned.

1. Strong drink weakens the will power.

2. Strong drink causes loss of self-control.

3. Strong drink makes a good man a brute.

4. Strong drink causes poverty, suffering and disgrace.

5. Take a good walk every day.

6. Eat slowly and chew your food well.

7. Read a pleasant book just before going to bed.

8. Never put ear-picks, pins, etc., into your ears.

9. Let your ear-wax alone—nature will care for it.

10. Remove all bad teeth from your mouth and thus keep a pure breath.

11. Rest your eyes when they begin to smart.

12. Take frequent baths—especially a good sun-bath.

13. Never go in swimming when overheated.

14. Don't bite your finger-nails.

15. Always keep neat and clean—cleanliness is next to Godliness.

16. Keep your living rooms and sleeping rooms full of pure air.

FOR THE HISTORY CLASS.

1. Who were the "guerillas?" Name some noted leaders.

2. When was the Civil War planted?

3. What were "Minute Men?"

4. What was the "Yankee Cheese-box on a Raft?" Why so called?

5. Which was the decisive battle of the Civil War?

6. What is meant by "U. G. R. R.?" Why?

7. What explorer was shot by his own men?

8. What distinction was made in colonial times between *Mr.* and *Goodman?*

9. What were "Quaker Guns" and where used?

10. Who were the "Doughfaces?"

11. What was the "Terrapin War?"

12. What is the "River of Death?"

13. Who was the first English child born in America?

14. What settlement chose the Bible as its law?

(CONTINUED ON PAGE 30.)

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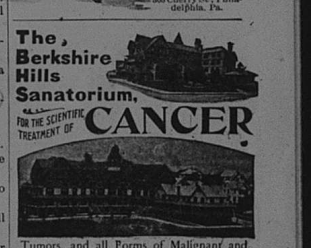

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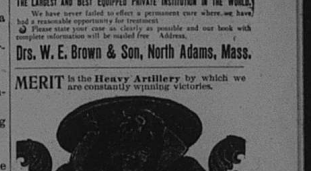

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(CONTINUED FROM PAGE 29.)

15. What battle was preceded by prayer?
16. What explorer died while at prayer?
17 Where was the first American "strike?"
18. Who, when on trial, was his own lawyer and won his case?

FOR THE GEOGRAPHY CLASS.

1. What is an isobar? An isotherm?
2. How are winds named?
3. Why is Cape Horn so called?
4. Is it warmer at the top, or bottom of a hill? Why?
5. When are "dog-days," and why so called?
6. Do the moon and sun rise in the same place?
7. What country contains the most coal?
8. Which are older, the rivers of Florida, or those of New York?
9. What is meant by a tidal wave?
10. Is snow ever seen in the tropics?
11. What is meant by the "snow-line?"
12. What is the difference between mosses and lichens?
13. What is meant by a long-distance telephone? Who invented the telephone?
14. Where is the Hyperborean sea?
15. Define mesas and buttes.
16. Where is the "Garden of the Gods?"
17. What country was the "World's eldest born?"
18. Who was Malte-Brun?
19. What is the nadir?

LANGUAGE CLASS.

1. *For Guessing Games*:—(*a*) Teacher describe an animal, a plant, or any other object. Pupils guess its name. A pupil describes an object. Teacher and pupils guess its name. (*b*) Teacher describes hidden object. Pupils guesses its name and find. (*c*) Teacher or pupil describes animal. Pupils perform actions to designate animal they guess. (*d*) Teacher or pupil describe objects. Pupils select names from among other words. (*e*) Teacher selects object. Pupils question until from teacher's replies they can guess name, etc.

2. *For Action Lesson.* (*a*) Pupils tell what can do, and illustrate. (*b*) Pupils tell what animals and birds can do, and illustrate. (*c*) Teacher performs single actions. Pupils tell what he did. (*d*) Teacher performs actions. Pupils imitate. Tell what they did. (*e*) Pupils perform acts indicated by teacher. Tell what they did. "I threw the ball." "Sarah sat at the desk." (*f*) Perform actions. Tell how the action was performed. "I ran quickly." "He sang loudly."

CHIPS FOR THE TEACHER.

1. Have a system in calling your pupils to class.
2. Don't allow pupils to crowd one another in class.
3. Always present that which is new.
4. Use many stories and anecdotes in teaching.
5. Always adapt your teaching to the capacity of your pupils.
6. Avoid talking too much.

(CONTINUED ON PAGE 31.)

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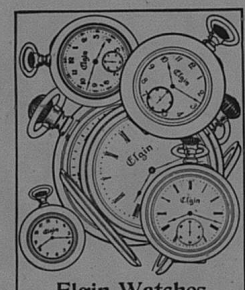
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(CONTINUED FROM PAGE 30.)

7. Remember that good class management will hold attention.
8. Variety in exercise will hold attention.
9. Be vigilant and keep your pupils vigilant.
10. Arouse the curiosity of your pupils.
11. Endeavor to be cheerful at all times.
12. Don't become a slave to the text-book.
13. Endeavor to become conversant with each lesson before endeavoring to teach it.
14. Don't laugh at the mistakes of your pupils, or ridicule them.

AIDS FOR THE TEACHER.

NOTE:—Under this head each month we will give a short list of such works, as we have examined with care, and found worthy for teacher's or pupil's use.

"*A School Without Books*," by Martha Watrons Stearns, is a book that tells you how to have a school without a book. It is a work that our teachers have been asking for for some time. It gives the teacher models from Mother Nature's own Geometry—the crystals—and tells him how to study them, and how by studying them he can use his head, eyes, and hands in making a beautiful, naturally graded series of 32 useful, attractive articles in pasteboard and straw, and it tells him how to weave common sense into all he does. It takes up the matter of child education from an entirely new standpoint—the at-home method of training the child in lines which will bring practical results from the work done. It is very suggestive of interesting devices in nature teaching. It is entirely in harmony with the best methods now in vogue. We trust every reader will send for a copy to use in her school. Write to Review and Herald Pub. Co., Battle Creek, Mich.

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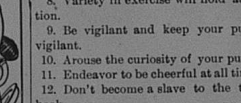
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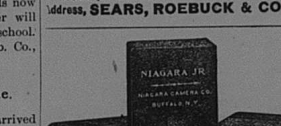

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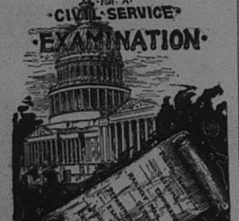

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"If I couldn't have done it, I'd have had to pack that shaft on mule back and send it 300 miles over the mountains to be fixed; and the mine would have had to shut down till it got back. My ability to mend that shaft raised me in the eyes of every man in the mine and the boss raised my salary."—*Christian Work.*

How Trooper Rowland Fought at San Juan.

Trooper Rowland, of Deming, was shot through the lower ribs; he was ordered by Roosevelt to fall back to the dressing station, but there Church told him there was nothing he could do for him then, and directed him to sit down until he could be taken to the hospital at Siboney. Rowland sat still for a short time, and then remarked restlessly, "I don't seem to be doing much good here," and, picking up his carbine, returned to the front. There Roosevelt found him.

"I thought I ordered you to the rear," he demanded.

"Yes, sir, you did," Rowland said, "but there didn't seem to be much doing back there."

He was sent to Siboney with the rest of the wounded, and two days later he appeared in camp. He had marched from Siboney, a distance of six miles, and up hill all the way, carrying his carbine, canteen, and cartridge-belt.

"I thought you were in hospital," Wood said.

"I was," Rowland answered sheepishly "but I didn't seem to be doing any good there."

They gave him up as hopeless after that, and he continued his duties and went into the fight of the San Juan hills with the hole still through his ribs.

"Mother," said a little girl who was trying to master a pair of tight boots, "it's no use talking. I can't wear them. My toes can't get a chance to breathe."

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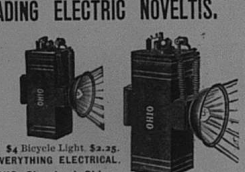

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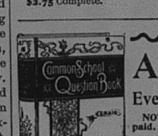

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"I can try my best to do whatever I am put to," answered the boy.

"What have you done?"

"I have sawed and split all mother's wood for nigh on two years."

"What have you not done?" asked the gentleman, who was a queer sort of questioner.

"Well, sir," answered the boy, after a moment's pause, "I have not whispered in school once for a whole year."

"That's enough," said the gentleman. "You may ship aboard this vessel, and I hope to see you master of it some day. A boy who can master a woodpile and bridle his tongue must be made of good stuff."—*Christian Leader.*

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The Schools—Their Evolution.

(CONTINUED FROM PAGE 10.)

Everything comes. Once an innovation is made, improvements follow. This is the world's history. Evolution is the watchword. The school system may be top-heavy, but as the vast dome threatens to crush the superstructure with its weight, humanity learns that the foundation work must be strengthened. In all things new, the pendulum of change cuts too wide an arc, but gradually its rapidity is retarded and the movement is regulated to the standard.

Doubtless there will be many changes as time goes on: There will be grave faults in connection with the schools, there may be too many men and women who assume the responsibilities of parent hood, but humanity will learn that the fault is not altogether with the public school system, but that the evil has a root of deeper growth.

The criticisms that are to-day being passed upon the educational system by educationists and laymen are not the emanations of a spirit of censure, but are the result of the realization that there are broader fields, higher standards, and nobler aspirations for the human soul. "New occasions teach new duties."

An Even Exchange.

A good Irish story will bear considerable retelling. Such evidently, is the view of *Cornhill Magazine*, from which the following example is taken:

Chief Baron O'Grady was once trying a case in an assize town where the courthouse abutted on the green. A fair was in progress, and just outside the court a number of asses were tethered. As counsel was addressing the court one of these began to bray.

Instantly the chief baron stopped the speaker. "Wait a moment, Mr. Bushe," he said. "I can't hear two at once."

The court roared, and the advocate grew red. But presently, when it came to summing up, the judge was in full swing when another ass struck in, whether by the counsel's contrivance or not, who shall say? Anyhow, up jumped Mr. Bushe, with his hand to his ear, and said:

"Would your lordship speak a little louder? There is such an echo in the court."

In an experimental observation of thirty-eight boys of all classes of society and of average health, who had been using tobacco for periods ranging from two months to two years, twenty-seven showed severe injury to the constitution and insufficient growth; thirty-two showed the existence of irregularity of the heart action, disordered stomachs, cough, and a craving for alcohol; thirteen had intermittency of the pulse, and one had consumption. After they had abandoned the use of tobacco, within six months' time one-half were free from all their former symptoms and the remainder had recovered by the end of the year.—*Science.*

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Who Lives Longest.

Neuville's table of professional men gives the following averages of the length of life in 1,000 cases, taken for illustration; clergymen, 67; farmers, 65; teachers, 59; merchants, 57; lawyers, 54; physicians, 52. Kasper's table shows that the percentage in England of those who become 70 years old is as follows: Clergymen, 42 per cent.; farmers, 40; merchants, 33; teachers, 27.

Teacher.—"What is the lesson we are to draw from the war with Spain?" Willie—"They ain't no lesson in it fer us. We're teachin' Spain a lesson."

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A Street-Car Incident.

"All aboard!" called the conductor, sharply. "All aboard!"

The girl on the corner who was delaying for a last word with her friends hurried up the steps with a flushed, indignant face. She felt as if everybody in the car had heard; the company ought to know how discourteous some of its employees were. She wished that she had waited and taken the next car—why hadn't she thought to?

An old lady opposite watched her thoughtfully. Presently, when the seats near the girl became vacant, she stepped across to one of them.

"Will you pardon an old lady's speaking?" she asked, gently. "I saw you come in, and I thought that perhaps you didn't understand—many people don't—and I was sure that if you knew you would not be annoyed again. The conductors don't mean to be rude, but they have to run on time; if one is even two minutes late he is 'laid off' without pay for two weeks. When a man has a family to provide for, it means something to be laid off. Two minutes is such a very narrow margin for delays—it isn't strange if they get impatient sometimes, is it?"

The girl's face had flushed again, but her eyes met the other's bravely.

"Thank you," she said. "I didn't know—I never thought of such a thing. I'm so glad you didn't let me go on being careless. I will not be so again, truly!"

As the erect young figure left the car the stranger looked after her with loving eyes. Girls only need to know.—*Wellspring.*

Farmer Boys.

There are some people foolish enough to laugh at the homely virtues of a farm life. They are fortunately few, and they are fortunately growing fewer; but it is well sometimes to look at the list of great men who came up from the farm—not all of them, for that would fill a thousand volumes, but some of the notable ones that flash into one's mind in a moment.

Nearly three-fourths of the men who have been chosen by the people for the great offices of the nation are men who were early familiar with wooded hills and cultivated fields. For example, Washington, Lincoln, Grant, Garfield, Hamlin, Greeley, Tilden, Hayes, Blaine, Harrison, and many others almost equally conspicuous in current events of living memory. Among journalists, Henry Watterson spent his early life in rural Kentucky, and Murat Halstead was born on a farm in Ohio; W. H. Vanderbilt was born in a small New Jersey town, and early engaged in the business of ship chandlery; Russell Sage was born in a New York village; Jay Gould spent his early years on his father's farm in New York state; Whittier and Howells spent their youth in villages, the former dividing his time between farm employment and his studies. Follow the list out for yourself, and see how long it will become.—*Kansas City Times.*

Music an Aid in Discipline.

Music hath charms not only "to soothe the savage breast," but as well to quiet the unruly members of many a boisterous school. Music in school never means a loss of time, as many teachers are wont to give as their excuse for not having more singing. It really means more time for the study of arithmetic, history, geography and every other study. Gather up the roving, straggling thoughts of the boys and girls and have them united into a grand chorus of cheerful singing, and begin again altogether in a united effort on the difficult problems of study. It pays to have music in the school-room.—*Pennsylvania Home Journal.*

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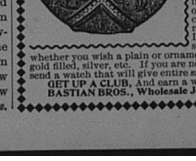

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In the Wrong Place.

A stable and a police station stand side by side in Queens County, in that portion of it which is a part of the city of New York, and where they have not yet had time to build a new station-house. One of the horses that lives in the stable is very clever. If the stable door is open, he will go by himself to the water-trough, a block down the street, and return after he has had his drink. The other afternoon the police captain and the other indoor officers of the police station were busy at their desks in the station-house when they were startled by heavy tramping on the floor. They looked up, and there stood a big bay horse looking about him with very evident astonishment, but he was certainly no more astonished than the police officers. Had he committed a crime and come to give himself up, or had he been abused and had come to make a complaint? Was there some trouble in the precint, and had he come to notify the officers because he could run faster than a man? He walked over to the corner where one of the officers was at work, put his nose over the railing, and discovering nothing but paper, seemed more astonished than ever; for the railing was about the height of a manager, and he was in the habit of finding hay, not paper, when he returned from getting his drink. Looking about again with a most curious expression, he went out of the door, turned around in the street, and—did he really laugh, or did the police captain imagine it?—he trotted into his stable. You see, he had wandered into the wrong house.—*Christian Uplook.*

A Farmer Boy.

Major-General Nelson A. Miles, the famous Indian fighter, now first in command in the United States Army, says for the benefit of boys who may think it a misfortune that their youth is being spent on a farm: "I lived as a farm boy the happiest days of my life. I think such a life laid the foundation for my healthful constitution, its simplicity and purity having a great influence upon my after success—greater than anything else. It taught me habits of industry and economy, and its freedom and independence caused me to acquire the habit of thinking for myself. The exercise of farm life gave me strength and courage."—*Our Boys and Girls.*

The Horse Question.

A man sold a horse for $90, bought him back for $80, and resold him for $100. What did he make on the transaction. Well if he sold him for $90 and bought him back for $80, he made $10. Now if he bought him for $80 and sold him for $100, he made $20, and $10 plus $20 is $30, the answer. Oh no, you are wrong, see "Mental Nute" adv. elsewhere in this paper.

Cured His Rupture.

After Suffering Fifteen Years a Maine Citizen Recovers.

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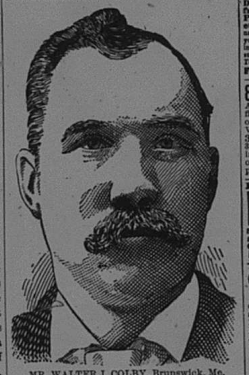

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up at last in despair. But now comes a new plan, a radically different system which says positively that any kind of a rupture, old or recent, bad or slight can be cured completely and permanently in a very short time. The experience of Mr. Colby is cited as an evidence of what the new plan will accomplish. Mr. Colby was badly ruptured. For fifteen years he lived in constant dread of strangulation. He tried everything known in the truss line and still his rupture was there just as it had been for fifteen years, worse if anything. Some one called his attention to the so-called Dr. Rice system but he was skeptical. He sent for an explanation of the plan and this so appealed to his experience and sense of the fitness of things that he could not resist the impulse to try it, skeptical as he was.

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It's BRILLIANT LIGHT. NO SMOKE. NO SMELL. LITTLE HEAT. SMALL EXPENSE. NO UNDER SHADOW

This is the only lamp in the world that realizes perfection of illuminations. While it is more brilliant than gas a electricity or any other lamp ever made, it has none of the defects common to ordinary lamps. It never smokes, smells or gets out of order, is so safe and simple that a child can handle it, is operated as easily as gas and burns but **Eighteen Cents** worth of oil a month. Having "**NO UNDER-SHADOW,**" all the light falls directly downward. Thousands are in use in homes, schools, stores, churches and every place where fine light is required. Ask for catalogue Z, showing all styles from $1.80 up. On receipt of $7 we will ship our No. 202 lamp as shown above with an extra globe and top, transportation prepaid to any point in the U. S., east of the Rocky Mts. Exactly as represented or money refunded.

THE ANGLE LAMP CO.
76 PARK PLACE, NEW YORK.

PURE WATER

is distilled water. Nothing but distillation will eliminate both organic and inorganic impurities. An ordinary cook stove is all you need with

The Sanitary Still

to give you plenty of pure, sparkling water, aerated with sterilized air. Free booklet. Our $10.00 STILL has twice the capacity of others. Write at once for particulars.

Cuprigraph Company, 143 No. Green St., Chicago.

AN OLIVE ORCHARD

is a **gold mine** on the face of the earth."—Italian Proverb. A 20-acre olive grove in our "*Sierra Madre*" Fruit Colonies in Southern California assures health, happiness and A LARGE ANNUAL INCOME for centuries. We plant and bring the orchard into bearing for you on our easy payment plan, and have railways, churches, schools, a perfect "all-the-year" climate and beautiful homes. **No pioneering.** No solitude. Illustrated booklet free.

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Every teacher has a cheerful corner in their home known as the teacher's nook, and to make that nook more pleasant you should have one of our choice Palms or Plants. We also have in stock a limited number of Palms appropriate for the dining room. Write us by return mail for our Special Xmas and Easter prices. Special inducement to parties getting up club orders.

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by returned Heroes. Just issued. Vivid accounts of personal experiences by Officers and Men of the Army and Navy. War songs and games, 600 pages, 7 by 9½ inches, profusely illustrated. Agents wanted everywhere. Extra liberal terms. Credit given. Absolutely sells at sight. Send 25cts. at once for canvassing outfit.

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4 BUGGY WHEELS $6.50

HIGH GRADE, HARVEY'S PATENT, tired and headed, height 3 ft. 4 in., 3 ft. 8 in. or 4 ft. Spring 1 1-2 or 1 3-4 in. Fore or hind sizes send for catalogue. Cut this ad out and send to us with ONE DOLLAR, state size wheel wanted and we will send them by freight C. O. D. EXAMINE THEM at your freight depot and then pay freight and balance, $5.50 and freight charges.

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Beautiful Minerals for the Teacher or Collector, at one-half usual prices. Splendid Specimens from all parts of the world. A. N. FULLER, Lawrence, Kansas.

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Battle pictures. Manila and San Juan colored, each 25 c., 5 for $1. Agents wanted G. Pauze, E. Whitman, Mass.

Catarrh positively cured at home. We have cured thousands. Will cure you, 1 day free trial; 3 mo. $2.50; 1 mo. $1.00. H. M. Ass'n, 4601 Champlain Ave., Chicago.

WATCHES, JEWELRY, SPECTACLES & SILVER-WARE. Send for Catalogue. Mailed free. A. E. CROSS & CO., 10 Maiden Lane, N. Y.

Jack's Point of View.

His little sister pouted:
"I think it was a shame
For you to get the scolding
When you were not to blame.
Why didn't someone tell them
The truth about the ball—
That Freddy Fearing threw it,
And it wasn't you at all?
But that's the way it always is;
It's just the same old song
When any mischief happens—
It's Jack who's in the wrong!
And other boys, I'm sure of it,
Are every bit as bad.
I'm sick of such injustice!
It makes me hopping mad!"

Jack kissed his little sister:
"Oh, don't you fret!" he said,
With a twinkle in his laughing eyes—
"And don't you peach on Fred.
I told the little beggar
(He was scared to death, you see,
When the ball went through the window)
To leave it all to me.
Nobody fibbed about it;
But the fellows ran away.
'Twas just the situation—
Somebody had to stay.
Of course I caught it heavy,
But, bless you! think what fun
For me to get a scolding
For a thing I hadn't done!"

—*St. Nicholas.*

Honor Thy Father.

Once upon a time there lived an old man, who was so very old that he could hardly walk. His knees shook under him; he could see little and hear less; and he had lost all his teeth.

When he sat at a table he could hardly hold the spoon, he spilled his soup on the table-cloth, and some of it often ran out of the corners of his mouth. This made his son and daughter-in-law (with whom he lived) very much ashamed of him; so they put the old man in a corner by the stove, gave him his food in an earthern bowl, and would not let him come to the table. He looked at them sadly as they ate their dinner, but he did not complain.

One day his trembling fingers let the bowl fall to the floor, and it was broken. His daughter-in-law scolded him for this. He made no answer, and only sighed. Then they bought him a cheap wooden bowl, and made him eat out of that.

A few days after this they found their little son trying to whittle something out of a piece of wood.

"What are you doing, my boy?" asked the father.

"I am making a bowl for mother and you to eat out of when you grow old like grandpa."

The man and his wife looked at each other in silence, and then their eyes filled with tears.

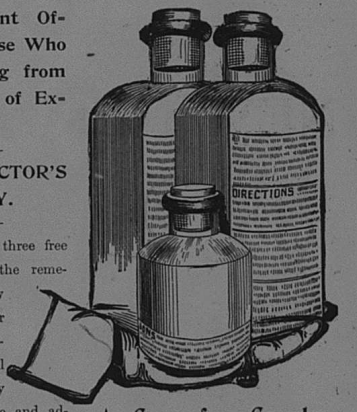
After that the old grandfather always ate at the table, and was never scolded when he spilled his soup.—*Hartly House News.*

Unfetter Your Lungs

No Danger Greater Than That of Weak Lungs in Cold Weather.

Free Treatment Offered to Those Who are Suffering from the Results of Exposure.

A GREAT DOCTOR'S REMEDY.



You can get the three free bottles containing the remedies used in the new Slocum System for the Cure of Consumption and all Lung Troubles, by sending your name and address to Dr. T. A. Slocum, Laboratories 98 Pine Street, New York City.

A Cure for Coughs, Consumption, Catarrh, Grip, and All Lung Troubles.

Are Your Lungs Sick?

Don't choke your life away, nor allow the deadly consumption germ to fasten itself upon your weak lungs, when you can freely test for yourself what this wonderful system of treatment will do.

Write, yourself, for this free course of treatment and tell your friends and relations to do so.

The complete course consists of three remedies which are used simultaneously and supplement each other's curative action.

Every first-class druggist dispenses the Slocum System of Treatment in original packages, with full directions for use.

The reputation of the world-famous Medico-Chemist and Scientist, Dr. Slocum, is behind this offer, and is sufficient guarantee of its *genuineness.*

Write today and the complete course of three free bottles will be sent you. Address: Dr. T. A. Slocum, 98 Pine Street, New York, and mention the NORMAL INSTRUCTOR.

Where Noah Kept His Bees.

Dr. James B. Hosmer while recently visiting Boston, had occasion to visit the new Public Library. As he went up the steps he met Edward Everett Hale, who asked the Doctor's errand.

"To consult the archives," was the reply.

"By-the-way, Hosmer," said Doctor Hale, "do you know where Noah kept his bees?"

"No," answered Hosmer.

"In the ark hives," said the venerable preacher as he passed out of earshot.

In some parts of Devonshire the people live to be very old. An old man of ninety, living quite a distance from the nearest town, requiring some groceries, sent his son, a man of seventy odd years of age. When the son failed to show up with the provisions in time, his grandfather, a centenarian of 108, said peevishly: "That's what comes of sending a kid."

Obedience should not be yielded to force, but be spontaneous; the child should grow into it day by day, every occasion adding the force of habit. Punishment is worse than useless it the child does not see the connection with the offense. You want the child to "help make himself mind;" train him to see the right and wrong, and act with reference to it; so he will grow at once in right-doing and happiness—for happiness is a growth, and comes of patience and self-control.—*Letitia Wilson.*

A little boy about five years old, too tired for anything but sleep, refused one night to say his prayers. His uncle, who was present, said: "O, Harry, would you go to sleep without asking God to take care of you during the night?" The little fellow answered: "I didn't say 'em last night; I ain't goin' to say 'em tonight, and I ain't going to say 'em tomorrow night; and then, if nothin' don't get me, I ain't goin' to say 'em no more."—*Argonaut.*

American educational methods introduced into its new colonies will work wonders even in ten years.

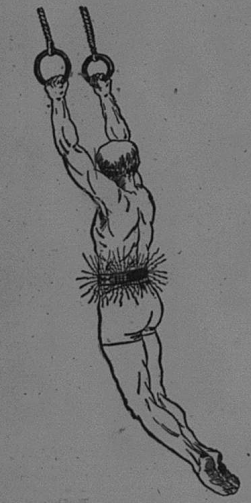
Hats Off.

A grandson of Admiral Sampson goes to a New England school. One day, for the first time, the "Star Spangled Banner" was sung in his room. The rule in the navy is that every one must stand with uncovered head while the national anthem is sung or played, and the young patriot did so. The boys guyed him, but he persisted. The school board heard of it, and adopted a rule requiring all the scholars to follow his example.

Hotel Clerk—What time do you want to be called in the morning?

Farmer—I don't wanter be called at all, and I won't stop at your tavern if I have ter git up before 4. Do I?

NEW NERVE FORCE==NO DRUGS.



For 30 years I have been showing men the road to strength. I have demonstrated a natural remedy to be the true remedy. I have made a specialty of weakness of men from an abuse of Nature's laws in some way or other. I could not give you as good service as some doctors in fevers or pneumonia or small-pox. Of course I studied the subjects, but this is a day of specialties.

I know the nervous and glandular system of men. That's my strong card. I treat weak men and weak men only. In the beginning let me say I use no drugs. When I take your money I want to give you value in return. I couldn't do that and give you drugs for weakness, because they never cure, they only stimulate. They give "quick" results but you fall back into the same old condition, maybe a worse one.

I am the inventor of the

DR. SANDEN ELECTRIC BELT

with suspensory, now known and used throughout the world. This appliance embodies the best efforts of my 30 years' experience as a specialist, and is protected by U. S. and foreign patents. Beware of imitations. There is no **genuine** Electric Belt but the Sanden.

You put it on when you go to bed a night and take it off next morning. Keep this up for two or three months. It will make you a sound, strong man. It is applied so a soothing current will flow through kidneys, liver, stomach, prostate gland, bladder and other organs. Electricity instantly felt, though under control of user by turning little regulator screw. Over 5000 cures last year. Write for

FREE BOOK "Three Classes of Men,"

which explains all, sent in plain sealed envelope. All letters answered by me personally, all advice free. Write to-day, to address given below.

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By referring to the Advertisement of the AMERICAN CORRESPONDENCE NORMAL on the fifth page of this number you will find that subscribers to NORMAL INSTRUCTOR are given special low rates for several of our most popular Courses.

If you are not in a position to attend a NORMAL SCHOOL, yet are anxious to improve your spare time by taking up some thorough course of study, send for the catalogue of the AMERICAN CORRESPONDENCE NORMAL, and learn what we can do for you in your own home, while you are teaching or otherwise engaged. This institution is conducted by the publishers of NORMAL INSTRUCTOR and has, since its organization, given instruction, BY MAIL, to over 20,000 teachers, and students preparing to teach. We have helped them very materially and can greatly assist any teacher who is willing to study. Better send for catalogue and full instructions. Remember that subscribers to the INSTRUCTOR get special rates.

$2.95

OUR=1899 MACKINTOSH

SEND NO MONEY, cut this ad. out and send to us, state your height and weight, bust measure, length of garment from collar down back to waist line, and waist line to bottom of skirt, state color wanted and we will send you this mackintosh by express C. O. D., subject to examination; examine and if it is not as represented and by far the greatest value you ever saw or heard of, pay your express agent. OUR SPECIAL OFFER PRICE, $2.95, and express charges. THIS MACKINTOSH is made of BLACK or BLUE cravenette RAGLEY double texture, waterproof SERGE CLOTH, with fancy plaid lining, velvet collar, double detachable cape, extra full sweep cape and skirt, guaranteed latest style and finest tailor-made.

FOR FREE CLOTH SAMPLES of everything in ladies' mackintoshes, jackets, CAPES, SKIRTS, etc., address, CHICAGO, ILL. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

$450 PRIZES

IN OIL PAINTINGS FRAMED.

The person making the largest list of words from "Ideal Sharpener" will receive an oil painting, valued at $100. The two next largest lists, paintings, valued at $100 each. The two next largest, paintings, valued at $50 each. Use only letters found in "Ideal Sharpener." Words found in body of Webster's International Dictionary allowed. (No abbreviations.) With list enclose 25 cents silver for the IDEAL SCISSORS SHARPENER. Contest closes March 1st. Result mailed to those sending stamped, addressed envelope. Address,

IDEAL SCISSORS SHARPENER CO., Allegheny, Pa.

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From Chicago. The California Limited, Santa Fe Route. Pullmans, Dining Car, Buffet-Smoking Car, Barber Shop and Ladies' Observation Car. Electric-lighted. Daily fast California Express carries Pullman and Tourist Sleepers and free Reclining Chair Cars.

Address General Passenger Office, The Atchison, Topeka & Santa Fe Railway CHICAGO.

BOYS AND GIRLS, we give **FREE** Watches, Cameras, Gold Rings, Books, &c., for selling 18 packages Crown Ink Compound at 10c each. Each package makes 50c worth Best Black Ink. It sells at sight. Send full address for Outfit and Big Premium List. No money required. We trust you. Write to-day.

CROWN INK COMPANY
26-46 No. FRANCISCO ST., CHICAGO, ILL.

REDUCED TO $3.50. To place our new improved Thermal Vapor Bath Cabinet in every home, we send them complete for 30 days, with alcohol stove, directions, formulas, heavy oilcloth mitts, on receipt of $3.50 each. Head steaming stool, 15c. extra. ORDER TO-DAY. Ours the best Cabinet made. Rubber-lined, nickel trimmings. Cures without drugs a hard cold with one bath, rheumatism, lumbago, functional troubles, all blood, skin, kidney and nervous diseases. Guaranteed as represented or money refunded. Recommended by best physicians. We're responsible. Ship promptly. Descriptive book free. Special wholesale prices to agents. Address the m'f'rs, Toledo Bath Cabinet Co., Toledo, O. The above firm are reliable, and do as they agree.—Editor.

1,000 FREE COPIES.

To Teachers and others interested in Home Education, mention NORMAL INSTRUCTOR and write us for catalogues describing our Normal and Scientific Normal Courses, and we will send you Free a copy of School Room Guide. Regular price 25 cents. Free to you. Write today enclosing five one-cent stamps for postage and this valuable text-book of Methods will be sent you Free. Only 1,000 copies given away. Write at once.

Southern Normal Institute, Lexington, Ky.

WANTED, A young man in every town to do Collecting and Study Law. The Legal Adviser, Ashland, O.

Caught.

A country merchant from a Western rural district visited the city to purchase goods. His proper punishment for a shabby trick is recorded by one of our exchanges.

He bought a cheap but pretty table caster for which he paid a dollar. On reaching home he put on it a tag marked $14, and made a present of it to a Methodist preacher, whose church his family attended. The minister took the package home, after thanking the donor; but the next day he fetched the caster, with the tag attached, back to the merchant, and said to him:

"I am too poor in this world's goods to afford to display so valuable a caster on my table, and if you have no objection I should like to return it and take fourteen dollars' worth of groceries in its stead."

The merchant could only assent.

Others First.

Edward Marshall, the war correspondent who was shot at the battle of Guasimas, gives in *Scribners Magazine* some striking instances of unselfishness. The scene is soon after the bullet laid him low.

The young man who had been shot through both knees painfully worked his way across to me.

"I'm a stenographer at home," he said, grasping my hand and smoothing it gently. "Let me take your messages for you."

He searched my pockets, got pencil and paper, and I stupidly and slowly dictated three letters. I am sure I had no real conception of anything that had happened since the bullet struck me until, as he finished the last letter, he rolled over in a faint with upturned eyes. Then I understood my dreadful but unintentional cruelty, and tried to help him. I couldn't move. For the first time I knew that I was paralyzed.

The next I knew, Stephen Crane and Richard Harding Davis were bending over me. They found men to carry me on the tent-cloth to the field hospital.

Another of the thousand instances of unselfishness which I saw on the battlefield gave me almost as great a shock at the field hospital as the incident of the stenographer had under the tree. Trumpeter Cassa, who had uncomplainingly helped to carry me in that tent-cloth, had lost two fingers near the middle joint, and must have grasped the canvas with the bloody stumps.

What I'm Thankful For.

I'm thankful that I'm six years old,
And that I've left off dresses;
And that I've had my curls cut off,—
Some people call 'em tresses.
Such things were never meant for boys;—
Horrid dangling, tangling curls—
They go quite well with dress and sash;
They are just the things for girls.

I'm thankful I have pockets four,
Tho' they're almost too small,
To hold the things I want to keep;—
Some strings, knife, top, and ball.
I'm thankful that we're going to have,
All my folks and I,
Just a jolly dinner today,
With turkey and mince pie.

O, one thing more, my mamma says,
And what she says is true;
'Tis God who gives us everything,
And keeps and loves us too.
And so I thank Him very much
For all that I enjoy;
And hope that next New Year's day
Will find a better boy.

—*Brooklyn Eagle.*

Bringing it Home to Him.

The value of an object-lesson is suggested, says the Lewiston *Journal*, by the experience of a Sullivan man whose son had a bad attack of Klondike fever.

The father offered his boy the necessary thousand dollars with which to start, provided he would transport two thousand pounds of paving blocks overland to Hardwood hill on the air-line road, between February 18th and March 30th, without the aid of horses, having the privilege of all the hand-sleds he desired, and three square State-of-Maine meals, woman-cooked, every day.

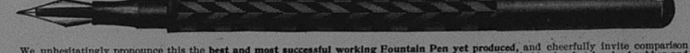
The young man looked at the blocks, then to the east, shook his head, and decided to keep on going to school.

If you ever use ACTING PLAYS in your school entertainments, you will be interested in the dramatic catalogue issued by Harold Roorbach, 132 Nassau St., New York. It is sent free to any address on request.

LADIES! By OUR PLAN of giving valuable presents with every purchase you can easily sell 12 or 24 Pounds Choice Teas, Coffee, Baking Powder, Extracts, Etc., among your friends and receive a **Set of Dishes, Silver Set, Sewing Machine, Mackintosh, Rocker, Guitar, etc., FREE OF CHARGE.** We deliver all goods and Clubmakers Premium same day order is received. Ample time given to collect money and remit to us. **We Pay The Freight.** Write for particulars. **All Goods Guaranteed.**

THE AMERICAN IMPT. AND MFG. CO.
DEPT. R. CINCINNATI, OHIO.

A $3.00 Pen for $1.50== The "Rival" Fountain Pen.



We unhesitatingly pronounce this the **best and most successful working Fountain Pen yet produced,** and cheerfully invite comparison with any competitor. **We claim for it superiority in simplicity, durability and perfect execution. The holder is of vulcanized rubber and is fitted with the finest quality of Iridium-pointed Gold Shading Pen, which with proper care, will last a lifetime.** It is adjusted *simply*, the pen fitting in the *centre* of the holder, the feed on top of the pen; and has no springs, valves or delicate parts to get out of order. Full directions and filler furnished with each pen. *Every pen guaranteed unconditionally. Beware of imitations.* Remit by registered letter or money order.

RIVAL FOUNTAIN PEN CO., 508 Chamber of Commerce, ROCHESTER, N. Y.

$1.95 BUYS A $3.50 SUIT

5,000 CELEBRATED "EASTWEAROUT" double seat and double kneed Regular $3.50 Boys' 3-Piece Knee-Pant Suits going at $1.95.

A SEW SUIT FREE for any of these suits which don't give satisfactory wear.

Send No Money. Cut this Ad. out and send to us stating age of boy and say whether large or small for age, and we will send you the suit by express, C.O.D., subject to examination. You can examine it at your express office and if found perfectly satisfactory and equal to suits sold in your town for $3.50, pay your express agent our special offer price, $1.95 and express charges.

THESE KNEE-PANT SUITS are for boys from 4 to 15 years of age, and are retailed everywhere at $3.50. Made with double seat and knees, latest 1899 style as illustrated, made from a special wear-resisting, heavyweight, ALL-WOOL Oxford cassimere, neat, handsome pattern, fine serge lining, Clayton patent interlining, padding, stayingand reinforcing, silk and linen sewing, fine tailor-made throughout. a suit any boy or parent would be proud of. FOR FREE CLOTH SAMPLES of Boys' Clothing (suits, overcoats or ulsters), for boys 4 TO 19 YEARS, write for Sample Book No. 90C, contains fashion plates, tape measure and full instructions how to order.

Men's Suits and Overcoats made to order from $5.00 up. Samples sent free on application. Address

SEARS, ROEBUCK & CO. (Inc.), Chicago, Ill.
(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

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From 10c. to $2.50 Each according to quality and quantity, this style with 3 letters and two figures one or two colors of enamel. Sterling silver $2.50 per doz. Sample pin 25 cts. Send for catalogue. **Bastian Bros.,** Mnf.rs of Medals, Chamber of Commerce, Rochester, New York.

No. 21

Catalogue, Watches and Telescopes sent. FREE Excelsior Importing Co., 111 Nassau St., N.Y.

Agents, Perfumes, etc. on credit. Big profits. Ex. Pd. Terms free. Herbene Co., Box 17, Sta. I, New York.

GOLDOMETOR for locating Gold, Silver and other minerals, in a pocket case; also rods and Spanish needles. Catalogue, 3c. stamp. R. G. STAUFFER, Harrisburg, Pa.

NORMAL Teachers are wanted in every school. Take a Normal Course by mail. Improved Methods. Columbia Correspondence Nor mal, Austin, Ill.

THE Elkhart Normal School and Business Institute, Elkhart, Ind. Circulars FREE.

A Song Without a Parallel. "TELL MOTHER I'LL BE THERE." President McKinley's Message to his dying mother. Beautiful melody, pathetic refrain akin to Home Sweet Home. "GRANDER THAN ALL THE BANNERS OF THE WORLD." Latest Flag Song. "I AM GOING HOME TO MOTHER." Famous Hobson Waltz Song. 3 celebrated songs, (regular price 50c. each,) sent prepaid for 50 Cents.

McCallip Music Co., Dept. 4, Columbus, O.

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The Cleveland Electric Light Enlarging Co., Cleveland, O.

Affected with SORE EYES? Use DR. ISAAC THOMPSON'S EYE WATER

Autumn Leaves.

Crimson and scarlet and yellow,
Emerald turning to gold,
Shimmering there in the sunbeams,
Shivering here in the cold;
Waving farewells as the tempest
Ruthlessly tears them apart,
Fluttering, dancing and rustling,
As hither and thither they dart;
Recklessly sailing the rapids,
Lazily swimming the pools,
Playing "I spy" with each other
Under the puffy toadstools;
Wreaths for the walls of her dwelling
Each neat little housekeeper weaves,
And there amid delicate fern sprays,
Nestle the bright autumn leaves.

—*Selected.*

A Novel Drydock.

The immense floating drydock for warships recently put in use by the Spaniards at Havana proves that such structures are to be considered hereafter as an adjunct to modern navies. The method of docking a ship is very simple. The dock is nothing more than a box of wood or iron, sunk, and dragged under the ship which is to be cared for. One great advantage which the floating dock has over all others, is that it can accommodate ships of any draught. It is only necessary to build the walls of the dock a little higher and the result is obtained. There is great saving of time in making, also. The floating dock built for the Spanish government was delivered at Havana within eleven months from the date on which it was contracted for. Economy of cost as well as time is a factor to be considered. The floating docks are much cheaper. As there are no gates or ends to a floating dock, any size of vessel can be accommodated, the stem and stern overhanging with safety to the degree warranted by the strength of the ship's frame. With a floating dock owned by the United States the wreck of the "Maine" could be raised, and the hulks of the "Cristobal Colon" and other Spanish ships could be saved, and after repairing would make efficacious additions to our navy.—*Pathfinder.*

Locomotives Used in the World

One hundred and nine thousand locomotives are at present running in various countries. Europe has 63,000, America 40,000, Asia 3,300, Australia 2,000 and Africa 700.

We wish that all of our progressive teachers, who are not perfectly satisfied with the interest manifested by their pupils in general school work, would give the Report Cards prepared by Chas. E. Gardner, Dansville, N. Y., a trial. We are certain the results will be very gratifying, not only to the teacher but also to the parents, who become co-workers and helpers in the cause of education through the influence of these cards. The pupils, too, will be encouraged and stimulated to greater efforts to obtain good records and pass more perfect examinations and will preserve these reports as pleasant reminders of their school days. There are many teachers who fail to succeed, simply because they are not progressive and do not take advantage of devices which create more interest and enthusiasm in the schoolroom. If you are interested, send for a free sample or take advantage of his special offer on page 31.

THE STORY OF CONSUMPTION

BY ROBERT HUNTER, M. D.

Doctor of Medicine of the University of New York and Member of the College of Physicians and Surgeons of Canada.

Early in my professional life, while engaged in general practice as physician and surgeon, I was suddenly attacked by hemorrhage from the lungs, followed by the usual symptons of decline, which brought me in the course of five months face to face with consumption, the most dreaded of all human diseases.

Realizing my danger, I appealed naturally to my college for help. Dr. John H. Swett, Professor of Theory and Practice in the University and author of an able treatise on lung diseases, had been my preceptor in my student days, and now became my chief hope. He carefully examined my chest and told me I had tuberculosis, said I knew all he knew about the disease, and that he considered it incurable. He, however, advised me to consult the late Baron Louis, of Paris, at that time the most famous authority on lung diseases of Europe, who, he said, might possibly know of something new. I went to Paris to obtain his advise, and all I got, beyond a few expressions of sympathy with a professional brother in affliction, was the assurance that there was no remedy for my disease. I then went to London and consulted the three most eminent English physicians of that day—Dr. Williams, Dr. Carswell and Dr. Walshe—but it was all in vain; they could give me no encouragement. The highest medical skill of the profession under the theory of the disease then held, and the treatment then practiced, could not hold out a ray of hope to any one having consumption. The theory of the disease at that time was that consumption comes from some unknown taint of the blood, derived by inheritance, liable to break out at any age, and, being once set up, cannot be remedied by any medicine or medical skill known.

I had myself been taught this same theory and had hitherto accepted it as true, but now finding it led only to the grave, in a desperate effort to save my own life I resolved to investigate it thoroughly by examining everything written on the disease and every theory of its causation that had ever been advanced.

To settle my doubts I went to the great library of the British Museum and began a careful study of the history of the disease. Commencing with the works of Hippocrates, the "Father of Medicine," who wrote on consumption 343 years before the birth of Christ, I traced it down through all succeeding ages to 1850, a period of more than 2,000 years, carefully comparing the accounts given of its symptoms, the manner in which it began in the cases described, the doctrines taught at different periods, the practices of the different authors, and their opinions of the possibility of its cure.

In this vast field of medical research I gathered a mighty array of facts, which conclusively proved to my mind that the blood-taint theory then taught by the medical schools and believed by all physicians was a false and untenable delusion. I traced hundreds of cases of consumption through all their stages without finding one that could be justly charged to any blood taint or inheritance. The history of the cases showed that they had all begun in colds and congestion of the mucous lining of the air tubes, which sooner or later developed into chronic inflammation, caused abrasions of the epithelium and made a raw surface in the lungs. That through this raw surface the germs of the air were able to attack the lungs and by their ravages quickly transformed what had been only bronchitis into confirmed consumption.

When I reached this satisfactory conviction and underssood the true nature of the disease the first ray of rational hope dawned on my mind and I resolved to apply a local treatment to my own case. I felt convinced that my disease was not in my stomach, nor in my blood, but was in the tubes and cells of the lungs, where it must be treated by remedies directly applied to give me any chance of cure.

There were at that time no instruments for reducing medicine to a gaseous state, nor any experience of their action when so administered to guide me. With nothing but my knowledge of chemistry, the properties of medicines and the requirements of the disease as I now understood it, I constructed the first inhaling instruments ever employed for the cure of the lungs and began to treat myself by medicated air inhalations. When I found any medicines too strong or too harsh in their action I changed them for others and went on, step by step, until I had tested every known medicinal agent that had healing, antiseptic or germicidal properties. Under this treatment all my symptons improved, the spitting of blood ceased, expectoration became freer and without those racking fits of coughing which previously attended it. My flesh and strength came back and within a year I came up "out of the valley of the shadow of death" and stood again on the plain of restored health. I got well notwithstanding the forebodings of my medical friends and the predictions of those wise professors who had so confidently pronounced my doom.

Shortly after I began to treat my lungs by medicated air Mr. Frederick T. Andrews came to me from Canada on his way to Baltimore to visit his sister, said to be dying of consumption. I explained to him what I was doing for myself and he entreated me to accompany him to Baltimore, saying he felt God had guided him to me and that if I would only go his sister might be saved. I shall never forget the spectacle we beheld as we entered the sick chamber of that little home on Eutaw street.

There, bolstered up in bed, with a wash basin apparently half full of blood by her side, reclined a beautiful girl of eighteen. She was as white as marble, a cold, clammy sweat stood out on her forehead, and what appeared the imprint of death in every lineament of her features. It did not seem possible she could last more than a few days, but at their earnest entreaty I consented to make an effort to save her. I went to a tinsmith and had a rude instrument made which would lie on her pillow and enable her to inhale without the effort of sitting up. I had a chemist make up the prescriptions I was using for myself, and after giving instructions left her, hardly expecting to ever see her again alive.

She used the treatment with immediate benefit and faithfully followed it for about ten months, when she had regained sufficient health to return to Canada, shortly afterward married and is alive to-day, the wife of a prominent member of the Dominion Parliament.

Another remarkable cure was that of James Bynum, of Brooklyn, who, hearing of my treatment from his physician, my old preceptor, Dr. J. Swett, begged me to receive him as a patient. He was the last of a consumptive family, two sisters and a brother having already died of the disease. He had been under Dr. Swett's care from June to October, who pronounced his case hopeless. He spit blood from the lungs, had incessant cough, puriform expectoration. Every morning he had a chill, followed by raging fever in the afternoon, and at night was bathed in sweat. In the previous three months he had lost twenty-seven pounds in weight and was then so emaciated as to be barely able to stand. On examination I found a large cavity in the apex of his right lung, from which he was spitting up pus and softened tubercle, while around the cavity the lung was dull and filling up. I made my first prescription on Oct. 10, and continued to treat him through the winter and following summer. His progress was slow and often interrupted by relapses. In a little over fifteen months from the commencement he had so far recovered as to be able to return to business, and by the following summer had regained within seven pounds of his best weight before his sickness.

To-day no physician with any pretense to reputation would dare to say that he still believes in the old theory or still treats lung diseases under it. My treatment by antiseptic medicated air inhalations transferred consumption and other chronic afflictions of the lungs from the incurable to the class of the curable maladies.

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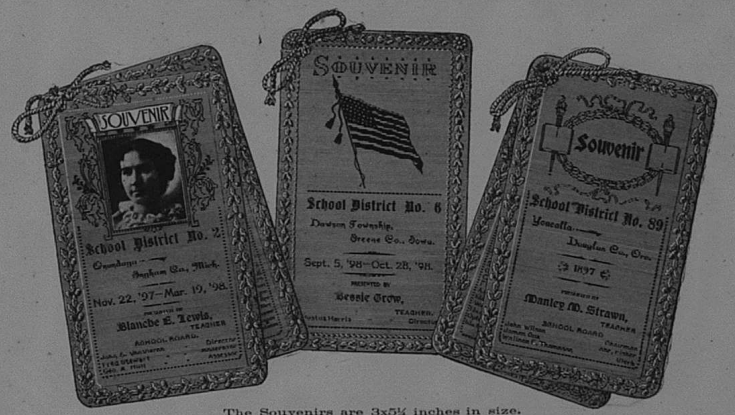

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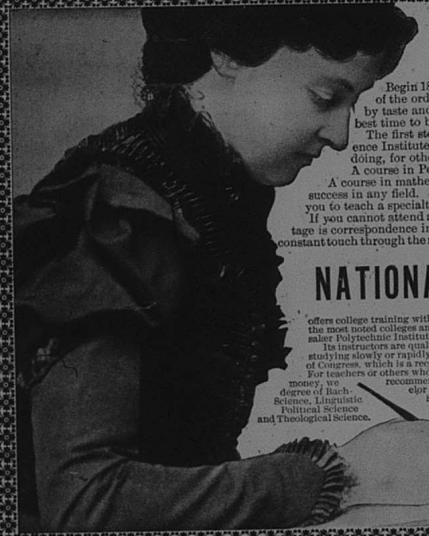

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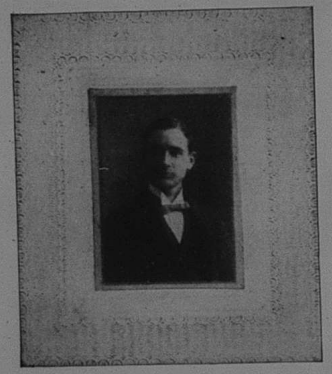

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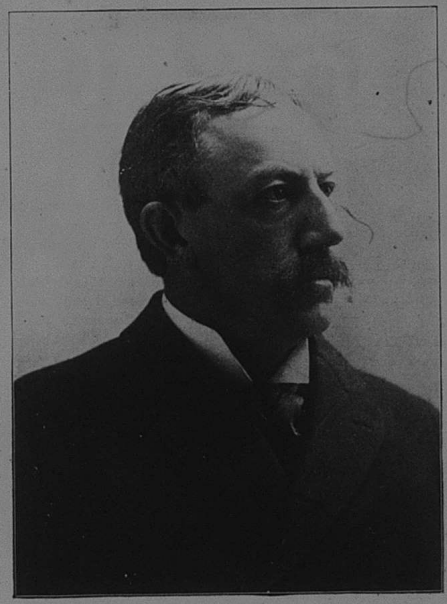

DAVID STARR JORDAN, LL. D.,
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FEBRUARY, 1899
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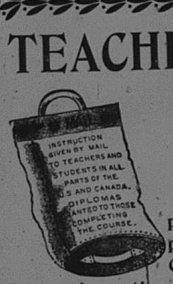

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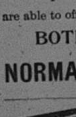

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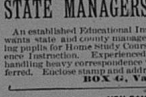

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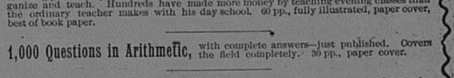

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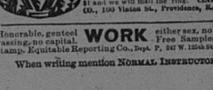

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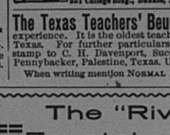

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Our Flag.

The statement that our national emblem is fashionably used for yacht and hammock cushions has been going the rounds of newspapers, with but few to say it nay. A young girl who recently gave a yachting party rallied her guest of honor, a boyish ensign, because he took an uncomfortable and isolated seat on the bow.

"Really," he answered, laughing "I have punched the heads of so many sailors for getting their heels accidentally mixed up in the flag that I cannot sit on it myself."

And he was right. The stars and stripes are to be raised aloft, to be wrapped around dead heroes, to be saluted with pride and reverence, not to be made into chair seats nor to drape bargain handkerchiefs nor to fly from the bung of whiskey-barrels. Against such common prostitution of our flag, each one of us, like the young officer, can make personal protest.—*Youth's Companion.*

The Calaveras Skull.

The recent gift to the Peabody Museum of American Archæology and Ethnology of the famous "Calaveras skull," reawakens interest in the remarkable relic of antique man.

The skull was found in 1866, imbedded in gold-bearing gravel in Calaveras County, Cal., at a depth of 127 feet. Above it were four beds of lava that had flowed from a now extinct volcanic vent. The late Prof. J. D. Whitney (whose sister, Miss Maria Whitney, made the gift to the museum) was convinced of the genuineness of the discovery.

The owner of the skull is supposed to have lived in the Pliocene epoch, a period so remote that the most ancient dates of history seem quite recent in comparison. —*Youth's Companion.*

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Washington at Trenton	His Birthplace, Portland
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NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, FEBRUARY, 1899. NO. 4.

INSTITUTE AGENTS.

The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, excepting in New York State, which will be in charge of The Educator, Buffalo, N. Y. All applications for agency work at Institutes should be addressed as above.

For Table of Contents and Important Business Announcements, see page 27.

Eminent Contributors.

WE TAKE special pleasure in calling attention to the article on "Patriotism in the School," found on page 10, by the Hon. Charles R. Skinner, State Superintendent of Public Instruction of New York, whose successful administration has won for him a distinction that reaches far beyond the limits of his jurisdiction. Mr. Skinner's sound principles, progressive methods, fearless spirit, high ideals and originality, have made him a widely recognized authority as an educator. Dr. Taylor's article on "The Future of the Rural School," which will be found on page 13, is one of the best we have read on that subject. He tells about its advantages and how its great possibilities may be developed. Dr. Ross, Minister of Education for the Province of Ontario, writes an exhaustive article on "The Training of Teachers in Ontario," which furnishes an instructive chapter on the current history of education, reference to which we made last month. It will repay a careful reading, marking, remembering. This number of NORMAL INSTRUCTOR is without doubt the most complete, varied in contents and valuable to teachers yet issued.

Death of Nelson Dingley.

THE HON. NELSON DINGLEY, leader of the republican party in the House of Representatives, who died from an attack of pneumonia, at Washington, Jan. 13, was a hard-working, conscientious, well-equipped legislator, on whom his party relied far more than the country at large supposed. He was chairman of the ways and means committee of the house, a position that was not only an honor conferred upon the holder, but carried with it heavy responsibilities. His name will go down in history as the author of the Dingley tariff bill of 1897, and the War Revenue act of 1898.

As we had gone to press with the Current Biography page when we learned of Mr. Dingley's death, we are unable to give a sketch of his life. Same will appear in our next number.

Women Not Wanted.

THE recent dictum issued by the Chicago and Northwestern Railroad, dispensing with the services of all women who have not been in the employ of the company two years, affects about two hundred in the offices of the various lines west of the Missouri river. We understand that the action had been long under consideration, and was based on the following economic grounds: First, the capacity of the average woman for work is much less than the average man. Second, when called upon for extra work, they are often unable to render the service required by the exigencies of the occasion. Third, their sex bars them from holding certain positions that are reached through promotion. Higher positions are usually filled from the positions that women hold. It is affirmed, therefore, that it is best to dispense with their services. One thing is certain, and that is, these skilled female clerks, operators, and station agents will find that the professions they have made a life study are worthless unless they find employment with other railroads.

David Starr Jordan.

THE strong outlines of President Jordan's features which are reproduced on the cover of this magazine, but faintly disclose his remarkable energy and versatility of mind. Dr. Jordan has distinguished himself in so many ways that it is difficult to say wherein he excels. He is most widely known as the first and only president of Leland Stanford University, where during the past seven years he has shown striking originality, and great administrative ability in building up the University which was so near the hearts of Senator and Mrs. Stanford. They tendered him this position while he was president of Indiana University. The university has been a phenomenal success not only on account of his leadership, but owing to the remarkable devotions of the Stanfords. The senator, before his death, bequeathed the most of his vast fortune to this enterprise. Since his death, Mrs. Stanford, it is said, has twice requested the courts to cut down her income from the estate, and on one occasion pledged her jewels to tide over a season of financial distress. The institution of which Dr. Jordan is president was founded as a memorial to their son who died about fifteen years ago.

President Jordan was born in Gainesville, N. Y., 1851. He took his M. S. degree at Cornell University in 1872; M. D. from Indiana Medical College, 1875; Ph. D., Butler University 1878; LL. D., Cornell, 1886. He was professor of natural history for one year in Lombard University; principal of Appleton Collegiate Institute one year; teacher of natural history in Indianapolis High School for one year; lecturer on zoology at Harvard Summer School one year; professor of biology for four years in Butler University; naturalist of the geological surveys of Indiana and Ohio, 1877; assistant to the United States Fish Commission, 1877-'91; special agent of the United States Census Bureau investigating the marine industries of the Pacific coast in 1880; president of the Indiana University from 1885-'91.

As a writer, Dr. Jordan is one of the most prolific of our day. His publications, according to his biographer, Prof. C. H. Thurber, in Johnson's cyclopedia, numbered in 1894 about two hundred and seventy-five. No less remarkable, is the wide range of subjects which he has discussed. He seems to be as much at home in the discussion of abstruse questions of natural science as educational topics and ideals. His "Science Sketches" and "The Care and Culture of Men," themes in wide contrast, are perhaps best known. His versatility has been his most marked characteristic. While an undergraduate he was so proficient in language studies that he was expected to make a speciality of philology, but at the same time he was specializing with brilliant success in biology. He has also written some verse. One little volume of poetry, privately printed and dedicated to his daughter Barbara, is a source of delight to those fortunate enough to possess presentation copies. "The most inspiring message," says Professor Comstock, "Mr. Jordan can give us is in demonstrating in this age of specialization, that a man may be a great specialist, and yet be a man of broad culture and wide sympathies, and in all ways a great man." In our next number our readers will be favored with an article from this great educator and specialist's pen.

New York Principals.

THE Associated Academic Principals' Association of New York State, which met in Syracuse during the holiday week, was the most largely attended since its organization fourteen years ago. Every year there has been an increase in attendance and interest, until this year about 450 out of the 700 members were present. Among the many important subjects discussed, the introduction of Latin into the grammar school course, which was requested by the academic teachers a year ago, was one of the most interesting. It provoked earnest discussion and Superintendent Skinner's opinion being requested, he stated that if the grammar school course is to be broadened, United States history should be introduced; if it is culture and character you seek, the study of Latin is no competitor with the history of our own people and literature; if it is memory, the multiplication table is better than the Latin grammar. The superintendent sent out 600 letters last year to principals and educators bearing on this subject. Out of 344 who answered, only 50 favored Latin in the grammar schools. The principals, as a whole, urged the need of good teaching in English on the ground that only a small proportion of grammar school pupils ever go any higher, and the course of study should be so arranged as to best equip them for good citizenship.

The George Junior Republic.

A UNIQUE institution for the reformation and education of wayward boys and girls is the George Junior Republic, of Freeville, N. Y. Mr. George, the founder, says there is nothing of the "institution" about it. Its laws are the same as those of New York State, plus the laws of the George Junior Republic, which the members themselves enact. The only difference between the little commonwealth and the greater republic is that of the age of its citizens. There are three cardinal principles enforced. The first is the necessity of labor, and its dignity. All of the members work, receive wages in the currency of the "Republic," and pay their way out of their earnings. The second principle is that of rewards. The boy must be diligent, faithful, competent if he would be advanced to official position of responsibility, on the police force, or in the courts, or the commercial department. Having their judicial, legislative and executive branches of government, there is a stimulating incentive imparted to the mind of each boy for advancement in these departments. If, on the other hand, he will not work, he shall not eat, for by laziness or improvidence he may come to absolute destitution. Sometimes this happens in the Junior Republic, the same as elsewhere, but not often a second time with the same child. In the third place, respect for law is fostered by the responsibility the children have in making their laws. They soon learn to esteem and to know the value of citizenship.

It is said that the idea of the "Republic" originated with Frœbel. Boys and girls are received ranging in age from 8 to 18. The little "Republic" has passed the experimental stage, and can hardly fail in commending itself to the world in a way which will in due time issue in better equipment and enlarged usefulness.

The Typical College Graduate.

ACCORDING to Prof. Schwab's figures, during the first century of Yale college's existence, from 1701 to 1801, the first fifteen classes sent 78 per cent. into the ministry, the first fifty classes 52 per cent. and the second fifty classes 28 per cent. At the beginning of the present century 39 per cent. of the graduates entered the ministry. During the first half of the century the percentage averaged 28. Since the civil war the average has been about 7 per cent. About one-third of each class during the last half of the present century have studied law. But the most striking change is manifest in the steady increase in the number of men choosing a business vocation. This has been proportionate to the decline in the ranks of the students of divinity. From these figures Prof. Schwab concludes that "the leadership that naturally falls to the college graduate in this country was formerly chiefly exerted from the bar and pulpit; that nowadays, however, the industrial leaders are also largely recruited from college graduates; that the typical college graduate of today is no longer the scholar, but the man of affairs." We are to infer from this that the influence of the college is extended over a new and broader field, raising the intellectual and social standards in other departments of life, which accounts for the striking change in statistics.

Progress of Indian Schools.

THE Commissioner of Indian Schools shows that they are making steady advances, not only concerning the number of schools and increase of numbers, but effectiveness. In 1877 there were forty-eight boarding schools, and one hundred and two day schools, with an average attendance of 3,598 pupils. In 1898 there were one hundred and forty-eight boarding schools and one hundred and forty-seven day schools with an average attendance of 19,648 pupils. The sum appropriated by congress in 1877 was $20,000. For the fiscal year ending next July it will have appropriated $2,638,390. There are non-reservation schools now where pupils are given advanced training in industrial and manual work. The school at Carlisle, Pa., is of this class and has an average attendance of 851 pupils. There are twenty others of the same kind in the country, mostly in the west. The condition of the pupils in the reservation schools is good. A careful canvass shows that 3 per cent. are reported excellent, 73 per cent. good, and 24 per cent. bad. The value of the schools is demonstrated by three-fourths of the students turning out well. The commissioner adds: "All these thousands of educated Indian boys and girls, speaking the English language, weaned from tribal customs and iron-bound traditions, cannot fail to exert a powerful and far-reaching influence upon the quarter of a million Indians scattered throughout the United States."

Departure of the Spaniards.

THE beginning of the new year at high noon, January 1st, saw the passing of the Spanish flag from the new world. Fortunately the ceremony was unaccompanied by any hostile demonstrations. At first, the Cubans were determined to celebrate their independence on that same day while the evacuation was going on, but General Brooke of the United States army, out of deference to the feelings of the departing Spaniards, ordered that the celebration should be deferred until February 24th, the anniversary of the uprising in Santiago province, of which this was the final outcome. The ceremony of formally delivering the island to the United States authorities by Captain-General Castellanos was solemn and impressive. The streets of Havana were filled with people and the roofs of buildings covered with interested spectators. The harbor was a scene of imposing grandeur. Over every American warship the Spanish flag was raised and saluted with twenty-one guns, and then lowered to give permanent place to the stars and stripes. The largest and prettiest flag to be obtained was hoisted over the torn and rusted wreck of the Maine by Captain Sigsbee's men, while every American ship dipped her flag.

At the palace the transfer was simple, consisting only of exchange of speeches, the hauling down and raising of the respective flags, and salutes from heavy guns. On the firing of the last of the twenty-one guns, under direction of Brigadier-General Clous, the following officers assigned to the various departments of state went to the palace and demanded possession of the offices in the name of the United States: Colonel Dudley to the department of justice and secretary of the captain-general; Major L. W. V. Kennan, adjutant-general, to the department of commerce and agriculture; Colonel T. U. Bliss, of the commissary department, to the treasury; Captain Frank B. Hanna, assistant adjutant-general, to the department of public instruction; Colonel Dunwoody of the signal corps, to the public works department. An American flag was raised over each department. The ceremony over, General Castellanos, Spain's spokesman, in departing from the palace to the wharf, with tears in his eyes kissed his hands in response to the salutations from American ladies, and to the officers who had treated him so kindly said: "Adieu, gentlemen, adieu," and the curtain of this solemn drama was rung up on a happier condition of affairs.

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THE TRAINING OF TEACHERS IN ONTARIO

By HON. GEO. W. ROSS, LL. D., Minister of Education, Province of Ontario.

UNDER the school system of the Province of Ontario, no person can become a teacher until he has received instruction, both theoretical and practical, in the fundamental principles of pedagogy. The education department of the province has separated the professional course of instruction from what is generally known as the non-professional course, and therefore no teacher is admitted to a training school until he has satisfied the education department with respect to his literary attainments. The literary course for teachers is taken in the high schools of the province, and covers the usual subjects of a good English education. In order to differentiate the different grades of teachers, the department prescribes three examinations, which are conducted annually under the direction of the department, and which form the literary basis of the three grades of certificates awarded at the close of the teacher's course of training—namely, first, second, or third class. The third class certificate is the lowest in order of merit, and represents a good knowledge of English, mathematics, and science, plus a reasonable knowledge of Latin grammar and the structure of the Latin language. The other two grades of certificates are but extensions of the knowledge represented by the lowest grade, and are obtainable only after an attendance of from three to five years at a high school. A fair knowledge of bookkeeping and commercial transactions is required of the holder of every grade of certificate.

Having obtained his non-professional standing, a candidate for a professional or teacher's certificate is eligible for admission to the training course prescribed for teachers. The first stage in this course is attendance at what is called a county model school. Under the authority of the school act, the education department has power to set apart one school in each inspectoral division of the province for the preliminary training of third class teachers. An inspectoral division consists of a municipal division of the province known as a county, which includes rural and urban schools. Each inspector has charge of about 150 teachers, and in every such division there are one or more small towns, in which the schools are graded, and in which the principal teacher is assisted by a staff varying from five to fifteen assistant teachers. The model school for the training of teachers is always attached to the school of such a town, provided the trustees or directors of the school conform with the requirements of the education department. These are:—(1) The principal must be the holder of a first class certificate. (2) At least three of his assistants must be holders of second class certificates. (3) The principal must be at liberty to give the whole of his time to the instruction of the teachers in training during the model school term. (4) The teachers in training must be provided with a separate room, properly furnished for their separate use and accommodation. When the inspector reports to the department that the trustees have complied with the conditions above stated, the school is accepted by the department for model school purposes, and the trustees are allowed the sum of $300 per year, ($150 by the legislature and an equal sum by the county) so long as such school is used for the training of teachers. Should the trustees fail in any way to fulfill the departmental conditions, either as to the qualifications of the staff or the accommodation specified, its standing as a model school would be cancelled and the grant withdrawn. Usually there are more towns than one in each inspectoral division that could be taken for model school purposes, and there is therefore no difficulty in finding a centre in each inspectoral division for the training of teachers. The number of teachers in attendance at each county model school will average about twenty. The model school term consists of four months, namely, from the 1st of September until the Christmas holidays. The model school is not in session the first half of the year, as it has been found by experience that with one examination in the year all aspirants for teachers' certificates can be disposed of in one term. The course of study at county model schools is purely professional, and consists of lectures in psychology, methodology, school management and organization. During the first six weeks of the term, the teachers in training are principally engaged in the study of the texts of the subjects just mentioned, and in attendance on lectures by the principal. The afternoon of each day, however, is devoted to the observation of methods in the different grades of the public school to which the model school is attached, and in order that their observations might be intelligently made and useful, they are expected to make notes of the lessons which they have observed, and to give reasons, as far as possible, for such methods. These notes furnish the principal with very suggestive material for further instruction in the principles and practice of good teaching.

After six weeks of observation, the teachers in training are required to teach the lessons of the different grades to the pupils of the school in the presence of the principal or some member of his staff. These lessons are continued daily, as nearly as circumstances will allow, for six weeks, and are regularly criticised by the principal when the teachers in training reassemble in their own room. Concurrently with the course above outlined, instruction is also given in music and calisthenics. At the close of the model school term an examination is conducted by the department in both the theory and the practice of teaching. For this examination the papers in theory are prepared by officers of the department, and transmitted under seal to the inspectors of the various districts in which model schools have been established. The examination in practical teaching is conducted by the inspector of the district and two other experienced teachers, who are holders of first class certificates, and chosen for the purpose. These examiners are known as a county board of examiners. This board also reads the answer papers of the candidates in theoretical work, and on the joint result of their standing in the theory and practice of teaching their claim to a third class certificate is determined. The examination in theory and practice usually lasts ten days. The holder of a third class certificate is eligible to teach any public school in the province, excepting the departments of schools assigned for the training of teachers. A third class certificate is valid for three years, but may be extended by the county board of examiners where it is shown that a board of trustees, after duly advertising for a qualified teacher, was unable to obtain one. It often happens that a pupil continues his studies at a high school until he has obtained the non-professional qualifications of a candidate for a second class certificate. In that case, after having passed the model school, and having taught for at least one year, the holder of a third class certificate is eligible for admission to a provincial normal school. The government of the province has established two normal schools and provision has been made for a third which it is expected will be opened on the 1st of Jan. 1900. Each of the normal schools, with the practice schools attached, have cost in the neighborhood of $200,000. The normal school in Toronto is among the oldest in America, having been established in 1847; the one at Ottawa was established in 1875. The normal schools of Ontario are in no respect different from the normal schools of the United States except in this, that the course of training which they provide is purely professional. When first established, and before the high schools of the province attained their present efficiency, the normal school course partook of the dual character of American normal schools. About twenty years ago, however, the education department limited the normal schools to the professional training of teachers simply, and although there were some misgivings with respect to the effect of this division in the training of teachers, it is conceded that both as to literary and professional work the teachers have been benefited. Under the former practice, teachers entered the normal school with very indifferent literary attainments, and unable to receive professional instruction profitably for some months after they entered. Under the present system, they are not only well grounded in the subjects which they are expected to teach, but their minds have been stimulated by the preliminary course in the model school, often by two or three years' experience as teachers, so that they readily absorb the instruction offered them, and appreciate the maxims and principles by which they are to be guided in their future course. Although there is no age limit for the admission of teachers in training for the normal school, it is found by actual experience during the last few years that the average age of the teachers in training is between 22 and 23 years. The maturity of character which this represents is in itself a certain guarantee of attention and efficiency.

The normal schools of Ontario hold two sessions each year, of about five months each. The staff of the normal school consists of a principal at a salary of $2,500, a vice-principal at a salary of $2,000, a drawing master, and a music teacher at a salary of $1,000 each. The instructor in calisthenics for the women receives a salary of $500 per annum, her full time not being required. The instructor in gymnastics and military drill for the men receives a small salary also, as his full time is not given to the work of the school. Lectures are also provided by the department in school sanitation and hygiene by a medical man of high standing in his profession. The women are required to attend a course of lectures in domestic science, on which there is no examination. One hour a week is devoted to instruction in plain sewing. In other respects, the course of instruction is but an expansion of the course in the model school. The course in psychology is more advanced, and the lectures in other subjects of a more comprehensive character. In connection with each normal school there is a practice school representing every grade of the public schools of the province. Great care is taken by the department in the appointment of the teachers of the practice school, in order that the methods studied by the teachers in training may be of the most approved character. Every teacher in training is expected to teach at least ten model lessons in the practice school, and to receive such hints and criticism as the character of the lessons taught might warrant. No teacher is allowed to teach a lesson until he has submitted a plan of the lesson to be taught to the principal of the normal school, or to the teacher in charge of the class. At the close of the normal school term, the principal and his staff report with respect to the standing of every teacher in training. This report is based on sessional examinations in theory, and on the

(CONTINUED ON PAGE 33.)

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

HON. CHARLES R. SKINNER, of New York.

Patriotism in School.

A NOTED divine has said that it is as much a Christian's duty to love his country as his God. Love of country is one of the accepted definitions of patriotism. We may therefore conclude, with safety, that patriotism has a divine purpose, and is closely related to the highest hope of a Christian. The present is an appropriate time for the calm consideration of our country's welfare, and to study the real meaning of patriotism in its relation to national progress and development. A firm belief in free institutions, a clear conception of public duty, a careful study of the history of our government from its foundation to the present time, an abiding faith in Providence to light our path as we approach the problems of the future, all tend to encourage the patriotic citizen—to make him steadfast, and to strengthen the influences which shall advance the power of a free government through the intelligent patriotism of its citizens. What is patriotism? Is it simply a sentiment or impulse varying in meaning, intensity, and force? Or, is it rather, a settled conviction based upon a comprehension of public duty, love of home, and the institutions founded upon the home? Is it not a feeling that we would sacrifice the person in defence of the home—for the preservation of its influences and its power? Dr. Johnson told us many years ago that "patriotism is the last refuge of a scoundrel." The author of those words must have been more satirical than sincere. Let us turn to something pleasanter, which appeals more strongly to our belief. George William Curtis, himself a true patriot, defined patriotism to be "the vital condition of national permanence," and Bolingbroke said, "patriotism must be founded on just principles and supported by great virtue," while David Dudley Field tells us that "patriotism has its roots deep in the instincts and the affections." "Love of country," he adds "is the expansion of *filial* love." These expressions are refreshing and uplifting. No "scoundrel" can appropriate them. There's nothing sectional about patriotism—it is national. It comprehends the whole and not a part of one's country. Lecky has given us this clear conception: "All civic virtues, all the heroism and self-sacrifices of patriotism spring ultimately from the habit men acquire of regarding their nation as a great organic whole, identifying themselves with its fortunes, in the past as in the present, and looking forward to its future destinies."

In our dictionaries we find patriotism defined as "the passion which moves a person to serve his country, either in defending it from invasion, or in protecting its rights and maintaining its laws and institutions,"—and "love of country, devotion to the welfare of one's country,—the virtues and actions of a patriot, the passion which inspires one to serve one's country." Yes, patriotism is that force or element in character which impels a man to serve his country as well in peace as in war, which would fit him to live for his country as well as to die for it. True patriotism lies in a knowledge of the powers and duties of citizenship, and in the determination to use such powers rightly, and perform such duties loyally.

Little value can be placed upon a patriotism which finds expression only at the bursting of a firecracker or the booming of a cannon on a national holiday. We want a patriotism which is alive and active every day in the year, which watches national progress, and is awake to the performance of every public duty. We want patriotism shown in everyday life, and not in spasmodic exhibitions. We want patriotism with reason, courage and heart in it. Does not Bishop Berkely express our view when he says: "Being loud and vehement, either against a court or for a court, is no proof of patriotism. *Where the heart is right—there is true patriotism.*" Patriotism is the natural outgrowth of well-formed character—and character the ripe fruit of sound education. Therefore, patriotism must be founded upon education, and our educational system should provide every facility for study which will develop and encourage patriotism. While the influences of home can do much to stimulate love of country, the school is the proper place to inculcate the true patriotic spirit—a patriotism founded upon intelligent study carefully directed,—proper knowledge of our institutions and our history, and a reasonable comprehension of the duties of the citizen. We cannot teach patriotism as we teach mathematics or literature; it may not be studied as we would study a problem or a theory; we could not provide an examination of our pupils by which their patriotism could be measured by certain per cent. of proficiency. We cannot properly "mark" our children in patriotic spirit. But in all our schools—in connection with every phase of our school work—in the study room—in the class—in recreation on the playground, and in the "spirit of the teacher,"—we may inculcate patriotic teachings which will never be removed. Pupils may learn to love their country through their love of their homes, love of their studies, or love for true teachers. Every school may be a nursery of patriotism. Every pupil may be made to know the true character of American institutions, may learn of American valor and statesmanship, and be taught that the true American citizen is the highest type of manhood.

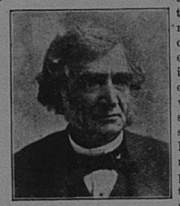
A few years ago the legislature of the State of New York provided by law that the American flag should be displayed upon every public schoolhouse. This action sprang from the practice initiated by members of the Grand Army of the Republic of presenting flags to public schools. True, a simple admiration for the flag will not, of itself, make a patriot. But it means more than the harmonious blending of colors pleasing to the eye. The great lesson to be learned is in that which the flag symbolizes,—what victories for liberty, freedem and humanity have been won beneath its folds, and what influence those victories have had upon civilization, Christianity and the world. The flag should teach patriotism in its broadest sense—not that it is the "last refuge of a scoundrel,"—not that selfish desire for the exclusive welfare of one's own people, but that patriotism which comprehends an intelligent appreciation of the conditions, capabilities and possibilities of our own country, a firm belief in her destiny, and a desire to see her do her whole duty in the progress of the world. Every national holiday should be fittingly observed in every school, and its lessons presented to pupils of every nationality. The daily sessions in all schools should be opened by the singing of a patriotic song, no matter how simple, a salute to the flag by assembled pupils, and pupils in all grades should be encouraged and required to commit to memory and recite at opening or closing of school brief patriotic quotations from the writings or sayings of our great men and women. A few such extracts presented at the opening of school will give impulse and spirit for the work of the day. The school will thus bear some relation to the country, its history, its progress. Then there should be a "catechism," which pupils would learn from frequent questioning. This catechism should embrace simple,

(CONTINUED ON PAGE 26.)

Current Biography

Senator Justin S. Morrill.

THE senior Senator from Vermont, Justin Smith Morrill, died in Washington, D.C., of pneumonia December 28, after a short illness, in his 89th year. Senator Morrill will be remembered in history for the faithful and conscientious performance of his public duties, covering four successive terms in Congress and a continuous service in the Senate from March 3, 1868, making his record the longest unbroken term of service in the history of the Senate. His name will also be associated with the celebrated tariff bill of 1861, with its changes from ad valorem to specific rates, which seemed to be excessively high, and the reasons given for the same. He will also be gratefully remembered for having pointed out more than twenty years ago the need of a Congressional Library building, the efforts put forth to obtain the same, and the wisdom in the choice of its location.



Senator Morrill was born in Strafford, Vt., April 14, 1810. He was a merchant at first and later an agriculturist. He was elected to the thirty-fourth Congress, serving from 1855 to 1867, and as a Union-Republican was transferred to the Senate. He has taken an important part in legislation on commercial and financial matters. He served on important committees, and owing to these positions, took a leading part in the presentation of measures relating to the tariff, banking, and the currency.

He entered Congress in time to participate in the struggle that resulted in the election of Nathaniel P. Banks for speaker. Those were exciting times. The premonitory waves of sentiment that swept over the country pointed toward the approaching "irrepressible conflict." He was a new man, young in years and inexperienced, and modestly assumed the attitude of a careful observer and ardent student of public affairs. At this time his work and votes were all in the direction of what was becoming the cardinal doctrine of the republican party. Sometimes he voted against his party, when in making a tariff bill the agricultural interests were not adequately recognized and protected in proportion to the manufacturing.

Throughout the sessions of those congresses he was not conspicuous, because not gifted as an orator. His speeches were marked for their simplicity, grace of utterance, and the persuasive, unaffected attitude which he assumed as an advocate. His constructive ability was recognized when he brought forth his tariff bill.

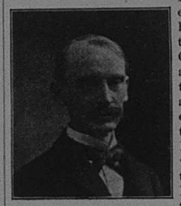
When Vermont transferred him to the Senate, thirty-one years ago, she was solicitous to be represented by a man against whom no whisper of doubt could be uttered by political opponents. This was a great honor, and he has justified in his long public career the confidence his friends reposed in him a generation ago. On account of his sterling integrity he was always an influential senator. Without mean motives, never seeking to be known as an agitator, or a sensationalist to be widely known to-day and universally ignored to-morrow, his course was that of a man devoted to the welfare of his country, as he saw it in the best light gained by careful study. He was always deeply moved by a serious sense of duty. The credit and prosperity of the country and a desire to see its relations with other powers maintained with dignity and a sound spirit of independence were always paramount in his mind. Concerning all financial heresies, their advocates found in him an uncompromising antagonist.

About twenty years ago he saw that a new and more commodious home for the Congressional library must be provided. Cords and tons of books and newspapers were accumulating and lay about in inextricable confusion, in the part of the capitol set apart for the library. His good judgment indicated the importance of securing the land southeast of the capitol for the site of the new library building. Contrary influences were brought about to have the building placed upon Judiciary Square, half way between the capitol and the treasury, on a side street. After many contests the present site was selected, and now the magnificent Congressional Library Building, which is the most interesting public edifice in Washington, stands as a monument to Senator Morrill's memory, more than to that of any other man. It is a satisfaction to many that the senator saw the building completed and put in use before he died. He never sought after an undue share of commendation for the relation he sustained toward the enterprise. Only in next to the last session of Congress he prepared a report touching the claim of rival architects to record credit on the tablet that appears over the approach to the reading room. There was not a suggestion in the report that the author desired for himself any praise not already received in the thought of the conscientious performance of his duty in bringing about the splendid result. In due time, it is safe to say, the nation will recognize Senator Morrill's services in a becoming manner, which owing to his modesty until now was prevented.

Mr. Morrill was not only a conspicuous figure in public life, but was a constant and regular attendant upon the sessions of the Senate. He did not recoil from the wearisome drudgery, and painstaking detail essential to the correct understanding of a subject, or necessary in carrying forward important enterprises. His strict observance of simple habits, his philosophic frame of mind, studied avoidance of unnecessary mental excitement tended to preserve his health and mental vigor far beyond the period where men generally break down. Most of the men with whom he began his service in the Senate passed out of that body long ago, and out of life. The names of the living are soon told: Edmunds and Sherman. The others are but historic names to the present generation.

William R. Day.

IT HAS been said that one cannot throw a stone into the state of Ohio without hitting some future statesman. In view of the fact that that state has produced so many statesmen we are not disposed to question the assertion. The latest phenomenal character that has claimed our attention and won the admiration of the country, is William R. Day. Until President McKinley called him to Washington, he was an obscure country lawyer residing at Canton. For a quarter of a century he had been the friend of McKinley, and of later years a trusted counselor. At first the President asked Mr. Day to go to Cuba to investigate the situation on the island and report. He went on to Washington, but before starting on his mission it became clear to the President that he must have him as Assistant Secretary of State, owing to the ill health of Secretary Sherman who could not transact the delicate and arduous duties of the state department in that critical time, neither could he be expected to resign the office for which he had just surrendered his seat in the Senate. Judge Day yielded to the wishes of the President, and became Secretary of State in fact, while only Assistant Segretary in name.



For about a year Mr. Day filled this position, going through the many formalities of "courteous fiction," reviewing important matters privately with the President after the cabinet meetings, in order that the feelings of Secretary Sherman should receive due respect, and the important interests of a great nation not suffer loss. This was done with such consummate art that the dignity of Secretary Sherman was never compromised or his feelings hurt so far as any one knows, although newspapers have attempted, in one or two instances, to show that there was a rupture, and that the venerable statesman was pushed aside and superseded. When war was declared, Secretary Sherman saw that owing to his age and impaired health it would be unwise to attempt to carry the weighty burdens further, and so he tendered his resignation, and Judge Day was immediately confirmed.

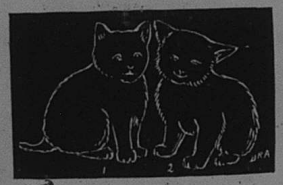
Statesmen and diplomats recognized in Secretary Day at once a singular frankness that surprised them. His diplomatic methods were at first styled "shirt-sleeve diplomacy," but it has since come to be designated as "American diplomacy." He dropped the usual style and dealt with all questions in an open business-like manner. This was new to the representatives of foreign nations, and they could not understand it. Then, when he was appointed chairman of the American Peace Commission, Spain could not believe that an official of a great power really meant exactly what he said, and her representatives could scarcely believe he did until finally convinced by the treaty concluded in in Paris, Dec. 9. Had she recognized this fact nine months ago the war might have been averted and Spain be still in possession of most, if not all, of her lost colonies, for it is a fact beyond dispute that the policy of the administration was to obtain the withdrawal of Spain from Cuba without a resort to arms.

William R. Day was born at Ravenna, Ohio, April 17, 1849. He graduated from the University of Michigan in 1870, studied law with Judge Robinson of Ravenna, for one year and a half, returned to Ann Arbor for one year in the law school, was admitted to the bar and began the practice of law at Canton. A professional acquaintance and warm personal friendship grew up between him and Major McKinley, Jr., who was at that time prosecuting attorney of Stark county. Mr. Day continued the practice of his profession without a break until he left for Washington, with the simple exception of serving as Judge of the Common Pleas court of the Ninth Judicial District of Ohio in 1886, which position he occupied for one year, and resigned because he could not afford to give up his professional income. President Harrison tendered him the position of United States District Judge for the Northern District of Ohio, which honor he declined under advice of his physician.

Judge Day was married in 1875 and has four boys, two of whom are in college, and two preparing for college. He is greatly attached to his family and they seldom go out in society. The allurements of official life at Washington and social delights, do not appeal to either Judge or Mrs. Day. Only out of a sense of duty to his country, and his strong attachment to the President, did he consent to go to Washington. When the war was over he promptly resigned to go as chairman of the Peace Commission, and now he has returned to private life and the practice of his profession, having won laurels such as few men ever have done in statesmanship and diplomacy in so short a time. Places of highest distinction and judicial importance, it is said have been tendered him, but nothing will probably lure him away again.

By D. R. Augsburg, Oakland, Cal.

The Drawing of Animals.

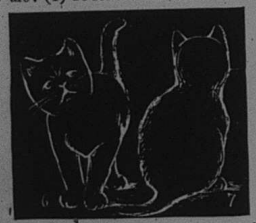


General Plan.—(1) Make one animal the basis of study for all animals. (2) Learn the proportions and general features through the drawings of others. (3) Apply the knowledge thus acquired in the study of the living animal. (4) Apply to the study of all animals.

Similarity of Animals.—Learn to draw one animal well and it will become the basis for the

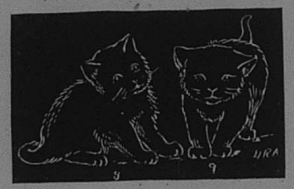
study of nearly all animals. Animals are very much alike in the general principle of their construction. Examine the hind leg of a cat and it will be found very similar in construction to the hind leg of a squirrel, a mouse, a sheep, cow, horse or lion. The difference is in the proportion and minor details. The same similarity will be found in the forelegs, body, ears, head, etc., so much so, that thorough understanding of the drawing of one animal becomes the key to the drawing of all.

The Essential Points in the drawing of animals are: (1) To see the animal as a whole, as



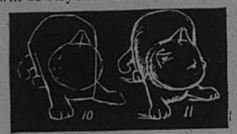
a unit, and (2) to be able to represent relative proportion. This is the more necessary because the proportions of an animal allow of little latitude,—they are fixed and arbitrary. They are not like the proportion of houses, baskets, boxes, leaves, rocks, etc., that may be of almost any relative size, but with the animal the body, head, legs, ears and other parts must be in exact proportion to one another.

Recognizing Familiar Figures.—The recognition of the shape of the whole or part of the animal is a great aid in unifying and simplifying its drawing. For example, in Figs. 6 and 7, recognizing that the shape of the body is oval, the head round and the ears triangular is an aid



in drawing them because these figures are familiar to us. These and similar geometrical figures may be found in the most complicated objects and when recognized are a great aid in reproducing the object.

Mass and Details.—The mass is of more importance than the details. Look for the large parts first. Aim to represent the proportions of the large parts with light lines before adding the details. In figures 8 and 9 if the relations of the large parts, head and body, are first established there will be very little trouble to add the details.



Always mark or "block in" with light lines, as in Fig. 10, before finishing, as in Fig. 11.

The Thought.—The idea is the strongest possible propelling force that can be placed back of

a drawing. For example, the idea is *a cat watching a mouse*. With this idea in the mind, try to represent the cat in this position, and in proportion to the vividness of the thought good results

will follow. Always place the idea back of the work and you have the strongest aid to success that can be given.

The Direction of a Line is of far more importance than the quality of the line. In fact the chief office of the line is to show the direction. The meanest sort of a line in the right direction is more than the finest in the wrong direction. Direction is more than line. In Fig. 13 the direction of the line gives action to the figure.

Character and Accuracy.—Character is a higher quality than technical accuracy in drawing. Aim to represent the character and there will be stronger motive to accuracy than if the aim was to accuracy alone.

The Cat a Typical Animal.—Perhaps of all animals that might be chosen as typical to study, the cat is the best, not only because of its domestic relation to us, but on account of its uniform size, appearance and distribution. It is best to begin the study through the drawings that others have made, in order to learn the proportion and general features, and then apply the knowledge to the study of the living cat, for it is not to be expected that an untrained person will find much encouragement drawing from an animal that will hardly remain still long enough for a skilled draughtsman to sketch. We must become familiar with the proportions and features of the animal. Learn them as thoroughly as we learn an oration. Perhaps the quickest and easiest way of doing this is to procure a collection of pictures and drawings of cats and draw them with the special end in view of learning the proportions, features and leading characteristics. It is not necessary to make a finished copy to do this. Simple outline drawings similar to those in this article are sufficient. After learning the proportion and different features, and becoming familiar with the outline so that drawings can be made quickly and with a fair degree of accuracy, then studies may be

(CONTINUED ON PAGE 14.)

By A. R. TAYLOR, Ph. D., Emporia, Kan.

The Future of the Rural School.

SOMEONE has called attention to the fact that though the life of the farmer has changed greatly in the last fifty years, the work in the average rural school has remained practically the same. When some of us were boys, the farmer was actually a tiller of the soil. He did the work himself; he plowed, he sowed, he reaped with his own hands. His income was necessarily limited. He sold little and bought less. He was supposed to know little and to be very honest. He might be able to read and write, but if he had gone beyond the rule of three in mathematics, or the indicative mode in grammar, he was looked upon as very wise in his generation. If he took more than one newspaper and had a copy of Baxter's Saints Rest or Fox's Book of Martyrs on his sitting-room table, he was regarded as somewhat of a seer. His home was seldom carpeted, that one who could afford an ingrain carpet for his parlor being considered as specially favored among men. Then every country boy wore cotton jeans and homespun and the chief concern of every family was not to make money to buy things, but to raise things to eat and to make things to wear.

Now, how has all this changed! The farmer does most of his farming by proxy. Machinery has taken his place. He buys everything he wears and one-half of what he eats, sells nearly everything he raises, lives in comfortable and even in luxurious homes, raises stock, buys and sells like a merchant, reads newspapers, and discusses politics like a lawyer, borrows and loans money like a broker, investigates and experiments like a scientist, rides about and visits the great cities like a man of leisure, sends his children to college like a doctor or a preacher, and in fact is now the most thoroughly all-round man in the whole land.

With these changed conditions, the district schools have not kept pace. There have been some extensions of the course of study and some positive improvements in methods. The comfort of the schoolroom, the supply of apparatus, the interest of the general public are in many cases in advance of that of a half century ago, but there is only an occasional country school meeting the demands of the new conditions of country life. This all-round man who lives in the country ought to have rare facilities for a general education and for fitting himself for his special occupation. Education for a country boy or girl has too long pointed to the city and not to the farm. This is most unfortunate, for it creates unrest and dissatisfaction that sooner or later bring disastrous results.

The future rural teacher is going to revolutionize all this. He is not going to be a *rural* teacher at all, he is going to be a *country* school teacher, and he is going to love the country and make the country boys and girls see more than toil and drudgery in the free life of the farm. To do this he must of course be revolutionized himself, he must have an education and a training befitting his great mission. He must be able to utilize the great resources of nature which a country life so abundantly affords, and to stimulate abiding interest in its problems. We hear much of the advantages of the city schools, but as a matter of fact, they are more apparent than real. In the cultivation of sense perception, the material within reach of the country teacher is infinitely greater and infinitely more helpful than that within reach of the city teacher. The paucity of material and the set way in which much of it must be given to the city children often awakens but a passing interest and superficial knowledge. In the country, every farm, every orchard, every wood, every garden, every roadside, every pond, every river, teems with materials that awaken the wonder of the child and stimulate enquiry.

Each day new marvels in abundance greet the eye and arrest the ear. The growing corn, the ripening wheat, the creeping vine, the blushing primrose, the dainty cowslip, the clinging cockle-burr, the lowing cattle, the noisy thrush, the restless bee, the vaulting jack-rabbit, the sly fox, the nimble woodchuck, the industrious beetle, the praying mantis, the newly mown hay, the clicking corn planter, the complicated self-binding reaper, the puffing steam thresher, and the multitudes of kindred objects whose mere mention would fill this edition of the Instructor furnish the means for cultivating the observing and discriminating faculties which no city teacher can ever secure, save in limited measure.

I am assured that the average country teacher does not use them now because he knows so little about them himself and knows less about how to use them properly in teaching the children. The future country teacher will not be so handicapped. He is going to have a school house cabinet and it is to be filled, and filled by the children. It will contain every variety of grain that grows in the district and many from abroad. It will also contain similar collections of grasses and fruits and soils and minerals, and specimens of every living thing that flies in the air or creeps on the prairies and in the woods about. All will be labeled and their habits and value to man properly indicated. The gathering, the naming, and the describing of such a mass of material will prove an education in itself. The process, properly managed, is in its very nature scientific. The boy or girl who does it will be wiser than those who have grown up in the old way.

What will such a child know? He will know all about the various forms of plant life, their roots, stems, branches, leaves, flowers, fruits, habits, etc. Will know what are useful, what are worthless and what are injurious. The same variety of knowledge will extend to the animal life of his locality. He will know when the robins come, where the swallow builds her nest, where the partridge feeds her young, where the ground-hog digs his hole, where the beaver plies his trowel, where the pigeons sleep at night, where the perch and the trout bite best, where the first apples ripen and the exact day when the melon may be plucked. He will know the soil suitable for wheat, for corn, for rye, for alfalfa, for flax, for millet, and for the varieties of grains and fruits adapted for his locality. He will know the nature and effect of frost, of rust, of blight, of drouth, and how to guard against them all. He will know all about the history of the various varieties of apples and pears and pumpkins, and will readily detect the good or the weak points in Durhams and Holsteins and Jerseys and Cochin Chinas and Plymouth Rocks and Merinos and Cotswolds and Percherons and Berkshires. He will learn all about them as the impulse to learn is fresh and strong, and will learn systematically and well.

In this acquaintance with the life about him, the perceptive faculties are not the only ones developing, for imagination and memory grow stronger and wider every day; discrimination and judgment become keen and active, and the child's mind is alive to everything it meets.

With this extension and differentiation of knowledge has come language in abundance. If anything will make a child talk, it is the wonders of the outside world. Here interest seldom flags. When it is stirring the children, talk is easy and natural. They write as easily as they talk, for then they have something to write about. The great cross in writing disappears

when the children have something to write about.

Counting and addition and subtraction, and other simple mathematical processes, come naturally. The children are eager to read about similar things elsewhere. With a youthful ambition and the appetite for knowledge thus whetted, the transition to books and to abstract studies is readily accomplished. It is made with little effort, for the mind seeks it. The problems of good roads, of drainage, of irrigation, of markets, of the effect of world and home supplies, of transportation, of fuel, of labor saving machinery, of the currency, of the tariff, of government, of morals, of religion, come fast enough and along with history and geography keep interest unabated. I hope that no one fails to see the literary side of this busy, wide-awake knowledge-getting which so abundantly occupies the life of the country child. He must learn to use books in facilitating his study of Nature and in working out the problems which come into his life. He must learn to read them as rapidly as he reads nature. Rightly used, they multiply his eyes and magnify every sense. They help him to see the glories of the setting sun and to catch the meaning of the rising wind as it sways the walls of corn. They sweeten the odor of the clover blossoms and sharpen the appetite for the rarest fruits of the orchard; they heighten the charm of springtime and of autumn, of the summer harvest and the winter's hearthstone. They quicken the love for home, for the farm, for the country life, and fix the tastes and habits in healthy lines.

The great poets have been the poets of Nature. Its beauties have been the themes of the masters. Only those who have grown up in Nature's heart, who know its fits and passions, who have seen it in midnight's lonely hour and in high noon's royal power, can appreciate the poet's touch and understand its subtlest teaching. What does Riley's "Old Swimmin' Hole" mean to a city bred chap? Who that has not broken nubbins across his knee and shivered over the milking pail, can drink the depth of meaning out of those days

"When the frost was on the pumkin
And the fodder in the schock."

What an ordinary rhyme is Wordsworth's "Daffodils," save to the youth who lives

"Beside the lake, beneath the trees."

Who but the country lad knows that

"The rose is sweetest, washed with morning dew,
As love is loveliest when immersed in tears."

What boy or girl can read Holland's "Bitter Sweet," Carleton's "Farm Ballads," Mrs. Allerton's "Walls of Corn," Bryant's "Robert of Lincoln," J. Whitcomb Riley's "Melodies of Meadow and Orchard," Burn's "Highland Love Songs," or any one of a hundred other songs of stream and mountain, of plain and glen, of labor and content, without every lane and grove and running brook and humble home becoming a thousand-fold more dear? The country teacher is beginning to understand all this. He is beginning to teach more of science and more of nature, and more of life and less of abstract mathematics and technical grammar. In readjusting his course of study, much to which he has long been burning incense is disappearing and these more fruitful subjects are dictating its spirit and controlling its methods. Careful grading and yet more ready recognition of individual tastes and capabilities will follow. Homes will be filled with good books and choice pictures, thoughtful and happy families.

The teacher of the future is not going to teach subjects so much as to teach children,—a far more difficult task. As a preparation for this, his education will be thorough and comprehensive. Nature will be to him an open book, the child the object of unselfish love, of untiring care. He will esteem knowledge above silver and gold; will be skilled in the management of educational processes and will make people recognize the difference between the master and the novice in school teaching.

He is not going to be a Jack-of-all-trades, neither is he going to teach as a make-shift until he can find something better. He will be specifically trained for his work and will find his highest pleasure in it. He is going to be a part of the community in which he works, having a common interest in all that pertains to its welfare. His responsibilities are not going to begin and end with the school bell, but will extend through the years until the children reach the estate of manhood and womanhood.

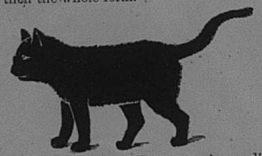
The country schools are to have organic connection with the high schools and the universities and this teacher of the future will be weighed in the balances. He will be rated not so much by the technical knowledge of his pupils as by their spirit and their capacity for work. I am aware that I am laying out a liberal ideal for this country teacher of the future, but I do it because I believe in the country school teacher and because I know that it has already been happily realized in some communities and believe that it is possible to all. It will be seen that I have said nothing about the wages and the tenures and the comforts and the social standing which the country teacher of the future will have. I have not done this because such a school as I have named gives the teacher higher market value. We need not worry about the salary question. It will take care of itself. The people are hungering after just such a teacher as I have described and they will soon respond with the proper compensation. These changes, though already making, are not coming at once. Their speed depends entirely upon us as teachers.

No one who has not seen it done, can understand how soon a teacher may revolutionize an entire community. I can point to an occasional locality where all the young people are keenly alive to the value of an education, where they love books, music and art, and where they are planning for great things in life. In such cases you may be sure that this ideal school master, with his great heart and brain, has been about. Not long since I visited such a community and in answer to my query was told that it was all due to a great soul, a woman, who some years before had gone there to teach school. As one expressed it to me, "She had literally set the whole community on fire."

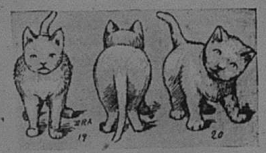
The Drawing of Animals.

(CONTINUED FROM PAGE 12.)

made from the live cat. At first study the parts such as the ear, eye, fore leg, hind leg and tail, and then the whole form.



DIVISIONS OF STUDY.—For convenience, divide the study of the cat into three general positions,



(1) side view Fig. 18, (2) front and back views Fig. 19, and (3) quarter view Fig 20.

IDEAS TO REPRESENT.—Write down the various actions of the cat, somewhat as follows. The cat eats, drinks, sits, runs, walks, creeps, washes

paws, washes body, washes face, jumps, sleeps, rolls, watches, mews, climbs, catches, spits, plays, etc. A cat may be represented in each one of the above actions, (1) side view, (2) front or back view, (3) quarter views. Representing the cat as doing something is placing the idea

back of the work. First efforts will be necessarily crude, but persistent effort will show rapid improvement. Excellence is not cheap; it can be purchased only by persistent systematic work.

Largest in the World.

THE new South Union terminal station, opened in Boston a few weeks ago, stands at the head in cost, extent and importance. Forty-five acres of ground are covered by the yards; the buildings cover thirteen acres; the total length of track under cover is fifteen miles, with 252 switches, accommodation for 2,000 trains every twenty-four hours, while there will be actually scheduled over 700 steam trains, and half as many electric. This single improvement calls for an outlay of $15,000,000. The first shovel of dirt was turned for the foundations January 12, 1897.

The New Mail Train.

THE new mail train which was put on the Vanderbilt lines January 1st., is the fastest regular mail carrier in the world. It left New York at 9:15 P. M., and arrived in Chicago 8:30 the next night, central time, making the run in the remarkably short time of 24 hours and 15 minutes. The next morning at 8 o'clock through mail reached Omaha, while the day following at 8:30 P. M., mail was delivered at San Francisco, making a gain of thirteen hours over the former fastest time. Nearly the whole state of California now receives mail for business purposes a day ahead of the former arrangement.

Food Adulteration.

F. U. BARRETT, editor of "*The American Grocer*" has written a series of articles on "The Evolution of Food Supply," in which he calls attention to the alarming extent to which common articles of food are adulterated. The New Jersey State Dairy Commissioner in his last report emphasizes the fact by way of some statistics. Out of 752 samples of food and drugs analyzed, 208 were adulterated. In the case of cream of tartar, 54 out of 110 samples contained foreign substances, chiefly starch and sulphates. In honey and syrups more than half the samples contained glucose. This was the case also with molasses. Chicory was found in many samples of coffee. More than half of the samples of tomato catsup contained salicylic acid.

An Improved Street Car.

SOME of the superior features of a new street car that has been recently tested in Chicago are that it starts without any sudden jerk, and may be stopped so quickly as to land the passengers in a heap at the front end in case of emergency. It can be stopped within its length while going full speed, when the electrically operated brake is used to its full capacity. The motorman does not have to handle two or three controllers and a brake, for everything is done with a single brake, and so no time is lost. The brakes, it is said, resemble those on a passenger engine. Besides locking the wheels there is an attachment composed of hard rubber which can be thrown on the track, and which will raise the weight of the car off the tracks and bring it to an instantaneous stop.

Range of Hearing.

SAYS the Boston *Transcript*: "It has been ascertained that the lowest number of vibrations per second audible to a human ear is eight; the highest number audible is 38,000. Thus the range of aural perception may be said to embrace eleven octaves, but the practical range of musical sounds is only seven octaves. The above statement represents the limit, some people possessing a much less extended range. There are persons who cannot hear the shriek of a bat or the chirp of a cricket. Tyndall said that it was astonishing to see two individuals, neither of them deaf, one complaining of the painful shrillness of a sound, while the other declared that there was no sound at all. Doubtless there are sounds made by some insects which are above the range of any human ear, and a whistle has actually been made which produces a sound audible to a dog, though no man can hear it."

A Non-Freezing Water Pipe.

IT IS said that the Germans have successfully incorporated into their plumbing practice a non-freezing water pipe. The ingenious invention is described by the Chicago *Record* as follows: "Into the iron pipe, as far as it is above the ground, there is inserted a second narrower pipe of thin sheet tin or lead, which is filled with an elastic substance, such, for instance, as rubber. This insertion remains unaffected by the ordinary pressure, but if the water should be frozen by extreme cold the elastic insertion is compressed by so much as the volume of water is increased by the freezing. With the coming of the thaw the insertion expands again to its original circumference. The object of the tin or lead around the insertion is to prevent an unpleasant taste or odor being imparted to the water." Water pipes provided with such an insertion have withstood a cold test of 40 degrees centigrade, while others not so provided invariably burst at that temperature.

A Map-Microscope.

A VERY useful little instrument that will be valuable to wheelmen, tourists, and military officers especially, has been introduced by a Munich firm of opticians. It is called the map-microscope, and combines these two articles. People using maps outdoors know their shortcomings. The edges wear and they soon become useless from much folding, and besides the ordinary map is almost useless in the dusk or at night. The map used in this case is photographed upan a transparent film, or small plate of glass, one and five-eighths inches wide, by one and three-eighths inches high. This positive photograph is slipped into a small apparatus consisting of a magnifying glass with a handle. This glass is so arranged that it will move horizontally, in any direction, and covers the entire map. When the map is to be consulted the holder is raised to the eye and the map is sufficiently enlarged to recognize every detail. At dusk the light is still strong enough to see the maps by, and even during the night it can be consulted by looking at the moon, or a distant lamp.

Science in the Wilderness.

AN EXPEDITION has just started for Mexico, under the direction of Professor Starr, anthropologist of Chicago, to study the wild Indian tribes of the remote regions of that country. These scientists are to apply the principles of modern science in the study of the aborigines there, who are said to be a type of the densest savagery, even reported to be cannibals, living in the most inaccessible fastnesses of the mountains. The leading questions they will endeavor to answer are: "Where did the Mexican Indians come from? What was their previous condition? Have they any history behind them other than that of barbarians?" Professor Starr thinks now that they were once of a higher type of life than now. He believes their ancestry was of a superior type to the much vaunted Aztecs, and that unlike the Aztecs who, he says, "were cruel, bloody, and treacherous," they were gentle, refined and comparatively civilized, and were much superior in all the arts of living to the Azfecs of Cortez's time. He does not believe that the Mexican Indians are in any way racially allied with the American Indians, both their language and habits being radically different from the latter.

The School Slate.

THE New York Board of Health has approved of the recommendations of Dr. Biggs, the bacteriologist, and reported the same to the Board of Education, which are as follows: 1. The use of slates, slate pencils and sponges shall be discontinued in all the public schools. 2. Pupils shall be supplied with pencils and pen holders, each pupil to retain those received in a box provided for the purpose, said box to be marked with pupil's name. These utensils shall not be transferred from one pupil to another without disinfection. 3. All school property left in the school building by a child suffering from any contagious disease, and all such property found in a room occupied by a family at such a time, shall be taken by the health department for disinfection or destruction. 4. Books taken home by pupils shall be covered regularly each month with brown manila paper. The *Sanitarian* approves this action, and says such attention will minimize the spread of infectious diseases, if not eventually stamp them out.

A Master Timepiece.

"AT MIDNIGHT December 31," says the Philadelphia *Record*, "when the State House bell began ringing in the new year, the City Hall clock commenced to move, the 600 illuminating incandescent lights behind the dials were turned on, and the iron bars that serve as hands began to indicate the time." There are several remarkable features of this clock. It is 370 feet from the ground, and the dials are 22 feet in diameter, though in appearance not much larger than the ordinary dial. The hands which look not much larger than lead pencils weigh 400 pounds. The glass and iron frame weighs more than five tons. The minute hand travels 70 feet per hour, and the ponderous finger moves 6½ inches every half minute. As a timekeeper it is expected to be almost perfect, being warranted not to vary more than ten seconds per month. It will always run a little fast, and at the end of the month when the astronomical clock is wound the pendulum will be stopped for a few seconds. It is expected that the hands of this clock will never be interfered with by human hands.

There are in reality two clocks, the astronomical with 24 hours on the dial, to be wound every thirty days, and the ordinary clock to be wound every eight days. The dials are glass, but a single glass could not withstand the wind pressure, and it is divided into twelve parts, set in iron frames, braced with elastic putty, that will yield as the glass expands under the heat of the sun. Behind each dial there are 150 incandescent lights to illuminate the face by night. A compressed air system is used to move the hands. The air is conveyed in tubes at a pressure of ten pounds to the square inch, and is compressed by an air pump into a cylinder of 400 gallons capacity. Two one-horse electric motors operate the air compresser, and in case one breaks the other will do the work. Two water motors are also connected with it, and if the pressure in the tank falls below normal they will automatically take the load.

Discipline

By Ency Coleman Caryl, Kalamazoo, Mich.

Fear.

"The plasticity of the child's nature renders him susceptible to impressions, which in many cases remain with him through life."

No emotion is more frequently played upon to produce instant results upon the child than the emotion of fear; that apprehension of evil shown by the child when coming into the presence of an object which has on a former occasion caused painful feeling.

Some psychologists attribute the fear of the dark, fear of thunder and of various other noises, to heredity, but a careful study of the subject will reveal in most instances that fear was inculcated by unwise nurses, teachers or mothers; thus changing the whole nature of the life by these strong impressions received in early youth. One who has been deeply interested in this subject determined that her children should grow up fearless of all harm. Finding that the nurses whom she employed were careless in the training of the children, and ready to foster fear in their selection of stories, she decided to take the whole charge of the early training herself. Never by word or look did she express fear. A thunder-storm was something beautiful to look upon. She, with her children, often sat in the open doorway watching the clouds and the storm with wonder and pleasure. They went from room to room in the daytime, and then as the day drew to a close and the daylight was vanishing, she sent them into those darkening rooms, on various errands. They seemed never to know the meaning of the word fear. But one day, while on a visit to a friend, in company with one of her children, a terrible storm arose. She had taken the little one to a window to watch the storm, when her hostess entered the room and in frightened tones said, "What a terrible storm! How dare you stand at the window?" and she began immediately to close all the doors and windows. In the darkened room, the child but two years of age cried from fear. For months the child feared a storm, but gradually recovered from this shock in a measure—though the element or emotion of fear had been inculcated in the child's nature, and timidity gradually developed; he became apprehensive. A younger child this same mother guarded with jealous care from careless, thoughtless persons, and he, too, seemed to be ignorant of fear. When almost too young too talk, he signified his desire to visit his grandmother, after dark, though living several blocks away and though not allowed to go alone in the daytime. The baby was determined, and not wishing to give the reason, the mother let her little one out in the dark, while the anxious father followed at a respectful distance. The child never hesitated to go where any errand or pleasure called him, and at the age of seven was perfectly fearless. So most impressions of fear from such causes are made before school age, but fear arising from apprehension of consequences is oft inculcated for the first time in the schoolroom; and there is no weapon which the careless teacher can employ in the management of children so baneful in its effects as the weapon which inculcates fear in the mind of the child.

In a large family of girls now grown to womanhood, there is one who possesses a most sensitive temperament, timid and susceptible to criticism, and this one insists that her whole life has been changed into this shrinking nature by a cruel teacher who ushered her into school life. It was during that reign of terror—of harsh, military discipline, where "to drop a pencil" was crime punishable by a "stay after school," and to whisper meant a flogging, often in the presence of the whole school.

Those days are past and gone—very far away—but so many, many teachers inspire fear in their pupils from a false idea that they are sharpening the intellects of their pupils or bringing about good discipline in their schools from the awe and reverence they inspire, that a few thoughts on this subject may be in keeping. Nothing blanches and withers the budding flower of childhood like blasts of ridicule or learned sarcasm. As when a teacher looks at her watch to see if the slow plodder can recite the rule or give the definition in "twice the length of time that the smart boy has given it in." I once heard a teacher say—when a boy in class did not respond to her questions immediately,—"Poor Fred, he is *deaf* and can't hear, Tom, you may recite." Imagine the teacher's discomfiture when she found that Fred was in reality deaf, and had not heard her question. She never again employed sarcasm to effect discipline in the schoolroom. Many are the students who have cause to remember the withering scorn employed by a certain distinguished professor in college, whose massive frame and whose magnetic black eyes, overhung with great, shaggy eyebrows, represented a veritable Sampson, capable not only of carrying off the doors of the gates of Gaza, but of carrying upon it the trembling pigmies that might be found within the precinct of his abiding place. How he delighted in standing before the unhappy culprit who was striving to prove some problem in physics, while his pointer struck the floor dangerously near to the toes of the stupid one whose brain cells refused to act in the presence of so much fearful sarcasm. But he is a magnificent man, still teaching, and I wonder if the slow and plodding ones are to him still, "the little potatoes rolling down hill!" Irony and sarcasm are quite lawful and very effective weapons when used to quell an angry mob or change into a friend Cæsar's enemy, but when made use of to quicken the intellect of a slow pupil, there can be no weapon more dangerous. That teacher who governs a school, using only legitimate means, will never hurt a child in the presence of his fellows. Punishment is sometimes necessary, but the child who obeys through fear, or fear of punishment, never rises to the higher ground of a perfect development—obedience through love. When a teacher descends from her rostrum to the vicinity of her pupils, and in consequence heads are ducked, there is a certain evidence of discipline through fear.

We should remember that "The fear of the Lord is the beginning of wisdom;" only the *beginning* of wisdom. As we grow, "Perfect love casteth out fear." Fear of wrong-doing because of consequences is the lowest motive for doing right, and the teacher who teaches not for today alone, will carefully weigh her words to know what influence they may exert on the future good of the child. She will never inculcate those ideas or those principles, which, lasting through life, will make dwarfs of the minds intended for giants. The true teacher never ridicules stupidity nor jeers at the slow ones, for this not only engenders fear, but she realizes that among the seeming dunces there may be a second Sir Walter Scott. "Perfect love casteth out fear," and fear banished, the true teacher has a wonderful field for the exercise of power in the management of her school.

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Physiology

By Jerome Walker, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article VI.—Clothing.

CLOTHING has several uses. It should prevent the loss of the animal heat of the body which should be kept at or about 98.5°F.

It should protect the body from dust and climatic changes. It acts as a covering of nakedness, and finally, it has its ornamental use. It is generally acknowledged that in our changeable weather, especially in the northern, eastern and western states, the underclothing for nearly all, if not all, seasons of the year, should be of wool or silk of varying degrees of thickness, depending on the season. These materials, especially wool, absorb the perspiration and its rapid evaporation is prevented, and consequently the rapid escape of animal heat. People who cannot bear wool or silk next the skin can wear it over a thin muslin garment. The fact is that the underclothing is in reality the most important portion of one's clothing. The outer clothing can be of much lighter material and weight, (an object to be thought of) if the underclothing is of the right material. The ornamental or æsthetic use of outside clothing is of value. Even the so-called dude has his usefulness if he shows the value of clothing material and a proper combination of colors in enhancing the good points in one's physique, and sometimes in hiding defects. It is a question whether the time will not come when men will return to knee breeches and silk stockings for comfort's sake and in the cause of æsthetics, when there will be some distinction between the dress of a waiter and a male guest at a public dinner, when color will enter more than it does now into the apparel of men. Men who ride bicycles tell me that bicycle pants and costume are very comfortable, and surely short dresses for women on stormy days or when the ground is wet are sensible and sanitary.

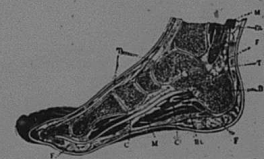
While there must probably be some adherence always to the prevailing style of clothing, it is wise never to go to extremes. A good motto for guidance is, "Comfort rather than style." The *fit* of clothing is, therefore, a matter of importance, and here is another rule for guidance, viz: "Have the clothing fit the form, and not the form the clothing." Head gear that is tight is very apt to cause headaches, and by interference with blood supply to cause the hair to die and fall out. Light and comfortable and well ventilated head gear is a matter of such importance that England and the United States have prescribed that such head clothing shall be worn by its soldiers and sailors. Tight bands or collars about the neck are very objectionable. A sailor would not be allowed to wear such contrivances. The windpipe or trachea in the front of the neck is very superficial and quite readily compressed, and if its calibre is lessened the necessary amount of air supply to the lungs is prevented. And it is safe to say that none of us have too much for our needs.

Restriction of the motions of the arms by bands from underclothing binding the arms near the shoulders is all wrong. The shoulders are built to support weight, and much of the underclothing and some of the outer clothing may well be held in place by "suspenders" or "supporters" passing over the shoulders. We none of us have too much motion as to our muscles. We need it all.

The constriction of the waist, part of the chest and abdomen by means of bands or corsets is essentially wrong. Most people will agree with me that if their use had never been begun in a healthy person in childhood or puberty, and continued on for years, that they *never* would be actually needed for support any more in healthy women than with healthy men. Most people also will agree, that once having been used for years it is very hard to discontinue their use. I grant that for some feeble or sickly persons they are of value, but for people in good health and with strong muscles, they are objectionable. Any reasonable physician who knows the importance of girls being robust, must depreciate the hampering of muscular energy and the weakening of strength of internal organs, which bands and corsets are largely responsible for, for they are frequently tight fitting, though very infrequently is this fact admitted by the owners of these appliances. Corsets or waist bands, even if only moderately tight, are liable to have three bad effects: 1st, binding especially at waist band and slowing the function of stomach and liver; 2nd, pressing downwards the contents of abdomen upon the pelvic organs, inducing pelvic disorders, and 3rd, restricting the motion of the chest and its contents the lungs. Rarely can a person wearing such constriction expand the chest above 2½ inches, when the normal expansion should be 3 or even 4 inches. Many cannot reach an expansion of more than 2 inches—the *minimum* allowed for admission to life insurance companies.

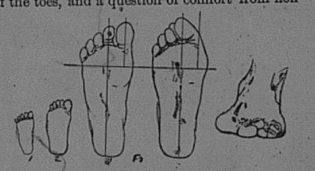
Composite photograph of girl in corset and without corset; an exact reproduction. Note the two outlines at the waist. This is not what is called "tight lacing," but from a working costume.—(Dickinson).

Foot coverings may be a source of great comfort, allowing us to take frequent invigorating walks without the production of corns or bunions, or they may give us much misery. The human foot is a wonderful piece of mechanism, made of many bones, articulating with movable joints, each moving a little, and all joining to give elasticity to the foot and grace to the movements of the body. It has a cushion of fat at heel and ball of foot to form pads and prevent shock. It has tendons of muscles from the leg going over and under it to operate the toes. There are also muscles between the long bones of the foot.



Vertical section of right foot, showing the arches and the relations of the various structures.—B, bones; M, muscles; T, tendons; F, fat; C, connective tissue; BL, blood-vessels.

Foot covering too short or too tight or too heavy interferes with motion, elasticity and shape of the foot. And yet it is possible to have a real "common sense" shoe and also a good looking one. It is not a question of square, or round or pointed toes to foot covering. These things are matters of fancy. It is a question of perfect freedom of motion of instep, ankle and especially of the toes, and a question of comfort from non-pressure. A shoe should have a low broad heel—not more than one-half inch high—to readily bear the weight of body. It should be snug at instep but not tight, and loose enough and long enough at the toes so that they can easily move *side by side*. It is a very rare thing to find an adult with normal feet. All clothing should be *clean*, not only for "decency's sake" but also because dirty clothing is a fruitful field for the development of disease germs, and for vermin of various kinds.



1. Tracing from baby's foot, showing toes pointing outward. 2. Tracing from foot of child, two years old. 3. Adult foot, normal. 4. Adult foot as too frequently seen. 5. Adult foot occasionally seen as result of badly fitting shoes.

Clothing should be as *light weight* as is consistent with comfort. Garments loosely woven are warmer than tightly woven ones. The meshes contain air which retains heat. "Shoddy" cloth made of odds and ends, rolled or pressed into cloth, is not warm and is easily destroyed, as many of our poor soldiers knew to their sorrow, especially in the Civil War. A fleecy blanket is warmer than a so-called comfortable. A pair of mittens is warmer than a pair of gloves—especially kid gloves. A vest of layers of paper is a useful contrivance. Two pairs of cotton stockings worn at same time is often warmer than a pair of woolen ones. Underclothing should not be colored with *poisonous dyes*, as it often is, and bought because it is bright colored and cheap. Such clothing frequently produces irritating eruptions upon the skin, which may impair the general health. Rather pay more for better.

A Summer Trip With a German School.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

ONE OF the pleasantest pedagogical experiences I ever had, one most fruitful and suggestive, and one that made a lasting impression, was a trip through the beautiful Thuringian forest with a German school. The impressions are still so vivid that I have no need to refer to notes to refresh the memory, though it took place more than a dozen years ago. It was the latter part of July, when the summer vacation had begun, that a party of about seventy-five, fifty boys and twenty-five professors, teachers and students belonging to Stoy's seminary at Jena, started out bright and early upon a seven days' trip. The boys were from the two highest classes of Stoy's school and were from twelve to fourteen years of age. Each boy was provided with his school knapsack, in which were an extra suit of light clothing, a few toilet articles, an extra shirt, and lunch for the first day. Headed by a band of music consisting of drums, fifes and brass instruments manipulated entirely by the boys, with banners flying, we marched through the streets to the station, carrying with us the *"Gluckliche Reise," "Viel Vergnugen,"* and *"Auf wiedersehen"* of the admiring parents and friends who lined the sidewalks. The sole attempt at uniforms was the school cap, which all the boys wore. During the preceding year the teachers had collected from $150 to $175 to bear the expense. To this fund the teachers and friends of the school and the government at Weimar had contributed. The route had been carefully outlined beforehand, sleeping accommodations engaged, and meals provided at the various points to be touched. The pupils themselves had also been prepared by some preliminary study of the ground.

A word in regard to Thuringia, the section to be traversed, may not be out of place. Our American geographies scarcely mention this part of Germany, and yet, it is one of the most beautiful, best known, most frequently visited, and most loved of all parts of the German empire. It lies chiefly in the province of Saxe-Weimar, is about twenty-five miles long by twenty broad, and almost entirely covered with forests of pine, spruce, fir, beech, birch, etc. These forests are carefully preserved by the government, roads and footpaths cut through, the wild game and fish intelligently protected. Foresters, educated at the School of Forestry in Eisenach, watch over all of these interests, enforce the law, remove the dead trees and underbrush and plant new trees, study the insect life to prevent destruction. It is the most beautiful and best kept forest I ever saw. Besides the government care, there is a great association of citizens whose members are found in every city and village of the section whose duty it is to assist in providing means for the protection and preservation of the beautiful land which God has given them. Our government could learn some valuable lessons from them in the preservation of our noble forests. Villages and little cities nestle in the valleys, beautiful streams wind their way around the hills and begin their journey to the sea, and in the midst of these forests are found some of the most charming watering-places in all Europe. The section is rich in historic interest. It is probable that Charlemagne visited it more than 1100 years ago and compelled the people to accept Christianity; St. Boniface had already founded the first monastery in Germany fifty years earlier; here Luther lived nearly all of his life, translated the Bible into German, and within the precinct of this little province was begun the mightiest reformation of history; the "Thirty Years' War" laid its terrible, desolating hand upon Thuringia, blotting out her villages, devastating her farms and destroying her inhabitants. It was the birthplace of Frœbel and at Keilhan he established the first kindergarten, which alone makes Thuringia a land of deepest interest to a teacher.

This country, then, rich in folk-lore and legend, wonderful in historic interest, teeming with all the beauties of nature, lay before us for exploration. We entered it full of expectation and our anticipations were more than realized.

I cannot follow out all the details of the trip, nor would they be of interest to American readers. After a short ride on the railroad, we left the train and marched for a few hours until it was time for lunch. Exceptionally low rates are made by all public conveyances to schools, thereby encouraging this very important educational means. We ate the lunch brought with us, sitting under the shade of some large trees near a village, the commissary department having supplemented our store with some cold ham, sausages, and a few loaves of coarse rye bred. After resting awhile, we visited the site of the first Christian monastery in Germany, now marked by a small monument. I noticed that after our leader had gathered the boys about him and given them a brief lesson in history, many of them took out their note-books and made a sketch of the monument. What a place to teach history! It could not fail to make an impression deep, real and lasting. But the evening draws nigh and it is time to think of supper and bed. We went to a village hotel where provision had been made for our accommodation, and gathered around long tables for the evening meal. It consisted of a mixture called "beer-soup," which was a sort of thick porridge. I had never eaten anything like it before, and hope I may never be called upon to eat it again. The boys and German teachers, however, ate it with apparent relish, so it may be that I am lacking in taste. Plenty of bread and cheese assisted in annihilating the vacuum of the stomach occasioned by some sixteen hours of activity. As soon as the meal was over, each boy made note of the day's events in his note-book, the teachers supervising. Then came bedtime—for the boys. We all adjourned to the large ball-room, and after a short evening prayer, the boys went to each teacher, gave him the hand and wished him *"Gute Nacht,"* then laying off their coats they lay down in the clean straw and were soon in dreamland.

This completes the day for the boys but not for the men. Assembled around tables with foaming beer before them, the teachers now hold a pedagogical conference in which the events of the day are discussed. I remember one incident that came up. During the day a boy had fallen in with me on the march and had become very much interested in American life and customs. It was a boy whom they had found hard to interest in anything, and the value of free intercourse between pupil and teacher on such a trip, when all eat, sleep, and *live* together on perfect equality and in good fellowship, was fully recognized as an educational force. I should not be surprised if the steerage of one of our great Atlantic steamship lines had brought that boy to our shores and he had become an intelligent citizen of the great Republic, as the result of that conversation. And so a large part of each night is spent in discussion, song, anecdote and good cheer, all covered by the word "Kneipe," so dear to every German heart. It is a wonder to me how these genial souls can stay up so many nights in succession, take so few hours' sleep, and then march all the next day. We had some days fully ten hours of solid tramp. If the boys became tired, the band would strike up for awhile, or the teachers would start up some lively marching song like,

"Nur immer langsam voran, nur immer langsam voran,
Dass die ostreicher Bummelbaude nachkommen Kann."

All join heartily in the song and are thereby *erquickened*. In some cases the teachers took little fellows on their backs and carried them awhile. And yet, some people say that the German schoolmaster is destitute of sympathy for his pupils.

Early in the morning the boys go to the town pump or some neighboring brook, strip to the waist and take a cold water bath. After a cup of hot coffee they form in line, and headed by the band, they march out to the forest to eat their cold breakfast. I recall one morning when we came to a beautiful spot in the woods when a halt was made, a hymn sung, and one of the boys recited a prayer, after which the principal made a brief address on the goodness of God. I never witnessed a divine service more devout, more impressive, and more inspiring than that with which we began that day in the Thuringian forest. There I understood Bryant's lofty lines in the "Forest Hymn," "The Groves Were God's First Temples."

* * * * *

"Here is continual worship;—Nature here,
In the tranquility that thou dost love,
Enjoys thy presence. Noiselessly, around,
From perch to perch, the solitary bird
Passes; and yon clear spring, that, midst its herbs,
Wells softly forth and wandering steeps the roots
Of half the mighty forest, tells no tale
Of all the good it does. Thou hast not left
Thyself without a witness, in the shades,
Of thy perfections. Grandeur, strength, and grace
Are here to speak of thee."

And so the days passed by, each more charming than the preceding. If we touched a place where eventful history had been made, the boys were told the story on the spot. Geological and botanical specimens were collected and stored in the boys' bags for future study. I remember one most beautiful lesson in geography. We had tramped for hours through the forest, scarcely seeing the sun through the luxuriant foliage. Finally, we came out of the woods on top of a hill and before us lay a wonderful landscape spread out for miles, with its little cities and villages, its river, its railroad and many other points of interest. The principal gathered his boys in a semi-circle about him, and taking out his watch, said, "Boys, it is four o'clock. Which way is north?" The boys looked at the sun, and judging from his place in the heavens at four o'clock, easily located the north. Then taking their pocket maps, they all faced to the north and were able, with accuracy, to locate everything in sight. It was a lesson in geography that struck me as practical in the highest sense. Should not our children be trained to use maps in the field?

One incident of the trip was peculiarly impressive. The preceding winter Prof. Stoy, the founder of the pedagogical seminary at Jena, and the life-long friend of the poor boys of that city, had died. On the top of the Inselberg, the highest inhabited peak of Central Germany, (3,000 feet high) a granite monument had been erected to his memory by his disciples, who now dedicated it with impressive ceremonies. It was an important incident in the lives of teachers and students, who revered the memory of the great teacher, and of the boys who so long had loved him as a father.

But I must bring my story to a close. After seven days of travel, mostly on foot, visiting many points of historic interest, the party returned to Jena, tired, but rich in experience and with abundance of material for future conversation and study during the next school-year. I hinted in my January article that this trip furnished a splendid illustration of correlation. I have mentioned that each boy kept a journal of the incidents of the trip, and also that they made collections of things that interested them. During the following year this material was thoroughly worked over and many lessons drawn. The geography, history, botany, geology, and manufactures of Thuringia became living subjects, the study of which centered around that summer's trip. Each boy wrote a full history of his experiences, illustrating by sketches, and bringing in the important facts learned. I possess three of these descriptions which were sent me the next year, and I wish to say that they are gems of composition, penmanship, and beautiful description.

NATURAL HISTORY.

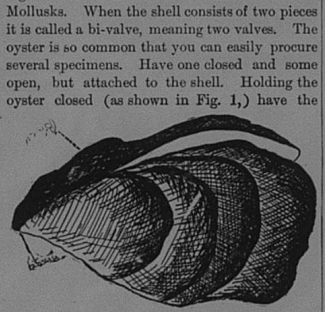
BY ELLA JACOBS, Philadelphia, Pa.

Animal Life in the Waters.

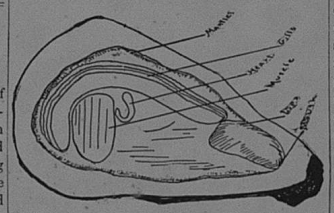
THE OYSTER.

ALL THE lessons so far have treated of animal life on the land. But we must remember that the ocean, river, and even little streams are full of life, both plant and animal. We will now begin to study something about a creature that lives in the water. The greatest number of aquatic animals are fish, and of these there are many varieties. Nearly all the land animals and birds, or all vertebrates, have internal skeletons or bones, which give shape to the body, hold it in position, as the bones of the leg, and protect the delicate organs, as the skull bones and the ribs.

Fish also have internal skeletons. But what we usually term "shell fish" have no internal skeleton to protect and support the body. In fact they are really not fish at all. The body is soft and flabby and protected by an outer covering or shell. All animals with shells are called Mollusks. When the shell consists of two pieces it is called a bi-valve, meaning two valves. The oyster is so common that you can easily procure several specimens. Have one closed and some open, but attached to the shell. Holding the oyster closed (as shown in Fig. 1,) have the

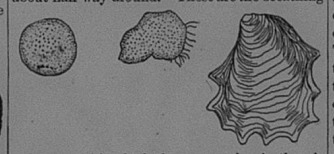


children notice its shape, narrower at one end, and thicker at the junction. As there are several names applied to various parts of all shells, it is as well to teach them at first, and use the correct terms thereafter. The thick edge of the closed shell is the back, the joining of the two shells is the hinge, and the long sharp edge is called the ventral edge, the smaller edge is called the rear or back end. Opposite the rear end, the broad end is called the front end, the shells are called right and left valve. The left valve is always larger in the oyster. It is the one which is attached to some rock, etc., when the oyster is at home, in the water. All mullusks belong to a very low order of animal life. Man is the highest form in the creation, then come other mammals or quadrupeds, birds, insects, batrachians, reptiles, fish, etc. The lowest forms can not move, and in this class is the oyster, which has no power of locomotion except when very young. Oysters can, however, open or close their shells at will. When alive the shells are usually open allowing water to enter and run out of the shell. Notice that the outside of the shell is laminated or in plates. By this means we can



tell the age of an oyster, as each plate shows a year's growth. Oysters are in best condition for eating when they are four or five years old.

Now open the shell. Notice the pretty shining interior, different from the rough outside shell. The large purple spot shows the only place at which the oyster is joined to the shell. The attachment is by a strong muscle, which you can see in illustration 2. Next take the shell containing the oyster. Just one side of the large muscle is a bean-shaped organ, the heart; in a freshly opened oyster you can see the heart distinctly beating, regularly and slowly. All around the oyster is a delicate fringed mantle; it also lines the shell. By lifting this mantle you can see the four gills extending about half way around. These are the breathing



apparatus with which the oyster takes in the air from the water. The mouth and lips are at the end near the hinge. An oyster has very simple digestive apparatus which it is hardly necessary to describe.

How does the oyster secure its food if it can not move? As the mountain did not go to Mahomet, Mahomet must go to the mountain. So animals who cannot search for food, have their food thrust upon them. The gills of the oyster are covered with fine cilia or hair, which move rapidly and keep up a constant stream of water running to the mouth. This water contains quantities of tiny animals and plants which form the oyster's food. These are rapidly sucked in by the mouth and lips, and the current of water passes around out of the oyster shell carrying off the waste or unused matter. This is why oysters when alive usually have their shells slightly open. If an enemy approaches, or there is any sudden disturbance in the water, the oyster suddenly closes its shell. Oysters live for some time after they are taken out of the water, but they close their shells tightly, so as to keep in the moisture.

Vast quantities of oysters are gathered for food. When we hear that twenty-two million bushels or about six and a half billion oysters are usually taken each year, we must conclude that the oyster has great powers of reproduction or there would soon be a scanty supply. This is really true. The oyster comes from an egg, like a bird, and each mother oyster produces as many as nine million of eggs during the season from May to September, the months during which oysters are unfit for food. The eggs are at first held in the folds of the mantle, and then sent out into the water. Sometimes they come in such large quantities as to discolor the water or give it a milky appearance all around the oyster bed. The egg grows very fast; its shape changes within a few hours. It moves about in the water for about six days, then a tiny shell has begun to form from the mantle. The little oyster then sinks to the bottom, attaches itself to some rocks, or shells, or old boat, and there it is fixed for the rest of its life.

Although such quantities of eggs are laid, the vast majority of them do not develop into adult mollusks. A large fish sometimes swallows a thousand eggs in one mouthful, and the tiny oysters floating around before they settle, called spat, make very dainty food for other aquatic animals. Then the life of a young oyster is open to other perils. If the water is too warm or too cold the tender little mollusks are killed, and in fishing for large ones many of the young oysters or seeds, as they are now called, are dragged from their fastenings and die. An oyster frequently has a boarder living with it. This boarder is called the oyster-crab. It is a tiny creature, less than an inch in length. When the water flows into the oyster shell to feed the oyster, there are usually some morsels of food too large for its use. But curiously enough, these form the crab's food, and so it can be fed without robbing the oyster of its legitimate prey, and as the crab often drops tiny crumbs which the oyster can eat, boarder and host are congenial and apparently happy. The boarding house doors (the oyster shells) are always open to admit the little crab, who seems to find it a very safe lodging place and home of refuge when attacked by its many aquatic enemies.

Special Rates to Our Readers.

The difference between teachers drawing salaries of $15.00 or $20.00 a week and those drawing $5.00 is largely in the qualifications. Many of those drawing small salaries and occupying inferior positions could and would occupy better positions and draw higher salaries IF QUALIFIED TO FILL SUCH POSITIONS. The question of how to become better qualified at slight expense and at no loss of time from the school room is fully answered by the catalogue of the AMERICAN CORRESPONDENCE NORMAL, Dansville, N. Y. This institution has a complete system of Home Study which every progressive teacher should investigate. Special rates to readers of NORMAL INSTRUCTOR.

BIRTHDAY EXERCISE

The following miscellaneous selections, we trust, will be found beneficial in the observance of Lincoln and Washington's birthdays. As space will not permit us to give a complete exercise for the observance of each birthday, we merely give a few selections.

SONG.

Tune—My Country.

Once more we celebrate
Birthday of him so great,
So true and brave;
Who struggled not in vain
Liberty to attain,
Breaking a tyrant's chain
His land to save.

Bravely the patriot band
Fought 'neath his sure command
And freedom won;
Honor those soldiers all
Who did for freedom fall,
Who followed at the call
Of Washington.

While shines in Heaven the sun,
The name of Washington
Shall glow with light;
He feared no tyrant grand,
But foremost in command,
Did like a mountain stand
For cause of right.

—*Alice Jean Cleator.*

COLUMBIA AND THE THIRTEEN COLONIES.

Exercise for fourteen pupils, boys and girls. Columbia should wear a crown and be draped in the national colors. The thirteen colonies should be represented by pupils according to their heights, the smallest colony taken by the shortest of the thirteen to represent Rhode Island; the largest pupil taking Georgia, as that colony contained more square miles than the others.

Music: Some patriotic march. Columbia enters, and marches to center of back of stage. Speaks:

I am Columbia, Spirit of Freedom,
The Spirit of Freedom and Liberty, one;
My name is enshrined in the hearts of all people,
Who honor the name of our loved Washington.
In the struggle which gave to our Nation its freedom,
The carnage of battle, the triumph of worth;
I have grown with your growth, and I give you this greeting,
Columbia honors the land of her birth.
I will call to my side the brave states of the struggle,
The deeds of their courage and valor we'll hear.
Rhode Island the smallest, yet one of the bravest,
Rhode Island, dear child, I pray you come near.

(Rhode Island takes place on the right of Columbia.) Speaks:

The smallest am I of the great Thirteen,
Yet my work was bravely done;
My men marched on with loyal hearts,
To fight with Washington.
Rhode Island am I, though small in size,
My heart was as leal and brave
As any who fought in the Patriot bands,
Our own fair land to save.

Columbia:

Come, Delaware, come! We will list to your story.
We know in the struggle you won yourself glory.

(Delaware takes place at the left of Columbia.) Speaks:

I come from the State of the sounding wave,
Though small yet true am I;
My men marched on with the brave Thirteen,
Resolved to do or die;
I come where the winding river flows,
The home of the brave and fair;
My sons were fighting with the brave,
From the State of Delaware.

Columbia:

Come hither, New Jersey, the soil which you trod,
Is sacred to Freedom's and Liberty's God.

(New Jersey takes place next to Rhode Island.) Speaks:

New Jersey's soil was drenched with blood;
But Jersey's sons were true,
And bravely fought with Washington,
Till the awful war was through;
And Trenton speaks of the dreadful night,
And Jersey's blood-stained ground
Bears marks of the steps of Washington,
And makes it holy ground.

Columbia:

Connecticut, come! none more loyal and brave,
Than you who fought gladly our Nation to save.

(Connecticut stands next to Delaware.) Speaks:

Of this fair State I speak in praise.
Connecticut helped to save
This land from the yoke of the British power,
By the deeds of her sons so brave.
There was Putnam who left for the foremost ranks
At the sound of his Country's call,
And many a man gave up his life,
For his Country's need was all.

Columbia:

Massachusetts, a giant in strength and might,
We're proud of the courage you showed in the right.

(Massachusetts stands next to New Jersey.) Speaks:

Of the great Thirteen the greatest am I;
From New England's shores I hail;
My banners aloft from the Pilgrim's State,
I bear through storm and gale.
I speak of the deeds of Bunker Hill,
Of the far-famed Minute Men.
My name shall be sung in the English tongue,
To the poles and back again.
For in our need there was none more strong,
The British to defy.
Would'st thou know my name? then list ye well,
For Massachusetts am I.

Columbia:

New Hampshire, fair sister, your tale may relate,
Of the soldiers who fought from the White Mountain State.

(New Hampshire stands next to Connecticut.) Speaks:

I come from New Hampshire's mountains high.
With Massachusett's sons
My soldiers marched to Bunker Hill,
And faced the British guns.
For never where the Merrimac
Flows onward to the sea,
Can a traitor breathe in Hampshire's air
The breath of liberty?

Columbia:

And strong with the others all right to command,
As seventh in line I greet Maryland.

(Maryland stands next to Massachusetts.) Speaks:

I come from the South, the sunny South,
By ocean breezes fanned,
Where the sparkling waves of the Chesapeake
Wash the shores of Maryland.
Potomac winds o'er the fertile plain
Till its waters reach the sea;
And in this State of Maryland,
We fought for Liberty.

Columbia:

Come from the State of Brotherly Love,
Where thy bell rang the anthem to Heaven above.

(Pennsylvania stands next to New Hampshire.) Speaks:

I come from the State of William Penn,
The City of Brotherly Love.
Can you hear the sound of my famous bell
Which rang to the skies above,
When our land was freed from the British yoke,
And the anthem of the free
Was sung in the land of William Penn,
The first notes of Liberty?

Columbia:

New York, the fair State of riches and power,
Tell the deeds which you won in our Nation's dark hour.

(New York stands by Maryland.) Speaks:

From the Empire state I have come today,
The State with its banners free,
Its city great, by Atlantic's wave,
Of our Continent the key.
For long ago, in the by-gone days,
New York's brave sons were seen
And they bravely fought for the Stars and Stripes
And the glories of the great Thirteen.

Columbia:

Virginia, the "Mother of Presidents" State,
We'll gladly give ear while your tale you relate.

(Virginia next to Pennsylvania.) Speaks:

I come from the South, Virginia's clime,
The home of Washington,
And I tell in song the deeds he did,
And the glories which he won.
I am proud of the State whose name I bear,
Old Dominion's sons are true.
Virginia's name gives back the praise,
Where honor and fame are due.

Columbia:

South Carolina comes next in the ranks of the free.
Your song swells the chorus of sweet Liberty.

(South Carolina stands by New York.) Speaks:

'Tis South Carolina's name I bear,
A State far-famed in war,
Where loyal troops 'gainst Britishers
Their Freedom struggled for.
Fort Moultrie's name I proudly own
And Cowpens tells the story
Of Patriots on the field of fame
To their everlasting glory.

Columbia:

North Carolina, come here from your forests of pine,
And form with the others as twelfth in line.

(North Carolina next to Virginia.) Speaks:

From North Carolina's State I come,
The North and South united,
Whose sons helped win the victory
Till wrong was fairly righted.
And while we sing our leader's name,
And with the rest of the great Thirteen,
We must not forget, with the Sister States
Was North Carolina seen.

Columbia:

The last to be formed but the largest of all,
Georgia must come in response to my call.

(Georgia stands next to South Carolina.) Speaks:

And Georgia comes its praise to bring
To him, to whom honor is due;
Founded the year which gave him birth,
In Seventeen Thirty-Two.
Though last in line of the great Thirteen,
Yet strong in strength and might,
Till the darkest hour had passed away,
And Dawn had conquered Night.

Each one of the Colonies should carry flags. When Georgia finishes speaking, a march should be played. Columbia leads, the rest follow in double file if possible, Rhode Island and Delaware leading. If not possible for double marching, let Delaware lead for single marching. March as much as stage permits; follow Columbia to organ, form in a half circle and sing "Columbia, Gem of the Ocean." More marching, Columbia leading, then take their seats.

WASHINGTON.

(*Quotation Acrostic—Children carry initial letter cut from pasteboard and covered with boxwood, evergreen or colored paper.*)

War is a terrible trade; but in a cause that is righteous,
Sweet is the smell of powder.
—*Miles Standish.*

"Americans should stand by the stars and stripes."
Slow are the steps of Freedom, but her feet never turn backward.
—*Lowell.*

History is a mighty drama enacted upon the theater of Time with suns for lamps and Eternity for a background.
—*Carlyle.*

"It is well to be wise and great;
'Tis better to be good."

"Not all can be as great as Washington but all can be as good."

"Gold is good in its place, but living, brave, patriotic men are better than gold."

'Tis splendid to have a record
So white and free from stain,
That held to the light it shows no blot
Though tested and tried amain.
—*Margaret Sangster.*

"One country; one language; one flag."

"Nations, like men, fail in nothing which they boldly attempt."

A HERO.

To be a hero, does not mean
To march away
At sounding of the trumpet call
To war's array;
It does not mean a lifeless form
'Neath foeman's dart;
To be a hero, simply means
To do your part.
Perhaps above your head no flag
May be unfurled;
Perhaps you may not gain the cheers
Of a great world;
Just do your part each little day,
Be brave and true;
A greater than a soldier's joy
Will come to you!

—*Alice Jean Cleator.*

RECITATION FOR A SIX-YEAR OLD.

I'm just a very little boy,
I never fired a gun;
I never led an army,
Like brave George Washington.
And though like him I may not fight
To set a people free,
I'll try to be as brave and true,
As kind and good as he.

—*Alice Jean Cleator.*

A TRUE SOLDIER.

Tune—Hold the Fort.

Though we never may be soldiers
On the battle field,
Though we may not carry banner,
Bayonet or shield;
Each can be as true and valiant
Till life's work is done,
Each can be as brave a soldier
As George Washington.

There are mighty hosts of evil
Armies great and strong,
Each can be a little soldier
Fighting all day long.
Let us ever fight them bravely,
Let us valiant be;
Fight the host of falsehood, envy,
Pride and cruelty.

Oh, how valiant are the soldiers
Who to battle go,
Yet more brave are they who struggle
With an unseen foe.
When the battles all are ended
And the victory's won,
Each will be as true a soldier
As George Washington.

—*Alice Jean Cleator.*

MAXIMS OF GEORGE WASHINGTON.

(*Adopted by him at the age of fifteen.*)

"Neither laugh, nor speak, nor listen when older people are talking together."

"Say not anything that will hurt another, either in fun or in earnest."

"If you say anything funny, don't laugh at it yourself, but let others enjoy it."

"When another person speaks, listen yourself, and try not to disturb others."

"Obey and honor your father and mother."

"Every action in company ought to be with some sign of respect to those present."

"When you meet with one of greater quality than yourself, stop and retire, especially if it be at a door or any strait place, to give way for him to pass."

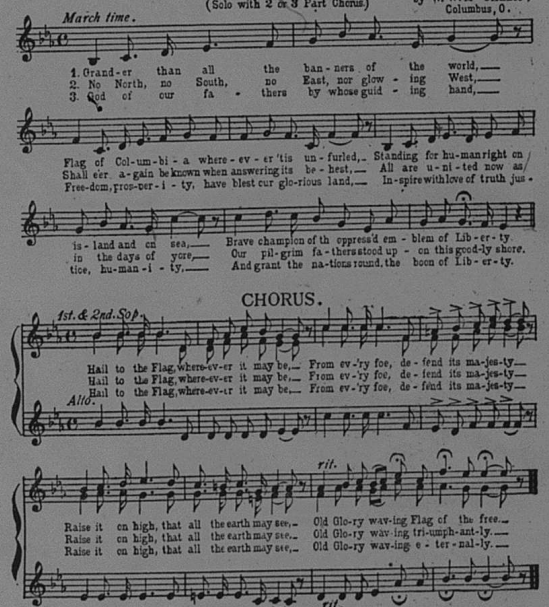
"Speak not evil of the absent, for it is unjust."

(CONTINUED ON PAGE 31.)

Grander than All The Banners of the World.

Flag of Columbia.

(Solo with 2 or 3 Part Chorus)

Words & Music by W. W. McCALLIP, Columbus, O.

Copyright 1898, by W. W. McCallip.

The school edition of this song can be purchased from W. W. McCallip, Columbus, O., for 25c. per 100 copies.

Methods, Aids and Devices for Primary Grades

Snow and Ice.

BY M. L. C.

"Frosted are pavement and window,
Frozen are pond and brook,
Snowflakes are falling by thousands,
We are in fairy land—look!
Elfins were working last night
Preparing this sight.

"Put on your great coat and mittens,
Bring out your Christmas sled;
Hear the sweet sleigh bells a-jingling
All other noises have fled,
Now let your glad voices ring,
For Winter is king."

A WINTER'S walk! It may sound dreary and forlorn to you, but not so to the children. The creaking of the snow under the many feet as you hurry along through the frosty air, calls up the questions, "What makes the snow squeak so?" or "Why is everything so still?" Let us walk to the pond. Do we hear the tinkle and splash of water, and do we see the soft shadowy reflection of leaf and twig and flower? What has changed the water into ice, and where are the birds and frogs and fish we have before found here?

How blue the sky is and how varied are the forms of clouds and shapes of trees! It is the child who finds so much to see and enjoy, so much to talk about; and if we teachers turn for a short hour into enthusiastic *seeing* children, we will find the winter book of Nature holds as many bright, fascinating and wonderful stories as do the spring and autumn volumes. The child has been rightly defined as "an animated interrogation point." Let us keep him thinking, doing and making. Make him a *live* worker.

In the pond what beautiful crystals! Explain how the molecules move this sparkling, glassy surface. Their strange impulse to form stars will lead us to talk of the crowding in bottles and iron pipes, in the hollows of rocks or upon the farmer's field. Our conversation may turn upon the story of Agoonack and her snowy home, the Esquimaux land or Reindeer country. Children's hearts lie very close to Nature and it is so easy to awaken them to think, question and read about these things. If to-day there is a snowstorm, why try to keep your pupils' eyes from the window? Satisfy their enthusiasm and intensify their enjoyment by letting number work, reading, geography and drawing, singing and writing lessons concentrate about that one object of interest. Encourage each child to feel a personal interest in the subject, gathering information and imparting it during "talking time." This is the time to kindly lead the pupil into a right use of words and proper formation of sentences. The aim of the talk should be to gain clearer ideas, to observe more closely and to use the language necessary to express these observations more accurately. Examine the thermometer and note the mercury. Placing the bulb in hot and cold water, the effect of heat and cold can be noticed; and fastening the thermometer just outside the window the scholars can see the change each day. Before the morning work coax a snowflake upon a piece of dark cloth and with the aid of a microscope the children can examine the minute but perfect crystals.

The story of the snowflake may be traced back to the autumn lessons—the clouds and how they are made, the winds and their work, the rain and the dew. Our morning talk may be in the form of a story of these vapor molecules. The affection of one small molecule for another draws them close and into just the place for the formation of a beautiful white star. Compare the different forms. Outline them upon board or slate. Our right hand man, Mr. Shears, may help us tell some stories about the delicate flakes. The white margins of a newspaper can be cut into squares and folded into starry forms. Salt, alum, blue vitriol, bichronate and saltpetre can be dissolved and poured into glasses *well out of reach*, to crystallize. Some of the forms drawn upon the board may be copied upon the desks with sticks, lentils or beans.

One of the children may personate Jack Frost while others are molecules. A crystal form is drawn upon the floor and the molecules, touched by Jack Frost, slowly takes their places to the accompaniment of soft music. The songs, "Little Jack Frost" and "The Snowflakes" may be dramatized. In literature Whittier's "Snow Bound" will interest the youngest pupils. Hans Anderson's "Snowflakes," Lowell's "First Snowfall," Tennyson's "Winter," Bryant's "Snow Shower," or Hawthorne's "Snow Image" can be used for reading lessons. Before work begins, read over the specified lessons of the day, noting any object referred to therein which can in any possibility be applied to the subject in hand. Use a small alcohol lamp, over which water may be boiled while the pupils carefully note what is taking place, testing the water at different stages of heating, and comparing the differences in temperature. Condense the steam by holding over it a cold dish, and while the drops gather and fall, explain the science lessons. Study the formation of crystal in ice and rock, noticing the fairy frost pencilings upon the window, and the same starry form in granite and marble.

In number work, add *snowballs*, subtract *sleds*, multiply *icicles*. Draw snowballs, sleds, etc. For the geography lesson, note the heat and light of the sun, the short days, the difference each day of the shadows as they creep farther into the room. Find upon the map the cold countries, study the habits, food and clothing of the natives of these countries, the animals and their means of protection from cold. Thus the teacher who earnestly desires the best good of her pupils, adapts her daily program to the needs of the children, and to existing circumstances.

Lower Grade Spelling.

BY AMY C. SCAMMELL.

WITH the carefulness that the gardener grows choice plants, we teachers must grow good spellers, if we would have them. How? Begin the first day of school with the easy word and *its letters*, nor leave the word until it can be spelled orally. After the child has so learned twenty-five or more words, let him group them into sentences, when he can make at least fifty, he is ready for the First Reader. Now let every reading lesson from the book end with the oral spelling of each word read. I see little gain in requiring first grade children to copy words; it is like drawing from a pattern; while it quickens precision, it palsies every stimulus to that daring originality so promiseful in a child.

Visiting a school, a nearly perfect copying of writing was shown me, but questioning revealed that the little artist knew but few of her words, and fewer of her letters. Surely alphabet days ought not to be over! Another child, a stubbed boy, who knew whereof he wrote, made up his own pattern, and his painstaking letters looked like him, honest, short and very roomy. The copying, which was a good likeness of the teacher, was the prettier, but the work that was the boy himself, was the better. After the child has laid his own foundation by drawing the words that he knows, as they are in his mind's eye, I would have him modify and improve the letters, as he will desire to do, when he feels the harmony of the written copy. Experience warns us that the longer copying is delayed and the memory spurred, the sooner will come the correct spelling.

Years ago, when good spelling was the rule, children were taught their "a, b, abs," or two letter syllables. They had never heard of phonics, but they unwittingly called them to their aid in spelling. Now, we teach the sound of the letters and require the children to mark them in writing, but not to *voice* the syllables after they are marked. Why not give the old way a trial, and drill the children on *ab, eb, ib, ob, ub, ac, ec, ic, oc, uc*, and so on through all the unions of vowel and consonant? A return to the pronouncing and repeating of each syllable might prevent much sound deafness. At two spelling contests in a rural town, a lady of eighty-five years outspelled every one present, several teachers among the many. The words given were taken from Webster's spelling-book, and had been well studied as a preparation. The lady in question had been unable to read for years, but she trusted to her school-day memory, and it served her royally.

Don't we correlate too much? We choose words for spelling from the lessons of the day, and we do wisely; but not all of these are everyday words such as the second grade children will need when asked to write a simple list of store items, or to pen a friendly note to a neighbor. We need to teach more home and neighborhood English, for that is what the children will oftenest use. To awaken interest, a good way is to ask the children what they have noticed while studying the spelling lesson; for more than the teacher's devices for making spelling easy, the children enjoy their own. They find words within words, as *crater* has *at, rat, rate, crate;* they note that *separate* is half vowels, and *scissors* is half *s's*; that in a *piece* there is a *pie*; and in *believe* a *lie*; they find a certain number of words with double letters, words with *i* before *e* and *e* before *i*; they note that *till* and *full* as words, are shortened when syllables.

It is well to make a list of words which puzzle children, and send them hunting through readers and story-books for them. Make all such work definite. Ask that one word be found five, another eight, and another more difficult, twelve times; have them study such lists of words, and spell orally from memory, then reproduce in writing. Of course, we are never so mother-indulgent as to tell a child how to spell any word that he can find by seeking. If he fails to find it in an interesting book, we may let him fall back on an easy spelling-book or dictionary. He'll find all that he knows we expect him to get. We are always proving how elastic children's memories are, when a lively interest extends them; the best of it is, they will never lose their tension so long as they are agreeably stretched. Let us, then, apply with abandon the practice-makes-perfect rule to our teaching of spelling. The children bring us a gift, let us ask them to spell its name before we receive it; they ask a favor of us, "spell it first, please." Let us not be ashamed to take on childish ways with little children. Let us hold back our needless speech, and find time to hear the children's voices oftener in spelling, sandwiched in anywhere and everywhere, that a chance allows. When we make it a business and a recreation, our children will leave the lower grades with such a firm spelling foundation, that the teachers in the higher schools need have little to do about the building reared thereon. That will take care of itself.

Primary Penmanship.

HARRY HOUSTON, SUPERVISOR OF PENMANSHIP, NEW HAVEN, CT., PUBLIC SCHOOLS.

THE WORD METHOD.

WE ARE so accustomed to the word method of teaching reading that we scarcely realize what a great advance has been made since the alphabet method was discarded. At this writing, after only two months in school, children have acquired quite a vocabulary and read with a fluency that is certainly marvelous when compared with what was accomplished with the A, B, C, method. The secret of this advance lies, as we all know, in the fact that we have met the child at a point in which he is interested. Words mean something to him; they are the names of things he is familiar with and he is delighted to make their acquaintance.

If we compare abstractly the difficulty of writing words with that of writing of letters, the conclusion would be that the words were the more difficult. If, however, the element of interest is taken into account, it will be found that it will do for penmanship what it has for reading. Children will write with more spontaneity, more freedom, and more delight. The natural inclination of children to create a *whole* has been recognized and made use of in teaching drawing, and is another argument in favor of the word method. The writer was guilty—several years ago, however—of teaching penmanship by the alphabet method, and was much chagrined to find children writing words, learned by seeing the teacher write them in the reading lesson, when only a few letters had been taught them in the writing lessons. Children usually learn that which they are interested in, notwithstanding our efforts to the contrary. An intelligent trial of the word method will convince one of its superiority in introducing the art of penmanship.

USE OF LARGER MUSCLES.

If we watch the growth of a young child and observe the successive changes in the movements of the arms and hands, some idea of the development of muscular action will be obtained. In a very young child we notice a pumphandle action of the arms. Later, more movement of the forearm, as exhibited in pounding. Still later, we notice the action of the fingers such as used in untying a knot. This development extends over several years and, according to good authority, is not completed when the child enters school. This means, then, that the larger muscles develop first and are ready for use, when the smaller ones, controlling the action of the fingers, are not. Is it not possible and quite probable that the cramped position of the hand, so prevalent among young children when writing, is due to the excessive use of the undeveloped muscles? They would tire easily, the action would be difficult to control, pressure would be put upon them and a cramped and collapsed position result. If the foregoing conclusions are correct, the first writing should be done with the whole arm and on quite a large scale. This would coincide with the spontaneous efforts of the child to write or draw before entering school. If given pencil or crayon, it is usually grasped with the whole hand and the marks made with the arm rather than with the fingers. If children write a small cramped hand, it is due very largely to the methods used, to timidity and to the fine spaced ruling of the writing materials. If, as is shown below, children are shown how to make a word, are filled full of it, and are so eager to write that they forget everything else, and if they are not hampered by lines and spaces, and admonitions from the teacher to be careful, etc., their writing will be on a larger scale and executed with considerable freedom.

THE TEACHING PROCESS.

Children, on entering school, do many things which they learned to do by imitating the acts of others. Combing the hair, using the scissors, etc. No doubt many of them would have learned to write also if the conditions for observing the process had been as favorable as in other things. The younger the child the more it acquires a knowledge of how to do things through its eyes instead of its ears. It is very evident, then, that describing or analyzing copies or merely looking at them would not be the best method of proceeding. The child should see the copy written, and it should be written on blackboard and rewritten again and again. Talk to the children about the way the crayon is moving. The ingenious teacher goes up over hills, swings down around the curves, carrying the children with her. In this teaching process the copy is to be transferred from the blackboard to the child's mind and then out through the fingers to the blackboard again. If the teacher does her part well, the child will manage to put the word back on the blackboard. Of course, the first writing will be crude and inaccurate, but have we not been demanding too much accuracy of young children, and is it not something to be accomplished later on? We should not hamper or confuse the child by using lines and spaces or by emphasizing numerous details. At first get the form in the rough. After a child knows which way to move the hand in order to write the word, will be time enough to introduce such details as writing on a line, making the letters even, etc. To begin with these details is confusing and, we believe, beginning at the wrong end. Mention should here be made of erasing the copy when children first attempt to write. They then write from what is in their minds, are taught to observe carefully—a valuable part of education—and it insures the writing of the word as a whole instead of piece by piece. Much can be done to aid along the mechanical side besides using the blackboard and doing away with lines and spaces. The spirit of the room determines largely the character of the results. If the teacher, says: "Walk quietly; stand still" and gives other similar directions, in all probability the image of the word will have faded considerably. We can be pretty sure, also, that the writing will be too small and written too slowly. A better method, as stated above, would be to give them the image of the word and the manner of writing it, make them so eager to write they cannot sit still and then tell them to run to the blackboard and write.

(CONTINUED ON PAGE 24.)

By Mary F. Hall, Milwaukee, Wis.

The Psychic Basis of Kindergarten Work.

AN ORIGINAL system, like the kindergarten, could with wise eclecticism, preserve only so much of the educational practice which it found in vogue as was in harmony with its own ideas of development. As its own theory was based on the free, spontaneous activities of the child in all directions of effort known to the race, it must totally disregard coercion in management, and discontinue mere memoriter task exercises of a prescriptive nature; but it did this without challenging the mechanical usages and traditions of the schools—not saying, "Do not do this, or that." It was positive and affirmative, saying ever, "For this reason, do thus, or thus." It was a laboratory where children began to work out their characters and consequent destiny by the application of living, spontaneous energy to real problems of thinking and doing. If constantly iterated, education is the result of self-activity, and the school is a place to put thought into action—to make, to do, and by doing to become. In short, the essential condition of work and behavior is opportunity, voluntariness, free energy—in other words, freedom. This it demands in both work and play as well as in that general and habitual attitude of repose which freedom from censorship gives. This, to a monarchial system, could only seem a dangerous innovation and one that menaced the stability of all institutions that were based on autocratic ideas.

And so, to magistrates and all who lived by an ancient order of things, Frœbel appeared as another bold champion of the personal, industrial and political rights of man; one more agitator and enthusiast to begin anew that struggle for individual rights which has made the history of all peoples and times. Substantially he was this. The kindergartner is opposed in spirit, doctrine and practice, to the old-time rigidity of discipline, and to all exhibitions of arbitrary and unreasoning authority in the schools. It substitutes for a few "thou shalt's," and innumerable "thou shalt not's," an illustration of what it is to "live with the children." Because of this demand for freedom, the kindergarten is thought by some to be a go-as-you-please institution where some young woman who *likes* children—presumably a nurse-girl, who has been revised and improved by the addition of ten devices to thoughtfulness and discretion,—*amuses* young children for a few hours of the day; but the kindergarten is nothing of the sort. Frœbel's utterances on this point when carelessly read, like those of other philosophers, may seem contradictory. Æsop is not alone in furnishing a man of seeming contradictions who blows hot and cold at the same time. Frœbel says, "Education, in itself, must necessarily be passive, watchfully and protectively following. This necessarily must presuppose that the still young human being, even though as yet unconsciously, like a product of nature, precisely and surely wills that which is best for himself; and moveover, in a form quite suitable to him, and which he feels within himself the disposition, power and means to represent." It need scarcely be said that the normal, unspoiled child is here spoken of.

Again, he says substantially what is more concisely said by Preyer, "I have discovered no harm from an early, consistent guidance of the germinating will, provided only the guidance be done with the greatest mildness and justice. No man is a mere upstart who is to achieve the development of his mind through his individual experience alone." These quotations are in harmony with the statement, "The aim of all discipline is to produce a self-governing being." To Frœbel, the stern, puritanical, repressive methods of the old-time master and the weak indulgence of children by over-fond elders are alike-faulty, since neither so trains the average child that he is able to exercise proper self-control. The experiments in self-government in certain grade-schools in New York and Chicago, in the high school at Sparta, Wis., and in the famous George Junior Republic at Freeville, N. Y., are practical illustrations of Frœbel's theory of discipline. They show that what is done in the kindergarten is applicable in theory to the older children of all classes and grades in cities and towns.

In practice it will be difficult to decide, in specific instances, *how much freedom is good for children*, until we get more average wisdom and conscience, and higher and different standards as part of the educational outfit of those people, of whatever name, who have anything to do with the management of schools and the teaching of children.

Those who are to guide the child's efforts so that he grows in self-respect and regard for the rights of others, and in a sense of honor that he may not abuse privileges granted, must be wise, discreet and experienced. The need of cordial and frank relations between children and teacher is absolute. All this is difficult. A great reason for the old-time arbitrariness in discipline was its simplicity and the ease with which anybody who could intimidate children could teach.

There seems to be a danger point in the domination of one will by another, the passing of which is fatal. We have all known persons who, like photographic plates, have been so "over-exposed" to the arbitrariness of some adult that they became nerveless, colorless, and ineffectual, or in whom a later partial recovery of will showed in strange perversions in manners, morals, business or religion. While a hard, stern, puritanic domination has shown some splendid results, the numerous failures, in some natures, have been appalling. Then, too, we have seen the evils of "under-exposure" in persons who, like Topsy "just grew," and grew to be perplexities and pests to themselves and others.

There is a time when the young being can, with proper aid and encouragement, learn self-discipline. After this time passes, subsequent attempts may, in part, succeed, but with great effort and pain and not often perfectly. For these reasons Frœbel required freedom as the psychic basis of kindergarten work.

In nothing is the genius of Frœbel more clearly shown than in the way he provides for the fullest cultivation of individuality while yet the individual is an integral part of a highly developed and happy social order, preserving what is best in both, and sacrificing the integrity of neither. Long ago, John Locke truly said, "It is as impossible to draw fair characters on a trembling mind as on trembling paper."

(CONTINUED FROM PAGE 23.)

Primary Penmanship.

CO-ORDINATION OF MIND AND MUSCLE.

In all hand work, this is an important and interesting subject. It is merely mentioned here, but is worthy our most careful consideration. Pointing to the copy, tracing it in outline, and making it in the air without looking at the copy, are aids in establishing the connection between the sensory and motor activities. If we could look into the child's mind and see what sort of an image of the word was there, we could determine whether a deficiency in hand work was due more to the inability of the hand to do than to a fault of the mind in perceiving. Will there not be less difficulty about muscular control and much less nervous strain, if the method outlined in this article is followed, than there would be if the writing surface were ruled into fine spaces, if the smaller instead of the larger muscles were used and if accuracy of form were insisted on from the start?

It was not intended to give the details pertaining to instruction in penmanship. No attempt has been made to outline a course of instruction even for the first year. It has been the aim, rather, to give some ideas pertaining to the introduction of penmanship and to outline a foundation upon which we could build.

Our Photographic and Flag Souvenirs are meeting with wonderful success. Every teacher should procure one of these styles for presentation to pupils at close of school. Full description on another page.

By Lillian M. Cherry, Minneapolis, Minn.

Wings.

A sense of wings—
Soft downy wings and fair;
Great wings that whistle as they sweep
Along the still gulfs—empty—deep—
Of their blue air.

Dove's wings that follow—
Dove's wings that fold—
Dove's wings that flutter down
To nestle in your hold.

Lark's wings that rise and rise,
Climbing the rosy skies—
Fold and drop down
To birdlings brown.

Light wings of wood-birds, that one scarce believes
Moved in the leaves.

The quick shy flight
Of wings that flee in fright—
A start as swift as light—
Only the shaken air
To tell that wings were there.
Broad wings that beat for many days
Above the land wastes and the water ways;
Beating steadily on,
Through dark and cold,
Through storms untold,
Till the far sun and summer land is won.

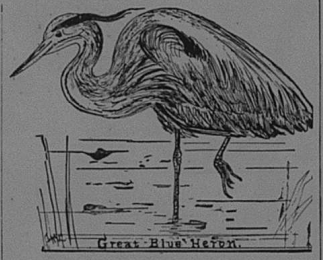
—*Selected from Poem by Charlotte Perkins Stetson.*

King Eagle.

A PATRIOTIC BIRD.

In this patriotic month, as February has come to be known, our attention is called to the great bird which figures so prominently on the Seal of the Union. The principal figure in the coat of arms of the United States of America is "King Eagle." It seems appropriate to name him our patriotic bird. Through many long ages of the world's history the Falcon family, of which the eagle is a member, has been highly honored in being chosen to symbolize the might and strength of many a great nation, state or family. There has been no heraldic device counted more noble. You know of the great strong wings, great rapidity and unequalled elevation of the eagle's flight, his keen sight, his longevity—all the characteristics which make him the fitting emblem of greatness. Long ago, on the standard which was borne so proudly over the heads of the great Roman army, there rested the eagle. It would be interesting to trace down through the centuries the history of the eagle as a bird of heraldry. You will be surprised, if you have not before noticed, to see how many of the seals of the states themselves as well as in the great seal of the United States, the eagle holds an honored place. The birds of the Falcon family, taken as a study in themselves, will well repay the time thus spent.

Family Falconidæ, which as you know belongs to the Order Raptores, or Birds of Prey, includes, besides eagles, (the bald,—the golden, etc.) such birds as the osprey, the pengrine falcon, the marsh hawk, sparrow hawk and the red-shouldered hawk.



The Great Blue Heron.

A WARNING.

The great blue Heron stood all alone
By the edge of the solemn sea,
On a broken boulder of gray trap stone;
He was lost in a reverie.

Silent are all the sounds of day;
Nothing I hear but the chirp of crickets,
And the cry of the herons winging their way
O'er the poet's house in the Elmwood thickets.

Call to him, herons, as slowly you pass
To your roosts in the haunts of the exiled thrushes;
Sing him the song of the green morass,
And the tides that water the reeds and rushes.

Sing him the mystical Song of the Hern,
And the secret that baffles our utmost seeking;
For only a sound of lament we discern,
And cannot interpret the words you are speaking.

Sing of the air and the wild delight
Of wings that uplift and winds that uphold you,
The joy of freedom, the rapture of flight
Through the drift of the floating mists that infold you;

Of the landscape lying so far below,
With its towns and rivers and desert places;
And the splendor of light above, and the glow
Of the limitless, blue, ethereal spaces.

Ask him if songs of the Troubadours,
Or of Minne singers in old black-letter,
Sound in his ears more sweet than yours,
And if yours are not sweeter and wilder and better."

—*Henry W. Longfellow.*

(CONTINUED ON PAGE 28.)

And when I climbed the low rough wall
At the top of the sloping beach,
To gather the driftwood great and small,
Left scattered to dry and bleach,

I saw, as if carved from the broken black
On which he was standing, the bird
Like a part of the boulder of blue gray rock,
For never a feather he stirred.

I paused to watch him. Below my breath
"O beautiful creature," I cried,
"Do you know you are standing here close to your death,
By the brink of the quiet tide!

"You cannot know of the being called Man;
The lord of creation is he,
And he slays all earth's creatures wherever he can
In the air or the land or the sea.

"He's not a hospitable friend. If he sees
Some wonderful, beautiful thing
That runs in the woodland, or floats in the breeze
On the banner-like breadth of its wing,

"Straight he goes for his gun, its sweet life to destroy,
For mere pleasure of killing alone;
He will ruin its beauty and quench all its joy
Though 'tis useless to him as a stone."

Then I cried aloud, "Fly! before over the sand
This lord of creation arrives
With his shot and his powder and gun in his hand,
For the spoiling of innocent lives!"

Oh stately and graceful and tall,
The Heron stood silent and still,
As if careless of warning and deaf to my call,
Unconscious of danger or ill.

"Fly! fly to some lonelier place, and fly fast!
To the very North Pole! Anywhere!"
Then he rose and soared high, and swept eastward at last,
Trailing long legs and wings in the air."

—*Celia Thaxter.*

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Birds.

(CONTINUED FROM PAGE 25.)

FEBRUARY BIRD TALKS—CRANES, HERONS, ETC.

"The ebb-tide." A few short months ago we listened to the ebb-tide of the song waves. Scarcely have we caught the last song, watched the last wings disappear southward, when it is time to be on the alert for the first robin or blue-bird to usher in the spring "flood-tide." For a brief time, in this present month, the last of winter, our attention is free to turn toward some new bird family, less better known than the song birds. You may remember our imaginary trip of last spring to the Isle of Shoals and our talk about some of the sea-birds and the little shore birds, the sandpipers. Let us travel now to some of the swamps and marshes, which lie back of the shores of lakes, rivers or ocean, and try to get glimpses of some of the most curious birds in the world—birds whose necks, bills, wings, and legs are by far the longest of any known birds.

I have some special reasons for desiring you to become interested in the great *Heron* family. Cranes, storks and herons are usually classed in one family. But there are certain distinctions to be made. These, however, will not matter greatly for our present study. (If anyone wishes to know how to distinguish between the crane and heron, or other bird forms, an excellent help will be found in Basket's "The Story of The Birds."—Chap. XXXI.) Flamingoes, storks, ibises, (the Egyptian ibis) cranes and herons are near relatives. But in the immediate Heron family, the *ardeidae*, are found the great blue heron, the snowy egret, the American and the least bittern and the black-crowned night heron. All of these birds are of great beauty, and we wish it were not so difficult to see them more frequently. The black-crowned is a more social and, hence, familiar bird than the others mentioned. Herons live in great colonies, clubbing together to build their nests in the same locality. A very interesting "Heronry" may be seen here in Minnesota, at Lake Minnetonka, the beautiful summer resort of Minneapolis, some twenty miles distant from the city. In fact there is an island in this lake which is set apart exclusively for the use of the herons. You will be amused when I tell you that the island is called Crane island, (probably so named through the supposition that the herons and cormorants there seen, were cranes.) Long before approaching Crane island, you may see the air black with wings, "great wings" truly, "that avail for flight." The birds in their flight cover a wide range, and often at the opposite extremity of the lake, one may catch glimpses of the great Sei Heron sweeping by overhead. Heard in the stillness of some early star-lit morning, as well as in the deep of night, the heron's cry is indeed a strange one.

And now, will you find in the poem preceding, another reason why I want you to know the herons. I have always loved this poem of Longfellow's—"The Herons of Elmwood." As I re-read it one day, I thought of the herons as a good subject for our February study. As you read the poem, you will afterwards always associate thoughts of the herons with both the beloved poet who wrote the poem and the poet of that beautiful Elmwood home.

A Bonnet Martyr.

"You promised to tell us about four herons—please, who are the other two?" asked Dodo.

"Did I say four herons?" asked the Doctor. "Yes, to be sure; there are two more that will interest you—the snowy egret or bonnet martyr, and the great blue heron or blue giant."

"Bonnet martyr? What a strange name for a bird! Why do you call him that? Do they live about here?" asked Nat.

"They do not live as far north as this, though they sometimes stray through the Middle and Northern States. But in the Southern States and Florida in particular, they used to live in vast colonies. Now they are being surely and quickly put out of the world by the cruelty and thoughtlessness of house people,—the particular kind of house people who wear women's hats and bonnets. Once these egrets covered the southern lowlands like drifting snow—for they are beautifully white. In the nesting season, when many birds are allowed some special attraction in the way of plumage, bunches of long, slender, graceful plumes grow on their backs between the shoulders and curl up over the tail. In an evil moment some woman, imitating the savages, used a bunch of these feathers to make a tuft upon her headgear. From that day the spotless bird was doomed to martyrdom. Egrets, as the plumes are called like the birds themselves, became a fashionable trimming for bonnets and have continued so to this day, in spite of law and argument; for many women seem to be savages still, notwithstanding their fine clothes and other signs of civilization.

These Herons only wear their beautiful plumes in the nesting season, when it is the height of cruelty to kill birds of any kind, and this is what happens:—When the nests, which are built of sticks in bushes and trees above the lagoons, are filled with young, as yet too feeble to take care of themselves, and the beautiful parents are busy flying to and fro, attending to the wants of their helpless nestlings, the plume-hunters glide among them noiselessly, threading the water-courses in an Indian dug-out or canoe, and when once within the peaceful colony, show themselves with bold brutality. For well they know that the devoted parents will suffer death rather than leave their young in such danger.

Shot upon shot rings out in repeated volleys, each followed in turn by the piteous cries of wounded birds, till the ground is strewn with hundreds of the dead and dying. Then the cruel hunters tear off the plume tufts from the back of each victim, as the savage does a human scalp, and move on in search of another heronry, to repeat this inhuman slaughter of the innocents. But this is not all—what becomes of the young birds? They must either perish slowly of hunger, or be swallowed by the snakes that infest such places and are attracted to the nests by the clamoring of the starving orphans. Now do you wonder that I call this beautiful snowy egret the bonnet martyr?"—*Selected.*

Patriotism in School.

(CONTINUED FROM PAGE 10.)

direct questions relating to powers and duties of citizens, school, town, county and state officers and questions in history and civil government. These may be arranged to accommodate different grades. In this way children, without interference with regular studies, may learn much of the purposes for which the state and government were founded, the object of laws and why they must be obeyed. The relation of the child to the home and country may thus be taught in connection with the relation of the citizen to the state. Let the school have its place in the great scheme of state and national government. The legislature of New York this very year has given encouragement to the movement outlined, and it is hoped that every school may soon have a manual which will be a guide to teachers and a help to pupils.

The proper study of history in connection with geography will always be an inspiration to patriotism. Unfortunately, history has been a neglected study in our schools. Let us hope that it may demand and receive its proper place in every cause of study. The child will be attracted to and interested in history, if properly taught, as soon as he can read intelligently. It is highly important that this subject should not be neglected. A boy or a man who is ignorant of the history of his country can never be a patriot from conviction; he may be brave, he may feel that he is willing to serve his country, but he will never know the real meaning or measure of patriotism. It is encouraging to know that this subject is receiving the attention of educators. At the Buffalo meeting of the National Educational Association in 1896, the resolutions adopted contained these words: "All rational efforts to train the youth of the country in an intelligent and pure patriotism deserve special commendation. In the work of preparing our youth for the rights and duties of citizenship, the country wisely reposes great confidence in the public school." When my child at his play sings to himself, "My country 'tis of thee, sweet land of liberty," or gives a verse or two of the "Star Spangled Banner," I know that the school which he attends is doing its work in patriotism, and I feel there is hope for the future of the nation in quickened appreciation, the meaning of citizenship. A nation can never be better than the citizens who compose it. Let us have faith in the power of our schools to extend and expand the patriotic spirit in our children. This will give us a patriotism which will weigh and understand history—a patriotism which means love of country, respect for its institutions, obedience to law, and faith in humanity.

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LITTLE Robbie cried when bad Jake beat his dog, a large young Newfoundland which was his own doggie, everywhere following him and always ready for a romp. Glim was an amiable as well as a very intelligent dog, and at first did not know what to make of the rough treatment he was getting. Never before had anyone struck him in anger, so hard as to hurt, and never before had he been spoken to in harsh rude tones. He was disposed to play until he realized that Jake did not mean play, then he broke away and stood at a respectful distance, looking at Jake in a wondering way, as if he was trying to clear up the situation in his own mind.

When Jake saw that the dog had escaped him, he commenced to tease Rob, pulled his ears, pinched his arms, slapped his face, and tried to force his dirty fist into the little fellow's mouth, causing him to cry out with pain. He had forgotten the dog, and was partly turned away so that he did not see Glim's terrific rush. He felt it though, as he went to the ground with a slam and lay half stunned, the angry dog snarling in his face.

"Call him off, Rob," said he in tones of fear.

Rob took hold of the big dog's collar and led him away, Glim looking back as they departed and growling a warning farewell to the boy who dared to hurt his little master and playmate. This was Glim's first lesson as Rob's champion. It taught him how to protect the little fellow, and it made him sensible of his own power. After that no one dared to be rude toward little Robbie.

On a certain day a few weeks after this first adventure, Glim did his little master a very great service. Not far from where Rob's parents lived there was a large city where some very wicked people lived who would do wicked things just to make money.

It was spring, and Rob and Glim had permission from Rob's mamma to go to a short distance along the roadside to see the red robins which were hopping about in the meadow. They had just gone around the turn of the road out of sight of the house when a buggy from the city drove up with two men in it. One of them jumped out and seized little Rob, by both arms and carried him toward the buggy. The poor boy was dreadfully frightened, but he could not cry out because the strong man held his big right hand over his mouth and nose so tight that he could hardly breathe.

Glim had strayed after a bird, but he heard the noise of the buggy and looked back just in time to see his little master kicking and struggling in the arms of the strange man. With a fierce growl he rushed to the rescue, but by the time he got to them the men were in the buggy whipping the horse and driving away very rapidly. Glim ran after them as fast as he could, and seeing that he could not get at the men in the buggy he sprang at the horse and seized him by the nose. The poor horse was dreadfully frightened and reared, snorted and plunged, breaking the buggy shaft, but Glim held him fast.

One of the men then jumped out of his buggy and tried to shoot the dog, but Glim was too quick for him. He sprang on the man with such violence as to hurl him to the ground, and as he fell the ugly pistol flew out of his hand.

By this time some men working in a field not far away heard the noise and came running to see what was the matter. Fearing that he would be captured, the man who was holding Rob sprang from the buggy and ran off as fast as his legs could carry him, leaving the little boy behind. The men in the field knew Rob and his dog, and when they saw Rob crying as loud as he knew how, and Glim holding the strange man, they said, "This is a thief," and so they took him to an officer and had him locked him up in jail.

After this, the boys of the neighborhood gave Glim the name of Champion.

Right and Left.

A TOUCHING story is credited to Professor Gallandet, the eminent instructor of deaf mutes. Its pathos is unusually marked:

The professor has a favorite pupil—a little deaf mute boy—exceptionally bright. Mr. Gallaudet asked him if he knew the story of George Washington and the cherry tree. With his nimble fingers the little one said he did, and proceeded to repeat it.

The noiseless gesticulations continued until the boy had informed the professor of the elder Washington's discovery of the mutilated tree and of his quest for the mutilator.

"When George's father asked him who hacked his favorite cherry tree," signalled the voiceless child, "George put his hatchet in his left hand—"

"Stop," interrupted the professor. "Where do you get your authority for saying he took the hatchet in his left hand?"

"Why," responded the boy, "he needed his right hand to tell his father that he cut the tree."

Have You Tried Swamp-Root?

This Eminent Physician's Great Discovery Promptly Cures All Kidney, Bladder, and Uric Acid Troubles.

To Prove Its Wonderful Merits Every "Normal Instructor" Reader May Have a Sample Bottle Sent Free By Mail.

It is now conceded by eminent scientists that the most important organs of the whole body are the kidneys.

They filter your blood and work away night and day, whether you sleep or are awake.

People are apt to believe that kidney disease is a rather rare disease, but recent discoveries have proven that it is a most common trouble.

And the proof of this is that most diseases, perhaps 85 per cent, are caused in the beginning by disorders of the kidneys.

BECAUSE they fail to filter your blood.

You cannot be sick if your blood is pure—free from kidney poison and disease-breeding germs.

The treatment of some diseases may be delayed without danger, not so with kidney disease.

When your kidneys are not doing their work it will be manifested by pain or dull ache in the back, rheumatic pains, sciatica, sediment in the urine, scanty supply, scalding irritation in passing it, obliged to go often during the day and to get up during the night, uric acid, sleeplessness, nervousness, irritability, sallow, unhealthy complexion, puffy or dark circles under the eyes, loss of energy and ambition.

If your water when allowed to remain undisturbed for twenty-four hours forms a sediment or settling or has a cloudy appearance, it is evidence that your kidneys and bladder need immediate attention.

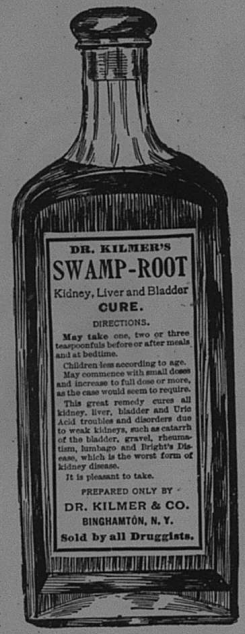
Swamp-Root is the great medical triumph of the nineteenth century; discovered after years of untiring effort and energy by the eminent kidney and bladder specialist, Dr. Kilmer.

Swamp-Root has been tested in so many ways, in hospital work, in private practice, among the helpless too poor to purchase relief, and has proved so successful in every case that a special arrangement has been made by which all readers of the NORMAL INSTRUCTOR may have a free sample bottle of Swamp-Root and thus test for themselves its wonderful curative properties.

If you will send your name and full address to Dr. Kilmer & Co., Binghamton, N. Y., a free sample bottle will be sent, also a book telling more about Swamp-Root and containing some of the thousands upon thousands of testimonial letters from people who owe their good health, in fact, their very lives, to the wonderful curative properties of Swamp-Root.

This great modern discovery is for sale at most drug stores in fifty-cent and one-dollar sizes. Make a note of the name, SWAMP-ROOT, Dr. Kilmer's Swamp-Root, and remember that it is prepared only by Dr. Kilmer & Co., Binghamton, N. Y.

If you take advantage of this generous offer and write for a sample bottle be sure and mention the NORMAL INSTRUCTOR when sending your addresses to Dr. Kilmer & Co., Binghamton, N. Y.



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of Greater New York, Boston, and numerous other places use Carter's Ink EXCLUSIVELY—

A positive proof of its excellence, backed up by the fact that there is more of CARTER'S INK used by the U.S. Government than of all other makes put together.

Why don't you use it? It costs no more than the poorest

BOSTON NEW YORK CHICAGO

The Carter's Ink Co

SEND US ONE DOLLAR and this ad. and we will send you this big $25-in. new 1899 pattern high grade RESERVOIR COAL AND WOOD COOK STOVE, by freight C.O.D., subject to examination. Examine it at your freight depot and if found perfectly satisfactory and the greatest stove bargain you ever saw or heard of, pay the freight agent our SPECIAL PRICE, $13.00 less the $1.00 sent with order, or $12.00 and freight charges. This stove is size No. 8, oven is 16½x11, top is 24x32, made from best pig iron, extra large fuse, heavy covers, heavy linings and grates, large oven shelf, heavy tin-lined oven door, handsome nickel-plated ornamentations and trimmings, extra large deep ensuite Standish panels and fire reservoir, handsome large ornamented base. Best coal burner made, and we furnish FREE an extra wood grate, making it a perfect wood burner. WE HAVE A MILL ING GUARANTEE with every stove and guarantee safe delivery to your railroad station. Your local dealer would charge you $25.00 for such a stove; the freight is only about $1.00 for each 500 miles, so we save you at least $10. Address, SEARS, ROEBUCK & CO., (Incl), CHICAGO. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

WRITE FOR OUR BIG FREE STOVE CATALOGUE

LINENE COLLARS and CUFFS

NEVER RAGGED

uncomfortable or hard to button. Made of fine cloth in fashionable styles and look exactly like linen. The turn-down collars are reversible and give double service.

No Laundry Work.

When soiled throw them away. Ten Collars or three pairs of cuffs, 25c. By mail 30c. Send 6c in stamps for sample collar and pair of cuffs. Name size and style.

REVERSIBLE COLLAR CO., Dept. H, BOSTON.

DANTE TASSO MURILLO ANGELO RAPHAEL

CATARRH

Is the most prevalent of diseases. It is a local ailment of the mucous membrane as well as constitutional and

CAN BE

eradicated by proper treatment. Dr. Sykes cured himself in 1870 and the treatment has

CURED

thousands since, and by using Dr. Sykes' Sure Cure for Catarrh will cure you. Send for the best book on catarrh ever published. Mailed free.

DR. SYKES SURE CURE CO., Station B, Chicago.

SCHOOLROOM HELPS

By ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

BUSY WORK DEVICES.

1. Select some good story and cut into sections. Number the sections and give around to pupils. Let each pupil copy their part on slate or paper. When the class is ready to recite, call on the pupils by number to read their parts. This you'll find makes a very good reading exercise.

2. Have pupils draw a square on slates or paper and write around this square the boundaries of their state. Have them write inside any fact as to products, (mineral, manufacturing, etc.,) also rivers, mountains, cities, etc.

3. Did you ever try the hunting expedition? Give the pupils boxes of alphabetical letters. Let them call their fingers guns and each letter may be called some kind of game, that you are to buy of them. For example, you may call the a's apes, the b's bears, the c's cats, the d's ducks, the e's elks, etc., and have the pupils see how many they can shoot (find) until you come to buy.

FOR THE HISTORY CLASS.

1. Who "turned smoke into gold?"
2. What Indian chief issued birch-bark notes to pay for the supplies for his army?
3. What was the "Swamp Angel?"
4. Who is the inventor of "nullification?"
5. What is "Forefather's Rock?"
6. What is the inscription on the Liberty Bell?
7. Which Vice-President was arrested on the charge of treason?
8. What was the Berlin Decree?
9. Who drafted the "1798-'99 resolutions?"
10. Where was a tree, eighteen inches in diameter, cut in two by the bullets which struck it?
11. Who was Blennerhasset?
12. What explorers tasted the dew on the grass, and found it sweet?
13. When and why did Indians cut off their gun barrels?
14. Who were the "Paxton men?"
15. Name the three great compromises.
16. What governor was made drunk to sign a death-warrant?
17. What fleet was saved by a lumberman?
18. Who shortened the route to America 3,000 miles?
19. What is meant by the "marriage of Lake Erie with the Atlantic?"
20. When did coffee cost $50 a pound?

PHYSIOLOGY.

1. What do we mean by the skin?
2. Describe the skin.
3. What is a blister?
4. Of what use are the nails?
5. What are pores? Of what use are they?
8. Name some good medicines which Dr. Nature furnishes us.
9. What effect does tobacco have on the skin?
10. What effect does alcohol have upon the skin?
11. What do apples need in order to become ripe?
12. Why are green apples unfit to eat?
13. What is carbonic-acid gas?
14. Of what is vinegar made?
15. What is a poison? What is a habit?
16. How does cider effect the disposition?
17. Why should we not drink cider?
18. What is malt?
19. Why is yeast used in making beer?
20. What are the special effects of beer?
21. Why does not the alcohol in dough harm us?
22. Why is warm bread injurious?
23. What are narcotics?
24. What is opium? Of what is it made?
25. Why do we need nourishment?

PRIMARY GEOGRAPHY.

1. Where does the water in brooks and rivers come from?
2. Why are some brooks rapid, and others slow?
3. What causes brooks to wind about?
4. Do brooks and rivers drain or water the land?
5. How many slopes does a brook-basin have?
6. How deep into the ground does rain go? What stops it?
7. Why is spring water so pure?
8. What do plants feed upon?
9. Which will hold moisture longer, sand or loam?
10. Why do some ponds "dry up?"
11. What will become of a basin of water if left sitting in the sunshine? Why?
12. Where do the clouds from locomotives go?
13. What is dew? Where does it come from?
14. Does dew *fall?*
15. When can you see your breath?
16. When do rainbows appear?
17. Of what is the rainbow a sign?
18. Did you ever see one during a snowstorm?
19. What colors can you see in a rainbow?
20. How many *rays* has every perfect snowflake?

(CONTINUED ON PAGE 30.)

FEDER'S POMPADOUR SKIRT PROTECTOR

Purchasers of ready-made skirts will find it greatly to their advantage to insist on garments bound with Feder's Pompadour. The best wholesale manufacturers furnish them and progressive dealers keep them. They cost you no more than skirts bound with some unsatisfactory velveteen, braid or cord. To every skirt finished with Feder's Pompadour a silk label is sewn (insist on seeing this label on all ready-made skirts) like the one here illustrated, and our guarantee goes with it. Don't accept any garment without this label. Write us if you cannot get what you want and we shall see that you are supplied without any trouble.

J. W. GODDARD & SONS, (Est. 1847.) 98 & 100 Bleecker St., New York.

Most of Eve's Fair Daughters love flowers, and look to us each year to supply their garden wants. Our 1899 Catalogue of Everything FOR THE Garden is a 190-page book, 9x11 inches, containing over 700 engravings and 6 superb colored plates of Seeds and Plants. And as all are drawn from nature, we show, as in a looking-glass, the best of the old and the latest of the new.

To trace advertising, and give our Catalogue the largest possible distribution, we make the following unusually liberal offer:

Every Empty Envelope Counts as Cash.

To every one who will state where this advertisement was seen, and who encloses us 10 cents (in stamps), we will mail the Catalogue, and also send, free of charge, our famous 50-cent "Empire State" Collection of Seeds, containing one packet each of New Large-flowering Sweet Peas, New Butterfly Pansy, New Jubilee Asters, New Golden Rose Celery, New York Lettuce, and Ponderosa Tomato, in a red envelope, which, when emptied and returned, will be accepted as a 25-cent cash payment on any order of goods selected from Catalogue to the amount of $1.00 and upward.

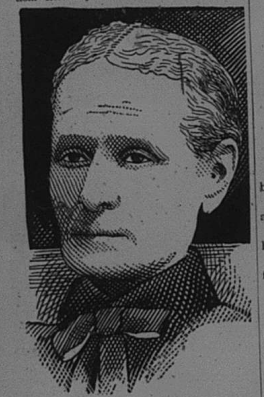
PETER HENDERSON & CO. 35 & 37 CORTLANDT ST., NEW YORK.

Cured Her Rupture.

Happy Restoration From a Dangerous Malady.

The Rice Method is a Wonderful and Certain Cure.

Although 62 years of age and ruptured many years, Mrs. E. Drew of Ipswich, So. Dak., would not give up the struggle to be cured of her affliction. After repeated failure she tried the well



MRS. E. DREW, Ipswich, So. Dak.

known treatment invented by Dr. W. S. Rice of No. D. Main St., Adams, N. Y., and was perfectly restored to permanent physical strength and the rupture completely healed. When we consider the number of people who have been ruptured nearly all their lives, who have struggled through weary years of uncertainty, failure of trusses, constant fear of sudden death and all the pain misery, discomfort and loss of time and pleasure in life it is a wonderfully heaving thing to know that there really is a cure for the malady.

Write to Dr. Rice for his free book that fully explains all about his plan of treatment. Write to-day. Do not put off the inclination but go right at it and learn all about this new and marvelous rupture cure that restores you to permanent freedom from rupture.

It is a home cure, safe, painless, without operation or detention from work and everyone should send for Dr. Rice's book and mail it to anyone you know to be ruptured. Such an act of kindness will be remembered by those who suffer with the great affliction of rupture.

California Is the Real Winter Resort

and the New York Central is the best way to reach it,—only ninety-six hours from Grand Central Station, New York, to the orange groves of California.

The best is the cheapest and the New York Central has no equal.

A booklet on the "Lake Shore Limited," containing also a novel and unique descriptive time table of this wonderful train, will be sent free by addressing George H. Daniels, General Passenger Agent, Grand Central Station, New York.

When writing mention NORMAL INSTRUCTOR.

(CONTINUED FROM PAGE 29.)

ARITHMETIC.

1. How many *threes* in a dozen?
2. How many more *twos* in a dozen than in a dozen and a half?
3. Count by threes to forty-five.
4. Express with figures and signs :—
   Two fives are ten.
   Two threes are six.
   Four twos are eight.
   Five threes are fifteen.
   Six threes are eighteen.
   Four and four are eight.
   Six and four are ten.
   Ten less three are seven.
   Twelve less two are ten.
   Eight divided by two are four.
   Ten divided by five are two.
5. Copy in words correctly :—

3×3= 9	3+3= 6
6×3=18	4+3= 7
4×3=12	5+4= 9
9×2=18	3+8=11
12—3= 9	8+4= 2
10—4= 6	12+2= 6

6. How many *pairs* of boots in a dozen boots?
7. How many *yoke* of oxen in a dozen and a half of oxen?
8. How many *teams* in two dozen horses?
9. Draw a picture to show how many four and four are.
10. Give a story about the picture.

LANGUAGE.

1. Write sentences containing the following words correctly :—

vale	blue	beech
beet	board	veil
blew	bridal	beat
bare	bored	canvas
coarse	council	sent
whole	no	new
weight	wares	know
ring	scent	proceed
wait	berth	lessen
principal	stationary	grate
seller	creek	bridle
complement	course	deer
forth	flour	dear
compliment	gate	four
heel	gait	flower
birth	wears	wing
cent	lesson	principle
stationery	great	cellar
sail	write	sale
road	meat	maid

CHIPS FOR THE TEACHER.

1. When taking a new school adopt at first the classification of your predecessor.
2. Never classify too high.
3. Never give too many studies. Remember you are not running a university.
4. Let all studies have their just share of attention.
5. Grade your school from the start.
6. Have a period for general business.
7. Associate with your pupils during intermissions.
8. Care for the health of yourself and pupils.
9. Shun the prize system.
10. Put your questions to the whole class; then designate some individual pupil to answer.
11. Do not question in regular order.
12. Do not ask leading questions.

NEW BOOK ON

DR. HUNTER'S Consumption

AND ALL LUNG DISEASES

PUBLISHED FOR FREE CIRCULATION.

DR. ROBERT HUNTER recognized every where as the greatest living authority on diseases of the breathing organs, has just published a book on Consumption and other diseases of the Throat and Lungs. This book has created a sensation in medical and newspaper circles because it shows plainly the true nature of Consumption; its causes; its unmistakable symptoms; how to prevent it, and *how it can be radically cured.*

The book is of such great importance to the welfare of the whole people that it has been decided to issue an edition of 50,000 copies in paper covers for free general distribution.

From the New York Herald:

"It seems after many disappointments and false rumors of the cures for consumption, that the treatment as discovered and practiced by Dr. Robert Hunter, 117 West 45th Street, New York, has accomplished results so satisfactory that this dread disease need no longer be classed among the incurable."

From the New York Sun:

"Dr. Hunter's recent book on Consumption and its wonderful cures that have been reported, effectually remove all doubts as to the curability of this dread disease."

Any reader of the NORMAL INSTRUCTOR can secure one of these free paper covered copies by simply sending a request to

Dr. ROBERT HUNTER, 117 West 45th St., New York.

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Battery Table Lamp. $2.75 Complete.

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Waterproof garment, Ladies' Two shades, Detachable Collar. With $2.00 Worth.

Double Texture Lined, Velvet Cuffs.

High Arm fully warranted with $50 worth.

VERY LIBERAL CASH COMMISSION WITHOUT PREMIUMS. We will be pleased to mail YOU our 170-page illustrated Premium List with Price-List. WE PAY FREIGHT and allow time to deliver goods before paying for them when not convenient to send payment with order.

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"KNOWLEDGE IS FOLLY UNLESS PUT TO USE." YOU KNOW

SAPOLIO

THEN USE IT.

PLEASE MENTION NORMAL INSTRUCTOR WHEN WRITING TO ADVERTISERS.

$1800. FOR FOUR TOMATOES

This is a wonderful Tomato. Immense size, best quality and will astonish all who grow it. Color bright red, very solid, few seeds and free from rot. Fruits ripen from July 4 till frost. We paid $500. for one weighing 3 lbs. 3½ ozs., and Offer $1800. Cash for fruit this year as follows: For one weighing 4 lbs. $1000. 3½ lbs. $500. 2 lbs. $250. 1½ lbs. $50. See what you can do. Instructions sent with seed.

$300. FOR 6 NAMES!

Catalogue for 1899 is beautifully lithographed in colors and is full of new things. We have a new Cabbage, Lettuce, Asters Poppy, Pansy and Sweet Pea. Not one has been named and we will pay $50. Cash for a name for each.

Special Offer: We will mail one packet Mammoth Tomato Seed, also one packet each of the 6 nameless novelties and catalogue with instructions for 25c. If you send Silver or M. O. we send 10 Summer Flowering Bulbs for the ladies.

FAIRVIEW SEED FARM Box 146 Rose Hill, N.Y.

HAIR SWITCH 65 CENTS.

WE SELL HUMAN HAIR SWITCHES to match any hair at from 65c to $3.25, the equal of switches that retail at $2.00 to $5.00.

OUR OFFER: Cut this ad out and send to us, inclose a good strand sample of the exact shade wanted, and cut it out as near the roots as possible, inclose our special price quoted and 5 cents extra to pay postage, and we will make the switch to match your hair exact, and send you by mail, postpaid, and if you are not perfectly satisfied, return it and we will immediately refund your money.

Our Special Offer Prices as follows: 3-oz. switch 20-in. long, long stem, 65c; short stem, 90c; 3-oz. 22-in. long, short stem, $1.25; 3-oz. 22-in. long, short stem, $1.50; 3-oz. 24-in. long, short stem, $2.25; 3½-oz. 26-in. long, short stem, $3.25. WE GUARANTEE OUR WORK the highest grade on the market. Order at once and get the special prices. Your money returned if you are not pleased. Write for Free Catalogue of Hair Goods. Address,

SEARS, ROEBUCK & CO. (Inc.) Chicago.

(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

LADIES I Make Big Wages At Home

and want all to have the same opportunity. It's VERY PLEASANT work and will easily pay $15 weekly. This is no deception: I want no money and will gladly send full particulars to all sending 2c. stamp. Mrs. A. H. Wiggins, Box 105 Lawrence, Mich.

ASTHMA QUICK, SURE RELIEF

ASTHMA TABLETS.

A POSITIVE cure for Asthma, Hay Fever and Catarrh. One or two tablets give immediate relief. One Tablet after each Meal aids Digestion. At your druggist's, or by mail 50 cts. Send stamp for free sample.

ROSS MFG. CO., Cleveland, O.

FAT How to Reduce it

Mrs. L. Lanier, Marion, Texas, writes: "Reduced my weight 2 lbs. in 10 days without any unpleasant effects whatever." Purely vegetable, and harmless as water. Any one can make it at home at little expense. No starving. No sickness. We will mail a box of it and full particulars in a plain sealed package for 50 cts. for postage, etc. HALL CHEMICAL CO. D BOX St. Louis, Mo.

FREE! Gold Ring, Watch and Chain.

We give Beautiful Watches and Rings for selling our Indestructible Lamp Wicks at 10 cents. No smoke, no smell. Produce a brilliant light. For selling 20 we give a Solid Gold Finger Ring, and a Handsome, American Movement, Dust-Proof Case Watch for selling 40. Send us name & address and we send 20 wicks, postpaid, at our risk. You sell them, we promptly send Watches and Rings FREE OF EXPENSE. Irving Wick Co., Dept. N. I. 277 Broadway, N. Y.

Ladies' or Gent's Size

Having recently purchased the entire stock of watches from a bankrupt firm, consisting of gold, silver, and gold-filled cases, we shall offer a portion of the entire lot at the unheard-of LOW PRICE of $2.95 EACH. Each one of the watch are 8,700 AMERICAN STYLE WATCHES, in SOLID GOLD-FILLED CASES, which we shall sell only or by the dozen to private parties or the trade, at the unheard-of LOW PRICE of $2.95 EACH. Each and every watch is guaranteed a perfect timekeeper, and each watch is accompanied with a warrant for 20 years. Think of it! A genuine American Style Movement watch, in solid gold-filled case, and guaranteed 20 YEARS for $2.95. Those wanting a fine-cased, reliable timekeeper at about one-half retail price, should order at once. Watch specimen. If not as we say, money by buying by the dozen. CUT THIS OUT and send to us and we will send a watch to you C. O. D., subject to examination, by express, upon approval. If found perfectly satisfactory, and exactly as represented, pay $2.95 and express charges, and it is yours, all others do not pay one cent. Can we make a fairer offer? Be sure to mention whether a lady's or gent's size is wanted. Price, $2.95. If full gold case, $5.95. If 14-k case, $6.95. Remember we will include one of our special heavy GOLD PLATED CHAINS, which retail the world over at $1. Address, SAFE WATCH CO., 19 Warren St., New York.

When writing mention NORMAL INSTRUCTOR.

Maxims of George Washington.

(CONTINUED FROM PAGE 21.)

"Show not yourself glad at the misfortune of another, though he were your enemy."

"Be not curious to know the affairs of others; neither approach those that speak in private."

"Undertake not what you cannot perform, but be careful to keep your promises."

"Labor to keep alive in your breast that little spark of celestial fire, called conscience."

A Rally.

Little folks come marching forth,
Little feet keep time;
In the East and West and North
And the Southern clime;
Lay your lesson-books away,
Leave your sums undone,
We must celebrate today
Brave George Washington.
Little, yet, you understand
Of his worth and truth,
Only know he saved the land,
Faithful from his youth.

—*Youth's Companion.*

Lowell's Estimate of Lincoln.

BY MINNIE FRANCES BROWN.

By proclaiming Abraham Lincoln a great man, marvelously meeting the needs of a great country torn by internal strife, James Russell Lowell but anticipated the verdict of that country, from the cool North to the impassioned South; from the stormy Atlantic to the gentler washings of Pacific waters.

Public spirit was the natural inheritance of the Lowell's. The poet's great-grandfather, the Reverend John Lowell of Newburyport, took great interest in the affairs of the province of Massachusetts. This is plainly revealed in Professor Jameson's familiar quotations of the titles of some of the elder Lowell's published sermons, such as that one delivered during the French and Indian war, "The Advantages of God's Presence with His People in an Expedition against their Enemies." The grandfather prefigures the anti-slavery poet still more distinctly, and his father was also a strong opponent of slavery, so we are prepared to find in the son a strong partisan feeling for the noble statesman, be he a president, or a pensioner upon the president's bounty of wisdom, sagacity and sincerity.

It is not then at all remarkable that he was a forerunner in the ranks of those who delighted to honor—

"Our Martyr-Chief
Whom late the Nation he had led,
With ashes on her head
Wept with the passion of an angry grief."

His first written eulogy was his "Essay" printed in the North American Review of January, 1864, and closed without the tender and eloquent paragraph which was added after "that startled April morning" when the world was left colder and darker by his hero's tragic departure

(CONTINUED ON PAGE 32.)

Quick Relief, Sure Relief.

Brown's Bronchial Troches

(OF BOSTON)

For Coughs and Colds.

Observe Fac-Simile Signature of John L. Brown & Son on wrapper of every box.

CLARA BEESON HUBBARD'S

★ ★ FAMOUS KINDERGARTEN BOOK ★ ★

MERRY SONGS AND GAMES.

PET OF ALL KINDERGARTENS AND HOME CIRCLES.

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"OUR NEW 1900 STYLE. PERFECT AT LAST. BEST MADE. CHEAPEST. 326,000 IN USE. BEST PHYSICIANS USE AND RECOMMEND IT.

Open—step in or out.

Folded.

Every home should have our Cabinet for bathing purposes. It opens the 5,000,000 pores of the skin, sweats out all the impure and poisonous matter which causes disease, makes you strong, vigorous and healthy. You enjoy at home or when traveling for 2c. each all the invigorating, cleansing and purifying effects of the famous Turkish, hot air or medicated baths. This wonderful invention tones every organ and nerve in the system, makes your blood pure, your step sound. Prevents disease. Cures the worst cold, and breaks up all symptoms of fevers with one bath. Reduces obesity. Cures rheumatism, neuralgia, lagrippe, malaria, dropsy, bronchitis, female complaints. Has cured thousands of cases of all blood, skin, nerve and kidney troubles. Immediate relief guaranteed in worst cases. Our head steaming attachment makes clear skin, removes pimples and blackheads. Invaluable for catarrh and asthma. Description: Cabinet weighs only 5 lbs. Folded, is 3 in. thick, 13 in. wide, 36 in. long. Has a door. Has self-supporting steel folding frame. Covering best antiseptic cloth, rubber-lined. Not a cloak or barrel to rest on your shoulders or pull on or off over your head. Such are dangerous. Shuts three Quaker consists with frame, stove, valuable formulas and directions sent anywhere on your order at once. Order to-day. You won't be disappointed. Guaranteed as cabinet for $5.00. Head Steamer $1.00 extra. Order to-day. You won't be disappointed. Guaranteed as represented or money refunded. We are responsible, capital $250,000. Largest manufacturers of Bath Cabinets in the world. Send your address anyway for

ACENTS WANTED, MEN AND WOMEN. $100.00 a Month and Expenses.

Our Valuable Descriptive Book, Testimonials, Etc., FREE!

Address, G. T. WORLD MFG. CO., Cincinnati, O.

We recommend above firm as thoroughly reliable.—EDITOR.

OMAHA STAMPS

Set of six stamps including 1, 2, 4, 5, 8 and 10 cent denominations, for only 15 cents. 50 foreign stamps, all different, for 10c. 2 cent Omaha stamps 15c. per 100. 1 cent Omaha stamps 25c. per 100. Address FLOYD LIEB, Box 623, Dansville, N. Y.

$3 a Day Sure

Send us your address and we will show you how to make $3 a day absolutely sure; we will furnish the work and teach you free; you work in the locality where you live. Send us your address and we will explain the business fully; remember we guarantee a clear profit of $3 for every day's work; absolutely sure; write at once. ROYAL MANUFACTURING CO. Box 687, DETROIT, MICH.

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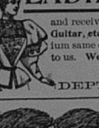

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THE AMERICAN IMPT. AND MFG. CO

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HAIR LIKE THIS.

We Will Forward Free

To any address, full information how to grow hair upon the baldest head, stop hair falling, cure weak eyebrows and eyelashes, scanty parting, scurf, dandruff, etc. Also how to restore gray and faded hair to its natural color. Enclose 2c stamp for sealed package. Address,

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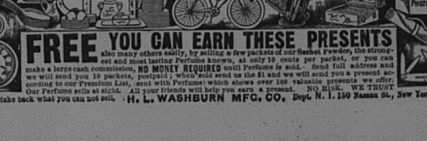

also many others easily, by selling a few packets of our flavor powders, the strongest and most lasting Perfume known, at only 10 cents per packet, or you can make a large cash commission. NO MONEY REQUIRED until Perfume is sold. Send full address and we will send you 10 packets, postpaid; when sold send us the $1 and we will send you a present according to our Premium List, sent with Perfume which shows over 100 valuable presents we offer. Our Perfume sells at sight. All your friends will help you earn a present. NO RISK. WE TRUST YOU and take back what you can not sell. H. L. WASHBURN MFG. CO. Dept. N. I. 150 Nassau St., New York City.

The face is an index of character—and the truthful time shown on the face of a

Ruby Jeweled Elgin Watch

proves the character of its mechanism—The most complete watch factory in the world, in machinery and equipment—the most careful selection of materials—thoroughly skilled and drilled mechanics—extreme care in minutest details—(over thirteen hundred and fifty distinct operations are necessary to produce a single Elgin watch)—a third of a century's experience in every movement tested and proven before it leaves the factory—these are the things that combine to produce the Elgin Watch,

The World's Standard.

An Elgin Watch always has the word "Elgin" engraved on the works—fully guaranteed.

Costs You Nothing to Try It.

THE NATURAL BODY BRACE

Cures Female Weakness—Makes Walking and Work Easy.

Endorsed by Every Physician Whether Used It, Adjustable to Fit all Figures. Simple in Construction. Comfortable.

Sixty per cent. of its wearers pleased. Thousands of them write like this:

Pine Forest, Alabama, May 30, 1898.

I was well pleased with your Brace from the beginning. After wearing it four days, I am delighted with it; would not exchange it for money or anything else. I send you a thousand thanks for it. I had suffered a long time with falling womb, painful menstruation, constipation, heart disease, backache, headache, bearing down pains, etc.

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Money refunded if Brace is not satisfactory. Send for full information with illustrated book, free. Address

THE NATURAL BODY BRACE CO., 156, SALINA, KAS.

Every woman anticipating Motherhood should have this Brace.

MERIT is the **Heavy Artillery** by which we are constantly winning victories.

DR. PRAY'S WORLD-RENOWNED TOILET PREPARATIONS.

MOST RELIABLE HIGHEST MEDICINAL ESTABD 1862.

Sold Everywhere by Leading Drug, Perfume, Fancy Goods and Hair Stores.

BY MAIL, 5c. EXTRA.

Rosaline for tinting lips, cheeks and finger nails a rosy hue, true to nature—undetected; stands ocean bathing—25 cts.

Cream Vanola, a beneficial emollient for softening and whitening the hands and complexion. Jar, 25 cts.

Hygenia Face Powder, highly medicinal, very adherent and spreads smoothly on the skin. In non-spilling boxes, 25 cents; natural flesh and white.

Glora Lilly Lotion removes tan, cures sunburn, rough, dry skin, whitens complexion and hands; 4 oz. bottles, 50 cts.

Onagaline, a harmless liquid, for bleaching and cleaning finger nails; also removes stains from the skin. Beware of poisonous compounds. Bottles, 50c.

Diamond Nail Enamel, polishes finger nails. Box 25 cts.

DR. J. PARKER PRAY CO.,
SOLE PROPRIETORS AND MANUFACTURERS
SALESROOMS: 12 East 23d St., N. Y.

When writing mention NORMAL INSTRUCTOR.

(CONTINUED FROM PAGE 31.)

from it: Mr. Lowell carefully reviewed the state of the country at the war's beginning, enumerating some of the grave causes for apprehension, and the need of a man to guide the ship of state through such perilous seas; and then congratulated the people that there was one at the helm who "did not think it his duty to run straight at all hazards," but whose sure eye and skilled hand would bring him out right at last.

In the "Commemoration Ode" there is the same warm feeling shown for the plain backwoodsman. His own early life, although more favored than that of Lincoln, has one point of similarity which appeals to childhood, be it of small or larger growth. The wood chopper of the western wilds found a sympathizer in the New England lad who earned his first money by chopping and cording a pile of wood that was as tall as he was tall, and as long as he was "long." That money, with an addition from his father's purse, was invested in books, buying seven volumes, the classic foundation of a library eventually numbering over one thousand volumes, while at the same age Abraham Lincoln needed all his boyhood earnings to keep himself from want. The future president had simply the privilege of reading the Bible; Æsop's Fables; Progress; a Life of George Washington; and a Life of Clay, but therein found food for a hungry mind.

Mr. Lowell seldom used the flimsy smile to drape his rugged thought, but when he did the texture grew firm within his hands. He describes the simple manhood of Mr. Lincoln by such a figure:—"Conventionalities are all very well in their proper place, but they shrivel at the touch of nature like stubble in the fire," and you feel the shriveling—see the burning.

The closing paragraph in the "Essay," written after the assassination is, a fit illustration of the tenderness and beauty of his language, and it brings the friendly presence which was taken from men's lives on that direful spring day close again to the world that needs its warmth.

He lives in black and white:—

"The kindly, earnest, brave, far-seeing man,
Sagacious, patient; dreading praise not blame,—
New birth of our new soil, the first American."

The Harvard professor led the long procession which will always move to do Abraham Lincoln homage and into whose files are stepping the descendants of Abolitionist and Copperhead, of slaveholder and slave. None can choose but trust,

"In that sure mind's unfaltering skill,
And supple-tempered will
That bent like perfect steel to spring again,"
And erst while enemy and friend join in repeating—
"Forgive me, if from present things I turn,
To speak what in my heart will beat and burn,
And hang my wreath on this world-honored urn."

A Young Girl's Peril.

What a Careful Microscopic Examination Revealed in Her Lungs.

GERMS FLOURISH ON LUNG DEBILITY.

Delicate Lungs Made Strong by a New Scientific Treatment, of Which a Complete, Free Course is Offered to all Our Readers.

"Madam, your daughter, is suffering from the modern disease called lung debility or prostration."

"Her lungs are now being attacked by the deadly germs of consumption, and, if not properly treated, the ultimate result cannot fail to be fatal."

Dr. Slocum, the noted practitioner, thus described to an afflicted mother her only daughter's dangerous condition.

Hearing, but hardly comprehending, the full force of his cool and incisive words, she could at first only sit and feel that the news was, indeed, more than she could bear, holding, as she did, the popular belief that consumption is incurable.

"My child is doomed," she sobbed.

"Not so, madam. By prompt and proper treatment your daughter's life can undoubtedly be saved."

There are thousands of young ladies in just her predicament, or even worse, brought on by neglecting to take prompt measures when suffering from a common cold, cough, catarrh or the grip.

Delicate lungs can be cured if conscientiously treated according to the Slocum New System of Medicine, a system, after thorough testing, indorsed by thousands who have been made well by its use.

This New System consists of three remedies, which are used simultaneously and supplement each other's curative action. It is dispensed by all druggists in large original packages, with full directions for use.

Realizing that thousands of weak and unfortunate fellow creatures hesitate to undertake a treatment of which they have only vaguely heard, the eminent discoverer of this famous system of cure has decided to offer it free to all who will write for it.

Lung Weakness, shown by coughs, chest, throat and lung irritation, leads to Consumption, for the germs of Consumption and Grip are flying around in the air, and are only too ready to take root in the weakened lung substance upon the least encouragement.

The attack of consumption is soon shown in weakness, loss of flesh, fever, chills, stubborn cough, night sweats, etc.

But the deadly germ, which these symptoms show is at work in the lungs, can be killed, driven out of the system, and prevented from returning by a faithful course of the Slocum System of Treatment, patiently persevered in.

The free offer is a generous and broad-minded effort to make the path of cure easy to those in search of health.

Merely write, giving name and full address to Dr. T. A. Slocum, 98 Pine Street, New York, when THREE FREE BOTTLES will be at once sent you, with full directions.

All who suffer from lung weakness or debility should take advantage of it at once.

As the finest hospitals, medical schools and scientific institutions are gathered together in New York City, the great American Metropolis, the most eminent specialists in all branches of medicine are also to be found there. In the Slocum Laboratories the board of consulting physicians forms one of the most successful scientific bodies in the world. Their advice is offered to our readers free of charge, and all correspondence is professionally confidential.

When writing to the Doctor, please tell him you read this article in the NORMAL INSTRUCTOR.

The results appear to be the same, only it takes four times as much of the second as it does of the first to obtain the required result.

It's the same way with **Franklin Mills Flour** and ordinary white flour. An equal amount of the former has four times the nutritive value of the latter. Common white flour is robbed of three-fourths its value for the sake of the color.

Franklin Mills Flour

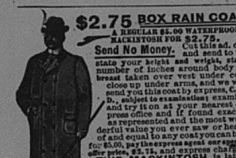
A FINE FLOUR OF THE ENTIRE WHEAT

retains the life-giving and tissue-building mineral elements and has their color to itself. It contains those properties which promote digestion and preserve good health.

If your grocer does not have it, send us his name and your order—we will see that you are supplied. BOOKLET FREE.

GENUINE MADE ONLY BY

FRANKLIN MILLS CO., Lockport, N. Y.



$2.75 BOX RAIN COAT

A REGULAR $5.00 WATERPROOF MACKINTOSH $2.75.

Send No Money. Cut this ad. out and send to us, state your height and weight, state number of inches around body at breast taken over vest under coat close up under arms, and we will send you this coat by express, C. O. D. (subject to examination) examine and try it on at your nearest express office and if found exactly as represented and the most wonderful value you ever saw or heard of anywhere for any coat you can buy for $5.00, pay the express agent our special price $2.75 and express charges. THIS MACKINTOSH is made of 1200 mesh fine cotton worsted, absolutely waterproof, tan color, genuine Davis Cover Cloth; extra long, double breasted, Saxony vesting collar, fancy plaid lining, waterproof sewed, stripped and cemented seams, suitable for both rain or overcoat, and guaranteed greatest value ever offered by us or any other house. For Free Cloth Samples of Men's Mackintoshes up to $5.00, and Made-to-Measure Suits and Overcoats at from $5.00 to $10.00, write for Free Book No. 806. Address,

SEARS, ROEBUCK & CO., CHICAGO, ILL. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

DON'T BE BALD.

DR. RHODES' DANDRUFF CURE Positively cures Dandruff and all scalp diseases, and MAKES HAIR GROW. Price 50c. Sold by druggists or sent by express.

Send 4 cents in stamps for postage for FREE SAMPLE, very interesting book on scalp diseases, symptom blank for FREE ADVICE and full account of unique $500 Cash Prize hair growing contest. Address

DR. A. E. RHODES CO.,
HAIR and SCALP SPECIALISTS, Lowell, Mass.

SUPERFLUOUS HAIR Send 10c. for trial bottle of Dr. Rhodes Hair Remover.

SEND 50 CENTS. Cut this ad. out, send to us as directed and we will send you this GUITAR by express, C.O.D., subject to examination. Examine at your nearest express office, and if found exactly as represented and the most wonderful bargain you ever saw or heard of anywhere, pay agent our Special Offer Price, $3.98, less the 50 cts. or $3.48 and express charges. THIS IS A GENUINE SOLID MAHOGANY FINISH GUITAR, highly polished, beautifully inlaying around sound-hole, assorted pearl head, best nickel-plated tail piece, patent pegs, and is strung with a set of fine Glendon strings and a Guckert book of chords which teaches any one to play. Write for free musical instrument and organ and piano catalogue. We sell Violins at $1.75 and up. Mandolins $2.95 and up. Banjos $3.48 and up. Organs $21.00 and up. Pianos $121.00 and up. Everything at lowest wholesale prices, and all subject to examination before paying. Address,

SEARS, ROEBUCK & CO. (Inc.), Chicago, Ill. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

When writing mention NORMAL INSTRUCTOR.

The Training of Teachers in Ontario.

(CONTINUED FROM PAGE 9.)

teaching of the candidate in the practice school. In addition to this, an examination is held by the education department, conducted by examiners appointed for the purpose and embracing both the theory and practice of teaching. On the joint result of the report of the principal and the examiners appointed by the department, the standing of the teachers in training is determined, and they are passed or rejected as the case may be. If passed, they are awarded a second class certificate, valid in any public school in the province during good behavior; if rejected, they are allowed to attend a second term, unless the principal reports that they are unquestionable failures, and physically or mentally disqualified to be successful teachers.

NORMAL COLLEGE.

There is still a third and a higher grade of training school for teachers employed in the high schools and collegiate institutes of the province. This school is called a normal college, and is in charge of a principal at a salary of $3,000, who is the only teacher on the staff appointed by the department of education. As establishing a normal college, with separate buildings and a complete staff, involved more money than the provincial government felt it could afford, an arrangement was made with the trustees of a large collegiate institute in the city of Hamilton, for the affiliation of the normal college with the institute. Under this arrangement, the trustees of the collegiate institute provided the necessary accommodation for the training of 150 teachers each year, and also placed at the disposal of the teachers in training the laboratories and gymnasium of the institute, at the same time agreeing that the teachers in training might use the classrooms of the institute for practice in teaching. It was also stipulated that each member of the staff of the collegiate institute, who was a specialist in his department, should give instruction in the theory of teaching such subjects as he taught himself, and in conjunction with the principal of the normal college supervise the practice teaching of the teachers in training. In consideration of these privileges the education department agrees to pay to the trustees of the collegiate institute for the period of ten years, the sum of $3,000 annually.

The course of study at the normal college, like the courses in the two grades of training schools already described, is purely professional, and extends from the 1st of October until the 1st of June. No candidate is admitted to the normal college who is not the holder of a degree from some university in the British Dominions, or of a first-class non-professional certificate of qualification. The main purpose of the normal college is to prepare teachers professionally for high school work, and therefore the course is much more extensive than the normal

(CONTINUED ON PAGE 34.)

Be sure and read A. T. Cook's offer on page 40.

$14.50

30 Days Free Trial

IN YOUR OWN HOME. NO MONEY REQUIRED IN ADVANCE.

Buy direct from factory and save $10.00 to $25.00. Don't pay agents and dealers large profits.

$45 Arlington Sewing Machine, high-arm $14.50
$35 " " " $12.50

These machines have all the latest improvements light running, noiseless; adapted for light or heavy work, self threading shuttle, self-setting needle, automatic bobbin winder and complete set of best attachments free. 10 Years written warranty. We are headquarters and have all makes and kinds in stock from Baby Machines at 95 cents to the best high arm.

Over 50 different styles including machines as low as **$8.00**

A first class high-arm machine at $9.25. Large illustrated catalogue and testimonials free. Write today for special freight offer. Address (in full)

CASH BUYERS' UNION,
158-164 W. VanBuren St., Dept. B-313 Chicago, Ills.

SEND ONLY 25 cts.

This amount will be sufficient, and we will forward via. express paid a pair of our celebrated Red Lily shoes, made from genuine Foerderer's Black VICI KID, either lace or button, the prettiest, most stylish most becoming, most comfortable and longest wearing pair of shoes you ever had.

We want you to examine shoes first and fully satisfy yourself that they are what we say regarding the expert workmanship, fancy stitching, silk lining, patent leather tips and facing, Opera Last, New Style, that if you are delighted, as we know you will be, pay express agent balance, only $2.25.

This exceptional inducement is made to introduce our shoes direct to the wearer and give you the benefit of all the profits. If for any reason you should not be pleased, order them returned at our expense. After we send you a pair we shall give you the opportunity of ordering a pair for summer free.

Send size and width, state whether lace or button and we will do the rest.

HOGG & DOWNEY, Shoe Makers, 120 DUANE ST. NEW YORK.

MEN AND WOMEN MAKE $1500 A Year Sure.

COLD, SILVER, NICKEL AND METAL PLATING. NEW QUICK PROCESS.

MR. REED MADE $88 FIRST 8 DAYS. Mr. Cox writes: "Get all I can do. Plate 30 sets a day. Elegant business." Mr. Woodward earns $100 a month. Agents all making money. So can you. Gents or Ladies, you can profitably make $5 to $15 a day at home or traveling, taking orders, using and selling Prof. Gray's Platers. Unequaled for plating watches, jewelry, tableware, bicycles, all metal goods. Every piece guaranteed. No experience necessary. Platers supplied.

LET US START YOU IN BUSINESS. We do plating ourselves. Have experience, Manufacture the only practical outfits, including all tools, lathes and materials. All sizes and prices. Ready for work when received. Guaranteed. New modern methods.

WE TEACH YOU by mail, furnish recipes, formulas and trade secrets FREE. Failure impossible. THE ROYAL OUR NEW DIPPING PROCESS. Quick. Easy. Latest method. Goods dipped in melted metal, taken out instantly with finest, most brilliant plate, ready to deliver. This plate survives the wear of 5 to 10 years.

DEMAND FOR PLATING IS ENORMOUS. Every family, hotel and restaurant has dozens of pieces plated instead of having new. It is cheaper and much better. You will need to economize and make money. Agents have all the work they can do. People bring it. You can hire boys cheap to do your work. Plating can be done as well and seldom is either work for a small or out. Reliable business and legitimate. Customers always delighted. WE ARE AN OLD ESTABLISHED FIRM. Been in business 20 years. Know what is required. Our customers have the benefit of our experience. Have no failures.

WE ARE RESPONSIBLE and Guarantee Everything. Reader, here is a chance of a lifetime to go in business for yourself. WE START YOU. Now is the time to make money. Don't wait.

WRITE TO-DAY. Our New Plan, Samples, Testimonials and Circulars FREE. Don't wait. Send us your address on a postal. Address,

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[We recommend above Company as thoroughly reliable.]—EDITOR.

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to those who will sell for us a few bottles (at 25c each) of

DR. KILMER'S GOLDEN LIVER PILLS

We know our Pills are the best remedy in the world. Physicians say so, our customers say so, our agents say so. We will give a handsome, reliable Watch, stem wind and set, also Chain and Charm, every 3 bottles sold. (This Watch was given the highest Award Medal at the World's Fair, also Prize Medal at the Paris Exposition.) Or a Guitar, Violin, Musical Instruments, Clocks, Machines, Dishes, etc., for selling our remedies, or will allow large cash commissions.

NO MONEY REQUIRED—

Write us and we will send, post paid, 8 bottles of pills, and you remit when sold and your premium will be sent at once. If need return pills. Our illustrated catalogue of premiums and letters will convince you.

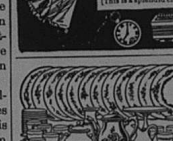
DR. KILMER REMEDY COMPANY, CHICAGO, ILL.

[This is a splendid chance for any honest person to start a business of their own.—ED.]

TEA SET FREE

56 PIECES. Full size for family use, beautifully decorated & most artistic design. A rare chance. You can get this handsome 56 piece china tea set & cups and saucers entirely free by selling our Pills. We mean what we say & will give this beautiful tea set absolutely free if you comply with the extremely low terms. Write at once & we will send Pills to sell at 25 cents a box. Don't delay. Send to-day. Address

Introduce our Vegetable Pills, a sure cure for constipation, indigestion, biliousness, sick headache, torpid liver, etc. Be careful and write to-day. When sold send us the money & we send you boxes of Pills at 25 cts. a box, and we will send you the tea set promptly as premium. Also one dozen Silver plated tea spoons together with our offer of a 56 piece china tea set. Remember you get the spoons and tea set for selling our Pills and they are delighted. AMERICAN MEDICINE COMPANY, Dept. S. 30 WEST 13th ST., NEW YORK CITY.



Our Seeds, Plants, Roses, Trees, etc., advertise themselves. **The best always cheapest.** Try us, our prices and goods will please you. Have hundreds of acres of

Fruit and Ornamental Trees, Shrubs, Roses, Plants, Etc.

We send by **mail postpaid Seeds, Bulbs, Roses, Plants, Small Trees, Etc.** Safe arrival and satisfaction guaranteed; larger by express or freight. **OUR CATALOGUE,** an elegant book, magazine size, profusely illustrated, tells it all. **FREE.** Send for it to-day and see what values we give for a little money. 45th year. 44 greenhouses. 1000 acres.

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2,000 CELEBRATED "EASTHAMPTON" double seat and double knee, Regular $5.50 Boys' 3-Piece Knee Pant Suits going at $1.95.

A NEW SUIT FREE for any of these suits which don't give satisfactory wear.

Send No Money. Cut this Ad. out and send to us, state age of boy and say whether large or small for age, and we will send you the suit by express, C.O.D., subject to examination. You can examine it at your express office and if found perfectly satisfactory and equal to suits sold in your town for $5.50, pay your express agent our special price, $1.95 and express charges.

THREE KNEE-PANT SUITS are for boys from 4 to 15 years of age, and are retailed everywhere at $5.50. Made with double seat and knees, latest 1899 style as illustrated, and knee pants. We have a special wear-resisting, heavy-made fronts, seat, handsome pattern, fine sewing lining, Cheyne patent interlining, padding, staying and reinforcing, all your boy or parent would tailor-made throughout. A suit any boy or parent would be proud of. **FOR FREE CLOTH SAMPLES of Boys' Clothing** (suits, overcoats or ulsters), for boys of different ages, write for Sample Book No. 90C, contains fashion plates, tape measure and full instructions how to order.

Ben's Suits and Overcoats made to order from $5.00 up. Samples sent free on application. Address

SEARS, ROEBUCK & CO. (Inc.), Chicago, Ill.

(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

THE ANGLE LAMP

This is the only lamp in the world that realizes perfection of illumination. While it is more brilliant than gas or electricity or any other lamp ever made, it has none of the defects common to both lamps. It never smokes, smells or gets out of order, is so safe and simple that a child can handle it, is operated as easily as gas and burns but **Eighteen Cents** worth of oil a month. Having **"NO UNDERSHADOW,"** all the light falls directly downward. Thousands are in use in homes, schools, stores, churches and every place where fine light is required. Ask for catalogue, showing all styles from $1.80 up. On receipt of $7 we will ship our No. 2C lamp as shown above with an extra globe and top, transportation prepaid to any point in the U.S., east of the Rocky Mts. Exactly as represented or money refunded.

ANGLE LAMP CO.
26 PARK PLACE NEW YORK.

B. & B.

Price has Power.

Buying when price is lowest is the primary law of advantage, whether it be stocks, real estate, or Dry Goods that's bought.

We're "emptying the shelves" of Dry Goods now, all the odd and surplus lots of choice winter Dress Goods and Silks —must be sold, and we're doing it with less price power—that half, and even more of real value price—irresistible power that's moving the goods—and all who buy are getting good, desirable, useful goods at the lowest prices ever known.

See what nice half-dollar Dress Goods —neat novelties and mixtures—25 cts. per yard.

Other choice Dress Goods 35c, 50c.

Broken lines Dollar Silks—50c. $1.25 to $1.50 silks, rich effects including many evening styles—75c.

Showing and ready to send samples, advance styles new 1899 wash goods—fine, early madras and novelties for shirt waists and other dressy cottons—15c, 25c, 35c.

Many lines of the new Spring suitings and Tailorings ready. Are you interested?

BOGGS & BUHL,
DEPT. E. ALLEGHENY, PA.

The Training of Teachers in Ontario.

(CONTINUED FROM PAGE 33.)

school course already described. Great attention is paid to the psychology of education as the basis of all good teaching. There are also special courses in laboratory work, in biology, physics, in ancient and modern languages, and in English literature and composition. Every instructor in the college must hold an honor degree from a British university.

At the close of the normal college term, there is an examination conducted as in the case of the normal schools. Candidates who pass this examination are awarded a provisional certificate, valid for two years. If at the end of that period they are reported as successful teachers by the inspector of the department, this certificate is made valid during good behavior.

In each of the three training schools described, a small reference library has been provided by the education department for the benefit of the teachers in training. There are 61 training schools, attended by an average of 20 teachers each, as already stated, to supply the schools that are prepared to accept the services of third class certificates. The attendance at the two normal schools averages 120 each term, thus providing over 400 teachers annually in the second grade. The attendance at the normal college was expected to average about 150 annually, although it has so far been in excess of that number. Nearly one-half of the teachers of Ontario have received their training at the normal schools of the province, the other half at the county model schools. It is intended, as soon as the conditions will warrant, to extend the normal school course from five months to ten months, which is the usual academic year for training schools. The education department realizes that the efficiency of the school system of the province depends upon the training of its teachers, and although the terms are short, it is generally considered that as the teacher's whole time is given to professional work he is able to acquire a better knowledge of the art of teaching than in other training schools, where attention is divided between literary and professional work, even although the term may be somewhat longer.

Probably the most important purchase made during one's life is that of a watch. No one desires a poor time piece. We would recommend any of our readers who think of buying a watch, to write to Bastian Bros., Wholesale Jewelers, 500 Chamber of Commerce, Rochester, N. Y., who have recently decided to sell watches direct to the people at wholesale prices. By buying of them you can save about one-third on the price of a watch. We know these people personally and know them to be perfectly reliable. You can depend upon anything they say. You will find their advertisements on page 5 of this issue.

Every lady reader of NORMAL INSTRUCTOR will be interested in the advertisement of the National Cloak Co., on page 26 of this issue. Send for their catalogue; we feel sure that you will be delighted with what they have to offer.

A Wonderful Offer.

ANY $15.00 ARTICLE YOU NAME FOR TWENTY CENTS.

All great movements owe their existence and success to the co-operation of individuals and to the combination of individual interests. This is evidenced by the wonderful growth of savings banks Building and Loan Associations, Insurance Companies and hundreds of other important and stable enterprises.

Trade and commerce have for their vital principle the *assets* and *desires* of the individual which result in the exchange of purchase of perhaps only a small sum of money in each case.

Realizing the wonderful results of individual co-operation and effort we have made it possible for everyone—man, woman or child—to secure anything of necessity, pleasure or luxury that may be desired for about *one seventy-fifth* part of its value. This may seem incredible but upon investigation it will be found absolutely practicable and based upon the soundest principles of business.

To demonstrate the truth and advantage of this idea it is but necessary for you to lend your individual co-operation to that of the thousands of others we shall interest and the proof shall come to you in the form of any article or articles, you may wish, be it clothing, fine shoes, furniture, pianos, bicycles, photographs, and of the countless things which make life comfortable and pleasant.

There is no limit to what you may secure and there are no restrictions as to your wants—no restrictions as to brands, makes or qualities, simply anything you may name large or small, many or few.

THE PLAN.

For $2 we issue Membership Certificates of our Company to which are attached ten coupons, each worth Twenty Cents. By selling these coupons you get back the $2.

Each of these coupons when sent to us with $2 entitles *the sender* to a Membership Certificate also bearing ten similar coupons, and of *this* money $1.50 is immediately placed to the credit of *the seller* of the coupon, who will be duly notified. This credit will be held subject to call in Merchandise or its cash equivalent.

Thus it will be seen that every purchaser of a Membership Certificate who secures the co-operation of these ten coupons purchase his coupons obtains a Merchandise credit of $15 for the Twenty Cents paid for this original coupon. One certificate will secure $15.00 worth of credit, two certificates $30.00 worth, ten certificates $150.00 worth.

BY THIS METHOD

every holder of a certificate is enabled to secure articles at a cost to him of *one seventy-fifth* of their value and at the same time enable his relatives, friends and neighbors, Lodge, Church, benevolent and charitable organizations and schools, conduct business in this way not only buy furnishings, but realize the profits on his certificate as mentioned above.

This offer is made for a limited time and the Company reserves the right to return any money received from localities where agents have already been appointed. An immediate acceptance of this offer is therefore advisable.

References by permission;—New York National Exchange Bank, First National Bank, Elizabeth, N. J.; also Dun, Bradstreet or any Commercial Agency.

Send Bank Check, Bank Draft, Express or Post-Office Money Order

THE UNIVERSAL MERCHANDISING ASS'N,,
WM. M. BAUCHELLE, MGR., 76-78 PARK PLACE, NEW YORK.

I WILL TELL YOU FREE how I was cured of DYSPEPSIA by HARRY PAGET, 111 5TH AVENUE, NEW YORK.

ASTHMA SURE CURE. Trial Package free. DR. W. K. NEATH, Box N, Adams, N. Y.

Are You Beautiful?

If not, read this and learn how to have a Lovely Complexion.

Everybody admires women and girls with clear, healthy, spotless complexions. They are beautified by pink cheeks and soft, velvety, delicate skin. Nothing destroys happiness and beauty like **Freckles, Red Pimples, Blackheads, Yellow or Muddy Skin, Blotch, Wrinkles, Red Rough Hands, Chapping, Eruptions, Discolorations or Blemishes** of any nature. They make both men and women homely and make them look old. All these afflictions are quickly and easily cured by **DR. BOTOT'S COMPLEXION WAFERS.** This is the most wonderful beautifier that was ever made. It is positively harmless to all, and contains not a single atom of Lead, Bismuth or Arsenic.

FOR GENTLEMEN AS WELL AS LADIES. These Wafers completely remove every eruption, blotch, discoloration and blemish on both **Ladies and Gentlemen.** They make the old look young. They beautify **Face, Neck, Shoulders and Arms.** They impart the delicate tints of girlhood and youth to the complexion. A woman cannot possibly be beautified who uses **DR. BOTOT'S COMPLEXION WAFERS.** Use them till her fair as a rose, and wrinkles will not appear until she is far advanced in life. This may seem impossible to you, but it is the plain truth. The Wafers are not a cosmetic, remember, but a tool for the skin. They make ladies of 40 look to be less than 30.

You Can Try Them Free. For a short time we will continue to send a free trial package of DR. BOTOT'S WAFERS to readers of this paper. You can thus satisfy yourself of their wonderful beautifying virtues without cost. Send your name and P. O. address at once, before this liberal offer is withdrawn, and enclose a stamp to pay postage. We mail the samples in sealed, plain envelopes. Address

CAPITAL DRUG CO., Box 535 Augusta, Maine.

Agents, Perfumes, etc on credit. Big profits. Ex. Pd. 1 Terms free. Herbene Co., Box 17, Sta. L, New York

NORMAL Teachers are wanted in every school. Take a Normal Course by mail. Improved Methods. Columbia Correspondence Normal, Austin, Ill.

Catarrh positively cured at home. We have cured thousands. Will cure you 15-day free trial; 3 mo. $2.50; 1 mo. $1.00. H.M. Arst'n, 4603 Champlain Ave., Chicago.

SKIN BLEMISHES Removed by **Derma Cream** a safe specific for Moth Patches and those concealed in removing Tan Freckles and Wrinkles. Large jar 60 cts. Enough to prove its merits, 10 cts. **J. B. Hosken,** 153 Monroe St. Grand Rapids, Mich.

COMBINATION DIPPER. Seven useful articles in one. Samples FREE, prepaid, to **AGENTS.** Other articles new and catchy. Write, postal will do **RUNDELL MFY., CORNING, N. Y.**

I YARD SILK GOODS, all in one piece suitable for dress trimming or fancy work, sent by mail postpaid, 10 cts. **N. SILK CO., BEAVER SPRINGS, PA.**

LADIES WANTED to take up stamping at home. May be 10 cents an hour while learning. H. F. JONES, Dept. B. Z., Brooklyn, N. Y.

FREE FOUNTAIN PEN With Solid Gold Pen. Send for Catalogue. **THE ROGERS CO., Dept. 5, 303 Dearborn St. Chicago.**

Celebrated with **SORE EYES? Dr. ISAAC THOMPSON'S EYE WATER**

LEARN A PROFESSION in 10 days that will net you $25 a day the rest of your life. Ladies or gentlemen. Address with stamp. PROF. S. A. WEAVER, Reno, Nevada, Mo.

HOME WORK For Families, Knitting Socks, etc Good pay. Machine, Yarn and steady, easy work furnished. For position, send stamp. Dept. 62, Co-operative Knitting Co., Indianapolis, Ind.

"MENTAL NUTS."—Can you crack em? A mass of nuts (100 are old and 100 questions with ans. They create no end of debate. Mailed 10 cents stamps. **S. E. CLARK,** Box 76, Nevada, Mo.

Gray Hair Darkened. Ozark Mountain Herb Compound for preserving and restoring gray hair to its natural color. Cures dandruff, allays irritations, cools the scalp and is harmless. Prepaid by mail, one quart: By mail for 25 cents.
LOU DUBY DRUG COMPANY, Rolla, Mo.

LADIES WANTED to make sample patches at home. $6 to $10 per week. No canvasing. Send reply envelope for sample and particulars. **FOSTER MACHINE CO., 525 West 29th Street, New York City.**

GOLDOMETOR for locating Gold Silver and other minerals in a pocket case; also rods and Spanish needles. Catalogue, 5c. stamp. **E. J. STAUFFER, Harrisburg, Pa.**

SHORTHAND written in an hour for notes; 6 to 12 weeks for rapid work by non-shadings, non-position, light-line, vertical. Writer of the World's Fair award. Trial lesson free, self-instructor on approval. Write H. M. Pernin Author, Detroit, Mich.

Shorthand by Mail.

Pioneer home course. Catalogue and first lesson **Free.** Write **BOYD'S SHORTHAND COLLEGE, Williamsport, Pa.**

Ask Your Dealer for FRANKLIN'S

Rainbow Crayons

7 colors. The first and best wax crayons produced. **FRANKLIN MFG. CO., ROCHESTER, N. Y.**

WE PAY CASH

For literary matter and photographs. We send a **CAMERA FREE** and pay all charges. Good opportunities for ladies or gentlemen to utilize their spare time as correspondents for us. Experience not necessary. Send stamp for full particulars. Address **COLONIAL MAGAZINE,** Dept. J. N. J., 106 Park Row, New York.

CORTINA For School Use. SELF-INSTRUCTOR; IN 20 LESSONS, SPANISH FRENCH and 2d Ed. $1.50. **French.** Sample 3 lessons, 30c. **Ten** Phonograph records, $10.00. Other text and self-imparted Spanish Books; send 3c. for catalogue. **Cortina Academy of Languages,** 46 West 34th St., New York.

YOU MAY LEARN in a few day's time a Profession that will enable you to command a handsome income for the rest of your life. Write at once for free particulars. A surprise in store for you. Address **Prof. L. A. Harraden. Sta. Z, Jackson, Mich.**

Reminiscences and Thrilling Stories Of the War by returned heroes. Just issued. Containing the reminiscences of personal experiences by Officers and Men of the Army and Navy, to which is added War Songs and Poems, also full account of the Terms of Peace. Also captivating description of our New Possessions, etc. Nearly 700 pages 7x9½. Profusely illustrated. Low in price. *Free with each book,* 50c. map of Cuba, Porto Rico and Philippines. Big seller. Agents wanted everywhere. Liberal terms. Credit given. Full canvassing outfit absolutely free. If you mean business, send 18 cts. at once to pay postage on it. Address, **Standard Publishing Co., 41 N. 6th St., Philadelphia, Pa.**

Pazola Clears the Head

IN TWO MINUTES.

It will give relief in the worst case of Catarrh, Cold in the Head, Neuralgia, Sore Throat, Bronchitis, Asthma, Headache, and all diseases of the air passages. Such diseases are local and can be cured by local treatment. This can be effected only through the lungs, by breathing the

PAZOLA POCKET INHALER medicates the air and destroys the germs and germ life that are destroying the vitality of the diseased parts. Try one and you will recommend it.

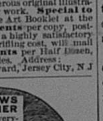
SPECIAL OFFER.

We will send one PAZOLA INHALER on three days' trial, **Free.** If it gives satisfaction send us $1.00, if not, return it. We know it will cure or we would not make this offer.

PAZOLA MEDICAL CO., Dansville, N. Y.

BRYANT BOOKLET Just published. Contains *Thanatopsis, To A Waterfowl, Green River, The Death of the Flowers,* etc., etc. Bound in artistic Covers, comprising an original design in colors, with portrait of the poet. Also numerous original illustrations scattered throughout the work. **Special to Teachers:** We offer this Fine Art Booklet at the marvelously low price of **10 Cents** per copy, postpaid, and in order to furnish a highly satisfactory Reward and Gift Booklet at a trifling cost, will mail them at the low price of **50 Cents** per Half Dozen, and **80 Cents** per Dozen Copies. Address: **M. C. BURKEL,** 479 Boulevard, Jersey City, N. J.

ONE EXTREME FOLLOWS ANOTHER



When hogs are low in price, everybody stops breeding. That forces the prices up and then nobody has hogs to sell. Breed now and by the time your hogs are ready to market prices will be up again and hogs will pay.

THE FAMOUS O. I. C. SWINE breed the best, grow the fastest and mature the earliest. **TWO of them weighed 2806 LBS.** Address for circular. First order secures agency in your locality. **L. B. SILVER CO.** 210 Sewall St., Cleveland, O.

REDUCED TO $3.50.

To place our new improved Thermal Vapor Bath Cabinet in every home we send them complete for 30 days, with alcohol stove, dreneine, formalin, to any Address, upon on receipt of $3.50 each. Head steaming stush., 75c. extra. **MORE TO-DAY.** Does this beat Cabinet made, Rubber-lined. Latest improvements. Cures without drugs & heat will with ments. Cures without drugs & heat will with ments. Cures without drugs & heat will with ments. Cures without drugs & heat will with ments

Exquisite Rings Free

At large expense, both as to *design* and *machinery*, we have had one of the largest manufacturers in the United States make for us, what experts pronounce to be the most beautiful gold-finished ring yet produced. It is a cross between the **Tiffany** and **Belcher** pattern. It is set with a **Senegal Diamond**—*a beautiful, sparkling stone.* These **Senegal Diamonds** are frequently worn by the extremely wealthy people to fill in different designs and patterns. Many times these wealthy ladies wear *eight or ten stone rings at a time.* There may be two or three genuine diamonds, the balance will be **Senegal Diamonds.** *But they pass for the genuine.* The gold in this ring is *duplex laid* and will wear a life-time.

OUR OFFER.

You can get as a **prize** this beautiful **Senegal Diamond Gem Gold** ring in a *handsome Plush Box* for less than one hour's work! We will send you eighteen packages of our desirable **Premier Perfumery.** You need send no money. All we ask of you is to agree to send us the money after you have sold the eighteen packages. You can easily dispose of these by making a few pleasant calls among your friends and acquaintances. Many times one friend will buy *six or eight* packages at once. *Premier perfumery is always welcome.* Every young lady in a family will be more than pleased to have a chance to buy. After you have sold the eighteen packages for 10 cents each, **you will have $1.80.** Send this to us by Post-Office or Express money order, silver or stamps and we will *the same day* send you, all charges prepaid, **The Exquisite Senegal Diamond Gem, Duplex-Laid Gold** Ring in *handsome Plush Box*, for disposing of the perfume. We can afford to do this because we will get *many second orders* from the friends to whom you have sold our perfume; consequently our profits *from these second orders* will be large. **Write at once.** Send no money. Send your full **name** and **address** and get the 18 packages of Perfume by *return delivery, all charges prepaid.* **Premier Perfumery Co.,** *Manufacturers,* 342 Washington St., **Boston, Mass.**

[This well-known firm is perfectly reliable. The Premier Perfumery Co. is to be reliable, as all trustworthy. They will do as they agree.]

EVER FEEL GRATEFUL.

I write in the interest of others, and especially of my brother ministers, who are unable to engage in the great work to which the Lord has called them. My voice was so weak and my throat in such a condition I could not sing, and at times could hardly talk at all; was almost deaf in my left ear and had a continual cough. I used Aerial Medication and within three months my hearing, voice and health were restored, and have remained so for over three years, for which I shall ever feel grateful.

J. L. Ford, Minister in the Baptist Church, Sedalia, Mo.

FREE.

Aerial Medication will positively cure deafness, catarrh, throat and lung diseases. To prove this I will, **until March 1, 1899,** send medicines for three months' treatment free. For symptom form and particulars address

J. H. MOORE, M.D., 9, Cincinnati, Ohio.

(This advertisement will not appear again.)

SORE EYES? DR ISAAC THOMPSON'S EYE WATER

The Bachelor Girl.

"She keeps herself looking well and is free from affectation. She is wise in one respect, is this bachelor girl," Ruth Ashmore wrote in the *Ladies' Home Journal.* "She has learned the art of gathering the years gracefully. She appreciates, as she loses her youth, that she must pay more regard to her appearance, and that in life's picture she must always be a figure that looks well. Here the bachelor girl rises superior to the old maid, for with all the old maid's gentleness she was a bit inclined toward dowdiness. The bachelor girl impresses you, when you meet her, with her naturalness. Perhaps, as you grow to know her well, you may wish that her natural manner did not tend toward brusqueness; but at least she is truthful. She is a woman of business, and she is gradually learning that to succeed, alike in business and in society, she must follow the example of her brother and not carry her workday worries of joy into her social life. She must learn the art of being a grub or a butterfly as time and place demand. She is fond of pleasure, and being healthy and happy she is kind and charitable."

Experiments on Smokers.

A Russian physician examined a number of students to ascertain if their health was affected by tobacco. Of the smokers 16.09 per cent. were found to have some affection of the breathing organs, while only 10.69 per cent. of the non-smokers were thus affected. In respect to diseases of the digestive organs, the figures were respectively 11.88 per cent. for those who smoked and 9.92 per cent. for those who did not: and of both tracts combined, 8.77 per cent. for the smokers, and 3.22 per cent. for the non-smokers.

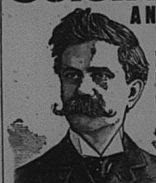
In every case for many years when careful examinations have been made as to the comparative health of smokers and non-smokers, or their standing in their studies, or their skill in gymnastic feats or in athletics, the latter have an advantage over the former. These figures show the evils of tobacco better than anything else. Tobacco lowers the physical and mental standard of the man. He is simply less capable than he would be. This is all there is of it. Is this enough? —*Selected.*

How Teachers Can Buy at Wholesale.

Every teacher and others can now buy all kinds of goods at lowest Chicago wholesale prices, they can tell just what their storekeeper at home pays for everything he buys, just how much profit they are paying their home storekeepers on everything they buy.

In our columns nearly every issue will be found several special bargains of different goods, offered at lowest wholesale prices by Sears, Roebuck & Co., Chicago, Ill., and any of our readers who will cut this article out and send to them with 15 cents to help pay the 30 cents postage, will receive free by return mail, postpaid, their big 1100-page, 4-pound general merchandise catalogue, a book which costs them nearly $1.00 each.on which the postage alone is 30 cents. People who have this book know the lowest Chicago wholesale prices on everything, know just what every storekeeper in every line pays for everything he buys. The book contains thousands of illustrations, tells how to order, how much the freight or express is on everything to all points. We are informed that over one million teachers and others have this catalogue and are saving from 25 per cent to 50 per cent on everything they buy. The firm is thoroughly reliable, has a capital of over $500,000, employs over 1500 people, occupies an immense business block and is doing a wonderful business direct with the people in every state and territory, and all at lowest wholesale prices.

Scientific Evolution



A New Revelation in Practical Self-Culture

THE TRIUMPH OF MODERN THOUGHT. TAUGHT BY MAIL.

Making Possible a higher, healthier and happier life through Mental Culture, Will Power, Character Building, Art of Pleasing, etc. Philosophy of Success as demonstrated daily. Imagination cannot picture the glorious realities within your easy reach.

We aid all nations and religions to see the true light, antagonizing no one, recognizing one common brotherhood, having similar hopes, interests and aspirations. Those under our guidance feel better, do better, look better and live better.

Exchange darkness for light, sorrow for joy, weakness for health and failure for success. Thousands of highest endorsements similar to the following to be found in our book of sworn testimonials.

FROM CLERGYMEN: "A new peace and rest has come into my life bringing a world of light and joy." "Oh what a pleasure to live this life, so grand, so noble and inspiring." "Pleasing others and bringing sunshine wherever I go is most pleasant and gratifying to me." "This study has affected me wonderfully, causing many complimentary remarks." "Every moment brings its own reward, and life grows brighter and sweeter every day." "Results are more than satisfactory and decisive victories have come to pass." "Others are swayed and self-bound by this resistless force."

FROM PHYSICIANS. "You have taught me to find beauty in everything." "It has done more to conduce to my happiness than any one thing." "I am better, happier, healthier and stronger mentally and physically." "I wish to thank you for that which money can never repay, may God bless you." "Oh how beautiful! How grand. You can't imagine the real pleasure it gives me to read your words."

FROM THE PUBLIC. "Your instructions are grand." "I would not have missed this for ten times the cost." "I have gained perfect mental and physical health." "I now look back on my former life with horror." "I have gained perfect mental and physical health." "Allow me to express my heartfelt gratitude that I was ever induced to take up this study." "The instructions are the richest gold mine and do me untold good, leading to broader fields of thought and usefulness and not for the wealth of the world would I turn back into the old paths."

BE A SUCCESS,—make sunshine, love and happiness wherever you go. Seek the knowledge which we have to impart showing just how you can accomplish your ambitions.

Our business is carried on wholly by correspondence and those in the remotest part of the world have the same success as those residing in Chicago. **OUR TERMS ARE SO LOW** as to be entirely inadequate with value imparted, and satisfaction guaranteed or no remuneration will be accepted. Full particulars upon request to

PROF. L. H. ANDERSON, N. I., 29 Masonic Temple, Chicago, Ill.

For Both 25 cents For Both

SALT.

PEPPER.

If you are looking for a **Great Bargain** in Fine Silverware never heard of before and that will astonish you, here is one of the Greatest Bargains ever offered by any reliable Manufacturer. For 25 cents we send **Prepaid Both the Salt and Pepper Shakers.** They are Quadruple Coin Silver Plated, Warranted to wear ten years. Finely engraved and useful as well as ornamental to any table rich or poor. If on receipt of the same you do not think or find them the **Greatest Bargain** you ever have seen or heard of, return them at once to us and we will refund you your money. We have been doing business in Chicago since 1865. Any Bank or Express Company can tell you our standing. **Our Bargain Silverware Catalogue Sent Free.**

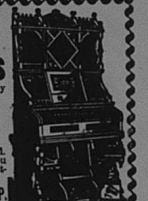
B. O. LEONARD MFG. CO., 152-153 MICHIGAN AVE., CHICAGO.

FREE

COSTS NOTHING

But the asking to get our new 1899 Catalogue of either

PIANOS OR ORGANS



At wholesale prices, thus saving you every penny usually pocketed by agent and dealers.

SEND TODAY FOR OUR NEW

1899 COUPON { It saves you $10.00 on an ORGAN. " " $20.00 on a PIANO.

CASH OR INSTALMENTS.

30-days' trial. No money in advance. Safe delivery at your depot insured. Instalments. Easy payments. Our new due bill certificate shows you how to get an Organ or Piano for little or nothing. Remember, our Catalogue costs you nothing, and will *positively save you money.*

PIANOS, $155 UP. ORGANS, $21.75 UP.

We furnish with each Piano a $10 hard wood Piano Chair free, also Plush Scarfs and $10 worth of the latest sheet music. Our Complete Organ outfit, free. Our factory, with its enormous capacity, enables us to sell you a high-grade instrument at a figure much below that of any other company in the world.

INCORPORATED FOR 50 YEARS. WE LEAD, OTHERS FOLLOW.

Beethoven Piano and Organ Co., Box 668. WASHINGTON, N. J.

LADIES TO EMBROIDER. We send work to your home prepaid. Send addressed envelope for our price list of embroidery with prices paid. If our terms or work are not to your liking, you may return at our expense. Steady work and good pay. **EMPIRE EMBROIDERY WORKS, Dept. N.I., 26 Duane St., New York.**

$25 REWARD for a case of **CONSTIPATION** that Neurotico Tea will not cure. Guaranteed to cure Headache and Nervousness. To introduce our Tea we will send on receipt of 4 two-cent stamps one full sized package, 25 cents per package. **NEUROTICO MED. CO., Hornellsville, N. Y.**

Margery's Mistake.

Margery was a little girl who lived in Washington not long ago, and this is what happened to her on the morning of her eighth birthday.

Margery was apt to be forgetful—absent-minded, her mother called it; but her father said that her mind was not absent; it was just lazy, and she would have to make it keep at work. So her mother said to her that morning, as she started out to do an errand: "Now don't forget, Margery—raisins, powdered sugar, and soap; and tell him to send them right up as soon as he possibly can. And mail this letter as you go by the corner, too," she added.

"Yes'm, I will; I won't forget," answered Margery; and she ran down to the gate, and went skipping down the street. She seemed as much a part of the bright May morning as any bird or butterfly, her mother thought, as she watched her a moment before closing the door and resuming work.

Margery had the money for her purchases in a pretty little alligator-skin purse, which her uncle Arthur had just given her that morning as a birthday present. She was glad of an opportunity of using it so soon, and held it tightly clasped in her hand, peeping at it occasionally, as she ran along. She felt quite like a lady going shopping. Suddenly she thought, "I mustn't forget," and began repeating to herself, "Raisins, powdered sugar, and soap; raisins, powdered sugar, and soap." Before long she came to the mail-box on the corner, and still repeating her list, stood upon tiptoe to reach the cover. It was a long stretch for a little girl just eight years old; but she reached it at last, and then skipped along.

But before she had gone ten steps she stopped suddenly, and looked at her right hand; it still held the letter, and her left hand was empty. In her anxiety to remember her commissions, she had mailed her precious new purse! Her lip quivered; and she turned quickly back to the mail-box, with big tears rolling down her cheeks. She gazed in despair at the placid, round padlock which guarded Uncle Sam's mail from the public. She sat down on a horse-block, and gave way to tears. Soon a huge policeman approached; and Margery plucked up sufficient courage to lay the case before him, and implore his aid in recovering the lost property. He pulled his mustache thoughtfully for a moment, then, telling her she "would have to wait for the collector," stalked majestically on.

Margery did not know who the collector was, or what good it would do her to wait for him; and so she extracted but small comfort from his reply, and her tears burst forth afresh.

The officer was hardly out of sight, however, before a man drew near, walking rapidly down the street. Margery would not have appealed to him of her own accord; but at the sight of her little tear-stained face he stopped, and kindly inquired the cause of her grief.

Margery told him her troubles as well as she could between her sobs. "Well, well," he said; "that certainly is a pity. Let's see how long we should have to wait." He went to the box, and read from a little card on the side which Margery had not noticed, "Hours of collection, 9 a. m., 12 m., 2 and 4 p. m." He looked at his watch. "It is ten o'clock," he said: "We should have to wait two hours. You see," he explained, "every once in a while a postman comes around and opens the box, and takes out the letters people put in. If we were here then he would give us the purse."

Margery nodded; and her face brightened at the prospect of regaining her property.

"Perhaps you'd better run home now," he continued, "and come back here in time to catch him."

Margery looked doubtful.

"There!" exclaimed her friend; "there's a collector now! I'll catch him." And he started almost at a run towards a little blue cart, which had stopped at another mail-box a block away. Margery saw him approach the postman and speak to him. Then the postman touched his cap; and both jumped into the little blue wagon, which came rapidly towards her. When they came to where she stood, they both got out; and the postman produced a flat key on a brass chain. Margery watched him eagerly, her eyes dancing with delight. He opened the box. Margery stood on tiptoe to look in; but her friend lifted her up, and there she saw her purse lying on top of some letters and papers. She reached in and seized it, and held it as though she never intended to let it go again.

The postman locked the box, and leaping into his cart, drove off, touching his cap again at the courteous "Thank you" of Margery's benefactor. Then he took her hand, and they went along towards the grocery. Margery felt as though she had known him all her life, and chatted freely, as she ran along by his side.

"He knew you, didn't he?" she said. "He came right away when you asked him, didn't he? I guess he wouldn't have come at all if I'd have asked him. Do you think he would?" When they reached the store he parted with her at the door, lifting his hat as though she were a lady. The grocer looked after him as he went up the street, and, as he took her order, he said:

"Do you know that gentleman?"

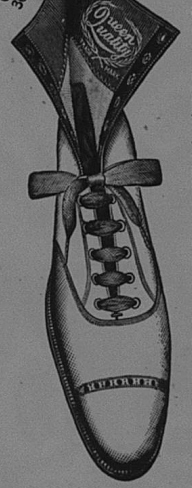
"No," answered Margery.

"That is the president."

Margery opened her blue eyes very wide, and ran home quickly. She did not think the president was just a man. Her mother met her at the door, and, seeing the letter still in her hand, exclaimed: "There Margery! I was afraid you would forget something. You haven't mailed my letter."—*Christian Register.*

"QUEEN QUALITY."

The Famous Shoe for Women



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Pronounced by all wearers as the most perfect fitting shoe ever made. Workmanship and material of the highest quality.

Unusual Merit

has gained for our shoes a popularity which has resulted in our being the largest manufacturers of ladies' fine shoes in the world.

This fact enables us to buy the best material in such large quantities, and to produce such an enormous number of shoes, as to require but a small profit per pair. You reap the benefit of this, by being able to buy "Queen Quality" for $3.00—a shoe value for which smaller manufacturers are forced to charge $4.00 to $5.00.

Try a Pair!

They fit where others fail, and give a slender, pretty look to the foot, without sacrifice of comfort. You will find them always strictly "correct" in style.

Sold by only one dealer in each town. Write for dealer's address, or we will send a pair, express prepaid, upon receipt of price.

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Our free illustrated catalogue gives full description of styles, and how to order. Send postal for it.

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Every school should have music and every pupil of suitable age should have a Singing Book. If you have not suitable singing books for your school, you, as teacher, will be expected to select such. You can do no better than adopt "Merry Melodies." It is cheap! It is excellent! We claim it to be the best! We have a large edition printed expressly for our patrons and can furnish them at the very lowest prices. The regular price is 15c. each or $1.45 per dozen. We furnish them as follows: Single copy 15 cents.

One Dozen	- -	$1.44	Postage 13 cts. extra
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Three "	- - -	3.85	" 39 " "
Four "	- - -	5.00	" 52 " "

Teachers Improvement Co., Dansville, N. Y.
When writing mention NORMAL INSTRUCTOR.

How We Should Sleep.

In the matter of sleep there are as many peculiar things as there are about eating—what is one man's food is another man's poison. This much is generally known and accepted by standard authorities on the subject, that tall or bulky people require more sleep than others, and that women can get along on much less sleep than can men. As with animals, human beings sleep much longer and heartier in the winter than at any other time. People of extreme old age require as much sleep as infants, and it is beneficial to both classes if they can sleep one-half the time or even a greater proportion. There is one thing I would like to impress on everyone, and that is, it is positively injurious for any one to sleep longer than is actually necessary.

A Good Exercise For the Back.

A good exercise for the spinal muscles consists of the following movements: Stand erect, with the feet together, and rise upon the toes, then gradually sink down by bending the knees until the thigh and calf are doubled upon each other. The trunk should be erect all the time, and especial attention paid to the spine, keeping it straight. If a person will remove the clothing and hang by the arms, all tension is removed from the spine, and a second person can determine if the spinal curvature can be removed or not. If, when hanging in this position, the spine is straight, there is no reason why it cannot be cured, but if it is crooked when hanging, there is little hope of doing more than keeping it from growing worse, and this is very important. In the department of medico-gymnastics in a large gymnasium, this is the way they examine such cases. A teacher says: "Any movements which do not present any outside resisting force (meaning apparatus) can be safely taken to benefit slight spinal curvature."
—*American Journal of Health.*

Drunkenness in the Navy.

The Rev. Mr. Robinson, the chaplain of the United States hospital ship *Relief*, tells me that in twenty-two years of service he can recall but one case of an officer being intoxicated on duty, and says it is a pleasure to be able to attest the self-restraint exhibited by our officers in all such matters both on and off duty.—*London Lancet.*

$100 Reward $100.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials.

Address, F. J. CHENEY & CO., Toledo, O.
Sold by druggists, 75c.
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EXHIBITING OUR WONDERFUL GEM GRAPHOPHONE TALKING MACHINE in public halls, school houses and churches. It talks, Sings, it laughs, it plays music. It imitates perfectly the brass band, the orchestra, the piano, the human voice, in fact anything. A wonder as a money maker and as a home entertainer. All the latest music, either vocal or instrumental, speeches of prominent men, etc. COMPLETE OUTFIT consisting of Talking Machine with automatic spring motor, 12 musical or talking records, large illustrated advertising posters (12x18 inches), admission tickets and instruction book with advice about making engagements, securing the use of halls, etc., FOR $15.25. SO SIMPLE that a child can operate it and nothing to get out of order. Will last a lifetime. Cut this ad. out and send for catalogue of Graphophones, Records, etc., with copies of hundreds of testimonials from people who are making hundreds of dollars with our exhibition outfits. ADDRESS,
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Sweet Peas—over 40 varieties.
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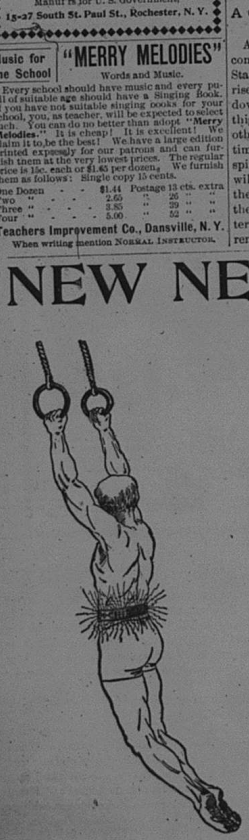

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I know the nervous and glandular system of men. That's my strong card. I treat weak men and weak men only. In the beginning let me say I use no drugs. When I take your money I want to give you value in return. I couldn't do that and give you drugs for weakness, because they never cure, they only stimulate. They give "quick" results but you fall back into the same old condition, maybe a worse one.

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with suspensory, now known and used throughout the world. This appliance embodies the best efforts of my 30 years' experience as a specialist, and is protected by U. S. and foreign patents. Beware of imitations. There is no **genuine** Electric Belt but the Sanden.

You put it on when you go to bed at night and take it off next morning. Keep this up for two or three months. It will make you a sound, strong man. It is applied so a soothing current will flow through kidneys, liver, stomach, prostate gland, bladder and other organs. Electricity instantly felt, though under control of user by turning little regulator screw. Over 5000 cures last year. Write for

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(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

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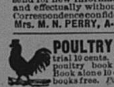

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Human Mechanism Requires a Lubricant.

"Oil is always required for lubricating, and the human system is not an exception," says Mrs. S. T. Rorert, telling how dyspepsia may be cured, in the *Ladies' Home Journal.* "Fats, however, must in cases of intestinal indigestion be used sparingly and carefully. Ten drops of pure olive oil once a day may be taken either after the noon or night meal. It may be put on a piece of bread and thoroughly masticated. Well made butter is an exceedingly good form of fat, but should be used without salt. A teaspoonful of cream taken slowly, held in the mouth and then swallowed, will also answer the purpose. Bear in mind that a small quantity of any of these frequently administered is much more easily borne than the whole quantity at a single dose."

Eight Hours A Day.

A working man with a dinner pail in his hand came out of a little shop, and was met by a fellow working man, who said:

"Why, Jim, you are working *over time* now, are'nt you?"

"No," was the reply. "I'm not."

"Aren't you putting in more than eight hours a day?"

"Yes."

"I thought eight hours was the union schedule?" remarked the outsider.

"Yes, *but you see I have just bought the shop.*"

Last month we called the attention of our readers to the advantages of buying by mail and are pleased to know that many of our readers have acted upon our advice. You can feel perfectly safe in dealing with the firms represented in our columns and if you will be sure to mention NORMAL INSTRUCTOR when you write you will be sure to get prompt and careful attention. Many advertisers have said that people answering advertisements in NORMAL INSTRUCTOR have written that they saw it in some well known magazine in which their advertisement did not appear at all. Please be careful to give our magazine full credit for advertisements appearing in it and you will assist us greatly.

A Secret.

The cost to the consumer of almost every article needed for the comfort and well-being of every individual, is very largely increased by having to pass through so many hands before it finally reaches the user. The nearer the maker and consumer can be brought together, the more money saved to the user. This is the Beethoven idea—to sell direct from the manufacturer to the party desiring to buy, thereby effecting a saving of the large profits which formerly went into the pockets of the middlemen.

The Beethoven Piano and Organ Co. adopted this method some years ago; it has proved so satisfactory that they have been compelled to increase their force in order to fill the large number of orders received each day for Organs and Pianos. If you wish to see any of their Organs or Pianos, send for their catalogue. It is sent free to all. BEETHOVEN PIANO & ORGAN CO., Box No. 668, Washington, N. J.

Be sure and read A. T. Cook's offer on page 40.

$1. The Ingersoll DOLLAR WATCH

2,000,000 SOLD IN 2 YEARS
UNDER AN ABSOLUTE GUARANTEE.

We have demonstrated that a Good Watch for a Dollar is possible. The sales are now over 3,000 per day. You want one—either for yourself, your boy or your "Bike." As good as any Watch made for ordinary every-day use. Keeps good Accurate Time. (Guaranteed as below.) Has Lever escapment, quick train; second hand; good nickel case; Keyless Wind and Set; 18 size.

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HAVE YOU Any of these Symptoms?

Fluttering, Palpitation, or Skipping Beats (always due to weak or diseased heart); Shortness of Breath from going up stairs, walking, etc.; Tenderness, Numbness, or Pain in left side, arm, or under shoulder blade; Fainting Spells, Dizziness, Hungry or Weak Spells; Spots before the Eyes; Sudden Starting in Sleep; Choking Sensation in Throat; Smothering Feeling in Dreaming, Nightmare; Chest; Cold Hands and Feet; Painful to Lie on Left Side; Dropsy; Swelling of the Feet or Ankles (one of the surest signs); Neuralgia Around the Heart. Sudden deaths rarely result from other causes.

Every day you read or hear of some one dropping dead. Statistics fully prove that one person out of every four has a

WEAK OR DISEASED HEART.

Three fourths of the persons thus afflicted are not aware of the fact, and thousands of deaths annually occur of persons who have been wrongfully treated for troubles of the Stomach, Lungs, Kidneys, and Nerves, which are almost certain to become affected. Dr. Austin Albro's Heart Tablets are daily curing thousands of cases in every stage of heart disease. They are worth their weight in gold to every sufferer, and a legal guarantee to cure is sent with every box.

A Grand Offer! Medicine Sent Free!

To satisfy the doubtful and convince the skeptical, I will send a trial box of my Heart Tablets by mail, postpaid, absolutely free of charge, to any person having any of the above-mentioned symptoms. Every sufferer should send their name and post-office address at once, for prompt action is necessary where the heart is in any way affected. Enclose stamp for postage. Address, Dr. AUSTIN ALBRO, Box 920, Augusta, Maine.

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We have two brands—White Horse Brand, ready to wear; and White City Brand, made to measure. Prices run from $4 for men's suits up to the finest full dress suits. Trousers from $2 up. Every man and boy in your locality is a possible purchaser, so you can supply almost every farmer, merchant or professional man with just what he wants at prices below any competitor. Our brands are well known and we guarantee every garment.

OUTFIT FREE—Our book of over 250 samples of cloth now ready to mail, blanks, cards, tape measure and full instructions sent our agents absolutely without cost. Write at once for terms. Give reference.
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May Laboratory, 94 Pine St., New York City.

$1.95 MEN'S PANTS. SEND NO MONEY.

Cut this ad. out and send to us, state your HEIGHT and WEIGHT, number inches around body at waist (pants waist band), around body at hips, largest part, also length of pants leg, inside seam, from tight to proper length, whether you wish LIGHT, MEDIUM or DARK GOODS. We will send you these pants (to your measure) by express, C.O.D., subject to examination, examine them at your express office and if found perfectly satisfactory and equal to pants that others sell at $4.00 to $6.00, pay your express agent our special offer price $1.95 and express charges. These PANTS are made on the latest 1899 patterns, by expert tailors, made from high grade special wear-resisting, wool pants fabric, in LIGHT, MEDIUM or DARK shades, in neat trimmings, patent never-to-come-off buttons, silk and linen sewing, finest workmanship. Send waist measure in a 20-year gold filled double hunting case, hand engraved $5.85 Equal to watches sold by others for $15.00 to $25.00. Remember these are not Elgin or Waltham watches, but genuine and all new patterns, factory examined and sealed in the name on movement before you pay one cent. We will ship C.O.D.; if found as represented pay express agent only $5.85 and charges. Order at once. Only one sold to a person at this price. Catalogue free.

NATIONAL JOBBING CO. 21 Trade Bldg. Chicago, Ill.

Our Special Offer to Ladies or Gents

We will sell for the next 60 days a genuine Elgin, Waltham or Hampden 3-ovoid movement in a 20-year gold filled double hunting case, hand engraved $5.85 Equal to watches sold by others for $15.00 to $25.00. Remember these are not Elgin or Waltham watches, but genuine and all new patterns, factory examined and sealed in the name on movement before you pay one cent. We will ship C.O.D.; if found as represented pay express agent only $5.85 and charges. Order at once. Only one sold to a person at this price. Catalogue free.

Stem Wind.

NATIONAL JOBBING CO. 21 Trade Bldg. Chicago, Ill.

Gold Watches and Rings Free

Any one who sends us $1.50 and will sell among their friends 4 of our Beautiful Gold Plated, Hunting Case, Stem Winding Watch, chain and Charm, guaranteed a perfect timekeeper, by selling 4 of our Solid Gold Finish RING ELECTRIC WIND LAMP WICK, can be sold in 2 hours. No trouble to sell. Send us the money and we will send you the watch, chain and charm, and when you have sold the 4 rings and collected the $6.00 you can send us the $1.50, and we will pay you Free, a Handsome Plated Watch Chain and Charm, also a Handsome Solid Gold Finish Ring. This wonderful offer is made to introduce our Wicks. PERFECT WICK CO., Box 606, Roselle, N.J.

Any Initial Desired.

10c.

This is a fine SOLID GOLD plated Initial ring, elegantly engraved around the initial and is fully worth $1.00. We shall give away 5,000 of these to advertise our business. Send 10 cents or pay money back. Send size of finger.

CURTIN JEWELRY CO., Attleboro, Mass.

Happy Reflections

Your Furniture, Piano, Tiling, and Hardwood Floors will reflect happy faces if you use

MONARCH POLISH.

Removes mars and fly specks.

MAKES OLD LOOK NEW!

All dealers, or express paid, 25c.

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GOLD $5,000,000 for distribution. Shares $2. a month. Safe as a Bank. Send 2c for Bulletin. A. H. WILCOX & Co., Station A, New York.

Rare Off-hand Speeches.

A group of literary men were discussing the other day the rarity of spontaneous eloquence or wit.

"I was at a dinner once in New York," said one, "and was seated next to Major Hay, who, you know had been Lincoln's secretary. Somebody making a speech exclaimed:

"'In genuine eloquence the words come hot from the heart. No nobler speech was ever uttered in America than Lincoln's address at Gettysburg, and I am assured it was wholly spontaneous. He had not given it a thought before he rose to speak.'

"While he was delivering it,' said Major Hay to me, aside, 'I had the fifth copy of it in my pocket.'"

"I, too, remember a dinner in New York," said another, "at which all the foremost men in journalism and literature were present. The speech of the evening was made by George W. Curtis. It sparkled with wit and apt allusions to the men present, evidently inspired by the moment. Once he stopped, interrupting himself, and exclaimed:

"'I see my friend, Judge D., looking at me doubtfully, but I must remind him that he too,'—going on with some brilliant raillery that brought down peals of laughter. As we rose to go out, I said to the editor of a Boston paper:

"'Who but Curtis could pour out impromptu wit like that?'

"'Impromptu?' said the newspaper man. 'I had proofs of all the speeches given to me this afternoon to send to Boston to-night. Let us look at his.' We looked, and there it all was, word for word, even to the 'I see my friend, Judge D., looking at me doubtfully, etc."

"I knew Artemus Ward," said a third man, "when he was a reporter on a Cleveland paper. One evening in the office he told a story, apparently a mere trifle, the flash of a moment.

"'Browne,' said the chief, 'how can you say such clever things offhand?'

"'Off-hand!' muttered Browne. 'I told that to myself fifteen times this afternoon!' Ten years afterward I heard him tell the same story to a brilliant London audience, without the alteration of a comma.

"Even to make a good joke," remarked a listener, "work apparently is needed as well as genius."—*Youth's Companion.*

Good News for all Our Readers.

By special arrangement A. T. Cook, the well known seedsman of Hyde Park, N. Y., will send a valuable book on "The Window Garden—How to grow plants and make them bloom"—free and postpaid to any reader who will send him 5 one cent stamps for his Mammoth 15 cent collection of choice Mixed Flower Seeds—over 300 lovely varieties. We believe this to be the finest assortment of beautiful, easy growing flowers ever put up. They will make a brilliant display the whole season through. Thousands have praised them. This offer is made solely to introduce. His Illustrated Catalog will accompany the seeds. Order AT ONCE, and name this paper and he will add free a superb Painting (suitable for framing) of his magnificent Giant Pansies.

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Though this book is, in its line, an **Encyclopedic Work**, ours is **not** *an encyclopedia scheme*, by which you pledge yourself to pay $1.00 a month for a year. You send **$1.00**, with the 50-cent *coupon* now, and you get and *own the book without further pay*. The first 100,000 sold at $3.00 to $5.00 per copy (a fair price, too); but the *lately revised* editions are larger and better illustrated than ever, though the price is cut one-half, while the coupon knocks a third off of that. **Don't miss this rare opportunity.**

OF COURSE YOU WANT TO KNOW WHAT EVERYBODY OUGHT TO KNOW!

That is why we claim that you (*man or woman*) ought to have our book, and the *only exception* is the reader who has it already. Your first thought is, very likely; "Oh! I have one of that kind already," but we reply that, **"This cannot be—there is nothing like it—it has a distinct character and individuality of like it—it has a distinct character and individuality of like it its own."** Your book on Household Medicine is so prosy and absurse that you never get interested in it, and, for reference even, it is more suitable for a doctor than for you. Or, may be you have some work, however pretentious, which you recognize as merely of mainly an advertisement for some line of "patent medicines." Our book is *not like these*. Ours was written **for the people** and book to be read for its own intrinsic interest and merit, and *they do read it*, and comment it to their friends. Even physicians and medical students admit that it covers important ground their text books neglect. **Dr. Eadon**, of Edinburg, says: "I began to read but **could not put down the book till it was read through**, although a hard student for fifty years. I have met much that **was new, startling and very instructive.**" On the other hand, a *conservative English lady* writes to us, **"It is a book every young person should read,"** while another says, "It is written in a **plain, easy and graceful** manner." A Parsee physician living in Canton, India, writes, **"No work like it. Every household should possess a copy. I would be the complete library, public or private, were it to be had for gold."** Has any other book interested so many *different kinds of readers* in so many different parts of the world? Others find it very useful; so would you.

out this most valuable book. **It is worth its weight in gold.**

Special Offer to "Instructor" Readers.

We want to give every reader of NORMAL INSTRUCTOR an exceptional opportunity to own this book—you can try it before you buy it. Our readers and all our patrons surely seem liberal. We have had more than enough of that, but we have **one still better.** It is this. Send the coupon and $1 as security; we will send the book at once, and you can use it for yourself, and **try it before you buy it.** If you love your dollar better than the book, return it to us and **we will return the dollar** to you. We should expect you to decide in favor of the book, and not sell it. We *have sold* two or three days after getting the book, and not sell it. We *have sold* two or three days after getting the book, and not sell it. We *have sold* **about 5 years with this standing offer, and never saw one come back** yet. So we can afford to take 50,000 more chances. Can you *afford to decide* without seeing this book, that you have no need of it? *You can't lose much to see it; you might lose your life by not having it.*

TRY IT BEFORE YOU BUY IT.

ARE YOU WELL?

Good health is a rare boon too generally slighted. It is so easy to lose or dissipate it that the lucky few of those who have some enough to learn how to maintain it. Plain Home Talk and Medical Common Sense justifies its title, and contains all that the average man needs to know regarding the human body, its parts and functions, how to maintain health, avoid the causes of disease, and treat most ailments. It has nearly **1,000 pages, over 250** ordinary illustrations, **10 chromo plates, 36** (5 color) **colored illustrations,** relating to anatomy, relations of vital organs, nervous system, *origin of life* from germ through various stages of development in true-to-life colortipyes by *colored photography* of commoner forms of skin eruptions—to make them easily recognizable. The appendix contains **over 200 prescriptions** for relief and cure of numerous common disorders, a table of poison antidotes, hygienic rules for care of infants, etc., etc. In short, this is an **all-round popular medical work** *for private study and moderate reading,"* for interest, instruction and reference, for young and old, married and single, men and women, and **the human being** who has no use for it must be *very knowing or very stupid. That is all we have to say here, except this—that if any one buys the book for sake of getting such information as they expect from it, and fails to find it therein, the author stands ready, and will be glad to hear from him, either personally or in person or by letter, to give such information without fee (if to be legitimate and obtainable.)*

ARE YOU INSTRUCTED

in all important matters at the basis of a happy home life? This book informs you **"how to be happy though married."** Many married people would get along much better if they knew how to adapt themselves to each other. They ought to read what "Plain Home Talk" says about the true philosophy of mating, the "natural relations of the sexes," the evil of **"Lucifer Matches."** In the Westminster Review, Laura B. Cameron writing of remedies for **unsuccessful marriages** says, *"what parents can do for wise rearing* of the rising generations is to **teach physiology** and lay the foundation of natural instincts, remembering that **more wrong-doing, disease and suffering result from ignorance** *and so-called innocence* than could ever come of knowledge of these subjects;" but parents cannot teach what they don't know, and this is the knowledge that our book provides better than any other. They do a double duty to themselves and posterity by sharing and imparting the laws of hereditary and prenatal influences, of scientific mating, and rational life. Too often the currents of life are poisoned at their source, and unmentionable miseries entailed to the third and fourth generation of them that know not good from evil. Therefore, "know thyself" and "get wisdom" now so easily within your reach.

"Plain Home Talk" is offered in two editions, at $1.50 and $2.00, both cloth bound and containing the same reading and illustrations; the difference is in paper and binding. Readers of "Normal Instructor" can get the $3.00 book for $2.00 with coupon.

THIS COUPON WORTH 50 CENTS.

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often depends upon the start. If you start right you have a better chance of success. To start right is to be positive about the best. **Reliable Incubators and Brooders.** They work automatically and cannot fail of good results. Our POULTRY BOOK, 20 pages, tells all about them, and many other things you should know about poultry. We send it for **10 cents.** RELIABLE INCUBATOR & BROODER CO., Box B 137 Quincy, Ill.

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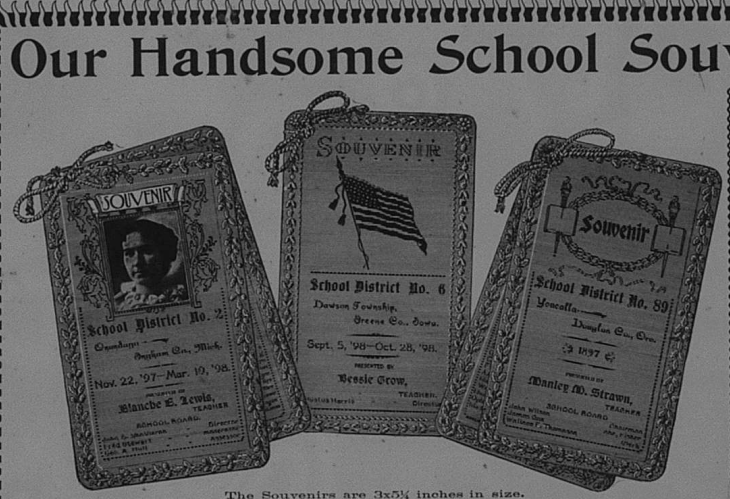
I have the right treatment for the removal of undesirable hair from neck, face, arms, etc. Hair may be kept off permanently. I am regular physician of long and successful experience. Will send treatment to you privately at your home and guarantee results. When all other remedies fail write me (enclosing two stamps) and I will explain how. Consultation free. Charges reasonable. Private letter in plain sealed envelope. Address Mrs. ALBA V. CROSS, M.D., Box 3 W, 26th St., NEW YORK CITY, N.Y.

PLEASE MENTION NORMAL INSTRUCTOR WHEN WRITING TO ADVERTISERS.

Our Handsome School Souvenirs



The Souvenirs are 3x5¼ inches in size.

SPECIAL.

For any desiring Souvenirs for distribution on

Washington's OR Lincoln's Birthday,

we will print the picture of either of these great men upon the title card. This will take the place of the regular Souvenir design, and will be furnished at the same price as the Plain Souvenirs. Be sure and mention which one of the pictures you want.

Probably no more popular gift from teacher to pupil was ever devised than the **School Souvenirs** introduced and published by us. They please the teacher and delight the pupil. An entire school can be provided for at a comparatively small cost, and as the cards bear the names of all connected with the school they possess a genuine value as **real Souvenirs**, and will be highly prized and carefully preserved. The **Souvenirs** are printed on fine white ivory-finished cards, with handsome embossed border. The first card has the name and location of school, teacher and officers, as may be desired, with artistic design, all printed in bright gold. The names of all the pupils appear upon another card, as many cards being used as is necessary to accommodate all the names without crowding. The cards are tied at the corner with cord of colored silk. We now manufacture three styles of **Souvenirs.**

Plain Souvenirs, Flag Souvenirs and Photograph Souvenirs.

These are of the same size and general style, and differing only in the style of the title card. **Notice the different price of each and mention the one wanted in your order.**

FLAG SOUVENIRS: The American Flag, "Old Glory," is the popular feature in decorations this year. It is most appropriately applied to our School Souvenirs. The flag, printed in colors, attached to a golden staff, and embossed, is placed upon the title card in the place of the regular Souvenir design, when desired. It makes a handsome and patriotic device. This we have named our **Flag Souvenir**, and it should be so designated when ordering.

THE PHOTOGRAPH SOUVENIR differs from the Plain Souvenir only in copying and transferring to the title card of the souvenir the **photograph of the teacher, the schoolhouse, some favorite author or popular hero.** Those desiring Souvenirs with photograph should send a **cabinet-sized** photograph from which to copy. There will be no change in the photograph, and the picture on Souvenir will be an exact copy of original, but reduced in size. Much more satisfactory results can be given if a cabinet-sized bust or half length picture is sent than if a full length. Photographs returned after copying.

NUMBER TO ORDER. There should be at least as many cards ordered as there are names appearing upon the **Souvenirs.** The price is based upon the number of cards and a large number of names extra would call for extra expense. State definitely the number you wish, and send **plainly written**, the matter you desire printed. Be sure that names are **exactly spelled** and **plainly written.** In proper names unusual care is always necessary.

Orders can usually be filled within three days of the time they are received, but should be sent in a couple of weeks in advance, if possible.

SAMPLE SOUVENIRS: One Souvenir of each kind sent to any address on receipt of 2 cent stamp.

TEACHERS IMPROVEMENT CO., P. O. BOX 2004, DANSVILLE, N. Y.

Price Reduced.

PRICE LIST.

The following prices are for the plain Souvenirs. For the Flag Souvenirs add 20 per cent. to these rates.

For the Photograph Souvenirs add 25 per cent.

12 or less 75c.
13 - - 90c.

Additional ones 3c. each.

☞Be sure and specify which style you want and add proper percentage if Flag or Photograph styles are desired.

For Over 60 Years

It Has Kept Right on Curing Catarrh.

Dr. Marshall's Aromatic Catarrh Snuff has never been equaled for the instant relief and permanent cure of Catarrh, Colds in the Head, and the attendant Headache, Deafness, and restores Lost Senses of Smell. Immediate relief guaranteed. Use before retiring at night until all symptoms disappear.

OUR FRIENDS SAY:

"I would not be without **Marshall's Catarrh Snuff** if it cost $15 a box."—

J. H. Brown, Cleveland, Ohio.

"I have sold **Marshall's Catarrh Snuff** for forty years and can truthfully say that no other remedy has given such universal satisfaction."—W. H. Heffernan, Druggist, Cleveland, Ohio.

One party writes:—"I was deaf for ten years and had no sense of smell for six years. It cured me." *Another writes:*—"I suffered with catarrh for seven years and tried many remedies but received no relief until I bought a bottle of **Marshall's Catarrh Snuff.** It cured me completely in two or three weeks."

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F. C. KEITH, (Mnfr.) Cleveland, Ohio.

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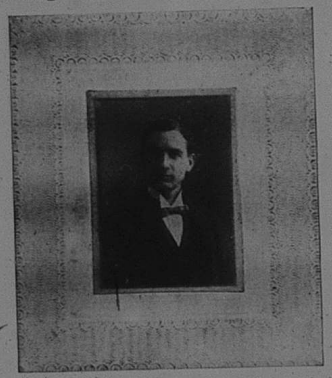


SEND us a cabinet-size Photograph and we will copy it exactly, except in size, mount it on a fine white embossed photograph card, and mail to you at the following prices: ONE DOZ. 40 CTS.; THREE DOZ. 100; ADDITIONAL, 30 CTS. PER DOZ.

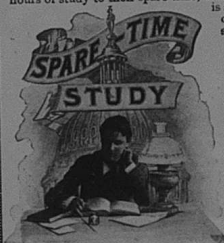
The above cut shows the exact size of the work we send out, though it does not show the beauty of the embossed card. Please observe that these Photographs are of a very different order from the usual photograph advertised as cheap. They are not of the "postage stamp picture" style. They are regular photographs, mounted upon a card 3x3½ inches, showing a wide border around the photograph proper. They will serve every purpose of a gift or memento that a larger and more expensive photograph would. The above prices are for copies from the same picture. Where difficult pictures are copied, the price is 40 cents for each dozen. Photo returned. **Sample Free. Agents Wanted.**

TEACHERS IMPROVEMENT CO., DANSVILLE, N. Y.

In a Rut

In a rut means blindly following old ways and old knowledge—travelling along the path pursued by the lazy, dull or careless. A teacher who is not learning systematically, will soon be left behind in the progress of ideas and methods. Get out of a rut by study.

Any teacher, however busy, can devote spare time to study; and with our improved texts and abundant direction, instruction and correction from our faculty, qualify himself, or herself, to occupy the highest educational positions. Students can adapt their hours of study to their spare time, and all the time required is allowed to complete the course. You can take a special study or a



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NATIONAL CORRESPONDENCE INSTITUTE, (Inc.) 44 Second Nat. Bank Bldg, Washington, D.C.

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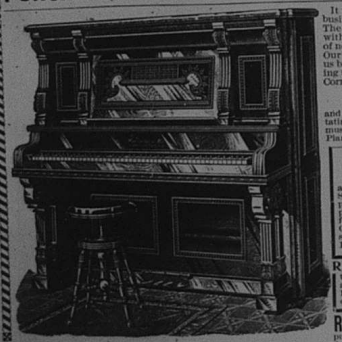
WE WILL SHIP A PIANO OR ORGAN ANYWHERE UPON THE DISTINCT UNDERSTANDING THAT IF IT IS NOT SATISFACTORY TO PURCHASER AFTER TWELVE MONTHS' USE WE WILL TAKE IT BACK.



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All the new Cornish American Pianos and Organs are fitted with

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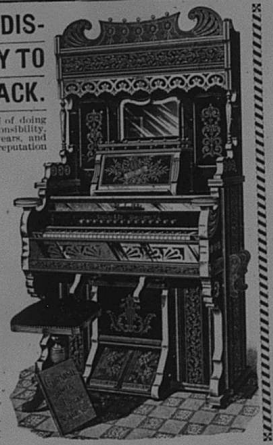
and the newly invented **Multitone Combination Actions,** perfectly imitating the **Harp, Guitar, Banjo, Zither, Mandolin,** and nearly every musical instrument. These wonderful additions to the ordinary scope of the Piano and Organ are only to be obtained in our instruments.



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and for a complete description of the instruments made by us see our new Souvenir Catalogue for 1899, handsomely illustrated in colors. The most comprehensive musical catalogue in the trade. The frontispiece is a masterly reproduction in fac-simile of an interesting oil painting, designed and executed for us by an eminent artist representing "Saint Cecelia and The Heavenly Choir." This beautiful catalogue is sent **FREE,** charges prepaid, and we also include our **Novel** reference book "The Heart of the People." Catalogue, Book and our Latest Special Offers.

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REFERENCES. Our bank, your bank, any bank, or any purchaser of the multitude of patrons who have ordered instruments from us **Free.**

Send for particulars of our popular Co-partnership Plan, by means of which a Cornish American Piano or Organ can be secured **Absolutely During the past fifty years.**

PIANOS FROM 155 DOLLARS UP COMPLETE WITH LATEST MUSICAL ATTACHMENTS

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MAKERS OF HIGH-GRADE AMERICAN PIANOS AND ORGANS.

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Supt. Jackson, Nebraska, and Principal Branham, Georgia, contribute to this Number.

NORMAL INSTRUCTOR

DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS

JAMES ROSCOE DAY, S. T. D., LL. D.,
Chancellor of Syracuse University, will contribute an article to the April Instructor upon the topic "Go to College."

MARCH, 1899
VOL. VIII. ✹ NO. 5.

TEACHERS IMPROVEMENT CO. PUBLISHERS, DANSVILLE, N.Y.

This Magazine Costs Only Fifty Cents a Year.

Our Handsome School Souvenirs

Easter Souvenirs.

These Souvenirs are very appropriate for distribution at Easter. They can be used by a Pastor for the church, a Superintendent for the Sunday School, or a Teacher for his class.

Special design for Easter Souvenir.

(The Souvenirs are 3x5¼ inches in size.

FOR CLOSE OF SCHOOL AND ANNIVERSARY OCCASIONS.

Price Reduced.

Probably no more popular gift from teacher to pupil was ever devised than the **School Souvenirs** introduced and published by us. They please the teacher and delight the pupil. An entire school can be provided for at comparatively small cost, and as the cards bear the names of all connected with the school they possess genuine value as **real Souvenirs**, and will be highly prized and carefully preserved. The **Souvenirs** are printed on fine white ivory-finished cards with handsome embossed border. The first card has the name and location of school, teacher and officers, as may be desired, with artistic design, all printed in bright gold. The names of all the pupils appear upon another card, as many cards being used as is necessary to accommodate all the names without crowding. The cards are tied at the corner with cord of colored silk. We now manufacture three styles of **Souvenirs.**

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For the Photograph Souvenirs add 25 per cent.

12 or less 75c.
15 " " 90c.

Additional ones 3c. each

Be sure and specify which style you want and add proper percentage if Flag or Photograph styles are desired.

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30 days' trial. No money in advance. Safe delivery at your depot insured. Instalments. Easy payments. Our new book full certificate shows you how to get an Organ or Piano for little or nothing. Remember, our Catalogue costs you nothing, and will *positively save you money.*

PIANOS, $155 UP.
ORGANS, $21.75 UP.

We furnish with each Piano a $10 hard wood Piano Chair free, also Finish Scarfs and $10 worth of the latest sheet music. Complete Organ outfit, free. Our factory, with its enormous capacity, enables us to sell you a high-grade instrument at a figure much below that of any other company in the world.

INCORPORATED FOR 50 YEARS.
WE LEAD, OTHERS FOLLOW.

Beethoven Piano and Organ Co.,
Box 668, WASHINGTON, N. J.

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If not, read this and learn how to have a Lovely Complexion.

Everybody admires women and girls with clear, healthy, spotless complexions. They are attracted by pink cheeks, velvety, delicate skin. Nothing destroys happiness and beauty like **Freckles, Pimples, Blackheads, Yellow or Muddy Skin, Moth, Wrinkles, Red Nose or Face, Tan, Eruptions, Blotches** or blemishes of any nature. They make both men and women homely and make them look old. All these afflictions are quickly and easily cured by **DR. BOTOT'S COMPLEXION WAFERS.** This is the most wonderful beautifier that was ever made. It is positively harmless to all, and contains not a single atom of **Lead, Bismuth or Arsenic.**

FOR GENTLEMEN AS WELL AS LADIES, pletely and permanently remove every eruption, blotch, discoloration and blemish on the face. They make the old look young. They **Lock Ladies and Gentlemen.** make the old look young. They make life. This may seem impossible to you, but it is the plain truth. The Wafers are not a cosmetic, remember, but a food for the skin. They make ladies of 40 look 20.

beautify **Face, Neck, Shoulders and Arms.** They impart the delicate tints of girlhood and youth to the complexion. A woman cannot possibly be homely if she uses **DR. BOTOT'S COMPLEXION WAFERS.** She will be as fair as a rose, and wrinkles will not appear until she is far advanced in

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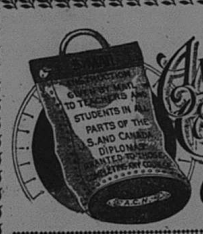

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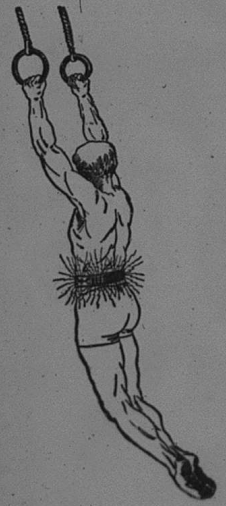

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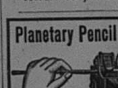

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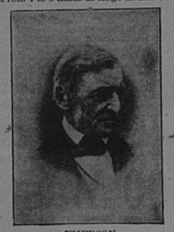

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NORMAL INSTRUCTOR

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The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, excepting in New York State, which will be in charge of The Educator, Buffalo, N. Y. All applications for agency work at Institutes should be addressed as above.

For Table of Contents and Important Business Announcements, *see* page 26.

The article from President Jordan on "The Care and Culture of Men," which was to have appeared in this number, owing to some irregularity in the mails did not reach us in time for publication, and is thus deferred.

The Treaty Ratified.

CONGRESS did the dignified and right thing in ratifying the Treaty of Paris. When the Spanish fleet at Manila was destroyed, the Spanish government in the Philippines came to an end. The responsibility of governing the ten millions of half-barbarous and half-civilized peoples of these thousand islands was then transferred to us. Congress has simply recognized the obligation. It may be only temporary, and it may be permanent. Should the so-called government of Aguinaldo show itself capable of protecting life and the interests of the islands, or should the people develop these desirable characteristics, our responsibility would then cease. The outbreak between the American and Filipino forces on the Saturday night before the Senate was to vote on the question was probably a preconcerted plan to forestall ratification. In that respect the recalcitrant Filipinos were mistaken. Since then, they have learned that our forces mean business.

The Philippine Commission.

THE action of President McKinley in appointing the commission which has gone to the Philippines shows that he is mindful of the grave responsibility imposed upon us as a logical result of the war. It is supposed that the functions of the commission are only advisory. The men appointed to study the situation there, the character and possibilities of the Filipinos, are sufficient guarantee that the work will be done thoroughly and well. President Schurman of Cornell University, by his well known ability and public utterances, will surely make a wise and conservative chairman. Professor Worcester of the University of Michigan is the author of the ablest work extant on the Philippines. Colonel Denby's long experience as Minister to China has given him expert knowledge on Eastern problems, while Admiral Dewey and General Otis are endowed with special fitness to pass judgment upon the military questions involved. This move is in accord with President Gilman's suggestion in our January number for statesmen and scholars to "begin the study of Oceana," and "its adaptation to civilization." We suggest a re-reading of that able article in the light of subsequent facts. It reads almost like a prophecy.

Chicago Educational Commission.

AFTER a year's study of the situation, the Educational Commission of Chicago has submitted its report. It recommends sweeping changes in the school law and rules of the Board of Education, substantially as follows: The joint authority of the City Council and Board of Education in the purchase of sites and construction of buildings shall be vested only in the latter; the committees of the Board shall be only three in number,—on business, education, and finance; the reduction of the membership of the Board from twenty-seven to eleven, and lengthening the term of service to four years; the assignment of executive work to two statutory officers,—a business manager and the superintendent; janitors shall be appointed and discharged under a system of civil service rules; the superintendent of schools shall have control of all educational matters, such as courses of study, choice of text-books, appointment, promotion and discharge of teachers; the standard of teaching shall be raised by requiring two years study in one of the city normal schools instead of one; the substitution of men as teachers in the higher grades; all applicants for high-school positions must have a bachelor's degree from a reputable college. A revision of the course of study is also requested; reduction of time allotted some branches, and more time and attention given to manual training; the number of text-books shall be reduced, and more latitude given to teachers in the details of school work. The commission recommends the establishment of two more manual training high schools, a commercial high school; the establishment of a wide-spread kindergarten system; vacation schools; the revision of the evening-school work. The report has been well received. If the Board of Education and the State Legislature take favorable action it will mean much for the schools of Chicago.

Chancellor James R. Day, LL. D.

WE ARE glad to introduce to our readers, Chancellor Day of Syracuse University, one of the most enthusiastic and successful educators of our time, who will contribute an article for the April number on "The Higher Education." He is a native of Maine, educated at the Maine Wesleyan Seminary and Bowdoin College, graduating with the class of '74. From his *alma mater* he received the degrees of A. B. and S. T. D., and the degree of D. D. from both Wesleyan University and Dickinson College, while the degree of LL. D., was conferred upon him by Northwestern University. Until five years ago Dr. Day was a prominent minister of the Methodist Episcopal church, in Portland, Boston and New York.

Syracuse University, under Chancellor Day's strong leadership, has had a wonderful growth. The number of students have more than doubled, all the old courses of study has been reconstructed and several new courses added, including Hebrew, Sociology, Pedagogy, Civil Engineering, and Electric Engineering, until the University stands abreast of the best eastern colleges. In the meantime a new Medical College has been built and equipped which is one of the finest in the country. A new Hall for scientific purposes with ample equipment has recently been finished, and is now occupied. It is said that this building contains some of the finest apparatus in the country. A building for the accomodation of the Law School has been erected at an expense of half a million dollars. The faculty numbers 121, as against about 60 five years ago.

There are four colleges in the University: College of Liberal Arts, in which are the usual college courses; College of Fine Arts, in which are taught Architecture, Belles Lettres, Music and Painting; College of Medicine; and the College of Law, which was the only one in the state whose graduates all passed the bar examinations, and one of the students had the highest marks in examination of any law student in the state.

"The Murder of The Innocents."

THE most noteworthy article that has appeared, to our knowledge, protesting against the cramming system of our public schools, occupies the editorial page of the *Ladies' Home Journal* for February. It is written by Mrs. Lew Wallace, wife of the author of "Ben Hur," and graphically entitled "The Murder of the Modern Innocents." Mrs. Wallace writes in answer to many appeals that came to her from teachers who did not dare to speak for themselves, and after careful study and extended observation. Whenever this question is brought up it is quickly disposed of on the ground that the best is always subject to criticism, and if our school system is not perfect it is the best there is, and probably about as good as it can be made. The point which this gifted writer makes is that there are weak places in our system that work incalculable harm to countless innocent children, failing to bring out the best there is in them, discouraging them, breaking their spirits, undermining their health, and bringing them to premature graves.

WHERE THEY ARE MURDERED.

"The murder of the innocents of the nineteenth century," says Mrs. Wallace, "is a march to untimely graves, not by order of a wrathful king, but under what is claimed to be the finest free-school system of the world. Go into any public school and you will see girls pallid as day lilies, and boys with flat chests and the waxen skin that has been named the school complexion. Watch the long lines filing past, each pupil carrying books—three, four, five,—to be studied at night in hot rooms by fierce, sight-destroying lights. Time was when spectacles went with age. They are no sign of age now. Many must wear glasses to help eyes worn prematurely old by night work." The city physician of Boston has protested against the ruinous manner in which children are overworked in the public schools there. A leading physician of Indiana asserts that nervous diseases among children are appallingly on the increase, and that paralysis is creeping in on the young. Such a condition of things is accounted for only on the ground of false theories of education, to which both teacher and parent are wedded. Between these upper and nether millstones, she claims, the hapless child is ground.

THE BURDEN OF THE BOOKS.

The ambition of many parents for their children's advancement, coupled with the ambition of teachers to make the standing of the school the best, comes in for just condemnation under Mrs. Wallace's arraignment:

The mother of a girl with lips colorless as her forehead declared, "I have a high standard of education for Julia. I mean, determinedly, for her to have advantages, and when she gets her diploma she can rest." So she sums along till she can multiply three figures by three figures in her head, day and night thinking and thinking. One soft Sunday afternoon, when even the day laborer was having his leisurely stroll, I asked why she was not out with the rest of the family. She was at home writing an essay on Gray's Elegy.

"Oh, its no trouble for her to do it. I don't see how she writes so easily. This is her last year. She has seven studies. Then comes the finishing school at New Haven."

"Doesn't her head ache?"

"Sometimes she talks in her sleep (again the proud look); its Latin I think."

She was already in the finishing school, and what she now says in her sleep we shall not know till we learn the language of the dead. That is not the only house where there is a drawer scented with tuberose and heliotrope, and opening it is like opening the grave. Easy for her to have seven studies under seven teachers! Try it yourself.

THE GRINDING PROCESS.

It is often asserted that children like to study, and have no aversion to abstract themes. There is a fascination about the acquisition of knowledge, but for technical terms and abstract thought there is no love. The conditions are accepted and the sacrifice made in the interest of scholarship, Mrs. Wallace says:

Said a mother, "Two and two are what?"

The boy hesitated.

"Surely you know that two and two are four."

"Yes, mamma, but I was trying to remember the process."

Process indeed!

A child of nine years is required to define and understand such words as these: aphæresis, apocope, paragoge, paralipsis, diæresis, synæresis, tmesis. There are famous speakers and writers who never saw them. Lest the gentle reader be as ignorant as the writer, I mention that these, and more of the same sort may be found in many modern English grammars.

One day May was bending over a tablet writing words on both sides of a straight line, like multiplied numerators and denominators.

"What are you at now?" asked grandma.

May answered with pride, "I am diagraming?"

"In the name of sense what is diagraming?"

"Its mental discipline. Miss Cram says I have a fine mind that needs developing. Look here grandma, this is the correct placing of elements. 'Four score' and 'seven' are joined by the word 'and,' a subordinate connective copulative conjunction. It modifies 'years,' the attribute of the proposition. 'Ago' is a model adverb of past time. The root word of the first clause is,—"

"Why that's Lincoln's speech at Gettysburg. I keep it in my work-basket and know it by heart."

"Indeed! Well 'our' is a simple personal—

That's enough. If President Lincoln had been brought up on such stuff that speech would never have been written. He called a noun a noun, and was done with it.

One day May came home at noon too sick to eat dinner. What had happened to the darling? She had seen a cat dissected in class.

Are our daughters being trained for surgeons?

SHALL MORE BE ADDED?

Against the tendency to add more to our public schools and complicate and make more difficult the task of acquiring an education, Mrs. Wallace enters a hearty protest in behalf of the innocents:

They have no protest nor petition. They must stand like human vessels ready to be filled to the brim with mixtures of facts. I plead for a childhood of the soul, as well as of the body, for the free air, the blessed sunshine, the moderate task ended at the schoolhouse. This night young heads are leaning against their mothers, tired as no young things should ever be, and it is a sorrowful sound to hear a child waking from what might be the sunny slumber of a light heart beating to healthful music to ask in a troubled voice: "Do you think I can make the pass grade?"

A BETTER WAY.

The NORMAL INSTRUCTOR, with many others who have given this question careful attention, holds that certain studies are a nightmare to certain minds from the time the scholars enter till they leave school. In only a few rare instances has it been possible to overcome this native defect. It is said that Henry Ward Beecher on one occasion was chaffing Talmage on his mental defects, and the latter declared in self-defense that his tormentor could not repeat the multiplication table. After a thorough trial both gave up the task in despair. Beecher's verbal memory was very defective. He was no linguist. While passing through a city where one of our prominent theological seminaries is located, the great preacher humorously remarked that they taught Hebrew there, and then pensively said: "I have a faint recollection of having studied Hebrew myself!" The mind is not a receptacle where all kinds of knowledge can be indiscriminately poured to advantage. There must be the capacity, the mental aptitude, or the process of education is torture, and the end failure. The theory of increasing the number of brain loops through mental discipline, is sound up to a certain point, and even then it is a signal failure without the consent of the scholar, and the profoundest sympathy and appreciation of the teacher. Some of the brightest scholars cannot learn mathematics, but in language and history they are proficient. Some can learn mathematics readily, but cannot draw, write, or spell well. These limitations which the Creator has defined should be respected. The object of an education for the average boy should be to make him a breadwinner by developing him along the educational line of least resistance, and the girl a homemaker by the same process. Going beyond this is torture. To put flesh and blood, nerve and sinew, brain, heart and soul through an educational mill for the sake of a diploma, as the unfeeling ore is crushed and wheat is ground, is turning the school into a machine.

JOHN BURROUGHS' PROTEST.

In a recent article on "Nature Study" this gifted essayist and careful observer said:

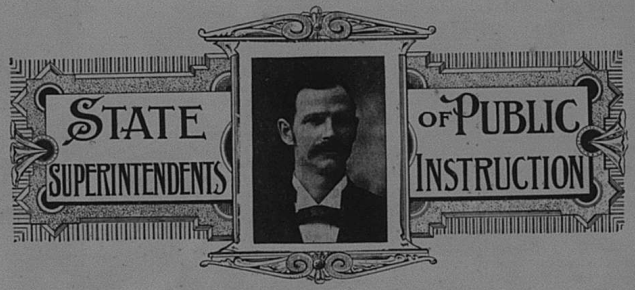
Not long since, in a high school, I saw a class of boys and girls studying nature after this cold-blooded analytical fashion. They were fingering and dissecting some of the lower sea forms, and appeared to find it uninteresting business, as I am sure I should have done. If there was a country boy among them, I am sure the knowledge of nature he had gathered from the farm was worth a hundred fold, for human purposes, or the larger purposes of science, all this biological chaff. Of the books upon nature-study that are now issuing from the press to meet this fancied want in the schools, very few of them, according to my way of thinking, are worth the paper they are printed upon.

EDWARD EVERETT HALE'S DISTRUST.

In speaking of the merits of the Thatcher school, where the boys each have a horse, and are made to feel that they are a part of a big family and live much in the open air, Dr. Hale says:

Live as much as you can in the open air every day. Most schools seem to me to forget this fundamental rule. This is one of the reasons for my distrust of the average school. Too many schools are based on the traditions of the cloisters. You would say that their plan was drawn from the methods of the Benedictine convent. Within ten miles of where I write, there are twenty mountain brooks, any one of which can be reached from Boston at the expense of eight cents by any one of the forty thousand boys and girls who are now living in Boston and going to school here: and yet I do not believe that one Boston girl or Boston boy who lives more than a half a mile from any one of these streams ever went to one of them. Now the daily touch with the vigorous powers of nature seems to me of more value in the present and in the future, than even an accurate knowledge of the duties of the optative mood or the resources hidden in the enclitic *te*.

For Table of Contents and Important Business Announcements, see page 26.



HON. WILLIAM R. JACKSON, of Nebraska.

The Rural School Problem—An Aid in Its Solution.

IN THE onward march of civilization and general enlightenment, public education has constantly been claiming increased attention.

It early became an accepted maxim that every child had a right to an education. Not only has the child's right to an education been recognized, but the conviction has grown that his relation to the state and to society are of such vital importance that laws have been enacted by which the unwilling or negligent parent might be compelled, and the parent who was unable assisted, to give his child the advantages of an education.

The wealthy taxpayers have learned that it is not a bestowal of charity to assist in educating the children of their poorer neighbors. By so doing they are adding to their property values by assisting to remove ignorance and crime. They throw around themselves the safeguards that come from an enlightened citizenship. While there has been a constant growth in popular education, it is a lamentable fact that there has been a tendency to build up the town school to the detriment of the rural school. It is not the building up of the towns that we depreciate, but the deterioration or failure on the part of the country districts to keep pace with the march of progress. A well-to-do farmer remote from town leaves his rural possessions and invests his accumulated wealth in the town, where his children may have better schooling and longer terms. A farmer adjacent to the town upon petition has his possessions added to the town district. A few residents of a rural district, becoming dissatisfied with the management of the school of their district, or being influenced by a desire to have a school at their door, petition, and two districts are formed out of one that was already too small. Thus the town districts have grown in size, wealth and influence, while the rural districts have been struggling to maintain the meagre amount of school necessary to entitle them to share in the funds of the state.

The small country schools, with their short terms and constantly changing and often incompetent teachers, offer poor inducements to the young. Early in life there is a desire to leave the farm and go to the city to seek more congenial surroundings. The tide is setting in toward the towns and the towns are overflowing toward the cities. These conditions continued must result in time in injuring the city as well as the country. There are already too many consumers and not enough producers. We live in an age of organized and combined forces; of vast corporate interests. The tendency of the times is toward concentration. The large corporations are swallowing up the small. In almost every sphere of human activity, with the exception of the rural school, there is to be found this centralizing influence. How shall this condition of centralization be relieved? Is it not apparent that the current of changing population must turn from the urban toward the rural portions of our country? It might possibly in time be adjusted if the rural portions could but retain their sturdy and industrious youth. But how shall this be done? The solution of the problem, to my mind, seems to lie in an improved condition in the rural districts that shall give greater social and intellectual advantages. The rural communities must possess more of the advantages to be found in the city. Chief among the needs are better educational advantages. How shall these be secured? By maintaining graded schools in rural communities. But how proceed in a state like ours, where there is an independent district system; where districts are neither uniform in size nor regular in form; where districts were organized with as irregular boundary lines as the capricious notion of the people of the nearly seven thousand districts could make them? To these irregularities of form by organization have been added the many changes made upon petition of dissatisfied residents. As a result of all this, districts vary in area from three to thirty-six sections. Often five or six of these irregular districts exist within a total area not exceeding that of a township and within a radius of but three or four miles. Some of these with the maximum levy are able to have but four or five months school. Others that perchance are favored with a railroad bed are able to have nine or ten months with but one-fifth as large a levy. And it is often the case that the district having the largest number of children has the smallest amount of funds.

One of the greatest barriers to better conditions in the rural schools is the small districts—small not merely in area, but small in population and valuation. To remedy these defects, several things are necessary: First—There must be laws enacted that shall make it impossible for the formation of these petty districts, either by division or change of district boundaries, except in case of some peculiar geographical contour or where there is a dense population together with a large valuation of district property. Second—The barriers in the way of forming larger districts must be removed and inducements made for districts to consolidate.

The aid I would suggest in the solution of the rural school problem is the establishment of graded schools in the rural districts by consolidation of districts, transporting pupils when their distance from the school is so remote as to render it impracticable for them to attend without such transportation. In short, to give to the rural schools more of the advantages to be found in the towns—more months of school under better conditions.

Under proper conditions all the pupils within the radius of from three to five miles might be brought together. Instead of maintaining four or five petty schools with a like number of teachers, two teachers in separate rooms of a *graded school*,—one teaching the primary and the other the intermediate and grammar grades, could render much more efficient service than five do under the conditions usually existing. Such graded schools could afford to have a barn where pupils driving in from remote parts of the district could find shelter for horses.

This is not merely a vague imagination or empty theory, but I speak from actual observation. It may be pardoned, perhaps, if I relate here an instance that came under my supervision while performing the duties of county superintendent. Upon petitions from three adjacent districts I consolidated said districts into one. One of the schoolhouses was of good size and centrally located; the other two were sold. A barn was erected for the convenience of those who might drive to the school. The districts had been having but four or five months of school each year, and the teachers were compelled to wait for their scant salaries. The schools had been small and lacking in enthusiasm, and in many other particulars were deficient. After consolidation, one teacher was able to teach all of the pupils. The school was in session nine months, and they were able to pay in cash the salary of a competent teacher. None were desirous of returning to former conditions. It was a success. Right here let me suggest that, had it not been for the statute

(CONTINUED ON PAGE 30.)

LITERATURE

By E. H. Turpin, Antlers, Va.

William Makepeace Thackeray.

PSEUDONYMS.

Michael Angelo Titmarsh.
George Fitzboodle.
Charles Jeames Yellowplush.
Ikey Solomon.
The Fat Contributor.
Manlius Pennialinus.

PERSONAL APPEARANCE.

Thackeray had, said Caroline Fox, "A square, powerful frame, and most acute and sparkling eyes, grayish hair and eyebrows."

CONTEMPORARY ENGLISH NOVELISTS.

Benjamin Disraeli (Lord Beaconsfield) Mrs. E. C. Gaskell, Charles Dickens, Charles Reade, Anthony Trollope, Charlotte and Emily Bronte, George Eliot, William Wilkie Collins.

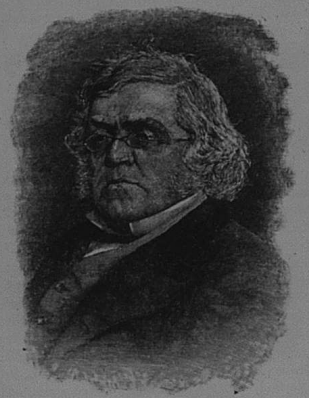
LIFE.

Thackeray was so disgusted with fulsome biographies that he made it a charge to his family that they should publish none of him. Therefore the few events of his life are to be briefly told.

William Makepeace Thackeray was born at Calcutta, July 18, 1811. His father died in 1816, and the boy brought from India was sent to Charter House school. He was a pretty, gentle, timid child, and his experience at school was not pleasant. Though he had neither taste nor skill for games, he was popular with the boys, and was known for his facility in making apt verses, often parodies. In 1829 he went to Trinity College, Cambridge, and a year or two later he went to Weimar. Between Weimar and Paris, he spent some years. He studied art in Paris, specially with a view to book illustrating. In 1832 Thackeray came of age and inherited a fortune of about five hundred pounds a year—all of which was lost in less than two years, some in an Indian bank, some at cards, some in a newspaper venture. He turned to literature for a support, writing for magazines. In 1837 he married Isabelle Shaw. His was an unhappy married life. His wife's mind failed and she had to be put in charge of a nurse, leaving him a virtual widower. From 1843 to 1853 he wrote much for *Punch*. *Vanity Fair* in 1848 established his name and reputation. That year he tried to get a government appointment but failed, well for literature, for his was a genius which only worked under pressure. *Pendennis*, *Esmond*, *The Newcomes*, *The Virginians*, in turn delighted the literary world. In 1851 Thackeray, incited by Dickens' success, turned to the lecture field. In preparation for his lectures on the *English Humorists of the Eighteenth Century*, he satuated his mind with the literature of Queen Anne's time, and so was led to create *Esmond*. Nice critics feel that he never quite dropped the Queen Anne tone adopted then. After successful lecturing tours in England and America, Thackeray made an unsuccessful attempt to enter politics, and in 1859 became editor of the *Cornhill Magazine*. He retained this position till April, 1862, and wrote for the *Cornhill* till his death. His novel *Dennis Duval*, appearing in its pages, was cut short by his sudden death, Dec. 24, 1863.

WORKS.

"The History of Samuel Titmouse" and the "Great Hoggarty Diamond" (1840), "Fitzboodle Confessions" (1843), "Vanity Fair" (1846-'8), a story of hypocrisy, of worldliness, of fortune-hunting; sarcastic, but true; cynical, but real. The character of Becky Sharp is one of the clearest cut in the language, "A novel without a hero, also a novel without a plot, and in that respect it set the fashion for the latest school of realistic fiction, being a transcript of life."—*Beers.*



(By permission of Houghton, Mifflin & Co.)

"Pendennis" (1849) represents English middle-class society at the middle of this century. "Book of Snobs" (1841), "English Humorists" (1851), "Essays on the Two Georges" (1852).

"Henry Esmond" (1852), an historical novel which faithfully delineates the manners and sentiments of the time of Queen Anne. The style of Esmond has the calmness, the exactness, the simplicity, the solidity of the classics. "Thackeray has not written a less popular nor a more beautiful story," says Taine, but there is now a growing appreciation of this masterpiece of our master novelist. "The Newcomes" (1855) contains Thackeray's most lovable character, Colonel Newcome. "The Virginians" (1858), is the resumption of the story of the Esmonds, ancestors of Pen's friend, George Warrington. The two Virginians are George and Henry Warrington, colonial gentlemen of the eighteenth century. Thackeray wrote several good ballads, and contributed frequent articles to magazines and papers. For three years, he was editor of the Cornhill Magazine.

CRITICAL ESTIMATES.

"Thackeray's genius was, perhaps, less astonishing than Dickens', less fertile, spontaneous, and inventive; but his art is wonder, and his delineation of character more truthful. After one has formed a taste for his book, Dickens' sentiment will seem overdone, and much of his humor will have an air of buffoonery."—*Beers.*

"*Vanitas vanitatum*, all is vanity, is his oft-repeated cry; none knew better than he with what richly gilded coverings we are apt to clothe the evil passions and desires of our nature"—*Nicoll.*

"It is Thackeray's aim to represent life as it is actually and historically, men and women as they are, in those situations in which they are usually placed, with that mixture of good and evil and of strength and foible which is to be found in their characters, and liable only to those incidents which are of ordinary occurence. He will have no faultless characters, no demi-gods,—nothing but men and brethren. Mr. Thackeray, I believe, is as perfect a master in his kind of art as is to be found in the whole series of British prose writers; a man in whom strength of understanding, acquired knowledge of men, subtlety of perception, deep philosophic humor, and exquisiteness of literary taste, are combined in a degree and after a manner not seen in any known precedent."—*D. Masson.*

"There is a man in our own days whose words are not framed to tickle delicate ears; who to my thinking comes before the great ones of society much as the son of Imlah came before the throned kings of Judah and Israel; and who speaks truth as deep, with a power as prophet-like and as vital—a mien as dauntless and as daring. I have alluded to him, reader, because I think I see in him an intellect profounder and more unique than his contemporaries have yet recognized; because I regard him as the first social regenerator of the day,—as the very master of that working corps who would restore to rectitude the warped system of things."—*Charlotte Bronte.*

"Fiction in your hands was not simply a profession, like another, but a constant reflection of the whole surface of life; a repeated echo of its laughter and its complaint. Surely that style, so fresh, so rich, so full of surprises,—that style which stamps as classical your fragments of slang, and perpetually astonishes and delights—would alone give immortality to an author, even had he little to say. But you with your whole wide world of fops and fools, of good women and brave men, of honest absurdities and cheery adventures; you who created the Steynes and Newcomes, the Beckys and Blanches, Captain Costigan and F. B., and the Chevalier Strong—all that host of friends imperishable—you must survive with Shakespere and Cervantes in the memory and affection of men."—*Andrew Lang.*

"Our New Possessions."

The past year has been a remarkable one in the history of the United States. By peaceful annexation and by the fortunes of war it has come into possession or control of a vast amount of new territory, comprising great islands on both sides of the globe. We are all naturally very much interested in these new possessions, and are glad to learn all that we can concerning them. The book which we advertise on another page, and which we offer at so low a rate in connection with the Instructor, will be a valuable aid in getting acquainted with these new citizens or wards of ours. It gives photographic views of the scenery, the buildings, and the people in Cuba, Porto Rico, Hawaii and the Philippines. There are over 300 views from photographs presented, with descriptive text. A number of the views are of the army and navy of the United States. The pictures are clearly printed on very fine paper, making it a book most interesting from an artistic view and valuable from an educational standpoint. It will interest all, old or young, teacher or pupil. See offer for "Panoramic Views of Our New Possessions" on last inside cover page and send in your order.

Current Biography

Joseph Hodges Choate, LL. D.

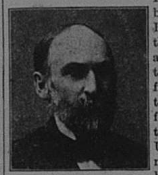
JOSEPH H. CHOATE, the new Ambassador to Great Britain, was born in Salem, Mass., January 24, 1832. He was graduated from Harvard in 1852, and from the law school two years later. He practiced law in Boston one year, and then went to New York. For many years he has been known as the foremost "all around lawyer" of the city. He has seldom engaged in criminal cases, but was equally at home in any civil court, maritime or legal contest, or international controversy. He has frequently appeared before the United States Supreme Court, the most noteworthy instance being the exhaustive and successful plea which he made against the constitutionality of the income tax enacted by the Fifty-Third Congress. Mr. Choate is one of the leaders of the American bar, not only on account of his power over jurors, but his influence with judges. His resourcefulness, charm of manner, eloquence and legal learning, have made him not only popular, but a conspicuous figure in a profession which does not lack men of dignity and ability. Wherever he is known, his fitness for the high position is recognized, and there is a general feeling that the nation has honored itself in honoring him.

The men chosen for our chief diplomatic post, have uniformly first distinguished themselves in the intellectual realm, or in public life. From the early days it has been regarded as one of the greatest honors in the gift of the President and Senate to confer upon any man. The service is so high, the duties so exacting, that nothing but ability of the first order is ever considered in this relation. Five men who have served as our representatives at the Court of St. James subsequently reached the Presidency,—John Adams, James Monroe, John Quincy Adams, Martin VanBuren and James Buchanan. George M. Dallas afterwards became Vice-President. Some of our ablest literary men have occupied this post, notably George Bancroft and John Lothrop Motley, our great historians, and James Russell Lowell. In this group, also, we should place Edward Everett, the orator, and president of Harvard College. Among others who have been especially qualified on account of statesmanship and superior legal attainments, are John Jay, who afterwards became Chief Justice; Rufus King of New York, and Charles Francis Adams of Massachusetts; Reverdy Johnson of Maryland, and Edwards Pierrepont of New York; Edward J. Phelps of Vermont and Thomas F. Bayard of Delaware.

Joseph H. Choate belongs to the eminent lawyer class of our diplomats. He is also an orator with a large fund of wit and satire that have always made him very popular as a speaker.

Hon. Nelson Dingley.

ON THE evening of January 13, the Hon. Nelson Dingley of Maine, leader of the Republican side in the House of Representatives, died of pneumonia, at Washington, in the sixty-seventh year of his age. His career was marked throughout by the activity and energy that characterize strong men. He was what we call a self-made man, which means that he made good use of his original endowments, improved his mind, took good care of his body, watched for opportunities, and entered open doors of usefulness.



Nelson Dingley, Jr., was born in his grandfather Lambert's farm house on the banks of the Androscoggin River, February 15, 1832. At the age of seventeen he taught a winter term of school in the town of China, fourteen miles from home, and continued to teach winters while fitting for college. He entered Waterville College, now Colby University, in 1851, and remained there a year and a half, when he went to Dartmouth College, from which institution he graduated in 1855. He studied law for a year and was admitted to the bar. Instead of entering upon the practice of law, he became a journalist, purchasing the Lewiston *Journal* of which he had been practically editor while pursuing his law studies. He was elected to the legislature in 1861, was re-elected the next year, and chosen speaker of the house in 1863, and unanimously re-elected the following year. In 1873 he was elected governor of the state, and the next year re-elected by an increased majority, declining a third nomination in 1875. At the national convention of his party in 1876, he was a member of the sub-committee of five who drafted the platform. On the retirement of W. P. Frye, to enter the Senate, Mr. Dingley was elected to Congress to fill the vacancy. He was thereafter re-elected nine times.

The Viceroy of India.

LORD CURZON, who has entered upon his duties as viceroy of India, is the youngest person ever called to that exalted office. The London *Times* characterizes it as the "most exalted place under the crown." To most men in political life it would be a splendid reward to a life's ambition. In this case, however, it may prove to be a step to something still higher. Mr. Curzon is but thirty-nine years old, and has been in Parliament twelve years, seven of which he held the office of under-secretary for India, and for the past three years has been under-secretary of state for foreign affairs. It is said, with the exception of Pitt and Gladstone, his official advance has been more rapid than that of any other Englishman. Before entering public life, he won high recognition on account of his knowledge of Eastern affairs. He travelled extensively in the east, was a careful observer, and a painstaking student of official reports. When most young men are still in college, he was a recognized authority on important questions in European politics.

As Americans we take special interest in this appointment, owing to the fact that the wife of the viceroy occupies the highest social position in the British empire, excepting Queen Victoria. It is an American woman thus elevated to this high place. Mrs. Curzon was formerly Mary Leiter, eldest daughter of Joseph Leiter of Chicago, and sister to the young man who a year ago became so widely known on account of his daring speculations and fruitless efforts to corner the wheat market of the world. Mrs. Curzon has won many friends and admirers both here and abroad, on account of her pleasing manners and beautiful character. Her friends say that she has many qualities that especially fit her for this high position. It has generally been considered that the social position that accompanies the viceroyalty is the chief attraction of the office. The impression seems to prevail now, however, and the facts justify the conclusion, that Mr. Curzon's chief ambition is to use the vast political power at his command during the next five years for the good of the empire and the service of the people.

John Russell Young.

THE death of John R. Young, librarian of the Congressional Library, at Washington, January 17, removes one of the most interesting characters and remarkable men of our time. A complete story of his life would include a combination of war, journalism, politics, diplomacy, and book lore, such as is seldom equalled. He was born in Rouringtown, Pa., November 20, 1841. After graduating from the high school he secured a position with the Philadelphia *Press* as copy boy. When John W. Forney went to Washington as secretary of the senate in 1861, he took Young with him. While acting as Col. Forney's private secretary, he wrote for the Philadelphia *Press*. His graphic description of the battle of Bull Run, established his reputation as one of the ablest of war correspondents. Later he became managing editor of the *Press*, which position he resigned in 1865 to start the *Morning Post*, which proved to be an ill-starred venture.

Following this failure he contributed to the New York *Tribune*, and his pleasing style soon attracted the attention of Horace Greeley, with the result that in 1868 Young became managing editor, though but twenty-five years of age. All his spare time was devoted to the study of law, and he was admitted to the bar while connected with the *Tribune*. It was late in the sixties that Greeley, Dana, and Young got mixed up in a curious snarl that had more the appearance of fiction than a reality. Something, somebody, had to give way to avoid a disastrous explosion. Young retired and started the *Standard* as a rival to the *Sun*, and Whitelaw Reid was lifted into his place in the management of the *Tribune*. Young was editor, publisher, and financier. The *Standard* prospered for a while, but the competition was so strong that it finally went to the wall, but John R. Young did not yield to the disaster. But rising above past failures he was finally recognized as one of the most brilliant and versatile men ever developed in Printing House Square.

When Secretary Boutwell was at the head of the Treasury department in President Grant's cabinet, he induced Young to go abroad to study financial matters. While on this mission, he witnessed many of the awful scenes connected with Paris Commune. His description of the stirring events through which the French capital passed is regarded as one of the best examples of descriptive writing. In 1872, he became the European representative of the New York *Herald*, and spent two years in London and Paris, and another year in work and travel on the continent. When Grant started on his memorable trip around the world, he took Mr. Young with him, and he became almost a member of the family. After their return he wrote: "Around the World with General Grant."

During his trip Mr. Young was specially interested in China, and in 1882 President Arthur sent him there as United States minister. He remained until the Cleveland administration came into power, when he returned home and engaged in literary and business pursuits. When the new library of Congress was completed, President McKinley made him librarian July 1, 1897. He entered upon his duties while the library was in its cramped quarters at the capitol and superintended its removal.

DISCIPLINE

By ENCY COLEMAN CARYL, Kalamazoo, Mich.

Patience.

THE "Star Chamber," so called by the high school students of the village of X., had held its regular monthly sitting, and on this following Monday morning the students sat expectant, awaiting the result of the council. The delinquent students of this school had been sat upon, time out of mind, till a sort of fascination had grown about this first Monday of the month, attracting every student to his place. The exemplary ones having nothing to dread, were drawn to the spot, while each delinquent came to find if there was one more delinquent than he; though all secretly abhorred this inquisition as a relic of the barbarous past. The principal of this particular school had ruled his little kingdom for nearly thirty years; had grown gray in the service, and in the growing, had become an autocrat, ruling with a powerful hand.

The fathers and mothers of these students had, many of them, been brought through the perils of logarithms and Greek verbs by this same master; and living as they did back from the railroad and its consequent bustle and change, were content to let things go on as they had gone on in the past, at the master's will. They knew full well that if their sons and daughters succeeded in finishing with the master, they would be well equipped for future studies; if they did not get through,—well the master was a little severe! but from habit they accepted the consequences and did not question. Hence, it came about that a small class was graduated each year from this school, whose reputation reaching the university, gave an enviable position to the students from X.

It was the desire of this old master to spend his life for his pupils, but he must select his pupils; and forgetting the pranks of his youth, if indeed he had had any youth, (a possibility his students doubted) he could not excuse any exhibition of childishness or lack of attention to duties on the part of any of his subjects. Indeed, he would not tolerate these things, and the boy or girl who fell below the master's ideal was dropped from the school as so much dross. In time there remained only the select few who loved study and were bright enough to pass the high standard demanded by the master.

The teachers were none the less under the spell of his tyranny, for thoughts of rebellion never entered their well trained heads. But a new teacher had entered the corps during the month; late in the month, owing to the serious illness of one of the oldest teachers. This little body, fresh from the outside world, fresh from normal school and summer school, imbued with their spirit of progress, sat on the platform on this Monday morning, with the master and his aids, (according to custom). She had been present at the council and had listened in amazement to the professor's decrees—now assigning one mode of punishment to one offender, now railing at another offender, while at this rigid discipline the assistant teachers all bowed accord. With difficulty Miss Black had remained silent through the proceedings of this horrible "Star Chamber," but the hot blood rushed to her face and righteous indignation almost leaped forth uncontrolled, that a man so ignorant of human nature could ever have been intrusted with the care of the youth of any community.

Rushing from the school-house at the close of the council, she walked away from the village, away from contact with any human being to whom she might be guilty of expressing her opinions, and in a quiet wood on the outskirts of the village, she stopped to think it all out. It was only the old story of the "survival of the fittest," and the weak ones must go to the wall. The old master stood for the veriest tyrant in her eyes, and she wondered how she would ever dare oppose him, but oppose him she would! Every child had a right to help and encouragement, and her influence should be on the side of the dullards, the mischievous and the plodding ones! Meditating thus, she heard a merry laugh, then a deep sigh, and not wishing in this defiant state to meet anyone, she kept silent, that the persons might pass her by unnoticed. And then she heard a conversation which helped to convince her of the neccessity of undermining the master's despotism.

"You shouldn't have done it Joe—you know it was not right!" and then "I know it, but I could no more help coming here than the master can help expelling me if he takes it into his head. 'Star Chamber,' new teacher and all could not keep me in school today!" Then out of the thicket just beyond, went, not two boys whom she had expected to see, but Joe alone. Joe, the boy upon whose defenseless head the anathemas of the master had fallen. A truant! No truants were allowed in the high-school of X. The little teacher trembled for Joe's future, but did not wonder that the woods with the first bright tints of autumn, the late gentians and golden-rod, and the squirrels jumping from bough to bough, had proved too alluring to the boy who "never did love school any too well!" In her one week of school, she had not learned the names of all of the students.

As in a painting the artist sees first the exquisite bits and the glaring defects, then after, the monotones,—so a teacher learns first in a schoolroom the brilliant and the stupid ones, or troublesome, and later the quiet, unobstrusive ones that are like the monotones in the artist's picture. Miss Black had come to know Joe, for he brought himself into notice, so full of fun and mischief was he. But where was the other boy, and why did he not go back to the village with Joe? Though she waited, no other boy passed by that way, and gathering a few ferns, Miss Black returned to her home.

And now the awful silence in the schoolroom proclaimed the day of doom to a few recreants and postponed it to other few. Miss Black looked upon Joe while maledictions from the master fell upon him, and seeing no gleam of anger, she pronounced him a boy worth saving. A month's probation was granted him! Joe was not a scholar, but Miss Black understood the fine instincts and gentle nature of the boy and began to watch wherein by patient endeavor she might interest him in his work.

The department of natural science had hitherto meant text-books and memorizing; she would teach modern methods and no child could fail to respond. At close of recitation that Monday, she asked if any of the students knew where the ferns grew, she would like to fill the window ledges where all could watch them unroll and grow. Joe knew all about them and would take her to them. And in that quiet walk after school, Miss Black found the ferns and also the keynote to Joe's character. Despite his mischief, Joe was a lonely boy whose mother had died a few years before, and whose father was a business man, engrossed in the affairs of the world. No wonder now that he sometimes tried to gather from Mother Nature the solace denied him elsewhere.

"I know how you feel, Joe; I sometimes want to run away, too, but then we must *not* you know, for that would not be quite honorable! We'll do our work first," and Joe looking into Miss Black's face felt as if his mother had come back again. Ferns and potted plants, boxes of seedlings for the botany classes soon filled the window ledges, and fresh branches of autumn leaves gave a bit of coloring to these hitherto unadorned walls. It soon became a most attractive spot where the students loved to linger, and where all learned soon that any help from any lesson was gladly given. A new departure this, for the master had insisted that help given out of class hours fostered idleness and inattention. The week passed without friction, but fearing the beautiful sunshine on the first Friday might test Joe too severely, she determined to take her botany class to the woods for their first nature study.

Her surprise could hardly be imagined when she asked the master's permission, to hear him say, "Madam, this is no play school. We are paid to teach from text-books, and are not expected to take holidays at our pleasure." Again she kept silent, but raged within over such insinuations. She invited the class to the woods that afternoon, at close of the session, if they would like to continue the lesson, and to her delight Joe came to the entire lesson; not Joe and the entire class only, but many of the students who in this short time had caught the inspiration of study from a true teacher.

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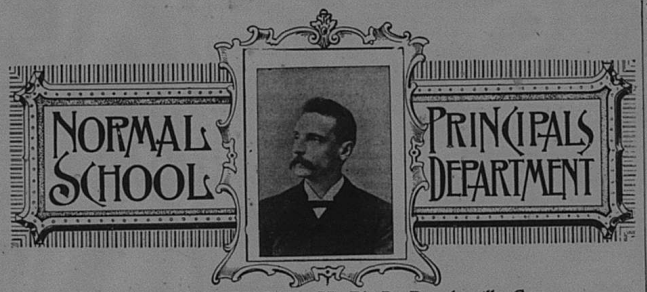

By A. I. BRANHAM, A. M., Ph. D., Douglasville, Ga.

Attention to Detail in Discipline.

WHATEVER is ineffective in the work of the schools in America is attributed by various observers to various causes. One authority declares that year by year nine-tenths of the work is a failure, caused by the general inefficieney of teachers. This is a pessimistic view, not warranted by the facts. Another authority declares that one-half of the work is a failure, caused by the condition that, except in the case of the very few, teaching in America is not a profession, but merely an incident. My own observation leads me to acknowledge that teaching in this country does not always deserve to be dignified by the term profession, but it may not be true that so great a part as one-half of the work of the schools is a failure. Other authorities condemn as worthless much or little of the work of the schools, but all unite in declaring that at least some part of it is a failure; and the causes ascribed are as numerous as the faultfinders themselves.

That there is much failure, is true; and that there are many causes, is equally true. I shall not attempt to discuss, even in a general way, all the phases of failure and causes, but shall briefly examine just one phase that is far too common. Here is an example:

Plans for a school are carefully prepared. The course of study is arranged in accordance with all that is best in modern methods. The text-books are without superiors for their various purposes. The grading of the pupils is as exact as rigid examination and the application of sound psychological principles will permit. The corps of teachers is composed of men and women whose scholarship is beyond dispute, whose training and experience are long and varied, whose health and temper are flawless. All the conditions are in readiness for ideal work. Yet, within six months or a year, there develop in the results, spots which no other word but failure properly describes.

What is the cause?

Repeated investigations of conditions and results like those outlined are the unquestionable authority for the answer: One or more of the teachers fail to give requisite attention to detail in discipline.

I am using the word discipline in a wide sense. I am using it to mean training, whether physical, mental or moral. I am using it to mean the uninterrupted application at every point of contact between teacher and pupils of all those details of precept upon precept, line upon line, which the teacher must see are understood and followed by the pupil, if the pupil's development is to be symmetrical and thorough. To induce the pupil to bring his powers of body and mind and soul to such condition as will make them most effective, the teacher must not be content with the mere announcement of precept upon precept, line upon line; the teacher must follow the announcement by using those devices, those details of execution which will compel the pupil to fuse principles into actions.

Suppose that by the test of examination the teacher learns that the pupil has mastered a text-book on physiology, as far as the facts and suggestions therein contained are concerned; of what value to the pupil will be his knowledge of the subject, if, while gaining that knowledge, the teacher has neglected the important detail of causing him to use the knowledge in forming the physical habits of his daily life? I have known a teacher to speak interestingly and earnestly to a class in hygiene upon the necessity of breathing a pure atmosphere, while, because of the fetid air produced by a red-hot stove in the section room, some of the members of the class were in almost a fainting condition!

Every teacher might profit by altering Isaiah's oft quoted saying into "Precept upon precept, example upon example," and then keeping the altered saying always in mind. There is a noted Georgia evangelist who is fond of saying "Preach and pray is good, but preach and practice is better."

Because the teacher knows, it does not follow that he can impart what he knows. All training of the mind ought to be exact. Mental work that is slovenly, is rarely effective. The teacher may know the science of mathematics, he may have taught the science for years; yet, if he omit the details which contribute to accuracy of thought and mechanical operation, the results of his teaching as they concern the pupil will be a failure. In a school like that which I have suggested as an example, one of the teachers was a woman. She taught the fourth year class. There could be no doubt of her scholarship. She held a state license of the highest grade. She had six years' experience in the section room. She seemed to be active, earnest and ambitious in her work. Nevertheless, pupils promoted from her class to that just above failed ignominiously when required to solve original arithmetical problems of ordinary difficulty. An investigation followed, quickly revealing the fact that the teacher of the fourth year class caused her pupils to learn rules and mechanical operations, but omitted the all important detail of developing in her pupils the power to think.

In a meeting of teachers not long ago, the president of a well known normal school for girls said: "With few exceptions, the girls sent to us from the public high schools are so deficient in one essential or more that we are compelled to deny them admission to any save the freshman class." What a woeful waste of time forced upon those unfortunate girls in those high schools, all because some teacher, or some teachers, failed to give proper attention to detail in the discipline intended for the mind!

A father often said to his son: "Don't go into debt." At the same time, the father was deeply involved in debt, and finally died a bankrupt. The son practiced as the father practiced—he was never free from debt. The cause was easy to find: The father tried to train his son by precept only, omitting the absolutely necessary detail of supporting precept by example. In the attempt to inculcate right morals, the teacher may be sure of failure if he neglect to make his own life a daily object lesson of what is right.

Would the teacher have his pupils truthful and honest? Let him be truthful and honest himself. Would he have his pupils courteous in word and deed? Let him be courteous in word and deed himself. Would he have whatever regulations he makes for the government of his school obeyed, both in letter and in spirit? Let him set the example of obedience to law himself; and let him remember, also, that the mere making and announcement of a law do not insure obedience to it.

"I cannot imagine," said a despairing teacher, "why my pupils are so disorderly. I have made a rule to govern every point of duty they are to discharge in my section room; I have made a rule to govern every movement in the room; and I have written every rule in a book and placed the book in the room where every pupil may see it when he pleases; but my pupils utterly fail to profit, and disorder prevails from one end of the day to the other. I fear that none but bad boys have been put into my room."

All the trouble was in the teacher. She had devised a system for maintaining order good in

(CONTINUED ON PAGE 32.)

Millions of Gold.

RECENT news from Alaska tells of the novel and successful experiment of how Gold Lake, in the Pane basin, was on January 5th emptied of the greater portion of its water into the Pacific ocean. It was accomplished by digging a tunnel 300 feet long through a mountain spur. The escaping water surged down a ravine through a small creek, the natural outlet of the lake, and plunged over the ice of a second lake below. The weight of water broke the ice with a thunderous roar and threw it around in great masses. Gold Lake fell 61 feet to the level of the tunnel in an incredibly short period of time, leaving the basin, 3,000 feet long and 2,000 feet broad, open to prospectors. It is said that the gravel exposed by the drainage runs $3 to $20 a ton. The bottom of the lake thus contains millions of gold. Capitalists of New York and San Francisco are behind the scheme. Considerable decomposed quartz was found to have dropped from the ledges around the lake and was thus exposed to view. This quartz is said to be richly impregnated with free gold.

Electricity in Mining.

OWING to the scarcity of fuel, and the consequent cost of steam power in California, rapid progress is being made in the development of electrical power plants in different parts of the state connected with mining interests. One of these plants, with the exception of Niagara, is the costliest piece of engineering work in the country. It is located on the Santa Anna river in what are known as the San Bernardino mountains. By the harnessing of this stream, which is very turbulent, 12,000 horse power will be available in Los Angeles, eighty miles away. The water is taken from the river through a canal and tunnel, whence it is led to a pipe 2,200 feet in length having a fall of over 700 feet. The turbines are directly connected with generators, of an improved three-phase type. It is confidently believed that with a pressure of 33,000 volts, the current can be conveyed to Los Angeles with a loss not exceeding ten per cent.

With cheap electric current in the mining regions, where streams are numerous, it is generally thought that the costly methods of mining will be more or less revolutionized. A well known mine owner of the Sacramento recently said: "The use of electric power in mining will begin a new era in the industry. The expenses of mining will be cut down so much that poor mines may be worked at a profit, and, besides, the ore can be got out with less work. No one can yet estimate the changes in gold and silver mining that will follow upon the introduction of electricity in the industry."

Utilizing Waste Products.

SEVERAL concerns in Pittsburg are being equipped to convert slag into cement, and the industry bids fair to become one of the most important of that region, which produces annually about a million tons of slag. There was a great waste of wealth in original processes, and this venture, if successful, may prove an example in the utilization of other wastes. The economic development in the utilization of by-products is one of the great questions of the day. Cement can be made from the waste of soda-ash works, and this movement among the manufacturers of Pittsburg is suggested, it is said, by successful experiments that have been conducted in a western city, where cement has already been made from furnace slag. The *Pittsburg Dispatch* says: "When slag is utilized, as asbestos has been, it will be reasonable to expect efforts to turn the furnace gases to practical account, as in Scotland; the coke gases into fuel and the cooking ammonia into nitrogen for agricultural uses. Cheaper nitrogen—for the lands that will not grow leguminous plants—is one of the crying needs of agriculture, and the ammonia from coke-making promises a supply until the means are devised for extracting it from the air in quantity. There is probably only one crude product of this section that is manipulated to yield all that it is capable of, namely, crude petroleum. Aside from illuminating and lubricating oil, it is made to yield about 150 by-products, some of them rather more valuable than the main production—altogether representing the difference between handsome profits and what would be actual loss if nothing but illuminant or lubricant was saved."

Printing by X-Rays.

DR. F. S. KOLLE in the *Electrical Engineer*, says that the first suggestion of printing by the use of the X-Rays, came from Prof. Elihu Thompson two years ago, when he showed that multiple radiographs could be made at one exposure. He called these skiagraphs. The experiment showed that more than a single sheet of sensitized paper would be affected by the rays when laid one upon the other. After the copy is prepared, the sensitive paper on which it is printed is made into what is called a senso-block, containing from 50 to 100 sheets. It is then mounted or clamped into a form,—sensitized side up, upon which the copy or phototype is laid, facing up, and is thus subject to the action of the X-Rays. For ordinary printing at a distance of from ten to sixteen inches, the exposure is from ten to twelve seconds, when the block is taken into a dark room to be developed. It is said that twenty senso-blocks, containing 50 sheets of paper each, can be arranged about one X-Ray tube, which would give 1000 copies every ten seconds of exposure. This would give 6,000 copies per minute, and if ten tubes were used 60,000 per hour at a nominal cost of operation.

It seems that the main advantage of the process is that the copy may be sealed and sent away to be developed by the receiver, so that it would be impossible for the contents to be known by anyone but the writer and recipient. It is suggested that a secret process of sensitive-paper making may be used for copies sent by special envoys, spies, secret messengers, etc., which if opened by any but the right person would reveal nothing but blank paper, and which would respond only to one developer, the composition of which might be a government secret. It is affirmed that this new process is destined to revolutionize the methods of printing. Probably it will play an important part especially with book publishers and in illustrating catalogues and magazines, beyond this it can scarcely be expected to go. Even then, should the hopes of the inventors not be fully realized, it could not be said that typoradiography is a theoretical dream.

Horseless Vehicles.

SAYS the New York Herald: "The Automobile has captured the fort and is here to stay until superseded by something better. In all its picturesque ugliness, it is a boon and a blessing. It looks like a hackney coach with the delirium tremens, but it is a sober minded, straightforward vehicle. We not only give it our respect but our admiration, for, with its big rubber wheels it gets over the ground in a velvety sort of a way and reaches its destination without becoming tired."

With the introduction of cable and trolley cars it was quickly seen that the gentle brute was not long going to be so conspicuous a figure on the streets. He will soon be a relic of the past in other departments. In Paris Automobile clubs are the fad today. Wealthy people are leaving their horses in the stables and are flying about the country on automobiles, and business men, and all others are joining them. A zealous convert has figured that there are about 7,500,000 vehicles of all kinds in France, and he estimates that about one-half of them can and will be transformed into motor-cars. He contends that this process of transformation will go on at the rate of several thousand per year, to say nothing of the continual demand for new vehicles. This will open up a wide field for a new industry.

In New York, the "Auto-Truck Company" proposes to operate in the streets of that city by taking municipal contracts. They propose to enter the field for the operation of anything that can be handled on wheels to advantage. They claim to be able to clean a block after a heavy snow storm in an hour, by sending out what is called a "tractor," pushing a heavy plow before it. This will be followed by a sweeper, and that again by a scoop. The hauling capacity of the "auto-truck" is four times that of the average truck wagon. There are about 150,000 horses used in the trucking business in that city now. Once there were 10,000 horses used on the street car lines. It is believed that in a short time over 200 trucks will be operating, and the displacement of horses will go steadily on until they practically disappear, not only in this department but for family use and other purposes. The curious vehicle has already made its appearance in the large cities of the United States, and without doubt, will go right on until it possesses the field.

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BY ALICE O'GRADY, NEW BRITAIN, CONN.

The Training of the Imagination.

IT IS commonly said and believed that children have a much more vivid imagination than grown people and many instances are readily quoted of the charming and poetical fancies of children, to prove this fact. We hear of the little girl who said the grass was crying when she found it wet with dew. The stars are called God's windows, etc., and we read those beautiful fancies of the Child Garden of Songs, which exemplify so perfectly the child's point of view (though not, I think, appreciated by the child himself, in reading the verses—he must make his own fancies.) But the grown-ups are the prosaic members of the human race, it is supposed—to whom a spade must be a spade, and who have no part or lot in those trailing clouds of glory which surround childhood. Being quite shut out from that bright world of the imagination, the exclusive possession of the children—with the exception of those few privileged persons, the poets, artists or musicians, who are considered to be endowed by special Providence with a continuance of this faculty in a special degree, which nevertheless makes them a marked community, and they must be judged leniently, as the children are—excused because they have not grown up. Surely there must be some mistake. A faculty so universally formed in child life, must be of great value in children's development and would not die out after a seven years' vigorous exercise; and surely, a faculty which is a creative source of such beauty and help as we find in art of all descriptions must be a gift for all humanity rather than for a select few. What is this imagination? Is it not the *imagining* power of the mind? The picturing power of the mind and, therefore, truly the *seeing* power? A valuable power surely, and, we have a right also most surely to expect to see this power increase if rightly exercised, rather than lost through exercise. What a subversal of all our experience that would be! What is the exercise which it receives in childhood? A thousand instances come speedily to mind. A little fellow I know was sitting on his bed the other day, among the humps and hollows of the tumbled clothes. "This is a cave," he said, pushing his hand into a fold "and this is a house, and this is the dinner table." A little later he ran up to me. "You be a tree," he said, "and I will climb up you."

A row of chestnuts lay on the kindergarten table the other day. There is a train of cars, said the children. Half an hour later in their games, the constant expression was, "Let us play." And we played the chairs were houses, the room a town, the town at the river side, and so on indefinitely. A word only was required to produce all that was desired in the surroundings. We could be hungry or cold, warm or weary, old or young, rich or poor, princess or page, knight or lady, at a moments' notice. And through all this play the children were constantly realizing in feeling conditions not actually present. A world was brought into being, which existed, but existed not for them until they made it present. And this was possible to them because, knowing their real world as a world of things—not as a world of objects filled with detail—this world of things, indefinite things, can stand for any other world of things. A horse is not like a chair, but one thing you can stride is like another thing you can stride. A plate is not like the moon to adult minds, which see size, weight, luminosity, process and many other things, (and how do they see them?) but one round thing is like another round thing. And, therefore, any world may be brought into being in child fashion by any surrounding world of things through this wonderful make-believe power, according to the particular aspect of things which is most attractive. It is true that as we grow older and see constantly more detail, a particularity gradually transforming things to objects holding definite place and use for us, we lose this power of childish magic which built for us a fairy world, but surely the power itself remains. Imagination in children consists in imagining a something which is not actually present, through the medium of a something which is. As the child experiences the responsibility and pleasure of maternal care through the medium of the doll (be it a potato, a pillow, a piece of wood, a china counterfeit or what not) or thrills with martial courage or pride with the donning of sword and soldier cap, does not our deepest development and keenest pleasure all through life come to us in the same way? On what does our interest in history depend? On the vividness of the power by which we imagine and re-create for ourselves the scenes of times past through the medium of the words. In chemistry or physics, through the simple experiment you must see the action of forces in the great world about you, or your study is as nothing. In all science your mind must travel back through time and re-create past ages when giant creatures roamed the earth, when stars and worlds were swimming nebulæ—even though before you lies only the piece of flint or rock, the creature with its history which you must learn before you can possess it in the present. So the make-believe goes on, the childish faculty grown to man's estate. The same but put to higher uses; the baby pats his little hands for the baker's man and softly pricks and marks his cake, and this is good. His strength, control and power grows through this. But should this activity still yield pleasure for the man, what ruin would we see. The hands are there and still must move and work and struggle on in active busy life, but in that larger sphere which comes to each in wider range with every passing year. In story or picture, is it not always what we read between or through the lines which shows our true seeing power and means our real development and life. Why do we study great works? That we may learn their meaning. That their lines and tones and harmonies may call up worlds of being and of beauty and of truth that in themselves we did not see. The imagination must do its work and show us the things which are invisible. And highest office of all, the imagination only can make present to us the world of our neighbor's pains and pleasures, motives and meanings, and teach us sympathy—sympathy with man and beast, with life everywhere. Nearly all the wickedness and much of the unhappiness in the world comes from the stupidity which is lack of imagination. Only our own world of desires, hopes and powers is present with us and we cannot see our neighbors. Insight—seeing into the worlds that are not ours save as given to us by the imagination, alone can give us wisdom, love and life. You could not give pain to any living creature ruthlessly, if you realized his pain. You could not be severe and prejudiced if you could re-create in thought the circumstances which had molded your neighbor's thought. Your knowledge and power to act would be increased a thousand-fold if the implications or your facts and actions were truly pictured in your mind. Most of all, this great power helps us to reach out in longing to those better things which we must strive for and gives us the courage to suffer, struggle and sacrifice to make present those better times and conditions which we see pictured in the ideals given to us through the imagination. Surely this is the same faculty which finds its first exercise in the simple plays of childhood. Can we guide it too carefully? Be sure of this; we must recognize it, and realize the stages of development through which it must pass if we would fit it for these deep uses of mature life. From the playful fancies of childhood to the noble dreams of manhood—from the presentation of the unreal world (right in its time and place in childhood), of giant and fairy, magic and power, to the wonderful understanding of the great story of creation, law and truth. From the fairy power, of King Blessed Eyes who read the thoughts of all and drew them to him by his wondrous gift, to the insight born of sympathy which shall unite all men through the peace and good will, born of understanding and love.

(CONTINUED ON PAGE 27.)

DRAWING

By D. R. Augsburg, Oakland, Cal.

Drawing Birds.

A GENERAL plan for the drawing of birds adapted to the needs of those who have little time at their command. The plan is as follows:

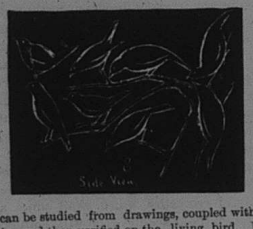
1. Place the idea back of the drawing. Know what you are doing.

2. Study the *proportion*, general features and position of the bird from pictures and drawings without regard to the family or species.

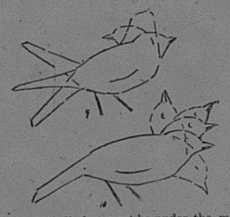
3. Use the knowledge thus acquired in the study of the living bird.

The principle of the construction of all birds is in general the same, the difference is in the proportion and minor details. By learning the proportions and general features from pictures and drawings much time will be saved, the work made more effective and less discouraging than if the study is attempted from the living bird. This does not mean to blindly copy the drawings of others but to study them intelligently, to study them with a view of learning their form and proportion and the general principle of their construction. To learn such points as the following: The size of the head as

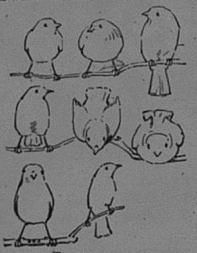
compared with the body. The movements of tail, head and body. How the feet are placed under the body to give perfect balance. How the wings rest on the body, and their movements when flying. All of



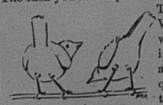
these can be studied from drawings, coupled with observation and then verified on the living bird. It is doubtful if one untrained in drawing can make very much headway learning to draw from such a restless bit of animation as a live bird with its multiplicity of markings and numberless details. One must have both knowledge of the bird and skill in drawing to do this.



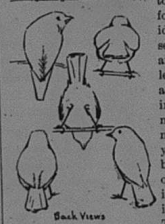
Balance.—A bird's feet must be under the middle of the body; that is, the center of gravity must fall within the area of the feet. A bird cannot stand up any more than a human being if the feet are not under the center of the body. The body must always be balanced on the feet. In Figs. 2-7 if a vertical line is drawn down through the center of the body it will fall between the feet. Care must be taken not to become confused with the little inessentials such as the feather markings. One cannot represent all. Choose therefore between those details which are essential and characterize the



bird, and those which are of little importance. *Think.* The idea you are representing is the great essential.



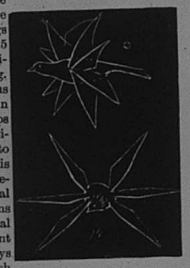
This should always be first. What am I drawing; what idea am I representing; what is my object or aim in this drawing?—are questions that cannot be too plainly answered. The following are some of the ideas that may be represented after the proportion and general features are learned. A bird singing; a bird eating; a bird drinking; a bird building its nest; a bird sitting on its nest; a bird feeding its young; a bird scolding; a bird bathing; a bird sitting on a limb; a bird sharpening its bill; a bird scratching; a bird flying, etc. These are some of the ideas that may be placed back of the work.



Divisions of Study.—For convenience, the study of the bird may be divided into three general positions or views. (1) The side view, Figs. 2-7 and Fig. 8. (2) The front and back views Figs. 11 and 12. (3) The quarter views Fig. 13. Fig. 8 represent some of the most common views of the side views, also Figs. 2-7. In this view the body of the bird may vary from the vertical through the various angles of the oblique to the horizontal.

Fig. 9 shows the movement of the head on the neck; shows that the head may make one complete turn on the neck. It also shows the limits in the movement of the tail. Fig. 10 shows the limits in movement in a vertical plane. By the union of the movements in Figs. 9 and 10 the bird can practically place the head in any position with regard to the body. Fig. 11 represents some of the most common positions of the front view. In this position the head may be placed in almost any position. Fig. 12 represents the most common positions from the back view. In each of these positions the tail may vary from the horizontal either up or down.

Fig. 13 represents the quarter views. The quarter views represent the most common and by far the most numerous views of the bird. Fig. 14 shows the general plan of the wings when flying, and Fig. 15 some of the various positions taken when flying. But while these various positions are aids in representing birds, helps in getting variety of position and broadening to the knowledge, still it is the idea back of these devices that is the vital force—these positions are merely mechanical aids and are attendent on the idea, and always subordinate. If you wish to represent a bird singing they merely say, "You can



represent the bird singing in various positions; among the most general are the side, front, back and quarter views."

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Physiology

By Jerome Walker, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

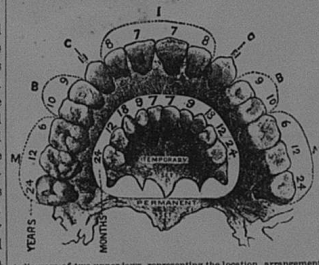
Article VI.—Digestion.

SO FAR we have studied the body as a whole, have shown the importance of the bony skeleton in protecting important organs and in assisting locomotion. The value of muscles as the motors of various parts of the body has been pointed out, as has also the uses of the fat and skin. How to keep the bones, muscles, fat and skin in good condition we have tried to show. Now, we are to study what may be considered the internal machinery of the body, sometimes called the vital machinery, viz: the processes and organs of digestion, of circulation and respiration, and of nervous control. The digestive process and organs are the simplest in action and structure in the low forms of animal life, and more complicated as we ascend the scale. The needs of the hydra, for example, in the maintenance and building of its body are few, its food simple. But the human being is an *omnivorous* animal and can live on almost every kind of food, grain, flesh and even herbage, and to live in various parts of the world, needs a variety of food. If wise he adapts himself to the kind of food which is in general used where he may be. His digestive organs are complicated but adapted to all kinds of food. No reputable physician attempts to cure all cases of dyspepsia or difficult digestion with the same advice and the same medicine. He studies his cases and tries to find in what part of the digestive apparatus the difficulty is.

Digestion is in reality the conversion of food, (however introduced into the body) into the tissues of the body. The various steps necessary to this end are *mastication* or chewing, *insalivation* or mixing with saliva, *deglutition* or swallowing, *stomach digestion* or digestion in the stomach, *intestinal digestion* or digestion in the intestines, *absorption* or the taking up of the prepared or digested food from stomach and intestines by vessels furnished for that purpose and carrying it to the blood, for we "eat to live" and do not "live to eat," though gluttons think the last to be true. Lastly, is *assimilation* or the appropriation by the various types of the material in the blood adapted to each, muscle material for muscle, bone material for bone, etc. Generally nature makes no mistake in the distribution of food material throughout the body. But once in a great while there is some miscalculation; for example, teeth and hair have been found in the interior of the body.

Mastication.—The teeth are at the commencement of the alimentary or digestive canal which begins at the mouth and extends through the body, and it is fair to infer that they were put there to be used and to be used first, before any other of the digestive organs. We are not as cows are, able to crop our food, then swallow it, bring it up again and at out leisure chew our "cuds."

In the human being there are two sets of teeth. The first, 20 in number, known as primary or first, deciduous, because they fall out, being in fact pressed out by the next set, and milk teeth because they appear or are "cut" at the time the individual ought to live largely on milk. Surely, it is not intended that children shall take food that requires chewing until they have teeth to chew with, though children do so, often to their discomfort and injury. The bulk of the work of chewing is done by the second or permanent set, 32 in number, divided into incisors



A diagram of two upper jaws, representing the location, arrangement, and time of eruption of the temporary and permanent teeth. The relation of the temporary to the permanent teeth is indicated by their position, and by dotted lines connecting them with the permanent teeth. The numerals represent, in one instance, the time of the appearance of the teeth in years; in the other, in months.—I, incisor teeth; C, canine teeth; B, bicuspid teeth; M, molar teeth.

or biting, and molars or "grinders," with bicuspid or two-rooted teeth and the so-called "eye" and "stomach" teeth. Good teeth add to the looks of the individual, and if used, to the digestive comfort. It is a physiological rule that a part of the body intended for a certain purpose, if not used in carrying out that purpose, will deteriorate. Teeth that are not kept clean and free from contact with fermenting particles are prone to decay rapidly. A tooth is composed of pulp, *i. e.*, connective tissue with the endings of nerves, surrounded by a bone-like material, covered by a very hard material, perhaps the hardest in the body, known as "enamel" above the border of the gum, and "cementum" below it. Breaking of this hard covering by cracking

Section of a Tooth. *a.* enamel. *b.* dentine. *c*, pulp cavity containing blood tubes and nerves. *d*, cement. *e*, nerve.

nuts with the teeth, picking them with a metal toothpick, a knife blade or scissors point, admits the air to the pulp cavity and causes decay. Worsted drawn between the teeth, water, a pure soap, prepared chalk, or a tooth powder of prepared chalk, castile soap and orris root as a dentrifice, with the frequent use of a tooth brush and the use of the teeth in chewing will keep the teeth in good condition. Food which contains lime and phosphatic salts increase the hardness and utility of teeth and its absence to a large extent from the dietary results in softening or brittleness of the teeth. Two young puppies from the same litter have been experimented with. One that was coddled, given sponge cake and soft dainties and no food that required much chewing developed soft, crumbly teeth. The other, first fed on milk, then given a bone to gnaw on, then solid food to chew, had firm, strong teeth, A canary bird if it does not have cuttle fish or some hard substance to nibble at will have a soft bill. A child fed largely on dainties and who does not eat the crusts of bread, but only the soft inside, will not only have rapidly decaying teeth but will have its general digestive power weakened.

Insalivation.—Another advantage of proper chewing is that the motion of the jaws stimulates the salivary or spittle glands to action, to pour out the contents which, mingling with the secretion from the lining membrane of the mouth, constitutes the "saliva." The salivary glands are in three sets of two glands each, the *parotid* (near the ear), one gland in front of the lower half of each ear, the seat of the disease known as mumps. the *sub-maxillary*, (under the lower jaw,) one gland under the edge of each side of the lower jaw, and the *sub-lingual*, one gland under the covering membrane of the tongue, on each side of the fraenum or bridle. The saliva is an alkaline fluid, and its object is to soften the food already broken into small pieces by chewing, (it cannot well soften large pieces) so that it can be readily swallowed and easily acted on by other digestive juices, and secondly, by reason of its alkalinity and a peculiar property due to a component known as ptyáline, to change part of the cooked starch taken in food, into glucose, a form of sugar. A too common form of dyspepsia is quite common among children from eating an excess of animal crackers, the children seeming to vie with each other as to the number and variety of animals that can be eaten.

Diagram showing the location and relations of the salivary glands of the left side a large part of the lower jaw being removed.—T. the tongue; LJ. part of the lower jaw; PG. the parotid gland; SLG. the sub lingual gland; SMG. the sub-maxillary gland.

The location of the constrictor muscles.—LJ., the front part of lower jaw, the remainder being cut away to show parts beneath; HB, the hyoid bone; TC, thyroid cartilage of larynx; CC, cricoid cartilage of larynx; T, trachea; OE, oesophagus; CM, the constrictor muscles—superior, middle, and inferior.

Deglutition.—At the back part of the mouth is the "pharynx" or throat, at the upper portion of the alimentary canal. This portion and continuing downwards a distance of about a foot to the stomach into which it empties, constitutes the "oesophagus" or gullet, sometimes spoken of as the red lane. It is soft lined with

(CONTINUED ON PAGE 32.)

The Herbartian Formal Steps.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

THE pedagogy of Herbart has occupied the attention of educational thinkers in Germany, England and our own country during recent years more fully than that of any other system. Herbart's activity extended over the larger part of the first half of this century and this work was taken up by Itoy of Jena and Ziller of Leipsic, and more recently by Karl Lange, Frick, and especially by Prof. Rein of Jena. In this country the first organization for the promulgation of the teachings of Herbart was made at the meeting of the N. E. A. at Saratoga in 1892, when the Herbart club was formed. This club has become national in character and it holds semi-annual meetings in connection with the sessions of the N. E. A. Many local clubs have been formed in different parts of the country, quite a number of books written by members of the club, many articles by friends and opponents of the system have appeared in educational magazines, and a wide-spread interest awakened by discussions at educational gatherings. Foremost among the Herbartian leaders in this country may be mentioned Dr. DeGarmo, president of the National Club, Drs. Charles and Frank McMurry, and Dr VanLiew, and many partial Herbartians. While even the friends of this system are compelled to admit that it has not accomplished as much as was hoped for, it cannot be denied that it has exerted and is still exerting a powerful influence for good in the field of educational philosophy.

These few words by way of preface. It is not my purpose in this article to undertake a general discussion of Herbartianism, but simply to study the formal steps of the Recitation. Nor shall I attempt a full exposition of Herbart's theory upon this subject, but with these steps as a basis, I shall try to outline some thoughts which are the result of Herbart's theory combined with my own experience and practice. According to Herbart, there are five formal steps in the recitation, namely, *preparation*, *presentation*, *association*, *recapitulation*, and *application*. Allow me to say, that to attempt to employ all of these steps in the period which we call the recitation, often covering not more than fifteen or twenty minutes, to feel that one must go through them all in that time, would often be impossible. Indeed, it would soon merge into a formalism that would destroy and blight. The originality and individuality of the teacher must always remain the strongest factors of success in the recitation. Anything that hampers or hinders the freedom of the teacher in the work of instruction should be avoided. But while the teacher is not to be thus circumscribed, it is well that she should have a plan of procedure which will act as a guide. It may require a number of days to compass the work that I shall outline, rather than a single recitation, but the teacher must not leave the subject until all of the steps have been successively given.

I cannot proceed without a word concerning the term "Recitation." Probably we get this term from the old-fashioned (?) practice of "hearing lessons." The teacher read the question from the text-book and then took notice whether the pupil recited the answer which he had committed to memory also from the text-book. There was no *teaching* required by this method, and anybody who could read, cipher a little, and maintain order could "keep school." We have better trained teachers and better methods, but we have no other word to indicate the period under discussion and must therefore continue to use the word "Recitation." Let every teacher remember, however, that the recitation that is devoid of instruction is a failure.

I. PREPARATION.

But to proceed with the formal steps, the first step is the preparation. I do not mean the preparation of the teacher, the general preparation for the work of teaching nor the special preparation for each day's work and for each class—this is taken for granted. I mean that the child must be prepared. I suppose that if a Dakota farmer were to go out on the unbroken prairie and scatter wheat at the proper season some seeds would sprout and grow; but he would certainly get no crop. He prepares the soil thoroughly and then sows his grain, and in due season is rewarded under providence with an abundant harvest. The rich soil was there all the time and the sunshine and rain contributed their share, but until the soil had been prepared, he was a foolish man to expect a crop. Is not the analogy complete with the child? Is it not equally foolish to sow the seeds of knowledge in the child's mind without preparing him to receive it? And yet, how many teachers scatter excellent seed, it is true, and a plenty of it, they scatter it upon rich, virgin soil that is capable of yielding ample fruitage; they sow it, too, at the right season, but they get only a small product as the result of their earnest labors. *They have not prepared the soil.* Just as with the farmer, that is the first thing to do. But how shall this be done? I reply, by calling up whatever related knowledge the child may possess on the subject. Let us illustrate by a concrete example or two. Suppose I wish to teach a class about the tiger. Have the children talk about the cat; if any have seen a tiger let them describe it; show them pictures of the tiger. In this way they will have their interest awakened, and will be prepared for the lesson you wish to teach. If you were to teach percentage, call up the knowledge of decimals. To prepare a class for the study of the battle of Trenton, study Washington's retreat across New Jersey, note the sense of security of the British, find out the German way of celebrating Christmas. All of these things must be known before the class can study the battle of Trenton and this knowledge must be brought to the front. Let the last word to the teacher upon this topic be, *prepare the soil before you sow the seed.*

II. PRESENTATION.

Having prepared the ground, the next step is to sow the seed. The teacher must *instruct* and not simply hear lessons. This does not mean that the teacher does all the talking. There must be telling by the pupils as well as by the teacher. They "learn to do by doing." Self-activity is the most important factor of education. Judgment is necessary to determine how much shall be told the pupils and how much they shall be left to find out for themselves. A whole essay might be written on this point, but it must suffice here to say that pupils should be encouraged to help themselves, while the teacher should not allow them to wonder until they are discouraged when a word will start them in the right direction. I once spent three days on a problem in arithmetic that I could have mastered in an hour with a little hint that would have saved all my floundering. A person lost in a great forest wanders about in a circle. It would be foolish for him to refuse the kindly offices of one who knows the way on the ground that he will know the forest if he find his way out himself. This may be true, but the knowledge thus gained is likely to cost too much. So the teacher must simply guide the child when the way becomes too intricate. Again, the presentation must not be simple entertainment. I fear that we make our instruction too often a matter of mere entertainment. Of course the children must be interested, but if our purpose does not carry with it the idea of driving home some important truth it falls short of our ideal. In the presentation of the lessons, objects will be used, illustrations employed. The concrete has a large place in the elementary school, and some place throughout the whole curriculum, especially in science teaching. Use objects when they will assist in enforcing the truth or in making it vivid; but do not use them when they are not needed, that is, when to present them is a matter of mere entertainment. Present the lesson clearly, concisely, logically and with such forceas to drive home its truth. Present it many ways and many times, so that all sides of it are brought out and all types of mind are met. One child will grasp your meaning by one form of presentation while another child needs a different form. The great thing is to get the whole truth fixed, but in doing this the steps which follow are needed.

III. ASSOCIATION.

Having presented the new material, the teacher must be assured that it is assimilated. It is not what we eat that enriches the blood, but what we digest. Just so it is not what is given to the child that contributes to intellectual growth, but what he appropriates, what he assimilates. The related knowledge that he already possesses must now be brought forward and utilized. Of course this has already been done in a measure in the foregoing steps, but now the act of association must be definitely carried out. The *new* must not be left a stranger but must be thoroughly established and made at home by association. It is a well established psychological truth that isolated facts are the hardest to master. Therefore, the greater the number of facts already possessed by the child that can be associated with the new, the sooner and more effectual will be the mastery. We call this process *apperception*, and if we fail to secure an apperception of the new, we have brought the truth simply to the threshold of the child's consciousness and then *shut the door in his face.* The teacher should often ask herself the question, *Have I brought this truth over the threshold into the inner consciousness of the child?*

IV. RECAPITULATION.

Kern says, "Complete mastery of a subject has not been gained until the child is able to reproduce it in a logical, intelligent statement." That means that after the topic in history has been discussed, the pupil must be able to reproduce all of the leading facts in logical order; it means that after hearing a lecture or sermon he must be able to give an outline of it; it means that when he understands how to work problems in arithmetic, or has mastered a principle in grammar, he must clinch his knowledge by a rule. I know that many teachers do not believe in teaching rules, and I agree with them so far as teaching the rule at the outset is concerned, but I am profoundly convinced that to omit the recapitulation, summary, topical statement, outline, rule, or whatever you choose to call it, at the end of a discussion, is to leave the knowledge at the threshold. Space does not permit a further elaboration of this point, but I hold myself ready to defend my position. Recapitulation embodies the idea of review, repetition, drill. Every teacher knows that we must go over our work repeatedly until it is fixed. We do not *drill* as much as we ought in our modern methods, and hence there is so much smattering, "a little of everything and not much of anything."

V. APPLICATION.

The knowledge obtained should be applied in practical life. It is not enough that the child can multiply six by five in the multiplication table, he must know if he buys of the grocer five pounds of sugar at six cents a pound what it comes to. I learned in geography that "a river is a stream of water flowing through the land." Not a hundred yards from where I was born is a large creek, tributary to the Susquehanna, and yet, no teacher ever thought of using that fact in explaining the river. The child regards the school as one thing and life as another thing, separate and distinct. The school should prepare for life, and application, the final step in this process, is most essential to that end.

If these five steps or processes are followed by the teacher in the presentation of a subject, I feel sure the work done will be thorough and the mastery of the knowledge by the pupils complete.

NATURAL HISTORY.

BY ELLA JACOBS, Philadelphia, Pa.

Life In the Water.

PEARL OYSTERS—SPONGES.

YOU have all seen beautiful pearls. They are not dug out of the mines, as are diamonds, rubies and amethysts. They are of animal formation. They are found in the shell of the pearl oyster. This oyster is really not at all like our ordinary oyster, being quite different in shape, as you can see by the

The Pearl Oyster.

illustration. It is supposed that a tiny grain of sand, or an unhatched egg becomes lodged between the mantle and the shell of the oyster. It has not the power to remove the foreign particle, and so it covers it with the glistening fluid secretion from the mantle called nacre. This nacre hardens and each year adds a fresh coating to the substance, and thus a beautiful pearl is formed from an accident, just as in life, what we often think a dreadful calamity may turn out beautifully and wonderfully for our own good and benefit.

The Chinese have a very clever way of making use of this habit of the pearl oyster. They put bits of sand and little images into the oyster shells and leave them for years; when taken out they are beautifully coated with the pearly substance. It is the nacre spreading over the entire shell which makes the pretty mother-of-pearl used in making ornaments. All oysters have not as plainly colored shells as those we use for food. The color of the shells depends upon the action of the light and the depth of the water, and in warm countries we find oysters and mussels with highly colored shells. Diving for pearls is very hard work. Most of the pearl oysters are found in the waters near Ceylon. The divers can only stay under water a couple of minutes. In this time they gather up quantities of the oysters and bring them to the surface. They are left on the banks, carefully secured by being placed in walled compartments, until the soft body of the oyster decays, and then the pearls are easily found. Some are loose; these are more costly than those which have to be partly spoiled by being cut off from the shell. Pearls are of great value, hence the pearl fisheries are carefully guarded to prevent any stealing. The Shah of Persia is said to have the most valuable collection of pearls in the world. Oysters, as I have told you, form good food for fish and many millions are eaten by them. But a rather curious and cruel enemy is the own parent, for the adult oyster feeds on the young ones, or spat. Many young oysters are suffocated by a thick vegetable growth which keeps out the air entirely. This vegetation is removed from oyster beds when the owners discover it in time. The oyster also furnishes food for sponges and star fish, and the latter are among its most deadly enemies. The young star fish attack only the seed and baby oysters; but the larger stars will eat oysters two or three years old, even when protected by a thick shell. It swallows them bodily and they dissolve and are digested gradually. Many oysters are destroyed by the drill, a snail-like mollusk, which bores tiny holes through the shell of the oyster and then sucks out the juices and soft part. You have probably seen oyster shells and other kinds of shells filled with tiny holes formed in this manner, and you will know by this that the animal has been attacked and killed. Not so valuable as pearls but far more useful, are the sponges, which are also found living and growing in the water and are also brought to the surface by divers. For many years there was a great doubt whether sponges were of vegetable or of animal formation. But now it has been definitely settled that they belong to the animal world and are about the lowest form of animal life. The sponges that we see every day are dead, of course, and look very different to what they do when they are alive and in the water. Sponges grow in masses attached to rocks; most of them are found in salt water. They are of many shapes, all sizes, and of a variety of colors—orange, red and yellow. They are covered with a thick jelly-like substance in life, which decomposes and disappears when the sponges are taken out of the water and die. One curiously shaped sponge has been called Neptune's Glove. You can see the reason by looking at the illustration. Some sponges

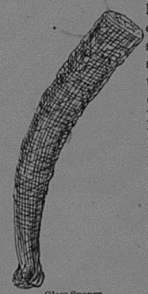
Neptune's Glove.

are flat, others are cup shaped, some are globular, others thread-like in appearance. Our most useful sponges are found in the waters of warm countries. A large amount is spent yearly for sponges, so it is an important industry in some of the eastern countries and thousands make their living by it. The diver usually goes out from the boat armed with a triangular shaped stone, or a long trident, (a three pronged stick.) With this he tears the sponges from the rocks upon which they are growing, puts them into a net or basket, and he is then drawn to the surface with his cargo. The sponges are now sorted to size, fineness or coarseness of texture. They are carefully cleaned and then are sent all over the world.

On examining a piece of sponge you notice it is full of holes or pores, some large, some small.

Fishing for Sponges.

As the water flows over these small pores it is absorbed and food and air taken in to nourish the sponges; the water passes out through the large pores. Sometimes the living sponges look like small fountains with the water squirting up from the pores. Some sponges have a horny substance which forms a skeleton, called spicules. These spicules grow in many curious and beautiful shapes. Some are so fine and transparent that they look like spun glass. But the sponges which we use are naturally much softer and have few spicules, or we could not compress them so readily, and the hard substance would unfit them for our use. Sponges do not reproduce by eggs like all of the animals we have so far discussed. New sponges are formed by a process called germination. Little buds are formed on the parent sponges; they grow larger and larger until finally they are complete sponges and attach themselves permanently to a rock. By examining a piece of sponge through a magnifying glass you can see more of its tiny, intricate and beautiful cells than can be discovered with the naked eye. As I have told you, sponges feed largely upon the eggs and spat of the oysters, and the sponges, in turn, form food for other aquatic creatures.



Glass Sponge.

This habitual killing and eating of each other show that all animals have enemies, and that constant warfare is being continually waged on land and in the sea by animals of all kinds and classes. This fight and struggle for life in which the weaker are killed and the stronger prey upon them, is carried on all over the world and is called "The survival of the fittest."

Valuable Books with the Instructor.

Every teacher should be familiar with the history of those two great Americans, Washington and Lincoln. The sparse information given in brief biographical sketches is not enough. Every one should possess and study a standard life of both of these men. Such are the books offered in connection with the INSTRUCTOR for the coming year. See the wonderfully low price at which these books are offered by us.

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Friday Afternoon Exercises

"Get knowledge all you can.

"Be thorough in all you do, and remember that, though ignorance often may be innocence, pretension is always despicable. But you, like men, be strong and exercise your strength.

"Work onward and upward, and may the blessing of the Most High soothe your care, clear your vision, and crown your labors with reward."

SEAT MATES.

An old gray country schoolhouse,
The girl's side looking west,
Third seat from back on the outside row,
Both she and I liked best.
From there we could see the maples,
And a long, low field beyond—
In summer, the place where berries grew,
In winter, a skating-pond.

So much to be said each morning!
Going in thro' entry-way
At call of bell, we had ever a thought
Of something we'd like to say.
But then we could sit together,
Each glad the other was near.
No need for saying much after all,
When you sit with one that's dear.

But that's long past. In the city
One's time is so crowded, you know,
We often meet, but we never speak
Of the school days long ago.
And we've caught that faultless manner,
Hardly cordial, never cold;
Oh! it's not the air we used to wear
When we met in the days of old.

Last week at the Quade reception,
Where both helped entertain,
We chanced to meet at the terrace steps
In a sudden dash of rain.
We thought of our silken apparel,
And hastened, with anxious frown,
As on lustrous fold and delicate tint,
The great drops pattered down.

In a flash, then, I remembered
A long-gone rainy day,
When, shoes hung over arm, we two
Barefoot went homeward way.
We folded the torn umbrella,
Our skirts we used for cowls.
We gave the robins call for call,
And jeered at the drooping fowls.

She, too, I think, remembered,
For she turned in the great hallway,
Her face aglow with a merry thought
Of something she'd like to say.
Then of time and place grew heedful,
Obeying with ready art
The mystic rule of a worldly school,
Where we sit so far apart.

—*Susan M. Haydon.*

MR. GLADSTONE TO BOYS.

What Mr. Gladstone has to say to young boys about success in life ought to be worth reading and worth thinking about:

"Be sure that every one of you has his place and vocation on this earth, and that it rests with himself to find it.

"Do not believe those who too lightly say, effort—honest, manful, humble effort,—does not succeed by its reflected action, especially in youth, better than success, which indeed, too easily and too early gained, not seldom serves, like winning the first throw of the dice, to blind and stupefy.

KITTY AT SCHOOL.

Come, Kitty dear, I'll tell you what
We'll do this rainy day;
Just you and I, all by ourselves,
At keeping *school*, will play.

The teacher, Kitty, I will be;
And *you* shall be the class;
And you must close attention give,
If you expect to pass.

Now Kitty, "C-A-T" spells *cat*.
Stop playing with your tail!
You are so heedless, I am sure
In spelling you will fail.

"C-A" oh, Kitty! *do* sit still!
You must not chase that fly!
You'll never learn a single word,
You do not even try.

I'll tell you what my teacher says
To me most ev'ry day—
She says that girls can never learn
While they are full of play.

So try again—another word;
"L-A-C-E" spells "*lace*."
Why, Kitty, it is not polite
In school to wash your face!

You are a naughty, naughty puss,
And keep you in I should;
But then, I love you, dear, so much
I don't see how I could!

O, see! the sun shines bright again!
We'll run out doors and play.
We'll leave our school and lessons for
Another rainy day.

—*Kate Ulmer.*

ONLY A BIRD.

Only a bird! and a vagrant boy
Fits a pebble with a boyish skill
Into the folds of a supple sling.
"Watch me hit him. I can an' I will."
Whirr! and a silence chill and sad
Falls like a pall on the vibrant air,
From a birchen tree, whence a shower of song
Has fallen in ripples everywhere.

Only a bird! and the tiny throat
With quaver and trill and whistle of flute,
Bruised and bleeding and silent lies
There at his feet. Its chords are mute.
And the boy, with a loud and boisterous laugh,
Proud of his prowess and brutal skill,
Throws it aside with a careless toss—
"Only a bird! it was made to kill."

Only a bird! yet far away
Little ones clamor and cry for food—
Clamor and cry, and the chill of night
Settles over the orphan brood.
Weaker and fainter the moaning call
For a brooding breast that shall never come.
Morning breaks o'er a lonely nest,
Songless and lifeless; mute and dumb.

—*Mary Morrison, in Birds.*

THE MIRROR'S MESSAGE.

There's a mischievous boy at the window
Of the house just over the way,
Who is just too sick to go to school,
But not too sick to play.

His fellows are off to their labor,
Manfully learning to live,
Storing their minds with the wisdom
That teachers and books can give;
And the babies are down on the pavement,
Though sharp is this winter day,
Busy at romping and running.
But the boy just over the way
Is a little too sick to go to school,
But not too sick to play.

Back on his westward pathway
The sun is throwing his light,
And that side of the street has gleamings,
Ours but the shadows of night.
Hiding behind the lattice
Of the home just over the way,
Grasping a broken mirror,
Is the mischievous boy at bay;
He's a bit too sick to go to school,
But not too sick to play.

Now at my windowed profile,
(I'm busy sewing seams,)
And through my darkened chamber,
He flashes dazzling beams,
And at my start of amazement
He shouts in transport gay,
And he hides when I look for the reason,
This boy that's over the way.
Oh, he's not too sick to go to school,
If he's not too sick to play.

Now he is shaking the sunshine
Down where the babies are,
And he gloats when they check their romping,
And grins at the frightened stare,
Straining his ear to harken
At what the little tots say.
Oh, mischievous boy, I'm thinking,
At my window across the way,
You're never too sick to go to school,
If you are not too sick to play.

But I think, I think with gladness,
Of his message vivid and sweet,
For a smile is always like it,
Or a look, or swift willing feet,
Or a love knot tied in our heart strings
With a pat that will make it stay.
That is your mirror's message,
O boy across the way.
I'm glad you were too sick for school,
And not too sick for play.

For I shall set me a duty,
That deep in my heart I'll place,
A thing that shall focus good tidings,
And out upon every sad face
I shall flash a message of gladness,
So brilliant, so joyful the ray,
As to banish the gloom of trouble.
I thank you, boy, over the way,
For being too sick to go to school,
But not too sick to play.

The mischievous boy with the mirror
From the lattice has gone away;
Hurrah! he is much too sick for school,
But not too sick to play.

—*Bertha S. Saunier.*

THE LITTLE RED SCHOOLHOUSE.

How plainly I see through the vista extended
From manhood's clear heights to the mystical rill,
Whence the river of childhood its channel descended,
The little red schoolhouse that stood on the hill.

Within, the rude desks and the benches still ruder,
The platform on which stood the throne of our queen;
No view were complete that did not include her,
The gentlest of tyrants the world has e'er seen.

How she loved us, and how, when she pleased, she would scold us;
With our blunders and follies how patiently bore;
In our griefs to her heart how she'd fondly enfold us,
And again used the rod till we (silently) swore!

She taught us arithmetic, reading and writing,
And, hardest to us, tried to teach us to spell;
Promotions and merits she made all inviting,
And spurred our ambitions in deeds to excel.

But the little red schoolhouse we went to in childhood
Had attractions surpassing all those the books gave;
We remember our playmates, the walks through the wildwood
With the girl that we loved, who made us her slave!

What "fun" we all had, on the cold winter mornings
When, booted and muffled, we started for school,
And hitched our small sleds, unmindful of warnings,
To the swift gliding sleigh, disobeying the rule.

And how joyous we were when the springtime returning
Brought the songs of the birds with the blossoms of May,
And the out-of-door sports, which, all weariness spurning,
We played after school till the Night caught the Day!

O visions of joy, unshadowed by sorrow,
Of love that knew nothing save love's fair young dream;
Of hope that saw only the gladsome tomorrows,
And faith that believed things are what they seem.

Ye gladden our hearts, the old trust renewing,
As again with the raptures of boyhood they thrill,
E'en as when, in life's morning, our tasks still pursuing,
We were happy and free at the school on the hill.

—*Rev. Henry G. Spaulding.*

THE CALL.

The clouds grew dark as the people paused,
A people of peace and toil,
And there came a cry from all the sky:
"Come, children of mart and soil,
Your mother needs you—hear her voice;
Though she has not a son to spare,
She has spoken the word that ye all have heard.
Come, answer ye everywhere!"

They need no urging to stir them on,
They yearn for no battle cry;
At the word that their country calls for men
They throw down hammer and scythe and pen,
And are ready to serve and die!
From the North, from the South, from East, from West,
Hear the thrill of the rumbling drum!
Under one flag they march along,
With their voices swelling a single song,
Here they come, they come, they come!
List! the North men cheer the men from the South,
And the South returns the cheer;
There is no question of East or West,
For hearts are a-tune in every breast,
'Tis a nation answering here.

It is elbow to elbow and knee to knee,
One land for each and for all,
And the veterans' eyes see their children rise
To answer their country's call.
They have not forgotten—God grant not so!
(Ah, we know of the graves on the hill.)
But these eager feet make the old hearts beat,
And the old eyes dim and fill!
The Past sweeps out, and the Present comes—
A Present that all have wrought;
And the sons of these sires, at the same camp-fires,
Cheer one flag where their fathers fought!
Yes, we know of the graves on the Southern hills
That are filled with the Blue and the Gray.
We know how they fought and how they died,
We honor them both there side by side,
And they're brothers again today.
Brothers again—thank God on high!
(Here's a hand-clasp all around.)
The sons of one race now take their place
On one common and holy ground.

—*Richard Barry.*

THE BLIND ORGANIST OF LUCERNE.

Written after listening to the Organ Tempest of Lucerne.

There are heights of light whose vision
The sense cannot control;
There are hours of apperception
When thought may see the soul.

We came to fair Lucerne at even,—
How beauteous was the scene!
The snowy Alps like walls of heaven,
Rose o'er the Alps of green;
The damask sky a roseate light
Flashed on the lake, and low
Above Mt. Pilate's shadowy height
Night bent her silvery bow.

We turned towards the fadeless fane,
How many centuries old!
And entered as the organ's strain
Along the arches rolled!
Such as when guardian spirits bear
A soul to realms of light,
And melts in the immortal air
The anthem of their flight;
Then followed strains so sweet,
So sadly sweet and low,
That they seemed like memory's music,
And the chords of long ago.

A light wind seemed to rise;
A deep gust followed soon,
As when a dark cloud flies
Across the sun at noon.
It filled the aisles,—each drew
His garments round his form;
We could not feel the wind that blew,
But only hear the storm.
Then we cast a curious eye
Towards the window's lights,
And saw the lake serenely lie
Beneath the crystal heights.
Fair rose the Alps of white
Above the Alps of green;
The slopes lay bright in the sun of night,
And the peaks in the sun unseen.

A deep sound shook the air,
As when the tempest breaks
Upon the peaks, while sunshine fair
Is dreaming in the lakes.
Then like a fateful wing
There rose a wind so drear,
Its troubled spirit seemed to bring
The shades of darkness near.
We looked towards the windows old:
Calm was the eve of June;
On the summits shone the twilight's gold,
And on Pilate shone the moon.

A sharp note's lightning flash
Upturned the startled face;
When a mighty thunder-crash
With horror filled the place!
From arch to arch the peal
Was echoed loud and long;
Then o'er the pathway seemed to steal
Another seraph's song;
And 'mid the thunder's crash
And the song's enraptured flow,
We still could hear, with charmed ear,
The organ playing low.

As passed the thunder-peal,
Came raindrops falling near,
A rain that one could not feel,
A rain that smote the ear.
And we turned to look again
Towards the mountain wall,
When a deep tone shook the fane,
Like the avalanche's fall.
Loud piped the wind, fast poured the rain,
The very earth seemed riven,
And wildly flashed, and yet again,
The smiting fires of heaven.

And checks that wore the light of smiles
When slowly rose the gale,
Like pulseless statues lines the aisles
And, as forms of marble, pale.
The organ's undertones
Still sounded sweet and low,
And the calm of a more than mortal trust
With the rhythms seemed to flow,

The Master's mirrored face
Was lifted from the keys,
As if more holy was the place
As he touched the notes of peace.
Then the sympathetic reeds
The sweet enchantment wrought,
As the senses met the needs
And the touch of human thought.
The organ whispered sweet,
The organ whispered low,
"Fear not, God's love is with thee,
Though tempests round thee blow!"
And the soul's grand power 'twas ours to trace,
And its deathless hopes discern,
As we gazed that night on the living face
Of the Organ of Lucerne.

Then from the church it passed,
That strange and ghostly storm,
And a parting beam the twilight cast
Through the windows, bright and warm.
The music grew more clear,
Our gladdened pulses swaying,
When Alpine horns we seemed to hear
On all the hillsides playing.

We left the church: how fair
Stole on the eve of June!
Cool Righi in the dusky air,
The low-descending moon!
No breath the lake cerulean stirred;
No cloud could eye discern;
The Alps were silent: we had heard
The Organ of Lucerne.

Soon passed the night: the high peaks shone
A wall of glass and fire,
And morning, from her summer zone,
Illumined tower and spire;
I walked beside the lake again,
Along the Alpine meadows;
Then sought the old melodious fane
Beneath the Righi's shadows.
The organ, spanned by arches quaint,
Rose silent, cold, and bare,
Like the pulseless tomb of a vanished saint:—
The Master was not there!
But the soul's grand power 'twas mine to trace
And its deathless hopes discern,
As I gazed that morn on the still, dead face
Of the Organ of Lucerne.

I stood on the height whose vision
The sense could not control;
'Twas my hour of apperception;
The blind organist could see
And I had seen the soul!

—*Hezekiah Butterworth.*

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES

Primary Number Work.

FANNIE B. BRYANT.

FOR the first year, the child's number work should be largely, if not wholly, perceptive.

The disastrous result of early abstract number training is the glaring defect that faces the teacher of later grades. Abstract, "booky" work must be guarded against if we would develop practical arithmetical notions. Mental arithmetic is to the average grade, or even high school boy or girl, a "science" most uninteresting and insurmountable. Practical arithmetic is made a subject foreign to daily association and needs, as well as it is made a matter of pure memory for the child.

"Haste makes waste," is a maxim more applicable to the teacher than any one else in the world; for she has so much to waste,—so much youthful energy and mental vitality in her keeping to use or to waste; such potential powers to *evolve* or to *stifle*; so many precious moments, in her room of thirty pupils, to *improve* or to *lose*.

A young woman, teaching her first term in a country school, wrote me, saying,—"How do you teach primary numbers? I have a little boy six years old in school and he can not learn anything about numbers. He knows all the figures well and can make any one I ask him to, but when I say how many are two and two, or five and one, he can't tell me, he will say ten or anything that comes into his mind. When I give him five pencils and two pencils he can not count to find how many there are. What *shall* I do?" Now this is only one young teacher who has expressed similar trouble and discouragement. Now teachers, troubled and inexperienced, your great difficulty lies in your enthusiastic haste to push the child too rapidly into written or abstract work which, if you consider, you will know he cannot do. Remember that the child's mental nature is developed in stages and not all at once. Object teaching and concrete application must precede abstract teaching and thought. Since a child's first impressions are gained thro' the senses, a grand, broad field lies before the primary teacher, for developing the numerical notions that lay the foundation for all later arithmetic work and save the child a vast amount of energy and time,—a consideration of no slight importance in this day. Now I am going to give you the work that I have planned for the first nine months the child is in school. It is marvelous, the great arithmetic basis, and language too, I can build on this plan. And you can, too. Everything belonging to the universe is governed by law, so let me state at first the old law, "Activity is the law of childhood." When the child enters my room he is presumed to know *nothing* of numbers whatever. His first lessons consist in recognition of various objects,—balls, blocks, hats, boys, everything. I say "What is this? (a ball, etc.) This develops freedom, confidence and some language on the part of the child. Make the lesson brief and lively. Get the child into a state of ease and freedom from self-consciousness. These lessons continue as long as the teacher thinks necessary, that is if they are not allowed to become monotonous or unvaried. Interest is the secret of the child's progress. Do not let your children feel that what you give them is a part of their necessary learning. This thought in a child-mind is retarding to the utmost extent. After this recognition (remember it has been utterly regardless of number,) comes comparison,—the "Great Center" of arithmetical notions; judgement of relative magnitude. Here is where many fail because they hasten over this vital subject. I make it the chief part of a year's work and later save many years and much struggling through problems. Take the same objects as before, similar ones of various sizes, also, and present to the child. Ask them to tell about them; (differences, etc.) Perhaps he can at first only represent his idea of comparison by pointing, etc, This is broad comparison. It must be free on part of pupils. Later comes stated comparison. He states that one is wider or smaller or higher or larger than another, etc. Finally comes accurate comparison, twice as high, three times as large, etc. It is wonderful to see the little minds grasp this through their own honest senses. And it is restful to see the self-confidence that develops in the little one, at first shy and uncertain. It is one of the untried crimes of the world that teachers commit daily, when they in so many ways make little ones lose their faith in their honest eyes, ears and fingers. Teach them to feel that they can *not* be wrong no matter what they say. Don't try to have them say anything that they can doubt. Let the children handle the objects a great deal. They gain notions of hardness, softness, heavy, lightness, form and myriads of other comparisons. Have them draw a great deal; a line, then longer line under it, shorter line over, etc. The positions give "eye proof" of longer, etc. Introduce and develop, incidentally, horizontal and vertical lines. Use many kinds of objects. Have pint, quart, gallon, bushel, peck measures, foot and yard rulers, ribbons, strings, etc., always in sight. Let the children get you a pint of water, then a quart, etc. Incidentally they make the names of the measures a part of their knowledge. *Compare* amounts, broadly then accurately. Have all possible *liquid and dry* articles to be measured and use proper measures for them, empty or reduce to others. Children tell about all they did. Question judiciously. Cut yard of ribbon into feet. You have taught them to measure with rulers. How many feet? Sew three feet of ribbon together. Measure it. After five, six or seven months of this work have pupils tell all they can about certain set of measures. Then develop table, perceptively and purely by child's language. Oh! the happy day when the table of denominate numbers are a part of the child and not "bugbears" of school life. Develop, here, fractions to an extent. I prefer apple, orange, etc., at first rather than blocks; Develop ½, lead up to ¼ quart, ¼ gallon, etc. Develop this thoroughly. Then take up one-fourth. Use all possible objects. Gradually, at intervals, but not successively day after day, all fractions up to one-tenth. Two-fourths, two-thirds, etc., can be developed and many fractions. It lays basis for easy work in higher grades. Develop names, recognition and construction of cube, square, oblong, etc. Draw, cut and sew these. Apply these forms, fruit, heads, boxes, etc., to objects used and seen. Develop angles; notice corners of walls, fences, books, etc. Find corners. (Angle another name for corner.) Right angle is where the walls are put together right and can stand upright. Acute, is a cute (sharp) little fellow. Cut, draw, and sew angles. This wide range of work is to cover the first year to the greatest extent. I have not mentioned figures at all. In another paper I shall tell you how you can introduce the figures and their use without any trouble in having the child add, subtract, multiply or divide. Of course I make the figures a part of the first year's work, as I shall explain. They are secondary to the above work.

Improving Language.

FLORENCE DEMAREE.

THERE are several incorrect expressions that are noticed occasionally in daily conversation, in recitation, and elsewhere, and it would seem that these are used only because they seem so nearly right as not to be noticed as errors. Language work in the grades may be much improved if such errors are kindly pointed out and correct expressions substituted for them. One of the chief errors of this kind may be seen in the following sentence:—"Some of them went, but all did not go." In this sentence the expression "all did not go" signifies that *none went*, and this does not accord with the idea expressed in the preceding statement. If "*some* went" it is quite plain that not "all" (or the entire number) stayed. And therefore in such a sentence it is more correct to say "not all of them went," or, "they did not all go," etc.; thus making *not* limit the meaning of "all." Another mistake that is often seen is the use of "of" instead of "for." Occasionally pupils make this mistake when reciting the last clause in the preamble to the Constitution. In this clause, "for" denotes purpose or intention—the Constitution is to be a law or set of rules for the governing of the people—and to substitute "of" in place of "for" in this clause would impair the meaning of the sentence. But when speaking of the Constitution as a document it is correct to speak of it as the "Constitution of the United States." "Of" often means "from," and, although these words may sometimes be used synonymously, discretion must generally be used to determine which of these prepositions is required in a sentence. The use of "of" instead of "to" is also an error quite frequently seen. In sentences like the following it is correct to use "to" instead of "of;" as:—"He is a friend *to* freedom's cause;" "James is a brother to John," etc. And there are many other nice discriminations which characterize refined discourse, and which require attention in order to become useful parts of education. This work in language should be given more time in advanced than in primary grades, since the reasoning of advanced pupils is clearer and more comprehensive, thus enabling them to discriminate more closely between two expressions, and by understanding the work more clearly pupils will retain the impression longer in the memory, and will thus be enabled to improve not only the bits of language thus studied but will also be fitted to improve much more along the same line, unaided by the teacher.

Opportunity in the Lower Grades.

BY AMY C. SCAMMELL.

IF THERE comes along a large or a small child-interest, the alert teacher captures it, and makes it serve as a lesson and a delight to her children.

Pussy walks behind Fred to school some morning, by half-invitation, we surmise; but then, as one old deacon said in meeting, "Here's a good chance for an opportunity now, if anybody wants to speak." So here goes a lesson on cats and kindness. "At our candy-pull on Saturday we wished we could send every poor little Indian on Kandy Island a Christmas present, but I suppose that the children who live on Kitty Island have about everything they wish to make them happy." "Kitty Island?" "Yes, that's way down south of us, where the loveliest oranges grow. Christopher Columbus—you all know about him—was the very first one to find this place. He gave it a long, hard name, but people call it Cat island, now. Well, Kitty is waiting to give us a lesson, and then run home; so let's listen to her. I can guess what her purrings, and mewings, and tail-wiggles mean, so suppose I talk for her."

"Do you know where cats came from, Willie?"

"No, Kitty. Do you?"

"You know about baby Moses; cats came from his country, Egypt. They are always treated kindly there; never a boy uses pussy's tail for a handle, or pulls it to make her squeak. The little Egyptian children of long ago, thought their cats so good and wise that they said their prayers to them. Why don't you ask *me* a question, somebody?"

"Please, Kitty, how many kinds of you are there?"

"I can't stay to tell you, little girl, for there are so many of us. I have pictures to show you of some of the handsomest kinds. Here is the tortoise-shell cat; you see the colors and marks are just like those of the tortoise-shell you have in your cabinet. The Angora cat you all know. See this Persian pussy, with its long white hair just like silk! And this Japan kitty, with its short stumpy tail, too short to whisk! Here is a cat with no tail at all, so she can talk only at one end of her; but she has more claws than the rest of us; she has six on each foot."

"What's her name, and where does she live?"

"Her name is Manx cat, and she lives on Man Island; you would have to cross the big water to find her; your little Irish friends over there play with her. Just look at the long, silky, hanging ears of this Chinese cat! Your yellow brothers and sisters own her, and little Stumpy-tail, too. Who went to the menagerie last week to see the big cats of my family?"

"I went," "and I," "and I, and there wasn't a big cat there."

"What did you see there, Phil?"

"I saw lions, and tigers, and leopards, and lots of animals that don't live around here."

"Didn't you know that the animals you named were cats, Phil? So you saw cats that were as high as you, and so strong that they could carry off your father's horses."

"Oh, but didn't that tiger look fierce?"

"Yes, Will; but you can make the tiger and the lion as fond of you as your own pets are, by being kind to them. Now let me hear what you children know about common cats like me. How many toes have I? What, not sure! Count and see. How many make them eighteen? What a still school you would have, if you all had feet like mine! Why do my feet have such soft cushions?"

"So that the mice and the birds can't hear you coming, Kitty."

"You see that my toes are joined by a very thin skin; so I am what, Johny?"

"Web-footed, just like a duck."

"And, of course, I can do what, May?"

"Of course, you can swim and go fishing? But you don't like the water, do you?"

"No, May; but that is not a good reason why I shouldn't earn some of my living by catching fish. 'I don't like to' isn't a decent excuse for cats or folks. I often go trouting with Fred."

"My kitty acts as if she was afraid of the rain; she picks out the dry places to walk in."

"Don't you see why? Her fur isn't oily, as the bird's feathers are, and so it is easily wet; a wet coat is heavy for her to carry about."

"What tricks can you do, Kitty?"

"Not many, for my Master Fred is good to me. I have heard of cats who would spring eight feet for a piece of meat, and that would jump through hoops held very high. I have seen cats turn somersaults and do many queer things to amuse people; but it makes cats very tired to do such hard work, there are a plenty of pretty, easy tricks that they can be taught to do. I wonder how many of you would like to be taken into a dark closet some cold day, and have your back rubbed just the way that plagues you, till it snapped and felt all on fire! Waking up e-lec-tric-i-ty, they call it. I don't stand *that*. I push out my claws and scratch."

"*I* think cats have easy times; they don't have much troubles."

"But they *do* little girl, they often have to go hungry because somebody forgets, and things aren't put where they can help themselves; and on many a fine night for hunting, they get locked in-doors because that same somebody forgets again. How many of you have catskin rugs at home? Any of you been sleigh-riding this winter all tucked in by a catskin robe? What a good visit I've had! I'll come again. Now every boy and girl of you who can, take pencil and paper and write what we have said, this morning."

Easy Problems for Primary Pupils.

A frog being in the bottom of a well, 20 feet deep, jumps up 3 feet and falls back 1 foot. How many jumps must he make to get out?

How many in a class of 6 boys and 7 girls?

Jane had 40 cents. She spent 10 cents for a ribbon, 5 cents for some oranges and 4 cents for some grapes. How much did she spend and how much did she have left?

Henry received 24 cents for working 4 hours. How much did he receive each hour?

Kate solved 20 problems and then had 7 more to solve. How many problems were there in her lesson?

There are how many cents in $2.50? In 2½ dollars?

Jack paid 27 cents for a ball and 15 cents for a bat. Two of his companions borrowed them and broke the bat and lost the ball. They should, of course, pay back for them. How much should each pay him?

The Difference in Teachers' Salaries.

The difference between teachers drawing salaries of $15.00 or $20.00 a week and those drawing $5.00 is largely in the qualifications. Many of those drawing small salaries and occupying inferior positions COULD and WOULD occupy better positions and draw higher salaries IF QUALIFIED TO FILL SUCH POSITIONS. The question of how to become better qualified at slight expense and at no loss of time from the school room is fully answered by the catalogue of the AMERICAN CORRESPONDENCE NORMAL, Dansville, N. Y. This institution has a complete system of Home Study which every progressive teacher should investigate. Special rates to readers of NORMAL INSTRUCTOR.

BIRDS

By LILLIAN M. CHERRY, Minneapolis, Minn.

I have in mind to-day an odd bird, of which I believe we have never talked. I like the birds who can tell their own names, and when this shy fellow calls out so plaintively, "Bob White, Bob White," I feel ready to follow him anywhere, if I may catch but a single glimpse of him, and hear again that note that has so much of Spring in it. The children think he is calling for rain.

"Tell me the note of the whistling quail
Heard in the Spring o'er hill and dale,
O Robert White, 'twill rain tonight,
More wet, more wet, Bob White, Bob White!"

You know Bob White is a quail or partridge and has many relatives among the grouse. I wish he were not such a popular game bird. The fact that he is the

Bob White.

only "whistling quail" should commend him to protection. Here are some of Bob's relatives: The Ruffed Grouse or Partridge, the Canada Grouse, the Prairie Chicken or Pinnated Grouse, the Gray Ruffed Grouse and Woodcock. Bob White is but 10 inches long—the same size, you see as our robin. I think his feathers are pretty as robins, with their soft browns, buffs, grays and white. Boys and girls, what can we do to make little Bob White's life happier?

In autumn, we often hear the quail and crow at the same time. Then

"Bob White with his silvery whistle
Sings shrill from the heart of the corn,
And clear over fir-top and elm-top
The caw of the black crow is borne."

Let us read today from the chapter in "Citizen Bird" called "Three Famous Game Birds." If any one should ask you which are the most famous American game birds, you may answer without hesitation, "Bob White, Ruffed Grouse and Woodcock"—the whistler, the drummer and the sky dancer—all three good citizens and handsome interesting birds. Bob White is the most familiar, because in spring, when he feels sure the law will protect his pretty head, he comes out of the thick bushes to the rail fence by the roadside and calls his own name—Bob White, Bob White!—so that the shy mate he desires shall know where to find him. Then if she is hard-hearted and a long time coming he will say: "Bob White, *poor* Bob White!" as if craving pity. The last of May, the nesting begins, and from then until autumn Bob White tells his name and whereabouts to no one; for it is a very busy season with him. The nest of leaves on the ground may yield during the summer twenty or thirty little Bobs, whom he must help supply with food and teach to walk about and care for themselves.

The Owl Family.

STRIGIDÆ.

You will recall our mention last month of that largest bird of prey, the Eagle. We have said but little in our Bird Talks of Birds of Prey. But I hope you will find time this month for a careful study of the owl family, which is the most useful, and I think the most interesting family belonging to this class. Mrs. Wright classes the owls in the guild of Wise Watchers, those silent birds who sit in the shadow of the woods

Nest and Nook near Haverhill Mass.

or perch near the fields, waiting for their prey of rats, mice, moles, rabbits, gophers and also beetles and cutworms which destroy so much vegetable life.

There will be time today only to mention some of the different kinds of owls of which you may make a study: the screech owl, the long-eared (called also cat owl), the short-eared or marsh owl, the barred, hoot or wood owl, the saw-whet or Acadian owl, and the snowy owl, the rarest and most beautiful. Here is a sketch of a wood owl, found in Haverhill woods, near J. G. Whittier's home. You will find the owl a bird frequently mentioned in literature. See what you can find in Shakespeare, Wordsworth, Tennyson and others.

Baby Owl.

In our cozy library we sat one night, listening to the rain falling, and watching the fire-light from the open grate dancing upon the walls. In mamma's lap lay our blue-eyed boy fast asleep. Patter, patter, came a sound that was more musical than the rain-drops, and in from the nursery, with bare feet and trailing white gown, came our four-year old daughter. Close into my arms she crept and then followed the usual request "Please, papa, rock me just a little and tell me a baby owl story." In the depths of those great brown eyes, whose sparkle the sand-man had not yet dared to quench, was found this "Baby Owl Story," which ever after was the favorite owl story.

(It is now told for the first time in print, hoping it may give pleasure to many other little folks, both the brown-eyed and the blue.)

Once in a forest, near the banks of a lake lived a little baby owl, with his papa and mamma. His home was a nest snugly built in a great hollow tree. In fact, it was the very house in which the year before there had lived a busy brown squirrel. Branches and broad green leaves helped to hide the opening into this home. Not far from the lake was the city, a frightful place to forest-bred owls.

But although the city was so near, the owl's home was in such an out-of-the-way place, that few people ever came near. Only in the summer, the campers on the lake shore sometimes climbed the hill at night and built camp-fires beneath the big tree, sung songs and told such interesting stories, that the owls liked to listen to them. At times, too, boys passed by on their way to fish in the lake. But they had no idea of the interesting family who dwelt in the old tree. The baby owl was about the prettiest little owl in all the world, or at least his papa and mamma thought so. He had a very large head and great round eyes. His nose was a queer hard one like horn, and he had the largest red mouth that kept his papa and mamma hard at work to keep filled. At first he had no fluffy feathers to cover him, but they were at last beginning to grow and stand out very gaily all over him. His feet had long sharp nails so that he could hold on tight to the branches of the tree and not fall. Then, too, when he grew to be a big owl, these claws would help him to catch birds and mice for his food. His eyes were so large and let in so much light that he could not see very well during the day. But at night, oh, then he could see very well indeed! Funny, is it not, that almost all owl's eyes are like that? When little children and most birds have their eyes fast closed for the night, owl's eyes are bright and sharp.

A busy brown squirrel.

The papa of our baby owl was not such a very big owl, although much larger than the baby. And he usually ruffled his brown feathers and tried to look very fierce, though he was kind as could be to his family and every night went out to search for food, bringing home all the choicest bits.

The mamma owl was less fierce looking than papa owl. But she was very dignified and a most kind and careful mamma. She looked after her baby so well, and kept him cuddled cozily in her feathers whenever it was cool. I am sure he ought always to have been a very good baby owl.

Now, his mamma had often told him never to go out of the nest without her until his wings grew stronger. She took him out sometimes and let him hop along the branches and flutter his wings, but she always said, "My dear, you must be very careful and not try to jump or fly too far, for you might fall to the ground and a dog catch you, or some boys might get you and take you to the city. They would surely put you in a cage and tease you, as they once did to my cousin. Your papa and I would never see our baby again and we would surely die of grief." At this, the cousin owl, who often chanced to be making a call upon his relatives, would nod his head and say. "That is good advice, little fellow. Mind your mother always and you will keep out of trouble. If the boys who caught me had not left my cage door open one day, I doubt if I should ever have gotten back to my dear home and pretty woods." Then cousin owl would spread his wings and fly slowly away. All the owls looked up to him and thought him very wise, because he had traveled so far and seen so many strange things. But few envied him his hard experiences.

One would think, with all the warnings he received, the baby owl would have minded his mamma. But you will see how sadly he forgot, and how great danger he was in because of his forgetfulness. One evening, when his papa and mamma had both left the nest for a few moments, baby owl fluttered out on the branch and begun to hop all about. Then he decided to fly to the next tree, and spreading his wings as he had seen the cousin owl do, he cried, "See how strong my wings are!" But the next moment, down he tumbled to the ground. It hurt him to fall and he was so frightened, too, that he lay there quite a while before he could get his breath and decide what to do.

Along came some boys, just as mamma owl had prophesied would be likely to happen. "Ho, what's that?" cried one boy. "A funny little owl, I do believe. Let's catch him and take him home." Then commenced an eager chase, and the poor little owl fluttered and tumbled and tumbled and fluttered along until he rolled right over the bank to the lake shore. Here one of the boys quickly caught him up in his hand, while his little heart beat so fast he thought it would burst and his wings fluttered so that they were almost broken.

Just about this time, his papa and mamma reached home. It did not take them long to find out that their baby was in great trouble. And although they were very much afraid of the boys, no sooner did they see their darling in such danger than they both flew at the boy in their fiercest way. Such an outcry as they made! It was now the boy's turn to be frightened. He dropped baby owl, and with his comrades, climbed into a boat and rowed away. The little owl scuttled off into a bush and hid under some dry leaves. After a time he heard his mamma hooting to him so gently, that he forgot his fright and answered her call of Whoo! hoo! hoo! He crawled out of his hiding place and his papa and mamma helped him home and put him to bed. How glad he was to see his

snug home again. And he told his mamma he would never again forget her commands and warnings. He kept his word and grew up to be a very wise, happy owl. When he had little baby owls of his own, he told them how he had suffered because he had disobeyed his mother. I am sure I heard him one night, "Hoo, hoo, hoo-ing" this story to his children, just as I am telling it to you.

The Little Birds and the Owls.

Every morning when Hiawatha awoke, he heard the birds singing in the forest. At night when he lay in the wigwam, he heard the owls hooting and scolding. The little boy knew all the sounds of the forest. He knew the language of every bird. He knew what the owls said to each other. The owls were asleep through the day, but at night they awoke. When the bright moon rose, Hiawatha heard them hooting in the forest. He heard them talking to each other and laughing at the moon. The little birds sang when the sun was shining. They sang to the rising sun that made the earth beautiful. Hiawatha called them his little chickens. "Hiawatha's Chickens" were afraid of the owls and at night they hid themselves in their nests. Hiawatha loved the music of the birds, but he was afraid when he heard the owls.

"When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that" he said, "Nokomis?"
And the good Nokomis answered:
That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

Cigarette Smokers.

A prominent railroad man is the latest to throw down the gage of battle to the cigarette. He is a general freight agent on a large railroad, and employs many young men as clerks. He has announced that in the future he will not employ any young men who are addicted to the cigarette habit, and further than this, he expresses his intention of getting rid of all cigarette fiends now working in his department. He gives the following as his reasons for this decision: "Among the 200 in my service 32 are cigarette fiends. Eighty-five per cent of the mistakes occuring in the office are traceable to the 32 smokers. They fall behind with their work and when transferred to other desks, which men who do not smoke handle easily, they immediately get along just as badly, showing that it is not the amount of work, but the inability or indolence of the performer. The smokers average 'two days off' from work per month, while the non-smokers average only one-half of a day in the same time. The natural conclusion is that 32 young men are holding positions deserved by better men."—*Michigan School Moderator.*

Cuban Courtesy.

The ever-present politeness of the Cuban is a perpetual wonder. An American lady entered a shop on Obispo street some time ago, and asked for an article which the merchant did not have in stock. "If the *senora* will permit me, I will beg to assist her in finding it," said the obliging shopman. He thereupon closed and locked his store and accompanied the stranger to shop after shop, until she had been supplied. The Cuban then simply bowed and bade her "*Adios !*" to return again to his place of business, content in the thought that he had rendered only the kindly duty which a true Cuban holds is always his due toward others.—*Woman's Home Companion.*

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We also make finer garments and send samples of all grades. **We pay express charges everywhere.** If, when writing to us, you will mention any particular kind or color of samples that you desire, it will afford us pleasure to send you a full line of exactly what you wish. We also have special lines of black goods and fabrics for second-mourning. Write to-day for catalogue and samples; we will send them to you, *free*, by return mail.

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The Swallows.

Gallant and gay in their doublets gray,
All at a flash, like the darting of flame,
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Certain of Springtime the swallows came!

Doublets of gray silk and surcoats of purple,
And puffs of russet round each little throat,
Wearing such garb they had crossed the waters,
Mariners sailing with never a boat.

—*Sir Edwin Arnold.*

The Song Sparrow.

Sunshine set to music!
Hear the sparrow sing!
In his note is freshness
Of the new born Spring

Splendor of the sunrise,
Fragrance of the breeze,
Crystal of the brooklet
Trickling under trees

Over moss and pebbles—
Hark! You have them all
Prophesied and chanted
In the Sparrow's call.

—*Lucy Larcom.*

March Bird Talks.

To-day the garden bed is white
Beneath the driving snow,
But the Spring is near—we need not fear—
For the birds and flowers know.

How true is this thought for March, the first Spring month. So often we might suppose it to be the heart

of winter, for all the signs we can see. But the birds and flowers and buds know. From far to the south, the birds of last year are on their way to us. From the dark earth the plants are pushing their way upward. From their snug brown cradles, the pussy-willows are peeping bravely out to find the Spring. How is it the little couplet runs?

"Coming forth to find the Spring
And hear the Robin red-breast sing."

I am sure all the children will hear robins in March. But I hope there will also be some of the blue-birds and sparrows of which Thoreau speaks. No Spring will ever seem just right without the robins, blue-birds and sparrows.

NORMAL INSTRUCTOR

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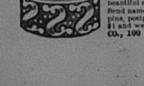

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The Training of the Imagination

(CONTINUED FROM PAGE 15.)

Mothers and teachers sometimes complain of too much imagination in their children. They are afraid of it and would crush it. The charge is made that this power is too much encouraged among children. Wrongly and unwisely encouraged it may be, but that we need fear our children having too much imagination, or that we must study how to stifle and confine it—that, I think, would be the saddest mistake we could make. We need to study this power but to prize it most highly, training it to its right exercise in the developing years of life—remembering that a force disregarded will revenge itself, a power not cultivated to its high uses degrades itself and loses its original capacity, and that in this training as in all training we must remember the balance must be preserved. The world of the imagination does not give us truth until tested in the world of reality. The ideal faculty must be trained, but if to any purpose, fully balanced by the practical faculties. As Jean Ingelow says: "Of all gifts, imagination being the greatest, is least worth having, unless it is well backed either by moral culture or by other intellectual qualities. It is the crown of all thoughts and powers, but you cannot wear a crown becomingly if you have no head (worth mentioning) to put it on."

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A writer in the *Ladies' Home Journal* shows how easy it is to establish and maintain public libraries even in the small country towns. Co-operation of effort under capable, enthusiastic direction, it is pointed out, will bring the sought-for-results. The article details with exact directness the best way to proceed, even suggesting entertainments by which money can be raised for the library fund. At a small money cost, the writer makes it clear that every small town can enjoy the benefits of a good library.

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Cape to Match $2.50

worn over any regular waist. These garments can be worn seperately, affording special usefulness or together they give all the protection and avoid the over-heating and heavy-weight of a one-piece waterproof coat. They are

Always Made to Measure

and give perfect satisfaction, as sold only by us and our agents.

Silk Lined Mackintoshes

Single or double capes from $10.00 up. Illust'd Treatise Free. Agents wanted.

Child's Mackintosh Circular, 36 inch and under $2.50.

LADIES' SUPPLY CO., 109 Wabash Ave., 2-15, CHICAGO

How Is This For Price?

We will sell 50 of the following outfits at $50.00 each to the first comers: 1 Junior Prestantin Magic Lantern, see illustration. Lighting carrier, one 9-foot screen, 55 plain slides on the war, (or others,) 12 colored comics, 1 curtain slide, 1 Good-night slide. 50 colored posters 11x9, and 250 printed hand bills. 24 lantern plates with mats, cover glasses and binding sufficient to make 24 lantern slides, with bottle of developer and full instructions. This is the cheapest outfit we have offered and, as usual, it bears our guarantee. Send for catalogue, 4.20. Hire and War lists free.

RILEY BROTHERS,

Dept. K, 16 Beekman St., New York.

THE ANGLE LAMP

This is the only lamp in the world that realizes perfection of illumination. While it is more brilliant than gas a electricity or any other lamp ever made, it has none of the defects common to ordinary lamps. It never smokes, smells or gets out of order. Safe and simple that a child can handle it, operated as easily as gas and burns but

Eighteen Cents worth of oil a month. Having **NO UNDRAFT SHADOW,** all the light falls directly downward. Thousands are in use in homes, schools, stores, churches and every place where fine light is required. Ask for catalogue Z, showing all styles from $1.80 up. On receipt of $1 we will ship our No. 202 lamp as shown above with an extra globe and chimney, transportation prepaid to any point in the U. S. east of the Rocky Mts. Exactly as represented or money refunded.

THE ANGLE LAMP CO.
76 PARK PLACE, NEW YORK.

CRAZY WORK 125 Velvet and Plush remnants, assorted colors with Embroidery Chenille 42 cts., 480 beautiful Heavyweight Silk Remnants, bright colors, enough for a large quilt, 10 cts., big package with embroidery, floss and quilt pattern, 10 cts., 50 Woolen remnants assorted colors with embroidery, 1c Wool, 28 cts., postpaid.

LEMARIE'S SILK MILL, Little Ferry, N. J.

SCHOOLROOM HELPS

By ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

INFORMATION LESSONS.

Give out on Monday by writing on blackboard a number of the following questions, to be answered by the pupils on the following Friday afternoon, either orally or in a composition.

1. How is salt got from sea-water?
2. What is saltpetre, and what is its use?
3. How is gunpowder made?
4. What is phosphorus, and what is its use?
5. What is soda, and what is its use?
6. What is potash, and what is its use?
7. How is lime obtained?
8. What is chalk? Plaster of Paris?
9. What is coal made from?
10. How are bricks made?
11. How is glass made?
12. What is wrought iron?
13. What is steel? Uses?
14. What is bronze? Kinds and uses?
15. What is tin? How used?
16. Uses of nickel?
17. What is dynamite, and how made?
18. How is starch made? Uses?
19. What is sago? How made?
20. What is tapioca? How made?
21. How is camphor made? Uses?
22. How does flax grow? Hemp? Cotton?
23. What is tow? Jute?
24. Uses of oak? Chestnut? Poplar?
25. How is resin made, and what are its uses? Tar? Lampblack?
26. Describe the manner of making cheese.
27. What are Durham cattle? Ayshire? Alderney? Jersey?
28. How are candles made? Soap?
29. What is the difference between woolen goods and worsted goods?
30. What is felting?
31. How are carpets made? Kinds?
32. How is leather made? Uses?
33. What is ivory? How obtained?
34. What is velvet? Satin? Brocade? Gauze?
35. What does the whale furnish us?

ORDER OF PARSING.

The following order of parsing the various parts of speech has been found very useful.

1. NOUN:
   (1) kind
   (2) number
   (3) gender
   (4) case
   (5) rule of construction
2. PRONOUN:
   (1) kind
   (2) person
   (3) number
   (4) gender
   (5) case
   (6) rule of construction
3. ADJECTIVE:
   (1) kind
   (2) number
   (3) degree of comparison
   (4) relation
4. VERB:
   (1) kind
   (2) voice
   (3) mode
   (4) tense
   (5) agreement
   (6) rule
5. ADVERB:
   (1) kind
   (2) degree of comparison
   (3) relation
6. PREPOSITION:
   (1) use
7. CONJUNCTION:
   (1) kind
   (2) use.

NOTE:—We refer the reader to Prince's "Courses of Studies and Methods of Teaching," published by Ginn & Co., N. Y., for further aids.

PRIMARY NUMBERS.

11—?= 2	½ of 4=?
11—?= 4	½ of 9=?
11—?= 9	½ of 8=?
11—?= 5	½ of 5=?
11—?= 6	½ of 6=?
11—?= 8	½ of 7=?
11—?= 7	½ of 9=?
11—?= 3	½ of 11=?
11—?=10	½ of 10=?
11—?= 1	½ of 7=?

NOTE:—Have pupils make drawing to illustrate the above problems.

Fill the blanks with suitable words:

1. 8 ( ) and 3 ( ) are —( )
2. 9 ( ) and 2 ( ) are —( )
3. 6 ( ) and 3 ( ) are —( )
4. 4 ( ) and 5 ( ) are —( )
5. 8 ( ) and 4 ( ) are —( )
6. 7 ( ) and 3 ( ) are —( )
7. 3 ( ) and 6 ( ) are —( )
8. 10 ( ) less 4 ( ) are —( )
9. 14 ( ) less 6 ( ) are —( )
10. 11 ( ) less 7 ( ) are —( )
11. 13 ( ) less 6 ( ) are —( )
12. 8 ( ) less 4 ( ) are —( )
13. 10 ( ) less 4 ( ) are —( )
14. 12 ( ) less 3 ( ) are —( )

GEOGRAPHY CLASS—SUPPLEMENTARY.

1. How many planets are there in the solar system? Compare our planet with the others.
2. How many moons accompany these planets? Our planet?
3. What are shooting stars? What are comets?
4. Is there any danger of collision with a comet?

(CONTINUED ON PAGE 29.)

WHY Go to "College" to Learn Book-keeping

WHEN I WILL MAKE A

First-Class Book-keeper

out of you AT YOUR OWN HOME, within from two to six weeks' time, for $3, or return your money? Instruction includes how to find errors in trial balances, close up a set of books, average accounts, compute interest, make annual statements, do expert work, audit accounts, open and keep a set of books for a bank, stock company, etc. I find POSITIONS, too, FREE OF CHARGE. Placed a young man in position as book-keeper for a railway company at $25 a week, on October 13; another on expert work for a silk manufactory, at $30 a week, on November 30; a young lady as book-keeper for an advertising agency at $15 a week, on September 21. Perhaps I can do as well for YOU! SAVE THIS and write for further particulars. J. H. GOODWIN, Expert Accountant, room 411, 1215 Broadway, New York.

Get Rid of THOSE ACHING CORNS and you can wear

A Snug Fit with Ease and Comfort

A-corn Salve

removes the toe corn everytime. No pain; no poison. Your druggist or by mail, 15c. a box.

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CATARRH

Is the most prevalent of diseases. It is a local ailment of the mucous membrane as well as constitutional and

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eradicated by proper treatment. Dr. Sykes cured himself in 1870 and the treatment has

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thousands since, and by using Dr. Sykes' SURE CURE for Catarrh will cure you. Send for the best book on catarrh ever published. Mailed free.

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Costs You Nothing to Try It.

THE NATURAL BODY BRACE

Cures Female Weakness—Makes Walking and Work Easy.

Endorsed by Every Physician Who Has Used It. Adjustable to Fit all Figures. Simple in Construction. Comfortable.

Ninety-eight per cent of its wearers please. Thousands of them write like this:

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I have found your Body Brace to be all that you say of it. It is like a new woman, after complaining for months with womb troubles, whites, cramps at menstruation, constipation, kidney trouble, palpitation of heart, backache, pain in side, etc., etc. I have not had a pain since wearing the Brace. I feel like a girl of sixteen.

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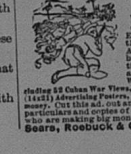
Every Pregnant Woman Should Have This Brace.



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We furnish the complete outfit, including Large Stereopticon, Large Canvas Curtain, Gas Apparatus, Calcium Lights, Operator's Manual, Lecture, Song and Drill Books, Advertising Posters, Admission Tickets, etc., for a little (1445) advertising Posters, Admission Tickets, etc., for a little money. Cut this ad. out and send for circulars with full particulars and copies of testimonials from exhibitors who are making big money with our outfits. Address,

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THE WORLD'S STANDARD

The diploma of merit has been awarded the

Ruby Jeweled Elgin Watch

by railroad men—who require the most truthful time-pieces.

The jolt and jar and heat and cold of the Engineer's cab test a watch as nothing else can.

Nearly eight million Elgins in a third of a century (more than any other factory in the world has produced in the same period) is the record of the Elgin National Watch Factory.

High grade, but not high price.

An Elgin Watch always has the word "Elgin" engraved on the works—fully guaranteed.

At all jewelers—everywhere—in any style case desired.

Having recently purchased the entire stock of watches from a bankrupt firm, consisting of solid gold, silver and gold filled cases, we shall offer a portion of the entire lot at prices never before heard of in the Watch trade. Among the lot are 1,000 AMERICAN STEM WINDING WATCHES, in SOLID GOLD-FILLED CASES, which we shall offer, for a short time only, at the astonishingly low price of $3.98 each. Every one of these watches is guaranteed a perfect timekeeper, and each watch is accompanied with our guarantee for 20 years. Think of it! A 20-year guarantee with an American Stem Winding Movement Watch, in solid gold-filled case, for the astonishingly low price of $3.98. Remember, we guarantee these cases, as well as the movements, for 20 years. Should either or both ever wear out, we will make you a present of another watch. Should you not desire a watch, you can make money by handling it for us. Send us $3.98 and we will send a watch to you C.O.D. subject to examination, and if upon examination you find it equal to any watch you can buy at retail for $10.00 and upon approval. If found perfectly satisfactory, and exactly as represented, pay $3.98 and express charges, and it is yours, otherwise you are to pay no more. Can we make a fairer offer? Be sure to mention whether you want ladies' or gents' size. Address, CHICAGO WATCH CO., 2-15 Chicago, Ill. Also, with the order, we will include one of our special heavy GOLD FILLED CHAINS, which retail in the stores at $1.00. Every chain guaranteed.

SAFE WATCH CO., 19 Warren St., New York, N.Y.

$2.75 BOX RAIN COAT

A REGULAR $5.00 WATERPROOF MACKINTOSH FOR $2.75.

Send No Money. Cut this ad. out and send to us, state your height and weight, also number of inches around body at breast if taken over vest, if you wear close up under arms, and we will send you this comfy waterproof, CRAVENETTE Mackintosh, by express, C.O.D., subject to examination; examine and try it on at your nearest express office and if found exactly as represented and the most wonderful value you ever saw or heard of and equal to any coat you can buy for $5.00, pay the express agent our special offer price, $2.75, and express charges.

THIS MACKINTOSH is latest 1899 style, made from heavy waterproof, tan color, wrinkle finish CRAVENETTE Cloth, double breasted, Sager velvet collar, fancy plaid lining, waterproof sewed, stamped and cemented seams, suitable for both rain or overcoat, and guaranteed greatest value ever offered by us or any other house. For Free Cloth Samples of Men's Mackintoshes up to $5.00, and Made-to-Measure Suits up to $15.00, and Made-to-Measure Suits up to $10.00, write for Free Book No. 806. Address,

SEARS, ROEBUCK & CO., CHICAGO, ILL.

(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

SORE EYES? DR ISAAC THOMPSON'S EYE WATER

Schoolroom Helps.

(CONTINUED FROM PAGE 28.)

5. What is the extent of the prinieval ocean?
6. What is an eclipse? What causes the eclipses of the sun and moon?
7. Which is the longer, summer or winter?
8. Was the water of the ocean always salty?
9. What is the oldest land in the world?
10. Which rivers are the oldest—those of New York or Florida?
11. Does the burning of coal make the earth lighter?
12. What is the fable of "Atlantis?"

HISTORY CLASS—SUPPLEMENTARY.

1. Who, of Columbus' expedition, first saw the land?
2. Who were the Skraelings? Who was Modoc?
3. What is meant by the "Seven Cities of Cibola?"
4. Who wished to colonize the "Island of Florida?"
5. Who was called the "Father of New France?"
6. What two new plants did Raleigh introduce into England?
7. What became of Henry Hudson?
8. After whom was Black island named?
9. What did Smith promise the Indians for his release?
10. Who founded the Babtist church of America? The Methodist church?
11. Who was the first child born in America of English parents?
12. Who was called the "Little Indian Fighter?"
13. Which colony took the Bible for its guide?

AIDS FOR TEACHER AND PUPILS.

NOTE:—Under this head will be noticed each month such works which we have found very valuable for our own use and for use in class by the pupils. The publishers would cheerfully send special circulars of the works noticed if readers will write for them.

A Practical Method for Learning Spanish.—This work is printed in double columns, the one Spanish the other the English equivalent. It is a self-instructor, and with our new territory, it makes it to a certain extent obligatory that we understand Spanish and teach it to our pupils.

The State, (revised by Woodrow Wilson,) is the best large work on civil government. For class use we heartily recommend Dole's, *The American Citizen*.

Experimental Psychology is a new work that every teacher should own. It is the *best* and most *complete* now extant.

For Drawing use Prof. Thompson's *New Short Course*. This is the system that carried off the special award at the Columbian exposition.

Write for special circulars of *Out-of-door Books*, combining instruction and recreation.

For special circulars and full information in reference to the above books. Write D. C. H. Heath & Co., 110 Boylston St., Boston, Mass.

The Wing Piano.

STYLE 29. CONCERT GRAND UPRIGHT

No other Piano made equals this in style and design of case.

We aim to make the best piano possible and to sell it at the lowest price possible. If you wish to buy a fine piano at a low price, write us.

DESCRIPTION OF STYLE 29.

7⅓ octaves.
Double lever, grandrepeating action.
Grand scale, overstrung bass; three strings to each note in middle and treble registers.

The scale is the sense as in grand pianos, with the largest size of sound board and strings of greatest length, thus giving the greatest volume and power of tone.

Case.—Double veneered inside and outside.
Choice of superior Circassian walnut, rich figured mahogany, genuine quartered oak and ebonized.
Keys.—Of best ivory and ebony.

SPECIAL INFORMATION.

Tone.—The one great object for which a piano is made is its tone. The Wing Piano possesses magnificent tone-qualities, durability, sweetness, richness, power, singing quality and evenness.

Action.—The Wing action is patterned after the perfected double lever grand repeating action, to secure the greatest *strength* and *power* and greatest *repetitiongquickness*. Every note acts instantaneously no escape, prompt, ready for the *repeat*, so that after a note is played the same note may be sounded again immediately without taking the finger from key

Improvements.—Wing Pianos have the following improvements, viz.: "Built up" wrest plank construction. "Dovetail" top and bottom frame construction. Full metal plate, with metal dropped action bar and metal supports for key bed. Improved noiseless direct motion pedal action. Improved practice attachment.—Full length duet music desk. Carved panels. Instrumental attachment.

THE INSTRUMENTAL ATTACHMENT.

Imitates perfectly the tones of the Mandolin, Guitar, Harp, Zither and Banjo. Music written for these instruments, with and without piano accompaniment, can be played just as perfectly by a single player on the piano as though rendered by a parlor orchestra.

Every Wing Piano is guaranteed for twelve (12) years against any defect in tone, action, workmanship or material : : : :

SENT ON TRIAL FREIGHT PREPAID. We will send this piano or your choice of four other styles, to any part of the United States on trial (all freight paid by us), allow ample time for a thorough examination and trial in the home, and, if the instrument is in any particular unsatisfactory, we will take it back at our own expense. No conditions are attached to this trial. We ask for no advance payment, no deposit. We pay all freights in advance. *Our object in offering these terms is to give one an opportunity to examine the Wing Piano free of expense or risk.*

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Feder's Pompadour Skirt Protector.

The best stores sell them. Each skirt so finished bears this label sewn thereon:

THIS SKIRT IS FINISHED WITH
FEDER'S POMPADOUR
SKIRT PROTECTOR
GUARANTEED to wear as long as the skirt.

Every dry goods merchant in the country will tell you that this guarantee is absolutely good.

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If you are going to paper one room or the whole house, write us for our book for paper hangers. Every kind of wall paper from a one-cent roll to the most elaborate embossed effects, at one-third the ordinary price.

The right buying of wall paper is the difference between an artistic home and an ordinary house. The danger of wrong buying is eliminated when selections are made from our catalogue.

Agents Wanted in every town to sell wall paper from our sample books. Large commission. Write to-day for particulars.

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When hogs are low in price, everybody stops breeding. That forces the price up. Then everybody goes to breed now and by the time your hogs are ready to market prices are low again and hogs will pay.

THE FAMOUS O. I. C. SWINE

breed the best, grow the largest and mature the quickest. Two of them weighed 2806 LBS. Send for circulars. Correspondence solicited in your locality. **L. B. SILVER CO.**
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Free! Our Golden Watch has the appearance of one worth $60.00. The Watch is accompanied by a 50 YEAR GUARANTEE BOND and is beautifully engraved in the most stylish workmen. The movement is AN AMERICAN STEM WINDER, stem-sets, has expansion balance, gilt finish, and you can rely upon it that when you get a watch bearing our guarantee bond, you will at all times have the correct time in your possession. Remember, this watch is not given away, but you have the opportunity to secure one. To introduce our Watch Free if you will take advantage of this unparalleled offer, write to us without delay. If you desire one of these Watches, all we ask you to do, after receiving the Watch, is to show it to your friends and to those with whom we sell jewelry. Then you can make them understand that you are pleased with the Watch and tell them that you received it free. You can produce a picture of the Watch and we will send you a sample copy of the beautiful Watch we shall expect you to show it to your friends and use their influence to sell them jewelry. Don't write us unless you are prepared to do as we request in this advertisement. This is a rare chance to get a fine Watch free. Address in full, Dept. 1, The Ideal Supply Co., 189 La Salle St., Chicago, Ill.

Photographic Outfit Free! Send us your name and address and we will send you our large illustrated catalogue, containing a full description of our Photographic Outfit. You will then know all about our WATCH OFFER and Photograph Outfit. You will then know all about our wonderful and successful Plate Outfit. Address, plainly, as soon as possible,
STAR PHOTO. CO., 19 Warren Street, New York.

This magazine is printed with ink manufactured by The Ullman & Philpot Mfg. Co., Cleveland, Ohio. " " " "

The Rural School Problem—An Aid in Its Solution.

(CONTINUED FROM PAGE 9.)

limiting the size of districts to be formed, at least two other districts might have been united with the above districts to the common advantage of all. Two of the best schoolhouses could have been located side by side and the pupils could have had the benefit of a graded school system under two competent teachers.

Two years ago I prepared a bill for instruction and transportation of pupils within or without the district of their residence. This bill was enacted into law and is upon our statute book today. The law *first* provides for transportation of pupils within the district whenever the distance from school in the home district is so great as to render it impracticable for pupils to attend without such transportation, and thus enable city districts to close ward schools and transport the pupils to main schools where they can be better taught; and, *second*, it provides that districts may contract with neighboring districts for instruction of pupils, and may transport pupils of the home district to such neighboring district where the pupils may be taught in lieu of school in the home district, without forfeiting their right to share in the state apportionment.

Under the first provision of this act, great savings in the expenditure of funds have resulted in a number of our cities by closing certain ward schools; the best of all is, the pupils are better taught.

The second provision of the law, while not being taken advantage of to the extent possible, is proving very satisfactory in the districts where tried, and fully sustains the advantages we have claimed for it. While many districts have reported as having tested this law, we have not heard of an instance where it is working other than satisfactorily. As the benefits to be derived from the law become more fully understood and more widely known, we apprehend that many more districts will avail themselves of its numerous advantages. To obtain the best results from this law and to enable its provisions to take permanent form, it will be necessary for districts finding it profitable to effect temporary consolidation, to unite permanently. By so doing, a number of small districts may thus be formed into one permanent district that will be of sufficient size to maintain a *graded school* with two or more teachers, the object we are seeking to accomplish.

The limitation of this article will not permit me to emphasize the advantages the *graded school in rural districts* would have from point of closer supervision on the part of the county superintendent; the aid it would be to insure the employment of competent teachers; the added stimulating influences and the broader companionship and culture that would come from the association with large numbers; nor can I emphasize how it would assist to make even more successful the "Free High School Attendance Law" for non-resident pupils, so popular in Nebraska.

$14.50

30 Days Free Trial

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Buy direct from factory and save $10.00 to $25.00. Don't pay agents and dealers large profits.

$45 Arlington Sewing Machine, high-arm $14.50
" " $12.50
$35

These machines have all the latest improvements light running, noiseless; adapted for light or heavy work, self threading, self-setting needle, automatic bobbin winder and shuttle, self-setting needle, automatic bobbin winder and complete set of best attachments. Fifty Years' written warranty. We are headquarters and have all makes and kinds in stock from Baby Machines at 95 cents to the best high arm.

Over 50 different styles including machines as low as **$8.00**

A first class high-arm machine at *$9.25*. Large illustrated catalogue and testimonials free. Write today for special freight offer.

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158-164 W. VanBuren St., Dept. B-313 Chicago, Ills.

SEND ONE DOLLAR

cut this ad out and send to us and if you live East of the Rocky Mountains we will send you this HIGH-GRADE TOP BUGGY to you by freight C. O. D. subject to examination; you can examine it at your freight depot and if you find it EQUAL TO ANY $80.00 TOP BUGGY you ever saw, perfectly satisfactory and the GRANDEST BARGAIN YOU HAVE EVER SEEN OR HEARD OF, pay the railroad agent

OUR SPECIAL OFFER PRICE $55.00

and freight charges. Less than One Dollar sent with order.

$16.50 TO $90.00 BUGGIES AND SURREYS.

BUILT IN OUR OWN FACTORY IN CHICAGO, on honor from the best material money can buy. Write for our Free Buggy Catalogue we show, Top Buggies made by our factory at $21.50, $28.75 and $34.75 the exact same buggies that are sold by other manufacturers, dealers, at $45.00 to $75.00 and are being widely advertised by them. Our $55.00 is the most wonderful value ever offered. THE OTHER PRICE EVER QUOTED ON THIS STYLE BUGGY WAS $75.00 AND WE BUILT THE BUILT. We maintain our own five story buggy factory for the sole purpose of building a BETTER BUGGY AT LESS MONEY THAN WE CAN BUY ELSEWHERE and to SAVE OUR CUSTOMERS MANUFACTURERS PROFIT.

ACME QUEEN. (OUR OWN MAKE.)

Every Buggy We Make Is Guaranteed Five Years and They Will Out wear Five Ordinary Factory Rigs.

THE MATERIAL AND LABOR IN OUR ACME QUEEN cost more than double that in the ordinary factory buggy. We use a $75.00 machine cloth, some use 90 cent; we use a $1.50 head lining, some use 60 cent; we use 16 oz. axles, some use 9 cent; we use $2.50 coloron and varnishes, some use 75 cent and $1.00. WE SAY ALL THESE DOUBLES the price most factories pay for Wheels, Axles, Springs, Dashes and Sockets, because, after all, they are the BEST. Our wheels and work throughout; $2.60 to go at $1.95.

Order at Once. Don't Delay.

We Send Free Cloth Samples of New's Fine Broadcloths, Leathers, Etc.

$1.50 to $4.00; suits $5.50 to $12.00; also 1,000 styles Ladies' Dress Goods.

Write for Free Sample Book No. 5 E. Address,
SEARS, ROEBUCK & CO., (Inc.), CHICAGO ILL.

SEND ONE DOLLAR

buggies are Paint Rubbed and the Material and Labor is Fairing OUR ACME QUEEN, would paint three cheap buggies. Our Acme Queen is the greatest profit maker, easiest profit maintainable.

$55.00 BARELY COVERS COST of material and labor, including paint, trimmings and finish, but we are building a buggy factory we are willing to SELL THEM ON $1.00 PROFIT EACH. We know $70.00 daily profit on 70 buggies will satisfy us, advertise us everywhere and build up the LARGEST BUGGY FACTORY IN THE WORLD.

THE ACME QUEEN we build in narrow or wide track; cloth or leather trimmed, end springs, buffed bottom panels, springs in back, long distance springs, Concord springs, Rubber Steps, Velvet Carpet, leather quarter top, solid panels screwed rim wheels, paneled in 16 coats, body black, gear dark green with body, Sable inches, 15% Farven's patent screwed rim wheels, paneled in 16 coats, body black, gear dark green with very delicate modest striping; coupling with shafts, side and back curtains, foot storm aprons and anti-rattlers each inch. Value, $75.00. Sale price, $55.00. Weight, 1,000 lbs. Capacity, 1,000 lbs. $6.00.

SEND ONE DOLLAR with your order, WE GUARANTEE the Buggy to Reach You Safely and will arrange for $500 sales. $5.00; $100 sales, $15.00; $1,000 sales, $60.00. If not found as represented, you can return buggy at our expense and we will return your $1.00, freight charges otherwise say nothing and the agent will return buggy at our expense and we will return your $1.00. DON'T BUY A CHEAP FACTORY BUGGY. MONEY CAN BUILD, direct from the Maker and Only the BEST BUGGY. MONEY CAN BUILD, direct from the Maker at the LOWEST PRICE EVER KNOWN. ORDER TO-DAY. WRITE FOR OUR BUGGY, SURREY, HARNESS AND HARNESS CATALOGUE.

WRITE FOR OUR FREE BUGGY, SURREY, HARNESS AND HARNESS CATALOGUE.
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Derma-Royale is so pure, mild and harmless that one may drink a whole bottleful without bad effects.

WOMEN MADE BEAUTIFUL.

LOVELY COMPLEXIONS,
Pure, Soft, White Skin imparted by using
DERMA-ROYALE.

This unrivaled preparation is used by thousands. It never fails to speedily and permanently remove blackheads, freckles, sun spots, redness and tan. It cures pimples, eczema, tetter, and produces a clear, transparent complexion, which adds charm and attraction to the plainest woman. Put up in elegant style. Price, $1 per bottle. For sale everywhere.

ONE BOTTLE FREE

if you will talk it up and help introduce it. Send all letters and office orders today.

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$5.00 A DAY SURE. FOR MEN AND WOMEN.

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DR. WM. REED HAS INVENTED A NEW PROCESS. Mr. Cox writes: "Get all I can do. Plate 30 sets a day. Elegant business." Mr. Woodward earns $170 a month. Agents all making money. So can you. Gents or Ladies, you can positively make $5 to $15 a day, at home or traveling, introducing and selling Prof. Gray's Platers. Unequaled for plating watches, jewelry, tableware, bicycles, guns, etc. Any one can do it. No experience necessary. Failure impossible.

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C. V. HERTY & CO., PLATING WORKS, 505 ELM ST, CINCINNATI, OHIO.
[We recommend above Company as thoroughly reliable.]—EDITOR.

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BOYS, GIRLS AND LADIES! Send us your name and address, plainly written, and we will mail you at our risk 12 handsome Rings set with imitation diamonds. "ARABIAN PERFUME" to sell among friends at 10 CTS. EACH. When sold remit us the money, and we will mail you your choice of above beautiful SOLID GOLD RINGS. ARABIAN PERFUME CO., BRIDGEWATER, CONN.

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If you suffer from Epilepsy, Fits, Spasms, Spells Falling Sickness, St. Vitus' Dance, etc., have children, relatives, friends or neighbors that do so, or know people that are afflicted, My New Discovery, Epilepticide, will PERMANENTLY CURE them, and all you are asked to do is to send for a FREE Bottle and try it. It has CURED thousands where everything else failed. My 90-page Illustrated Book, "Epilepsy Permanently Cured," FREE. When writing, please give name, AGE and full address. All correspondence professionally confidential.

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Send us your height and weight, and we will send to you, state your height and weight, and we will send to you, state your waist (pants' waist band), around body at hips, largest part, your inside length of pants leg, inside seam, from fight to purpose of selling a BETTER FIT AND BETTER PANTS THAN WE CAN BUY ELSEWHERE and to SAVE OUR CUSTOMERS MANUFACTURERS PROFIT.

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THE MATERIAL AND LABOR IN OUR ACME QUEEN cost more than double that in the ordinary factory buggy. We use a $75.00 machine cloth, some use 90 cent; we use a $1.50 head lining, some use 60 cent; we use 16 oz. axles, some use 9 cent; we use $2.50 coloron and varnishes, some use 75 cent and $1.00. WE SAY ALL THESE DOUBLES the price most factories pay for Wheels, Axles, Springs, Dashes and Sockets, because, after all, they are the BEST. Our wheels and work throughout; $2.60 to go at $1.95.

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No preparation that was ever invented is more miraculous in results than Mahler's. It is a wonderful liquid. It is a boon to American womankind.
Mrs. J. H. Starbuck, Atlanta, Ga.

The **Mahler Liquid Hair Dissolver** is the result of the research of a noted German chemist. It has stood the test of years. It is the **only** preparation that will remove a hair from the human body **without risk or injury.**

No blemish is so annoying as a growth of hair on face, neck, or arms. Do not deal with worthless and dangerous pastes, etc., but use the one Preparation that has had years of trial. It never fails.

Many ladies pay large sums for removing superfluous hair, and find after a short time that the hair begins to grow again. One bottle of **Dissolver** would have given the same results with the difference that the effects would have been permanent.

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To introduce our **"Dissolver"** where it is as yet unknown, we will upon receipt of one dollar (one bill, all charges prepaid, our regular $2.00 bottle in a plain sealed package, free from all observation and advertising. Stamps taken if paper money or P. O. Order are lost, destroyed. Money cheerfully refunded if not satisfactory.

We mail our catalogue of Toilet Requisites with every order. Order to-day as this offer is made for a limited time only. All correspondence strictly confidential and **Dissolver** sent securely sealed from observation.

N. I. MAHLER, - - Providence, R. I.

Mr. N. I. Mahler is thoroughly reliable, NORMAL INSTRUCTOR.

FOR AILMENTS OF THE HEAD AND HAIR

Something new. Approved by highest medical authority.
RILEY'S ELECTRIC COMB BATTERY.
Positively cures baldness, nervous headaches, neuralgia, dandruff, and restores color to hair prematurely gray; strengthens the vocal cords, improves the voice; stops noises in the head, clears and brightens the mind. Full information mailed free. Send your name and address to RILEY ELECTRIC CO., Box 258, Newark, N. J.

The Turkish Army.

The "unspeakable Turk" deserves credit for one thing at least. General Miles is authority for the statement that in the Turkish army no stimulants of any kind are allowed to the troops. Water and tea are the only beverages. This is the only army in Europe that never issues an alcoholic ration. In England the regular ration includes half a gill of rum. The war ration of Austria includes not only brandy but smoking tobacco for the men and cigars for the officers. General Miles places the Turk in the front rank as a soldier for courage and endurance, and believes the latter to be greatly strengthened by his total abstinence from intoxicants. The testimony of an officer having the wide and varied experience of General Miles is of great weight, and has been too little heeded by many of those entrusted with the welfare of the American soldier.

Small Size of Great Men.

It is a remarkable fact, although rather paradoxical, it must be admitted, that many of the world's greatest men have been small of stature. Sheridan was known as Little Phil the world over. George B. McClellan was of but little larger build. Napoleon's nickname, the Little Corporal, is a household word in every civilized country. The Iron Duke (the duke of Wellington) was often twitted on account of his small stature and big nose. General Lord Wolseley is said to be ridiculously small, and to be compelled to shorten his stirrups until they would hardly serve a ten-year-old boy when he rides horseback. One is likely to think of Gladstone as a giant, both physically and intellectually, but it remains a fact that the Grand Old Man was but five feet nine inches.—*Journal of Education.*

"Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation."—*Addison.*

HOW CITY PEOPLE DRESS.

Good dressers in city and country wear the American Woolen Mills Co's. made to measure suits, at from $6.00 to $10.00; pants, $1.75 to $5.00, made and sent anywhere in the U. S., to be paid for after examination. For large cloth samples of the entire line and full information about ordering, cut this notice out and mail to us. Agents wanted in every unoccupied county in the U. S. Address American Woolen Mills Co., Chicago.

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If you would like to know just how much profit your storekeeper puts on everything he sells you, just how much you would save if you were buying everything at wholesale, your storekeeper pays, if you would like to know the lowest cash price wholesale prices on everything you are now buying from your storekeeper in your home, you should write to Sears, Roebuck & Co., Chicago, and enclose 15 cents for their catalogue. The catalogue costs nearly $1.00, the postage alone is 20 cents, but they will mail it to you postpaid if you will send them 15 cents. It tells you the lowest Chicago wholesale prices on everything, explains how to order, tells just what the freight would be on everything to any point, and prevents your storekeeper at home from overcharging you on anything you buy from him.

This firm is thoroughly reliable; they are one of the largest advertising patrons of our paper; their different announcements will be found in our columns every issue; we are told they are supplying nearly two million people, in nearly every state and territory, and we believe it would be to your advantage to write to them for a catalogue.

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PUBLISHED FOR FREE CIRCULATION.

DR. ROBERT HUNTER recognized everywhere as the greatest living authority on diseases of the breathing organs, has just published a book on Consumption and other diseases of the Throat and Lungs. This book has created a sensation in medical and newspaper circles, because it shows beyond any question that Consumption, *as treated by Dr. Hunter* is a curable disease. The book tells plainly the true nature of Consumption; its causes; its unmistakable symptoms; how to prevent it, and *how it can be radically cured.*

The book is of such great importance to the welfare of the whole people that it has been decided to issue an edition of 50,000 copies in paper covers for free general distribution.

From the New York Herald:
"It seems after many disappointments and false rumors of the cures for consumption, that the treatment as discovered and practiced by Dr. Robert Hunter, 117 West 45th street, New York, has accomplished results so satisfactory that this dread disease need no longer be classed among the incurable."

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"Dr. Hunter's recent book on Consumption and its wonderful cures that have been reported, effectually remove all doubts as to the curability of this dread disease."

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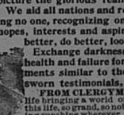

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We aid all nations and religions to see the true light, antagonizing no one, recognizing one common brotherhood, having similar hopes, interests and aspirations. Those under our guidance feel better, do better, look better and live better.

Exchange darkness for light, sorrow for joy, weakness for health and failure for success. Thousands of highest endorsements similar to the following to be found in our book of sworn testimonials.

FROM CLERGYMEN. "A new peace and rest has come into my life bringing a world of light and joy." "Oh what a pleasure to live this life, so grand, so noble and inspiring." "Pleasing dreams and trancing sunshine wherever I go is most pleasant and gratifying to me." "This study has affected me wonderfully, outwards, and life grows brighter and sweeter every day." "Results are more than satisfactory and decisive victories have come to pass." "Others are swayed and sit spell-bound by this reading."

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FROM THE PUBLIC. "The instructions are grand." "I would not have missed this for ten times the cost," "I have gained perfect mental and physical health!" "now look back on my former life with horror." "Accept my thanks for the great good you have done me." "Allow me to express my heartfelt gratitude that I was ever induced to take up this study." "The instructions are indeed sublime and do me untold good, leading to broader fields of thought and usefulness and not for the wealth of the world would I turn back into the old paths."

BE A SUCCESS.—make sunshine, love and happiness wherever you go. Send the blessings which we have to impart showing at once how you can accomplish your ambitions.

Our business is carried on wholly by correspondence and those in the remotest part of the world have the same success as those residing in Chicago. **OUR TERMS ARE SO LOW** as to be entirely inadequate with value imparted, and satisfaction guaranteed or no remuneration will be accepted. Full particulars upon request.

Key to Power, 30 cents or 12 cents and addresses of Surveyors, Lawyers, Ministers or Physicians. Full particulars upon request to PROF. L. H. ANDERSON, N. I. 39, MASONIC TEMPLE, CHICAGO, ILL.

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Or *from* $6.00 *to* $20.00 *in Cash each week taking advantage of the* Liberal Commission *we allow our agents.*

DINNER SET No. 67. With $18.00 Worth.

Over 44,000 worth sold to NORMAL INSTRUCTOR readers in past 2 years. From a business of $25,000 in 1897 our sales have increased to nearly $500,000 in 1898.

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HOT SPRINGS AT HOME! Produces Cleanliness, Health, Strength, and is called "The Secret of Beauty." DON'T BE DECEIVED—Other so-called Complexion Soaps are Deceptive. Purified on or off your head—Dangerous to Use.

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OUR NEW 1900 STYLE PERFECT AT LAST. BEST MADE. CHEAPEST. 326,000 IN USE. BEST PHYSICIANS USE AND RECOMMEND IT.

Every home should have our Cabinet for bathing purposes. It opens the 5,000,000 pores of the skin, cleansing them of impurities, leaving the blood pure and rich and the system invigorated, vigorous and healthy. You enjoy at home or when traveling for 5c. each all the invigorating, cleansing and purifying effects of the famous Turkish, Roman, Russian and Medicated Baths. The wonderful vitality of vapor orgon and nerve in the system, makes your blood pure, your sleep sound. Prevents disease. Cures the worst cold, and breaks up all symptoms of fevers with one bath. Reduces obesity. Cures rheumatism, neuralgia, sciatica, malaria, dropsy, bronchitis, female complaints, and all blood, skin, nerve and kidney troubles. Immediate relief guaranteed in worst cases. Our head steaming attachment cures catarrh, removes dandruff and blemishes. Invaluable for catarrh and asthma. Description: Cabinet weighs only 5 lbs. Folded, is 8 in. thick, 13 in. wide, 36 in. long. Has a door. Has self-supporting steel folding frame. Covering best antiseptic cloth, rubber lined. Not a cloak or barrel to rest on your shoulders or pull on or off over your head. Bath Chair in the world. Send your address anyway for

Open—step in or out. Folded.

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Our Valuable Descriptive Book, Testimonials, Etc., FREE!

We recommend above firm as thoroughly reliable.—EDITOR. Address, G. J. WOLF MFG. CO., Cincinnati, O.

LADIES Mail 2c. stamp for sealed instructions how to enlarge your bust 5 inches, by using "Mme" Bust Developer. Guaranteed. 24 page illustrated catalogue free. Address EMMA TOILET BAZAR, 124 Tremont Street, BOSTON, MASS. Mention this paper.

GET RICH Fortunes in STOCKS. Shares $1.00 a month. Safe as a Bank. Send for Guide. A. R. WILCOX & CO., 529 Broadway, New York.

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ARE NOT REQUIRED
To show the good qualities of
WHEATLET
They speak for themselves.
GIVE IT A TRIAL.
It does not irritate weak stomachs and is especially adapted for those suffering from Dyspepsia, Indigestion and Constipation.
If your grocer does not have it, send us his name and your order—we will see that you are supplied. Booklet Free for the asking.
The Genuine Made only by
FRANKLIN MILLS CO.,
LOCKPORT, N. Y.

SEND US ONE DOLLAR and this ad, and we will send you this big $25.00 new 1899 pattern high grade RESERVOIR COAL AND WOOD COOK STOVE, by freight C.O.D., subject to examination. Examine it at your freight depot and if found perfectly satisfactory and the greatest stove bargain you ever saw or heard of, pay the freight agent our SPECIAL PRICE, $13.00 less the $1.00 sent with order, or $12.00 and freight charges. This stove is size No. 8, oven is 16½x21, top is 42x21, made from best pigiron, extra large fire box, heavy cast linings and grates, large oven shelf, heavy covers, heavy linings and grates, large oven shelf, heavy tin-lined oven door, handsome nickel-plated ornamental and trimmings, extra large deep genuine Standish tattiron and nickel trimmings, handsome large ornamented base, portcelain lined reservoir, high closet, and we furnish FREE an extra wood and coal burner made, and we furnish FREE a high shelf closet, making it a perfect wood burner, and guarantee safe delivery to your railroad station. Your local dealer would charge you $25.00 for such a stove, the freight is only about $1.50 for each 100 miles, so we are sure you get a bargain. SEARS, ROEBUCK & Co. (Inc), CHICAGO. (Yours, Reebuck & Co. are thoroughly reliable—Editor.)

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DON'T BE BALD.
DR. RHODES' DANDRUFF CURE Positively cures Dandruff, Itching and sore scalps. HAIR GROW. Price 50c. Some druggists sell it.
Send 4 cents in stamps for postage for FREE SAMPLE, cutting book on scalp diseases, symptom blank for FREE ADVICE and full account of unique $500 Cash Prize hair growing contest. Address
DR. A. E. RHODES CO.,
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SUPERFLUOUS HAIR Send 10c. for trial bottle of Dr. Rhodes Hair Remover.
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DR. SCOTT'S
ELECTRIC CORSETS.
A perfect fit and nature's own remedy for Backache, Nervousness, Indigestion, Headache, Liver and Kidney Trouble—like stylos.
A Valuable Book FREE.
DR. O. SCOTT
Room 24, 842 Broadway, N. Y.

Attention to Detail in Discipline

(CONTINUED FROM PAGE 13.)

itself—it would have been hard, indeed, to add to it a single essential regulation. But she failed in execution. She neglected the detail of seeing that her rules were obeyed. She said, "Obey," and stopped with that. If her rules were worth anything, she should have given prompt personal attention every day to the enforcement ot each one.

Those who are set above the young to discipline them, have the very gravest responsibility. It ought to be the first duty of the teacher to try to realize this responsibility. It cannot be done except by earnest examination within and without. It is said that "Eternal vigilance is the price of libery;" I am sure that eternal vigilance upon the part of the teacher is necessary to success in discipline. Look to the details. By vigilance, subjective and objective, take fast hold upon even the minutest detail in discipline; for, trite as the saying is, it is the little things that make the great things. In any of life's concerns, attention to detail is a necessary requisite for success; it is far and away above every other requisite for success in the discipline of the young.

Article VI.—Digestion.

(CONTINUED FROM PAGE 17.)

a smooth membrane secreting mucus. The outer coat has in it circular and longitudinal muscular fibres which by alternately contracting hurry on the food to the stomach. At the upper portion of the gullet are three surrounding muscles known as constrictor muscles, whose duty it is one after the other to slowly pass the food downward. When once beyond the grasp of these constrictors, food or drink cannot easily be voluntarily raised to the mouth. It is unfortunately trite that Americans too frequently do not thoroughly chew their food, or mix it with saliva, and that they gulp rather than swallow food. Business men rush their lunches, and their families their meals. Children are allowed to hurry through their meals that they may go out to play. No wonder that Americans are called a "race of dyspeptics" and that foreigners who take more time to their meals wonder at American haste in eating. Dyspepsia is not only trying but sometimes painful, and a dyspeptic is not likely to have a good temper or to be able to do the best mental work, owing to the poisonous material circulating in the blood, the result of imperfect digestion of food.

$100 A Month and Expenses This Winter.
We want a good man or woman in every district who is honest, sober and industrious, to engage with us for 1899. $100.00 a month and expenses for right party, selling our Quaker Bath Cabinet and appointing agents in unoccupied territory. No experience necessary. No trade to learn. We furnish everything. This wonderful Cabinet is needed for bathing purposes in every home. It opens the pores, sweats out the poisons that cause disease, and provides at home all the cleansing, purifying and invigorating effects of the famous Turkish and Medicated Vapor Baths. A regular Hot Springs at home. Cures a bad cold in one night. A good position to those who mention this paper and write us at once, giving age and references. The World Mfg. Co., Cincinnati, O.

If you are interested in getting a good lamp you should buy an Angle Lamp advertised on page 28 of this issue. They are economical and do not smoke or smell.

CLOTHING SALESMEN WANTED.
$150.00 PER MONTH AND EXPENSES MADE BY ALL OUR ACTIVE MEN. WE PAY MANY FAR MORE.
WE WANT MEN IN EVERY COUNTY in the United States. If your reference is satisfactory we will start you at once. No experience necessary. No capital required. We furnish a full line of samples, stationery, etc. A tailor-to-the-trade complete outfit ready for business. NO CHEMICOS PLAN. You regulate your profits to suit yourself. NO house to house canvass. This is not one of the many catchy advertisements for agents but one of the very few entirely advertisements offering a rare opportunity to secure strictly high-grade EMPLOYMENT AT BIG WAGES.

We are the LARGEST TAILORS in America.
We make to measure over 300,000 suits annually. We occupy entire one of the largest business blocks in Chicago. We refer you to the Corn Exchange National Bank in Chicago, any Express or Railroad Co. in Chicago, any resident of Chicago. Before engaging with us, write to any friend in Chicago and ask them to come and see us, then write you if he has a rare opportunity to secure steady, high-class, big-paying employment. Either still—come to Chicago yourself and see us before engaging and satisfy yourself regarding every word we say. You can get steady work and big pay. Work in your own county $00 days in the year and you can't make less than $5 every day above all expenses. WE WANT TO ENLIST YOU

RIO, WIS., June 20th, 1898.
GENTLEMEN—In reply to your letter requesting the use of my photograph for advertising purposes, and asking how I am pleased with the work, would say I do not object to your using my photograph, as your prices are very low and garments exact to my measurements that I gladly recommend you. I would add that I have ever made less than $80.00 per month since I received my first outfit, and in the best months have made as high as $250.00 per month. Very truly, E. J. DOYLE.
Should you write Mr. Doyle, be sure to enclose a stamp for reply. We have hundreds of letters similar to Mr. Doyle's.

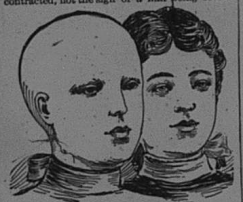
passes. WE WANT TO ENLIST YOU to take orders for our Made-to-Order and Measure Custom Tailoring, (Men's and Ladies, Pants and Overcoats). We put you in the way to take orders from almost every man in your county; a business better than a store with a $20,000.00 stock. You will have no competition.
WE ARE THE LARGEST TAILORS IN AMERICA Of Fine Custom-Made Garments. We buy our cloth direct from the largest European and American Mills. We control the product of several Woolen Mills. We operate the most extensive and economic custom tailoring plant in existence, thus reducing the price of suits and Overcoats made to order to $15.00 and upward; Pants from $3.50 to $5.00. We show a large line of suits at from $15.00 to $18.00. Prices so low that nearly every man in your county will be glad to have their suits made to order.
We Furnish You a large, handsome leather bound book, containing large cloth samples of our entire line of Suitings, Pantings, etc., a book which COSTS US SEVERAL DOLLARS; Measuring Blank, Rule, Tape Measure, Order Blanks, Stationery, Advertising Matter, and we will also Fine Colored Fashion Plates, Instruction book, Tape Measure, Business Cards, Stationery, Advertising Matter, and we will furnish you a Salesman's Not Confidential Price List. The name and address on rubber stamp with pad complete. We also furnish you a Salesman's Not Confidential Price List. The prices are left blank under each description so you can fill in your own selling prices, measuring your customers as per instructions, which teaches you how to take orders, and marked in your selling price, you are ready for business and can begin taking orders from every one. At your leisure prices Sunday evenings, or evenings after supper, you can fill out your suit order their suits made. You can take several orders every day at $1.00 to $5.00 profit on every order. EVERY ONE WILL BE ASTONISHED AT YOUR LOW PRICES.
YOU REQUIRE NO MONEY. Just take the orders and send them to us, and we will make the garments on approval, and you collect the money in 5 days and send direct to you your liberal profit and we deliver the goods, collect all the money and every week you will send customers by express C. O. D., subject to examination and approval, on taking orders, adding a your profit. You need collect no money, deliver no goods, simply go on taking orders, adding a few cents for your profit. You send collect as money comes in, promptly send you in one round check for all your profits for the week. REALLY ALL OUR GOOD MEN GET A CHECK from us of AT LEAST $40.00 every week in the year, over full profit for the week. We make no charge for the book and instructions, and will forward it to you on receipt of your full profit for the week. We make no charge for the book and instructions, and will forward it to you on receipt of your name and address on a postal card and have read our book of instructions carefully, which teaches you how to take orders, and marked in your selling price, you are ready for business and can begin taking orders from every one. At your leisure prices Sunday evenings, or evenings after supper, you can fill out your suit order their suits made. You can take several orders every day at $1.00 to $5.00 profit on every order. EVERY ONE WILL BE ASTONISHED AT YOUR LOW PRICES.
YOU REQUIRE NO MONEY. Just take the orders and send them to us, and we will make the garments on approval, and you collect the money in 5 days and send direct to you your liberal profit and we deliver the goods, collect all the money and every week you will send customers by express C. O. D., subject to examination and approval, on taking orders, adding a few cents for your profit. You need collect no money, deliver no goods, simply go on taking orders, adding a

Was Devoid of Hair

Peculiar Plight of a Salem Girl—Entirely Bald.

What a Free Trial Package of a Remedy Did for Her.

The portraits of Miss Emma Emond show what a striking difference is made in a person when the bald head is covered with hair. Miss Emond was totally bald, the hair follicles not only upon her head but upon her eyebrows being completely contracted, not the sign of a hair being found.



MISS EMMA EMOND.

Of course she was the object of many experiments all of which failed and the offer of a well known dispensary to send a free trial of their remedy was peculiarly alluring to her. She sent for the free trial, followed all directions faithfully and soon she was rewarded by a growth of hair, which for thickness, quality and luxuriance was as remarkable as the result was gratifying. Miss Emond lives in Salem, Mass., at 276 Washington St., and naturally feels very much elated to recover from total baldness. An itching scalp to people who are blessed with hair is a sign of coming baldness and should be attended to at once.

The remedy that caused Miss Emond's hair to grow also cures all scalp itching and diseases, removes dandruff and keeps the hair and scalp healthy and vigorous. Trial packages are mailed free to all who write to the Altenheim Medical Dispensary, 462 Selves Bldg., Cincinnati, Ohio, including four cents in stamps to cover postage.

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It Has Kept Right on Curing Catarrh.

Dr. Marshall's Aromatic Catarrh Snuff has never been equaled for the instant relief and permanent cure of Catarrh, Colds in the Head, and the attendant Headache, Deafness, and restores Lost Sense of Smell. Immediate relief guaranteed. Use before retiring at night until all symptoms disappear.

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When writing mention NORMAL INSTRUCTOR.

Two Vice-Presidents.

"Burt Smith, vice-president," was the secretary's announcement.

The owner of that name smiled a sickly smile, as much as to say, "I understand ; a cheap honor."

He was sure that it had not swelled his head ; he couldn't have affirmed that he would tip the scales at as high a notch as he had reached an hour ago. "But, anyway," he sighed consolingly, "I shan't be expected to do anything. Who ever heard of a vice-president doing anything or cutting a figure, unless—unless—well, I won't anticipate a vacancy."

Before the season was over many and occasion to remark that Burt Smith seemed so much less active in society affairs than usual, and some one tried to make a pun by adding that it seemed almost a vice to elect a good man vice-president.

Merrill Brown came home with a slight flush on his face. "I have been given some more honor and work in the society," he announced in a pleasant tone. "I was elected vice-president to-night. I must pitch in and help the president in every way possible. I'm to stand by him and be his assistant. It's a steady job, and begins at once without special invitation. Let's see ; how can I begin to be more useful to the society as its vice-president than I was as a private member?"—*The Christian Endeavor World.*

A Nailless Horseshoe.

One of the most recent novelties, which will, we think, be welcomed as a boon to horsekeepers as well as the animals under their charge, is a shoe patented by Mr. R. McDougall, of Wellington street, Glasgow, which can be affixed to the hoof without nails. The new shoe takes the familiar form, but has two projections, one on each side of the back, which engage rings at the ends of a band which passes over the front of the hoof, and is fastened in the middle by a screw attachment to the center of the shoe. The entire arrangement is simple, and the innovation means that when a horse casts a shoe it will not be necessary any longer to seek the aid of a farrier, for the new shoe can easily be fitted in a few minutes by an inexperienced hand.

In a recent trial of the nailless horseshoes the new invention was put to a severe test—the horse on which the shoes were fitted being attached to a heavy-laden van and worked up and down steep gradients and on granite-paved streets. Notwithstanding this rough work the shoes showed no sign of shifting, and were not removed until worn out. The new shoe obviates all risk of pricking or laming by nails, and a slight rasping of the hoof is all that is required in attaching it to its bed.—*Chamber's Journal.*

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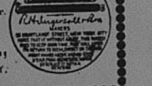

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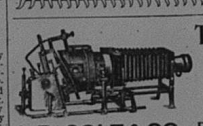

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The Banyan Tree.

It is one of the great sights of Calcutta to visit the two public gardens. One contains a fernery, in which there is a remarkable display of the choicest specimens of fern life. In another retreat is found a collection of orchids that interest intensely the lovers of that form of plant life, while along every walk and lining every driveway there are rare flowers and broad-leaved palms and a large variety of trees and shrubs that reach their perfection under the genial influences of a tropical climate.

The lawn in the Calcutta park is excellently preserved ; the soft velvety spread of rich green is very attractive, and lends an indescribable charm to the scene. One matter always attracted my attention whenever the parks were visited : The great size of the trees. It was not so much their height, but their widespreading branches that seemed impressive. You have all heard of the great banyan tree, Ficus Indica, of Calcutta. It stands in the public garden on the banks of the river Hoogly. The tree is supposed to be the largest of its kind in the world. The widespreading branches of the trees of this class are supported by feelers dropping from the underside of the branches and reaching the earth, where they take root and act as supports to the branch, thus aiding it to shoot farther out from the main trunk. The tree thus becomes firmly rooted to the earth, and is able to withstand the terrific wind storms that would otherwise tear it from the ground or completely wreck it. This grand old tree has attained to the dignity of one of the wonders of the vegetable world. When I visited the park and approached the tree, I could but acknowledge a feeling of awe and wonder. There stood the venerable old tree that had defied the elements for many long centuries. Could it but speak, what a tale it would have of passing years, the rise and fall of nations, of trees and plants and flowers that have risen, come to perfection, and wasted away at its very base. However all that may be, there was the tree with its spreading branches and dense foliage. The supports of these branches appeared like colonnades. The grass underneath was worn off by the tread of many feet. The native gardener who was with us said it frequently happened that three large picnic parties would spread their lunches under the tree at the same time without in the least interfering with each other.—*Vick's Magazine.*

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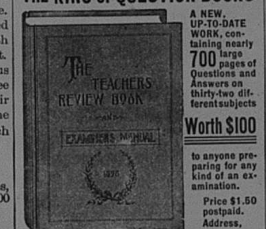

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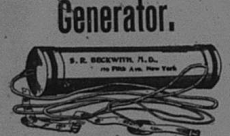

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Lend a Hand.

Washington one day came across a small band of soldiers working very hard at raising some military works, under command of a pompous little officer, who was issuing his orders in a peremptory style indeed.

Washington, seeing the very arduous task of the men, dismounted from his horse, lent a helping hand, perspiring freely, till the weight at which they were working was raised.

Then, turning to the officer, he inquired why he too had not helped, and received the indignant reply: "Don't you know I'm the corporal?"

"Ah, well," said Washington, "next time your men are raising so heavy a weight, send for your commander-in-chief," and he strode off leaving the corporal dumbfounded.

The Bertillion System.

An order has been published in Havana, providing that on and after February 1st the Bertillion system for the identification of criminals shall be used there, and all persons arrested are to be measured at police headquarters.

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Will not split, warp or break. Stay where they are put. Never fall out, and never wear out. Made in white, black, brown and auburn. If your dealer cannot supply you, send 10 cents for sample of size. State whether hair is heavy or light. Consolidated Safety Pin Co., Box 127, Bloomfield, N. J.

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A Woman's Secret Method Whereby She Cured Her Husband Who Was a Terrible Drunkard.

Mixed a Remedy in his Coffee and Food and Cured Him Without His Help or Knowledge.

It takes a woman to overcome obstacles. Mrs. Chas. W. Harry, 920 York St., Newport, Ky., had for years patiently borne the disgrace, suffering, misery and privation due to her husband's drinking habits.

MRS. CHAS. W. HARRY.

Learning there was a cure for drunkenness which she could give her husband secretly she decided to try it. She mixed it in his food and coffee and as the remedy is odorless and tasteless he never knew what it was that so quickly relieved the craving for liquor. He soon began to pick up in flesh, his appetite for solid food returned, he stuck to his work regularly and they now have a happy home. Mr. Harry was told about his wife's experiment and he gives her the credit of having restored him to his senses. It is certainly a remarkable remedy, cures a man without his effort, does him no harm and causes him no suffering whatever.

Dr. Haines, the discoverer will send a sample of this grand remedy free to all who will write for it. Enough of the remedy is mailed free to show how it is used in tea, coffee or food and that it will cure the dreaded habit quietly and permanently. Send your name and address to Dr. J. W. Haines, 66 Glenn Building, Cincinnati, Ohio, and he will mail a free sample of the remedy to you, securely sealed in a plain wrapper, also full directions how to use it, books and testimonials from hundreds who have been cured, and everything needed to aid you in saving those near and dear to you from a life of degradation and ultimate poverty and disgrace.

Send for a free trial today. It will brighten the rest of your life.

A Heroic Engineer.

Engineer William Bennett, of the New Jersey Central Railroad, displayed unusual courage and presence of mind in a very dangerous situation. As the papers tell it, it seems that the driving rod of his engine broke while an express train was rushing along at a speed of fifty miles an hour near Middletown. The broken rod demolished the side of the cab on which Bennett was, crushed his hands and pinned the fireman down in the debris.

Bennett never lost his presence of mind, but closed the throttle and pulled the lever down hard just as the crash came. As the air-brake was disabled he crawled out on the boiler to the whistle and gave the signal, "Down brakes." Only a short distance from the spot where the train stopped there is a junction with several tracks, where the broken rod would undoubtedly have derailed the engine. Bennett was found clinging to the top of the boiler with his hands and arms badly lacerated.

Even when the train stopped he paid no attention whatever to his bruises. When the passengers crowded about him, showering congratulations and started to raise a purse, he stopped them with the remark that he had ample compensation in the knowledge that no one was killed.

Cause and Cure of Insomnia.

Writing of "Insomnia" in the April *Woman's Home Companion*, Ella Morris Kretschmar calls attention to a prevalent cause of sleeplessness.

"Unless our sleep be very profound, we still carry on a sort of self-consciousness. We lie down, and we muscularly hold ourselves in any position assumed. We do not abandon our head to the pillow, our limbs to the bed. We hold them there. We must unhinge, as it were, so that head or any member would drop limp if the rest of the body were lifted. *Imagine* them heavy, and dropping down, down, and you will soon acquire the trick, finding, as a reward, that in the grateful release from muscular tension the mind relaxes as well."

How to Gain Flesh.

To gain flesh it is well to eat fresh bread, potatoes, plenty of fruit and vegetables, rice, corn starch puddings, as many sweets as you can digest, pastry, milk, cocoa, and plenty of water, cool, but not iced. The foregoing diet with good exercise and plenty of sleep will add flesh and fat. Don't hurry or don't worry about anything, should be added.

Civil Service Examinations.

Full information as to requirements, examinations, positions, salaries etc., FREE. Address Civil Service Information Bureau, Dept. A. 4 Cooper Institute, New York City. Enclose stamp for reply.

To Break up a Cold.

In the past doctors have given medicine to make patient's perspire and have put them to bed in the absence of better facilities. They are now advising the use of the famous Robinson Thermal Bath Cabinets whenever possible as a genuine TURKISH BATH can be enjoyed in your own home by its use. They are made by The Robinson Thermal Bath Co., Toledo, O.

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Every day you read or hear of some one dropping dead. **Statistics fully prove that one person out of every four has a**

WEAK OR DISEASED HEART.

Three fourths of the persons thus afflicted are not aware of the fact, and thousands more needlessly occur of persons who have been wrongfully treated for troubles of the **Stomach, Lungs, Kidneys, and Nerves,** which are almost certain to become affected. **Dr. Austin Albro's Heart Tablets** are daily curing thousands of cases in every stage of heart disease. They are worth their weight in gold to every sufferer, and a legal guarantee to cure is sent with every box.

A Grand Offer! Medicine Sent Free!

To satisfy the doubtful and convince the skeptical, I will send a trial box of my Heart Tablets by mail, postpaid, **absolutely free of charge,** to any person having any of the above-mentioned symptoms. Every sufferer should send their name and post-office address at once, for no person is necessary where the heart is in any way affected. Enclose stamp for postage. Address, **Dr. AUSTIN ALBRO, Box 920, Augusta, Maine.**

SEND 50 CENTS and we will send you the LATEST PARISIAN PATTERN HAT WORTH $4.00 by Express C. O. D. subject to examination. If satisfactory, pay express agent our SPECIAL PRICE, $1.99 less the 50c. or $1.49, and express charges. If hat is to be mailed, remit full amount, $1.99, and 25c extra, for postage. For this NEW STYLE, round crown, short back sailor Hat, either in white, black, brown, navy or green, having fancy braid straw rim, mohair braid crown, tastefully trimmed with any color imported silk Parisian violets, frosted foliage, all silk taffeta ribbon, bandeau of violets and ribbon to harmonize, cut steel cabashon and rhinestone stick-pins. Send for catalogue.

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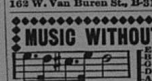
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"THE GREAT WHITE PLAGUE."

Because of the striking resemblance in many respects to a heavy, destructive snow storm, CONSUMPTION has been aptly called "The GREAT WHITE PLAGUE." It may be said also, of CONSUMPTION that as a rule it comes on so gently and softly that its step—its earliest symptoms—is rarely heard. Indeed, its first presence or near approach is seldom suspected.

There is perhaps a slight cough, but little attention is paid to it. "Oh, it'll soon pass off," says the victim; "it doesn't amount to anything." But it perhaps does amount to a great deal. It may be the first danger signal that has been sounded. There has also been more or less "wasting away," a gradual loss of flesh and strength, that perhaps has attracted little or no attention.

As the disease progresses there may be slight raising of blood from the throat or chest, or there may be a more or less persistent tickling in the throat, or there may be a shortness of breath, with or without pain in the chest; or there may be an increased tendency to "take cold," with a correspondingly diminished power to throw it off.

Or, again, the slow, quiet beginning may be indicated by a gradually increasing pallor or loss of color in the face, excepting, perhaps, a small bright red spot on each cheek, and in the female by diminution or cessation of the menstrual discharge.

All of these conditions, especially when they show themselves prior to or during early adult life, are to be viewed with suspicion and regarded as sure indications that the unfortunate victim is nearing death's crater.

And it is at this stage that scientific medical treatment should begin. Cough, expectoration of a more or less thick opaque substance of varying color, from whitish gray to green, sometimes of blood; increased shortness of breath, dull pains in the chest, advancing emaciation, with corresponding loss of weight and strength; profuse night sweats, feverishness and diarrhoea, are prominent symptoms. Of course not all of these symptoms are necessarily present in any one case, but some of them are, and any one should be a signal to be acted upon at once.

If CONSUMPTION be recognized in its early stages, the difficulty of curing it is greatly lessened, but that it can be cured, even when its victim is on the brink of death's crater, is an indisputable fact. It is a germ disease, and a system or treatment that will destroy these germs and restore such waste as has resulted from their presence will certainly and surely effect a permanent cure.

No ONE medicine combines in itself all the properties requisite for successfully curing consumption.

The Dr. Slocum Treatment embodies in its Four Preparations the most logical, advanced, scientific and successful methods of cure.

When Dr. Slocum first published his theory, about twenty-five years ago, and asserted that CONSUMPTION was a contagious and curable disease he was laughed at by his fellow physicians. But he was not discouraged. He went on perfecting his System of Treatment, curing thousands of patients each year, and waiting patiently for the indorsement and approval of the medical world.

And he did not wait in vain. Strange to relate, the first open indorsement came from abroad—across the ocean. Dr. Sir William Broadbent, physician to Royal Family, at a recent meeting held in Marlborough House, presided over by the Prince of Wales, indorsed the principles upon which the Slocum System is founded. Now it is indorsed and approved by progressive, liberal minded physicians everywhere.

The Dr. Slocum System of Treatment embodies the healing powers of the medcine combined with the rebuilding and rejuvenating powers of food. It promptly allays the cough, relieves pain and other distressing symptoms, insures rest and sleep, and suspends or destroys the energies of the disease germs, while its food elements restore the waste tissues, increase the red corpuscles of the blood, steady the nerves and so invigorate and strengthen the whole body of the sufferer that it throws off and eliminates every element of the disease.

Elixirs, bitters, cordials and opium mixtures afford temporary relief in many cases, but they do not cure: they merely mask the symptoms and waste valuable time; they should be avoided studiously.

The Dr. Slocum System of Treatment not only removes the cause in CONSUMPTION, but it also prevents a recurrence of the disease by so enriching and purifying the blood that its powers of resistance become so great that the germs of the disease cannot again enter the lungs or find lodgement in the vital parts of the body. This proves its value as a preventive as well as a cure.

Dr. Slocum has devoted more than twenty-five years to the study of Consumption in all its phases. He is familiar with its every stage and symptom. By means of the microscope he has studied its germs until he is perfectly familiar with their shape and form, their habits and the surest method of destroying them. You may therefore readily understand why the Dr. Slocum System of Treatment is an infallible cure for Consumption.

If you or any one near and dear to you, or in whom you feel an interest, have any of the symptoms here described, do not delay and thus waste valuable time, but begin the Dr. Slocum System of Treatment NOW. Every day of delay adds to the seriousness of your condition.

Consumption is an aggressive, merciless disease; it never relaxes its hold on its victim. On the contrary, both day and night, it fights for the supremacy, and will always win if not checked by proper treatment.

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Citizen of Paoli, Ind., Tries the Plan with Wonderful Success.

Considerable local interest has been aroused at Paoli, Ind., by the recent cure of the rupture of W. T. Moon, a prominent citizen of that locality. Heretofore rupture has been considered an incurable

MR. W. T. MOON, Paoli, Ind.

malady. There are hundreds of different styles of trusses, but, as they only aim to hold the rupture, the popular belief that rupture cannot be cured is probably firmly fixed.

In Adams, N. Y., a well-known specialist of that pretty town has devised a method that combines to securely hold a rupture within the abdominal cavity, and it also has the virtue to cause the opening or "ring," as it is called to firmly grow together. He sent the system to Mr. Moon, this gentleman having previously written to the doctor for advice. A number of Mr. Moon's neighbors were deeply interested in the outcome of the test, and sure enough, as the doctor predicted, in a few weeks the opening was healed and the rupture cured so completely as to give no sign that there ever had been a rupture. As it was a bad case and a severe test, the entire neighborhood was convinced, and quite a number of ruptured people have since recovered. Mr. Moon declares the system a marvel. It is the discovery of Dr. W. S. Rice, 318 E. Main street, Adams, N. Y. To all people who are ruptured, or have friends so afflicted the doctor will mail free an illustrated book that fully describes his home cure for rupture. Write for it. Do so at once, since to know that there is a permanent cure for rupture will renew the hope of many men and women who are now despairing under the mistaken belief that they cannot be cured.

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all in one piece, suitable for dress trimming or fancy work, sent for 10 cents postpaid. A. N. SILK CO., BEAVER SPRINGS, PA.

Big Steamships.

The Cunard Company has lately given an order for a new steamship, which will be the largest ever constructed. She is not to be a passenger-boat, and is not to be built for speed, and accordingly she will attract less general interest than her smaller sisters, the Lucania and Campania which register only thirteen thousand tons apiece.

The biggest vessel now afloat is the Kaiser Wilhelm der Grosse, of the North German Lloyd. She is six hundred and fifty feet long, and registers more than fourteen thousand tons. She will not long be the leviathan of the Atlantic liners, for in a short time the White Star Company will have the Oceanic on the water, and she, with her seven hundred feet length, will be twenty feet longer than the Great Eastern, the wonder of the last generation.

It is expected that the Oceanic will make the passage between Liverpool and New York in less than five days. Speed such as this is obtained at an enormous expenditure of fuel. The Oceanic will burn more than seven hundred tons of coal a day.

Almost every one is curious to know what an ocean greyhound costs. The expense is vastly greater per ton for a fast passenger-boat than for a freighter. It is supposed that a tramp steamer can be built in Great Britian for something less than fifty dollars a ton. The great "liners" cost almost or quite two hundred dollars a ton. At that rate the Oceanic will cost more than three million dollars. Of course the huge Cunard freight-boat will be less expensive than that.—*Youth's Companion.*

The Source.

Those who wonder where all the prize problems and puzzles come from, seen in the papers all over the country, have not seen "Mental Nuts." Ad. on page 36.

Special Offer See top of **page 1** of **February** INSTRUCTOR for **Educator Special Offer.**

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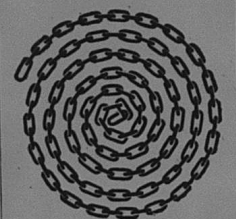

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You will **win** a Valuable Prize if you can. If your answer is correct you will receive a **$200 prize.** If more than one correct answer is received, the prize will be devided pro rata. Everyone sending within one of the correct number of links will receive a **$10 prize.** And everyone sending within three of the correct number of links will receive a **$5 prize.** We do not ask you to send any money. All we ask is, that should you be one of the successful contestants, and **win** a prize, that you will agree to sell 6 boxes of our famous **Ivey Pills** at 25 cts. per box. After you have carefully counted the number of links in this chain, send your answer at once to us. Equal answers have equal chance. Distance makes no difference. **Do not send any money** with your answer, but be sure and send us a self-addressed stamped envelope so that we can notify you. Address, BAY STATE DRUG & CHEMICAL CO., 10 CENTRAL ST. BOSTON, MASS

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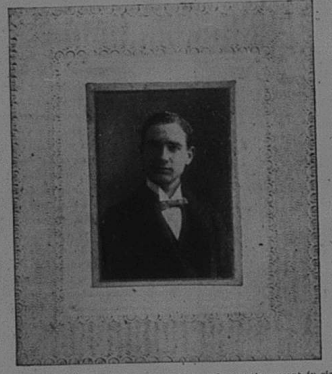

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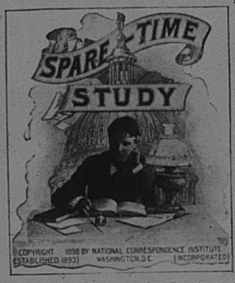

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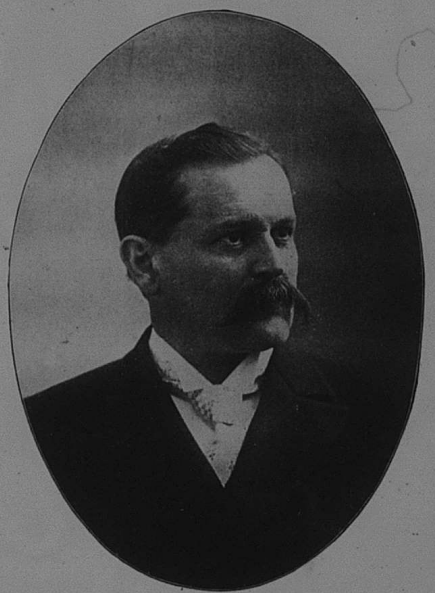

JAMES M. TAYLOR, D.D., LL. D.,
President of Vassar College, and who has lately declined a call to become President of Brown University.

APRIL, 1899
VOL. VIII. NO. 6.

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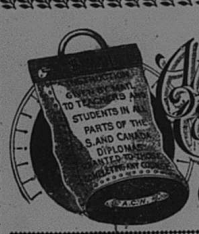

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But the publishers refuse to sell us more at the same price. So the half price ends when these are gone. They will all be sold before the middle of April at the rate they are selling at time of writing this advertisement.

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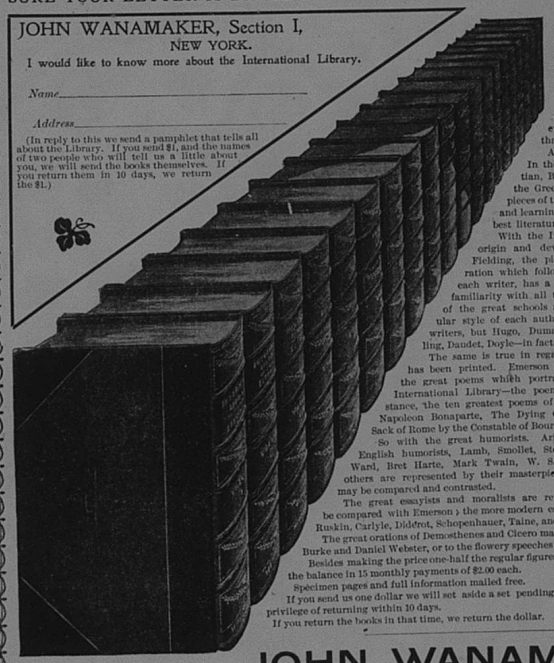

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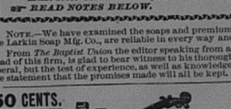

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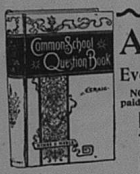

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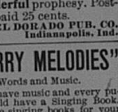

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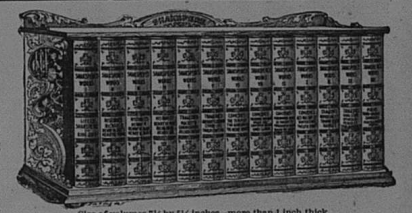

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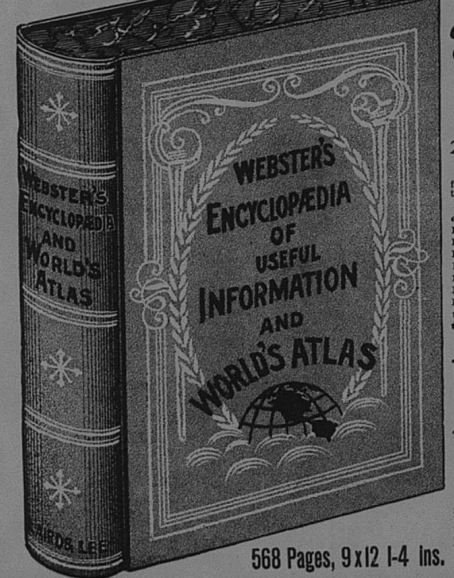

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NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, APRIL, 1899. NO. 6.

INSTITUTE AGENTS.

The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, except in New York State. All applications for agency work at Institutes should be addressed to them.

For Table of Contents and Important Business Announcements, see page 26. Also see page 5.

The Rural School Problem.

IN Minnesota, Ohio and Connecticut, attempts have been made of late to solve the rural school problem in localities where pupils are so scattered as to make the small district school an expensive and doubtful expedient. Weak districts in a few instances have been combined and one educational centre provided with a large building and a corps of qualified teachers under competent supervision. The transportation of pupils has been the serious difficulty that has stood in the way of this movement. But the former state has solved it by furnishing free transportation to the pupils thus far. The friends of school consolidation in Connecticut are advocating the appointment of railroad representatives and highway commissioners on the State Board of Education. In New York state last year, eighty-two districts were annulled and their territory annexed. Superintendent Skinner says there are 3,090 schools in the state where the average attendance for the year is less than ten. The state paid $309,000 for the support of these schools. Consolidation and free transportation will solve this problem.

The Teacher's Jurisdiction.

AN interesting case involving the authority and jurisdiction of teachers over children outside of the schoolroom has recently been tried in the appellate court of St. Louis. A boy refused to accompany another pupil home according to the directions of the teacher. Owing to the offensive nature of his disobedience, he was expelled. The boy's father appealed to the school board, and the teacher was sustained. The case was carried through two courts on appeal, and the decision was that a teacher has authority over the pupil not only in school, but on the way to and from the school. This is based on the principle that when the child leaves the parental roof he is placed under the watch-care and supervision of the teacher until his return. The weak point in the decision consists in drawing the boundary line of authority between the teacher at one end of the route and the parent at the other. In most higher institutions of learning though, where scholars go away from home, the faculty exercise supervision over the pupils in lieu of the absence of parental authority out of school hours as well as in, including Saturdays and Sundays. The point seems to be well taken, and tends greatly to dignify the position of the teacher, and should bring the teacher and parent into closer relations.

President James M. Taylor.

THE picture of President Taylor of Vassar College on the cover of this number is a good likeness of an educator who, though comparatively young in years, has won for himself a distinction of which any man might well be proud. A few months ago he was invited to the presidency of Brown University to succeed Dr. E. Benjamin Andrews, but declined. The institution over which he presides was founded by Matthew Vassar in 1861, who gave about $800,000 which was expended in buildings and equipments. Matthew Vassar, Jr., then left $130,000 to the institution, and this was supplemented by a gift from John Guy Vassar, of $444,000, which with other gifts have raised the endowment to more than $1,000,000. Vassar is one of the leading women's colleges in the country. There are about five hundred students in attendance. The requirements for admission are equal to the best colleges for men, and the graduates themselves furnish the best commentary on the work that is being done.

Rudyard Kipling.

RUDYARD KIPLING'S serious illness in New York provoked greater solicitude and keener interest than had he been the ruler of a nation. When, in the December number of NORMAL INSTRUCTOR, in the article on the gifted writer, which our readers might turn to again with profit, we said that "Kipling is the literary genius of this generation if it has one," we wondered if this statement would be questioned. It has not to our knowledge. The editor of the *Outlook* says: "It has been lately said that the race-consciousness of the English peoples has been developed not so much by English statesmen, however eminent, as by three English writers—Shakespeare, Tennyson and Kipling—three poets who have invigorated the life of the whole race." Next to such exalted usefulness stands the great company of teachers, who, scarcely recognized by the world, are doing the same kind of work,—invigorating the life of the race. While scholarship is the basis of the teacher's usefulness, discipline and character are the two requirements in the profession that command the highest remuneration, and carry with them the most enduring satisfaction,—they invigorate the life of the race.

Self-Government vs. Repression.

IN THE April number of NORMAL INSTRUCTOR, 1898, Frances E. Willard gave her experience in applying the principle of self-government in schools. With her at the head, and her inspiring presence in the school, it could not very well fail. But it was argued by many friends of the method at the time, that it would fail in the hands of most teachers. Before the experiment is tried, love for the teacher, order and right, must be the prevailing sentiment among the scholars. This is not generally the case. We are glad to note in this connection that Mr. Randall Spaulding, principal of the high school of Montclair, N. J., has successfully introduced the principle, in their junior and senior class work. The pupils had been accustomed to hard work and nothing else awaited them. They were placed on their honor and permitted to vote on the question. After its adoption, they began to work out the principle. For two or three weeks there was absolute self-government in the study-room. But a discordant element soon crept in, making it necessary to appoint a joint committee that would be responsible for discipline. All complaints are brought to this committee who have power to debar a pupil from the room for a longer or shorter period of time. Six or seven have been debarred during the year thus far, and one or two have been excluded and compelled to go into lower class study-room, or where recitations are in progress. One advantage arising from the successful application of this principle is, that it substitutes inspiration for repression and fosters self-respect.

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Women as Librarians.

ONE of the most inviting openings for women is library work. The recent appointment of Herbert Putnam of the Boston Public Library as Librarian of the Congressional Library, reminds us that of the 217 students who have matriculated at the New York State Library School at Albany during the first ten years of its existence, 40 of the graduates were men and 177 were women. It is said that the graduates of the four other library schools, though we cannot vouch for it, are all women. It is a fact, nevertheless, that women monopolize library positions. To be a successful librarian one must be trained for it. Hence the Library School. Librarians are chosen mostly from among these graduates. President McKinley's choice of the new Librarian of Congress is on the grounds of eminent fitness, and the choice was a compliment to library schools rather than otherwise. In such prominent libraries as those of Yale, Columbia, and the Public Documents Library of Washington, and the Newberry Library of Chicago, women graduates have been very successful in cataloguing and classifying. In western cities women are oftener found as chief librarians than in the east. But Mrs. Ellen Coe-Rylance has been director of the New York Free Circulating Library for fourteen years, while the librarian at Hartford has held a similar position several years.

The Motor Speech Function.

A LEARNED investigator who has been making a careful study of children claims to have solved the problem of why the majority of people are right-handed. He says that infants use both hands until they begin to speak. Then, what he calls the "motor speech function" asserts itself. This controls the right side of the body but not the left. The expressive emotions which tend to help out speech call into action the muscles of the right side, and as language develops so does right-handedness. Several years ago an eminent scientific authority advocated the training of the left hand in the education of children on the ground of its effect upon the brain. He claimed that the equal development of the use of both hands would increase the brain power and efficiency. This is a question worthy of the attention of parents and teachers. Even on the physical basis it has its claims. Constant use of the right hand produces one-sided movements, which mar the symmetry of the body. We are told that many of the German schools have begun the development of the left-handed faculty among the children. Boys are compelled to do much of their work with the left hand in the mechanical departments. They are taught to saw, plane, and hammer with the left hand, so as to be able to use both hands equally well in their trades and professions. In the Swedish schools the scholars in their athletic training are taught to fence with the left arm, and to use it with equal facility in all gymnastic exercises. If left-handedness has a psychological, as well as a physiological basis of origin, the importance of this matter in its bearings on the future mental development of the race is apparent.

Education in the West.

PRESIDENT Canfield, of Ohio University, writes an instructive article for the *Outlook* on "The Educational Situation in the West." He speaks of the harmonious relations the various institutions sustain to each other and the effect as an "incentive and opportunity for every child of the state to pass by easy stages, in schools under popular control, from the lowest seat in a district or primary school to graduation from a university of high standing." He further cites the great satisfaction the people have in their schools, by showing their willingness to tax themselves for educational purposes quite as much as for all other purposes combined. The wonderful progress which has been made since 1880 is shown by the tables of statistics which he has compiled. The total income of fifteen universities and colleges in 1880 was $856,119, while the income for the same institutions in 1897 was $3,604,969. This means better equipment and better pay. He says: "The effect of relationship runs through the entire system from top to bottom. There is constant incentive in every grade with every pupil and with every teacher. Take away this incentive; make the school end in itself with no definite outlook beyond; make the high school the same; even make the university the same, and there comes at once sluggishness and barren pride and very unproductive individualism. The growth of the high school has been quite as remarkable as that of the universities." President Canfield affirms that the tendency in the west is strongly toward public education, by, of, and for the people. There is a manifest increase in the loyal support of private citizens to all educational enterprises in liberal gifts while living, and generous bequests at death. The people of the west pre-eminently are trying "to lift every child of the state out of the mire of ignorance, and put his feet on the broad and sure foundation of intelligence." They propose to make education a power in uniting the people rather than to divide them.

The Rights of Children.

THE editor of *The School Journal* thoughtfully summarizes Mrs. Wallace's arguments in her article on "The Murder of the Modern Innocents," and estimates their relative weight. He concludes that the chief defects are not to be found in our school system, but outside of it. He says: "The schools feel the pressure of the race after money by men and after fashion by women." * * * "When the pace of our civilization is slackened, the pressure in the schools will abate." This is true. But where does the responsibility rest today? The schools should cry out against the abridgement of the right of children by an overwrought competitive age. Teachers should stand between the children and the unreasonable ambition of thoughtless parents. They should not intensify the strain. The state and the parent commit the children to their hands five days in the week. The teacher should study, and has an opportunity to know the capability of the child better even than the parents under these conditions.

The public schools of Chicago we are told are going to make tests at once of the physical and mental powers of the pupils. The board of education has decided to adopt the report of the physical culture committee, and has appointed two assistants in the physical culture department to carry out the tests. Nervous children will be removed from the strain of study until certain crucial periods in their lives are passed. They have discovered that at the age of seven and fourteen many bright children are unable to keep up with their studies, and that compulsory attendance often ruins their health for life. Superintendent Andrews intends to put these pupils temporarily in an ungraded room.

Dr. Clement Dukes, physician to the famous old Rugby school, England, is also, greatly agitated over this question of the health of children, particularly brilliant boys. In a recent paper before the Headmasters' Association in London, he asked: "Do children suffer unnecessary damage in the process of education?" Replying to his own question, and with the authority of one who had studied the question for twenty-eight years, he affirmed that lasting injury was inflicted upon the children, through want of thought on the part of teachers, and the deadening effects of routine. He urges the cultivation of school games, not only by the schools but by the state. Physical drill cannot take the place of the games of the playground.

The writer recently saw a child turn pale in the face when a parent gently urged him to eat a dish of daintily prepared food, at a dinner party, in which he detected the odor of onion. Being urged still further he said: "*My teacher would send me home.*" Mrs. W. A. Montgomery in her lecture on "Children's Rights," says: "All saucy children are symbols of some right that has been withheld." A nervous, irritable, super-fine, over-nice teacher can easily work incalculable harm in the schoolroom. The rights of the child should never be abridged save in case of willful, persistent disobedience, and even then the sunshine of love can only coax the buds of promise to unfold their petals.

For Table of Contents and Important Business Announcements, see page 26.

A supply of sample copies of the INSTRUCTOR will be sent to any reader who will distribute them among teacher friends. They may be glad to make the INSTRUCTOR's acquaintance.

GO TO COLLEGE

JAMES R. DAY, S. T. D., LL. D., Chancellor of Syracuse University.

IT IS incredible that intelligent men in this age can deny the value of a college education and argue against it in the secular press. A couple of prominent bankers in New York, whose names are known in all financial circles, have made themselves conspicuous for ignorance and narrowness within the past few weeks by an attack upon the colleges. They contrast themselves by their remarks with Bismark, Germany's greatest statesman, who declared that he must found the German Empire upon the universities. He endowed the universities as an enduring foundation of his country. He recognized the imperative demand for large, strong, clear brains as both the material and the power with which to build an Empire.

The era of unthinking warriors and blind feudal vassals had passed. New forces had come in; even the enginery of war called for thinkers. And government by representation of the people in Reichstag demanded power of thinking. The danger is in ignorance. That is the soil of anarchism and socialism. The educated demagogue influences the ignorant. His followers are not the educated. In a republic where the rulers are the people, where the emperor is the voter, the demand for college education is increased by so much as the government is placed upon the masses. We are instantly in contempt among the nations of the earth if we send the uneducated and unthinking into Congress or into high executive positions. Such men as the college-educated Reed and Dingley have saved the last few Congresses from plunging the country into international disgrace. And such men are appreciated and sent to Congress in states where the educational ideal is high.

But the call for great thinking powers is not all in law making or governmental bodies. Business has widened into vast areas of which the world prior to the middle of this century knew nothing, and it is still extending. It is taking up forces hitherto unimagined and is working miracles with them. Science is no longer scholastic and mystical. It is practical and is being harnessed to countless forms of business. Hundreds of millions of dollars are invested in electricity that were represented a century ago by one man and a kite. To master it and apply it in the best forms by the most perfect apparatus demands a long and thorough course of training. The young man should bring to it a prepared brain and then spend years in an engineering course, mathematical, experimental, practical, under trained instructors. Chemistry is represented by other hundreds of millions. It yields up its secrets and renders its willing service to the educated only. It will destroy the ignorant meddler. Biology in surgery and medical practice, geology in the structure and constitution of the globe, in mining localities, etc., botany in curative drugs and a thousand useful forms, mineralogy in the ores and precious metals, in fact, all of the sciences as taught in the colleges are practical demands, and the educated mind is the master to whom they yield obedience.

The mistake of some men, however, is in supposing that the usefulness of a college education is limited to the facts which the student carries away from college. It is comprised almost entirely in the one fact that the young man takes away with him a brain with which to think out the problems of life. He has gotten it by hard study of many things that he never will use or want to use. A piece of Greek mythology is no valuable, practical thing to know, but the long hard study by which he wrought the story into an intelligible translation has made many brain loops of thinking surface for him and added many degrees to its efficiency. It is probable that he will never use the calculus or analytical geometry, but the years of mathematical study by which he reached their mastery have given him reasoning faculty to which he never could have attained in any other way. And this brain power with which he goes into the world is infinitely more valuable than any facts that he might collate and carry forth. The world has facts enough, material enough of all kinds. It is waiting for men of thinking powers to use them. And the world has gone ahead only so fast as these men have pioneered its way. In government, in finance, in manufacture, in invention and the polite arts, brains have led the way. And until men can show that the college does not increase brain power and brain range they are without argument against the college. As long as it can be shown that men are multiplied in intellect and knowledge and clear, efficient thinking, as can be shown amply by the census, and as long as clear thinking is the smallest commodity and greatest demand of the country, the college will have the largest claim upon the confidence and generosity of this and all lands.

It is no argument to say that men have reached eminence and served their country by sound wisdom who have not been in college. Such men have been students. They have studied as college students do. They have had a thirst for knowledge and have pursued their studies with a desperate and persistent application under difficulties that has commanded the admiration of the world. And they have been strong thinkers because they did college work out of college, as Lincoln, Benjamin Franklin and Alexander Hamilton. Such men always regret the lack of a college education. If all men would do as they did in their young manhood and through life the demand for the college would not be so great. But there are few men who can do as they did or would if they could do their educational work out of college. The men who do these things must be of the genius of the men mentioned. And there are not many of them in any one age or country. Practically all men require the help of the regimen, the methods and the living instructor of the college to secure an adequate education for their times.

To cite men who have succeeded in the business of the past half century is misleading. Business in mere money making successes is not the highest form of life. It is due to many more things than brains. It has thrust itself out of the soil, the mountains, the rivers, the sudden increases of population of this new continent upon thousands of men both wise and stupid. Thousands with the fortune in themselves of hereditary acquisitiveness and the accidents of fortune have gotten money who have been incapable of anything else. They lack the large and intelligent thought that would direct their wealth into the service of their own times or of the generations to follow them. They show the utter poverty of their brains and the narrowness of their horizon by speaking of business or money getting as the chief end of man. They even measure the college by this standard. And because men have got rich without a college education there is no value in a college education.

The business of our higher schools of learning is to help men make for themselves and the world large, vigorous, clear brains. Brains are useful for everything, everywhere.

The pupil in the grammar school should aim for the normal school or seminary, the student in these preparatory schools should aim for college and the college students should aim to make the most out of their minds and to furnish the world with the greatest possible manhood. The chief end of man is intelligent, powerful, Christian manhood. Such a man is best fitted to serve himself and his country.

The Difference in Teachers' Salaries.

The difference between teachers drawing salaries of $15.00 or $20.00 a week and those drawing $5.00 is largely in the qualifications. Many of those drawing small salaries and occupying inferior positions COULD and WOULD occupy better positions and draw higher salaries IF QUALIFIED TO FILL SUCH POSITIONS. The question of how to become better qualified at slight expense and at no loss of time from the school room is fully answered by the catalogue of the AMERICAN CORRESPONDENCE NORMAL, Dansville, N. Y. This institution has a complete system of Home Study which every progressive teacher should investigate. Special rates to readers of NORMAL INSTRUCTOR.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

HON. W. W. PENDERGAST of Minnesota.

The Minnesota High School System.

THE constitution of Minnesota makes it the duty of the legislature "to establish a general and uniform system of public schools," no limitations being imposed. Under this sanction, laws similar to those of most of the older states were passed, the machinery set in motion and schools everywhere trod closely on the heels of civilization and settlement.

In 1865 a new departure was made by the passage of an act providing for the formation of independent districts, to comprise a territory of not more than six miles square and contain not less than five hundred inhabitants. The organization of these districts was simple, the plan popular. A majority vote of the qualified electors in the proposed district was sufficient, and nearly all the old districts that fell within the limits prescribed availed themselves of the privilege, and the good results were very apparent.

These districts are managed by a board of six directors, two of whom are elected every year to serve a term of three years. They have power to employ and examine teachers, to levy taxes for current expenses within a limit of one per cent. of the valuation; to furnish everything necessary to the success of the schools; to establish such grades as, in their wisdom, may seem best, and to levy taxes without limit for the purpose of paying the debts of the district and the interest when due. No vote of the district is required except to elect officers and provide for building new school houses. This law was the first great step forward in the path of public education. Graded school were multiplied, better teachers were demanded, the schools were more completely systematized, regular courses were pursued and finished, so *High Schools* were imperatively called for as a necessity, and their coming could not be long delayed.

In 1872 a committee appointed by the Superintendent of Public Instruction to formulate a plan for the establishment of high schools—which would be satisfactory to both those whose chief interest was in the common schools and also to the friends of the state university—made a report which paved the way for another committee, appointed the same year by the regents of the university, whose plan was heartily approved by the county superintendents in annual convention assembled and by the citizens of the state. It favored a system of high schools which should fit students for the work of active life, as well as for the university, and be so closely connected with the primary schools as to make one progressive and harmonious system from beginning to end. This was the plan adopted, and as secondary education advanced every part of the system felt the thrill of a new life, but the benefits of the high schools themselves was mainly confined to the districts where the schools were located. The idea of opening the doors *wide* to all the children of the commonwealth who are prepared to enter, and inviting them to come in and receive the offered blessing "without money and without price," had not yet taken form. But "what shall the state do for the higher education of the country boys and girls?" was a question often asked, but not satisfactorily answered. The solution of this problem was undoubtedly the second great step. It was made in 1881, when the legislature gave us our present high school law which provides that every high school in the state:—

(1) Which admits, tuition free, all Minnesota applicants who are prepared to enter and do high school work. (2) Which follows a regular and orderly course of study approved by the high school board. (3) Which offers a full four years' course of secondary work. (4) Which conforms to all the rules and regulations of the high school board. (5) Which fits students to enter the freshman class at the state university—shall receive annually from the state treasury the sum of four hundred dollars.

The high school board, as provided for in this act, consists of the Governor, the Superintendent of Public Instruction and the President of the State University. The care and management of the entire system of high schools rests with this board. It determines at the beginning of each year what applications for places on the approved list shall be accepted, and, at the end of the year it decides what ones have maintained schools of sufficiently high standing to be entitled to the state aid, dropping from the list those that fail, but reinstating them whenever their improved condition warrants. Schools thus aided must permit examinations at all times. They must be visited and inspected at least once a year by some one appointed for the purpose by the high school board, whose duty it is to report everything of importance connected with the management of each school. The reports; the written examinations, described in another place; the liberality of the districts in furnishing all needed apparatus and other equipments; the condition of the buildings, libraries, laboratories, etc., are all factors which are considered in deciding whether schools are entitled to state aid or not.

The third important step was taken when, in 1803, the high school law was so amended as to provide for the appointment of a *State High School Inspector* by the board, which should fix a reasonable compensation for his services. Mr. Geo. B. Aiton was at once appointed to the position and the following duties assigned him:

(1) A close supervision of the work, the plans and the general management of the schools, note of their excellencies as well as their shortcomings being taken at each visit. (2) Consulting with teachers and boards of education, giving such advice, and urging such improvements as seem to him most desirable. (3) To report applications for places on the list of accepted high schools, which are to receive state aid, provided their work reaches the standard required, and give his opinion as to the propriety of admitting them and the reasons for it. (4) To keep a record of the condition in which he finds each school and give detailed report. (5) To recommend for state aid such schools as he thinks entitled to it, and also to submit a list of those which have fallen below the requirements and therefore should be rejected.

STATE EXAMINATIONS.

Near the close of each school year the high school board sends to each superintendent lists of questions in all the common school and high school branches included in the regular courses. These questions are enclosed in heavy *sealed* envelopes which are not opened until the day fixed for examination and then only in the presence of the school—all the pupils being seated and ready to begin their work. When all is ready the superintendent or principal holds the package of questions up before the school to show that the seal has not been broken. Then the lists are distributed in a specified order, which is uniform throughout the state, so that at the same hour all pupils undergoing examination are writing history, at another hour they are all wrestling with solid geometry and so on to the end of the list. Of course in different grades different examinations are proceeding at the same time. In this way collusion and cheating are almost entirely eliminated. After the examination the principal reads the papers, gives his estimate of the value of each answer and the average standing in each branch, but no other mark must be made and the estimates referred to must be in *red ink* figures. A certificate that these regulations have been strictly complied with is required in every case. When this has been done, the work of the pupils is all collected together, securely covered, sealed, and sent to President Northrop, who employs a number of the most accurate scholars and those having the best judgment from among the practical educators of the state, to go over the papers again with the utmost care and mark them according to the best of their ability. Those papers which show a sufficient knowledge and grasp of the subject are passed and a certificate to that effect is sent to the authors. All certificates so earned are accepted at the university in lieu of examinations in those subjects. These examinations, together with the annual reports required of the clerks; the visitations of the State High School Inspector, and his reports of each school; the receipt of the $400.00 state aid and the distributions of high school board certificates among the faithful and deserving pupils, have had a very marked effect in keeping the schools up to a very high standard, by continually stimulating to still greater effort, so that it may be safely said that there is constant advancement and that the work of each year is always of a higher grade than that of any preceding one. It cannot be denied that our present plan for conducting the high schools and holding them up to a determinate yet gradually rising standard is such a decided advantage to the cause of secondary education, that, once adopted, can never be laid aside.

Do the high schools simply prepare for the university, taking little heed of the great majority of students whose school life ceases when they leave the people's college? We think that the four optional courses offered by the high schools give every student an opportunity to select what studies he wishes to pursue, and that there are no good grounds for complaint on that score. If, however, any other course *can* be devised and agreed on which will be better adapted to the needs of the students in question, it must make them stronger to meet and overcome the obstacles which practical life will throw in their path. It will require as much clear and persistent thought analysis and comparison. It will strengthen judgment, develop faculty and result in as much mental growth as those now in use. Then the university will find a place for

(CONTINUED ON PAGE 30).

LITERATURE

TO THE student of literature there has always been and always will be an intense longing to know something of the surroundings of those who have written the masterpieces of literature. In order to understand fully the meaning of the terms used in the writings of any author and to appreciate the illustrations given, it is necessary for one to have some knowledge of the country and times in which the author lived, and it is a great help to such an understanding if one can have knowledge of the domestic surroundings of these writers.

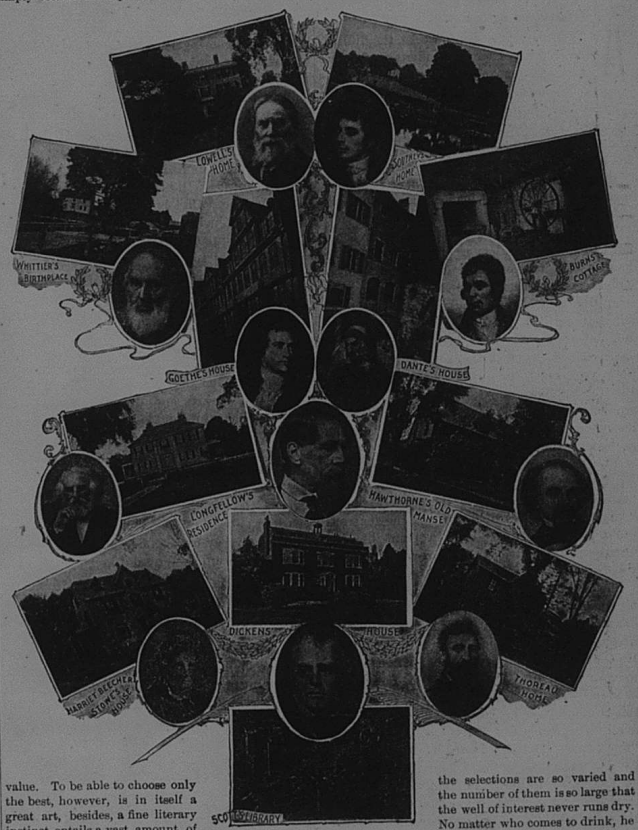
It is with more than ordinary pleasure that we present in this issue of NORMAL INSTRUCTOR a fine illustration showing the homes and pictures of a number of famous writers, and we trust that every one of our readers will look this illustration over very carefully, and note the different faces and the different styles of architecture shown in the different houses. We presume that a keen reader of human nature could trace the characteristics of the different authors in their homes and surroundings.

Who would not like to look into the home of that prince of poets, Longfellow, to view the rooms in which he wrote Miles Standish, Hiawatha and his other masterpieces; or who would not delight in visiting the Old Manse of Hawthorne; or the humble cottage of Robert Burns at Ayr, where the great poet toiled and sinned and suffered. In addition to those mentioned you will find illustrated the home of Lowell, our greatest master of expression, the poet and essayist, who said so many pointed, pertinent things that have become proverbs, and who served the country with such great credit as ambassador to England. Whittier's birthplace will always be held in grateful remembrance. The Quaker poet touched the heart of the world in "Snow Bound," his masterpiece, which should make every home in America and every family tie more sacred. Dickens' home, where the most widely read and known author of his day went in and out, will always be a place of special interest. You can look in on Thoreau, the friend of Emerson, and poet-essayist, lover of nature and recluse, in his humble cottage away from the world, with which he was not much in love. Harriet Beecher Stowe's home at Hartford will be one of the most sacred places, because consecrated by the toil and presence of the queenly woman, whose life was devoted to the cause of freedom. The homes of these, and the other authors of equally great fame, all of which it will be impossible to illustrate here, any more than for any one reader to read all of their works, possess wonderful interest.

If one goes to the great library in the British Museum, or, in a lesser way, to the Astor library in New York, he will find hundreds upon hundreds of thousands of volumes. In the two great national libraries in London and in Paris, indeed, there is at least an attempt made to possess all the books that were ever published. No one pretends that all these books are of equal value. So far from that, hundreds of thousands of volumes are now little more than so much rubbish; they may once have had a passing value but they have practically none now.

It is equally noteworthy that there exist comparatively few fine private libraries. This is only saying, in another way, that very few people possess that knowledge of books which is required for the selection of a good library. Such a knowledge of books needs almost a lifetime to acquire, and even the enjoyment of such a library, once gained, needs an abundance of leisure time, which very few busy men and women possess. So it comes about that most people simply buy the books of the hour, which make a passing stir in the world and then are heard of no more. Very few people buy or read the really great books of the world. The most of the reading public is content with current novels.

Undoubtedly one reason why the great books—the classics as they are called—are so little read, is that so much in them is uninteresting and out of date. No one thinks of reading all of Shakespeare's plays, or all of Wordsworth's poems, or all the novels of Balzac, simply because these productions are of very unequal value. To be able to choose only the best, however, is in itself a great art, besides, a fine literary instinct entails a vast amount of study and reading.



The illustrations here shown are reproduced by permission from the International Library, a new and comprehensive publication of the world's best literature. The originals are full-page illustrations, and there are five hundred such in the numerous volumes.

The work referred to above is the first successful attempt of which we have any knowledge to bring together a complete selection of the best writings of the famous authors. The selections are arranged according to the time in which they were written, or according to the subjects to which they relate; and this happy arrangement enables the reader to gain, from volume to volume, a wonderfully clear view of literary development.

This series of twenty volumes puts the reader in instant possession of the very cream of the world's famous literature. The owner of this library may open any volume, at almost any page, and find a fine and interesting piece of literature. Possibly the particular story, or poem, or chapter of history to which he opens may not be precisely to his taste, but the chances are that the very next one is. That is to say, the selections are so varied and the number of them is so large that the well of interest never runs dry.

No matter who comes to drink, he will be sure of finding something to entertain him.

Mr. Wanamaker has made it possible for almost any lover of literature to obtain this splendid library at half the usual price as he has contracted with the publishers for an entire edition, and makes a special offer to furnish this set of books to the readers of NORMAL INSTRUCTOR at half price. See his advertisement on page one of this issue. The writer has seen and personally examined this set of books, and believes that every reader of NORMAL INSTRUCTOR who is fortunate enough to secure a set will be highly pleased.

DISCIPLINE

By Ency Coleman Caryl, Kalamazoo, Mich.

Patience.

(CONTINUED FROM MARCH NUMBER.)

AS THE days passed into weeks, the difficulties in the task she had undertaken became more apparent to Miss Black. While Joe had come to be an ardent disciple, yet his very enthusiasm made him a difficult child to manage. Not Joe alone demanded her time and patience, but many another pupil, each with his particular shortcoming, claimed the interest of this teacher, who was attempting to administer mercy where less than justice had been dealt before.

There were slow and plodding ones who could not understand the lessons until she had exhausted all her original ideas to awaken to enlightenment; there were lazy ones who must learn the value of time; and so Miss Black often felt in those days that her efforts were futile. But before many weeks had passed, the other associate teachers, realizing that a new atmosphere permeated the school-room through Miss Black's influence, appealed to her for help, and gradually she saw the light dawning. But the master, immersed in his dead languages, seemed as dead as they to any innovation. He would grant her nothing for experiments in physics, but that her classes might learn of the perfect harmony existing in nature the mysteries of the laboratory were revealed through the generous use of her own salary; and in plant life the microscope fascinated the student with its marvelous revelations.

She could detect in the frown of the master his displeasure of these things; for he visited her recitation room often, as if in search of some irregularity about which he could complain. He could find no fault with the recitations—they were far better than the average; no fault could be found with the order, but he did not like all this child-play, as he called it—it was contrary to all precedent. Miss Black was turning things "topsy-turvy" and he would not countenance it. He would appeal to the Board. But when he attempted to formulate any complaint, he seemed strangely powerless to attack any vulnerable part in Miss Black's administration. But—

Much as Miss Black had helped Joe, Friday afternoon always brought a feeling of uneasiness, lest the day prove too alluring for his strength of purpose to withstand; hence, she had planned some bit of work for him that he might feel the importance of his presence. But this last Friday morning of the second month Joe had been such an attentive boy that she quelled the base thought of possible truancy. When the last toll of the bell for the afternoon session had sounded and no Joe appeared, then for a few short minutes all hope of reform for any one vanished. The afternoon was strangely long and uninteresting to Miss Black, and no one having seen Joe, truancy seemed to be the only cause that could account for his absence.

At the council meeting, Joe was denounced as a truant, whom "I should have suspended a month ago!" Miss Black felt the sting keenly, and contrary to all precedent asked if Joe were not to be allowed to defend himself before suspension! Ignoring her question the master soon dismissed the session, and by some strange fascination Miss Black betook herself to the woods, half expecting to find there the clue to Joe's absence. On entering the wood, a sound of voices near confirmed her fears that Joe had again been lured to the woods by that mysterious stranger whom she had heard before.

She heard, "She'll believe you Joe, of course;" then from Joe, "Oh! but this was the last afternoon and she had worked so hard to keep me!" Hastening to the spot from whence the sounds came she found Joe, only, sprawled out at length on a mossy bank, "Where is that boy, Joe, who lures you from school? I've heard him before." Then looking into Joe's face, Miss Black realized that something worse than truancy was troubling her boy.

In climbing a tree for some of the bright clusters of leaves, Joe had stepped on a decayed limb which had broken and dropped him to the ground. A sprained ankle had been the result. But said Miss Black, "Joe, why did you not come to school?" "I did try, but could not get there, Miss Black." "Why did you climb the tree, Joe?" "To get some of those bright leaves for you, Miss Black!" "How long have you been here, Joe?" "Since noon." "Then you didn't run away from school, Joe? But where is the boy I heard? Why did he not come and tell some one, instead of letting you suffer so long?" "Because," answered Joe, "he's only my better self, who gives me good advice, keeps me company when I might be lonely, but never picks up a fellow, you know!" "Oh, you poor boy, how shall I ever get you home?" Then in her excitement she said, "Now don't move until I come back with some one to help you." "No, Miss Black, I won't for I can't! But do you think I would run away from school?" "No, never, my boy!" Then hastening to the entrance of the wood she awaited an approaching carriage, though she trembled a little to find that it contained a banker whom she feared as a gruff man; a member of the board of education.

After explanations as to the cause of the accident, he picked Joe up very tenderly, promising to carry him home and set things right, when Miss Black went home sorrowfully, wondering if the master could change his mind and believe in Joe.

At the monthly meeting of the board that evening, the banker felt an unusual interest in the school, and listened to the reports. But when in the most dignified manner, the master asked for the *removal* of Miss Black, the substitute teacher, thinking another teacher might better serve the school; and also asked for the suspension of Joe Burton, who through continued truancy had forfeited his place in school, the banker was aroused to more than fever heat.

According to custom, the master's request would no doubt have been granted but for the banker who, to the astonishment of the other members, arose and asked, "When did Joe Burton play truant?" The master said "This afternoon!" "Where did he go?" "I think to the dog show, which was in town." "Have you seen the boy since school?" "No," said the master. Then the banker, turning to the other members of the board said, "Gentlemen, I advise that we know full particulars regarding this boy and this teacher before we consent to turn them out. I am somewhat interested in Joe, as I found him in the woods this afternoon where he had been lying since noon with a badly sprained ankle. While attempting to get some leaves for this same Miss Black, he fell from a tree, and was unable to get to school. I have his word for it, that Miss Black is the only teacher who ever tried to make him love school. I should be sorry to lose a boy when he had begun to have a little self-respect.

"About Miss Black I don't know quite so much; but I do know that aside from her interest in Joe Burton, she has been spending hours to teach my son James some of the things he should have learned before; and if what many of the students say about her can be true—how she makes a fellow love to study and do right—I move that we keep her until we know more of the case." And all of the astonished members voted—Yes!

And the patient little teacher still wields an influence which each year grows stronger in the village of X.

You Need Them Both.

Every teacher in America should be a regular subscriber to both NORMAL INSTRUCTOR and the *Pathfinder*. *The Pathfinder*, published at Pathfinder, D. C., is the freshest, brightest and best edited weekly newspaper to be found and as a current topics paper for school use has no superior. The subscription price is $1.00 a year but by special arrangement with the publishers we can furnish it one year, together with the INSTRUCTOR, at the remarkably low rate of $1.25. If you wish to examine a specimen copy of it write to the publishers for one.

Speak to Your Friends.

If you are a subscriber to the INSTRUCTOR, and enjoy it and believe that it is helpful to you in your work as a teacher, just tell this to some of your teacher friends who are not now among our subscribers. It is a little thing for you to do, but it will help them in selecting the right kind of a paper, and it will aid us in increasing our subscription list. You, also, will feel the benefits of a good act done, and thus all three will be benefited.

American Correspondence Mail Courses at reduced rate to NORMAL INSTRUCTOR subscribers.

By W. E. WILSON, A. M., Ellensburg, Wash.

Self-Education for Teaching.

A VERY large proportion of the public school teachers, if not the great majority of them, have secured their preparation by their own efforts without financial aid. What has been done is to be done again. The places of all who are teaching today will soon be vacated and many new positions will be created during the first years of the new century. These positions will be filled in great part by those who will work out their preparation for themselves without much financial assistance.

But conditions have greatly changed during the last half of the century. A generation ago any young man of good character and fair intelligence might by diligent study in the public schools make himself capable at the age of eighteen to secure a teacher's certificate and a chance to teach. This point gained, a plain path was open before him, provided the moderate demands of ability to keep order, to assign lessons of reasonable length, and to solve difficult arithmetical problems, could be met. This simple and progressive course to professional pursuits, though still open over considerable areas of the country, is fast closing up. The demand that all teachers be prepared for teaching by special study and training before they assume charge of schools is rapidly becoming universal. Becoming a teacher means more than merely passing an examination and securing a certificate from a county superintendent.

This new and more stringent condition for candidates for pedagogic privileges had been brought about in the interest of the children in the elementary schools. It is favorable to education at large and it benefits the teaching profession, giving dignity and social standing, and no doubt, in time it will give increased compensation to the really well qualified teacher. But how does it affect young people who have the ability and desire to engage in pursuits which require higher education but who are without financial ability? It certainly makes the way into the profession of teaching more difficult and it makes teaching less available as a step on the way to some other calling requiring greater scholastic attainments than teaching has required, but it enhances the desirability of getting into the profession, and this fact should quicken aspiration instead of producing discouragement. It has been through the efforts of teachers themselves that the standard of qualifications for teaching has been advanced in almost all cases.

It is an encouraging fact that as the demands for preparation have become more difficult to meet, the opportunities and means of meeting them have multiplied.

It is no longer very difficult for any young person who has health and ability and who is unencumbered by care of others, to acquire the qualifications required for admission to the teaching profession. Of course health, ability and adaptation to the work are necessary to success. No amount of preparation, no degree of faithfulness, no extent of effort can supply lacking endowments. The person must first be born to teach, then that one can make herself a teacher. There are no persons who need no education for teaching. Some can become qualified much more easily than others, some can become much more successful than others, but no one, whether in a high degree or in a very moderate degree endowed with the talent for teaching, is fitted to teach or is capable of teaching as well as that one should teach without careful and earnest and extended preparation. It is unfortunate when a young man not designed by nature to become a teacher chooses the work and tries to qualify himself for it, but supposing one is reasonably well adapted by nature for this work and he chooses to become a teacher, then his success and usefulness depend upon the preparation he makes.

The one who desires to become a teacher but who is dependent upon his own unaided efforts may feel that he is at great disadvantage, that he is unfortunate, and that his way to success is blocked. The fact is that the difference between the chances of the one who is quite self-dependent and the one who is able at once to pay for the advantages of the best schools is far less than it appears to be. Every one who is well educated for teaching must educate himself. There is not a strong, original, forceful, influential educator in the country who has not educated himself. Some have accomplished the result without the aid of excellent schools or very able teachers. These, if they have attained eminence, are accorded the greatest praise. They have accomplished the most by themselves. These have found means of self-culture in the commonest things which are in the reach of everybody. They have made teachers of the men and the things about them, of books and events and the phenomena of nature; they have made schools of their circumstances, their duties and their experiences.

Others have educated themselves for teaching through the energetic use of the best schools and by the aid of the best teachers available. They have embraced the privileges of a good normal school or of a strong college or university, and have made the best use of them; they have supplemented, perhaps, the liberal course of study and training which they have secured for themselves by a period of travel and acquisition or of special study in some choice place, and then they have continued their course of education in the school of experience and opportunity which the work they have taken up has created for them.

Indeed, it is true not only that self-education is the best, but it is the only real and sufficient education for the work of teaching. Whether the one is the more fortunate who has educated himself without the means of procuring the privileges of the best schools, or the one who has educated himself through the use of the best helps, depends chiefly upon the individual himself and what elements of education he needed. Some have been specially fortunate in having exceptional advantages of study; others have been as fortunate in being left to struggle for themselves.

Manila "House Snakes."

Nearly all the older bungalows in Manila possess what are called "house snakes"—huge reptiles generally about twelve or fourteen feet long and as thick as a fire-engine hose, that permanently reside up in the roof and live on the rats. These big creatures are harmless, and rarely, if ever, leave their abodes. Judging from the noise over my cloth ceiling, a pair of these pets find pasturage up above, and I can hear the whacking around about once a week in their chase after rats. They are good, though noisy, rat-catchers; but since they must needs eat all they catch, their efficiency appears to be limited by their length of stomach. The only way to get rid of the rats seems to be to buy more snakes, and this is simple enough, for you often see the natives hawking them around in town, the boas curled up around bamboo poles, to which their heads are tied.—*Joseph Earl Stevens.*

Our Photographic and Flag Souvenirs are meeting with wonderful success. Every teacher should procure one of these styles for presentation to pupils at close of school. Full description on another page.

A Model of the Moon.

THE Field Columbian Museum of Chicago has just installed a gigantic model of the moon. It is a wonderful piece of mechanism. Prof. George Schmidt of the Greek observatory of Athens is the maker. It is the most complete as well as the largest model of the earth's satellite ever constructed. Dr. Schmidt is one of the most famous selenographers living, and the big globe is about as perfect as it can be. Everything now known about the conformation of the moon's surface is shown. Plains, cliffs, and chasms in the dead and airless planet are portrayed with the patience and faithfulness of a scholar who has studied his subject through the telescope for a life time. Before being brought to this country the model was the admiration of the astronomers of Europe.

Temperature of Ocean Depths.

THE British man-of-war renguin has recently returned from Sydney, New South Wales, and reports the deepest ocean temperature that has ever been taken. According to the dispatches, the exact locality is not given, but it must have been in the South sea off from the coast of Australia somewhere. Heretofore, the great difficulty attending these experiments has arisen from the pressure of the water at great depths, which has been sufficient to crush the instrument. In this instance, however, the thermometer was successfully sent down to a depth of 28,572 feet, which is lower than ever before. The temperature at the surface was 82 degrees. The mark, though, at that profound depth was 35.5 degrees, or just above freezing. Scientists tell us at those depths, whether in north or south latitude, the cold current creeps along the bottom from the poles toward the equator. In this instance, it must have come from the icy South Pole. Ocean depths are just about equal to the loftiest heights on land. There is probably an ocean depth to correspond to every mountain height, and in these depths and on those heights there is a certain correspondence of temperature in the summer.

Natural Ink.

A FRIEND of the late Alexander H. Stephens of Georgia has just shipped a gallon of natural ink, a product of Georgia soil, to Lord Rosebery of England. When the English statesman visited this country twenty years ago he became acquainted with Mr. Stephens and visited him at his country home near Crawfordsville, Ga. Among other interesting things which he saw was the natural ink, which flows from a peculiar spring at the base of Kennesaw mountain, near Marietta, and which Mr. Stevens used for all purposes of correspondence and record. The liquid is a little heavier, we are told, than the manufactured article, but leaves a permanent stain, which makes it especially valuable where documents are to be preserved. The two statesmen kept up a correspondence until Stephens died. A while ago the heirs of the former vice-president received a letter from the ex-premier asking that some of the ink be bottled and sent to him, as he wished to show it to his friends and adopt it for his personal use.

A World-Wide Telegraph Scheme.

THE English Government is considering a plan to connect all parts of the British Empire by cables which shall have their landing everywhere on British territory, and which shall be operated by the government. The author of this scheme is Sir Sandford Fleming, a man of ability and resource who has already worked out three distinct systems, one for the Atlantic, one for the Indian, and one for the Pacific oceans. The scheme for connecting British territories on the Atlantic coast is well nigh complete; Canada, Bermuda, the Bahamas, and Jamaica are now in communication with the mother country. It is in the Pacific ocean that the scheme takes on its far-reaching dimensions, for it is proposed to unite by British wires Australia, New Zealand, Tasmania, Fiji, Hong-Kong, Borneo, New Guinea, and the west coast of Canada. The estimated cost of this great undertaking is something like $30,000,000, but the Government will probably find it to be a profitable investment.

Enormous Mastodon Tusks.

THE San Francisco *Chronicle* says that the whaler Bonanza, recently brought to that city two immense mastodon tusks which the sailors discovered on the shore, deeply imbeded in the ice and frozen ground, near Point Barrow. They accidentally saw a foreign substance that looked like a flaw in clear gum. It took several men three days to dig them out, and two men lost their lives, one by falling into the hole and the other, in his effort to save his companion, fell into the sea. The tusks measure 108 inches in length, 18 inches in circumference about two feet from the base and 14½ inches two feet from the point. They weigh a little more than 103 pounds each. The weight of ordinary tusks is about twenty pounds a pair, and their market value is from 50 to 60 cents per pound according to the size and clearness of the ivory. But the commercial value of these tusks cannot be estimated, owing to their rarity. The enormous size and weight of these tusks establishes the oft asserted theory of the immense animals which existed in those regions in pre-historic times. An animal that could walk about comfortably carrying 207 pounds weight in its upper jaw must have been of great bulk and strength.

A Motor Coal Wagon.

A STEAM motor tipping coal wagon which will carry a load of three tons of coal has been built in England. It was built to the order of a colliery firm, and is driven by a compound reversing horizontal engine of about ten-horse-power, placed under the vehicle and geared with two speeds and differential gear to an intermediate shaft, which in turn gears direct with pinions to an internal spur wheel on each driver. This dispenses with the customary chains and sprocket wheels. The whole of the frame work is of steel. The boilers, tool lockers, fuel, and levers are in a sheltered cab convenient for the engineer. The steering is done by a fore-carriage and chains manipulated by a hand wheel similar to a traction engine. The feed tank is slung on behind, and the feed pump is so arranged that water can be pumped into the boiler with the main engine while the vehicle is standing. The trial consisted in carrying a load of three tons from Newcastle to Morpeth at an average speed of five miles an hour, and after arriving ascended a steep bank and descended the same with full load on board. The test was highly satisfactory, and the consumption of coal was but 150 pounds, and enough water was carried to complete the journey.

The Submarine Terror.

THE FRENCH, according to the London *Chronicle*, think they have solved the problem of the submarine torpedo-boat and have ordered the construction of eight more of these vessels to join the Gustave Zede. This vessel, which is the last of an experimental series, has just finished a voyage of fifty miles from Toulon in rough weather partly on the surface and partly below it, but tightly closed all the time, so that her crew for more than seven hours were under the precise conditions which would have characterized complete submersion. At a previous trial the Gustave Zede was employed in firing a dummy torpedo against the French battleship Majenta, and according to the accounts with perfect success; the torpedo boat having struck its great enemy both while the latter was stationary and in motion, without itself offering a reasonable target to the ship's guns. The submarine boat is so small as to scarcely attract attention 2,000 yards away, and at that point she submerges herself, only showing the top of her little conning-tower from time to time for a few seconds, to verify her direction. When she is brought within firing distance she must show her conning-tower somewhat larger in order to secure exact aim. But should she be struck at that critical moment, her torpedo would already have been discharged, and on its errand of death.

While the torpedo-boat did not figure so prominently in our late war with Spain as was expected, it is confidently asserted that this new engine of destruction is still destined to play an important part in naval conflicts. The London *Chronicle* believes that, though France is apparently ahead now, the United States is destined to hold the first place in this line of naval warfare. The writer believes that our boat that has shown ability to convey itself over the smooth bottom of a harbor, which with its air-lock can open a door and send a diver out, is a contrivance capable of the highest development along this line. This boat, the writer affirms, will be of great value for salvage purposes, and for removing submarine obstacles.

Special Rates to Normal Instructor Subscribers.

By referring to the Advertisement of the AMERICAN CORRESPONDENCE NORMAL elsewhere in this number you will find that subscribers to NORMAL INSTRUCTOR are given special low rates for several of our most popular Courses.

If you are not in a position to attend a NORMAL SCHOOL, yet are anxious to improve your spare time by taking up some thorough course of study, send for the catalogue of the AMERICAN CORRESPONDENCE NORMAL, and learn what we can do for you in your own home, while you are teaching or otherwise engaged. This institution is conducted by the publishers of NORMAL INSTRUCTOR and has, since its organization, given instruction, BY MAIL to over 20,000 teachers, and students preparing to teach. We have helped them very materially and can greatly assist any teacher who is willing to study. Better send for catalogue and full instructions. Remember that subscribers to the INSTRUCTOR get special rates.

M. Francois Felix Faure.

PRESIDENT FAURE, who died suddenly in the Elysee, from the effects of a stroke of apoplexy, February 16, was the sixth president of the third republic of France, and fifty-eight years of age. He was born in Paris, educated at a private commercial school, and then sent to England for two years to learn the language and acquaint himself with English methods of business. On his return he went to Amboise and became successful as a currier. While there he married the daughter of an attorney. It is said that he owed his success largely to his wife. They moved to Havre where he engaged as a commission merchant, and later became a leading ship owner. One success after another followed owing to his diligence, probity and ability. He became president of the Chamber of Commerce of Havre, and during the Franco-Prussian war was mayor of the city. Amid those troublous times he was captain of the Mobiles, and, took part in many skirmishes near the city, and for his gallantry was recommended for the Legion of Honor. In 1881 he was elected to parliament. He was appointed under secretary of state for colonies under the Gambetta administration and held the same office in the ministries of M. Jules Ferry, M. Brisson, and M. Tirard. In 1891 he became minister of marine in M. Dupuy's cabinet, and was appointed vice-president of the chamber of deputies, a position to which he was several times elected. On the retirement of M. Casimer-Perier in 1895 he was chosen President by 430 votes, as against 361 given to M. Brisson.

Various opinions are held concerning Faure's ability and administration. His intellectual weakness was apparent and manifested itself in his administration, which proved a grave menace to France. The events of the past year, which have made the Republic an object of ridicule and contempt, are proof sufficient. His death, therefore, cannot very well prove to be a national calamity. It may on the other hand prove to be a national advantage. The people of France, it is true, are peculiar, fitful, erratic, often ungovernable and prone to revolution. For such a people, the hand that governs must be strong and mighty, or the government is a roaring farce or a bloody tragedy, as her history proves. Felix Faure was a good and kindly disposed man, fond of court display, deeply sensible of the dignity of his position, but not brilliant nor in any sense a master. He was the opposite of M. Loubet, the brilliant lawyer, the shrewd man of probity and courage, with his unswerving fidelity to republican institutions shown again and again from the days of the Empire. Stormy times await the new President, but the character of the new premier, and the confidence with which the flag has been placed in his hands are good omens. The President is elected for a term of seven years by the National Assembly. Only one of the Presidents who have served France during the last twenty-eight years has completed his term.

Lord Charles Beresford.

REAR-ADMIRAL LORD CHARLES BERESFORD, member of Parliament, hero of the naval battle of Alexandria, who visited this country recently as a representative of the Chamber of Commerce of England, is probably one of the most interesting and unique characters in contemporaneous English history. He entered the British navy in 1859, at the age of thirteen, and early won distinction and rapid promotion for his marked ability and daring. He first attracted attention to himself as a man capable of meeting any emergency during the bombardment of Alexandria in 1882. He was then in command of the Condor, and his prompt action in getting the Temeraire off a rock right under the guns of Arabi Pasha's battery earned for him the name which all Englishmen love to speak, —"Condor Charlie." He went ashore and broke up the plot to murder the Khedive, and by stern rule subdued the Egyptians. But the most picturesque event in his naval career was at the battle of Abu Klea, in the Nile expedition under Lord Wolseley, when he had charge of a machine gun in the march of the naval brigade across the desert. He pushed his gun to the very front and when the fight was over he was the only man on his feet. On every side were heaps of the dead and he was besmeared with blood from head to foot, but the gun was ready for further service. As a statesmen he has had wide experience. It is on the ground of his knowledge of and interest in commercial affairs that he was sent to this country.

Lord Beresford was here a little over two weeks. He crossed the continent, making brief stops at Omaha, Chicago, and several eastern cities. The Boards of Trade in each city accorded him honor and distinction becoming his rank and mission. The object of his mission is to secure understanding and coalition between the four nations competing for trade in the east,—England, Germany, Japan, and America. "Since the United States and England," he says, "are one in sentiment and commercial interests, there is no reason why the flags should not be entwined. American railroad interests are pushing their way into China and Japan. This is an age of commercial war and we must have commercial alliances." These four nations he affirms are vitally interested in the development of commercial China. China furnishes the greatest commercial opportunity anywhere to be found. America should be especially concerned in it, since our trade is growing faster than that of any other nation. The building up of Chinese-American trade would mean much for San Francisco, and the whole country.

Prince Regent Gustavus.

KING OSCAR of Norway and Sweden, who recently abandoned the reins of government to his oldest son, Crown Prince Gustavus, brings into prominence qualities of mind and a character quite unlike the father. This alone has produced complications in the government of the two little countries, which are destined to reach an acute stage. King Oscar was always conciliatory and managed to pacify the republican party in Norway. But his quarrel with Bjornsen, the well-known author and republican leader, which resulted in the issuing of a warrant for the arrest of the latter and his flight to France, and from thence to St. Petersburg where he now directs the movements of his party, has left Norway in a revolutionary state. Gustavus declares that the way to settle disputes is not by concession but by military power. He is intimate with Emperor William after whom he probably patterns. Two years ago the Crown Prince publicly expressed the opinion at Stockholm that the way to put a stop to the perpetual quarrel between Norway and Sweeden was to send a Sweedish army over and reduce the disloyal subjects into submission. The legislature happened to be in session at the time, and passed by an almost unanimous vote a measure suspending until further notice the payment of the moiety of the civil list of the Crown Prince. This act has not been repealed, and the feeling toward the new Regent is unchanged.

It is said that Prince Gustavus is primarily a man of action. All of the romance which was a rightful inheritance was taken out of his life when he was forced to break off an engagement with a Swedish country pastor's daughter whom he loved, and for state and dynastic reasons married the less attractive daughter of the grand-duke and grand-duchess of Baden. The crown princess is a subject of hypochondria, and for years has spent ten out of every twelve months in France or Egypt. She is thus practically a stranger to the people and they can have but little interest in her. There seems to be little ground for the establishment of happy and peaceful relations between the new Regent and one-half of his subjects. Indeed, it is stated that Emperor William has promised to send the German fleet to menace the Norwegian coast in the event of sending a Swedish army across the frontier. The present condition of affairs probably will not long continue. The Norwegian legislature has recently passed by an overwhelming majority a resolution authorizing the removal of all emblems of the union from the Norwegian flag. Since Sweeden is strongly German in sympathy, and Norway particularly in favor of France and Russia, the chances for a division of the kingdom are not remote. But the new Regent, being the first of his line to secure the full support of the aristocracy in Sweden, who are among the proudest and most influential in Europe, may summon to his aid sufficient support to establish and maintain his authority throughout the domain.

Augustus Hill Garland.

WHILE addressing the United States Supreme Court in Washington, January 26, ex-Attorney General Augustus H. Garland was stricken with apoplexy and died within ten minutes. The occurrence came with startling and tragic unexpectedness, changing the usual calm and dignity of the court into temporary confusion. There was a full bench, with the exception of Justices Brewer and White. Mr. Garland was speaking calmly and having cited an authority spoke these words before he fell: "This, your Honors, is our contention."

Augustus H. Garland, the eleventh governor of Arkansas, was born in Tipton County, Tenn., June 11, 1832. He was educated at St. Mary's College, Lebanon, and St. Joseph College, Bardstown, Kentucky. He was admitted to the bar in 1853. In 1856 he moved to Little Rock and formed a law partnership with Ebenezer Cummins which continued for one year, when Mr. Cummins died. He was a delegate to the state convention of 1861, a member of the provisional congress of the Southern Confederacy which met at Montgomery, Ala., and subsequently of the Confederate Congress, both as Representative and Senator, being in the Senate when the war closed. After the war he resumed the practice of his profession. In January, 1867, he was elected to the United States Senate without opposition to succeed Powell Clayton, but was not seated. In 1874 he was elected Governor of his state. He was United States Senator from 1877 to 1885. Upon the election of President Cleveland Mr. Garland was appointed Attorney General in 1885, resigning the senatorship to enter the cabinet. He was the first person from Arkansas to hold a cabinet position.

As a member of the Confederate Congress he made his first reputation. He led the movement which drove the carpet-baggers out of his state. He gained the Governor's chair by force of arms, after the Brooks-Baxter war, and came to the Senate when his party first recovered control of affairs. In committee work, in debate and in conference he became influential, and when appointed Attorney General by President Cleveland he was one of the five most prominent Democratic leaders. After retiring from the cabinet he purchased a residence in Washington and resumed the practice of law. He closed his earthly career in the presence of what he had often called the highest and purest tribunal on earth. His rugged honesty, plain manners and democratic ways, were marked characteristics, which amounted sometimes to homely eccentricities.

Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article VII.—Digestion (Continued).

STOMACH DIGESTION.

AFTER food is swallowed the stomach contains a mass of materials—water, dissolved salts, broken meat, dextrose, particles of fat, starch, etc. The moment food enters the stomach, its soft velvety, plush-like lining membrane becomes a bright red from an influx of blood. This membrane pours out an acid gastric juice, (the saliva was alkaline) which contains two ferments—*pepsine* which changes lean of meat, white of eggs, gluten of flour and other albumen-like food (proteids) into peptone, and a liquid extract curd *rennin*, which curdles milk. This is in turn dissolved by the acid. The resulting material from stomach digestion is call *chymé*, and is about the consistency of a

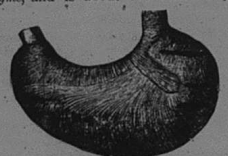


Fig. 1. The muscles of the stomach, one portion removed to show underlying fibres.

poultice, most of the water ingested, together with the soluble salts and sugar, having passed into the absorbents that fill the lining membrane of the stomach. All of these changes are facilitated by the churning movements of the stomach caused by the contraction of the three layers of muscles in the walls of the stomach, each layer running in a different direction and combined, acting effectively.

Intestinal Digestion.—As the chyme passes into the small intestine, a tube about twenty feet long (coiled up in the abdominal cavity) lined with a soft delicate membrane, it comes in contact, as the alternate contractions and relaxations of the muscular walls of the intestines hurry it along towards the large intestine or sewer of the body, with three digestive juices—bile, pancreatic juice and intestinal juice. The pancreatic juice is alkaline and has three ferments, *trypsin* that digests albuminous materials, (proteids); *amylopsin*, that changes boiled and even some raw starch into a soluble sugar; *steapsin* that splits up the fats still farther and combines with alkalies in the pancreatic juice and with the bile to make an emulsion or milk-like division.

The bile and intestinal juice assist the pancreatic juice. The result of intestinal digestion is a milk-like fluid, the *chyle*, containing water-peptones, soluble sugar and salts, and emulsion of fat.

The food that has not been digested, *i. e.*, the refuse, the indigestible material, passes into the large intestine which empties outside of the body. Refuse material remaining in it too long undergoes putrefaction and gives rise to poisonous gases which finding their way into the blood may poison a person more effectively than ordinary sewer gas does. It is a matter of great importance in order to maintain health that the outgo of waste material from food should be attended to as well as the income of food for the body.

Absorption.—The mucous membrane lining the alimentary canal is soft and velvety for the most part and is arranged for secretion of digestive juices, for the absorption of food and for excretion of waste material which is carried into the large intestine or sewer of the body and so out of the body. The lining of the stomach is thrown into folds having on them thousands of little projections like those of plush, called *villi*. The small intestine also has them in abundance and its lining is arranged in circular projections, affording a large amount of absorbing material in a small space, as in following figure.

Section of piece of small intestine showing villi or "valvulæ conniventes."

These folds moving rapidly backwards and forwards and from their winking motion are called "valvulæ conniventes." In the villi of the stomach and small intestines, end branches of the portal vein and the blind extremities of lymphatic vessels, here called "lacteals," because after a meal filled with the white chyle they look like vessels carrying milk. The lacteals empty into a bag called the receptacle for chyle, situated behind the stomach, and the chyle is conveyed from it through its connecting thoracic duct, up along the spinal column and is emptied into the blood current at the junction of the left subclavian vein (or vein under the left collar bone) with the left jugular vein. The rest of the digested material is carried into the portal vein, (just as the chyle was into the lacteals) by the process of *imbibition*, much as water is taken up by blotting paper, and thence to and through the liver to the right side of the heart. Absorption begins when digestion begins, but is at its height in the small intestine. Water and soluble salts and sugars are absorbed promptly by the veins. The fats and most of the proteids find their way more slowly into the lacteals. The liver stores up some of the starch and sugar of food as glycogen—to be used in the body for nourishment, mainly in the muscles. Some of the fat of food is stored in the body, but most of it is resolved into carbonic acid and water and in the process evolves heat.

A diagrammatic representation of the various organs concerned in the conversion of food into blood.—1, Mouth and salivary glands; 2, the œsophagus; 3, the stomach; 4, a portion of the small intestine; 5, the pancreas; 6, the liver; 7, mesentery with lacteals; 8, receptacle of chyle; 9, the thoracic duct emptying its contents into the left subclavian vein; 10, branches of portal vein leading to liver; 11, an hepatic vein leading from the liver to the large ascending vein; 12, the large ascending vein cut off at its junction with the heart; 13, the large descending vein cut off in like manner.

Assimilation.—The process by which the blood carries the digested materials to the various parts of the body is known as *the circulation*, and that by which each cell and tissue appropriates these materials for their own use is *assimilation*. Exactly how these tissues appropriate the right material usually is not known, but they do have the power of selection. The digested proteids are probably converted into the albumen of blood and of the muscles, etc. What is not used, together with that used up, is converted into urea, creatinine, etc., which become poisonous if retained in the blood and not excreted. The sugars and starch follow nearly the same course as fat. Water and salts afford fluidity and alkalinity to tissues, and what remains over and above what is used, passes out of the body as water and chemical compounds.

From what has been said, it is evident that for digestion to be carried out properly the digestive organs must be normal and active, their secretions must be perfect as to quality and quantity, the food eaten must be of the right kind and quality to keep the organs in good working order, and the absorbents and veins must do their work as they should.

Secret of Longevity.

Sir James Sawyer has been confiding the secret of longevity to a Birmingham audience. Like so many other secrets, it consists in "paying attention to a number of small details." Here is a schedule of them, collected from the reports of Sir James Sawyer's lectures:—

1. Eight hours' sleep.
2. Sleep on your right side.
3. Keep your bedroom window open all night.
4. Have a mat to your bedroom door.
5. Do not have your bedstead against the wall.
6. No cold tub in the morning, but a bath at the temperature of the body.
7. Exercise before breakfast.
8. Eat little meat, and see that it is well cooked.
9. (For adults.) Drink no milk.
10. Eat plenty of fat, to feed the cells which destroy disease germs.
11. Avoid intoxicants, which destroy those cells.
12. Daily exercise in the open air.
13. Allow no pet animals in your living rooms. They are apt to carry about disease germs.
14. Live in the country if you can.
15. Watch the three D's—drinking water, damp and drains.
16. Have change of occupation.
17. Take frequent and short holidays.
18. Limit your ambition; and
19. Keep your temper.

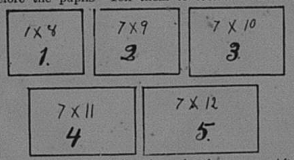
Keep all these commandments, and live long.

DRAWING

By D. R. AUGSBURG, Oakland, Cal.

Proportion Drawing for Primary Grades.

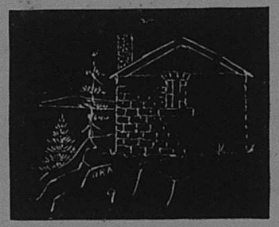
CUT from card or pasteboard or any stiff substance, five rectangular pieces 7x8, 7x9, 7x10, 7x11, and 7x12 inches as shown by Figs. 1-5. It would be better still to have four pieces of each. They may be used as follows: 1. Hold say the 7x12 rectangle before the pupils. Tell them to look at it carefully



and then to find a similar form in the room. After each, or as many as can, have found one, call on a pupil for his form and let the class decide whether it is similar to the rectangle or not. It is the proportion and not the size that the pupils are to recognize. Use the cardboard rectangle with its longest side both in a vertical position and in a horizontal position. Do not take up a whole recitation in this kind of work, but only a few minutes at the beginning of the recitation, until the pupils can recognize the proportion readily. There are always plenty of objects in each room that have faces the shape of these figures such as the door, panels,

transom, window, shade, glass, blackboard, wall, ceiling, floor, chart, card, map, picture, books, top of desk, table, platform, etc. 2. Draw on the blackboard, faces 1-5. Do not draw them in order, but make some of them horizontal and some vertical. Hold up one of the pieces of cardboard and let the pupils choose the one that represents it on the blackboard. Reverse the

process. 3. Place one of the cardboards where the class can see it plainly. Let each pupil draw the face



on his slate or tablet. Go to each pupil with a cardboard form in your hand like the one he has drawn and see if he has represented the proportion correctly.

This is the lesson, that which is to follow is secondary. After correcting the work of each pupil draw the form on the blackboard and turn it into one of the drawings

in this article, and let the pupils do likewise. In this blackboard work may be taught all those thousand and one things that it is difficult to teach from the

object alone, such as the different kinds of lines, methods of suggestion, the rendering of foliage, grass, distance, etc.

The houses represented by Figs. 6-15 are all alike in form, but differ in the arrangement of details and the material of which they are composed. They are all drawn as follows: (1) Draw the rectangle ABCD. (2) Bisect AD as at E. (3) From E erect a vertical line as high up as you wish the apex F and draw lines FA and FD. While the form of the different houses are the same the details are arranged differently and in most of them the material is different. Fig. 7 is a hen house with the boards arranged horizontally. Fig. 8 is a

fisherman's cabin with the boards arranged vertically. Fig. 9 is a miner's cabin made of stone. Fig. 10 is an adobe barn. Fig. 11 is a wood barn. Fig. 12 is a pig pen. Fig. 13 is a dwelling with clap-board covering.

Fig. 14 is a log house, and Fig. 15 is a shed with a thatched roof. All of them may be used in connection with the forms 1-5.

Cuba, Porto Rico, Honolulu, Philippines.

The past year has been a remarkable one in the history of the United States. By peaceful annexation and by the fortunes of war it has come into possession or control of a vast amount of new territory, comprising great islands on both sides of the globe. We are all naturally very much interested in these new possessions, and are glad to learn all that we can concerning them. The book which we advertise on another page, and which we offer at so low a rate in connection with the INSTRUCTOR, will be a valuable aid in getting acquainted with these new citizens or wards of ours. It gives photographic views of the scenery, the buildings, and the people in Cuba, Porto Rico, Hawaii and the Philippines. There are over 300 views from photographs presented, with descriptive text. A number of the views are of the army and navy of the United States. The pictures are clearly printed on very fine paper, making it a book most interesting from an artistic view and valuable from an educational standpoint. It will interest all, old or young, teacher or pupil. See offer for "Panoramic Views of Our New Possessions" on last inside cover page and send in your order.

Who are Responsible for the Education of the Child?

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

IT IS by far too much the tendency in these days to relegate the education of the child entirely to the school, and parents often find fault with the progress of their children, with the subjects taught, and with the methods employed. It is always easy to criticise, but it is not so easy to point out the remedy. Then, too, lack of proper investigation often brings unmerited criticism. The parent asks his child to read aloud an article from the newspaper, and if the child stumbles, mispronounces, or shows a lack of comprehension, the parent at once condemns the school. Or, perhaps the child misspells some words in a letter to his father, the decision is at once made that the school is a failure. "There are too many new-fangled notions, the schools are not so good as when I went to school," is the hasty verdict. Now I am not an apologist for the failures of the school; if the child of thirteen or fourteen of average intelligence cannot read intelligibly, spell correctly, write a legible hand, perform any operation in arithmetic needed in practical life, and relate the principal events of the history of his own country in good English, he has not been well taught. Yesterday I saw a composition of perhaps one hundred to one hundred and fifty words by a little girl not yet nine years of age, and there was not a misplaced comma or period, not a misspelled word, not a grammatical error, not a mistake in the use of capitals, while the penmanship was superb. Besides this there was connected thought and interesting material. Now that composition came to me just as it came from the child's hands without a word of correction or a suggestion from any one. This child is not a prodigy, she is simply a bright, intelligent child who has had good home surroundings and excellent school training. I would like to ask the men and women who were at school twenty years ago how many children fifteen years of age could have done as well at that time? There certainly were very few schools that accomplished such results.

I want to say in passing, that I believe that our schools are making better readers, better spellers, better arithmeticians, better users of English in this year of our Lord eighteen hundred and ninety-nine than ever before in the history of the world! And so, I deny the charge that our schools are a failure; but that the best education for the child is not yet reached by far, I readily admit. That we may approach more nearly to the ideal, I would like to make use of all the factors that may be and should be employed to that end. Who then are responsible for the education of the child? There are at least five factors; namely, the *home*, the *school*, *civil society*, the *State* and the *Church*. Each of these has its allotted duty, which, if neglected, can scarcely be provided for by any or all of the others. Let us consider them in order.

I. THE HOME.

From the time of the earliest establishment of the home, the care and training of the children committed to it has been one of the most imperative and holiest of all its duties. No people of antiquity appreciated this charge as did the ancient Jews. Children were the "gift of God" and it was the duty of the father to train them up in the "nurture and admonition of the Lord." In the best days of Rome the matron found her highest pleasure in training her children, and we have not only "Cornelia's jewels," but the noble Cornelia who esteemed her children as precious jewels. Indeed, before there were schools, there were homes which were the sole means of education. Afterward schools became necessary and to them was committed the chief duty of training the young. But I doubt if the home is thereby absolved from its duty, certainly not wholly. It must not be forgotten that the child is placed in care of the school for only about five hours a day, for something like two hundred days in the year, and for a limited number of years. But the parent is never absolved from responsibility towards his child from birth to manhood. He cannot shirk responsibility even during the time the child is at school. It is clearly his duty to keep watch over the intellectual, moral and physical growth of the child; to see whether bad habits are being formed, to note the character of the lessons assigned and to see that the home-work is well done. If the intellectual work cannot be shirked by the parents, how much more must their attention be given to the moral and spiritual training, which also are a part of the education of every human being. The true home must always be the most important factor in the education of the child and its responsibility cannot be relegated to the day-school, the church and Sunday-school, or to any other agency,—first, because children are a charge given to the parents by God; second, because their interest in their own offspring must always transcend that of others; and third, because such a large proportion of the child's life is under their direct care.

II. THE SCHOOL.

This factor of education hardly needs discussion as every one acknowledges its responsibility. The trouble is that no other factor is recognized. Now I do not want any teacher to slacken his interest one whit in trying to secure the complete education of his pupils, regardless of all other agencies that have also their part in the matter. It certainly is true the other agencies are often so demoralizing that if the school does not save the child it is lost indeed. It is also a blessed truth which compensates for many of the teacher's discouragements, that many a man is following a useful and honorable career solely because of the inspiration given him by a faithful school teacher. But if the teacher has done his best and still there is failure, I would have him know that the responsibility cannot rest on his shoulders alone. I would have parents also remember that, while the school is for the purpose of properly educating their children, it is only one factor. When parents criticise the school for failing to reach their ideal, I would have them ask themselves, "What am I doing in this important work?" The school has the advantage over "other educational" factors in that it is an institution equipped and set apart for instruction, it employs persons trained to teach, and the children are set at work to learn definite things at a definite time. Much therefore may properly be demanded of it and I would have it fully measure up to its purpose; but I would have it remembered that other factors, too, must contribute their share in the education of the child.

III. CIVIL SOCIETY.

It is rather difficult to show just what civil society contributes to the education of the child. Is there any doubt that it does have its educating influence? Let us take two or three typical cases by way of illustration. Who that has lived for a period of years in a small college town has not felt the uplifting influence and culture of the surroundings? Indeed, it is well understood that the atmosphere of the college is one of the best things connected with the four years a young man spends there. But this influence is not limited to the students and professors, it reaches all of the families of the community, stimulating many to seek higher education who otherwise would not have aspired to it. I have seen this influence affect not only the children of ignorant laboring men, but the men themselves. Not, it is true, to seek a college education, but to elevate themselves intellectually through the varied means that a college town offers, such as lectures, association with educated men, etc. The presence of a college or higher institution of learning is a blessing far beyond its mere teaching faculties, it raises the whole community intellectually and morally and therefore parents act wisely in choosing such a place to bring up their children. Ex-President Cleveland, or perhaps Mrs. Cleveland, has shown appreciation of this fact in the selection of Princeton as their home.

But let us look at the opposite extreme and notice the effect. Suppose it is one of the new western towns that have sprung up in a day upon the discovery of gold. How quickly the level of moral and intellectual life is lowered and how soon men drop into the depraved habits, and even to the use of the incorrect forms of speech habitual to the rough miner, and such as was entirely foreign to their former practice. Only a few weeks in close company with sailors or fishermen are necessary to bring one into the use of their vernacular. Is it not clear that in a community where there is a low state of morals, or where gross ignorance prevails, society must necessarily exert a bad influence upon the education of the young? The leaders of society

(CONTINUED ON PAGE 21.)

BY ELLA JACOBS, Philadelphia, Pa.

Frogs and Toads.

IN TEACHING nature study to children it is always preferable to use living animals, rather than dead ones. It is also very desirable to show life in its natural environments. A child who has seen the birds fly realizes more keenly, quickly and fully the lightness of wings and feathers, than any ideas he would form from lessons on the isolated wings and feathers.

A great cry goes up from the city teachers, "Oh, we cannot teach nature work in town; one must live in the country." While the country does present innumerable advantages for such work, yet there is a wealth of material within the grasp of even the city teacher. If she loves her work, loves nature, she need never lack for material. I heard only recently of a prisoner confined in a cell in a large city prison, where the walls were tall and compromising, and the paved walk in which each was allowed to go a certain hour in the day a tiny affair. The man happened to be an entomologist, and so even in this contracted place he secured in a few months twelve species of butterflies. So that the old saying, "where there is a will there's a way," is surely true regarding nature study.

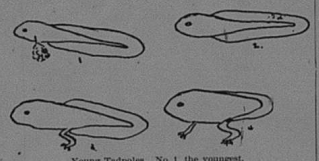
I want to make a strong plea in behalf of the children. If a teacher will take her children into the suburbs of a city once or twice a season, she will teach them so much. They will enjoy the visits hugely, and with the earnest teacher directing them what to see, and where to look for certain things, they will receive training in observation that will be of lasting benefit. And then what a gain to the teacher herself! She can show them trees, not broken branches or leaves. A little brook or river will help to make the geography a vital force. As for specimen animals and plants, the number will only be limited by the size of the baskets taken out filled with lunch; brought home full of food for head and hand. Try it, teachers; take a few pupils at a time if you are afraid you can't control a large number. But discipline sinks to a minimum on such an occasion. One requisite for a successful outing is that the teacher must know the ground and have some definite object in view. April is a good month for an excursion. Take some of your pupils to the country, or even a park. Walk down by a stream or brook. If you are hopelessly in the town, perhaps some empty lot may have a big puddle of water in it. Of course, you must know for what you are seeking.

On the first trip look for frogs' spawn. In the coarse grass growing in shallow brooks you will find it in abundance. The spawn is composed of tiny black specks, which are really eggs. Each egg is encased in a lump of clear jelly. This sticky substance holds the eggs together and prevents their being washed off the

Frog Spawn.

leaves. Later on it supplies nourishment to the tiny animal when it is first hatched. Take home or to school a quantity of this spawn in a jar filled with water. It is very nice to transfer it to an aquarium in which there are no fish. Put a few stones at the bottom, some of the plants, and you have material for nature study and object lessons for several weeks. The children will watch closely and notice all of the wonderful changes. Some day they will be surprised to discover that the spawn has broken up and that the water is full of tiny black specks with little tails. These funny little creatures wriggle about and dart hither and thither in the water as if to move about rapidly was their only object in life. In a few days little feathery bunches appear on each side of the head. These are the gills.

The little animals although hatched from frogs' eggs do not look like frogs at all. They really are not frogs, but tadpoles, and they bear a great resemblance to fish by living in the water and breathing by means of gills. Soon these feathery gills drop off and, instead, there is a slit on each side of the head. The young tadpole now breathes even more like a fish, for it takes the water into its mouth and it passes out of these slits. By and by, eyes and nostrils



Young Tadpoles. No. 1, the youngest.

appear on the head, and watching closely you will discover two little lumps on the side of the body. Watch closely, for some day soon these little lumps will turn into hind legs. Soon two other lumps will appear near the head; these will be the front legs. Now the tadpole is a fine swimmer with four web-footed legs and a broad tail. But he is not so well satisfied with the water as formerly, and he comes to the surface very often and sticks his mouth up. Look at him closely, the shape of his mouth has changed. His tail is not so long. Now he begins to look somewhat like his mother. Yes, he is growing and developing from a tadpole into a frog.

We can see only the external changes, but equally wonderful changes are happening within the little creature's body. It comes

up out of the water to breathe, because it now has a pair of lungs which require air, not water. Its heart has grown larger and acts as a pump to send the air and blood around the body. Gradually the tail shrinks up entirely, and then we have a real full-fledged frog.

Put a bit of wood in the aquarium and Master Frog will sit for hours on it winking and blinking in the sun. If there is nothing for him to climb on he will drown in the water. Keep him a little longer to discover more about him. When he was a tadpole he ate little bits of matter he found on the plants; he had a very small appetite; but watch him now, notice another change. He looks hungry all the time. Do you see that fly just taking a drink? The frog sees it and in a second he has snapped it up for a meal, and is on the lookout for more. Did you notice how he caught it? He did not move, he only thrust out his tongue. A frog's tongue is a very queer thing—for it is fastened at the front of the mouth, instead of at the back, like ours. The tongue has a long sticky point which turns over and catches the prey, the sticky fluid making it hold fast, then it turns over again into the frog's mouth, ready to dart out in this curious manner to catch its next victim.

Frogs always feel cold and wet. They are not warm-blooded as we are, but are called cold-blooded animals. Fish are cold-blooded also. A frog's skin is always covered with a shiny fluid. The skin is very porous, which enables it to absorb water and air also. If a frog's skin should become hard and dry the frog could not live. Most frogs live over the winter months at the bottom of pools and ponds. They breathe then by means of their porous skin which absorbs or takes in air from the water.

The life history of a toad is much the same as a frog's. Its eggs are laid in strings instead of in a mass. The young hatch as tadpoles and live in the water, but adult toads live on the land and only return to the water to deposit their eggs. Many persons confuse frogs and toads, but they are quite different in appearance. A frog's skin is smooth, a toad's is full of lumps and rough. The toad is more clumsily built than the frog. The legs are shorter; hence it cannot take such long leaps. Its feet are not webbed so it is not so good a swimmer as the frog, but as it is mostly a land animal, this makes no difference. The frog has teeth in its upper jaw, the toad has no teeth at all. But it has ears which are lacking in the frog. So that although they are very much alike, yet there are many points of difference between a toad and a frog.

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES

A Bluet Lesson.

ANNA M. LAISE, WASHINGTON, D. C.

THE spring of the year affords ample opportunity for the teacher to introduce a flower lesson that will be a benefit to the pupils in many ways. By a little forethought and with a very little expenditure of time and labor, one of the most instructive and profitable lessons may be taught. Not only will the class acquire an elementary knowledge of botany, but their English, spelling, penmanship, punctuation, pronunciation, and even arithmetic will be advanced, while best of all, the children will have to *think*, and this of itself is one of the prime objects of all teaching.

Any one of a number of common flowers may be selected, and the attention of the pupils will be attracted at once, because they may assist in gathering specimens. The bluet may be chosen for a certain day's lesson; place it on a little table in a corner of the room, together with a number of other early spring flowers and grasses. Care and display of taste may make this table very attractive, and in this way the child's artistic sense is stimulated.

It is best to take up the flowers with the roots left intact, as a more comprehensive idea of their botanical construction may thus be given. A shallow box, containing earth and made just the size of the table, is a very good receptacle for these living bouquets. A ruffle of crinkled tissue paper of some bright color gives a pleasing effect and hides the otherwise unsightly box. After speaking in a general way about plants, the little bunch of blue flowers may be passed around for the children's inspection. By judicious questioning have the class tell what they see. After the flower has been examined and the facts concerning it have been told in childish language, the following formula may be placed on the board in front of the class :

THE BLUET.

First. Where the bluet—grows ; lives ; likes to live.
Second. Bunches.
Third. Roots.
Fourth. Leaves—2.
Fifth. Petals—sky.
Sixth. The eye.

On another blackboard at the side of the room may be written :

Roots { Under / By / Beneath / Above
Leaves { At the bottom of / Near.

This list is to be used as "sentence starters" by the children after they have exhausted their own vocabularies, and need just a suggestion in order to more fully express their thoughts. Very short, crude sentences should be avoided, and the teacher, by that tact which comes alone with experience, ought to encourage the little folks to tell what they mean clearly and grammatically without the unnecessary repetition of the time-worn conjunction "and." When a child wants to use a word, about the spelling of which he is uncertain, the teacher may write the word on the board, where all the class has the benefit of it. No words should be used which are intricate or the meaning of which can not be easily explained to the children.

The oral work furnishes a foundation for a composition. After the tiny men and women have told the brief but comprehensive story of the unobtrusive little field flower, and the words used have all been spelled a number of times by the different members of the class, the blackboard work should be erased and the memory left to suggest the facts which were previously gathered as a whole or in detail.

Sheets of ruled paper should then be distributed while the teacher intimates that she would be delighted to furnish a second sheet if her pupils need it in order to make their stories longer or more complete. They might also be encouraged to make this their "best work." Then comes the "thoughtful period," when the gray matter of each little brain is being exerted to its fullest limit. The result will doubtless be surprising and generally gratifying. Sentences shape themselves and are neatly written in bold, clear letters, while even the punctuation receives a share of attention and after a few lessons the young writers will learn to use commas and periods with remarkable accuracy.

Aside from the words indicated here in the diagram many other words in common use may be learned. The sentence, "The bluet likes to grow in the fields with its little brothers and sisters," brings in several words which, although used by the pupils in their spoken language, may never have been introduced as part of a spelling lesson. The ingenuity of the teacher may be further demonstrated by utilizing the flower lesson as a subject for problems in arithmetic, something like this : "John had twelve bunches of bluets, one-half of which he gave to his sister. She then had ——, because ——?" Thus it is seen that even so small an object as the bluet may be made the subject of a profitable lesson. All that is needed being a little care and discretion in the selection of words, and wonders may be wrought from a seemingly obscure source. The bluet lesson may be repeated, with variations, on any kind of flower ; and who knows but that even greater results than these enumerated here may be the reward of the teacher in whose care the training of little children has been placed.

How Nature Work in the Kindergarten Benefits the Child.

BY L. MABEL FREESE, BANGOR, MAINE.

IN THE first place let us get at a clear understanding of what the kindergarten is and why kindergarten training is essential. Perhaps when we think of a kindergarten, Frœbel comes to mind and his child-garden full of busy, happy little ones. Yes, Frœbel kindergarten which aids the natural development of the child, by giving something to do, something to think, something to say, is the only true system of kindergarten in existence. It is in other words, a place for growing where care is given to the embryo plants.

This early training is essential because as the life of a flower depends upon the soil in which it is planted, so the life of a child depends upon his environments and methods of teaching, and, as the early years are the most important, the impressions made then being stronger and more lasting and the mind more susceptible then to good influences than later,—the sooner he is started on the right path the better.

Realizing this, Friedrich Frœbel founded the kindergarten, wishing that children should grow in three ways : strong, wise and good ; and having for his fundamental idea not that the child should learn facts but form orderly habits of thinking. Right feeling is necessary for true thinking ; when the heart is joyous then the intellect does its best work. Thus the kindergartener carries out Frœbel's thought in aiming first to make the child happy. If he knows the right he may do it ; if he loves the right he must do it. Hence she looks well to the atmosphere of the kindergarten, feeling that there the child may be led to love the right and to have due regard for the rights of others. Once started in this way we need have little fear for his future. The aim of the kindergarten is the development of the whole child, not alone the intellect ; but it makes provision for the cultivation of the hand as an executive for the head and heart, the head as a guide to the heart, and most important of all, since the design of the whole educational system from the kindergarten through the university course, is, or should be, citizenship—the making of virtuous, self-governing, law-abiding citizens—it makes provision for the training of the heart.

Hence in accord with Frœbel's idea, nature study aids in developing the heart. First, by putting the children in touch with growing things, and though them, revealing the Creator. For, since the kindergarten is a garden in which the children are growing, what could be better for them than to study things that are growing as they are, "From life, through life, to life."

"And nature, the old nurse, took
The child upon her knee,
Saying : 'Here is a story book
Thy father has written for thee.'"

As the children look about them, with wise direction, they cannot help seeing how carefully, perfectly, and wonderfully God does his work, filling earth with beauty and brightness. May not this be a lesson to the careless to be more careful and a lesson for all to work well trying to make others happy.

Second, nature study aids in developing the heart by teaching many important truths and lessons. As the children study the unity of seed with flower there comes to them the principle, a time for everything, a place for everything, a use for everything. They learn a lesson from the environment of flowers ; some are humble, others more prominent, but each has its place ; sun and rain are needed ; so, too, troubles, disappointments, cloudy and dark days as well as bright ones come to children's lives. But all are needed to form the perfect character. Truth telling may be taught by urging children to tell their stories of the flowers exactly as mother nature paints them. Kindness—by being kind to the flowers and not tearing them apart they remember to be kind to each other. They understand that, just as they can never replace a leaf or petal once taken off, so too, an unkind word once said can never be recalled or a hasty deed undone, and self-control comes in.

Refinement comes in because when they play the flower games they must be perfect, sweet, gentle as are the flowers. They learn a lesson of patience in waiting for the growth. Flowers grow according to the will of the Heavenly Father ; here is a lesson in self-control and obedience ; children must grow as the parent and the teacher direct. Perhaps they catch a glimmer of what Tennyson meant when he said :

"Our wills are ours, we know not how ;
Our will are ours, to make them thine."

While they are waiting for the growth there are the beautiful literature gems which even little children understand and assimilate. You have talked about the seed ; tell them how in the beginning God, the Great Workman, fashioned a seed out of the stuff left over in building the stars ; how wind, the gardener, bore it to earth, it fell into good soil and the first flower was born. Teach them to recite :

"In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.
'Wake !' said the sunshine
'And creep to the light,'
'Wake !' said the voice
Of the raindrops bright.
The little plant heard
And it rose to see
What the wonderful
Outside world might be."

Also :—

"Deep in the earth a brown seed lies,
The warm sun and the wind call low,
'Come up little one and see the bright sun.'
The seed replies, 'I will grow.'
First she sent down a tiny root
Which drank of the rain below,
Then up in the light
What a pretty sight,
A tiny shoot two leaves did throw."

Then when the leaves, which are the workshop of the plant with their thousands of mouths more wonderful than any fairies we know of, really appear, why not give the little folks this bit from Chas. Kingsley :—

"I cannot tell what you say, green leaves,
I cannot tell what you say ;
But I know there is a spirit in you,
And a word in you this day."

Ask them what the word is ; perhaps you will receive the replies I did ; from one *sun*, another *rain*, and still another, *grow*. Summed up, it was work, and we worked in earnest that day. When the buds come and open into flowers we can understand the spirit of the boy who said, "It does beat everything how one thing busts out of another !" And then when the flower comes, the crown of the plant, we must remember all the quaint legends, the old mythical stories, the language of the different flowers and the poet's fancies of them.

"Flowers are the sweetest things God ever made and did not put a soul into."

"Flowers are the thoughts and fancies of the angels in Heaven."

Flowers are the stars of earth and the stars in turn are the angels' flowers, since Longfellow says :—

"Silently, one by one, in the infinite meadows of Heaven,
Blossomed the lovely stars, the forget-me-nots of the angels."

Last of all, nature study aids in developing the heart by touching the soul. For, as the children study the flower's development, its unfolding, its relationship with the plant, they too realize with us :

"Nothing resting in its own completeness
Can have worth of beauty ; but alone,
Because it leads and tends to further sweetness
Fuller, higher and deeper than its own."

Now that the soul of the child is touched he becomes reverent, and then is the chance, through the flower, the emblem of all that is pure, to teach of purity and love. By and by after the seeds form, Mother Nature clasps to her heart the flower. It is all right because it has made the earth brighter and happier and its work is done. The flowers die but they come again another spring. Here is a chance for the Easter lesson and continuity ; link the past, the present, and the future. One thing comes from another, one thing leads to another.

Summing up we see that the children have learned lessons on unity, usefulness and environment ; of truth-telling, patience, self-control and obedience ; of kindness, mutual dependence and refinement ; of continuity, purity and love. Better still, the unconscious influences of nature are at work in the children, and in kinderland faith, enthusiasm, zest, inspiration, and joy with God ever present, come to the children who are taught to love Nature.

"Flowers are cousins to children,
So Friedrich Frœbel thought
When he planted the kindergarten,
Where the children could be taught
To grow, like the beautiful flowers
Under the gardener's care,
Removing the harsh and ugly,
Keeping only the good and fair."

Who are Responsible for the Education of the Child?

(CONTINUED FROM PAGE 18.)

ought not to forget that their acts are watched by others, young and old, whose moral life is shaped by the example of the so-called "better classes." Many a young girl has excused her bad life by saying, "I'm no worse than Mrs. So-and-so." The moral tone of a community is an important factor in education, for morality is a part of the work of education.

IV. THE STATE.

I can only briefly allude to these last two factors in the space allowed me. By the enactment and enforcement of just laws, by inspiring respect for its authority, by demanding strictest integrity, and faithfulness of its officials, by proper economy in its expenditures, the state teaches most valuable lessons to the young. One has only to refer to the debauchery during the Tweed regime in New York to find a most striking example of the evil effects of bad government upon the education of a people. Of course the state has a most important duty in providing for the support of the schools, but it is the direct influence of the state that I am calling attention to. There have been repeated instances in this country in which the extravagance or economy of the government at Washington has had its direct influence upon the life of the whole nation.

V. THE CHURCH.

Every church-spire, every chapel, every minister of the gospel, every consistent christian man or woman is an important element in the education of the community. Every man or child who lives within the radius of the influence of the church is affected thereby. Remove the church from a community and not only vice and crime would lift their hideous heads, but ignorance would soon accompany them. But there is a side of the education of the child that, under our present conditions, the school cannot undertake, and that is the religious side. Without this, education is not complete, and the church through the indirect influence of its mere presence, and through its direct influence, must see to it that this final, this most important side of education is not neglected. Let all of these factors in the education of the child join hands most cordially so that he shall have this birthright—a full, complete, well-rounded education.

Has it ever occurred to you that the INSTRUCTOR is an ideal paper to help and inspire your older pupils who are, perhaps, fitting themselves for teachers? Many of our subscribers have called the attention of their older pupils to the INSTRUCTOR, have recommended its use, and thereby have placed in their hands the best help they can possibly secure.

ARBOR DAY EXERCISE

ARRANGED BY T. B. WEAVER.

NOTE:—This program is prepared for a promiscuous school and parts may be omitted when the school would profit by the omission. Little flags on palm-leaf fans tacked on well, also tufts of pine, and wreaths of flowers, bouquets, etc., might aid in decoration. Let the pupils take an active part in preparation.

SONG.

Tune:—What a Friend We Have in Jesus.

We have come with joyful greeting,
Songs of gladness, voices gay,
Teachers, friends, and happy children,
All to welcome Arbor Day.
Here we plant the trees whose branches,
Warmed by breath of summer days,
Nourished by the dews and showers,
Soon shall wave in leafy sprays.

Let us plant throughout our borders,
O'er our lands so far and wide,
Treasures from the leafy forest,
Vale, and hill, and mountain side;
Rooted deep, oh let them flourish,
Sturdy giants may they be!
Emblems of the cause we cherish—
Education broad and free.

Gentle winds will murmur softly,
Zephyrs float on noiseless wing;
'Mid their boughs shall thrush and robin,
Build their nests, and sweetly sing.
Neath their shady arms will childhood
Weary of the noontide heat,
In its cool inviting shadow,
Find a pleasant, safe retreat.

READING.

Proclamation of the State Governor or of School Commissioner.

DECLAMATION.

Arbor Day is an anniversary that looks forward with bright hope. The trees which we plant to-day, will grow into the groves and forests of the future, and in their silent beauty and voiceless green will honor the hands that so tenderly planted them. Beneath them the youth yet to be may meet in social banquet, and enjoy the fruitage of our labors.

"We are what wind and sun and water make us,
The mountains are our sponsors, and the rills
Fashion and win their nurslings with their smiles."

This is not a holiday; but a day especially set apart for the purpose of tree-planting, of observing more closely and studying more carefully the trees, flowers and gifts of the forest; also of cultivating a greater reverence and finer sense of the beautiful and the sublime. What object can better inspire us to gain victory over trials than the grand old oak which in bold defiance to its foes while reeling in the wrath of the tempest is sending down to deeper hold its gnarled roots only to be better able to triumph in the next storm. Our poets have used their purest thought, their sweetest music in praise of the forest and the flowers. Arbor Day provides gracious means of a closer acquaintance with "God's first temples," and we hope that this day's effort may result in much good.

QUOTATIONS.

(Pupils stand by desks and after naming authors recite the quotations.)

1st Pupil.—Whittier said:

"Give fools their gold, and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field or trains a flower,
Or plants a tree, is more than all."

2nd Pupil.—Ben Johnson wrote:

"Not merely growing like a tree
In bulk doth make man better be,
Or standing long an oak three hundred years,
To fall a log at last, dry, bald and sear.
A lily of a day is fairer far in May;
Although it fall and die that night,
It was the plant and flower of light.
In small proportions we just beauties see,
And in short measure life may perfect be."

3rd Pupil.—Holmes said:

"In fact there's nothing that keeps its youth,
So far as I know, but a tree and truth."

4th Pupil.—Morris wrote:

"To me the world's an open book
Of sweet and pleasant poetry;
I read it in the running brook
That sings its way toward the sea.
It whispers in the leaves of trees,
The swelling grain, the waving grass,
And in the cool, fresh evening breeze,
That crisps the wavelets as they pass.

"The flowers below, the stars above,
In all their bloom and brightness given,
Are, like the attributes of love,
The poetry of earth and heaven;
Thus, nature's volume, read aright,
Attunes the soul to minstrelsy,
Tingeing life's cloud with rosy light
And all the world with poetry."

5th Pupil.—Longfellow said:

"If thou art worn and heart beset
With sorrows that thou wouldst forget,
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears
Dim the sweet look that Nature wears."

6th Pupil.—Bryan Waller Proctor wrote:

"Methinks I love all common things,
The common air, the common flower,
The dear, kind, common thought that springs
From hearts that have no other dower,
No other wealth, no other power,
Save love; and will not that repay
For all else fortune tears away?
What good are fancies rare, that rack
With painful thought the poet's brain?
Alas! they cannot bear us back
Unto happy years again!
But the white rose without a stain
Bringeth times and thoughts of flowers,
When youth was bounteous as the hours."

The School.

"He who plants a tree
Plants a hope.
Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime."

RECITATION—WHAT DO WE PLANT WHEN WE PLANT A TREE?

What do we plant when we plant the tree?
We plant the ships that will cross the sea,
We plant the mast to carry the sails,
We plant the plank to withstand the gales,
The keel, the keelson, the beam and knee,
We plant the ship when we plant the tree.

What do we plant, when we plant the tree?
We plant the houses for you and me;
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams, the siding, all parts that be,
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag;
We plant the shade from the hot sun free,
We plant all these when we plant the tree.
—*Henry Abbey.*

EXERCISE—WEDDING OF THE PALM AND PINE

CHARACTERS:—Uncle Sam, Miss Palm, Mr. Pine and maids for Miss Palm, and servant for Mr. Pine. The maids carry tropical fruits and one holds either a palm leaf or a peacock fan over Miss Palm, who wears a flowing dress made of some light cheesecloth or goods without starch; also over her head an ice-wool shawl. Her face powdered white, cheeks rosy, and she should be a girl having black hair and eyes. Approaches the stage very modestly and is always very reserved. Her dress should wear flowers and blossoms. Mr. Pine should be stately, tall and reserved, and should wear tuft of pine for button-hole bouquet. His hair might be whitened with magnesia. His attendant should carry his fur coat and leggings, etc. Uncle Sam should be dressed in customary attire. Uncle Sam first enters stage, carrying a good-sized flag. Palm carries a palm-leaf fan on which is fastened on one side a small flag, and on the other side a wreath of leaves—myrtle or the like.

Uncle Sam:

"She's up there, Old Glory, where light wings are sped,
She dazzles the nations with ripples of red;
And she'll wave for us living, or droop o'er us dead—
The flag of our country forever!

She's up there, Old Glory, how bright the stars stream!
And the stripes like red signals of liberty gleam!
And we dare for her living or dream the last dream,
'Neath the flag of our country forever!

She's up there, Old Glory, no tyrant-dealt scars,—
No blur on her brightness, no stain on her stars!
The brave blood of heroes hath crimsoned her bars—
She's the flag of our country forever!"

There comes from the south (*Miss Palm enters*) where the balmy breeze blows,
There comes from the north (*Mr. Pine enters*) where the hardy pine grows,
Warm hearts and true hearts, loyal and free,
The Palm and the Pine now wedded to be.
Come stand neath the flag, modest Palm, mighty Pine
(*Both step to front before Uncle Sam and bow to each other, and then gracefully salute the flag.*)
The emblem so dear to brave fathers of thine,
And under its bars, and its stars and its blue,
Unite now and ever to dare and to do (*join hands*)

(CONTINUED ON PAGE 27.)

BIRDS

By LILLIAN M. CHERRY, Minneapolis, Minn.

A Pilgrim Bird.

"God opened the windows of heaven,
And sent out a beautiful bird;
A sigh and a gleam, like the joy in a dream,
It leaped into life at his word.

God fashioned its pinions and plumage,
He painted its beautiful wing;
He placed in its throat a glorious note,
And said, 'Go forth and sing.'

Not 'for the ears that listen;'
Not 'for the shouts that ring;'
Not 'for men's praise of thy glorious lays;'
But merely, oh bird, 'Go sing.'

Did it doubt? Did it pine and falter?
Did it furl its beautiful wing?
Because nobody heard, did that wonder bird
Lose heart and refuse to sing?

Nay, over the wide world speeding,
Far over the mountain's crest,
Away and away to the ends of the day,
To sing in God's wilderness.

And over the lone world watching,
Where never a step is stirred;
In the midnight's flow, God's ear bends low,
For the song of this pilgrim bird."
—*Will Allen Dromgoole.*

"We could never have loved the earth so well, if we had had no childhood in it—If it were not the earth where the same flowers came up again every spring, that we used to gather with our tiny fingers, as we sat lisping to ourselves on the grass—the same redbreasts that we used to call "God's birds," because they did no harm to the precious crops. What novelty is worth that sweet monotony where everything is known and loved because it is known."—*George Eliot in Mill on the Floss.*

April Bird Talks.

JOURNAL NOTES.

MARCH 10.—There was a welcome sight on the lawn today. Two robins, the first ones of the season for me. How plump and gay they looked. I wonder if these are not the very same robins I saw linger latest in the Autumn, feeding on the wild grapes, the vines of which twine to the very top of our old oak tree. If they could only tell me the winter's history.

APRIL 4.—The robins, the robins are everywhere today. How good it seems to hear their liquid, sweet notes again. The downy woodpeckers are also here and those spruce little chipping sparrows.

APRIL 11.—The meadow larks were outdoing the robins today in telling to our doubting ears that "Spring had come." We crossed the meadows to search for pussy willows and found that the beautiful meadow larks had been doing their best to waken up these brook pussies.

APRIL 17.—More new comers from the southern resorts to-day. For breakfast I feasted—with my eyes—upon two handsome flickers. (The flicker, yellow-hammer, the golden-winged woodpecker and the high-hole, as John Burroughs calls them, are one and the same bird.) They came so early and kept me so busy watching them—there was little chance for a more substantial breakfast. A pair—all the birds appear to be in pairs today—have hastened about the lawn feeding almost like chickens, in every spot that offered a fair meal. How odd it would seem to see other members of the woodpecker family come down to the ground and hurry about for food. Several times these handsome flickers "flicked" their wings so I could see the golden feathers. This is an extremely busy day in birdland. A pair of downy woodpeckers have worked vigorously, tapping and drumming on every tree in sight. Also a pair of blue-jays appear to be busy nest-building. They both fly back and forth with straws. I wonder if any families will nest in those beautiful silvery poplars.

APRIL 24.—The flickers are again busy about the lawn. No blue birds or orioles yet. I have greatly enjoyed watching a sapsucker (the yellow-bellied woodpecker) drumming on a fence post which is just opposite our dining-room window. This post has been a favorite resort of his for several days.

APRIL 29.—Our friend the sapsucker is still *at his post.* He has bored it full of holes and every day he comes and drums and drums. Is he drumming for a mate? For the old dry post contains no sap. He is welcome to that post, if he will let good trees alone. Through the opera glasses we can see very distinctly the yellow on his throat and body, and the beautiful rich red on his head and throat. He has a black crescent on his breast and stripes of black and white on back and breast. Truly such a handsome fellow should win a good mate, if fine feathers and fine drumming have much weight.

MAY 8, MINNEHAHA FALLS.—Following the winding way of the stream after it leaves the Falls, the first sight that met my eyes was a pretty brown thrush, bathing in a tiny pool left by the recent rain. He paid no attention to me but continued his ablutions for fully five minutes. I could have wished he had kept on for an hour, it was such a pretty sight. But oh, his song was still more delightful. Whenever I think of the Falls in future, I shall see also this brown thrush and the little pool, and hear again the song. The woods were full of a medley of bird notes. A few steps beyond the thrush, I came to a white birch, and there among the new buds, like a vivid red blossom fastened to the sober birch, sat a scarlet tanager. That, too, was a picture to hang on memory's wall. The tame rose-breasted grosbeaks were numerous, and fitted into the sweet, fresh spring scenes so well. This has been a day in which one could well echo Hamlin Garland's cry—

"O, to be lost in the wind and the sun,
To be one with the wind and the stream!
With never a care while the waters run
With never a thought in my dream.
To be part of the robin's lilting call
And part of the bobolink's rhyme,
Lying close to the shy thrush singing alone
And lapped in the cricket's chime."

MAY 11.—The orioles have come at last to their old resorts at the lake! We have waited eagerly, and wondering why they did not appear. Early this morning, at sunrise, I was wakened by such jubilant notes. And all day, four or five of the birds have been singing loudly and calling. It is so good to hear them singing once more. There was

(CONTINUED ON PAGE 24.)

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(CONTINUED FROM PAGE 23.)

one troublesome fellow last spring, who nearly drove us distracted with a peculiar note he uttered all day long with unfailing monotony. I would fain dispense with this particular call this spring, though I would like to know what became of this oriole.

The trees are full of nuthatches. I suppose they have been here all winter.

MAY 14.—I must hasten to record the latest bird to arrive in yonder woods. Whip-poor-Will! Yes, we cannot fail to recognize his voice. From the darkly wooded hill the same wierd, fascinating call, bringing back the memory of many a bright summer past.

MAY 16.—This morning about ten o'clock a wonderful new song rang out loud and clear through the woods. It came nearer and nearer, until a bright bird sat on the oak, at foot of the yard, in plain sight. It was the rose-breasted grosbeak. Later, the woods seemed to be full of their sweet, thrilling songs. It is the first time for many seasons that we have heard these birds at the lake, and hope they have come to stay.

MAY 18.—Saw birds and birds to-day. The summer yellow birds, the grosbeaks, tanagers, an indigo bird, the black-and-white creeping warblers, robins, woodpeckers and a cuckoo, are a fair list for one small day.

JUNE 2.—Found, today, a robin's nest in a low branch of an oak, which commanded a choice view of the lake. Two small fledglings opened hungry mouths from the edge of the nest. Fine fat worms were more to their taste than fine views of lake and sunset, I imagine.

Meadow Lark.

Among the birds mentioned in these notes given from my Journals, I wish to give a special place today to the meadow larks. During a recent season, I spent some time of every day near broad meadows which were the "happy hunting grounds" of several gay families of meadow larks. They are now associated in my mind with the springtime, its early flowers and pussy-willows, its soft skies and fresh odors, as closely as are the robins. Probably, there is no doubt that the spring bird most familiar to all is the robin. The meadow larks, as their names imply, are less known, because they must be sought for in the open meadows, whilst robins are as much at home on city lawns as anywhere.

You know how dear to the hearts of the English people the larks have always been, and how many odes and poems to and about larks are found in English poetry. A few *first* days spent among our meadow larks almost incline us to feel we, too, could write odes to the lark. But, strangely enough, the meadow larks are not real larks at all. The horned lark or shore lark, and the prairie lark, are the only birds in our country which belong to the lark family. The meadow larks belong to the blackbird family (Icteridæ) and have for relatives the beautiful bobolinks and orioles, also the purple grackles, and I regret to say, that meanest of birds,—the cowbird. But neither in looks or actions do they resemble the cowbird, but incline to the beauties of the orioles. The meadow larks are large birds, in fact the largest of the blackbird family. About 10 inches in length, the size of a robin, (sometimes 11 inches) they are as cheery, too, and attractive as the robins. Their plumage is a beautiful, rich, chestnut brown streaked with black. At the throat, the larks wear a pretty buff or yellow collarette, bordered by a large black crescent. In contrast with the red breasts of the robins, the larks wear yellow or buff shaded to brown. I remember well one day in early spring, coming up from a little brook where the pussy willows grew, with my arms laden with the furry willows, when the note of the meadow lark rang out clear and inspiring. So suddenly did it break the stillness, I was surprised into dropping half my treasure. Its note held the thrill of joy which all things of earth must feel over the return of spring. I felt as if I had just been told by some human being, in clear, emphatic words, "Spring is here." These notes of the meadow larks are certainly well interpreted by bird lovers to mean "Spring o' the year! Spring o' the year!" I found my lark seated on an old fence, and he repeated over and over until every shadow of doubt must be cleared away—it is "Spring o' the year." A snow storm the following day counted for naught. The third day the sun shone, the snow melted and the meadow lark sat triumphant on a telegraph wire and sung the same strain. Again and again through the spring I heard many lark voices repeat the tidings and I never wearied listening. But one particular bird,—I am sure it was the same bird—daily took his place on the telegraph wire. Perhaps he succeeded in putting a few of his sweet spring messages into those other messages which the wires carried to the far away crowded cities where "Spring o' the year" had little chance to enter through smoky skies and high brick walls.

The meadow lark's nests, you know, are difficult to find, being so well concealed among the tall grasses. Children's sharp eyes often find them easily, where "grown-ups" have searched in vain. It is said that the larks are very affectionate toward their mates. When the mother-bird sits on the nest, the father-lark cheers her with gay song, even while he toils continually to provide food for his family.

The larks are good bird citizens. They feed upon seeds somewhat, but chiefly prefer the various grubs and beetles which prey upon the roots of grains and grasses.

"O earth! thou hast not any wind which blows
That is not music. Every weed of thine,
Pressed rightly, flows in aromatic wine,
And every humble hedgerow flower that grows,
And every little brown bird that doth sing,
Hath something greater than itself, and bears
A loving word to every living thing,
Albeit it holds the message unawares.
All shapes and sounds have something which is not
Of them. A spirit broods amid the grass;
Vague outlines of the everlasting thought
Lie in the melting shadows as they pass.
Sometimes—we know not how, nor why, nor whence—
The twitter of the swallows 'neath the eaves,
The shimmer of the light amid the leaves,
Will strike up through the thick roofs of our sense,
And show us things which seers and sages saw."

—Selected from poem by Richard Realf in Summer's Oversoul.

Bird Literature.

Those who have become familiar with Neltje Blanchan's excellent book, "Bird Neighbors," will welcome another book which is its partner, namely "Birds that Hunt and are Hunted." Here, as in "Bird Neighors," the beautiful colored plates help wonderfully in the study and identification of the birds. No one who can possibly obtain these two books, can afford to be without them.

I should like to call the attention of the children who have not "found" the book for themselves, to the story of "Crusoe's Island" by Frederich A. Ober. The story is second in interest only to the real Robinson Crusoe. But incidentally, much of interest concerning the birds of the tropics is woven through the whole book. Indeed, it is that close "human" touch which Mr. Ober maintains toward the birds, that leads us to feel it a good and helpful "Story by a Bird Lover." Thus the author has rightly entitled it.

The older students and lovers of nature, will be happy to find a new book added to those from the pen of Dr. C. C. Abbott. In this beautiful volume, "Clear Skies and Cloudy," there are attractive bird "notes" on almost every page even where the chapter does not aim to deal directly with the birds. Can you not imagine all the good things he can tell us in a chapter called "In Deep, Dark Woods" or "Heard on the Hillside"? "Blunders in Bird-Nesting" and "My Elm tree Oriole" are the subjects of other chapters. To those who cannot get out very often to the woods and hills,—such books as Dr. Abbott's bring nature very close home. And we all need to feel this "woodland rest" in our lives.

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By ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

FOR LANGUAGE CLASS.

1. How do we tell our thoughts?
2. How do we tell our thoughts to people who are with us?
3. How to those who are absent?
4. What may writings be called?
5. How do men sometimes talk to people who have never seen them, or known them?
6. How do men who have long been dead still talk to people?
7. What do we use in telling our thoughts?
8. What do words used in this way make up?
9. What is the difference between written language and spoken language?
10. How do blind people learn to read?
11. How is reading useful to us?
12. Why do we need names in language?
13. What are the names called?
14. Do we need very many of them? Why?
15. What name do we give to words that tell what a thing does, or what is done to it?
16. What are name-words called?
17. What are most action words called?
18. When a man wishes to talk about himself, does he use his own name?
19. What words does he use instead of his name?
20. What do we mean by "parts of speech?"
21. Name the "parts of speech" and give an example of each used correctly in a sentence.
22. Write a description of a ball game in your own words.
23. Nouns are divided into what two great classes?
24. How many numbers have nouns? Give examples.
25. What is meant by gender?
26. Name the kinds of gender and give examples of each used correctly in sentences.
27. What part of speech is *their?* Why?
28. What do we mean by *parsing?* Select a sentence and give the written parsing of all the *nouns.*

FOR PRIMARY PUPILS.

1. Name several things which may be bought in a hardware store.
1. At what time of the year are the greatest number of stoves used?
3. Name two cities where stoves are manufactured.
4. What name do we give a kitchen stove?
5. Of what are stoves made?
6. Name three qualities of iron.
7. How are nails sold?
8. Name five articles which are used in a kitchen and sold in a hardware store.
9. Of what kind of material are each of the following articles made; pans, kettles, keys, axes, saws, scythes, hammers?
10. Name four garden tools which would be found in a hardware store.
11. What is cutlery?
12. Name three carpenters' tools.
13. Where does cotton come from?
14. How is it obtained?
15. Name four cloths made from wool.
16. Where does wool come from?
17. Name four kinds of silk.
18. From what material is each of the following made:—broadcloth, calico, surah, gingham, mull, duck, plush, flannel, velvet?
19. From what are ribbons made?
20. For what is cambric used?
21. How is ribbon sold?
22. Which is wider, generally speaking, silk, or woolen goods?
23. Where are carpets bought?
24. How is toweling sold?
25. Where does linen come from?
26. Where is linen manufactured?
27. How is each of the following sold:—flour, coffee, rice, vinegar, soap, sugar, molasses?
28. How many ounces in a pound of butter? Of gold?
29. On what does the grocer weigh the things he sells?
30. How is cheese sold?
31. Where does it come from?
32. Name three kinds of cheese.
33. Name five manufactured articles.
34. What are extracts? Name three kinds.
35. What are spices? Name four kinds.

SEASONABLE QUERIES.

1. What season is this?
2. What season comes after this?
3. What kind of weather may we expect now?
4. What color is the sky now?
5. In what conditions are the buds now?
6. How do the trees look now?
7. Where was the sap during the winter?
8. Name some things which are made of sap?
9. From what part of the trees did the leaves and blossoms come?
10. How were the buds protected during the winter?
11. How does a warm rain affect the buds?
12. What else did they need to make them grow?

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If you are sick, begin with your kidneys, because as soon as they are well they will help all the other organs to health.

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NORMAL INSTRUCTOR

A MONTHLY MAGAZINE DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS.

TEN NUMBERS EACH YEAR—SEPTEMBER TO JUNE INCLUSIVE.

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F. A. OWEN, C. F. SNYDER, W. J. BEECHER, } EDITORS AND PROPRIETORS.

F. J. CHASE, Ph. B., Editorial Writer.

Published by TEACHERS IMPROVEMENT CO.

The Normal Instructor is published the last week of the month previous to the date it bears. Should subscribers not receive their magazine promptly they will confer a favor by giving notice, thus enabling us to send another copy. NORMAL INSTRUCTOR is published only during the school year, the July and August numbers being omitted.

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BUSINESS NOTES.

These "Business Notes" refer to the business department of the INSTRUCTOR and should be read regularly by each subscriber, as they are intended to call attention to special features, bargains, etc.

Look at the Label.

Most of our subscribers will observe that a date is given on their printed address on the magazine cover or outside wrapper. This date shows the time to which your subscription is paid. When a remittance is made, credit will be given by changing this date. Every subscriber should aim to pay in advance. The very low price at which this publication is furnished does not allow any margin of profit for carrying delinquent subscribers. Watch the date on your label and send in renewal of subscription promptly. In doing this, look through our pages and avail yourself of some of the money-saving combinations offered.

***

Rare Chance for Agents.

On another page of this issue we make an announcement of "Webster's Encyclopedia of Useful Information and World's Atlas" in connection with the INSTRUCTOR. This book is a wonderful compendium of valuable information. Rarely is there found in one volume such a variety and amount of useful and practical material. There are twenty separate departments in the big book, and the claim that it contains "20,000 things worth knowing" is not an exaggeration. For a fuller description we refer you to the advertisement, although even that description will not give an adequate idea of the contents and general value of the book. The extremely low price at which it is offered in connection with the INSTRUCTOR should bring thousands of names to our subscription list (which is the object aimed at.) We feel that we are offering so good a bargain in this combination, and one which will be so popular, that we have decided to offer this book (in connection with the INSTRUCTOR) through agents. For this purpose we will make exceptionally good terms to agents, and which will afford them a big profit. There are thousands of teachers who can take up canvassing for this book, (in connection with the INSTRUCTOR) using spare time or vacation, and earn extra money in their own neighborhood. We shall give exclusive territory, so those who desire an opportunity to do this work should apply promptly. Write for terms to agents.

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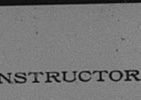

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And *Three Hundred Other Varieties,* including Fireball Dianthus, Phlox Drummondii, Japanese Morning Glory, Gaillardia, Everlasting, Thunbergia, Calendula, Candytuft, Clarkia, Larkspur, Cockscomb, Salpiglossis, Forget-Me-Not, Cosmos, Verbenas, Choice Asters, Marigolds, Mignonette, Cypress Vine, Digitalis, Crimson Flax, Petunia, etc.

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cut this Ad out and send to us, say COLOR WANTED, state Height, Weight, Waist Number (size around Body at Bust, at Waist and Length of Skirt from Waist to Bottom in front, and we will send you this FINE TAILOR MADE SUIT by express C.O.D. subject to examination, which you can examine at your express office and if found perfectly as Represented, A PERFECT FIT, such a stylish dress as you could not get in your town, and WORTH TWICE AS MUCH as suits advertised by others at about our price, pay your express agent OUR SPECIAL OFFER PRICE, $4.95 and express charges.

THIS SUIT IS made from a CLOTH, in either Black, Navy Blue or Brown, cut in the Latest Style For 1899 by EXPERT CUTTERS from a Genuine Stainer Basket, fine tailor made throughout. If you don't find this suit has a doubletwisted in STYLE, FIT, FINISH, FULL MEASURE, MATERIAL and WORKMANSHIP, and to be had elsewhere, return it at our expense.

SKIRT is very full every where, Percaline, bottom bound with Rubber Braid Skirt Binding, fancy stripe trimming in front, back and around bottom, with side Plaits and Case Cording, and welted seams in back.

JACKET is cut of the Handsomest Fancy Novelty Cheviot, single breasted, tight fitting back, lateral sleeves, lined with Genuine Serpentine Satin, handsomely trimmed and finished.

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Ladies or Gents size, stem wind and set. *WARRANTED 20 YEARS.* Elgin movement in a 14k Gold plate hunting case, elegantly engraved. Fit for a king. No better watch made than an Elgin. Must be seen to be appreciated. Special Offer for the next 60 days, send us your full name and address and we will send you this watch by express C.O.D. with privilege of examination. If found satisfactory pay the agent our special price, $5.49 and express charges. A guarantee and beautiful chain and charm sent free with every watch ordered at once as this may not appear again. Address,

EST. REG. A INTERNATIONAL CO., 324 Dearborn St., B 174, Chicago.

When writing mention NORMAL INSTRUCTOR.

Arbor Day Exercise.

(CONTINUED FROM PAGE 22.)

What your hearts and your hands can our nation to save,
And to keep the old flag o'er the free and the brave.

(Uncle Sam placing his right hand upon the joined hands of Palm and Pine continues.)

No north, no south, no east, no west
But one, united, free!
The Palm and Pine in Union blest
Now stand for liberty.
From lakes to gulf, from sea to sea,
May union stronger grow;
Thus teach the world humanity
And might together go.

(Retire, Palm leaning on arm of Pine.)

PAPER—ORIGIN OF ARBOR DAY.

At an annual meeting of the Nebraska State Board of Agriculture held in the city of Lincoln, January 4, 1872, Hon. J. Sterling Morton introduced the following resolution, which was unanimously adopted after a short debate as to the name; some desired to call the day "Sylvan" instead of "Arbor":

RESOLVED, "That Wednesday, the 10th day of April, 1872, be, and the same is hereby especially set apart and consecrated for tree planting in the state of Nebraska, and the State Board of Agriculture hereby name it *Arbor Day*, and urge upon the people of the state the vital importance of tree planting, and hereby offer a special premium of one hundred dollars to the agricultural society of that county in Nebraska which shall upon that day plant properly the largest number of trees; and a farm library of twenty-five dollars' worth of books to that person, who, on that day, shall plant properly in Nebraska the greatest number of trees."

The result was that over a million trees were planted in Nebraska on that first Arbor Day. A few years later, Apr. 22, the birthday of Mr. Morton, was set apart by the governor as Arbor Day in that state, and now nearly all states observe Arbor Day.

RECITATION—VALUE OF OUR FORESTS.

(The pupils come on the stage one at a time and recite, showing the article about which they speak and give motions.)

1st Pupil (carrying a bunch of toothpicks).

A toothpick is a little thing, yet it is reported that one factory uses 10,000 cords of wood annually in the production of these splints of wood.

2nd Pupil (carrying a box of pegs).

Shoe pegs are small affairs; yet a single factory sends to Europe annually, 40,000 bushels of pegs, besides what it sells in this country.

3rd Pupil.

A spool is of small account when the thread is wound off; yet several factories use each from 1,800 to 3,500 cords of wood every year in making these articles. Thousands of acres of birch trees have been bought at one time by thread man-

(CONTINUED ON PAGE 28.)

The Wing Piano.

STYLE 29. CONCERT GRAND UPRIGHT.

No other Piano made equals this in style and design of case.

We aim to make the best piano possible and to sell it at the lowest price possible. If you wish to buy a fine piano at a low price, write us.

DESCRIPTION OF STYLE 29.

7⅓ octaves.
Double lever, grand repeating action.
Grand scale, overstrung bass; three strings to each note in middle and treble registers.
The scale is the same as in grand pianos, with the largest size of sound board and strings of greatest length, thus giving the greatest volume and power of tone.
Case.—Double veneered inside and outside. Choice of superior Circassian walnut, rich figured mahogany, genuine quartered oak and ebonized. *Keys.*—Of best ivory and ebony.

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Tone.—The one great object for which a piano is made is its tone. The Wing Piano possesses magnificent tone-qualities, durability, sweetness, richness, power, singing quality and evenness.

Action.—The Wing action is patterned after the perfected double lever grand repeating action, to secure the greatest *strength* and *power* and greatest *repeating qualities.* Every note acts instantaneously and recovers promptly, ready for the *repeat*, so that after a note is played the same note may be sounded again immediately without taking the finger from key.

Improvements.—Wing Pianos have the following improvements, viz.: "Built up" wrest plank construction. "Dovetail" sound and bottom frame case construction. Full metal plate, with metal depression bar and metal supports for key frame. Improved noiseless direct motion pedal action. Improved practice attachment. Full length cast music desk. Carved panels. Instrumental attachment.

THE INSTRUMENTAL ATTACHMENT.

imitates perfectly the tones of the Mandolin, Guitar, Harp, Zither and Banjo. Music written for these instruments, with and without piano accompaniment, can be played just as perfectly by a single player on the piano as though rendered by a parlor orchestra.

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109 PARK AVENUE, BALTIMORE, MD.

Rice Rupture Cure.

Wonderfully Brilliant Invention Sold at a Low Price.

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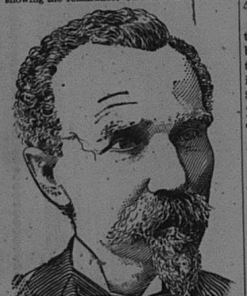
Sometime ago Munsey's Magazine contained an article on rupture with a number of illustrations showing the remarkable curative effect of a sys-



MR. LAWRENCE E. MEYER.

tem invented by Dr. W. S. Rice, 315 North Main street, Adams, N. Y. Lawrence E. Meyer of Syracuse, N. Y., offers another fortunate instance of the marvelous results of Dr. Rice's method. The important points are that the rupture, no matter how large, diagonal or old it may be, is securely and comfortably retained within the abdomen. At the same time the broken muscles are made to grow together and become as firm and solid as any other portion of the abdomen. It is a home cure, the patient using the method himself, and the price is so low that everyone can afford it. Mr. Meyer says of the cure: "I tried the method of Dr. Rice because it seemed such a vast improvement over anything else I had used and also combined curative effects such as no other rupture treatment contains. Of course, I hadn't much faith in the possibility of a cure, but the results are remarkable. Whereas I had been laid up for months before now the rupture did not bother me for a minute. It was only a short time before I couldn't feel any trace of where the rupture had been and I soon was able to work all day as freely as a young man. I advise every ruptured man or woman to send at once and get this method, as it will certainly cure permanently and perfectly." Mr. Meyer's advice is good. Upon application to Dr. Rice he will send you free a book that fully explains how he cures rupture. If you know of another person ruptured send and get a book for him. Such an act of kindness will be remembered all the rest of his life. Write to-day without fail. Address Dr. W. S. Rice, 315 North Main street, Adams, N. Y. The book is mailed free to all who send name and address.

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AVOID SPECTACLES & EYEGLASSES. HEADACHE & SURGICAL OPERATION. ILLUSTRATED PAMPHLET ON THE EYE MAILED FREE.

THE IDEAL SIGHT RESTORER

When writing mention NORMAL INSTRUCTOR.

Arbor Day Exercise.

(CONTINUED FROM PAGE 27.)

ufacturers, for the sole purpose of securing a supply of spools.

4th Pupil.

Who thinks much of the little friction match, as he uses it to light the lamp or fire, and then throw it away? But one factory, it is said, makes 60,000,000 of these little articles every day, and uses for this purpose, 12,000 square feet of best pine lumber.

5th Pupil.

Forests affect the climate of the country; influence the rain of a country; build up a wall and protect the crops; they keep the air pure. The leaf-mold in forests holds back the rains. We draw $700,000,000 worth of products every year from the trees. No other crop equals this in value.

All.

"The groves were God's first temples.
Ere man learned
To hew the shaft and lay the architrave
And spread the roof above them; ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence, he knelt down
And offered to the mightiest solemn thanks
And supplication."

SONG.

Tune:—America.

Up from the smiling earth,
Comes there a voice of mirth,
Our hearts to cheer;
Listen where willows lean,
Lovingly o'er the stream,
Listen, where the pine trees dream,
Springtime is here.

Let us sing merrily,
Blithely and cherrily,
With the new year;
Join in the chorus,
Loud swelling o'er us;
Joy is before us,
Springtime is here.

Come, let us plant a tree
Tenderly, lovingly,
Some heart to cheer,
Long may its branches sway,
Over the dusty way
With shade for sultry day,
For years to be.

—*Edna D. Proctor.*

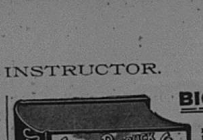
CONCERT RECITATION.—THE TREES.

(By small pupils standing in aisles and in imitation of trees, gesture as indicated.)

We are trees in tiny rows
Growing straight and tall;
Roots we have so when it (1) blows,
None of us may fall.

Bending gently (2) to and fro
Then to (3) left and right,
Makes us stronger as we grow,
(4) Upward to the light.

(CONTINUED ON PAGE 29.)



BIG ILLUSTRATED CATALOGUE FREE!

THIS BIG ENCYCLOPEDIA is our catalogue for spring and summer of 1899. It is 9x12 inches in size, contains thousands of quotations and illustrations, the handsomest, most complete and lowest priced catalogue ever published. NAMESTHE LOWEST WHOLESALE CHICAGO PRICES ON EVERYTHING in Clothing, Cloaks, Dresses, Shoes, Hats, Watches, Jewelry, Stoves, Ranges, Buggies, Carriages, Sewing Machines, Bicycles, Organs, Pianos, Musical Instruments, Drugs, Patent Medicines, Toilet Articles, Sundries, Etc. Tells first what your storekeeper at home must sell for and what he buys and will prevent him from overcharging you on what you buy; quotes just how he can ship you goods, how much the freight, express or mail will be on anything to your town.

THE BIG BOOK COSTS US NEARLY $1.00. Cut this advertisement out and send to us with 10c. in stamps to help to pay the postage and the Big Book will be sent to you FREE by mail postpaid, and if you don't say it is worth 100 times the 10 cents you send us, as a key to the lowest wholesale prices of everything, say so, and we will immediately return your 10 cents.

WHAT THE PRESS SAYS ABOUT THIS CATALOGUE:

"It is a monument of business information."—Minneapolis (Minn.) Tribune.

"A wonderful piece of work."—Washington National Tribune.

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"Sears, Roebuck & Co. is one of the largest houses of its kind in Chicago."—Chicago Inter Ocean.

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"Their catalogue is certainly a merchandise encyclopedia."—The Hon. G. A. Southtoun.

"A law should be passed compelling the use of this catalogue in all public schools."—The Hon. S. Agnew.

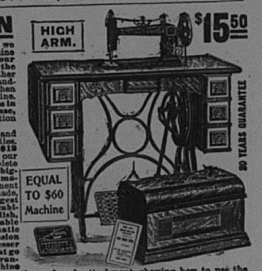
We could go on a thousand of similar extracts. SEND 10 CENTS AT ONCE and you will receive the book by return mail.

Address, **SEARS, ROEBUCK & CO. (Inc.), CHICAGO, ILL., U.S.A.**

ONLY $1.00 DOWN

$15.50

HIGH ARM.



EQUAL TO $60 Machine

20 YEARS GUARANTEE

BALANCE ON TIME. SEND US $1.00 and we will send you this high-grade White Star Sewing Machine by freight and allow you to use it thirty days in your own home before the balance is paid. If you find it the biggest bargain ever offered and equal to any other machine sold by dealers for $40.00 to $60.00, and the handsomest and most substantial machine ever made, then send us $14.00, our special offer price, and keep the machine. If not as represented, and not sulted to your purposes in every particular, return the machine at our expense, and we will refund the $1.00 you sent, without question or delay and you will be out nothing.

The machine weighs, ready for shipment, 120 lbs., and the freight is 25c for 100 miles or $1.25 for 1,000 miles. Our big catalogue, quoting other machines, free, or $16 per set, will be sent free on application, but our White Star machines with seven drawers and a complete set of attachments, and a cover all complete, is the biggest bargain ever offered for a high-grade sewing machine. The White Star is a very modern improvement and every good point of every high-grade machine ever made is mechanically perfect in it. It is one of the largest makers in the United States, and has a solid oak stand, best cover, is the latest 1899 model, plain or drop head, nickel-plated drawer pulls, casters, adjustable treadle, self-threading, vibrator shuttle, automatic tension bobbin-winder, self-setting needle, automatic tension liberator, improved loose wheel, adjustable presser foot, belt replacer, and all other improvements that go to make a high-grade and up-to-date machine. Guaranteed to be the lightest running and handsomest machine on the market. Book of instructions with full illustrations of each attachment, showing how to use the same on all kinds of material is given free with every machine. Guaranteed 20 years. **IT COSTS YOU NOTHING** to use this machine 30 days in your own home as a test trial. Simply send $1.00 as evidence of good faith on your part, and we will send you this machine and allow you to use it 30 days, and if then found satisfactory you are to send us $14.50 and keep the machine. Otherwise notify us at once and we will arrange to return it at our expense and be out nothing. CONSOLIDATED WHOLESALE SUPPLY CO., Dept. 120, 215 So. Clinton St., CHICAGO, ILL.

MAILING DEPT. No. 10.

THE NIAGARA Jr.

Is a PERFECT and COMPLETE

CAMERA For 35c.

Guaranteed to take outdoor and interior pictures 2½x2½ inches equal to any higher price camera made. Specially ground lense. Shutter arranged for Snap, and Time Exposures. Uses glass plates. Sent to any address, prepaid, upon receipt of **35 CENTS** in stamps or cash.

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331-333 Main St., Buffalo, N.Y.

FREE *COSTS NOTHING*

But the asking to get our new 1899 Catalogue of either

PIANOS OR ORGANS

At wholesale prices, thus saving you every penny usually pocketed by agents and dealers.

SEND TODAY FOR OUR NEW

1899 COUPON { If you will save you $10.00 on an *ORGAN.* " " " $20.00 on a *PIANO.*

CASH OR INSTALMENTS.

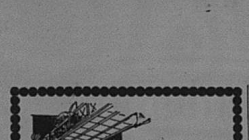
30 days' trial. No money in advance. Safe delivery at our depot insured. Instalments. Easy payments. Our $100 bill certificate shows you how to get an Organ or Piano for little or nothing. Remember, our Catalogue costs you nothing, and will *positively save you money.*

PIANOS, $155 UP.
ORGANS, $21.75 UP.

We furnish with each Piano a $10 hard wood Piano Chair free, also Plush Scarfs and $10 worth of the latest sheet music. Complete Organ outfit, free. Our factory, with its enormous capacity, enables us to sell you a high-grade instrument at a figure much below that of any other company in the world.

INCORPORATED FOR 50 YEARS.
WE LEAD, OTHERS FOLLOW.

Beethoven Piano and Organ Co.,
Box 668, WASHINGTON, N. J.



Not

Suicide

but next to it is the popular ignorance of and inattention to proper food, especially in the matter of cereals and flour. Too much flour is of the insipid kind—white flour, to make which much of the gluten and mineral phosphates have been extracted, causing fatty degeneration of the muscular tissues and living disease.

FRANKLIN MILLS FLOUR

A FINE FLOUR OF THE ENTIRE WHEAT.

is not this kind; it is made from finest selected wheat and contains all the nutritious elements of the kernel; neither is it like graham flour, which is unevenly ground and contains the woody fibre of the outer husk, making it irritating and equally injurious.

Franklin Flour makes delicious bread and aids digestion.

If your grocer does not have it, send us his name and your order—we will see that you are supplied.

GENUINE MADE ONLY BY

FRANKLIN MILLS CO., Lockport, N. Y.

For Over 60 Years

It Has Kept Right on Curing Catarrh.

Dr. Marshall's Aromatic Catarrh Snuff has never been equaled for the instant relief and permanent cure of Catarrh, Colds in the Head, and the attendant Headache, Deafness, and restores Lost Sense of Smell. Immediate relief guaranteed. Use before retiring at night until all symptoms disappear.

OUR FRIENDS SAY:

"I would not be without **Marshall's Catarrh Snuff** if it cost $15 per bottle."
J. H. Brown, Cleveland, Ohio.

"I have sold **Marshall's Catarrh Snuff** for forty years and can truthfully say that no other remedy has given such universal satisfaction.
W. M. Heffernan, Druggist,
Cleveland, Ohio.

One party writes:—"I was deaf for ten years and had no sense of smell for six years. It cured me.

Another writes:—"I suffered with catarrh for seven years, and tried many remedies but received no relief until I bought a bottle of **Marshall's Catarrh Snuff.** It cured me completely in two or three weeks."

Ask Your Dealer For It.

Refuse all substitutes. Price 50 cents. All druggists, or by mail postpaid. Try a bottle. Circulars free.

F. C. KEITH, (Mnfr.) Cleveland, Ohio.

Mention Normal Instructor. "PUBLIC SQUARE"

"BARKER BRAND"
Linen Collars & Cuffs WEAR-WELL
FACTORY TROY, N.Y.

Relieved with **SORE EYES** by **Dr. ISAAC THOMPSON'S EYE WATER**

Arbor Day Exercise.

(CONTINUED FROM PAGE 28.)

Tiny branches spreading wide,
Adding grace and form,
Growing firmly from our side,
(6) Hide us from the storm.

On our branches, in the spring,
(7) Leaves in green unfold;
Till the frost with cruel sting,
Turns them into gold.

Then our brightly tinted leaves,
From our branches fall;—
(8) Flutter in the Autumn breeze,
To October's call.

(9) Midst our branches squirrels run,
Searching for our fruit;
And the birds in summer's sun,
(10) Flit in hot pursuit.

And at night when all is still,
(11) We have gone to sleep,
Comes the owl, a mouse to kill,
And (12) hoots in a voice so deep.

As little trees of hope we stand,
And promises of good;
Oh, may we grow up (13) tall and grand,
A deep and shady wood,

Bear sweet and gladsome fruit of love,
And shelter weary souls;
And (14) lift our crests the storm above,
Where endless sunlight rolls.

Gestures for "The Trees."

1. Half of the number imitate the blowing of wind.
2. Hands on hips, body bending forward and backward.
3. Body bending left and right.
4. Point upward with right hands.
5. Slowly extend arms.
6. Crouch as in hiding.
7. Arms extended, open hands slowly.
8. Arms extended, move fingers like fluttering leaves.
9. First imitate leaping squirrel with right hand; then with left; then with both hands.
10. Move hands to and fro with fast moving fingers.
11. Arms extended direct above head, fingers closed and eyes shut.
12. Half the number imitate the *hoots* while others recite.
13. Move arm full length obliquely from right side, and direct eyes upward in same direction.
14. Lift both hands slowly to full length above head in front of body, and look up.

If you ever use ACTING PLAYS in your school entertainments, you will be interested in the dramatic catalogue issued by Harold Roorbach, 132 Nassau St., New York. It is sent free to any address on request.

A Nut to Crack.

An old lady walking to town with a basket of eggs, was run into by a gentleman driving by. She fell and broke all the eggs. The gentleman apologized and offering to pay for the eggs asked how many she had. The lady replied: Indeed sir I do not know, but I noticed if counted 2, 3, 4, 5 or 6 at a time, always one remained, but if counted 7 at a time they came out even. How many eggs. From Mental Nuts.

SEND ONE DOLLAR Cut this out and send to us, state whether you wish wood burner only, with special large size box for wood; coal scuttle, or combination stove for coal or wood and we will send you this **New, Big 1899 Model Range** by freight C. O. D., subject to examination. You can examine it at your freight depot, and if found perfectly satisfactory, exactly as represented, **THE HANDSOMEST RANGE YOU EVER SAW** and equal to any stove you could buy anywhere at $40.00 or more, pay your freight agent our **SPECIAL OFFER PRICE $26.65** and freight charges, less the $1.00 sent with order. The range weighs 500 pounds and the freight will average 100 miles, 75c to 90c; 200 miles, 90c to 100 pounds and the freight will average 100 miles, 75c to 90c; 200 miles, $1.00 to $1.40; 300 miles, $1.25 to $1.75; 500 miles, $1.75 to $2.25, greater distances in proportion. This range is made in our own factory in the BEST MANUFACTURING town in the world, by the most skilled mechanics we can employ, with the most improved, latest and best machinery, nickel trimmed, best baking and burning results, and most economical.

$26.65 BUYS A $50.00 RANGE.

WRITE FOR FREE STOVE CATALOGUE.

Big Closet Range Made...

MONEY CAN'T BETTER. Operating our own foundry for over 18 years we have the largest foundry for 1899, in this **Our Finest Big Range,** we use better material, heavier castings, more nickel, heavier nickel bands, better connections and finer trimmings than any other foundry produces.

FROM OUR OWN FOUNDRY we save you the manufacturer's, wholesaler's and retailer's profit and give you a better range than you can buy elsewhere. **$26.65** only covers cost of material and labor and allow you **YOU WILL SAVE $25.00** on one small profit.

and put the base burner at a) best big range ever sent in your section.

THIS BIG RANGE weighs 500 pounds, No. 8 size, oven 16 by 18 by 30 inches. Extra heavy duplex grate, cut top and centers, large fire box, extra heavy cast throughout, made from Camden stove pig iron, 1899 Coal burner is 12x22, made from Camden stove pig iron, 1899 deep porcelain lined reservoir, handsome rococo base, large high rococo shelf and closet, heavy nickel bands all around top, hearth and high closet; nickel oven door panel, shelf, draft door, handle, pantent oven thermometer, large ornamental urn, duplex grate, cut tops and centers, large fire box, extra heavy cast throughout

The Minnesota High School System.

(CONTINUED FROM PAGE 10).

them. It is the weaklings which it desires to exclude. We should hold the immense advantage we now hold over those states which have no university in close connection with their secondary schools, awakening loftier aspirations and beckoning them up to higher planes. The one great desideratum is absolute harmony in all public educational institutions from the kindergarten to and through the normal schools and the university. Leaving the normal schools out of the account, this has been almost perfectly accomplished through the high school law.

To sum up:—

1. The course of study is planned to meet the requirements of actual life as well as to fit for the state university.

2. The examinations are uniform throughout the state and are held at the same time, each study occupying a particular specified period.

3. The marking of the papers is done by experts and there is but one standard for all the schools.

4. Every student who passes is notified by a certificate giving comparative standing.

5. The schools as a rule are well equipped with laboratories, chemicals, abundant water, apparatus, text and library books, etc., it being insisted upon by the high school board that the money received from the state each year shall be used, not to *lessen taxes* but to *improve the character of the schools.*

6. The schools are carefully examined to determine the kind and amount of work actually done, and the ability of the teacher to manage their several departments efficiently. This includes all the grades. Meetings of teachers are held by the inspector, methods discussed, weaknesses pointed out. Boards of education are advised as to improvements essential to the prosperity of the schools. Desirable changes in the management, and additional equipments necessary to success are urged in such a cordial way that the inspector is always a welcome visitor who never fails to leave his impress for good upon the schools and the committees.

7. Under this system our state university is prospering beyond the anticipations of its most sanguine friends. In numbers it already stands second on the list in the country and in point of excellence and high character it has few superiors.

8. The number of annual graduates is in round numbers, 1,100. Students pursuing high school studies, 13,000. Non-residents receiving free tuition, 1,500.

9. The number of high schools in the state is 100, each having a four year's course resting on eight years of primary work in the grades below. The same plan of state aid is now extended to the lower graded schools and the rural schools.

If you are sick you can get well during vacation by going to the Steuben Sanitarium, Hornellsville. Rates low. See their adv. on page 31.

A God-Send To All Humanity.

Invention of An Ohioan That Guarantees Health, Strength and Beauty by Nature's Method, and Cures Without Drugs All Nervous Diseases, Rheumatism, La Grippe, Neuralgia, Kidney Troubles, Piles, Weakness, and the Most Obstinate Diseases.

Those Who Have Used It Declare It To Be the Most Remarkable Invigorant Ever Produced for Man, Woman or Child.

An inventive genius of Cincinnati, Ohio, has patented and placed on the market a Bath Cabinet that is of great interest to the public, not only the sick and debilitated, but also those enjoying health.

It is a sealed compartment, in which one comfortably rests on a chair, and with only the head outside, may have all the invigorating, cleansing

CABINET OPEN—Step In or out

FOLDED

and purifying effects of the most luxurious Turkish bath, hot vapor or medicated vapor baths at home for three cents each, with no possibility of taking cold, or in any way weakening the system.

A well-known physician of Topeka, Kansas, E. L. Eaton, M. D., gave up his practice to sell these Bath Cabinets, feeling that they were all his patients need to get well and keep well, as they cured the most obstinate diseases often when his medicine failed, and we understand he has already sold over 60. Another physician of Chicago, Dr. John C. Wright, followed Dr. Eaton's example, moved West and devotes his entire time to selling these Cabinets. Many others are doing likewise.

Hundreds of remarkable letters have been written the inventors from those who have used the Cabinets, two of which referring to

RHEUMATISM AND LA GRIPPE

Will be interesting to those who suffer from these dread maladies. O. M. Lafferty, Covington, Ky., writes: "Was compelled to quit business a year ago, being prostrated by rheumatism when your Cabinet came. Two weeks' use of it entirely cured me, and have never had a pain since. My doctor was much astonished and will recommend them." Mrs. S. S. Noteman, Hood River, Ore., writes that her brother used the Bath Cabinet for a severe case of la grippe and cured herself entirely in two days. Another neighbor cured eczema of many years' standing and her little girl of measles. A. B. Strickland, Bloomington, Idaho, writes that the Bath Cabinet did him more good in one week than two years' doctoring, and entirely cured him of catarrh, gravel, kidney trouble and dropsy, with which he had been long afflicted, hundreds of others write praising this Cabinet, and there seems to be no doubt but that the long-sought-for means of curing rheumatism, la grippe, Bright's disease and all kidney and urinary affections has been found. The

WELL-KNOWN CHRISTIAN MINISTER

Of Uss, S. C., Rev. R. E. Peale, highly recommends this Cabinet, as also does Mrs. Kendricks, Prine, of Vassar College; Congressman John J. Lentz, John T. Brown, editor of the Christian Guide, many lawyers, physicians, ministers and hundreds of other influential people.

REDUCES OBESITY

It is important to know that the inventor guarantees that obesity will be reduced 5 lbs. per week if these hot vapor baths are taken regularly. Scientific reasons are brought out in a very instructive little book issued by the makers To

CURE BLOOD AND SKIN DISEASES

The Cabinet is unquestionably the best thing in the world. If people, instead of filling their system with more poison by taking drugs and nostrums, would get into a Vapor Bath Cabinet and sweat out these poisons and assist Nature in her work, they would have a skin as clear and smooth as the most fastidious could desire.

THE GREAT FEATURE

Of this Bath Cabinet is that it gives a Hot Vapor Bath that opens the millions of pores all over the body, stimulating the sweat glands and forcing out by nature's method all the impure salts, acids and effete matter, which, if retained, overwork the heart, kidneys and the lungs and cause disease, debility and sluggishness. A Hot Vapor Bath instills new life from the very beginning, and makes you feel 10 years younger. With the bath, if desired, is a

HEAD AND COMPLEXION STEAMER

In which the face and head are given the same vapor treatment as the body. This produces the most wonderful results, removes pimples, blackheads, skin eruptions and

CURES CATARRH AND ASTHMA

L. B. Weethrook, Newton, Ia., writes: "For 45 years I have had catarrh and asthma. Drugs and doctors did me no good. The first vapor bath I took helped me and two weeks' use cured me entirely, and I have never had a twinge since."

WHATEVER WILL HASTEN PERSPIRATION,

Every one knows, is beneficial. Turkish baths, massage, hot drinks, stimulants, hot foot baths are all known to be beneficial, but the best of these methods become crude and insignificant when compared to the concentrated and glorious curative power of the Cabinet Bath referred to above. The Cabinet is known as the

QUAKER FOLDING THERMAL

Vapor Bath Cabinet was patented May 18, 1897, and is made solely in Cincinnati, O. This Cabinet, we find, is durably made of best materials, It is covered and lined with rubber to hold the steam. The cabinet is air tight, made of the best hygienic water-proof cloth, rubber-lined, and a folding steel-plated frame supports it from top to bottom. The makers furnish a good alcohol stove with each Cabinet; also valuable receipts and directions for medicated baths and ailments, as well as plain directions.

Another excellent feature is that it folds into so small a space that it may be carried when traveling —weighs but five pounds.

You don't need bath-rooms, as this Cabinet may be used in any room. Thus bath-baths have been discarded since the invention of this Cabinet, as it gives a far better bath for all cleansing purposes than soap and water. For the sick-room its advantages are at once apparent. The Cabinet is amply large enough for any person. There have been

SO-CALLED CABINETS

On the market, but they were unsatisfactory, for they had no door, no supporting frame, but were simply a cheap affair to pull on or off over the head like a skirt or barrel, subjecting the body to sudden and dangerous changes of temperature, or made with a bulky wooden frame, which the heat and steam within the cabinet warped, cracked and caused to fall apart and soon become worthless.

The Quaker Cabinet made by the Cincinnati firm is the only practical article of its kind, and will last for years. It seems to satisfy and delight every user and the

MAKERS GUARANTEE RESULTS

They assert positively, and their statements are backed by a vast amount of testimony from persons of influence, that their Cabinet will cure nervous troubles and debility, clear the skin, purify the blood, cure rheumatism. (They offer $50 reward for a case that cannot be relieved.) Cures women's troubles, la grippe, sleeplessness, obesity, neuralgia, headaches, gout, sciatica, piles, dropsy, blood and skin disease, liver and kidney trouble &c. It will

CURE A HARD COLD

With one bath, and break up all symptoms of la grippe, fevers, pneumonia, bronchitis, asthma and is really a blessing of necessity. It is the most

CLEANSING AND INVIGORATING BATH

known, and all those enjoying health should use it at least once or twice a week, but its great value lies in its marvelous power to draw out of the system the impurities that cause disease, and for this reason is really a godsend to all humanity.

HOW TO GET ONE

All our readers who want to enjoy perfect health, prevent disease or are afflicted should have one of these remarkable Cabinets. The price is wonderfully low. Space prevents a detailed description, but it will bear out the most exacting demand for durability and curative properties. Write to the World Manufacturing Co., 283 World Building, Cincinnati, O., and ask them to send you their pamphlets and circulars describing this invention. The regular price of this Cabinet is $5. Head Steaming Attachment, if desired, $1 extra, and it is indeed difficult to imagine where one could invest that amount of money in anything else that guarantees so much real genuine health, vigor and strength.

Write to-day for full information, or better still, order a Cabinet. You won't be deceived or disappointed, as the makers guarantee every Cabinet, and will refund your money if not just as represented. They are reliable and responsible. Capital, $100,000.00, and fill all orders immediately upon receipt of money.

This Cabinet is a wonderful seller for agents, and the firm offers special inducements to good agents, both men and women—upon request.

A. W. FABER. Manufactory Established 1761.

The Original and Well-known

A. W. Faber's Siberian Lead Pencils, 16 grades.
A. W. Faber's Round Gilt and Hexagon Gilt Lead Pencils.
A. W. Faber's English Drawing Pencils, 12 grades.
A. W. Faber's School Pencils, 5 grades.

Also Many New Lines.

Rubber Erasers, Inks, Rulers, Writing Slates and Slate Pencils.
A. W. Faber's Calculating Rulers.
A. W. Faber's Rubber Tipped Lead Pencils.

For sale by all Stationers and Artists' Material Stores See that all goods are initialed "A.W." before the name of "Faber."
The name and letters "A. W. Faber" are my registered trade-mark in the United States of America.

78 READE STREET, NEW YORK, N. Y.

Planetary Pencil Pointer

Not a Toy, but a Machine.

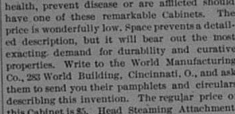
Circulars Free.

Needed in every Home and School.

Never breaks the point. Preserves the softest lead. Saves its cost in the saving of lead pencils. Clean, convenient, useful.

Made only by A. B. DICK COMPANY,
152-154 Lake St., Chicago. 47 Nassau St., New York.

Safety Razors FREE



These improved simplex magnetic safety razor outfits given absolutely free. Only one to a person. Every razor warranted as we find by test so fine adjustment impossible to cut or scratch the face. To introduce into every home our Shaving & Complexion Soap, which, with razor, removes pimples, blotches, & all facial eruptions, leaving skin looking young & delicately perfumed after a shave. We give above razors absolutely free. Send 10 cts. silver or stamps for sample cake soap, & we will send one or more securely boxed, prepaid. Each razor guaranteed finest Sheffield steel, & can be used in any position while sailing, riding in wagon or cars, or on ship in storm, with perfect ease & safety. If no more effer that it takes to couch your hair to make this liberal offer knowing you will appreciate the present. Show our goods & it will be the means of working up a trade in less than half the time that we could by the old regular way of Newspaper & Magazine advertising.

Home Supply Co. 315 Madison Ave., N.Y. City

Women Save Drunkards

The Remedy Can be Given in Tea, Coffee or Food, thus Absolutely and Secretly Curing the Patient in a short Time Without His Knowledge.

This cure for Drunkenness has shed a radiance into thousands of hitherto desolate firesides. It does its work so silently and surely that while the devoted wife, sister or daughter looks on, the drunkard is reclaimed even against his will and without his knowledge or co-operation. The discoverer of this grand remedy, Dr. Haines, will send a sample of the remedy free to all who will write for it. Enough of the remedy is mailed free to show how it is used in tea, coffee or food and that it will cure the dreadful habit quietly and permanently. Send your name and address to Dr J. W. Haines, 123 Glenn Building, Cincinnati, O., enclosing six cents in stamps to cover postage and he will mail a free sample of the remedy to you, securely sealed in a plain wrapper, also full directions how to use it, books and testimonials from hundreds who have been cured, and everything needed to aid you in saving those near and dear to you from a life of degradation and ultimate poverty and disgrace.

Send for a free trial today. It will brighten the rest of your life.

STEUBEN SANITARIUM,
HORNELLSVILLE, N. Y.

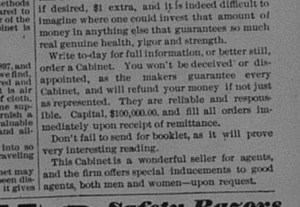
An Ideal Home with Unsurpassed Environment and Scenery, among the foothills of the Alleganies, overlooking the Beautiful Canisteo Valley, 1400 feet above the level of the sea.

All the Comforts and Improvements of a Modern First Class Hotel, also every form of Hydrotherapy, Electricity, Massage and Physical Culture, given by trained nurses and attendants. Specially adapted for Rest, Recreation and Recuperation. Lowest rates to teachers. Write for literature to DR. J. E. WALKER, Supt.

GRAPHAPHONE OUTFIT $8.45

...Will Earn its Cost in 1 Day...

The "Perfected" Graphaphone Speaks, and Plays, at your own home! Like a living voice. YOU can now have it—so low is our price.



This wonderful Graphaphone is the only perfect talking machine—Sings, Speeches, Band-Pieces, Etc. Equal to any $100 Machine.

We offer the latest improved Graphaphone complete with Recording Tubes at $5.00—just ½ the lowest market price—as long as they last.

ENTERTAINMENT OUTFIT... will enable you to coin money at Entertainments, in your house; public hall; school house.

It Consists of:
1 1899 Graphaphone, $10.00
6 Assorted Records, 3.00
1 Carrying Case, 2.00
100 Admission Tickets, 1.00

$8.45 IS OUR PRICE! $17.00
Or with 12 Records, $10.45

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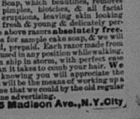

We will send for a two-cent Postage Stamp a sample of this Triple Silver-plated Ladies' Stick-Pin, or Gentleman's Scarf-Pin (The Famous Lucky Star Pin). The Star and words are in blue enamel. Sample, by mail, Two Cents. Address

LYNN & CO., 48 BOND ST., NEW YORK.

Sacredness of the Betrothal.

In the April *Ladies' Home Journal* Edward W. Bok writes on "The Answer of a Girl's Life," discussing the allegation made against the American girl that she thinks lightly of the importance of her betrothal. "The betrothal," Mr. Bok asserts, "should be just as sacred as the marriage. It is the gravest of two steps which bind two people together, because it is the initiative. Only the most extraordinary circumstances justify a breaking of the betrothal. Only one other agency in life—alcohol—is responsible for more broken hearts and wrecked lives than broken engagements. It is highly necessary that our girls should have a perfectly clear idea of what a betrothal means, or should mean, if it is a betrothal in the sight of God. A hasty impulse, the temporary swaying of a tumultuous, youthful passion, the confusion of admiration for affection, the mistaking of respect for love: these are not safe grounds for betrothals. It is never to the credit of a girl, in the eyes of men, that she has been engaged two or three times. Girls should remember that. Too often they think that men feel otherwise, or, perhaps, do not care. But men do: that is, the men worth marrying. A man looks upon an oft-engaged girl as he does upon a peach with much of the bloom rubbed off. Besides, men generally conclude that there is something wrong with such a girl. The right kind of a girl will betroth herself but once. An unhappy betrothal can be just as keen a sorrow as an unhappy marriage. It has darkened the life of more than one woman.

A boy of fifteen thinks he is too old to run errands, but after he is twenty-five and married, he begins again.—*Atchison Globe.*

Cost of Finest Hair Switches.

The finest human hair switches, to match any hair, are now being made in Chicago and sent to anyone anywhere for 63 cents to $3.25. For full particulars, how to order, etc., cut this notice out and send to Sears, Roebuck & Co., Chicago.

TEACHERS!

The NICKEL PLATE ROAD has long been known as the OFFICIAL ROUTE to the NATIONAL EDUCATIONAL ASSOCIATION CONVENTIONS.

Don't forget it when deciding upon your route to LOS ANGELES in JULY.

For information call upon your nearest ticket agent, or address F. J. MOORE, Gen'l Agent, Nickel Plate Road, 291 Main St., Buffalo, N. Y.

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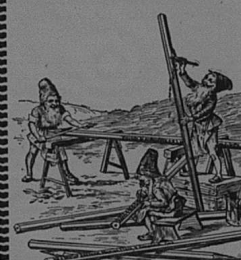

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Outlast all Other Pencils.

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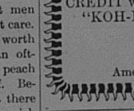
American Office: 123 West Houston Street, New York.



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Or *from* $6.00 *to* $20.00 *in* Cash *each week taking advantage of the* Liberal Commission *we allow our agents.*

Over $4,000 worth sold to NORMAL INSTRUCTOR readers in past 2 years. From a business of $25,000 in 1877 our sales have increased each year to nearly $500,000 in 1898.

We will be pleased to mail YOU our 170-page illustrated Premium List with Price List. WE PAY FREIGHT and allow time to deliver goods before paying for them when not convenient to send payment with order.

LONDON TEA CO., 151 Congress Street, BOSTON, MASS.

SEND ONE DOLLAR CUT THIS AD OUT and send to us and if you live within 700 miles of Chicago, we will send you this TOP BUGGY by freight C.O.D. subject to examination. You can examine it at your freight depot, and if found PERFECTLY SATISFACTORY, EQUAL TO BUGGIES THAT RETAIL AT $60.00 to $75.00 and the GRANDEST BARGAIN YOU EVER SAW, pay the freight agent OUR SPECIAL PRICE $38.90, and freight charges, less the $1.00 sent with order.

$38.90

WE MAKE THIS TOP BUGGY IN OUR OWN FACTORY IN CHICAGO. Being the largest manufacturers of vehicles in the world, we are the largest buyers of material than most makers put in $75.00 buggies. Latest style for 1899. Body finished from the Best Seasoned Wood. Gear, Best That Money Can Build. End Springs, as illustrated, or Brewster Side Bar. Wheels, High Grade Screwed Rim Sarven's Patent. Top, 24 ounce, Daisy Rubber Heavily lined, full side and back curtains. Painting, guaranteed equal to any $150.00 buggy we ever sold. Body black, Gear, dark green or Red. Upholstering, heavy green French body cloth or Kane's Leather.

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Address, SEARS, ROEBUCK & CO. (Inc.), CHICAGO, ILL.

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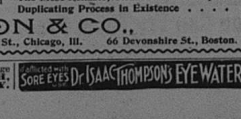
Used by thousands of Superintendents, Teachers and School Officers. It is the simplest and cheapest process ever invented. Its work is as clear, fac-simile of ordinary writing. Drawing can be reproduced in several colors at one printing. One hundred copies of the original can be printed in twenty minutes. Copies of examination questions; the words of a song; problems for the class; programs of school exercises; any kind of work can be duplicated on this printer. Send for price-list, samples of work, etc. Look out for imitations. Make sure that you get the "Lawton Printer." Take no other if you want a perfect one. AGENTS WANTED.



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ASTHMA SURE CURE. Trial Package free. DR. W. K. WALRATH, Box N. Adams, N. Y.

Affected with SORE EYES? Dr. ISAAC THOMPSON'S EYE WATER

Tailor Made Suit $4.98

SILK LINED JACKET

ALL WOOL MATERIAL

Jacket elegantly silk lined, skirt superbly Bralded; made from Lamb's Celebrated Fast Color All-wool Fine Twilled Serge, equal every way to others' $10 Suits. Choice of electric blue, navy blue or black color.

SEND NO MONEY send this advertisement with color desired; give bust and waist measure, length of skirt (down front) from shirtband to bottom and we'll send the suit by express C. O. D. and allow you to try it on before you pay a cent. If found just as represented, a perfect fit and worth every penny of $10.00 then pay the express agent $4.98 and expressage. Pay nothing if unsatisfactory.

THE SUIT is made by expert men tailors your designs drawn by that king of ladies' tailors, H. LaBeelle, from Lamb's Best All Wool Fast Color Serge, famous everywhere for its rich, soft blough & beautiful appearance.

The Jacket is made in latest single-breasted style, with tight-fitting back and new fashionable sleeves, is superbly trimmed with fine satin bands, artistically double silk-stitched and elaborately lined with real French Silk of beautiful colorings and exquisite designs. The Skirt is splendidly lined, has new flat back, nobby welted seams, is four yards wide and hangs gracefully and stylishly; from start to finish the suit's tailor-made and worth fully $10.00.

If desired the shirt can be worn without the jacket with a shirt waist. Write for Big Free Bargain Catalogue of other tailor-made suits.

THE LOUIS VERON CO. Dept. 16, 151W. Jackson St. Chicago, Ill.

Advance in Photography.

Wonderful advances have been made within the last few years in the science of photography, and some of the most modern systems are as far in advance of the ordinary art as the platinotype is superior to the daguerreotype of our grandfathers. One of the latest and most notable advances is that of direct photography in gold, silver, or the other metals, whereby the usual shades of black in the ordinary photograph are replaced by soft, yet brilliant tones, on which the effects of light and shade have a really beautiful result.

Notable specimens of this class of work were produced of the queen's jubilee procession. They were on wood, and in three metals, gold, silver, and copper. The metalic effect is that the figures appear to stand out from the background in a full stereoscopic view like effect. Those on silver, for their sparkling freshness and clearness due to light effects, would doubtless be preferred by many. The process of producing this work on wood is thus described: A piece of the best mahogany has a film of gold or silver laid on it, and on this the picture is photographed. Over the whole an imperceptible coat of fine varnish is laid, and the wooden plaque may be framed in gold or silver beading, set up in easel style, or any tasteful manner that might suggest itself. No glass is required to preserve the photos from fading effects of light, for by this process they are practically imperishable. They cannot be done in dozens, however, for each picture requires the most careful skill and elaborate treatment.—*New Ideas.*

An error appeared in the advertisement of the Pathfinder Publishing Co., in our February issue, caused by a figure being broken making their price for lots of 100 books appear as $10.00, when it should have been $76.00. Look up their ad., on page 2 of our February issue and note the great bargains they are offering in good books.

Read carefully the great offer of Hurst & Co., on page six of this issue. We trust that a large number of our readers will take advantage of their liberal ty.

Quick Relief, Sure Relief.

Brown's Bronchial Troches (OF BOSTON)

For Coughs and Colds.

Observe Fac-Simile Signature of John L. Brown & Son on wrapper of every box.

Six Lovely Everblooming Roses Free!

To introduce our popular illustrated literary and family paper, **Good Literature**, into thousands of homes where it is not already taken, we make the following extraordinary offer: Upon receipt of only **Twenty-five Cents** as a trial subscription (stamps taken), and in each subscriber we remaining **Nine Months** of his or her paper (dated to December inclusive), and to each subscriber we will also send, **Free and prepaid, Six Lovely Everblooming Roses**, as follows:

The Yellow Rambler.—A truly hardy yellow climbing rose. Flowers deep golden yellow, produced in large pyramidal trusses, often ten flowers being seen in a single cluster; fragrance pronounced. In rapid growth it will in a season; perfectly hardy, having withstood a temperature of two degrees below zero; beautiful for pillars or porches.

The Pink Rambler.—Same as the Yellow Rambler, and possessing all of its valuable features, except that the color is a beautiful deep pink.

Mme. Camille.—One of the most beautiful of roses. Flowers white, shading in the center to apricot yellow. Blooms profusely from May until frost.

Meteor.—A rich, dark velvety crimson Hybrid Tea Rose; flowers large and very double; the plant is vigorous and a constant bloomer.

White Maman Cochet.—A superb variety. Flowers snow-white, large and very double, borne in profusion; hardy with protection.

Marie Van Houtte.—Buds long, pointed, edged with pink. Flowers very large, double and deliciously fragrant. Strong grower and constant bloomer.

Bear in mind that we offer, not one, but the entire list of six lovely everblooming roses described above absolutely free, by mail post-paid, if you will send us twenty-five cents for GOOD LITERATURE for the remaining nine months of the year (April to December inclusive). You will get the full worth of your money in your subscription to the paper; the roses are an absolute gift. Remember that these are not cheap, common roses, such as you see advertised at low prices. They are the choicest and most vertiest at low prices. They are the choicest and most vertiest at low prices. They are the choicest and most famous varieties, and such as are sold at high prices by all the leading florists. We shall send you strong, healthy, well-rooted plants, well packed, by mail, guaranteed to reach you in perfect condition, and to give absolute satisfaction. GOOD LITERATURE is a large and handsome illustrated literary family paper, each issue containing from 20 to 24 large 4-column pages, including a beautiful cover. You will be delighted with it, and the six lovely roses will be a source of admiration. *Perfect satisfaction guaranteed or money refunded.* This is a special offer for a limited time, and should be accepted at once. Don't delay. Address, by a well-known and reliable publishing house, one of the oldest and largest in the country, as to the Mercantile Agencies and to all leading newspapers as to our responsibility, and to

F. M. LUPTON, Publisher, 23, 25 and 27 City Hall Place, New York.

SEND NO MONEY WITH YOUR ORDER, cut this ad out and send to us, and we will send you OUR HIGH GRADE DROP LENGTH, DROP HEAD, SEWING MACHINE by freight C. O. D. subject to examination. You can examine it at your nearest freight depot and if found perfectly satisfactory, exactly as represented, and equal to machines others sell at high as $60.00, and THE GREATEST BARGAIN YOU EVER HEARD OF, pay your freight agent Our Special Offer Price $15.50 and freight charges. The machine weighs about 100 pounds and the freight will not be much, and if NOT IT THREE MONTHS' TRIAL in your own home, and we will return your $15.50 any time within three months, and we will refund your freight charges. We have other grades and styles of Sewing Machines at $8.50, $10.00, $11.00, $12.00 and up, all fully described in our Free Catalogue, but $15.50 for this DROP DESK CABINET BURDICK is the greatest value ever offered by any house.

BEWARE OF IMITATIONS by unknown concerns who offer you cheap, worthless imitations of our advertisements, offering unknown machines under various names, with various inducements. Write some friend in Chicago and learn who are RELIABLE AND WHO ARE NOT.

THE BURDICK has every MODERN IMPROVEMENT, EVERY GOOD POINT OF EVERY HIGH GRADE MACHINE MADE, WITH THE DEFECTS OF NONE. MADE BY THE BEST WORKMEN IN AMERICA, FROM THE BEST MATERIAL

MONEY SOLID QUARTER SAWED OAK DROP DESK CABINET, CAN BUY.

PIANO POLISHED, one illustration shows machine closed, (head dropping from sight) to be used as a center table, stand or desk, the other open with full length table and head in place for sewing. 4 fancy drawers, latest 1899 skeleton frame, carved, paneled, embossed and decorated cabinet finish, finest nickel drawer pulls, rests on 4 castors, ball bearing adjustable treadle, genuine Smyth iron stand. Finest large High Arm Vertical Feed, positive four motion feed, self threading vibrating shuttle, automatic bobbin winder, adjustable bearings, patent tension liberator, improved loose wheel, automatic lifting presser foot, improved shuttle carrier, patent needle bar, patent dress guard, head is handsomely decorated and ornamented and beautifully NICKEL PLATED.

GUARANTEED for 20 years. Positively the simplest and surest automatic machine made. Every known attachment is furnished and our Free Instruction Book tells how anyone can do any kind of fancy work.

A 20-YEARS' BINDING GUARANTEE is sent with every machine, compare it with any 20-year guarantee you find and examine this with every machine, compare it IT COSTS YOU NOTHING to compare this with your storekeeper sells at $40.00 to $60.00, and then if convinced you are saving $25.00 to $40.00, pay him $15.50 and YOUR $15.50 if at any time within three months you say you are not satisfied. ORDER TO-DAY. DON'T DELAY. Hundreds, Rosebud Co., are thoroughly reliable. Editor Herald.

This above illustration shows machine closed, leather cloth, cover, table, stand or desk.

$15.50

your freight agent the $15.50. WE TO SEND YOUR $15.50 if at any time within three months you say you are not satisfied. ORDER TO-DAY. DON'T DELAY. Hundreds, Rosebud Co., are thoroughly reliable. Editor Herald.

Address, **SEARS, ROEBUCK & CO. (Inc.) Chicago, Ill.**

Costs You Nothing to Try It.

THE NATURAL BODY BRACE

Cures Female Weakness—Makes Walking and Work Easy.

Endorsed by Every Physician Who has Used It. Adjustable to Fit all Figures. Simple in Construction. Comfortable.

Ninety-eight per cent. of its wearers pleased. Thousands of them write like this:

Pine Forest, Alabama, May 30, 1898.

I was well pleased with my Brace from the beginning. After wearing it four weeks, I am delighted with it; would not exchange it for money or anything else. I send you a thousand thanks for it. I had suffered a long time with falling womb, pain in menstruation, constipation, heart disease, backache, headache, bearing down pains, etc.

Mrs. W. H. McCrary.

Money refunded if it does not do satisfactory. Send for full information with illustrated book free. Address

THE NATURAL BODY BRACE CO.,
Box 164, SALINA, KAN.

Every woman should send for this illustrated book. Every Motherhood should have this Brace.

GOLDOMETER for locating Gold, Silver and other minerals, in a pocket case; also rods and Spanish needles. Catalogue, 2c. stamp. B. G. STAUFFER, Harrisburg, Pa.

Are You Beautiful?

If not, read this and learn how to have a Lovely Complexion.

Everybody admires women and girls with clear, healthy, spotless complexions. They are attracted by pink cheeks and soft, velvety, delicate skin. Nothing destroys happiness and beauty like **Freckles, Pimples, Blackheads, Yellow or Muddy Skin, Moth, Wrinkles, Red Nose or Face, Eruptions, Discolorations or Blemishes** of any nature. They make both men and women homely and make them look old. All these afflictions are quickly and easily cured by **DR. BOTOT'S COMPLEXION WAFERS.** This is the most wonderful beautifier that was ever made. It is positively harmless to all, and contains not a single atom of Lead, Bismuth or Arsenic.

FOR GENTLEMEN AS WELL AS LADIES. These Wafers completely remove every eruption, blotch, discoloration and blemish on both Ladies and Gentlemen. They make the old look young. They beautify Face, Neck, Shoulders and Arms. They impart the delicate tints of girlhood and youth to the complexion. A woman cannot possibly be homely if she uses **DR. BOTOT'S COMPLEXION WAFERS** and She will be as fair as a rose, and wrinkles will not appear until she is far advanced in life. This may seem impossible to you, but it is the plain truth. The Wafers are not a cosmetic, remember, but a food for the skin. They make ladies of 40 look to be less than 30.

You Can Try Them Free. For a short time we will continue to send a free trial package of DR. BOTOT'S WAFERS to readers of this paper. You can thus satisfy yourself of their wonderful beautifying virtues without cost. Send your name and F. O. address at once, before this liberal offer is withdrawn, and enclose a stamp to pay postage. We mail the samples in sealed, plain envelopes. Address

CAPITAL DRUG CO., Box 535 Augusta, Maine.

SUPPLEMENTARY READING

Little Bob Stood the Test.

THE "Blue Line" street car stopped at the corner, and an anxious looking young woman put a small boy inside.

"Now, Bob," she said, as she hurried out to the platform again, "don't lose that note I gave you. Don't take it out of your pocket at all."

"No'm," said the little man, looking wistfully after his mother, as the conductor pulled the strap, the driver unscrewed his brake, and the horses shaking their bells, trotted off with the car.

"What's your name, bub?" asked a mischievous-looking young man sitting beside him.

"Robert Cullen Deems," he answered.

"Where are you going?"

"To my grandpa's."

"Let me see that note in your pocket."

The look of innocent surprise in the round face ought to have shamed the baby's tormentor; but he only said again, "Let me see it."

"I tan't," said Robert Cullen Deems.

"See here; if you don't, I'll scare the horses, and make them run away.,'

The little boy cast an apprehensive look at the horses, but shook his head.

"Here, bub, I'll give you this peach, if you'll pull that note half way out of your pocket."

The boy did not reply, but some of the older people looked angry.

"I say, chum, I'll give you this whole bag of peaches if you will just show me the corner of your note," said the tempter. The child turned away, as if he did not wish to hear any more, but the young man opened the bag and held it just where he could see and smell the luscious fruit.

A look of distress came into the sweet little face. I believe Bob was afraid to trust himself; and when a man left his seat on the other side to get off the car, the little boy slid quickly down, left the temptation behind, and climbed into the vacant place.

A pair of prettily gloved hands began almost unconsciously to clap; and then everybody clapped and applauded, until it might have alarmed Bob if a young lady sitting by had not slipped her arm around him, and said, with a sweet glow on her face.

"Tell your mamma that we all congratulate her upon having a little man strong enough to resist temptation and wise enough to run away from it."

I doubt if that long, hard message ever reached Bob's mother, but no matter; the note got to his grandmother without ever coming out of his pocket.—*Youth's Companion.*

The Nickel That Burned in Joe's Pocket.

DEACON JONES kept a little fish market. "Do you want a boy to help you?" asked Joe White one day. "I guess I can sell fish."

"Can you give good weight to my customers and take good care of my pennies?"

"Yes, sir," answered Joe; and forthwith he took his place in the market, weighed the fish and kept the room in order.

"A whole day for fun, fireworks and crackers to-morrow!" exclaimed Joe, as he buttoned his white apron about him the day before the Fourth of July. A great trout was flung down on the counter by Ned Long, one of Joe's playmates.

"Here's a royal trout, Joe. I caught it myself. You may have it for ten cents. Just hand over the money, for I'm in a hurry to buy my fire-crackers," said Ned hurriedly.

The deacon was out, but Joe had made purchases for him before, so the dime was spun across to Ned, who was off like a shot. Just then Mrs. Martin appeared. "I want a nice trout for my dinner to-morrow. This one will do; how much is it?" she asked as she carefully examined it.

"A quarter ma'am," and the fish was transferred to the lady's basket and the silver piece to the money drawer.

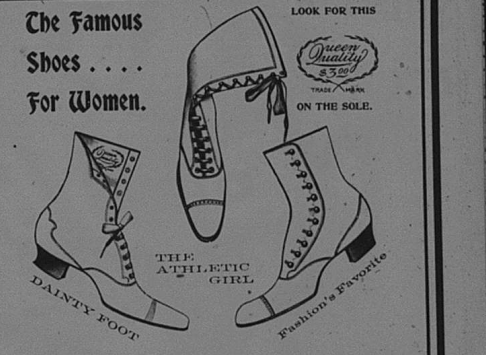
But here Joe paused. "Ten cents was very cheap for that fish. If I tell the deacon it cost fifteen he'll be satisfied, and I shall have five cents to invest in fire-crackers."

The deacon was pleased with Joe's bargain, and when the market closed each went his way for the night. But the nickel buried in Joe's pocket burned like a coal; he could eat no supper and was cross and unhappy. At last he could stand it no longer, but walking rapidly, tapped at the door of Deacon Jones' cottage.

A stand was drawn out and before the open Bible sat the old man. Joe's heart almost failed him, but he told his story and with tears of sorrow laid the coin in the deacon's hand. Turning over the leaves of the Bible, the old man read: "He that covereth his sins shall not prosper, but whoso confesseth and forsaketh them shall have mercy." "You have my forgiveness, Joe; now go home and confess to the Lord, and remember you must forsake as well as confess. And keep this little coin as long as you live to remind you of this first temptation."—*New York Mail.*

The Famous Shoes .... For Women.

LOOK FOR THIS Queen Quality $3.00 TRADE MARK ON THE SOLE.



QUEEN QUALITY

Shoes are not only made from carefully selected leather of the highest quality and by the most skilful workmen, but most important of all, there is FOOT KNOWLEDGE in them; art in designing; that makes them FIT WHEN OTHERS FAIL; KEEP THEIR SHAPE; AFFORD ABSOLUTE EASE; Impart Fashionable Elegance.

Sold by only one Dealer in a Town
All Styles and One Price.

$3.

(Oxfords $2.50.)

OUR CATALOGUE

Illustrates and describes all styles and is sent FREE with address of local dealer. Shoes sent prepaid on receipt of $3.25 (Oxfords $2.75.)

SPECIAL OFFER.

A beautiful full length picture of Queen Louise, in colors, (17x24) Suitable for framing, mailed on receipt of three two cent stamps.

THOS. G. PLANT COMPANY,
Bickford Street, Boston, Mass.

"Pulling Even."

JERRY and Dick were two brown horses which lived out in the country on Mr. Stratton's farm. In the winter time they did not have much to do, but when spring came they were busy every day, helping their master get the broad fields ready for the seeds.

Then, when haying time came, they were harnessed to the big farm wagon and drew load after load of hay to the barn. There the sweet smelling clover which they liked so well was stored away in the lofts for the winter.

Anyone looking at the two horses would have said they were just alike. But if you had asked farmer Stratton, he would have shaken his head and answered at once:

"Oh, no, Jerry is the best worker. Dick is just as strong and able to pull as Jerry, but he is not so willing. If I don't watch them when they are working together, Jerry does all the work and Dick shirks. To make them work even, I have to urge Dick and hold Jerry back."

I wonder if boys and girls always "pull even?" You know there is work for us all in this world, and if we don't do our work, if we shirk, some one else must do our work, or it will go undone.

I suppose Dick was quite willing to eat his share of the hay that was brought in. Don't you think it would be fairer if he should do his share of the pulling?—*South Western Christian Advocate.*

"Mamma, turn the hose on me."

"Why, what shall I do that for?"

"My hose are on wrong side out.

GREAT PRIZE PICTURE PUZZLE!

Somebody has broken one of the grocer's bottles, he is accusing a woman but she is innocent, the real culprit is a hidden man who has a basket. He is in the picture. Can you find him? If so, point out to us correctly and we will send you $1.00 in cash, return it to us in 10 cents to pay for sample copies of our illustrated journal and we will send as a prize, the handsome ladies or gents Solid Gold plated finger ring, mounted with a Simulation Diamond and 2 Superb Rubies or Emeralds. The ring is of the latest style and very stylish. The ring is of the latest style and very stylish. The ring is of the latest style and very stylish. These are simulations of real stones and will deceive the most experienced at getting such a nice prize for a few cents, yet we do just as we say, and will send it promptly for the 10 cents in silver. Send size of finger. Address **SAWYER PUB. CO., 216 Sawyer Bldg., Waterville, Maine.**

HIGH GRADE

1899 BICYCLES, WATCHES, CAMERAS, MANDOLINS, GUITARS FREE

You can quickly earn a premium by selling a few boxes of our high-grade Toilet Soap to your neighbors. No money required in advance. Our plan the best even Boys and Girls do well. Our premiums as good as money will buy. Large illustrated list mailed free. Write today for full particulars. **E. E. DAWSON SOAP CO., 90 State St., Dept. 21, Chicago**

$10.00 In 20 or more fashionable and durable cloths, the ordinary $25.- and $30.00 kind.

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Tailor Made Suits With Satin Lined Jackets.

Your dealer will supply you.

Never before has a man tailored ladies' suit been offered at this very popular price.

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This label, which appears on every garment, guarantees for reliability and durability in cloth, skillful workmanship, custom finish) and perfection in style. Order through your local dealer, who can have, on request our complete catalogues of Suits, Capes, Jackets; Skirts and Silk Waists. If he will not take your order for these suits, or any other Belfield garments, write to us and we will see that you are supplied. These $10.00 Suits, with full description mailed Free if you address Department E.

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266 and 268 Franklin Street, Chicago. Prince and Greene Streets, New York.

Teaching Children Good Manners.

Good manners cannot be learned in a moment. There are certain forms which society has agreed people must conform to if they wish to appear well bred, and these are often not at all what the natural inclination would prompt one to do under the circumstances. Children must be taught these conventions, and we must not be surprised if they are sometimes slow in learning them, nor despair if after much teaching they at times relapse into native barbarism. Patient perseverance in training them will at last produce the desired result. The constant repetition that seems so irksome, combined with the silent force of daily example, will effect the end in view—a well-bred child.

Cautions for Vocal Students.

Never tire the vocal organs. Five minutes at a time, several times a day, will accomplish a very great deal and yet not risk anything. Pupils with hoarse voices from colds are sometimes fearful of undertaking any exercise vocally. Hoarseness is often caused by the vocal organs growing stiff, and not infrequently mild exercise will do away with hoarseness entirely. Sore throats should not be used, and the sooner one can begin to apply remedies is not soon enough. The following has been found a prompt and efficacious remedy: Take ordinary coal-tar, and placing on it a few drops of turpentine, set it on fire. The fumes, it is claimed, cure very obstinate throat troubles. At any rate it will certainly cure an ordinary sore throat.

Those interested in securing a good Cyclopedia at a low price should read the announcement of Hurst & Co., on the last cover page of this issue. They are offering our readers a genuine bargain and we hope many of them will take advantage of it.

WANTED—An energetic worker, male or female, in each town or city of not to exceed 10,000 population to take orders. Wages $1.00 per day to start with. References given and required. Address, stating age, GLEN BROTHERS, Rochester, N. Y.

LADIES to do PLAIN SEWING at home, $1.50 per day. Any one may do. For worker work guaranteed; send stamped addressed envelope for full particulars. R. W. HUTTON & CO., Dept. 119, Philadelphia, Pa.

$4 A DAY to Agents. New and wonderful game. Secret of Multiplication. Sells everywhere. Catalog free. Gem Typewriter Co. Dept H, Detroit, Mich.

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Will not split, warp or break. Stay where they are put. Never fall out, and never wear out. Made in white, black, brown and auburn. If your dealer cannot supply you, send 10 cents for sample of six. State whether hair is heavy or light. Consolidated Safety Pin Co., Box 127, Bloomfield, N. J.

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MUSIC SALE. To close out our stock we send by mail 70 pieces, full sheet music size, all sorts complete, all for 20c. 1 or 4 lots 50c. Money back if not satisfied. HOT TIME IN THE OLD TOWN, and 100 Songs with Music, 5 cents. N.Y. Mail Agency, 359 Wash. St., Boston, Mass.

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OZARK MOUNTAIN HERB COMPOUND for preserving and restoring gray hair to its natural color. Cures dandruff, allays irritations, cools the scalp and is harmless. Package makes one quart. By mail for 25 cents. LOU DUBY DRUG COMPANY, Rolla, Mo.

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on the skirt, as it is the best binding made. It is never troublesome, is always clean and looks better than any other, but be sure that it is FEDER'S as this illustration is those discouraged with braids, plush cords, velveteens, and other bindings that fray and lose color and are a constant bother and nuisance.

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IMPORTANT ANNOUNCEMENT. Purchasers of ready-made skirts will find it greatly to their advantage to insist on garments bound with Feder's Pompadour. The best wholesale manufacturers furnish them and progressive retail dealers sell them. They cost you no more than skirts bound with some unsatisfactory velveteen, braid or cord. To every skirt finished with Feder's Pompadour a silk label is sewn like the one here illustrated, and our guarantee goes with it. Don't accept any garment without this label. Write us if you cannot get what you want and we shall see that you are supplied without any trouble.

THIS SKIRT IS FINISHED WITH FEDER'S POMPADOUR SKIRT PROTECTOR GUARANTEED to wear as long as the skirt

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HER HAIR RETURNS.

Remarkable Action of a New and Wonderful Cure for Baldness.

Lady Prominent in G. A. R. Circles Regains Her Hair Although Past Fifty.

Mrs. J. S. Weed, Treasurer of Swartz Corps No. 91, W. R. C., with headquarters at New Albany, Bradford Co., Pa., owes a luxuriant growth of hair to a new and valuable remedy discovered by

MRS. J. S. WEED.

a Cincinnati Dispensary. In response to their offer to send free trials of their preparations Mrs. Weed used the remedies and although she was past fifty years of age, at a time in life when people imagine their baldness is hopeless, her hair grew out with astonishing luxuriance much to her surprise and delight. Mrs. Weed kindly consented to permit her photographs to be sketched, one taken some time ago when she was prematurely bald and a later one taken recently showing the beautiful effects of this remarkable hair grower.

The remedy also cures itching and dandruff, sure signs of approaching baldness, and it also restores gray hair to natural colorand produces thick and lustrous eyebrows and eyelashes. By sending your name and address to the Altenheim Medical Dispensary, 526 Selves Bldg., Cincinnati, Ohio, they will mail you prepaid a free trial of their remarkable remedy.

The Boy and His Trade.

"Seventeen is the preferable age for going to a trade, but in many cases sixteen is not too young, nor eighteen too old," writes Barton Cheyney, in the *Ladies' Home Journal*. "But, all conditions being favorable, it is well for a boy to arrange his apprenticeship so that he can finish his trade by the time he is twenty-one. One of the advantages of going to a trade early is that it allows the lad time to make a change early should he discover that he has made a mistake in choosing his vocation, and there is no infallible method or rule that can be followed in order that such mistakes can be avoided. But the best course to pursue is for the lad to fully acquaint himself with the details of the trades to which he may incline before he makes a selection. This can be easily done at the expense only of a little observation and inquiry. Then the matter of natural aptitude can be considered—and it is a most important factor—so that the lad can avoid going into anything for which he has no special fitness. It is asserted that everyone is adapted for some one thing better than anything else, and the boy should strive to discover that one thing is. It would be a great mistake for a lad without a natural bent for mechanics to attempt to learn the machinist's trade, and the chances would be against such a boy's proper advancement, for one's best work and development are the outcome of being congenially employed."

Surprised to See Him.

Governor Atkinson of Georgia is reported by the Washington *Post* as telling a pretty good story out of his own experience.

"Not long since," said the governor, "I had to visit some coal mines where convict labor is employed. A couple of guards escorted me to the lower regions, showed me what was being done, and finally conducted me to the place where the convicts were at work. As we approached the force in striped garments, one of their number looked our way and and rushed up to me saying:

"Bill Atkinson, as sure as I live! Why, Bill, I never expected to see you here. What on earth did you get sent up for?"

"The man was a lifelong acquaintance, and when I told him how I happened to be there it appeared to relieve him greatly, but there was much laughing among his comrades."

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LUCAS COUNTY,

FRANK J. CHENEY makes oath that he is the senior partner of the firm F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of CATARRH that cannot be cured by the use of HALL'S CATARRH CURE.

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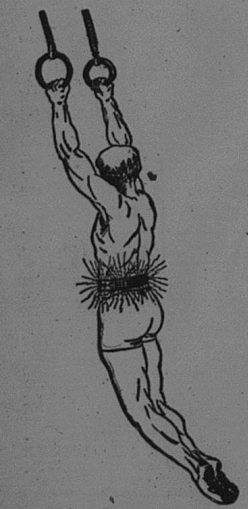
NEW NERVE FORCE--NO DRUGS.



For 30 years I have been showing men the road to strength. I have demonstrated a natural remedy to be the true remedy. I have made a specialty of weakness of men from an abuse of Nature's laws in some way or other. I could not give you as good service as some doctors in fevers or pneumonia or small-pox. Of course I studied the subjects, but this is a day of specialties.

I know the nervous and glandular system of men. That's my strong card. I treat weak men and weak men only. In the beginning let me say I use no drugs. When I take your money I want to give you value in return. I couldn't do that and give you drugs for weakness, because they never cure, they only stimulate. They give "quick" results but you fall back into the same old condition, maybe a worse one.

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with suspensory, now known and used throughout the world. This appliance embodies the best efforts of my 30 years' experience as a specialist, and is protected by U. S. and foreign patents. Beware of imitations. There is no **genuine** Electric Belt but the Sanden.

You put it on when you go to bed a night and take it off next morning. Keep this up for two or three months. It will make you a sound, strong man. It is applied so a soothing current will flow through kidneys, liver, stomach, prostate gland, bladder and other organs. Electricity instantly felt, though under control of user by turning little regulator screw. Over 5000 cures last year. Write for

FREE BOOK "Three Classes of Men,"

which explains all, sent in plain sealed envelope. All letters answered by me personally, all advice free. Write to-day, to address given below.

DR. N. M. SANDEN, 826 Broadway, New York, N. Y.

Weak Lungs

Dr. Hunter, of 117 West 45th Street, has just published a new book on

"The Lungs and Their Diseases,"

which explains all about Consumption, how it arises, the symptoms by which it is known, how it can be prevented, and the only treatment by which it can be cured. He also describes

Bronchitis, Asthma and Pulmonary Catarrh

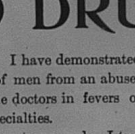
shows their tendency to produce Consumption, and their speedy and radical cure by *Antiseptic Medicated Air Inhalations.*

THIS BOOK is of such great importance and interest to all who have weak lungs or are threatened with any form of lung disease that it has been decided to issue an edition of 50,000 copies in paper covers for free distribution. Dr. Robert Hunter is the oldest Specialist in this country, and acknowledged throughout the world as the greatest living authority on all diseases of the breathing organs.

From the New York Herald: "It seems after many disappointments and false rumors of the cures for consumption, that the treatment as discovered and practiced by Dr. Robert Hunter, 117 West 45th Street, New York, has accomplished results so satisfactory that this dread disease need no longer be classed among the incurable."

From the New York Sun: "Dr. Hunter's recent book on Consumption and its wonderful cures that have been reported, effectually remove all doubt as to the curability of this dread disease."

Readers of the Normal Instructor can obtain Dr. Hunter's book FREE by addressing him at 117 West 45th Street, New York.



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I have a sure, safe and speedy cure for that distressing and dangerous disease, **asthma**, no matter how deep seated it may be. To convince any sufferer of its great virtue, I will mail a **trial package free.** Relief is instant and complete in rare certain. Write at once to **F. G. KINGMAN, M.D., Box 28, Augusta, Me.**

Coffee vs. Beer.

At the time of the recent Peace Jubilee in Philadelphia a number of the ships of the navy were anchored in the Delaware in front of the city, and among them was the battleship Texas, commanded by Commodore Philip.

A Philadelphian brewer had offered to send a supply of beer on board, but the commodore politely declined the offer, saying that he would not allow it to be used on the ship. Afterward, in speaking of the incident, the commodore remarked that as his men had not been ashore for several months he feared that the six mile march through the streets in the parade arranged for the following day would be pretty wearisome for them, and he added that although he would not allow them to have beer, he would be glad if coffee could be served to them just before they began the march. The gentleman to whom these remarks were made took a friend into his confidence, arrangements were immediately made, and on the morrow a wagon carrying 400 quarts of hot coffee prepared with sugar and cream, and several score of white porcelain mugs, were timely on hand at the place appointed for the rendezvous of the sailors and marines, and the officers and men of the Texas as well as of the other war ships to the number of about 900 having formed in line a mug of hot coffee was served to each of them. A chilling wind was blowing at the time, so that the coffee was particularly appropriate and acceptable, and there was a general expression by both officers and men of their grateful appreciation, in which none joined more heartily than did Commodore Philip and Captain Sigsbee.—*National Temperance Advocate.*

Anyone wishing a sample of Mennen's Toilet Powder can procure it without charge by sending to Gerhard Mennen, Newark, N. J. All druggists, druggists sell it at twenty-five cents a package.

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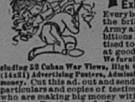
Good dressers in city and country wear the American Woolen Mills Co.'s made to measure suits at $6.00 to $10.00; pants, $1.75 to $5.00, made and sent anywhere in the U. S., to be paid for after examination. For large cloth samples of entire line and full information about ordering, cut this notice out and mail to us. Agents wanted in every unoccupied county in the U. S. Address, American Woolen Mills Co., Chicago.



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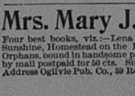

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SEND us your address and we will make you a present of the best Automatic WASHING MACHINE in the World. No washboard required. We want a few more agents to introduce it, or act as agent if you can. You can COIN MONEY. We also give a HANDSOME WATCH, Free to the first from each county. Address Room 64 N. Y. LAUNDRY WORKS, 80 Murray Street, N. Y.

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We must request our customers in making remittances not to send bank checks, unless cost of collection is added. Send New York draft, Post Office Money Order, Express Money Order, or Registered Letter. The new regulations put forth by the banks of New York city in regard to the collection of checks, make the cost of collection too great for checks of small amounts. WE CANNOT ACCEPT CHECKS.

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Correct speech is largely a matter of imitation. If the persons with whom a child constantly associates speaks inelegantly the child will certainly do likewise. No amount of instruction in grammar, the theory of language, will avail to counteract the debasing effect of practical tuition in the wrong direction. There is no such word in the English language as "ain't." We may say "I'm not" because we merely eliminate the a in am, but "ain't" has no legitimate progenitor. The home is the true school of speech, and the mother the teacher whose influence will be the most lasting.

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When a man of thoughtful mind sees a nation's flag, he sees not the flag only, but the nation itself; and whatsoever may be the symbols, he reads chiefly in the flag the Government, the principles, the truth, the history which belong to the nation which sets it forth.—*Henry Ward Beecher.*

Read Your Little Look-glass on Page 35.

WRITE TO A LADIES' DOCTOR AND STATE YOUR TROUBLE To be CURED at HOME

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GET RICH Fortunes in STOCKS. Shares $1.00 a month. Safe as a Bank. Send 4c for Guide. A. R. WILSON & CO. 529 Broadway, New York.

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THESE SUITS are made from a Genuine Wilder Scotch Cassimere, a wear resisting woolfabric, woven expressly for children's garments, good weight, light, medium or dark shades, handsome patterns, fine serge lining, Clayton padding, staying and re-inforcing, silk and linen sewing, fine taffer made to stand 1000 pulls; a suit or hat or garment would be prized for FREE, CLOTH SAMPLES of everything in Boys' Clothing for boys 4 TO 19 YEARS, write for Sample Book No. 152, contains fashion plates, tape measure and full instructions how to order from.

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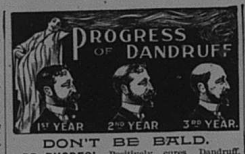

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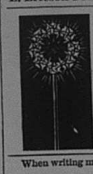

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THE ANGLE LAMP CO. 76 PARK PLACE, NEW YORK.

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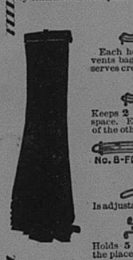
Never break or get out of order, weigh 3 ounces each, and no grip is too small for them. Nicely finished nickel-plated spring steel.



The first displeased patron yet to hear from; many thousands sold weekly. They rival the button-hook in simplicity. If your dealer don't keep them I will send postpaid at the following prices: Any single hanger, **25 cents**; 5 assorted as desired, **$1**; 1 dozen, **$2**, and if asked for will send free with it set 1 Economist or 2 with dozen order.

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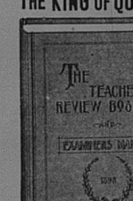

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Made from Remnants of our Fine $2.00 and $3.00 a yard cloth which was left over from our Great Tailoring Department. $1.90 don't pay for the cloth, to say nothing of the making and linings. Order today before they are all gone.

REMNANTS will accumulate in our large tailoring store—do you know what remnants are? Why, the stock recently we found on hand over 1,500 remnants, in each of which there was enough material to make a child's suit. The cloths consisted of genuine imported all wool English cassimeres and Scotch cheviots—all medium & dark shades, in beautiful mixtures and neat check patterns. None of the cloth cost less than $2.00 and up to $3.00 a yd. We made every remnant into knee pants, each size from 4 to 15 years old, and we now offer them for the wonder price of $1.90. The suits are splendidly tailored, perfect in fit and style and are guaranteed fully worth double the price.

$1.90 SEND NO MONEY but send this adv. with choice of shade and pattern, size of boy and his age and we'll send the suit C.O.D. by express, and allow you to try it on the boy before you pay one cent. If just as represented and worth double pay the express agent $1.90 and express charges. Pay our price if you like the suit, if not return it and you owe us nothing. Write for free cloth samples of suits for boys from 4 to 19 years old. Dept. D.

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The Woodchuck's Name.

Woodchucks are familiar creatures on every farm in New England, and they have extended their settlements beyond the Mississippi. One of their most noticeable traits is the throwing up of large piles of dirt in front of their burrows. According to the author of "Familiar Life in Field and Forest," it is from this practice that the woodchuck got his name.

In olden times—probably in the time of Æsop—the lower animals used to live in one happy country with a judge over them—the dog. One day a rabbit, whose burrow adjoined that of a marmot, complained to the latter that the little rabbits' eyes were continually filled with the dirt which he threw out of his burrow.

The marmot paid no heed to this remonstrance, and the rabbit was compelled to appeal to the judge. His honor immediately sent word to the offender that greater care must be taken in the future. But the insolent marmot, notorious for his incivility and indifference, replied to the messenger that he *would chuck* his dirt just where he pleased!

That settled it. The dog has been hunting for the gross offender ever since, and the name "woodchuck" has stuck to the whole tribe of marmots.—*Youth's Companion.*

The Mending Habit.

"Let a man once fall into the habit of pottering, of tinkering at his house, his body, his character, and always there is danger that he will become a confirmed cobbler," writes Robert J. Burdette of "The Mending-Basket," in the April *Ladies' Home Journal.* "Where he should rip off a rotting roof from ridge to cornice, he will stick in a shingle, a piece of slate, a scrap of tin, amid ever-increasing leaks, dry rot and general decay. He braces, and bolsters, and patches walls and fences until his farm looks as though it had a combination of Saint Vitus' dance and delirium tremens. He tinkers at his poor perishing frame with cure-alls and lotions, pills and plasters. He braces up his decaying virtue with good resolutions, and poultices his vices with good intentions. He fences his follies with certain—or rather, uncertain—limitations. And, after all, he is the same old man. Decayed and decaying, weak here and warped there; out of plumb, disjointed and covered with patches that do not renew him nor mend him at all, but merely emphasize his degeneration."

Black Beauty has had a circulation of two million copies in America, and a hundred thousand in England. One press at Madras, India, has issued it in the Telugu language. It was previously translated into Hindustani and published by our Lucknow press.

1899 Bicycles Down to $8.25.

Men's and women's new 1899 model bicycles are now being offered at $8.25 to $25.75 and sent to anyone anywhere for full examination before payment is made. For catalogue and full particulars, cut this notice out and mail to Sears, Roebuck & Co., Chicago.

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The Wonderful Doctor Slocum System of Treatment is Demonstrating Every Day to The Entire Civilized World, That Consumption is Curable.

THOUSANDS HAVE BEEN CURED.

By Special and Particular Arrangement, Four Free Preparations, Embracing the Complete Slocum System, May Be Obtained by Every Reader Of This Paper.

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First—The Slocum System kills and drives out of the human system every death-dealing germ, thereby rendering it susceptible to responsive treatment.

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Third—It stops at once all catarrhal and mucous discharges and kills the cough.

Fourth—It provides a true tonic influence, which invigorates and stimulates, vitalizes all weak spots and brings the entire system back to a healthy normal condition.

Best of all, this glorious discovery is yours for the asking. By a special arrangement made with the Doctor, readers of this paper may obtain the Four Preparations making up the complete Slocum System, as illustrated above, by sending their complete names, postoffice and express addresses to the Slocum Laboratories, 96 and 98 Pine Street, New York, being sure to mention THE NORMAL INSTRUCTOR.

Editorial Advice. Write to the Doctor today, ask his advice, and he will give you the benefit of his years of experience. Don't delay, but send your full name, postoffice and express address to Dr. T. A. Slocum, 98 Pine Street, New York, N. Y., and be sure to say that you read this generous offer in the NORMAL INSTRUCTOR.

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We have spent 40 years in ink making and became famous long ago. With all our experience
We Cannot Make Better Ink
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Ointment, 50 cents a box.
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containing choice selections from the works of the best wall paper designers. Prices much lower than those of ordinary dealers. Send for it to-day. When you write, tell us what rooms you plan to paper.
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We are selling a 4 inch (2 lenses) Camera for $2.50 (the Detective Cameras as a special Leader at 50c. each. A beautiful picture 2½x2½. Solid Polished Walnut Case; Leather Handle; Special Rapid Achromatic Ground Glass Lens; Patent Shutter for either Time or Instantaneous Exposure; Lever to Set Shutter and Button to Snap Pictures. Exactly like cut but takes 1 Plate Holder. Price 50c. by Express (Mail 60c. Extra).
MAGAZINE CAMERA as shown in cut, same as above but holds 2 Plate Holders 75c. Plate Holders, Extra, 10cts.; Developing and Printing Outfits, $1. Big Catalogue FREE.
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61.98 Express Prepaid for this elegant Black Mohair, tailor-made Skirt, actually worth $4.50. Lined with Percaline and interlined, waterproof cloth with seams in front, new fan back, velvet bound and stay-ing skirt made by expert mens tailors.
Same style skirt made of black or blue storm serge sent prepaid $1.98
Fancy Black Broadcloth Silk Skirt, express prepaid $4.25
Give waist measure and length of skirt desired. Your money back if not satisfactory.
Write for free illustrated fashion catalogue.
PROGRESS TAILORING CO., 129 Medinah Temple, Chicago
The above firm is reliable.—*Editor.*

When writing mention NORMAL INSTRUCTOR.

Boy Rival for Helen Keller.

Those who attended the commencement exercises of the New York Institute for the Instruction of the Deaf and Dumb, at 160th street and North River, held recently in the chapel, saw a wonderful sight. Orris Berson, fourteen years old, who bids fair to rival Helen Keller as a prodigy, gave the salutatory in words and in the sign language. He is both blind and deaf, and was dumb until he entered the institution.

He comes from Grahamville, N. Y. He had the use of his senses until he was two and a half years old. At that age he was stricken with spinal meningitis, and lost his sight, hearing and voice.

At the institute, his progress has been rapid. His teacher in speaking has been Miss Bessie Nixon. If she wants him to speak she presses four of her fingers on his throat, or taps his hands in such a way that he can understand of what she wishes him to speak.

He can use a typewriter, and can write letters, sending a message to his father every week. He has formed a plan himself by which he can keep the lines straight on the paper. He has a large vocabulary, and is considered one of the most remarkable of the institute's pupils.

Bertha Margaret Spahn had an essay on "American Patriotism." She has regained the use of her voice, and read her essay, at the same time using her hands for the benefit of the deaf mutes. She used many signs for words and sentences, and in that way kept her two kinds of speech together.

There was a calisthenic drill by some members of the school, during which a piano was played. The vibration of the platform enabled the deaf boys and girls to keep perfect time in the drill. Orris Benson stood near the piano, and held a stick between his teeth, with the other end on the sounding board of the piano. He said that he got a great deal of enjoyment from the vibration.

Big Baby Carriage Sale.
If any of our readers will cut this notice out and send to Sears, Roebuck & Co., Chicago, Ill., they will send you, free, by mail, postpaid, a handsome catalogue of baby carriages in colors, from Chicago wholesale prices, free examination offer, tell you how to order, etc., etc.—*(Editor.)*

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FASTEST TRAIN IN THE WORLD.
It has imitators on both sides of the Atlantic, but no equal anywhere.
For a copy of the "Luxury of Modern Railway Travel," send one 2-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

For Both 25 cents For Both

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If you are looking for a Great Bargain in Fine Silverware never heard of before and that will astonish you, here is one of the Greatest Bargains ever offered by any reliable Manufacturer. For 25 cents we send Prepaid Both the Salt and Pepper Shakers. They are Quadruple Coin Silver Plated. Warranted to wear ten years. Finely engraved and useful as well as ornamental to any table rich or poor. If on receipt of the same you do not think or find them the Greatest Bargain you ever have seen or heard of, return them at once to us and we will refund you your money. We have been doing business in Chicago since 1865. Any Bank or Express Company can tell you our standing. Our Bargain Silverware Catalogue Sent Free.
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$50.00—No Less—will buy his equal of an Agent or Installment Dealer. He—pertaps he—can get one that looks as well and rides as well—pertaps—but—can he get it for $25.00 CASH at a dry-goods store, but if you want a wheel for $25.00 CASH direct from a responsible manufacturer, with full Guarantee goes with it you want an "INGERSOLL," your money will go a long ways toward satisfying you. No interest or middlemen profits. Our Model 18 is high-grade in every respect and fully Guaranteed. 3 Piece Crank Hanger; Ivorine Trimmings; Maple Rims; Flush Joints; Detachable Sprockets; any Gear; 24, 26, 28 Inch Frame; Choice of Tires. Best on record $25.00 or C. O. D. if $2.00 is sent with order. Ingersoll Bicycles like Ingersoll Watches are climaxes of Good Quality, Low Price and Large Output. Send for Big Mail Order Catalogue of Bicycles and Supplies FREE. ROBT. H. INGERSOLL & BRO., Dept. 67, 67 Cortlandt St., N. Y. City.

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$15.50 HIGH GRADE BICYCLES
Shipped anywhere C. O. D. with privilege to examine. Latest styles for Men, Women, Boys and Girls, well made and durable.
$60 "Oakwood" $24.50
$50 "Arlington" $22.00
No better wheels made.
Others at $10, $12.50, $15.50, $17.50 & $19.50; all splendid value. Buy direct from manufacturers, thus saving dealer's large profits. Write today for special offer. Illustrated Catalogue Free. CASH BUYERS' UNION, 163 W. Van Buren St., B-213, Chicago, Ills.

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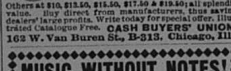
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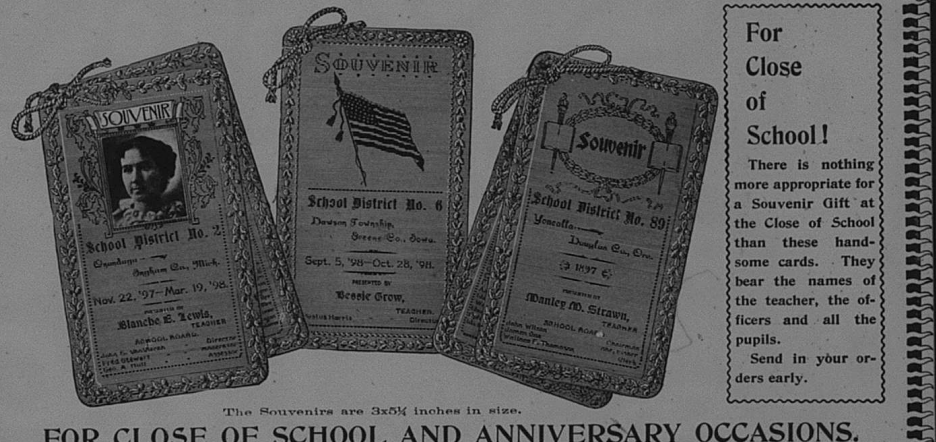

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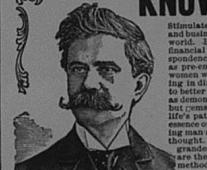
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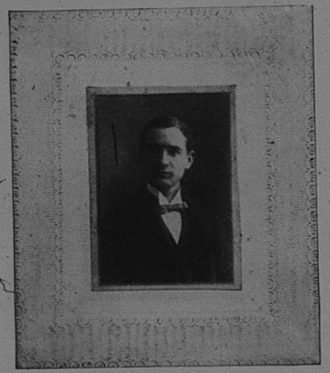

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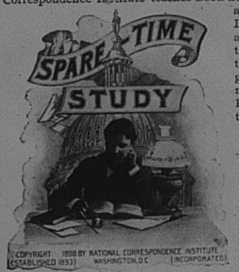

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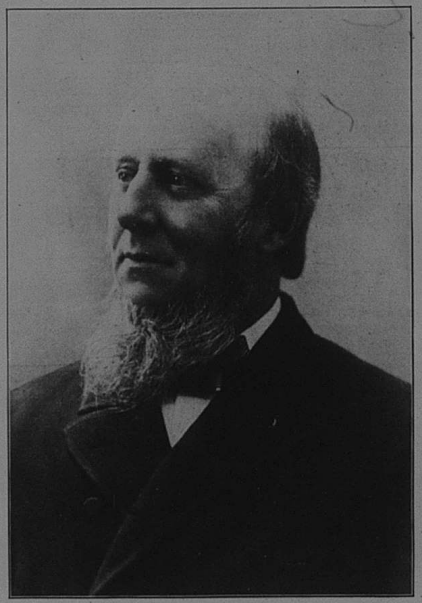

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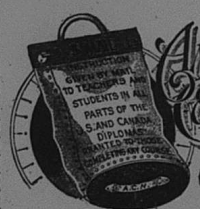

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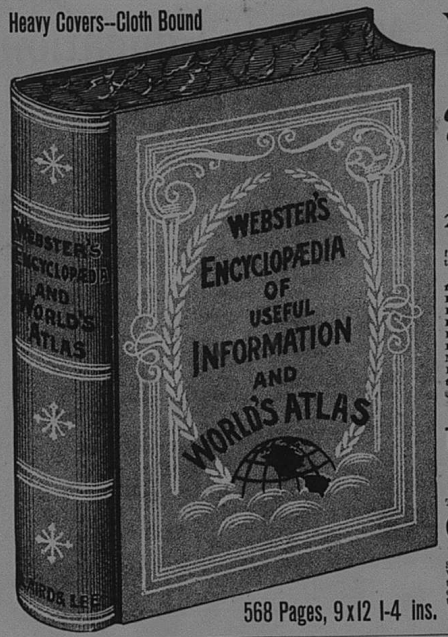

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Pests of Rabbits in Kansas.

During the past ten years Kansas has become the greatest apple growing State in the West. The largest apple orchard in the world is situated in Kansas, and is owned by Wellhouse and Son, of Topeka. This industry, which promises rich returns on the investment, is, however, menaced by a pest as destructive as were the grasshoppers a few years ago, when all vegetation disappeared in a day.

How to protect fruit trees against the army of rabbits, which seem to multiply annually in Kansas, is a question that has agitated the minds of apple raisers for several years. At first straw was wrapped about the young trees with wire during the Winter months, but this afforded little protection, for the rabbits would gnaw through the straw and eat the bark off the trees.

Finally Judge Wellhouse hit upon a new plan. He knew that rabbits would not disturb the apple trees if they could get corn to eat, so he decided to feed them on this grain, but it was to be eaten, if at all, inside a trap. For their orchard in Osage County the firm purchased a carload of lumber, out of which they constructed 1,700 traps. In their orchards in Leavenworth and Miami Counties, 2,000 traps were used, and thousands of cotton-tails were caught and slain. Owners of apple orchards all over Eastern Kansas are now manufacturing the traps.

These consist of a box twenty-two inches long, closed at one end, and with an inward swinging wire gate in the other end, which is shut by contact of the rabbit with a trigger after he has entered and begins gnawing on the ear of corn. About four feet of lumber and four feet of No. 12 galvanized iron wire are consumed in the making of each trap, which costs, complete, about 15 cents.

On each of the apple farms owned by Wellhouse and Son a man is employed to go through the orchard daily and kill the rabbits found in the trap. Usually these men make a contract with a Kansas City commission house, to whom thousands of rabbits are shipped. Many people are fond of rabbit meat, which is much cheaper than beef or pork, and it is in great demand among the poor of the large cities during the Thanksgiving and holiday seasons.—*Times.*

Courtesy at Home.

It is said that charity begins at home. Charity is love, and to say that love begins at home would only be stating a self-evident truth. To look for affection toward anyone else from those who have no love for their own home people would be hopeless. Where there is really love, there will be the most delicate and thoughtful courtesy. So the highest and most admirable forms of courtesy will be found at home.

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"What a pleasant home I" Visitors invariably spoke in this way of a certain household. In what consisted the pleasantness? Was the house handsome and costly. No; it was a little one-story dwelling. The furniture was of the simplest. Perfect neatness was the only aestheticism displayed. The sun shone in upon rag carpets and pine tables. But it shone in. That was one element in the pleasantness. But the spirit that governed the home was its main source of happiness.

"We are not always picking and picking at one another," said the plain-spoken eldest daughter. "Mother won't allow it. She says we shall treat each other as kindly and considerately as we would treat a visitor." A very simple, natural regulation, one would say. Afterward, in speaking to the mother on this subject, she said:

"That was my rule for the children from babyhood. I insisted that they should be polite to one another."

There is the foundation of all true courtesy and good manners—it is laid at home.—*Selected.*

Water Our True Beverage.

"Water is really our only true beverage," Mrs. S. T. Rorer writes in her cooking lesson in *Ladies' Home Journal.* "Forming as it does, three-quarters of the weight of the human body it is of the next importance to the air we breathe. Milk is a typical food, not a beverage, and should never be used as such. It is true that it contains a large amount of water, but only sufficient for its digestion.

"In a very short time the non-water drinker becomes sallow, constipated and uncomfortable. The poison matter that should be dissolved by the free use of water and carried off in the circulation and through the excretory organs, is held in the system; the body loses weight, the skin becomes dry and rough, losing its life and brilliancy. Three quarters of the weight of the living body should be water. A large quantity of this water is taken in the form of green vegetables and fruits. A healthy person should drink at least a quart and a half of cool (not iced) water in each twenty-four hours—a glass the first thing in the morning and the last thing at night, and the remaining quantity after or between meals. Infants frequently suffer more from the lack of cool water than from the lack of food."

Mr. Moody says that it is worth going a thousand miles to get a good thought. Recently he offered a prize of $5.00 to the young man who would send him the best thought that he had obtained during the month. The following was adjudged the prize: "Men grumble because God puts thorns on roses. Would not it be better to thank God that he puts roses on thorns?"

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Employments for Women.

About fifteen years ago the passengers in an express-train through Georgia, of whom the writer was one, observed that the switch at a station where the train stopped was kept by a gray-haired old woman. One or two of the rougher men in the train jeered at her. She did not even glance at them, but kept her eye fixed on her switch. The more civil passengers gave her a hearty cheer, as the train sped away, but she took no notice of either, being busy with her work.

An Atlanta paper now records the death of this woman, Mrs. Sally Carroll, in Macon, aged ninety-six years. She kept her post, it states, for twenty years, and although many trains passed it each day, she never was known to have a misplaced switch. Her husband had been the switch-tender, and when he died, as she understood his work, she took it up.

We cite her case, not as an example, but as a practical hint to the countless girls who are stretching out their hands vaguely and helplessly for some work by which to earn their living.

If there is any one thing which a woman can do well, to which she can give her whole energy, she will be likely to succeed in the doing of it. A woman was left a widow with children, and no money. She was gently bred and educated.

"But I know nothing thoroughly," she said, "except cookery. I can cook."

"Then find opportunities to teach other women to cook," said a friend. A few appliances were procured, and she began lecturing and giving lessons to women in cookery in the city in which she lived, and in the neighboring towns She has earned a moderate but comfortable income for herself and her children.

A young girl, suddenly left penniless, was an expert in nothing but dressing hair. She sought diligently for business in one or two important inland cities, where coiffures were unknown, teaching women how to care for their hair and to dress it becomingly, and thus supports herself.

Still another girl, obliged to earn her bread, recollected that she had a peculiar skill in putting up luncheons for the children. She sent cards and made applications to the mothers of the pupils of a large private school, stating that she would furnish wholesome and dainty luncheons at recess.

An old colored woman with a white apron and gorgeous turban carried the white packages in a huge basket. The trade was unique, and proved so successful that it extended to the students of a great university in the same city. Half a dozen old "mammys" supply their ravenous demand, affording a very satisfactory pecuniary profit to the young woman.

In unusual occupations there will be few rivals, and if they minister to the simple needs of a class or classes of persons they will generally meet with success if conducted with ordinary good sense and industry.—*The Youth's Companion.*

"Only Three."

Many a man has gone to a drunkard's grave because he could not say *"No!"* Daniel and his associates dared to say *"No!"* and would not drink a glass of wine to please the mightiest king on earth, though they were captives dependent on his mercy and his bounty. What was the result? They were blessed and honored, and their names are known through the ages, while the time serving wine-bibbers are forgotten long ago. He who stands for the right need not fear what man can do unto him; and honest men respect honesty and consistency.

When, as brigadier-general, Clinton B. Fisk was in command of the military district of St. Louis, it became his duty, on one occasion, officially to receive and welcome to that city an eminent major-general, coming to take command of the military department. General Fisk, accompanied by an aide-de-camp, met his commander at the east side of the river—there was no bridge then—and escorted him, with his aide-de-camp, across the river by ferry to the hotel in which he had engaged a suite of rooms for him.

As soon as they were in the parlor, at once assuming the place of host and ready to treat the other officers as his guests, the major-general ordered a servant to bring four whisky punches.

"Only *three*, if you please, General excuse *me*," promptly and courteously spoke General Fisk.

"You'll not refuse to drink with me, will you? Said the superior officer.

"If I should drink now it would be the *first time.* You would not advise me to begin now would you, General?"

"No; God bless you! Long may you wave!" was the gracious and gallant response.—*The Epworth Herald.*

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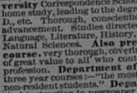

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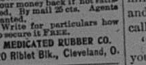

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A pretty illustration of the light which kind words can throw over routine tasks occurred lately.

A milkman had just left the customary can of milk at a kitchen door. He went from house to house and seldom saw any one with whom to exchange a word; even directions as to amounts and calls would be in writing. But at this particular door a little girl saw him leave the milk, and quickly she had the door open, and as quickly her pleasant voice was calling to the man:

"Mr. Milkman! Mr. Milkman! Thank you for bringing the nice milk for us every morning!"

The man's face flushed at first as though somebody had accused him of a fault, then kindled with honest delight as he answered heartily:

"And thank you for your kind words."

—*Young People's Weekly.*

Idiomatic English.

Mrs. Fremont, in a sketch of her father, Senator Benton, tells the following story of the French bishop at St. Louis at the time of the purchase of Louisiana. She says:

It was a point of honor among the older French not to learn English, but the bishop decided that it would be better to acquire it, especially for use from the pulpit.

To force himself into the familiar practice of the language, he secluded himself for a while with the family of an American farmer, where he would hear no French. The experiment proved very successful. Soon he had gained a sufficient fluency to deliver a sermon in English.

Senator Benton was present when it was to be given, and his feelings may be imagined as the bishop, a refined and polished gentleman, announced:

"My friends, I'm right down glad to see such a smart chance of folks here today."

A wise man carries all his treasure within himself; what fortune gives she may take, but he leaves nothing at her mercy. He stands firm and keeps his ground against all misfortunes without as much as changing countenance.

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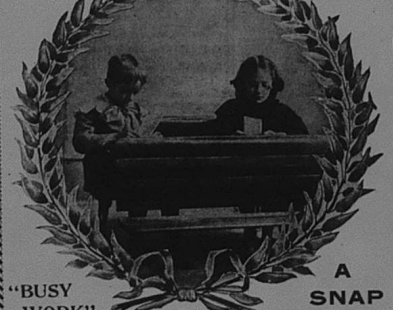
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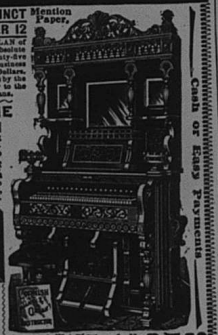

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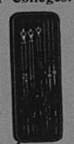

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NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, MAY, 1899. NO. 7.

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The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, except in New York State. All applications for agency work at Institutes should be addressed to them.

For Table of Contents and Important Business Announcements, see page 26. Also see page 1.

Training Up Citizens.

LOUIS T. GOLDING, in a very thoughtful article in *Education*, says there is a group of men in every community called "good citizens," who never made an honest effort to improve the government they live under. They are good *men* but bad *citizens*. Their standard of morality for their private and business affairs is good, but in public matters distorted and misshapen. This lamentable state of affairs is owing to a serious lack in leadership. The ideals of social and governmental affairs need to be embodied in human lives. Then these ideals take definite form in the consciousness of society. In order to attain this, Mr. Golding suggests the study of the annual messages of the presidents to Congress. These messages are uniformly neglected by teachers, as well as others, yet they are "a part of history, and more than history, for they have sometimes made history." It is the duty of the president to "give to the Congress information of the State of the Union, and recommend to its consideration such measures as he shall judge necessary and expedient." The great problems one after another that have been solved are found in these messages, and thus the student of history is permitted to learn *why* and *how* this great nation came to be what it is, and to understand his own relations to the living questions of the day. We would especially suggest to all students of current events, the careful study of President McKinley's speech in Boston, February 16, and Governor Roosevelt's speech in Chicago April 10, the two most patriotic and inspiring utterances since the days of Lincoln. The attitude assumed by our presidents toward living issues is essential to an understanding of both the issues and the men.

A New Educational Bill.

IF THE new educational codification bill before the legislature of New York as we go to press becomes a law, it will relieve the annoying and necessary conflicts arising from a double control of the school system. At present the responsibility is divided between the superintendent and the regents. This has meant supervision, inspection, apportionment of public funds and licensing of teachers by two equally responsible powers. The legislature now is attempting to unify the system by abolishing the office of superintendent, and taking from the regents the inspection and partial supervision and control of the high schools and academic departments, and placing them all under the jurisdiction of a state commissioner of education. This commissioner is to have full control of the high schools as well as the common schools, and the licensing of teachers. Whatever defects there may be in the bill, it is safe to say, that if it becomes a law, it will be found one of the very best in the country.

Some of the objections urged against the bill by the regents are that it would centralize and aggrandize power; that there is not sufficient cause for such action; that it would mean additional expense to the state; that it "expatriates all of the high schools of the state, depriving them of their long-enjoyed and cherished right of membership in the university." In regard to these objections, it would appear that the delegation of authority to one responsible head is better than continual working at cross-purposes. That there is no demand for this law by the public schools may be answered by Superintendent Skinner's words: "I have no hesitancy in affirming that 90 per cent. of them throughout the state of New York favor the proposition." He is in a position to know something about it. It is not easy to see how a simpler method would be more expensive than the cumbersome one now in vogue. We do not believe that the charge of expatriation will be taken seriously by the high schools. If the passing of the regents should also mean the passing of "regent's conundrums," there would be no lingering regrets in the minds of weary teachers and perplexed pupils.

An unpleasant feature to contemplate in the passage of this law will be the displacement of prominent educational leaders, and the loss of their influence in departments where they have served the state with commendable pride. While Superintendent Skinner says this would legislate him out of office, he still favors the bill because of the great advantage it would be to the state. It is needless to say that thousands of teachers and educators are deeply interested in this question.

President James B. Angell LL. D.

WE TAKE special pleasure in introducing to our readers throughout the country, who need an introduction, President Angell, of the University of Michigan. Like most of our great leaders in public life, he began at the bottom of the ladder. James Burrill Angell was born in the town of Scituate, Rhode Island, January 7, 1829, and descended directly from Thomas Angell who came from Massachusetts into Rhode Island with Roger Williams. He attended the common schools, worked on the farm, prepared for college in Providence, and graduated from Brown University in 1849 with the highest honors of his class.

The first year after graduation was spent as assistant librarian, and the next year he traveled for his health on horseback through the South. Then he took up civil engineering for the advantages of an out-of-door life, which he gave up a year later and went to Europe. Soon after arriving there he was called to the chair of modern languages in Brown University, which he accepted, but did not return and take up his work until 1853. He filled this chair with great success, and in the meantime contributing leading articles for the Providence *Journal*, until in 1860 he resigned and became editor of that paper for six years.

In 1866 Professor Angell was called to the presidency of the University of Vermont. Three years later, Brown University conferred upon him the degree of LL. D., and the same year he was called to the presidency of the University of Michigan, but did not accept until 1871, which position he has held until the present.

In the meantime President Angell has done an immense amount of outside work which has extended his influence over wide fields of national and international affairs. In 1879 he was United States Minister to China, and the manner in which he performed his duties at Peking effected a settlement of the international differences that were then so annoying. Again, in 1887, President Cleveland appointed him plenipotentiary of the United States to act on a commission to negotiate a settlement of the dif-

ferences between this country and Great Britain concerning the rights and privileges of American fishermen in the ports and waters of British North America. This commission formulated the treaty which was ratified in the fall of 1888. Two years ago Dr. Angell was sent as United States Minister to Turkey, and only returned from Constantinople a few months ago.

Dr. Angell's life has been a very busy one. Besides the many calls upon his time by reason of his position as president of a great University, he has contributed many articles to the leading reviews and magazines, all of which indicate profound thought and scholarship. As a disciplinarian he is firm, and yet appreciates the weaknesses and needs of individual students. "His earnest christian sympathy as shown in his baccalaureate discourses," it is said, "display a generous and noble spirit. Of all the persons with whom the thousands of students come in contact none are longer remembered or more beloved than is President Angell."

Wellesley's New President.

NEXT month, Mrs. Irvine retires from the presidency of Wellesley College, after serving that institution in a highly creditable manner for several years. At the beginning of next year the responsibilities of that important position will devolve upon Miss Caroline Hazard of Peace Dale, Rhode Island. She accepts the position with a certain reluctance that savors of both worthiness and ample resources. The new president belongs to the well-known Hazard family of Rhode Island, has had exceptionally good advantages not only of the semi-collegiate privileges afforded women at Brown University, but also, on account of being an intimate friend and pupil of Professor Diman, whose memoirs she wrote. She is a careful student of history, as is shown by the biography of her ancestor, Thomas Hazard, which is also a minute "Study of Life in Narragansett in the Eighteenth Century," according to the sub-title of the book. Miss Hazard, also, has the executive ability which is essential to her new position.

International Peace Conference.

THE palace, it is said, which has been placed at the disposal of the Peace Conference at The Hague, is situated in the woods, two miles from the city. It was built by Amalia von Solms, in 1647, after the death of her husband, Stadholder Frederik Hendrik, son of William the Silent. Its principal feature is the Orange Hall, a capacious round ball room, surmounted by a glass dome, and decorated with painting by Jordaen which allegorically portray Frederik Hendrik's victories over the Spaniards. The late king's first wife used to spend a portion of the year there, and in its gardens Queen Wilhelmina learned to skate.

It is a beautiful spot and fit place for a Peace Conference. From this distance we shall watch the progress of those great men in their great work. Our representatives are:—Andrew D. White, late president of Cornell University and now Ambassador of the United States to Berlin; Stanford Newell, United States Minister to The Hague, and formerly a leading lawyer of Minnesota; Seth Low, president of Columbia University, and once Brooklyn's reform mayor; Captain William C. Crozier, a graduate of West Point and one of the most accomplished officers in the ordinance department of the army; Captain A. T. Mahan, famous all over the world on account of his able articles on naval affairs and his book on "The Influence of Sea Power Upon History;" Frederick W. Holls, a prominent lawyer of New York, and delegate to the constitutional convention of 1894. We may well be proud, not only of the men, but the President who displayed such wisdom in selecting them. The President is committed to international arbitration by his inaugural address and subsequent declarations, and these men will endeavor to secure peace and make peace secure, at any reasonable cost—save honor.

Faults of American Speech.

THE writer was charmed beyond the power of expression the other day while listening to the liquid flow of words that fell from the lips of an Italian girl who was engaged in conversation with an Italian youth, in the waiting-room of a depot in an eastern city. Her language made music that reminded one of the voice of a bird in the early spring. While the English language is not so soft and rythmical as some languages, it is not so far removed from them in this particular as we have been taught to believe. A recent writer says: "The faults of American speech originate in the primary school." The average child when beginning to talk selects musical words by which to express thought. There is at first poetic beauty and melody of expression in the child's conversation, but in most cases it soon disappears. This is because, when the child falls into the hands of the average teacher, the melodic value of his phrase is not emphasized, but each word is emphasized, creating a new pitch, or level of sound, instead of the uniform pitch which should control and harmonize them all. The throat is used instead of the tongue in enunciating consonants, and thus the flow of speech becomes halting, disconnected and gutteral.

The same writer quoted above says: "Educate your alphabet, and you will find your language as mellow as any of the family of Latium. Your i's are throaty, your m's are too labial, your d's and t's are too hard, your s's are too hissing, your c's are not soft enough. When you can train your scholars to emit these and the other consonants, within the pitch, using the tongue instead of the throat for their emission, then you will see that for ryhthm and sonority your English language may be compared with the Tuscan, the Roman, the Spanish and the Provencal."

Art in The Schoolroom.

"THE present mania for schoolroom decoration," says F. W. Colburn, "suggests several interesting problems." Among those problems is the commingling of works of classic art and cheap pictures. He insists that only the best should be shown,—"the whole brood of snug little water-colors, the colored supplements and trade etchings should be kept out. Of well-meaning hack-work the world outside is full." A bad picture has a bad effect. The lesson drawn from a picture should tend to develop in the mind an appreciation for what gifted hands have wrought out at great cost.

"The art, then, for the schoolroom should be classic, serious, beautiful. Beyond that it would not be well to draw the lines of caste too closely. If Millet and Corot seem to stand for types of beauty, less impressive and universal perhaps than the Parthenon friezes, but of their kind perfect, they can justly claim a place; and even Barye might well be conceded to the child's love of animals."

There is no doubt but that "the schools need the inspiration of perfect beauty. The sensitive child must learn the value of an artistic inheritance, to sit with reverence at the feet of the old masters and feel the lovliness of their lordship of things." But this much desired end, we fear, is far distant. Even in most of our colleges and higher educational institutions, about all that is afforded at the present time are a few portraits of former instructors and benefactors, donated by friends with the hope of perpetuating the memory of the departed. There is something lugubrious, if not gruesome, in the suggestion at first, which gives the room a sort of funereal aspect. Near by may be found the picture of a class which has graduated, and which, the members themselves repudiate and would consign to the flames if they could.

Better bare walls relieved only by the decorator's art, class mottos, and flowers in their season, than anything that is below the level of the work in hand. It is true that parents do not send their children to school to look at pictures, but to wrestle with problems and fit themselves for the practical duties and struggles of life. This is the underlying purpose. But there is great force in the words of a keen observer, because prophetic of great improvement, when he says: "The public school is the place where we should turn our chief attention in our effort to promote a more beautiful public life in America. The child should be surrounded by beauty in the schoolroom from first to last. Trained in the habit of seeing beauty, he will come instinctively to hate ugliness in the home and in the street."

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HIGHER EDUCATION OF WOMEN

By PRESIDENT DAVID STARR JORDAN, LL. D.

The subject of the higher training of young women may resolve itself into three questions:

1. Shall a girl receive a college education?

2. Shall she receive the same kind of education as a boy?

3. Shall she be educated in the same college?

1. As to the first question: It must depend on the character of the girl. Precisely so with the boy. What we should do with either depends on his or her possibilities. As I have said elsewhere, "You cannot fasten a two-thousand-dollar education to a fifty-cent boy,"—or girl either. The needs of the time are imperative. The highest product of social evolution is the growth of the civilized home,—the home that only a wise, cultivated and high-minded woman can make. To furnish such a woman is one of the worthiest functions of education. The higher education of women means more for the future than all conceivable legislative reforms. And its influence does not stop with the home. It means higher standards of manhood, greater thoroughness of training, and the coming of better men. Therefore let us educate our girls as well as our boys.

2. Shall we give our girls the same education as our boys?

Yes and no. If we mean by the same an equal degree of breadth and thoroughness, an equal fitness for high thinking and wise acting, yes, let it be the same. If we mean this: Shall we reach this end by exactly the *same* course of studies? then my answer must be, no. For the same course of study will not yield the same results with different persons. The ordinary "college course" which has been handed down from generation to generation is purely conventional. It is a result of a series of compromises in trying to fit the traditional education of clergymen and gentlemen to the needs of a different social era. The old college course met the needs of nobody, and therefore was adapted to all alike. The great educational awakening of the last twenty years in America has lain in breaking the bonds of this old system. The essence of the new education is individualism. Its purpose is to give to each young man that training which will make a man of *him*. Not the training which a century ago helped to civilize the mass of boys, but that which will civilize this particular boy. One reason why the college students of 1895 were ten to one in number as compared with those of 1875, is that the college training now given is valuable to ten times as many men as could be reached or helped by the narrow courses then.

The largest liberty of choice in study is given now. The professor advises, the student chooses, and the flexibility of the courses makes it possible for every form of talent to receive proper culture. Because the college of today helps ten times as many men as that of yesterday, it is ten times as valuable. This difference lies in the development of special lines of work, and in the growth of the elective system. The power of choice carries the duty of choosing rightly. The ability to choose has made a man out of the college boy. In those colleges which still cling to these traditions the benches are empty today—or filled with idlers, which to a college is a fate worse than death.

The best education for a young woman is surely not that which has proved unfit for a young man. She is an individual as well as he, and her work gains as much as his by relating it to her life. The intellectual needs of the two classes are not very different in many important respects. The special, or professional needs, as far as they are different, will bring their own satisfaction. Those who have had to do with the higher training of women know that the severest demands can be met by them as well as by men. There is no demand for easy or "goody-goody" courses of study for women, except as this demand has been encouraged by men.

3. Shall women be taught in the same classes as men?

This is partly a matter of taste. It does no harm whatever to either men or women to meet those of the other sex in the same classrooms. But if they prefer not to do so let them do otherwise. But I believe that better men are made where the two are not separated. A woman's college is more or less distinctly a technical school. In most cases its purpose is distinctly stated as such. It is a school of training for the profession of womanhood. It encourages womanliness of thought as more or less different from the plain thinking which is called manly. The brightest work in women's colleges is often accompanied by a nervous strain as though its doer were fearful of falling short of some outside standard. The best work of men is natural, is unconscious, the normal result of the contact of the mind with the problem in question.

In this direction, I think, lies the strongest argument for co-education. This argument is especially cogent in institutions in which the individuality of the student is recognized and respected. In such schools each man, by his relation to action and realities, becomes a teacher of women in these regards, as, in other ways, each cultivated woman is a teacher of men.

In woman's education, as planned for women alone, the tendency is toward the study of beauty and order. Literature and language take precedence over science—expression is valued more highly than action. In carrying this to an extreme, the necessary relation of thought to action becomes obscured. The scholarship developed is ineffective, because it is not related to success. The educated woman is likely to master technique, rather than art; method rather than substance. She may know a good deal but can do nothing. Often her views of life must undergo painful changes before she can find her place in the world.

In like manner, the association with wise, sane, and healthy women has its value for young men. This value has never been fully realized even by the strongest advocates of co-education. It raises their ideal of womanhood, and the highest manhood must be associated with such an ideal. This fact shows itself in many ways; but to point out its existence must suffice for this paper.

At the present time, the demand for the higher education of women is met in three different ways:

1. In separate colleges for women, with courses of study more or less parallel with those given in colleges for men. In some of these the teachers are all women, in some mostly men, and in others a more or less equal division obtains. In nearly all of these institutions, those old traditions of education and discipline are more prevalent than in colleges for men, and nearly all retain some trace of religious or denominational control. In all, the *Zeitgeist* is producing more or less commotion, and the changes in their evolution are running parallel with those in colleges for men.

2. In annexes for women to colleges for men. In these, part of the instruction given to the men is repeated for the women, though in different classes or rooms, and there is more or less opportunity to use the same libraries and museums. In some other institutions the relations are closer, the privileges of study being similar, the difference being mainly in the rules of conduct by which the young women are hedged in, the young men making their own. It seems to me that the annex system cannot be a permanent one. The annex student cannot get the best of the institution, and the best is none too good for her.

3. The third system is that of co-education. In this system young men and young women are admitted to the same classes, subjected to the same requirements, and governed by the same rules. This system is fully established in the north and west. Its effectiveness has passed beyond question among those familiar with its operation. Other things being equal, the young men are more earnest, better in manners and morals, and in all ways more civilized. The women do more work in a more natural way, with better perspective and with saner incentives than when isolated from the influence and society of men. There is less of silliness and folly when a man is not a novelty. In co-educational institutions of high standards, frivolous conduct or scandals of any form are unknown. The responsibility for decorum is thrown from the school to the woman, and the woman rises to the responsibility. What is well done has a tonic effect on the mind and character. The college girl has long since ceased to expect leniency because she is a girl. She stands or falls with the character of her work.

A final question: Does not co-education lead to marriage? Most certainly it does; and this fact need not be and cannot be denied. But such marriages are not usually premature. It is certainly true that no better marriages can be made than those founded on common interests and intellectual friendships. A college man who has known college women is not drawn to those of lowers ideals and inferior training. His choice is likely to be led toward the best he has known. A college woman is not led by propinquity to accept the attentions of inferior men.

I have before me the statistics of the faculty of a university open to both sexes alike. Of the eighty professors and instructors, twenty-seven men and women are still unmarried. Of the remaining fifty-three, twenty-one have taken the Bachelor's degree in co-education institutions, and have married college associates; twelve, mostly from colleges not co-educational, have married women from other colleges, and in twenty cases the wives are not college graduates.

It will be seen, then, that nearly all those who are graduates of co-educational colleges have married college friends. In most cases college men have chosen college women; and in all cases both men and women are thoroughly satisfied with the outcome of co-education. It is part of the legitimate function of higher education to prepare women, as well as men, for happy and successful lives.

An eastern professor, lately visiting a western state university, asked one of the seniors what he thought of the question of co-education.

"I beg your pardon," said the student: "What question do you mean?"

"Why, co-education," said the professor, "the education of women in colleges for men."

"Oh," said the student, "co-education is not a question here."

And he was right. Co-education is never a question where it has been fairly tried.

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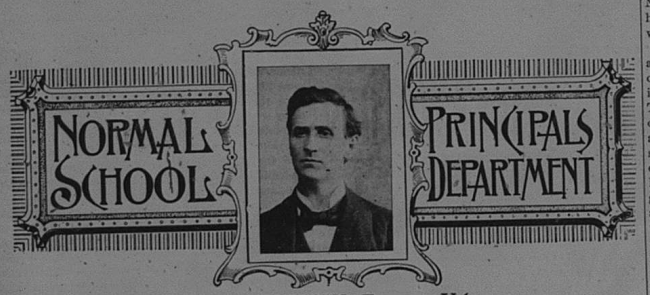


W. H. CLEMMONS, Fremont, Neb.

Strength of a Clean Life

"Heaven kindly gave our blood a moral flow."

CHARACTER is a reflection of the soul of man; its manifestations are seen and felt through the physical actions of man.

God has given to each individual three lives, which are distinct within themselves and yet closely allied. In the sum total of each individual there is the physical life; the thinking or spiritual life; and the moral or reflective life. Each of these lives are limited by the surroundings of the individual. The physical life is material and is dependent upon the vegetable, animal and mineral life which is brought to it and made a part of it through and by assimilation. There are certain physical laws which must be complied with in order to produce the best physical make up. Flesh, muscle and bone are the joint products of an external agency, and it is only when the silent factors which enter into them are made known that results are felt; hence, it is necessary that we have a thorough understanding of these factors in order that we may arrive at the best conclusions concerning the actions and government of man. The food which man eats moulds largely the thinking activities of the individual and stimulates and increases the physical features of the individual. The athlete takes certain food, passes himself through certain gymnastic exercises and presents himself to the world a model; but it does not follow nor is it true, that the athlete is the highest type of humanity, far from it. We take great pains with our stock in developing it for the market; and the plumpest, the most symmetrical in all its parts, the animal that carries with it the greatest amount of flesh and which is built so solidly as to produce the least amount of shrinkage, is the animal which, thrown on the markets of the world, brings the greatest price.

If we assume that the dollar is the estimate of humanity, then we may legitimately conclude that the man of muscle, the man of fine physique, the man with all intents and purposes without a soul, the financial Shylock, the athlete—all these are the individuals who lead the human race, and we must accept the environments of each of these different classes as the proper environments for the human soul to develop in. But happy is the thought that such is not the case; there is a higher instinct, a nobler attribute and a greater power to be dealt with in the true development of mankind than physical man. The thinking life. What is it? How is it nurtured, and to what extent does it enter into the human fabric? These are questions which, if properly answered, seem to me will enable us to reach a conclusion that will be satisfactory to the highest growth of the individual. Life in the aggregate is not a mystery and is not unlike our planetary system; it has a center around which it revolves, but the component parts of this aggregation are those which call for the most careful study. We see the human body daily performing its material functions, and we interrogate that soul and the answer comes without the least hesitation,—*I must have a living.* We observe two men with spade and pick on shoulder, and as they enter upon the day's work one's movement is misdirected, many efforts are made and but little is accomplished; the other individual, every stroke is with precision, the execution is done easily, and the accomplishment is very much greater than the first. We ask, why this difference? In my opinion, it is the sum total of the thinking, rational being. The world is moved by it. Character, which is the fruit of the human family, comes from it. Every intelligent act is dominated by it; in fact, no movement, no progress, no standing in society, no reflection good or bad emanates from anything which is other than the thinking life of the individual. It is God's greatest gift to man; it is the type which sets him apart from the lower or inferior animals; it is the avenue of the soul; it is the keystone to the arch of life; it is the power behind the throne; it is the one thing in all and through all that makes man what he is. We examine the biography of the human family; we take an inventory of this life and that life as seen upon the stage of action; we notice the height to which this one has risen; the depth to which this one has fallen—and we lay all at the feet of the thinking powers of man. True, there are many things that enter into this one's life and that one's life which help them to rise or help them to fall, but when all has been said and done, the proper credits given and the proper debits made, we must conclude that this one thing must be true: since God made man an intelligent creature, endowed him with reason, gave him every opportunity for improvement, and has also given him the power to act according to his own free will, I say we must conclude that the rise or fall of any individual is due to his own personal estimate of right or wrong. God's sunlight gives stability to the human soul and he who lives in accordance with His plans and follows Nature's laws, will be the individual who reaches the highest point of perfection, possesses the best character, does the most good in the community, takes the highest position among men and holds it, and in the day of judgment, it the word of God be true, will have a crown decked with the greatest number of jewels. Thinking is living; it is the active part of life; it is the key that unlocks nature's storehouse; breaks up this crystal and that crystal; pulverizes this rock and polishes that agate; it adorns life with everything that is pleasant, is the telescope through which character is seen, the gauge through which character is measured, and the thermometer through which character is registered. The thinking life is nurtured by good books, association with pure manhood and womanhood, and by the study and application of nature's laws to the individual self. No individual will become lonesome, be despondent or have cause to feel that life is not worth the living if he will but keep company with good thoughts.

The reflective life is the life which is seen by others and which makes one individual impressive upon another. Each person casts his own shadow in the physical, commercial, social, moral or intellectual world. The egotist, immoralist and the libertine stand in their own shadow. The true man or the true woman stands aloof from their own reflection; they loose sight of selfishness, stand out boldly for nobility, and their character, which is the index by which people are known and felt, is a beautiful star set in crystals of good works, noble deeds, lofty ideas, pure motives, and a right understanding of things. To have character, to grow character, to nurture character, and to strengthen character—these are the things for which the world mourns. We have an abundance of love but not sufficient of the Christ love. That love which sympathizes with and will not take the advantage of weakness; that love which sees good in everything and always has its hand outstretched to the needy.

I would not have you understand that the world is growing worse, far from it. We have better opportunities than ever before for doing good; not because of the excessive amount of bad in the world, but because education has brought the mind to a higher standard of simplicity and usefulness. The senses which God has endowed man with have been strengthened, and the discord which many heretofore have supposed to have come between nature and nature's God has been eliminated, and this unharmonious discord has been harmonized until the sweet chords of singing nature have placed their beautiful robes of celestial white upon the human soul, and God, nature and man stand as a unity for the highest type of living. Carlyle has said that: "God has given us always, strength enough and sense enough to do whatever is required of us to be done." This being the case, and I verily believe that it is so, what remains for us to do is to look, drink and live, remembering that the level by which we are estimated is the strength of a clean life. Truth, honesty, sobriety, chastity, and purity of mind intensify the usefulness of man's life. The broader we view things, the purer we observe things, the more sensitive our hearing to unchaste expressions, the more sensitive our nervous fibres are to the low and groveling—the better we are attuned to appreciate life and execute the highest functions for which we were created. Nothing is so great as the greatness of man. He can climb to the highest point of human perfection or he can sink to the lowest depths imaginable. His probabilities and possibilities are immeasurable. His nature fits him for an angel or it can make of him an outcast. He moves majestically among his environments and everything must bend to his majestic touch. To grow pure minds we must renovate the teaching force of immorality. It is not enough to think pure for individual gain. We must act pure, not once but all the time. There are but few lives so pure that certain snap shots developed would not reveal a few dark spots which are certainly very undesirable for the possessor to be seen by others; but when a life becomes so pregnant with evil that the white spots that should predominate are far between, then that life becomes a menace to the community and should receive the condemnation of that community. Confidence and contentment are essential to perfect happiness, and the estrangement of either one of these factors by an overt or deceptive act neutralizes the other and defects all the purposes of affection. No one can climb high and retain that height who thinks low. True stars are seen in the sky and not in the standing pool. True merit is not reflection, it is the thing itself; it is not a cape, but a full suit; it is not a thing fit for Sunday only, but is a constant quantity seven days in the week, fifty-two weeks in the year—a lifetime. Goodness like broadness has no metes or bounds.

(CONTINUED ON PAGE 33.)

LITERATURE

By E. H. TURPIN, Antlers, Va.

Robert Browning.

APPELLATIONS.

The Wagner of Poetry.

The most intellectual of poets.

The great dramatic poet of the nineteenth century.

The poet of psychology.

The poet of culture and of strong souls.

PERSONAL APPEARANCE.

In appearance Browning was, says one, "Far more like one's idea of a well-to-do business man, a London banker or a merchant, than a poet." Mary Anderson says that he was "what in the United States one would take for a typical Southern gentleman."

LIFE.

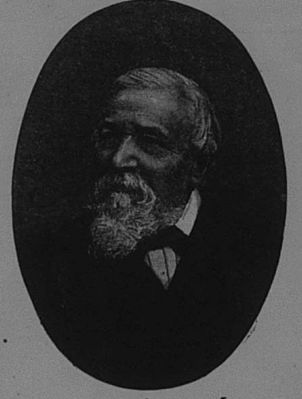
Robert Browning's life was a most uneventful one. The son of a well-to-do clerk of the Bank of England, he was born at Camberwell, London, May 7, 1812. From childhood he felt that poetry was his vocation, and instead of taking the regular English university course he fitted himself in his own way for his chosen work. He studied awhile at London University. In 1832 he published his first poem, "Pauline," a psychological study, remarkable especially as coming from a youth of twenty. The same year he went to Italy to study and there he absorbed a knowledge and love of the country hardly equalled by her native-born sons. At twenty-three, he published "Paracelsus," his first drama. Other volumes of dramas and lyrics followed in swift succession. He was slow to win an audience, and at last "succeeded by a series of failures." In 1846 he married the poet, Elizabeth Barrett, and for the sake of her health he went to Italy, which was their home during the greater part of the fifteen years of their ideal wedded life. Their only son was born in 1849, and in 1861 Mrs. Browning died. The publication of "The Ring and the Book" in 1868 marked the height of Browning's fame. The poems of his later years are characterized by increase of mannerisms and obscurities of style which from the first had hampered the appreciation of his genius. He died at Venice, December 12, 1889.

WORKS.

"Pauline" (1833) "an epic of the soul,—a psychological narrative."—*Emery.*

"Paracelsus" (1835) and "Sordello" (1840), rich in thought, but often chaotic and tedious in expression, are dramas of soul-development, showing that true success often lies in what seems failure to the world. "Strafford" (1837), an historical drama, a stage failure. "Bells and Pomegranates," (1841-1846) a picturesque group of dramas, the name of which was a conceit suggested by Exodus 28: 33-34. In this series were included "Pippa Passes," (1841) "the most simple and varied of Browning's plays, that which shows every side of his genius, has most lightness and strength, and all in all may be termed a representative poem."—*Stedman.*

"King Victor and King Charles" (1842), a conventional play. "Dramatic Lyrics" (1842), which includes some of his finest short poems. "The Return of the Druses" (1843), a poem with a hero false to himself but true to his cause. "A Blot in the Scutcheon" (1843), an over-intense, unrelieved tragedy, which was put on the stage and failed,—"this, of course, for there is little in it to relieve the human spirit, which cannot bear too much of earnestness and woe added to the mystery and burden of our daily living. Yet the piece has such tragic strength as to stamp the author as a great poet though in a narrow range." "Colombe's Birthday" (1844), "a fresh lovely little drama, with an attractive plot." "The most natural and winsome of the author's stage plays."—*Stedman.* "Dramatic Romances and Lyrics" (1845), including some of Browning's master-work, and "Luria" and "A Soul's Tragedy" (1845). "Christmas Eve" and "Easter Song" (1850) semi-religious poems. "Men and Women" (1855) contains fifty-one poems, among them "Saul," "Cleon,"



Robert Browning

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and "Andrea del Sarto," the most finished and comprehensive of Browning's works and the one his readers could least spare. "Dramatics Personæ" (1864), poems far inferior to those in the preceding volume. "The Ring and the Book" (1868-9), sketchy and obscure, yet full of fine imagery, deep thought and wisdom,—too deep in fact, for the ordinary reader. By many considered Browning's finest poem. Its tale is a Roman tragedy of the seventeenth century. "Balaustion's Adventure" (1871) instinct with the spirit of Greek art. "Fifine at the Fair (1872). The less popular poems of his later period are "Red Cotton Night-Cap Country" (1873), "La Saisiaz" (1878), "The Two Poets of Croisic" (1878), "Dramatic Idyls" (1879-80) "Ferishtah's Fancies" (1884) "Parleyings with Certain People of Importance" (1887) and "Asolando" (1889).

There is marked difference between Browning's earlier and later work. The poems of his young manhood are more condensed and poetical in form, while those of his riper years, intellectual and spiritually as regards expression. Browning's genius is essentially dramatic,—subjectively rather than objectively. In kind and in degree his cosmopolitan art differs from the world genius of Shakespeare, as does the self-conscious greatness of the nineteenth century from the simple grandeur of the sixteenth. As has been pertainently said, Browning's obscurities are of three kinds:—the first comes from the vast and varied learning on which he draws for subject and allusion, the second is the result of a peculiar idiomatic use of the English language,—of expressing by context what other languages express by inflection. The third class, the only one which baffles more thoughtful readers, is due chiefly to a lack of clear conception of the limitations of his subject,—to dragging in related thought until the main one is obscured; but in intellectual vigor, moral power, spiritual insight, triumphant faith overcoming time and eternity, Browning has no peer in this century.

CRITICAL ESTIMATES.

"The man who, more than any other, will make the literature of the 19th century speak to the centuries to come."—*Wendell.*

"Browning's poety is instinct with the essence of Christianity—the *life* of Christ. There is no other poetry which so emphasizes that the personality of Jesus Christ is the impregnable fortress of Christianity."—*Corson.*

"He writes like a man who has a simple thought and a simple end in view, but every step he takes suggests some associated thought and he is perpetually sweeping these side thoughts into the path he is making."—*H. E. Scudder.*

"Browning's style in poetry is a constant wrestling with the difficulties which the English language offers to the combination of brevity and rapidity with clearness and fulness of thought."—*S. M. Hodgson.*

"He has produced not a book but a literature. To have studied and understood him is a liberal education. With the exception of Shakespeare, there is literally no poet living or dead, in whom we can find so marvellous a portrait gallery of living characters."—*Archdeacon Farrar.*

"A poet real and strong is always phenomenal, but Browning is the intellectual phenomenon of the last half century, even if he is not the poetical aloe of modern English literature. His like we have never seen before. He is not what he is by mere excelling. No writer that ever wrote out his fretted fancies in English verse is the model of him, either in large, or in one trait or trick of style. The perfection of dramatic power has been shown with high absoluteness in English poetry by but two men, one of whom is Robert Browning."—*Richard Grant White.*

"If there is any great quality more perceptible than another in Mr. Browning's intellect, it is his decisive and incisive faculty of thought, his sureness and intensity of perception, his rapid and trenchant resolution of aim. To charge him with *obscurity* is about as accurate as to call Lynceus purblind, or complain of the slowness of the telegraph wire. He is something too much the reverse of obscure; he is too brilliant and subtile for the ready reader of the ready writer to follow with any certainty the track of intelligence which moves with such incessant rapidity."—*Swinburne.*

"Distrusting my own judgment, I asked a clear and impartial thinker, 'How does Browning's work impress you?' His reply, after a moment's consideration, was: 'Now that I try to formulate the sensation which it has always given me, his work seems that of a grand intellect striving for adequate use and expression and never quite attaining either.' This was and is precisely my own feeling. The mass of his poetry is either very great or very poor. It has been compared to Wagner's music and entitled the 'Poetry of the Future,' but if this is just, we must revise our conception of what poetry really is. Browning by his contempt of beauty or inability to surely express it, fails of that union of art and spiritual power which always characterizes a poet entirely great."—*E. C. Stedman.*

DISCIPLINE

By Ency Coleman Caryl, Kalamazoo, Mich.

Love of Approbation.

IT WAS Dr. Samuel Johnson, I think, who scorned praise and professed indifference to the plaudits of his admirers. He considered love of approbation evidence of a childish mind.

A dinner in the doctor's honor was once given to the wits and other notable men of his time, when the praises of each and every guest were sung, saving those of the great doctor, whose opinions were well known to the company. A wag, wishing to test the doctor, arose and said, "I drink to the great Dr. Johnson, who being above praise, is greater than you all!" And the light that flashed from the doctor's eyes, on hearing this, and the rich color that mounted to his cheeks, counted him, too, a mortal.

As we grow older and wiser, we imagine ourselves living on a higher plane of thought, where the slight accidents of life, as well as the brighter happenings do not disturb our mental equilibrium. But if we examine ourselves, and note how the coming of the postman with good news for which we have been impatiently waiting raises our spirits to the singing point; or how a sudden misfortune tends to drag us to the "slough of despond," we shall realize that our philosophical plane is not far removed from that of the child. We are really so self-conscious, that he who knows how to play upon these strings shall produce sweet music, to *one* at least.

"What motive power is the greatest incentive to noble action in the child;—love of approbation, fear or hope?" was asked of a company of teachers, and all replied,—"love of approbation." If, as psychology teaches us, "youthful muscles and nerve cells are repositories of force," and if on the other hand, "mentally initiated emotions, such as grief and fear, tend to break down brain cells," it follows that those emotions which produce mental pleasure, involve the use of stored nerve energy. The teacher who seeks to govern in the rational way, will make use of these laws which have been tested by those interested in mind-culture.

Love of approbation in the child is so dominant, that I have often wondered if the teacher understanding this need experience any difficulty in governing a school! The use of this power should in no wise involve the individual. Unstinted praise should never be bestowed upon the individual, but praise of the action performed by the individual—praise of the effort put forth; thus stimulating to renewed effort, and consequent growth without friction. I have seen children, under the influence of an injudicious teacher's praise, as proud as little peacocks. Instead of directing attention to the work accomplished, the teacher would say—"You are a smart boy, John," and "Mary is the brightest girl in the room," which comment very much pleased John and Mary, but was somewhat depressing to the rest of the children. Many of the latter might be more deserving than John or Mary, as having put forth much more effort than they. "How you must have worked to get all of that lesson, Mary,"—says the judicious teacher, or—"I am so glad you thought out that difficult problem, John!" or "The work on your slate is good, try for perfect work tomorrow!" In the latter case the thought is centered, not on the child, but on the effort put forth. This path, being open to all, can not engender pride in one individuaul and jealousy in the less gifted mind. There must always be caste and class in a promiscuous company of children but judicous praise will result in a well ordered school. I rarely enter a schoolroom that I do not ask permission of the teacher to see the children's work on their slates. The eagerness with which each child expresses in his face his desire that I shall not fail to see his particular slate teaches me how dear to the child is every effort he puts forth in the schoolroom. A schoolroom full of children with eager upturned faces always brings to mind, a composite photograph; and the picture is ideal or very realistic, according as it reflects the teacher's (the artist's) moods. The picture is so beautiful under a master of the ideal type.

The serious and conscientious teacher, whose work, like the wood-sawer's, is mere drudgery, yet who succeeds in a measure through very seriousness, needs the inspiration of a laughing camera through which to change her pupils into a happy composite through the power of praise. For "Praise is comely and praise is pleasant."

Among the fads of the present day made use of for helps in school government, is a very unique one, just claiming the attention of the press. This is called a system of self-government introduced but lately in some of the Chicago and other western schools. Strange that in this day and generation, one should seek in the Rome of the past for anything to aid in government. But Romanesque this fact is, at least in name. Citizens and tribunes! "Two pupils in each schoolroom are appointed tribunes, whose duties are to look after the welfare of their fellows and to report such cases as they cannot correct themselves by their example and advice to the teacher. The tribunes are supported by citizens who comprise from one-half to two-thirds of the best pupils in the room, their duty being to set good examples and to form a public sentiment in favor of the tribunes." Each citizen wears a button as a badge upon which is printed —"Self-government, of all, by all, for all" and in the centre, "Citizens—Public Schools." The button of the tribune is larger and has printed upon it "Tribune," in place of citizen, but otherwise like the citizen's button. The citizen wears his button during good behaviour; failing in this, he forfeits his badge, and in the lowest grades must work for a week to recover it; in the intermediate grades, two weeks time are required for penance. The system looks somewhat ponderous at the outset, and seems to inculcate some of the principles that pedagogues have decided against. One—that of calling attention to the *vices* instead of overlooking them. There might also be induced a tendency toward arrogance on the part of a citizen more favored than his less fortunate playmate. This is what I have observed:—

Teacher No. 1. "An excellent disciplinarian." About one-half the school are wearing buttons. Not much friction in the use of them, not much attention given to them. Had we never known the school until the advent of buttons, we might attribute the fine order to this new system.

Teacher No. 2. "Slack and somewhat indolent in government." The most of the pupils are wearing buttons, regardless of behavior. No appreciable difference between citizens and buttonless ones.

Teacher No. 3. "One of the care-takers exacting perfection." When little Tom just pulls the little citizen's hair in front of him and is reported, and when Joe drops a pencil, or Kate whispers, buttons come off all around, till only a small minority are wearing the precious badges, while the poor teacher is groaning under the added burden of distributing and collecting. We looking on, and anxiously inquire—"Button, button, who has the button?"

As this system seems to violate some educational axioms, it is to be hoped that it may be well tested in a few schools before it shall be adopted by the many.

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In fact there is much in the INSTRUCTOR of interest and value to any intelligent person, and that this is being recognized is best evidenced, perhaps, by the large numbers of subscriptions being received from persons other than teachers.

The Difference in Teachers' Salaries.

The difference between teachers drawing salaries of $15.00 or $20.00 a week and those drawing $5.00 is largely in the qualifications. Many of those drawing small salaries and occupying inferior positions COULD and WOULD occupy better positions and draw higher salaries IF QUALIFIED TO FILL SUCH POSITIONS. The question of how to become better qualified at slight expense and at no loss of time from the school room is fully answered by the catalogue of the AMERICAN CORRESPONDENCE NORMAL, Dansville, N. Y. This institution has a complete system of Home Study which every progressive teacher should investigate. Special rates to readers of NORMAL INSTRUCTOR.

HON. LEWIS D. BONEBRAKE, of Ohio.

Centralizing Country Schools.

WHEN Ohio was settled a century ago, our fathers brought from New England and the older states of the east the educational organization and ideals then prevalent. The country school, with single school room, indefinite curriculum, and, generally speaking, indefinite organization, was early adopted. Such character it still maintains in spite of years and population.

The report of my department for the past year shows 11,256 school buildings belonging to the township districts, with but 12,023 school rooms; or, otherwise stated, we have in the township districts only 767 more rooms than we have school buildings. This is a small fraction over one room to the building. On the other hand, the separate districts of the state show a total of 1,858 buildings containining 9,557 school rooms —an average of over five rooms to a building. Thus it is apparent that the township districts even now are adhering closely to the old plan of having one-room school buildings. "The little red school house" abides. Generally speaking, it has not been abandoned. And it is a noteworthy fact that the township districts report a loss within the year of thirty buildings and fifty-six school rooms, while our separate districts report a gain of fifty-three buildings and 233 school rooms. As it is with the decreasing number of buildings, so is it with the number of teachers necessary to supply the schools, and the enrollment of children. Fifty-four less teachers are necessary in the townships, while the separate districts demand 567 more; and the townships report a loss in enrollment of 1,928 children, while the special districts report a gain of 12,502 within the year. Many of our rural schools have from two to ten children enrolled, where formerly the numbers were greater. Supervision and classification most of them do not have. Buildings are frequently left without oversight all summer, and efficient janitoring and repairing sometimes are omitted winter and summer. All in all, the average country school house in this state is neither inviting nor well-equipped in spite of progress apparent in everything else. This is the rule, of course the exceptions are many.

A new and a hopeful sign has appeared. A half dozen years ago the great Western Reserve, fruitful in reforms and loyal to education and liberty, brought forth a new solution for our coumtry school problem. Special laws were enacted by the General Assembly, allowing certain communities to try the experiment of transporting pupils at public expense, and centralizing the schools of a township. Geauga, Ashtabula, Lake, Portage, Trumbull, Stark and other counties in that section of the state took up the new reform, discussed it, and experimented. The results have been gratifying. General legislation last winter was enacted for the whole state. Section 3921 of the Revised Statutes read as follows:

A map of each township district shall be prepared by the board, as often as it may be necessary, in which shall be designated the numbers and boundaries of the sub-districts thereof; the board may at any regular session, increase or diminish the number, or change the boundaries of sub-districts, or may, when in its opinion, it will be for the best interest of the pupils in any sub-district suspend the school in such sub-district, and shall provide for the conveyance of said pupils to such other district or districts as may be most convenient for them, the cost of such conveyance to be paid out of the contingent fund of said district; and any such sub-district which may be established by act of the general assembly shall be governed by the provisions of this title, except that it cannot be changed or consolidated by the board within three years after its formation, unless the written consent of two-thirds of the electors residing in the territory affected by such change is obtained.

The correspondence in my office shows steady gains for this new method of educating the youth in the township districts. Under this section of the law boards of education are empowered, where they see fit, to abandon sub-districts for school purposes, and transport at public expense the children to other sub-district schools, or to one or more central buildings. Covered wagons, warmed in winter by stoves and with ample protection against bad weather, with robes to keep the children warm, and a driver under bond to get pupils to school in time and to guard carefully their morals, are the usual instruments and agents of transportation. Nothing in the law prevents parents entering into contract to convey their own children and their neighbors' children to school. Quite uniformly the expenses of school maintenance are lessened and school terms lengthened. A graded course of instruction follows as a matter of course. Higher branches of study are introduced, or a high school regularly organized. The township library follows. It is true the new arrangement reduces the number of teachers. Instead of two, five or a dozen children to the teacher, under the new arrangement each teacher is assigned thirty or forty. Attendance is encouraged to be both regular and punctual, and the larger pupils of the township find it convenient and profitable to go to school.

As a complete cure for all the ills of our township schools centralization may not prove efficacious, but as a cure for some of the ills of some of our schools in some of our townships, I doubt not its potency. It is an educational reform worthy of thoughtful consideration.

What Shall They Do?

BY FRANK H. SWEET, PEACE DALE, R. I.

THERE are many Jacks and Jills of all trades who can do various things well, but undoubtedly if they had concentrated their talents in one particular direction, they could have done much better. The prime object of the father seems to be to give his son the best education that circumstances permit; and this acquired, to obtain for him a lucrative position—it matters little what, so long as the salary is good. There is rarely a question of talent or fitness or ability, or even of liking, for the pursuit which is to absorb the better part of the young man's life. Is it any wonder there are business failures, and professional failures and total failures? Nine-tenths of the young men themselves do not know what they are best fitted for, and in many cases, do not ever find out. One who has passed his life in a dry goods store has little idea, what success would have awaited him as a farmer, or mechanic, or civil engineer; and another, whose life has been confined to the backwoods, does not know what his life might have been out in the world.

It seems to me that parents and teachers should regard the training of this natural talent as of the utmost importance, and should watch and try to lead the child to discover what his or her especial calling might be. In a way, the agricultural colleges are beginning to meet this need, and offer their pupil mental and manual training, and an opportunity of comparing one trade or art or science with another, and of accepting and perfecting themselves in any one which they may choose. When all schools recognize the value of the possibilities of their pupils, and every boy and girl is trained to discover in what direction his or her best gifts lie, and is assisted to it, then will much of the disappointment and failure of the world be done away with.

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Wireless Telegraphy.

TELEGRAPHING without wires, it appears, has been developed sufficiently to admit of its probable introduction for practical purposes in the near future. A short time ago, off the British coast, the system was put to a practical use for the first time, and proved a success. The sailing ship Elbe went ashore on Goodwin Sands in a fog. On the East Goodwin lightship was a wireless telegraph apparatus, by means of which the crew promptly notified a lighthouse in communication by wire with coast towns, and tugs and lifeboats were at once sent to the disabled vessel. It is now stated that the lightships around the British coast will be fitted out with the Marconi system.

Almost simultaneously, it is stated that Emperor William was making practical tests of the system on board a German cruiser, while at Washington the War Department was making tests on the roof of the State, War and Navy Building, and at the army post at Fort Myer on the west side of the Potomac. The distance between these stations is six miles. When the system is perfected, its advantages over other methods of communication can scarcely be appreciated.

Mr. Edison's Opinion.

IT HAS been generally supposed that Thomas A. Edison deals only with electricity, but such is not the case. He recently stated that gasoline will probably be the motive power for horseless carriages in the future. A supply of it can be carried which will admit of longer runs than electricity, and it is much cheaper. He also says that the advent of the automobile means general improvement of the highways. A reporter recently asked him if the end of electrical invention had not been about reached. His reply is characteristic of the man: "There is no end to anything. Man is so finite that he cannot possibly learn one-millionth part of what is to be known. He might put in fifty years on the study of water alone, and beyond learning the component parts of it he would know nothing. Only the ignorant say we are near the limit of invention. There is no limit."

Egyptian Discoveries.

A FRENCHMAN, by the name of Gaypt, has been making excavations on the site of the ancient city, Antinoopolis, Egypt. This city was rebuilt by the Roman Emperor Hadrian in the second century A. D., in memory of Antinous, a beautiful youth who was his page and the object of his extravagant affection. Among the interesting discoveries made are several Egyptian temples, including an oratory of the date 1822 B. C.; the field of offerings made by pilgrims to the shrine of Antinous, and the famous Necropolis. In the Byzantine portion of the latter were some well-preserved mummies, clad in gay attire and wearing portrait masks. Among them is that of the Empress Sabine, wife of Hadrian, with her little curly locks forming a sort of a diadem to her brow. It is said that the dresses will be of much value to costumers, since their colors are rare. The costumes consist in the main of white shirt, and beautifully embroidered with flowers; a scarlet robe, and a mantle of ornamented cloth. The stockings are black and the shoes are leather. The turbans are trimmed with lace. Jewelry, vases, statuettes, zithers, mirrors, etc., were found. Apparently the Graeco-Roman women of Antoinoe were all blonde, but analysis of their hair shows that it was dyed with henna.

Devitrified Glass.

REPORTS come from France, through Consul Covert, of the manufacture on a large scale of what is called "devitrified glass," for building purposes, and for use in paving streets. Broken glass is heated to a temperature of 1,250 degrees, and compressed in matrices by hydraulic force, thus modifying the properties of the glass, so that the substance become "devitrified." The glass thus loses both its transparency and fragility, and becomes capable of great resistance. It is brought to such a molecular condition as to be easily molded into almost any desired shape. For street pavements it seems to be able to withstand hard usage without injury. It is proposed to build a house of this material for the Paris Exposition, "to show that one may throw stones and still be able to live in a glass house in security." They claim that it is as cheap as stone in France, and more durable. It is lighter and less expensive than brick. The "luminous palace" at the Exposition will probably attract great attention.

Liquid Air.

A MOST interesting article describing Mr. Tripler's discovery of a new, cheap, and simple method of generating power, is found in *McClure's* magazine. He claims to be able to do this without the use of an ounce of coal, or any kind of terrestrial fuel. His discovery consists of a liquid, which at any degree of temperature higher than 312 below zero does just what water does at a temperature of 212 above zero, viz.: boils and gives off steam, and every drop of the liquid producing eight hundred times its own bulk of steam. A cake of ice makes a good stove on which to boil it. But no stove is required. A pail full of the liquid poured into the boiler of the engine produces steam and the engine begins to work. The liquid is liquid air, to which air in its common form bears the relation that steam bears to water. For practical purposes, the question arises whether he can produce with his liquefier any more liquid air than he expends in operating his liquefier. If he can take no more liquid air out of one end of the machine than he puts into the other, its practical value must be worthless. The laws governing the conservation of energy seem to be against him, without some mysterious property of low temperatures can be found which will rob of its heat the air operated upon. Mr. Tripler has demonstrated his ability to produce from his liquefier ten gallons of liquid air for every three gallons used in the "boiler." His high standing in the scientific world increases public confidence in the possible utility of his discovery.

Thawing by Electricity.

MINERS in the Klondike region, where the soil freezes as hard as a rock for several feet in depth, find that thawing it out is one of the greatest problems they have to face. Mining operations are at a standstill until they can work their way through this obdurate stratum. Hitherto the method employed has been to build bonfires and thaw the frost out. Besides being a very slow process it is accompanied by a waste of 85 per cent of heat in the atmosphere. But now a patent for thawing the ground by electricity has just been sold for a large sum. The method consists of specially constructed dynamos and electrodes which are placed against the walls of the shaft, with a space of about five or six feet intervening, so that when the current is turned on it has to cross the face of this space to complete the circuit. Since the ground resists the motion of electricity, heat is generated. It is said that the heat thus generated can be controlled and applied in any manner that will utilize its full force and effect. By the old bonfire method it took twenty-four hours to thaw out a foot of soil. By this system it is possible to thaw out the same depth of frozen earth in one hour, or twenty-four feet per day.

A Church of Clay.

A CHICAGO paper speaks of a unique departure in church building in that city. The church is on Twenty-second street, at the corner of Hoyne avenue, and not a stick of wood has been used in its construction, so that its permanence is beyond question. The *Clay Record* says of it and the Rev. Father Heldman:

"When the reverend father, after a year's travel through the cathedral cities of the Old World, employed an architect to carry out the ideas that he had gathered, he encountered great difficulty in finding a brick manufacturer who would undertake to make the elaborate mouldings, but he succeeded at last, and so far more than a quarter of a million standard size stiff mud impervious pressed brick and three hundred and fifty thousand moulded brick have been used, requiring one hundred and fifty different and special moulds. The high vaulted roof and ornate wainscoting are all built of brick of many shapes, laid in cement mortar tinted to harmonize with the color scheme carried out. The stained glass windows will be set in steel frames that fit into a grooved architrave brick, while the belfry windows will be fitted with long, thin slabs of vitrified clay in place of the wood slabs generally employed for this purpose. The graceful spires will be ornamented to their very pinnacles.

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Lord Herschell.

THE sudden death of Lord Farrer Herschell removes from English public life a trained official and conspicuous leader. He was born in England in 1837, and was the son of a converted German Jew, who became a missionary for one of the non-conformist churches. He was educated at the University College, London, and the University of Bonn. In 1860 he was admitted to the bar, was recorder of Carlisle in 1873, served in Parliament from 1874 to 1885, was Solicitor-General in Gladstone's ministry, raised to the peerage, and became Lord High Chancellor in 1886. In Gladstone's ministry he was again Lord High Chancellor in 1892.

Lord Herschell's great ability and accurate knowledge of public affairs fitted him esperially for the position of President of the Joint High Commission on Anglo-American claims and counter claims, which he held at the time of his death in the fore part of March. It will be difficult to fill his place on that commission, for he devoted his almost boundless capacity of knowledge in matters pertaining to international law for the benefit of British and American interests. Having been a member of the Venezuelan Boundary Arbitration Tribunal, his knowledge of affairs and men in the western world especially fitted him for the delicate duties of President of the Joint High Commission. His capacity for work was equal to his great intellectual force, and his judicial discrimination matched his executive ability. In commenting on the losses the liberal party has sustained by death or the retirement of leaders, the London *Spectator* says, that in the death of Lord Herschell the whole country has lost one of the few men who might have made "an effective Premier."

Othniel C. Marsh, Ph. D., LL. D.

PROFESSOR OTHNIEL C. MARSH, PH. D., LL. D., of Yale, who died March 18, was one of the most widely known scientific investigators that this country has produced. His researches have been principally in the lines of geology and paleontology. Many years ago he devoted himself to the study and investigation of the extinct vertebrate animals of the Rocky mountain districts, and nearly every season for thirty years has gone with scientific companies of investigators under his direction to those regions. As a result, over one thousand new species of vertebrates have been discovered. More than four hundred of these he has described in over two hundred interesting papers which have been published. Besides this, he has prepared reports to the government from time to time with illustrated descriptions of his discoveries. Among the most curious specimens which he describes in these reports and illustrates, are the *Odontornithes*, or birds with teeth, elephants with horns, monstrous reptiles, horse-ancestors whose variation in the number of toes strikingly illustrates the physiological changes through which this animal has passed. One year ago he presented to Yale a valuable collection of specimens new to paleontologists "with a view of building up a department of paleontology that would be a school of research as well as of instruction." It is said that this collection is the largest and most valuable in the whole world. Several years ago Mr. Darwin said that Professor Marsh's descriptions of his discoveries were the best that had appeared in twenty years. It was through Professor Marsh's influence that his uncle, George Peabody, founded the Peabody Museum, which is soon to be enlarged, thus making it as valuable a museum of natural history as can be made.

Dr. Marsh was born at Lockport, N. Y., Oct. 29, 1831, and graduated from Yale in 1860, and at the Yale Scientific School two years later. Then he spent three years in Europe, studying at the universities of Berlin, Heidelberg, and Breslau. On his return, he was appointed Professor of Paleontology in Yale, which position he retained until his death. Thus his whole professional career was identified with his *alma mater*. In 1878 he was president of the American Association for the Advancement of Science. Since 1882 he has been vertebrate paleontologist for the United States Geological Survey. From 1883-1895, he was president of the National Academy of Sciences. Besides this he was identified with various other scientific bodies of Europe. Heidelberg University conferred the degree of Ph. D., upon him in 1868, and Harvard LL. D., some years later. His career illustrates the possibilities of achievement in any particular direction when all the powers of the mind are directed toward the single object of attainment.

Cecil Rhodes.

CECIL RHODES, the uncrowned King of South Africa, is one of the most energetic statesmen, interesting and brilliant characters now living. He was born in Herfordshire, England, July 5, 1853, and several years ago went to South Africa where he became interested in the Kimberley mines and became very rich. He soon became active in politics, and was elected to two or three subordinate offices, until at last he became prime minister in 1890, but resigned Jan. 6, 1895, because of his alleged connection with Jameson's raid into the Transvaal. His strong hand, though, has been a most potent factor in building up the mining interests and removing race prejudices between colonists of Dutch and English descent, and the establishment under the British flag of a federal dominion composed of Cape Colony, Natal, the South African Republic, and other countries of South Africa.

Mr. Rhodes has probably passed through more striking changes and reversals of fortune which threatened to eclipse his fame, than any man now living. It is not many months since he was on trial in London, thoroughly hated by the Germans, as well as by many of his own countrymen, and doubted even by his own followers. But out from these dark shadows he emerged a few weeks ago, playing the most brilliant part of his singularly eventful and brilliant career. He appeared before the Emperor of Germany and was accorded greater consideration in a personal interview than is generally given to Ambassadors, and probably accomplished what he desired. It seemed at the end of the Jameson raid that he was at the end of his resources, but now he stands forth as the able and aggressive empire-builder. He has extorted from the Emperor a signal manifestation of friendliness, and a disposition to co-operate with men of English blood, which is not without political and financial significance. Mr. Rhodes' great ambition now is to construct a great railroad from Egypt to the Cape. It is said that he has secured permission from the German Government to run the proposed road through German territory which lies between two great sections of North and South Africa. Should this be true, this genius has removed the last obstacle in the way of his gigantic scheme. The engineering and financial problems will take care of themselves in such hands as his, with the political mountains of difficulty out of the way.

Nearly fourteen hundred miles of railway have already been built from Cape Town to Buluwayo, and the terminal point is to be the southern end of Lake Tanganyika, or equal to the distance between New York and San Francisco. This lake will form a part of the great highway. After crossing the German territory Uganda will be reached, and from there the highway will proceed to the Mediterranean, partly by rail and partly by river, a distance of not less than five thousand miles. It is said that English capitalists will be loth to put their money in Mr. Rhodes' hands, and if they were not, the length of time required to wait for returns on their investments will cause them to hesitate. But with so much accomplished, and the great possibilities ahead, it will have a great influence upon men. The fact that stands out in great clearness is, that Africa within the next century is destined to be a great English speaking continent, and that such a railroad system would open up the entire continent, and "Darkest Africa" would be only a memory, or fact of history.

Collis P. Huntington.

IN SPEAKING of C. P. Huntington, the great railroad magnate and financier, Henry Irving Dodge, in *The New Voice*, quotes these words spoken by Senator Bogy in the United States Senate in 1878: "I look upon the building of the Pacific railroad from the waters of the Mississippi river to the Pacific ocean, at the time, particularly, in which it was built,—during the war,—as being the greatest achievement of the human race." Huntington was the dominating spirit, and, although he was born 78 years ago, he is still vigorous and attends to his business affairs from ten o'clock in the morning until the close of each day. He was born at Harwinton, Conn., and attended school until he was fourteen years old. It is said that the formative influences that shaped his career were a retentive memory and an exceeding fondness for geography. As he studied the map of the country, he early desired to get out and see the world that had been vividly photographed upon his mind. From books and papers he learned of the wonderful possibilities of the country. In order to do this and to ascertain what the world had in store for him, he must earn some money. Accordingly, he began to work on a farm for $7 per month. But this didn't suit him. He saved $84 that year, and invested in a stock of watch-findings which he soon sold at a profit. Then he traveled through the South as a note collector. This proved a double advantage to him: He made some money, derived experience, and saw the country. Then he returned North and with his brother formed a partnership in a general store at Oneonta, N. Y., which was a success.

In 1848 when the gold fever broke out he decided to go to California. He drew $1,200 out of the business, and sailed for the Pacific coast by the way of the Isthmus. At Panama he discovered that it would be a long time before he could take passage for his destination. Not being satisfied with spending this time in idleness and suffering the depletion of his finances consequent on waiting, he looked about for an opportunity to invest and increase his capital. Immediately he embarked in a mercantile enterprise, and during the three months detention, he made $3,800. It was in the fall of 1849 that he became established in business at Sacramento. The firm that afterward became famous was Huntington & Hopkins originally,—Crocker and Stanford joining them later, making up the famous quartette which was in time to be known almost as widely as the state itself.

They soon discovered that a railroad from the Pacific coast to the Missouri river was essential to the development of the vast resources of the west. As soon as their plans matured, Huntington was sent east to transact the financiering of the great undertaking. The history of that enterprise is a story of thrilling interest and adventure, and the accomplishment of the apparently impossible. The building of the road over the Sierra Nevadas was laughed at by thousands, but the task was not too much for these men. It is impossible to mention here the various enterprises with which Mr. Huntington has been indentified, anyone of which would satisfy the life-long ambition of most men.

DRAWING

By D. R. AUGSBURG, Oakland, Cal.

Trees.

THINGS influence us by their proximity. We are apt to judge distant objects by what they are close by. We are apt to look at them through our *experience* rather than through their *appearance*. This is especially true in the judging of color and details. Our experience has shown us that a tree is green and that it is composed of individual leaves and limbs; then when drawing a distant tree we use this experience, this mental image already formed, rather than form a new and better one, and will represent the distant tree as green and composed of individual limbs and leaves, when in reality the tree does not appear green at all, and

the limbs and leaves are lost in the general mass. We must trust to our eyes when observing distant objects.

Perhaps the best way to quickly represent a tree is in mass,—to fill in the general shape of the tree in a solid mass rather than try to show the details. This is the way we commonly see

the tree when it is between us and the light or as it appears on cloudy and misty days. The

most important law to be followed in the drawing of trees is to make the foliage spring from

the trunk center. The trunk is the center of the tree and the limbs and foliage spring from this trunk center outward and upward as in Fig. 1.

This is the one law that must be obeyed when drawing trees. Many trees like the elm, oak, pine and poplar can be distinguished at a glance by their form but with others such as the maple, ash and hickory it is not so easy. The forms and character of trees may be learned by observation,—by drawing them and studying their general form. The drawing of trees is done by making a simple mass of the top with the end of the pencil or crayon and then adding the trunk and most prominent details, always working from the center outward and upward.

A Study of Pines.

BY HELEN KENT.

Who can tell me at what time in the year the pine tree blossoms?" inquired Miss Wells, the botany teacher, one bright day in May.

"In summer," chorused a half-dozen voices.

"Are you quite sure? When do they get their new leaves?"

"It doesn't get any. They are always green," shouted Billy Hammet, the boy who always knew.

"Who has noticed the pretty brown carpet beneath the pine trees?"

Every hand was raised.

"What do you think it is made of?"

Only one little hand this time and pretty Gracie Wyman's pink cheek grew brighter, at Miss Wells.

"What is it Gracie?"

"I think it is made of the dead leaves of the pine trees."

"Right. Now can you tell me when they fall?"

"The carpet is thicker than it was a few weeks ago, and I think they are falling now."

"Gracie is right," said Miss Wells kindly, "and she has evidently made good use of those brown eyes of hers. Strange as it may seem, the leaves of the pines fall in late spring or early summer, and do not loose their hold until the new leaves are fully grown. For this reason we call the tree an evergreen. Now who will tell me when the tree blossoms?"

Not a hand came up.

"Have you never seen the pine-tree's flower?"

All shook their heads.

"Well then, I will tell you. The flowers come with the leaves and are of two kinds, both found usually upon the same tree. One kind are in reddish clusters situated at the base of a shoot which came this spring. The other is placed just below the new bud if on an old branch, if found upon a new shoot it will be attached to the side. Now who wants to learn something more about the pine tree?"

Again every hand was raised.

"On your way home from school tonight I want you to stop at 'Wilson's Pines,' and make all the observations you can. Billy being the largest one among you, I will delegate to climb a tree and pick blossoms of both kinds for you all to examine. But I want every one of you to look closely and tell me tomorrow morning what you found beneath the trees."

"I gueth ith the carpet" lisped Mamie Reeves.

"Mamie will find something besides the carpet if she makes good use of her eyes. Something yellow, and very difficult to pick up."

What did Miss Wells mean?

Valuable Books with the Instructor.

Every teacher should be familiar with the history of those two great Americans, Washington and Lincoln. The sparse information given in brief biographical sketches is not enough. Every one should possess and study a standard life of both of these men. Such are the books offered in connection with the INSTRUCTOR for the coming year. See the wonderfully low price at which these books are offered by us.

Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article VIII.—Circulation.

AFTER the food has been absorbed by the lacteals and veins connected with the stomach and small intestine, it enters, as we have seen, the blood and becomes a part of it, and is carried by the blood to every part of the body, where the nutriment necessary for the life and energy of the cells is appropriated by them (*i. e.*, assimilation)—after which the blood returns to where it started from, the heart, depositing on its way in kidneys, large intestine (bowels) and skin waste materials that it has gathered from the cells to be excreted by the organs named as poisonous matter. This current of blood is known as the circulation, and the organs which enable it to do its work are the organs of circulation, viz: the heart and blood vessels, arteries, capillaries and veins. Side by side with the blood vessels nearly the entire route are other vessels known as lymphatics, which assist the blood vessels, as we shall see, especially in emergencies, draining off waste materials from the tissues and carrying them into the blood, also furnishing the cells with some of the nourishing material which has escaped from overcharged blood vessels.

The Heart is a strong muscular organ, having several layers of muscles, and beautifully arranged to do its arduous work. It is about five inches long, cone shaped, and lies in the chest cavity, for the most part on the left side of the body, though its base is mostly on the right side. Its point is between the fifth and sixth rib where its impulse can be felt. The heart is divided into four rooms or cavities by partition walls, the two upper are called auricles, from a supposed resemblance to the ears of dogs, the two lower ventricles, or "little stomachs." Entering into the right auricle are two large veins, "the venæ cavæ," one bringing the dark blue impure blood from the parts of the body above the heart, the other from below the heart. From the right ventricle springs the pulmonary artery, which carries the impure blood to the lungs to be purified by the oxygen we breathe. When purified it returns to the left auricle by four veins (pulmonary veins, two from each lung). From the left ventricle arises the commencement of the arterial system, the aorta, which, by dividing and sub-dividing into smaller and smaller tubes, carries the red pure blood to the capillaries (hair like tubes), which in fine networks surround the cells. The capillaries connect with small veins (veinlets) which connect with larger and these with the venæ cavæ, and the blood through them reaches again the right auricle. Though there is but one circulation, the sending of blood to and from the lungs is sometimes called the pulmonary circulation to distinguish it from the systemic circulation, or the transmission of blood through the body or system.

The means by which the circulation is effected.—Between each auricle and each ventricle is an opening (auriculo ventricular) guarded by little doors or valves of fibrous tissue, one edge attached to the walls of the opening, the other free but attached to minute tendons which are parts of muscles which arise from the inner walls of the ventricles. When these muscles contract the doors open, when they relax and the ventricles contract to expel their contents the valves close. At the opening of the pulmonary artery and the aorta there are also valves, but differently arranged. They are crescent shape pouches, which are pushed apart by the blood sent out from the ventricles, and closed by the recoil of the blood in the arteries. The impure blood having entered the right auricle and filled it, and the pure blood from the lungs having entered the left auricle and filled it, both auricles contract, the auriculo-ventricular valves open and the ventricles are filled, the valves are closed when the ventricles are filled. Then the ventricles contract and pure blood is sent to the lungs and the body in general. Between each set of relaxations and contractions the heart has a very short period of rest, known as a pause. The heart is surrounded with a bag known as the pericardium, its inner surfaces being a smooth well lubricated membrane—and as one wall of the bag is attached to the heart and the other is free, the heart moves easily. The lining of the heart and all the blood vessels is very smooth, that the blood may move with ease and rapidity through them. When the blood is sent out of the heart, the arteries which have in their walls muscle and elastic fibres, enable them to push the blood along into the most minute arteries (arterioles) and into the capillaries. The alternate contractions and relaxations of the heart are known as its pulsations, and those of the arteries as the pulse or wave.

Fig. 2.—The heart and some of its vessels; the ventricles are laid open to show their structure.—A, aorta; P A, pulmonary artery; P V, pulmonary veins of left auricle; L A, left auricle; D V, descending vein, or superior vena cava; A V, ascending vein, or inferior vena cava; L V, left ventricle; R V, right ventricle. The relative thickness of the walls of the ventricles are shown; also the muscle columns and their tendons, together with the curtain-like valves.

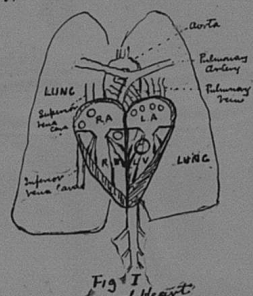


Fig. 1 Diagram of Heart.

It will be inferred from what has been said that the arteries carry the blood *to* a part, the capillaries *through* a part, and the veins *from* a part. The current in the arteries has a rate of about twelve inches per second, in the capillaries one twenty-fifth of an inch, and in the veins eight inches. It is estimated that it takes about twenty seconds for the blood to go from the heart to any part of the body and return again to the heart. The work of the circulation *is done in the capillaries* with their slow current and networks of thin one cell membraneous walled vessels. Their work resembles that of the irrigation system of canals and ditches used especially at the west, for carrying nourishment to plants—large ditches, then smaller and smaller, until finally the shallow ditches between the rows of plants allow a thin layer of nourishing water to slowly percolate through the soil and reach the roots of the plants. And may it not be that the irrigation system was copied from the capillary system. The nntritious parts of the fluid of the blood go through the thin walls of the capillaries, together with some of the blood cells, and are taken up by the cells of the body very much as blotting paper passes through its tissue liquids. In the same way do the capillaries absorb the waste material from the cells which has oozed out into the spaces between the cells. It is carried into the veinlets and veins to the heart, by the action of the arteries behind them, by contraction of the muscles through which they pass, and its current often against the force of gravity is assisted by the valves in most of the veins, at varying distances apart.

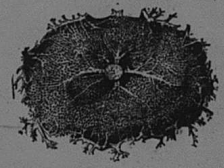


Fig. 3.—Injected cross-section of a lobule of the liver, showing the capillary network between the portal and hepatic veins.—1, section of intra-lobular vein; 2, its branches collecting blood from the capillaries; 3, inter-lobular branches of the portal vein connecting with the capillary network, and supplying the lobule with blood for its nourishment.—Magnified 60 diameters.

Fig. 4.—Diagrams exhibiting the arrangement of the valves of veins. A, vein laid open, showing the valves in pairs; B, longitudinal section of a vein, indicating the mode in which the valves, by apposition of their free edges, close its calibre. The dilated condition of the walls behind the valves is also seen. C, vein distended, showing how the sinuses behind the valves become dilated.

A supply of sample copies of the INSTRUCTOR will be sent to any reader who will distribute them among teacher friends. They may be glad to make the INSTRUCTOR'S acquaintance.

School Incentives.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

EVERY teacher of experience has employed various incentives to stimulate work on the part of the pupils. We know that the Jesuits, who were remarkable as teachers, and who conducted the most successful schools of the seventeenth and eighteenth centuries, used emulation as a means of stimulating diligence and producing good conduct. I think, however, that their success was due to their trained teachers, their compact organization, and their singleness of purpose rather than to their use of emulation. They excited rivalry between individual pupils and between classes. They set one pupil to watch another and rewarded the discoverer of a wrong, says Compayre, "not only for his own good conduct, but for the bad conduct of his comrades if he informed against them." Prizes, rewards, decorations and privileges were offered as means of securing desired ends. This was an appeal to selfishness, to base motives, and did not provoke generous rivalry.

One of the important advantages of the school, where each class contains a number of pupils, over private instruction arises from the stimulus given the child by contact with others of its own age. The spirit of rivalry is a natural instinct with children. In their games they try to surpass their comrades, they exert themselves to "get above" in class, they try to equal or excel in all their activities. This principle of rivalry does not cease with childhood. The merchant is incited to a better display of his goods because a rival beautifully decorates a window; the farmer loves to finish his harvesting before his neighbor does and has a just pride in having the finest field of corn in the country; the housewife rejoices to see her washing on the line on Monday morning before her neighbors do; the capitalist seeks to increase his wealth in order to keep apace with others who have increased theirs. I would not give much for boy or man who is destitute of this spirit of rivalry. It raises him above the tramp and the savage and is the greatest incentive to progress, material or intellectual.

The question, then, is how properly to employ this natural tendency in the schoolroom. I shall try to show the use of marking, class-rank, prizes and rewards of merit, as incentives to the child.

I. MARKING.

There is no doubt that a judicious use of a marking system may be made a proper incentive to school work. But it must not be a rigid system. I have known teachers to put down a mark after each child has recited, sometimes with ostentation so as to make the matter impressive. I have even seen teachers mark pupils a zero with a savage satisfaction that was apparent to the poor victim. As though the object of the recitation is to discover what the child does not know! The recitation must stimulate the very best effort; it must bring up all the knowledge that the child possesses; it must encourage and show him his weaknesses, not by enlarging upon his failures, but by holding before him that which he should know. Of course, what he does not know will appear, but it must not be the object sought for. The sympathetic teacher rejoices with the pupil that succeeds and mourns with the one that fails.

When the teacher marks a recitation at once, an injustice may be done, as any child who is well prepared may meet a stumbling-block in almost every lesson; on the other hand, the child who has not been faithful in preparation may get a question that he knows. Thus the one who has been faithful gets a zero, and the other a ten. In both cases the interest in the lesson ceases as soon as the pupil recites, for to him the object of the recitation is the mark. I want every pupil in my classes to feel that interest is to be maintained till the close of the recitation and that there is ever an opportunity to redeem himself. When the pupil has a deeper interest in getting a ten, or a six, or a zero more than in the subject of the lesson, the teacher may be sure that the system of marking is wrong.

There is another evil connected with a rigid scheme of marking, and that is the making out of reports based upon the mathematical data of the class-records. Every teacher who has gone through this experience knows what an awful burden it becomes, how much time it consumes, how much strength it demands. For such exactness in marking implies mathematical exactness in footing up the account and in the expression of the results in percentages. Here again an unhealthy feeling is stimulated because the pupil will look forward to his proficiency being indicated by 90, 93, or 95, which may be compared with the 89, 94, or 96 of other pupils. I have gone through this whole process in my earlier years of teaching and I want to confess to the young teacher who reads the NORMAL INSTRUCTOR that I recall no mistake that cost me so much useless labor, that was so utterly valueless, and that secured results from so wrong a motive.

Let me briefly outline what I consider a proper use of marking. The purpose of marking, and the whole purpose, is to assist the teacher's memory. Hence, when a striking failure is made I would simply jot down the pupil's name. I would let the pupils understand that there is an open chance for redeeming themselves as long as the recitation lasts. This will stimulate those who have really prepared themselves, and yet have failed, to be alert and attentive. Thus instead of discouraging it often acts as a most healthful stimulus. At the close of the recitation, I would enter such records as the whole result warrants, never entering marks for satisfactory work. The teacher following this plan will be surprised at the fewness of entries that need be made, for the most of the class will do satisfactory work, or there is something wrong either with the instruction or with the kind of material given. Thus only a moment or two will be required to make the entries after the class is dismissed and the whole attention of both teacher and class may be devoted to the lesson. Such employment of marks will act as a healthful stimulus upon the pupils, will not be a burden to the teacher, and will answer every purpose.

II. CLASS RANK.

A few days ago I saw a newspaper item concerning a gentleman as follows: "He graduated at Heidelberg University at the head of a class of sixty-four." Now as the German universities have no "classes," every man working on individual lines, and taking his examinations alone when he is ready for them, the ignorance of the writer becomes apparent. Many of our own higher institutions of learning have ceased to rank their graduates, merely indicating a few "honor" men. It has long since been discovered that class ranking acts as an incentive to only a few who are near the top. The ambition of the Chicago millionaire's twin sons who ranked 148 and 149 in a school of 149 pupils evidently was not aroused by the class ranking system. The instinct of rivalry to which I alluded earlier in this article may be employed in a healthful manner in the school by inciting the pupil to excel his comrades. Let him rub up against his fellows in school just as he must rub up against men in business and in the activities of life. Such treatment will prepare him for life, make him self-reliant and aggressive. But do not let the rank at the end of the term become a motive of work.

III. PRIZES.

Shall prizes be offered as an incentive to school work? I think not; certainly not by the teacher. They create jealousies, reach only a few, offer a temptation to unfair dealing and cheating, reward ability and not merit, and encourage a wrong motive for study. External influences sometimes enter to give some pupils an unfair advantage,—such as intelligent parents who can help their children, freedom from outside duties, uninterfered attendance, etc. Many a child is debarred from successful competition by conditions that cannot be overcome. Prizes thus exert an unhealthful influence upon a school. There is less objection to prizes offered by outside parties. If they can be given for merit, the determination of the successful candidate to be made also by outside parties, they may not be objectionable. I have known, for example, prizes to be offered for essays on the above conditions and the evils mentioned have been eliminated. Even these, however, should be carefully guarded, the whole stress being laid upon progress or merit and not on ability.

IV. REWARDS OF MERIT.

Little children are fond of receiving cards with their names written upon them indicating that their conduct has been good or that they

(CONTINUED ON PAGE 21.)

NATURAL HISTORY.

BY ELLA JACOBS, Philadelphia, Pa.

Milk Weed Butterfly.

LIFE HISTORY OF A BUTTERFLY.

ONE of the earliest butterflies to be seen in the Spring, even in the cities, is a large red-brown one with rows of black and white markings on the borders of its wings. This is the *Danais Archippus* or *Anosia Plexipus*, commonly called the Monarch or Milk Weed Butterfly. Of course it receives its last name because it is found chiefly on the milk weed, which is its food plant. The tiny eggs are very beautiful, being dome-shaped and prettily marked. They are easily found in great quantities in the spring and summer on the leaves of the milk weed plant; several dozens are together in rows or clusters attached to the leaf by a gummy substance. If you break off some of the leaves with the eggs and place them in a glass jar, you can watch the very interesting developments.

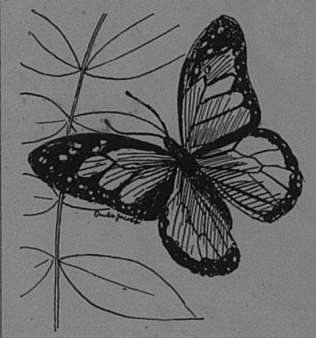
In a few days the eggs will hatch. The tiny caterpillars must then be supplied with plenty of food, fresh milk weed, for they are voracious feeders. They will moult several times, and in two or three weeks they will be full grown caterpillars. This caterpillar is about three inches long, yellow in color with many black stripes across its body. It has a pair of horns in the front, and a pair at the back also. It is a very

Caterpillar.

pretty specimen and if you are unable to secure the eggs, you can find plenty of caterpillars by searching on the milk weed plant for them.

Let the children notice the three pairs of true legs which will still be retained when the insect is in the imago or perfect state; that is, when it is a butterfly. There are also four pairs of prop or false legs on the sides and a pair at the very rear end. These legs help it to crawl while it is a caterpillar. Each leg has two tiny hooks at the end. You can easily count the thirteen rings or segments of which the caterpillar is composed. Notice that the caterpillar has no large compound eyes like the butterfly, but merely a number of ocelli or simple eyes. The caterpillar has to eat a great deal while in this stage, because it has to store up food for the time when it cannot move, the time when it hangs quietly and silently as a chrysalid.

The caterpillar has a little spinning apparatus with which it spins out the silken texture for its "little green house." You will notice that when the caterpillar is ready to spin it will stop eating and roam around the box or jar as if hunting for a desirable place for its new home. Having decided on some spot, which is always on the lid of the box, in some position where it can suspend itself, the caterpillar crawls up to the place and spins a little mass of silk, which is damp and sticky. It attaches itself to this by its end prop legs and hangs head downward and curled up. It seems to shrivel, and watching closely, you will see that the colored outside skin splits and falls off in a little heap. There are several other changes until finally the lovely chrysalid is finished. It is pale green in color, thimble shaped, almost transparent and has a row of lovely golden spots around it near the top part. It is one of our most beautiful chrysalids

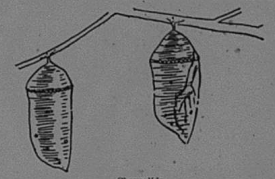


Milkweed Butterfly.

and can be easily preserved, as the colors will not fade in alcohol. Before dropping it in the alcohol, be sure to kill it by putting it in a cynanide jar for a while.

Within this little "green house with gold nails" the insect lies still and motionless. It takes from nine to fifteen days for it to mature. By watching carefully you can see the marvellous transformation going on within. You will observe that the color seems to be changing, getting darker, and twenty-four hours before the butterfly emerges, you can plainly see its bright colored wings. It now becomes restless and has grown strong. It finally succeeds in bursting through the fragile green skin, and out it comes, a lovely butterfly. I have watched fully a dozen butterflies emerge and each time I am impressed with the curious and wonderful process of nature.

When the butterfly is first liberated, its body and legs are weak, and its soft damp wings are folded over its body. It seems very feeble and cannot walk. Its wings tremble, but it commences to fan them at first gently and slowly, then faster and they soon expand and dry off, and then the butterfly is ready for its gay life as a perfect insect. Notice how different it is in every respect from the caterpillar. Try to feed it. You can easily do this by giving it a drop of syrup or sweetened water. Notice it uncurls a long slender tube or tongue, sometimes called a trunk. This tube is hollow in the centre and through this the liquid is sucked up. The caterpillar ate pieces of leaves, which it bit off with its horny mouth parts, but the butterfly only



Chrysalids.

sips liquid food. When it has finished its meals, see how curiously the tongue is curled up again, just like a watch spring. Look at the tongue through a magnifying glass.

If you have the use of a microscope, you will be amazed and delighted at the beauty of the wings. Sometimes when we handle a butterfly, our fingers are covered with colored dust. This dust is really tiny scales. Each of the scales is beautifully formed, and they are arranged on the wings exactly like shingles on a roof. If you cannot show these to the children, illustrate it on the board for them, greatly enlarged, of course.

Piece of wing, magnified, showing scales.

The milk weed butterfly measures from four to five inches from tip to tip when the wings are spread. While its chief color is red-brown, both pairs of wings are bordered with black and spotted with white. The male can easily be distinguished from the female, because it has an enlarged black spot on one of the veins of the lower wing. These are supposed to be scent with which the male attracts the female to it. The illustration shows a male and the scent spot can be observed. Look at the antennæ; notice these are slender, thread shape and end in little club-like pieces, quite different from the feathery antennæ of the cynth moth previously described. This is a characteristic of butterflies, their antennæ are never feathered. The body of the butterfly is more slender than of a moth. It is divided into three parts, head, thorax and abdomen; these are readily distinguishable without a glass. On the head notice the large compound eyes, made up of thousands of tiny hexagonal lenses. There are no simple eyes or ocelli now, as in the caterpillar. The thorax is short, having on it the three pairs of true legs underneath and the two pairs of wings above.

With a glass you can discover many more details for yourself, but in teaching these lessons to children be careful not to give them too many details, but only the chief characteristics, which differentiate it from other species.

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Methods, Aids and Devices for Primary Grades

First Year Reading.

BY L. MABEL FREESE, BANGOR, MAINE.

BITS FROM A TEACHER'S EXPERIENCE.

READING, although but one of many things taught now-a-days, is, it seems to me, *the* important study; for our main object in teaching little children is to introduce them to the world of thought, and reading is thought-getting. Then again, our pupils in order to do their little examples well must be able to read them, in order to write understandingly they must be able to read the copy, and written language presupposes a knowledge of words taught in the reading lesson. Thus the studies lock into each other, having, as we may say, reading as the foundation stone which will render the structure secure.

Since reading is so important how essential it is that we make a good beginning, and as far as we go, go well. I often think of a verse of Lowell's :—

"O small beginnings, ye are great and strong,
Based on a faithful heart and weariless brain!
Ye build the future fair, ye conquer wrong,
Ye earn the crown and wear it not in vain."

How shall we make this good beginning with the children? In the first place let us put from our minds the thought of how much there is to be done, and let us make an outline on nature's plan,—first the bud, next the blossom, then the fruit—with the determination that thoughtful study on this matter will not be one of the things left undone to haunt us at set of sun. In the second place we must have enthusiasm,

"And faith, which is but hope grown wise; and love
And patience which at last shall overcome."

Our faith should be not only in ourselves, but most of all in child-life. Lastly we must bend our energies to put into the teaching of reading a vital principle of true living,—to do common things in a perfect manner—that is, we must be thorough, which implies slowness, sureness, and a firm insistence for the best way every time or none at all. To this end we must cultivate variety of method, interest and love for the work, and desire for perfection. Keep in mind two thoughts: (1) From small seeds fine productions grow, and (2) The duty of to-day cannot be done to-morrow. But after all that may be said, is not the one thing needful an educated love? A love which delights to guide and lead God's little ones over the stepping stones of an unknown way into the broader fields of knowledge and usefulness.

Dr. Theo B. Ness, Principal of State Normal School, California, Pa., says, "As love has been called the greatest thing in the world, so interest may be regarded as the greatest thing in the schoolroom." Thus through the gateway of interest, bearing in mind that what children learn with pleasure they will not soon forget, let us begin to teach reading. The question comes, how arouse a child's interest? First of all, since every child is said to have the heaven-born gift of the love of the beautiful deep in his heart, let us have beautiful things for his eyes to rest upon. That is, in autumn give them the leaves; in winter, the beautiful white snow crystals; in spring, the flowers. Then let us not forget Frœbel's maxim, "Proceed from the known to the unknown."

Get them to talking about the things of which they studied in kindergarten, their homes, friends, plays, nature, etc., and when the tongues are once loosed it is time to begin the reading lesson proper, which should cluster around familiar objects or nature study. There are a number of successful ways of teaching reading: some teachers start with the word method, others the sentence method, and still another class say emphatically phonics first of all. As the years go by the lack of logic in insisting upon any one method strikes me more and more forcibly. One child in the class has a very quick and delicate ear, the sound method, or phonics, will take him over the road more rapidly than he could be taken in any other way; another child has a sensitive and retentive eye, or a good form memory, and this child may advance rapidly by the word, or, if he is unusually quick, by the sentence method. The maxim "Proceed along the line of least resistence" should be more carefully applied here than in almost any other department of teaching.

The first few weeks should be devoted to eye work, that is sentences drawn from the children through first having trained them in conversational freedom. As soon as they have a fairly good working vocabulary, word analysis may begin in order that they may help *themselves* to new words. In phonic analysis I have found it a good plan to ask the children to listen attentively, then perform the action which I sound. In this way I get their attention, as for example, I say, "You may *s-t-a-n-d*, *m-a-r-c-h* to the board, *w-a-t-c-h* me," etc. Then I draw a tree, perhaps, (a variety of objects should be used to keep up a daily, lively interest) and tell them we will find out what the birds on the tree say.

It is surprising how quickly they learn the simple sounds in this way, especially if you have good suggestions ready for the letters. I call the letters with two sounds twins; for instance, this is the hungry chicadee who wants something to eat *ĕ*, this is his twin brother who has had enough, and has his night cap on ready to go to sleep *ē*.

After a few moments spent in this exercise, each day adding new sounds, I make on the board what I call a Ring Round Rosy, that is a circle for word drill, putting the familiar words on the circle, the new one in the center; I drill on sounding and naming the words, then I ask them to close their eyes, while they sing :—

"While we're playing together, we are merry and glad,
In bright or dull weather we never grow sad."

Then, after erasing a word, I sing,

"Now tell, little children, what has gone from our ring,
And if you guess rightly we'll clap as we sing."

The children clap for the one who guesses correctly the greatest number of times. Proceed in this manner, steadily gaining in phonic drill, with the little sentences, aided by the colored crayons and objects at first, developing inflection by asking them leading questions. Do not permit them to read until they have looked carefully to see what the sentence has to say; teach them to speak distinctly and in a pleasing tone. If, with their flexible little voices, they greatly exaggerate, there is no cause for alarm; the exaggeration will disappear, but the habit of thought will abide.

By and by the children are ready for books. Bear in mind what I once heard an educator say, "A neat book cover will result in a better reading lesson." Now come several new details, such as study of the lesson-picture, habits of holding the book, turning the leaves, standing, etc. But after all the lesson has the main features essentially the same as before the advent of the new friends, only resolved under these heads: The sounding of the words from the board in concert and separately, the giving of sentences containing the new words, the finding of these words in their books, the reading of the sentences from the board, and finally, happy moment—the reading of the lesson from the book. Then when the lesson is reviewed, they enjoy closing their books and telling the story in their own words. Before the course is finished they do not need to read first from the board, but can readily read from the books after the word drill. I have tried having the book lesson in the morning and a nature reading lesson in the afternoon, emphasizing the new words of the morning.

In connection with the reading there are many interesting features of so-called seat work, such as making words out of split peas, lentils, etc., out of an envelope of letters, placing all those alike together; out of a collection of words making the families; word making, sentence making, filling in blanks in words and sentences, making a connected paragraph out of the detached parts, copying words, marking sounds, etc.

In reading, as in all our work, we must remember that every study should have its bearing on conduct, and, looking upon it as but another golden opportunity to train the children under our care to meet life, to be good citizens, let us help them to grow as Frœbel so much desired—strong, wise and good.

Easy Phonetics.

BY AMY C. SCAMMELL.

DURING a school visit, the writer saw most pleasing results of a thorough testing of a very simple method of phonetics. This method uses no diacritical marks; it is, therefore, welcomed by teachers as a saving of labor, and as a preventive of nervous waste in the children; for most teachers will agree that the observing and associating powers called out to master the letter-marks and their meanings belong to the child of ten, rather than of five years.

The author of this system calls the teaching to read by aid of marks, "artificial phonetics." He advises teachers to study "the system of writing English in accordance with which our literature has actually been printed." For example: instead of placing a dash over the *a* in *hate*, and drawing an erasure-mark through the *e*, he would have children taught that final *e* in one syllable words makes the preceding vowel long; compare *pin* and *pine*, *mat* and *mate*, and like words. Again, the digraph *aw* has always the *o* in *or* sound; this is remembered more easily than is the placing of two dots under the *a* and the erasure of the *w*, *shawl*. This method claims that there are no silent letters, but that every letter tells something about the pronunciation of the word of which it is a part. The first step in this method of phonetics is to associate the printed symbols with their sounds; to lead children to do this, much practice of the ear and vocal organs is necessary. The teacher pronounces the word *can*, separating the *k* sound from the rest of the word, and sounding first *k* and then *an*. If the children do not recognize the word, she makes the two sounds again and again, more nearly together each time, until they do find the word. The children then separate the sounds in the same way, and practice with words they often use which commence with the same initial sound *c* or *k*.

No special vowel sounds are taught, for the vowels are never sounded alone, but in combination, as a vowel with one or two consonants, or two vowels together. Charts are prepared by the teacher containing, at first, common and easy combinations, and later, lists of words illustrating phonetic rules and their exceptions; these charts are for daily drill. After seven or eight weeks, many new words are taken every day. The reading lessons in the book are deferred until the children can pronounce several hundred words; in the meantime they read blackboard print—never script—sentences, containing the child-words they have learned, and tell "stories" with the same.

About two hours of the day are to be spent on phonetic seat-work. Clear, large type letters and combinations are printed on separate pieces of cardboard, for building of words by sound. As the teacher gives the sounds *f—all*, *f—an*, *f—ind*, the children quickly make the words. The names of the letters may, or may not, be taught; the children seem to get them without any help.

It is claimed that there are less than a hundred phonetic facts to be learned, and that these should be mastered within a few months. These facts include general rules for the sounds of letters, alone and united, with their very few exceptions. Phrases and unphonetic words only are to be taught by the old word or memory method.

The objection that children trained by this system read mechanically is answered by the assertion that such children have had bad reading lessons; that a good teacher of reading will train her children in lively oral expression about their dolls, pets, or whatever interests them, as a preparative for natural expression in reading.

The writer was surprised to hear children of five and six years read from the blackboard such words as *st-r-um*, strum; *st-r-ess*, stress; *st-r-ut*, strut, and exclaimed, "These children don't know what these words mean." "That doesn't matter," the teacher replied, "if they pronounce them correctly. This teaching is not to develop thought, it is only the machinery of reading, the tools with which the children learn to read." The teacher remarked that children in the fifth grade who had been taught by this method could pronounce far more difficult words than could eighth grade pupils who had not been so taught.

All teachers will agree that if a child knows the words of his reading lesson at the start, the better able he will be to give his whole attention to the thoughts in it. Words that are dumb in lists, when put in their proper place in a sentence usually tell their truth to the child. We quote from a few headings of chapters given for the teacher's use :—"*ie* and final *ye* are sounded like *i* long; *ue* and *ew* are like *u* long; *ay* and *ai* like *a* long; *ea* and *oa* like *o* long; the words in *nk* should be studied by learning the phonograms *ank*, *ink*, etc.; and never by sounding the individual letters, as the *n* sound is somewhat altered in the digraph *nk*; learn all common phonegrams like *ing* as wholes, before *e*, *i* or *y*, the consonant *c* and the combination *sc* are pronounced like *s*; *j*, *dg*, and also *g* in most of the words where it comes before *e*, *i*, and *y* are pronounced alike; the trigraph *tch* is generally used after a short vowel; pronounce alike *oi* and *oy*; (2) *au* and *aw*, (3) *ou* and *ow*."

Much attention is given to exercises illustrating the use of the primitive and its derivatives; also to syllabication. The teacher of any grade school will find this method of teaching reading and spelling helpful in part, even if she does not care to adopt it as a whole.

Accurate and Concise Expression.

EVELYN CONNER, CHARLESTOWN, IND.

HER original devices for training the eye and ear had been satisfactorily used. Exact statements of what they had seen and heard had been made. This morning she looked so keen and bright and winsome herself, as she stood before a table upon which stood solids of all forms and dimensions. "Yes, Marion may be our little blind boy this morning," she said, as she selected one from among the number who were, oh, so eager to play the part of the unfortunate one with the "lost sense."

"And who will be eyes to him?" she asks. "Oh, all of you will see for him?" "Well, Louis may paint him a word picture, so that his mind will see what you see with your eyes." Then silently and quickly she arranged before them with children and blocks a picture which Louis "showed" to the blinded child in the following words :—"Three children stand before the third row of desks. Jeanette stands directly in front of George and Harry, with both hands extended on a level with her eyes. She holds between her palms a cylinder two inches long. George's left hand is extended over his right shoulder, and in it he holds a cylinder twice as long as the one Jeanette holds. Harry kneels on left knee, at Jeanette's left side, holding in his extended right hand a cylinder twice as long as the one George has." At the last word the picture dissolved like frostwork kissed by a sunbeam, and when the sight of the blind was restored he saw each smiling child in his own seat with hands folded on the desk before him, and blocks in their proper place on the table. His work was to re-arrange blocks and children in the same relative positions, and how they softly applauded and showed unbounded delight when he did it!

Attention was spontaneous, perception quickened, memory strengthened, and power of expression gained. And just such happy contented children as we always saw in Miss Mabel's room!

School Incentives.

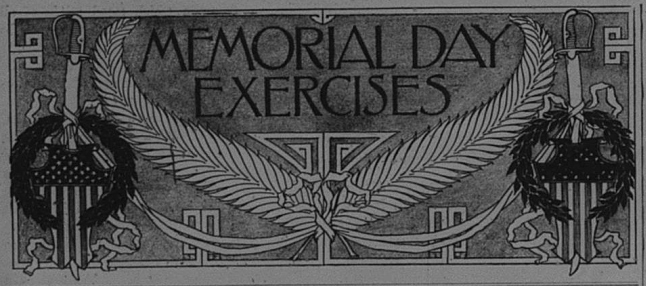
(CONTINUED FROM PAGE 18).

have been diligent in study. I have before me a card with several pictures upon it and reading:

REWARD OF MERIT,
Presented to
MASTER LEVI SEELEY,
By
S. A. TIBBITS, Inst.

I wouldn't exchange it for one of Uncle Sam's greenbacks, unless the denomination was pretty large. I couldn't have been over four years of age, and yet, I remember that teacher most vividly, though she taught our school only one term. Rewards of Merit can be given to all children at little expense; they are given solely upon the judgment of the teacher, and no unhealthy rivalry is stimulated.

I trust that the reader has "read between the lines" in this discussion and noticed that in the employment of these incentives the whole trend has been towards the stimulation of the highest incentive of all, that of interest in the subject itself. The true teacher will need no other incentive, at least for more than a temporary period, and to reach that condition is the ultimate purpose for which any incentives are employed.



ARRANGED BY SUPT. T. B. WEAVER, PROSPECT, OHIO.

SINGING BY SCHOOL—BATTLE HYMN OF THE REPUBLIC.

DECLAMATION—THE MEANING OF THE DAY.

All over our land, in every cemetery where rests members of our army of the dead,—and we doubt if any burial place has not such sleepers,—people are gathered to-day to pay tribute to our soldier dead and strew flowers over their graves. All hearts turn as by a common impulse to these ceremonies. We bring our offerings of flowers to the soldiers, but it affects them not; they cannot feel the love and gratitude that prompt the gift. Their lives and deeds have wrought for themselves more enduring monuments than sculptured marble. We assure the loving soldiers that they are not forgotten,—that their courage and patriotism will always be remembered as long as a loyal school boy or school girl may live. But this day means more than this, it means something for our nation, something for posterity; its belief in that grand old flag and what it stands for; a belief in freedom. It means that the boys and girls of to-day, the men and women of to-morrow, who share in this day's ceremonies, echo the words of our fathers, that "this government shall be preserved, come what will, threaten it who may."

EXERCISE.

Exercise for fifteen pupils each carrying a flag, and gesturing as indicated. Pupil 8 should carry a larger flag than the others. Seven to the left of eight should hold flags to left shoulder; seven to right of eight, should hold flags to right shoulder. When the word *North* is recited, the seven to the right of number eight raise their flags, then back to the shoulder; when the word *South* is recited, the seven to the left of number eight lift their flags, then replace to shoulders. Each might carry in other hand a bunch of flowers, and at the word *flowers*, the bouquets should be raised as were the flags. The pupils to the left could wear gray and those to the right, blue, in some way—in caps, sashes or bows. Number eight should be dressed in red, white and blue.

1st Pupil.

There is peace, there is peace in the South and the North,
When the suns of the May-time shall call the blooms forth.

2nd Pupil.

There is peace in the vale where the Tennessee runs—
Where the river grass covers the long silent guns.

3rd Pupil.

There is peace in Virginia amid the tall corn;
Where Lookout's high summit grows bright in the morn.

4th Pupil.

There is peace where the James wanders down to the main;
Where the war-torn Savannas are golden with grain.

5th Pupil.

There is peace where the squadrons of carnage have wheeled,
Fierce over Shiloh's shell-furrowed field.

6th Pupil.

There is peace in the soil whence the palmettoes spring;
In the sad Shenandoah the harvesters sing.

7th Pupil.

There is peace in Manassas, Antietam's dark rills;
No more throb the drum on the bare Georgian hills.

8th Pupil.

There is peace where the warriors of Gettysburg rest;
On the ramparts of Sumter the summer bird's nest.

9th Pupil.

There is peace where the "Father of Waters" ran red,
Where the batteries of Mobile lie soundless and dead.

10th Pupil.

There is peace where the rifle hangs mantled with dust,
Where the once reeking saber is sheathed in its rust.

11th Pupil.

There is peace where the war-hoofs tore up the smooth lea,
Where the hoarse-noted cannon rang over the sea,

12th Pupil.

There is peace in the North, through her soldier is yet
Far away on the field where the fierce columns met.

13th Pupil.

There is peace in the South, though her soldier is lost
In the path where the lines of the foeman have crossed.

14th Pupil.

There is peace in the land, and the "stars and the bars"
Forever have merged in the "stripes and the stars."

15th Pupil.

There is peace where the flowers cover the tombs,
And the Blue and the Gray now blend with the blooms.

All

God grant that this peace may forever be ours!
And the Blue and the Gray alike sleep neath the flowers!

(These last two lines should be recited while flags and flowers are held in front, in prayerful attitude, eyes of pupils glancing upward.)

RECITATION—DECORATION DAY.

It's lonesome—sorto' lonesome,—it's a Sund'y day to me,
It 'pears like—mor'n any day I nearly ever see!
Yit, with the Stars and Stripes above, a flutterin' in the air,
On ev'ry soldier's grave I'd love to lay a lily there.

They say, though, Decoration Days is generally observed
Most ev'ry wheres—especially by soldier boys that served—
But me and mother never went—we seldom git away—
In pint of fact, we're allus home on Decoration Day.

They say the old boys marches through the streets in columns grand,
A-follerin' the old war tunes they're playin' on the band,
And citizens all jinin' in—and little children, too—
All marchin' under shelter of the old Red, White and Blue,

With roses! roses! roses!—ev'rybody in the town!
And crowds of girls in white, just fairly loaded down!
Oh! don't the boys know it, from their camp across the hill?
Don't they see their comrades comin' and the old flag wavin' still?

Oh! can't they hear the bugle and the rattle of the drum?—
Ain't they no way under heaven they can rickollect us some?
Ain't they no way we can coax 'em through the roses, jest to say
They know that every day on earth is their Decoration Day?

We've tried that,—me and mother,—where Elias takes his rest,
In the orchard, in his uniform, and hands across his breast,
And the flag he died fer smilin' and a-ripplin' in the breeze
Above his grave—and, over that—the robin in the trees.

And yet it's lonesome—lonesome! It's a Sund'y-day to me,
It 'pears like—more'n any day—I nearly ever see—
Yit, with the Stars and Stripes above, a flutterin' in the air,
On ev'ry soldier's grave,—I'd love to lay a lily there.

—*James Whitcomb Riley.*

PAPER—ORIGIN OF MEMORIAL DAY IN THE NORTH.

Gen. John Murray was the originator of Memorial Day in the North. While visiting in the South in the winter of 1867-'68, he noticed the touching rite of decorating soldiers' graves with flowers by the ladies. Being very much impressed with this custom, he instituted a similar one at his own home.

On the 5th day of May, 1868, Gen. John A. Logan, who was then Commander-in-chief of the Grand Army of the Republic, established Decoration Day, and by a general order, May 30, 1868, was designated as a day set apart for the purpose of paying tribute to the memory of those brave men who died in defense of our country. The national encampment held in Washington had it incorporated in its rules and regulations, May 11, 1870. Since then, in many of the states May 30th has been established as a holiday, and it is the universal custom to decorate the graves of all ex-soldiers, thus making it one of the most patriotic days of the year, wherein all classes unite in paying honor to our heroic dead, and feel a conscious pride in being able to thus show respect for their memory and the cause for which they fought.

SONG—THE STAR SPANGLED BANNER.

EXERCISE.

(A large urn or vase is placed on a stand decorated with the national colors and a bow of black ribbon. Around the rim of the vase a beautiful wreath should be placed. The stand should be at the front of the rostrum, so the pupils may pass behind it. The pupils representing the various wars should be dressed if possible in the costumes of that day—military costumes. Beside the urn, a girl representing Liberty should stand holding a large flag at half-mast, she should dress in white and wear sash of the national colors. After reciting, each pupil stands in rear of Liberty. When coming upon stage, each pupil salutes the flag before reciting and stands on opposite side of urn while reciting. When through, he gracefully deposits his bouquet into the urn. At close of exercise the school arises and salutes the flag and repeats the pledge.)

Liberty (Enters carrying flag and recites standing at right of urn; when through reciting casts her flowers into the urn.)

"Strew with flowers the soldier's grave,
Plant each lovely thing that grows;
Let the summer breezes wave
The calla lily and the rose;
White and red—the cause, the price!
Right, upheld by sacrifice.

(CONTINUED ON PAGE 25

By LILLIAN M. CHERRY, Minneapolis, Minn.

May-Day.

"Why chidest thou the tardy spring?
The hardy bunting does not chide;
The blackbirds make the maples ring
With social cheer and jubilee;
The red wing flutes his o-ka-lee;
The robins know the melting snow;
The sparrow meek, prophetic-eyed,
Her nest beside the snow-drift weaves;
Secure the osier yet will hide
Her callow brood in mantling leaves,—
And thou, by science all undone,
Why only must thy reason fail
To see the southing of the sun?

The world rolls round,—mistrust it not,—
Befalls again what once befell;
All things return, both sphere and mote
And I shall hear my bluebird's note,
And dream the dream of Auburn dell."

—*Selected from Emerson's "May-Day."*

Bird Talks.

What a medley of bird notes in the woods, these May days. "Befalls again what once befell," says the poet. Yes, we can welcome many old friends among the birds. And this is the month, too, to make many new acquaintances. There is one large bird family which contributes not a little to the various warbling notes we hear, or the flash of wings we see. Are the Wood Warblers old or new friends? Here we have one of the largest of all bird families, yet far from being the best known. Although they are mostly birds of bright plumage, we catch fewer glimpses of them than of such birds as our orioles or robins, because of their habits of flying by night in their journeys from the South, also because they come after the trees are covered with foliage. They are as a rule, shy birds too, "birds of the woodland and brushland" as Dr. Coues calls them. "You must not expect them" he says," "to come and peep in the window like the catbird, or feed on the lawn like the thrush or robin. Yet they often come for a time in their journeys to gardens and orchards, for they are among the greatest travelers." Let me give you a few notes and the list of members, from the description by Neltje Blanchan "in Bird Neighbors."

WOOD WARBLERS. [Family Mniotiltidæ].

"A large group of birds, for the most part smaller than the English sparrow; all, except the ground warblers, of beautiful plumage, in which yellow, olive, slate-blue, black and white are predominant colors. Females generally duller than males. Exceedingly active, graceful, restless feeders among the terminal twigs of trees and shrubbery; haunters of tree-tops in the woods at nesting time. Abundant birds, especially during May and September, when the majority are migrating to and from regions north of the United States. A few species are summer residents. The habits of the family are not identical in every representative; some are more deliberate and less nervous than others; a few like the Canadian and Wilson's warblers are expert fly-catchers, but not usually returning to the same perch, like true fly-catchers.

"A few of the warblers, as for example, the black-and-white, the pine, and the worm eating species, have the nut-hatches' habit of creeping around the bark of trees. All are insectivorous, though many vary their diet with blossom, fruit or berries, and naturally, their bills are slender and sharply pointed, rarely finch-like.

"The yellow-breasted chat has the greatest variety of vocal expressions. The ground warblers are compensated for their sober, thrush-like plumage by their exquisite voices, while the great majority of the family that are gaily dressed have notes that either resemble the trill of midsummer insects or by their limited range and feeble utterance, sadly belie the family name."

Blackburnian Warbler
Blackpoll Warbler
Black-throated Blue Warbler
Black-throated Green Warbler
Black-and-white Creeping Warbler
Golden-winged Warbler
Yellow Warbler
American Redstart
Hooded Warbler
Kentucky Warbler
Mourning Warbler
Pine Warbler
Maryland Yellow-throat
Yellow-breasted Chat
Wilson's Warbler
Worm-eating Warbler
Louisiana Water Thrush
Yellow-rumped Warbler
Ovenbird
Myrtle Warbler.

I have given you but a partial list of those Mr. Blanchan names. But this looks discouraging in length. However, let us seek to identify but a few birds from this family. We will soon know others.

About the last of April or in May come these warblers, among them the Oven-bird, to which we will give most attention to-day. If possible to choose from so many birds, I think I love best the dear little Oven-bird, of which I succeeded one day in getting this sketch. But I regret to say that I have had to 'restore it to life in the sketch, for it was only the lifeless bird that I found. I am sure I had listened to its notes many days. Its fate was that of the little "yellow-bird" of which I once told you. It was that porch screen which brought so much comfort to us, that ended the little creature's life on one of its night flights. How frail the body of this bird, how delicate the plumage in its markings—soft olives, with shaded streaks and spots of whites, browns and blacks. No sketch in black and white can do justice to the bird. The peculiar touch of orange brown forming a crown on his head is impossible to distinguish at any distance. But as the bird lay in my hand it was very distinct. You ask about the bird's name. He has more than one. In fact, this small fellow can boast of as many titles as a foreign prince:—Ovenbird, Golden-crowned Thrush, Golden-crowned Wagtail, Wood Wagtail, Teacher Bird. His ordinary notes sound so like teacher, teacher-teacher, that the title Teacher Bird was given to him. I remember hearing this bird voice saying "teacher, teacher" long years before I knew to what bird it belonged. I used to look curiously, but could see no signs of any bird saying this.

His regular notes are full of ecstasy, and Mr. Burroughs speaks of his "nuptial song" as being rarely sweet. I found once an empty nest in the ground, which I know now to have been the Oven bird's. This bird is another of those ground warblers, who so cunningly conceal their nests, and probably we often walk over them and never know. The nest is built into the earth and lined with soft, woven grasses, with leaves drawn over the top. Oh, how the little brown leaves of a past autumn must laugh with joy when they are put to such uses as this—to form a roof for these cunning birds. They could be glad to

(CONTINUED ON PAGE 24.)

"When you wish the latest styles write to us."

Summer Suits, $4.

We have just received from our Paris house some entirely new styles in suits and skirts for Summer wear. We have had these illustrated on a Supplement Sheet, which will be sent free, together with our new Spring Catalogue and a choice collection of samples of suitings to the lady

who wishes to dress well at moderate cost. We make every garment to order, thus insuring that perfection of fit and finish which is not to be found in ready-made goods. **We pay all express charges.**

Our catalogue illustrates:

New Designs in Summer Suits, $4 up.
In Pique, Crashes, Cotton Covert Cloths, Duck, Linens, etc.

Yachting and Outing Suits, $4 up.

Tailor-Made Suits, $5 up.
In All Wool Serges, Cheviots, Broadcloths, Covert Cloths, Venetians, etc.

Extra Values in Duck, Pique and Crash Skirts, $3 up.

Separate Skirts, $4 up.
Lined with Percaline, well stiffened and bound with Corduroy; made of All Wool Cloths, Serges, Cheviots, etc., in the latest effects.

Special Values in Bicycle Suits, in all the Newest Fabrics, $4 up.

Separate Bicycle Skirts, $3 up.

Our line of samples includes the newest materials, many of them being exclusive novelties not shown elsewhere. We also have a special line of black goods and fabrics for second mourning. All orders filled with the greatest promptness; a suit or skirt can be made within one day when necessary. Write today for catalogue and samples; you will get them *free* by return mail.

THE NATIONAL CLOAK CO.,
119 and 121 West 23d Street, New York City.

(CONTINUED FROM PAGE 23.)

end their work up in the free, fresh air, and lie low, for such ends as these.

The nest's similarity in shape to a Dutch oven has led some one to name this bird "Oven bird." By this name, or Teacher bird, he is best known. Four or five cream-white speckled eggs are the cradles of the new family of teachers, which come each year to help the wood-land chorus.

Nests.

May is a month in which we are especially interested in bird's nests. Yet, this is really the beginning of that season in which nests are concealed, rather than revealed to us. For now the foliage hides these wonderful little houses which the citizens of birdland are so busily constructing. We see and hear more of the builders, perhaps, than of what they build. Autumn and winter are the seasons when the deserted nests are open to our free inspection, even though they mean a little less to us then. I hope the young bird students have discovered that they must not wait until the nesting season begins, in order to learn about nests. For then we are very unwelcome intruders and are violating all the laws of birdland in attempting to examine their newly made homes. To watch the birds building these houses is a privilege of which we may avail ourselves, if possible. But when they are built, and the eggs being hatched, your excitable little feathered friends are happier without our prying eyes or fingers.

It is to last year's nests, then, that I would ask you to look for help in this year's study of bird ways and homes. How pathetic the empty houses always look to us as they sway to and fro in the cold winds. How plainly revealed to every chance passer-by, the deserted homes that were once so full of life and joy, once so carefully hidden from curious eyes. Now, almost every tree has its empty nest to show us. Now we can see how many orioles nests the elm trees held, and what bird families dwelt in those stately lombardy poplars? There in the great oak is the blue jay's nest, a constant marvel to our eyes all winter. For how could this seemingly loose, poorly built affair withstand all the winds that have swept by. How firmly fastened, in spite of all its loose appearance. It is too high up to examine well from the ground, but we can see the coarse sticks and the many long streamers (old rags and strings) that float like pennants from Sir Jay's castle-in-air. Several times through the winter, I have seen a blue jay sitting on the edge of this nest, and peering in. Was this the very jay who once occupied this place? Did he recall past joys of this home, I wonder?

The snowflakes have had it all their own way through the winter, and many times has the nest been heaped to overflowing with the soft, silent "snow-fairies." "Frost-fairies" too, have worked there in the night hours, transforming the old floating rags into pennants of pure white, sparkling with diamonds.

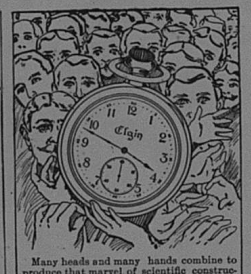
The storm blew down the cuckoo's nest from the ironwood tree, and it now ornaments (?) an indoor nook.

On the walls before me are hanging many nests of other years. Here is one

which measures 4½ inches across its roofless top. It is woven of coarse horsehair and innumerable strings, with one pendent string of about 5 inches in length. Sort of a hanging window ledge I suppose. What a history connected with this plain nest, if we but knew! Where now is the architect, the owner of this house. Here on a tiny twig is a smaller house, more unpretentious, but similar in shape and structure, being made also of horsehair (but finer) and a few strings. It measures but 2 inches across its top. I forgot,—there is another material used to fill in—some small fibres from dry weeds.

But the nest which interests me most and over which I have enjoyed many a laugh because of its cute sign-boards, is one I called at first my "German Cottage." It must have hung once under some great pine tree, built there, perhaps, by some exile from the "Fatherland." It is lined inside entirely with brown pine needles (measure 2½ inches across), but outside there is very mixed material. A confused mass of wood-fibres, very thin shreds, closely woven with thin curly bits of birch-bark, bits of plain paper, and what appears oddest, tiny shreds of a German newspaper, glued or woven in, up and down and around the entire circular structure. I cannot decipher one complete word, the pieces are so tiny. But here and there are other bits of paper, with English type. On these some eight or nine words are to be deciphered, weather-beaten though they are. I think this nest is a match for some Mr. Gibson describes. On one side of the nest are three words "You see" and underneath these "corner." Yes, we "see"—this is a corner of the cottage. On the opposite side, is a little "sign" which reads "Sale—Rent—Sanitarium" —and in larger type, up at the edge of

the nest, is another sign in plain sight, after I had accidentally removed a bit of birch bark. It bears only the legend "For Sale." These signs always make me smile. So this is a small "Sanitarium For Sale or Rent." It certainly is a sanitary structure, so far as being an open-air one is concerned. I wish I knew the valuation the owners put upon it. I think they have emigrated back to their Fatherland. I feel rather guilty, for really, I fear I stole this house. I did not know when I first took it that it was either for sale or rent. It was falling to ruin, and no one seemed to be about looking after its interests. I would gladly make restitution to the owners, both for a year's rent and the sale price. What lawyer will unravel the mystery and find the owner. I will publish a notice of my German cottage and also send a picture of the place. It is all I can do. I really do not believe it is large enough for a Sanitarium. It is only a cozy cottage. But in justice to the owners I will advertise it just as they have done. "Sanitarium. For Sale or Rent."



Many heads and many hands combine to produce that marvel of scientific construction and mechanical skill—the

Full Ruby Jeweled Elgin Watch.

Each one has a life time of accurate service —a third of a century's test has gained for it the title of

"World's Standard" Timepiece.

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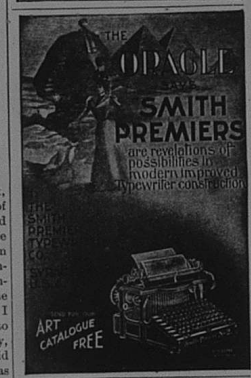

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Memorial Day Exercise.

(CONTINUED FROM PAGE 22).

Let the summer's perfumed breath,
Fragrant with the sweetest flowers,
Charm the sadness out of death,
Glorify the mourners' hours,
Freighted with their prayers, arise
Incense of their sacrifice.

'Tis not valor that we praise,
Thirst for glory, love of strife;
Gentle hearts from quiet ways,
Turned to save a nation's life,
Lest in jealous fragments torn
Freedom's land should come to scorn.

O'er the Gray, as o'er the Blue,
Nature's bursting tears will flow;
Both were brave, and both were true
And fought for all they loved below.
Pity! nor forbid the tear
Shed above so sad a bier.

Cherish, then, the patriot fires,
Honor loyalty, and trust
In God that Freedom ne'er expires
Where virtue guards the martyr's dust,
Who counted life as little worth,
And saved the imperiled Hope of Earth."

—*Jno. W. Dunbar.*

Revolutionary Pupil.

I had heard the muskets' rattle of the April running battle;
Lord Percey's hunted soldiers, I can see their red-coats still;
But a deadly chill comes o'er me, as the day looms up before me,
When a thousand men lay bleeding on the slopes of Bunker Hill.
Here are lilies for the valorous, and roses for the brave;
And laurel for the victor's crown, and rue for lowly grave.
There's crimson for the blood that flowed that Freedom might be free,
And golden for the hearts of gold that died for you and me;
Till love no more is loving, we lift our souls and say,
For liberty and loyalty we bless their names today!

Civil War Pupil.

Strew the fair garlands where slumber the dead,
Ring out the strains like the swell of the sea,
Heartfelt the tribute we lay on each bed.
Sound o'er the brave the refrain of the free.
Sound the refrain of the loyal and free,
Visit each sleeper and hallow each bed,
Wave the starred banner from seacoast to sea,
Grateful the living, and honored the dead.

Cuban War Pupil (carrying Cuban flag).

New graves we crown with flowers today,
New homes shall saddened be;
For loved ones sleeping far away,
And some beneath the sea.

'Twas for humanity and right
Our loved boys fought and died;
To lift the islands into light
And break the Spanish pride.

We'll wrap the Bible in the Flag
And back them with our might,

(CONTINUED ON PAGE 27).

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BUSINESS NOTES.

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Most of our subscribers will observe that a date is given on their printed address on the magazine cover or outside wrapper. This date shows the time to which your subscription is paid. When a remittance is made, credit will be given by changing this date. Every subscriber should aim to pay in advance. The very low price at which this publication is furnished does not allow any margin of profit for carrying delinquents.

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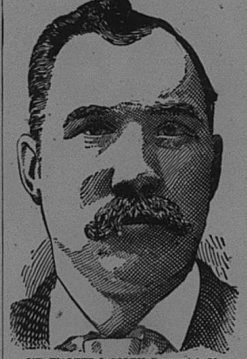

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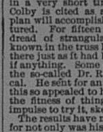

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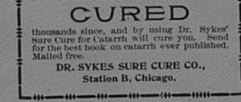

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Memorial Day Exercise.

(CONTINUED FROM PAGE 25).

And bear them over sea and crag,
In lofty eagle's flight;

And break the bands of heathen night,
And set the islands free;
Till Freedom sheds her glorious light
O'er every land and sea.

Liberty (In prayerful attitude, the boys standing in rear with hats lifted.)

O God! look down upon the land which
thou hast loved so well,
And grant that in unbroken truth her
children still may dwell;
Nor while the grass grows on the hill,
and streams flow through the vale,
May they forgets their fathers' faith, or
in their covenant fail!
God keep the fairest, noblest land that
lies beneath the sun—
Our country, our whole country, and our
country every one!"

PLEDGE

(All stand; salute flag; and repeat pledge.)

"We pledge allegiance to our flag and the republic for which it stands,—one nation, indivisible, with liberty and justice for all."

SONG.—AMERICA.

Two Men's Methods.

Two men stood in the office of one of Washington's big hotels the other evening and each asked at the desk for the key to his room. The first man was red, over-fed and over-important.

"Gimme my key," he said, in a loud voice. "Hurry up, too!"

The other man was tall and thin and a trifle pale.

"I'd like my key if you please," he said, softly. "Thank you."

The first man was from New York, a stockbroker, and worth nearly $100,000; the other was from New York, too, and his name was John Jacob Astor.

A Great Cattle Ranch.

The X. I. T. ranch, in the extreme north-west corner of the Panhandle of Texas, the largest ranch in the world, has an area of five thousand square miles. Its herds of cattle aggregate 120,000 head, beside 1500 horses, and the calf crop branded in 1897 exceeded 31,000. Surprising as it may seem, all the work on the ranch is done by 125 men, one man to every 24,000 acres.

A WOMAN'S BEAUTY.

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7⅓ octaves.
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Grand scale, overstrung bass; three strings to each note in middle and treble registers.
The scale is the same as in grand pianos, with the largest size of sound board and strings of greatest length, thus giving the greatest volume and power of tone.
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Action.—The Wing action is patterned after the perfected, double lever grand repeating action, to secure the greatest *strength* and *power* and greatest *repeating qualities*. Every note acts instantaneously and recovers promptly, ready for the repeat, so that after a note is played the same note may be sounded again immediately without taking the finger from key.

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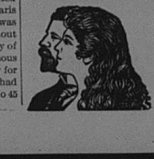

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Mention Normal Instructor. "Public Square"

SORE EYES? Dr. ISAAC THOMPSON'S EYE WATER

Hints to Parents.

Do not take your child to school the first day and spend an hour with the principal, telling him what a bright boy you have, how perfect his manners have always been and how you hate to have him enter the public school, where he will be obliged to meet common, inferior children. Three score and ten mothers have already told him the same story.

Do not send a note to the teacher the second day, commanding that his seat be changed at once, and stating that you object to his sitting with that unruly Smith boy, with whom he has never been permitted to associate. You are making yourself unnecessary trouble. The mother of that boy has written that she will take her son from school before she will allow him to sit with that sneaking, malicious Brown boy, whose mother doesn't know enough to see through him.

Do not call upon the teacher and air your views on discipline, particularly if they are of the non-coercive sort. If she happens to have had an unusually hard day with the incorrigibles, and you enlarge upon the duty of patience, sympathy with the child-nature and an all-pervading, never-ending love, she may tell you some unpleasant truths.

Do not shake the school from its foundations because your son has received punishment, and don't place implicit confidence in his own account of the affair. The boy who could not tell his father a lie died about one hundred years ago. His successor has not yet been found.

And, finally, when your boy brings home his grades, and you find that he takes rank among the ordinary, commonplace, average children in scholarship and deportment, do not think that the management of the school is marked by incapacity and injustice.—*Mrs. L. D. Ellis.*

Siberian Gentleman's Life.

"For five months of the year the Siberian man of fashion lives in the open air, either at the mining camp or in the hunting field," says Thomas G. Allen, Jr., in *Ladies' Home Journal*. "He is an early bird under all circumstances, and invariably rises between seven and eight o'clock, although he may have had but a couple of hours' rest. Nearly every meal is succeeded by a nap. However, dressing operations do not take very long, for when he retires the Siberian only divests himself of his coat and boots. Shirts are unknown in Siberia, and in many houses beds, also. The samovar is set on the dining-room table at eight a. m., together with eggs, black and white bread, sardines, jam and cakes, etc. Breakfast is eaten, and washed down by five or six glasses of tea stirred up with sugar, cream and sometimes jam. At one o'clock dinner is served, and at five in the afternoon another small meal, much like that of the morning, is taken. A meat supper follows at nine o'clock."

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Cut this ad. out and send to us with $1.00 and we will send you this HIGH GRADE 1899 MODEL $50.00 VICTORIA BICYCLE by express subject to examination. Examine it at your express office and if you find it a genuine 1899 model HIGH GRADE $50.00 VICTORIA, the greatest bargain you ever saw or heard of and you are convinced it is worth $10.00 to $15.00 more than our price, take the wheel, pay the other express agent the balance, $14.95 and express charges and the VICTORIA IS COVERED BY A BINDING GUARANTEE. Frame is 22 or 24 inch. Made from best seamless tubing, finest two-piece Dexter hanger, finest full ball bearings, Nasse arch crown, enameled black, green or maroon, highly nickel finished, Dalbi padded saddle, up or down turn handle bars, best Dayton pedals, HIGH GRADE GUARANTEED REGAL PNEUMATIC TIRES, fine leather bag, complete with all tools and repair outfit. ORDER TODAY. YOU CAN SAVE $50.00 BY BEING THE FIRST IN YOUR SOUTH SELLING THESE WHEELS AT $15.00. (Sears, Roebuck & Co. are thoroughly reliable—Editor.) SEARS, ROEBUCK & CO., CHICAGO, ILL.
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For $1.00 We furnish a Gas Lamp, the exact same lamp as is now being widely advertised as a premium with a bicycle as a REGULAR $3.50 ACETYLENE GAS LAMP, but we do not guarantee or recommend it.

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LOVELY COMPLEXIONS,
Pure, Soft, White Skin imparted by using
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This unrivaled preparation is used by thousands. It absolutely and perfectly removes blackheads, freckles, sun spots, redness and tan. Cures pimples, eczema, itch, and produces a clear, transparent complexion, which adds charm and attraction to the plainest woman. Put up in elegant style. Price, $1 per bottle. For sale everywhere.

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Cures Complexion Faults.
It feeds the skin; puts purity in place of pimples; gives fairness of face for freckles; takes away tan; banishes blotches.

Bernhardt, the "divine Sarah," says of Milk Weed Cream: "Marvelously good for the Skin and Complexion. It removes all spots from the face." 50 cts. per jar; at druggists, or by mail, or, Will you have a Sample sent for Two Cents—a Stamp?

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THE NATURAL BODY BRACE
Cures Female Weakness—Makes Walking and Work Easy.

Endorsed by Every Physician Who Has Used It. Adjustable to Fit all Figures. Simple in Construction. Comfortable.

Ninety-eight per cent. of its wearers pleased. Thousands of them write like this:

Pine Forest, Alabama, May 30, 1898.
I was well pleased with my Brace from the beginning. After wearing it four weeks, I am delighted with it; would not exchange it for money or anything else. I send you a thousand thanks for it. I had suffered a long time with failing womb, painful menstruation, constipation, heart disease, backache, headache, bearing down pains, etc.
Mrs. W. H. McCary.

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Knowledge vs. Education.

What can an ideal woman in an ideal home do for humanity? She can lessen vice by her voice and presence in the home; neglected households lay the surest foundations for crime. If the thought, time, and work which women now devote to the bread-winning effort were expended upon the home,—aiming for artistic decoration, scientific cooking, and, in general, better modes of living, —the households of the land would be lifted to a plane that would insure the conservation of what a nation holds dear. They can seek paths of usefulness in their leisure time; for example, in charitable lines: there are wrongs to right, a suffering world to help; humanity to uplift; opportunities to even some of the irregularities of life. The world is theirs to make it what they will; and when lifted out of their present unnatural position, and placed in their proper setting, the benefit to them will be mental, moral, and physical; further, the effect upon mankind in general will be vast. Thus our "new" or future women will find for themselves and others perpetual peace and happiness, making for all time "an age on ages telling, in which living is sublime."—*I. E. Turner in Self Culture.*

A Youthful Manuscript Reader.

A thirteen-year-old boy is employed as manuscript reader by a firm which publishes juvenile books. He is paid for the work and is required to make a written report. Some of these reports, says the Chicago Inter-Ocean, are amusing.

A short time ago a manuscript which had been reported upon favorably by two of the regular readers was given to him. His report was as follows: "It's very good, but I don't think it'll do. I don't think the boys in my school would read it." He was asked to explain his report and said: "Well, it's over their heads. That's all." A criticism which was afterward shared by the reviewers when the book was finally published.

Lately a manuscript was given to him to read. In about a quarter of an hour Henry was seen playing with his dog. He was called to attention and went on reading, but left off in a few minutes to look out of the window. The book was not accepted. His mind's wandering, showing the writer's inability to fasten the boy's attention, was criticism enough and this time his report was heeded, although the book possessed much literary merit from the grown-up person's point of view.

One of the books recently submitted to him is by a new writer, a Brooklyn girl. It is a book of adventure. He became fascinated and could not leave it. His report was most favorable and the book was accepted.

"It's just fine," he wrote. "I couldn't go to bed till I had read it."—*Christian Uplook.*

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Brown's Bronchial Troches (OF BOSTON)
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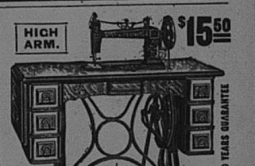

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The machine weighs, ready for shipment, 120 lbs., and the freight is 75c for 500 miles or $1.25 for 1,000 miles. Our big catalogue quoting other machines, $9, $13 and up, will be sent free on application, but our White Star machine with seven drawers and a complete set of attachments, and a cover all complete, is the biggest bargain ever offered for a high-grade sewing machine. The White Star has every modern improvement and every good point of every high-grade machine made, and is mechanically perfect; it is made by the largest makers in the United States, and has a solid oak cabinet, best cone tension, the latest 1899 model, plane polish, nickel-plated drawer pulls, casters, adjustable treadle, self-threading, vibrating shuttle, automatic bobbin-winder, self-setting needle, automatic tension liberator, improved loose wheel, adjustable presser foot, belt replacer, and all other improvements that go to make a high-grade and up-to-date machine. Guaranteed to be the lightest running and handsomest machine on the market. Book of instructions with full illustrations of each attachment, showing how to use the same on all kinds of material, is given free with every machine. Guaranteed 20 Years.

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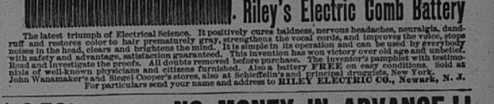

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1899 styles shipped C. O. D., subject to examination to anyone, anywhere, in lots of one or more. Our Arlington No. 69 is a high grade, honest made wheel, as near perfection as it can be made and equal to others sold at $25. Cushion frame, 22 inch, fitted with a first class tire, two piece hanger, choice of handle bars padded saddle, ball bearing throughout, first class in every respect, a wheel to fit the wheelman's purse, exceedingly low price of $16.50. A King at $12.50. A one year written guarantee goes with it.

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Somebody has broken one of the grocer's bottles, he is accusing a woman but she is innocent, the real culprit is a hidden man who has a basket. He is in the picture. Can you find him? If so, put a pencil or pen mark around him, and return to us with 10 cents to pay for mailing copies of our illustrated journal and we will send as a prize, the handsome triple silver plated, Gold plated finger ring, mounted with a Simulation Diamond and 2 Superb Rubies or Emeralds. These are simulations of real stones and will delight you. The ring is a darling wonder and people are surprised at getting such a nice prize for a few cents, yet we do just as we say, and will send it promptly for only 10 cents silver. Send sets of paper showing size around finger.
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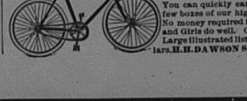

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SCHOOLROOM HELPS

By. ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

WORD DRILL.

1. To, too, two.
2. Their, there.
3. No, know.
4. Which, whose.
5. Chose, choose.
6. Loss, lose, loose.
7. Should, would.
8. Were, where.
9. Straight, strait.
10. Won, one.
11. New, knew.
12. Ate, eight.
13. Blew, blue.
14. Earn, urn.
15. Bow, bough.
16. Dear, deer.
17. Ours, hours.
18. Sea, see, seen.
19. So, sow, sew.
20. Piece, peace.
21. Die, dye.
22. Sent, cent, scent.
23. Be, bee.
24. Four, fore.
25. Bear, bare.
26. Hail, hale.
27. Vane, vein, vain.
28. Told, toled, tolled.
29. Write, right, rite, wright.
30. Wrong, enough.
31. Stitch, scissors.
32. Truly, ninety.
33. All, ale.
34. Beer, bier.
35. All, awl.
36. Pain, pane.
37. Rain, reign.

Have pupils learn the meaning of the above words and then use each one correctly in a sentence. The pupils may also diagram the sentences after constructing them.

GEOGRAPHY CLASS.

1. What state is known as the Pine-tree State? Nutmeg State? Old Dominion? Tar State? Creole State? Why?
2. If you were at the north pole, how many directions could you travel?
3. When a ship is sailing directly away from the equator—in other words, when it is "making latitude"—is it sailing along a parallel, or a meridian? Then is latitude measured on a parallel, or a meridian?
4. A certain vessel was wrecked in latitude 10° south, longitude 10° west from Greenwich. Near what land was it?
5. Is the 180th degree of longitude east or west longitude? In what longitude are the poles?
6. How far apart may two points be, and yet be in the same latitude?
7. How many meridians may be drawn through a parallel?
8. Over how much of a meridian is it noon at the same instant?
9. Over how much of a parallel is it noon at the same instant?
10. How far south must we go in order to see the south pole of the heavens?
11. Of what is the earth a part?
12. Where is whalebone obtained? Sperm oil?
13. What animals cannot cross broad valleys?
14. What birds feed upon grain? Can they live in very cold countries?
15. What do silkworms feed upon? Where only can they live?
16. Where must each of the following make its home? Beaver, duck, squirrel, hen, deer, horse, fly, bee, camel, seal, eagle, mosquito.
17. What wild animals prey on sheep? Deer? Rabbits?
18. Can beavers and otters cross mountains and deserts? Why?
19. Why cannot monkeys live in open plains?
20. What birds cannot fly?
21. What animals have no legs? How do they move about?
22. Are frogs ever found in salt-water?
23. What fishes elude their pursuers by leaping into the air?
24. What bird defends itself by kicking?
25. How many eyes has the fly?
26. Of what use is color to animals?
27. What animals slept during the winter?
28. How is the whale protected from the icy waters?
29. Why do bees store honey?

PRIMARY PHYSIOLOGY.

1. How do we move any part of the body?
2. What do we mean by muscles? Did you ever see a muscle?
3. What is a tendon? Ever see one?
4. Why do we need exercise? When should we exercise?
5. Are tobacco and alcohol good for the muscles?
6. What does tobacco do to the muscles? Alcohol?
7. What is the skin? Scarf-skin?
8. What useful purpose do the nails serve?
9. What keeps the hair moist and glossy?
10. Why is bathing necessary?
11. What effect does tobacco have upon the skin? Alcohol?
12. What are ferments? How large are they?
13. Of what is vinegar made? Uses?
14. What is beer? Its effects?
15. Mention some fruits that are made into wine? Give reasons why we should not use wine?
16. Why is warm yeast bread injurious?

CHIPS FOR THE TEACHER.

1. Create sunshine during the day, cheer at evening time.
2. Work to be well done must be well planned.
3. Every school duty assigned should have a definite object.
4. Schools are for pupils' benefit, not for the teachers.
5. A teacher who does not control himself, can hardly control his pupils.
6. Example teaches faster than precept.
7. Fault-finding seldom cures a fault.
8. Obedience won is better than obedience compelled.

THE "CROWN" PIANO

IN A SPHERE OF ITS OWN!

"THE ONLY ONE OF MANY TONES."

Other pianos are

SINGLE-TONE INSTRUMENTS.

The Crown Piano embodies the highest attainments in the art of piano-making; is the highest type of the modern piano-forte, and is in accord with the best ideas of piano construction. Its piano qualities as to tone, touch, design, finish and material, are unsurpassed. The Many Tone capabilities give it range and capacity above and beyond all others. It is truly in a sphere of its own, as no other is like or equal to it. The Crown Piano stands squarely on its merits and courts the most critical examination and closest comparison. It attracts and pleases all pianists and vocalists who hear it. The confidence of the manufacturer in his product is evidenced by the ten year warrant which is "Burnt in the back" of each instrument. Bent also makes the celebrated Crown Organs for church, school and home. Complete illustrated catalogues free.

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If not, read this and learn how to have a Lovely Complexion.

Everybody admires women and girls with clear, healthy, spotless complexions. They are attracted by pink cheeks and soft, velvety, delicate skin. Nothing destroys happiness and beauty like Freckles, Pimples, Blackheads, Yellow or Muddy Skin, Moth, Wrinkles, Red Nose or Face, Tan, Eruptions, Discolorations or Blemishes of any nature. They make both men and women homely and make them look old. All these afflictions are quickly and easily cured by DR. BOTOT'S COMPLEXION WAFERS. This is the most wonderful beautifier that was ever made. It is positively harmless to all, and contains not a single atom of Lead, Bismuth or Arsenic.

FOR GENTLEMEN AS WELL AS LADIES. These Wafers completely and permanently remove every eruption, blotch, discoloration and blemish on both Ladies and Gentlemen. They make the old look young. They beautify Face, Neck, Shoulders and Arms. They impart the delicate tints of girlhood and youth to the complexion. A woman cannot possibly be homely if she uses DR. BOTOT'S COMPLEXION WAFERS. She will be as fair as a rose, and wrinkles will not appear until she is far advanced in life. This may seem impossible to you, but it is the plain truth. The Wafers are not a cosmetic, remember, but a food for the skin. They make ladies of 40 look to be less than 30.

You Can Try Them Free. For a short time we will continue to send a free trial package of DR. BOTOT'S WAFERS to readers of this paper. You can thus satisfy yourself of their wonderful beautifying virtues without cost. Send your name and P. O. address at once, before this liberal offer is withdrawn, and enclose a stamp to pay postage. We mail the samples in sealed, plain envelopes. Address

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YOU CAN WRITE SOME SHORTHAND but don't know it. If you want to know how, address Graphic Shorthand Institute, Odd Fellows Temple, Philadelphia, Pa.

A Freakish River.

A "mining man" from New Mexico tells a representative of the New York *Sun* something about the strange behavior of the Rio Grande River. The miner was taking a derrick into the mines, loaded upon four wagon-wheels drawn by four mules. He had two helpers, and one of them, McCartney by name, was familiar with the country. This was fortunate, as the reader will see. We let the miner tell his own story:

We came to the Rio Grande an hour before sundown, and I saw a wide riverbed, but no water—only dry sand from one bank to the other. That was a new kind of river to me, but McCartney said it was all right; the water was there, only it was flowing through the sands under the channel instead of in it.

I, being a tenderfoot, was for camping on the nearer bank where the grass was good, but McCartney said that would never do, unless I was willing to take my chance of staying there a week or two; water sometimes came down the channel, a good deal of it, and it would be well to get across while we could.

We started over the dry sands, and I was thinking what an easy way it was of fording a river, when of a sudden the two lead mules were floundering in a quicksand, and the whole outfit came near being drawn in.

We got the two leaders clear of the harness, and the other two mules drew first one and then the other out of the quicksand. We hitched them up again, and by making a long circuit, got past the quicksand and to the other bank. By that time it was ten o'clock and the moon had risen.

The mules had just begun to climb the bank when we heard a roaring noise up the channel. It came from a wall of water that stretched from bank to bank, and was travelling toward us fast. It looked in the moonlight to be four feet high, and there was higher water behind sending it on.

We didn't need to holler to the mules. They heard what was coming, and clawed up the bank like cats. We got out all right, derrick and all, but there wasn't three minutes to spare.

Before we had finished supper the river-bed was full, bank high, with a current that eddied and roared as it rushed past our camping-pace, as if it had been sorry to miss us, and would like to get up where we were.

There wasn't a cloud in the sky or a sign of rain anywhere, and the flood may have come from a cloudburst in Colorado, two hundred miles away; but it came near getting us. I had learned one lesson, and that was, in travelling by wagon always to camp on the farther side of a stream, and I had learned to put no trust in the Rio Grande.

The ages of freshmen at Cornell university has been falling for three years. In '95-96, the average was 19 years, 11 months; in '97-98, 19 years, 7 months. During this time the standard of requirements for admission has constantly risen.

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A Word to The Girls.

Girls in the country sometimes grow tired of the quiet routine of farm work and long for the excitements and attractions of the city life. But life in the city is not the public holiday it seems to the girls on their occasional visits to town. Believe me when I tell you that working girls in the city have an infinitely more monotonous existence than the country girls ever dreamed of. You get up early and work hard, it is true, but the picnics you attend in the summer and the sleigh rides and parties that enliven your winter give you social recreation and change, while there is always the keenest enjoyment for those who know how to read Mother Nature's book.

Think of spending every working day in a dingy office, writing and figuring constantly, with but half-a-day's vacation in three years, as one girl I know of has done! Think of spending all the hot, dusty summer days at a sewing machine in a factory, with the ceaseless clatter of hundreds of other machines about you! Think of walking two miles to work, standing behind a counter all day, forced to smile and smile, though you feel as a villian ought to feel, and walking home again at night! All these things thousands of girls in the city do.

One girl I know stands and irons ready-made shirt waists all day, week in and week out. Where is the variety in her life? How would you like to exchange your duties with them? Do you not think it would be a welcome relief to them to milk in the cool of the morning, churn, bake, and sweep before the hottest part of the day, peel the potatoes for dinner out under the shade of a tree, and, after the dinner work is over, to sit out in the cool and shady yard, or rest in the hammock, or take a canter on the pony, or in the fall to go to the woods in search of nuts, and at night to lie down and breathe in the sweet-scented air of the country instead of sewer smells and effluvia of dirty alleys?

How would you like to pay out of your scant earnings for every specked apple or withered peach you ate? Why, if you lived in the city you would have to pay for fruit that you would not pick up from the ground now. How would you like the ever-present possibility of losing your place and having your income cut off for a time, with no money to pay the expenses that always accumulate so fast? Think of all these things before you give up the quiet and peaceful life of the country, with the certainty of a comfortable home, even if you do not have ice-cream and fried chicken every day. To make the best of what you have is better than to rush into evils that you know not of.—*Metropolitan and Rural Home.*

A Boston man who refuses to accept the modern process of photography as an improvement, is still taking daguerreotypes as he has been doing for the last fifty years. He says that they remain the most correct likenesses yet produced, and strange to say, he does sufficient business to warrant him in sticking to his hobby.

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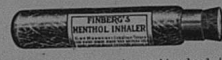

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"Truth forever on the scaffold, Wrong forever on the throne,
But that scaffold sways the future, and behind the dim unknown,
Standeth God within the shadow, keeping watch above his own."

He who is compelled to be always on the defensive, so far as character is concerned, lacks one and possibly many more of the essentials of the perfect type of manhood or womanhood. In other words, he who is compelled to prove his identity in character lacks character of the true stamp, and reformation is the only remedy. There are but few lives compared with the many that ever have a community record of sufficient worth to receive the universal plaudits of that community; and very few are they who receive a state or national recognition. This is not due to a lack of sympathy or appreciation, but is solvable through an excess of selfishness on the part of a criticising public and the departed individual. Unselfishness is a much wanted factor in the human heart and when we find this trait in a marked degree, we find a character that never grows dim with time. We admit that perfection is not applicable to the human life, but we also admit that imperfection is too common an attribute. Lack of appreciation of the rights of others fixes a limit to the possibilities of the human soul. Nothing is broader than goodness and nature, nothing is more cramping than conceit and deception. He who is open-hearted, loyal, true, is a power and well may be crowned the king of society. Nature moves along the line of least resistance and the highest type of morals is founded on innocency. It is not passion that destroys the social fabric, but the abuse of passion. Right followed to an extreme becomes a wrong. Love carried to an excess turns to hate, and through this principle good intentions are often robbed of their savor. What we need and must have is a closer union of all opposites, the *very good* and the *very bad* must be brought to *the better* in order that the highest perfection may be reached, the amelioration of the race be pre-

(CONTINUED ON PAGE 34.)

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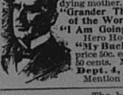

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Strength of a Clean Life.

(CONTINUED FROM PAGE 33.)

served, and the dignity of the Divine in man be maintained. It is a constant giving up that makes reproduction and growth possible. No two substances can occupy the same place at the same time, neither can a good thought and a bad thought occupy the mind at the same time, and judgment by the world can only be rendered by the physical manifestations which are dominated by the food of the mind; hence, when a decision is against us, when our action is called into question, when the thermometer of purity is applied and our moral temperature is taken and the registration shows either an increase or decrease above or below the normal as set forth in the Bible and estimated by our best men and women, the fruit of which is seen every day, it is high time that personal action be taken, that a renovation be made, for its publicity invariably results in criminal action. But it is not wholly these outward manifestations of which the world is cognizant which are the dangerous ones; it is the concealed, deceitful ones that are phlegmatic or demoralizing to society and a cancer to the moral core of a community.

The false idea that nothing is wrong unless found out makes the possessor of such an idea a terror to himself and a menace to the highest, physical, moral, intellectual and spiritual type, of pure manhood and pure living. The most difficult road to travel is the free-for-all road. Individuals, like atoms, have a common bond and when this bond is broken disintegration takes place. It is possible to live a pure life in the vale, but it is advisable always to seek the mountain top to get a draught of the elixir of life as it comes from the fountain of God.

A Better Use for His Head.

I once asked the greatest of inventors, Thomas A. Edison, if he were a total abstainer; and when he told me that he was, I said, "May I inquire whether it was home influence that made you so?" And he replied, "No, I think it was because I always felt that I had a better use for my head." Who can measure the loss to the world if that wonderful instrument of thought that has given us so much of light and leading in the practical mechanism of life had become sodden with drink, instead of electric with original ideas?—*Frances E. Willard.*

A Chinese View of Americans.

This is how a Chinese visitor in this country describes Americans in a Chinese paper: "They live months without eating a mouthful of rice; they eat bullocks and sheep in enormous quantities; they have to bathe frequently; they eat meat with knives and prongs; they never enjoy themselves by sitting quietly on their ancestors' graves, but jump around and kick balls as if paid to do it, and they have no dignity, for they may be found walking with women."

Politics and Education.

It was perhaps inevitable, in a State that selects all its instruments by popular vote, that the common school should get into politics. It is in emergencies impossible to keep politics out of the churches even. The politician was quick to see his advantages in the school machine, if he could control it. It gave him influence which could be used for other purposes. Two results of the political selection of the school trustees, or committees, followed. One was that incompetent men were elected to these positions—men half educated, and ignorant of the fundamental ideas of education. And it was, these men examined and selected the teachers. It was these men who regulated the hours, and to a great extent prescribed the courses, and who selected the text-books. In some cases this choice of text-books, by collusion with manufacturers, became a source of profit. One result of this was the abridgment of the liberty of the teachers, whose ideas were forced to conform to the machine, whose real gifts were unused, whose enthusiasm was chilled. Another result was the lowering of the standard of the teachers. How could it be otherwise when the appointed board knew next to nothing about literature or science, and less about the very delicate process of developing the mind? There was spread abroad the idea that the only qualification the teachers needed was information enough to pass the examination of the school board, and the extraordinary notion, which exists all over the United States, that all the teacher needs is capacity to read the prescribed text-books and hear children recite out of them. From being the highest office in the world, this view of his work relegates the teacher to the lowest.

A teacher of this sort is a perfunctory part of a machine, and has no enthusiasm and can give no inspiration. I am pleading here for the nobility of the office of the teacher, the trainer of young minds. In time it will be recognized, and education will be in the hands of experts, who will be chosen for their fitness and will be paid as those should be paid who are the creators of the minds of the nation. Under our present way of running the educational machine, tens of thousands of "hands" are employed at low wages who would be much more appropriately placed if they were tending spinning-jennies.—*Harper's Magazine.*

Beware of Ointments for Catarrh that Contain Mercury,

as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.

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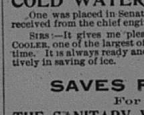

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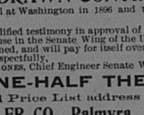

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SUPPLEMENTARY READING

Jesse's Rocket.

A CARRYALL stopped before a small red house on a long, lonely country road, and a little whiteheaded boy ran out from the wood-shed to see who had come.

"May we have a drink of water from your well?" asked a lady on the back seat.

There was a boy in front sitting by the gentleman who drove. He looked happy and excited.

"What's your name?" he asked, when the little fellow brought a dipper full of cold, sparkling water.

"Jesse Lee," was the reply.

"I'm Arthur Brown. Do you know what day it is?"

"It's Wednesday," said Jesse.

"It's Fourth of July! Don't you keep it? Haven't you got firecrackers and rockets and things?"

"No," said Jesse.

"We're going to my uncle's to stay all night, and we're carrying all our fireworks with us. Say, papa, how far does Uncle Jason live from here?"

"Two miles across lots in that direction," said his father, pointing west, "but it is five miles around the road."

"Well," said Arthur, "if you look to-night over that way when it grows dark you'll see our rockets going up."

"Well, I'll look," said Jesse, very earnestly.

"Papa, I mean to give Jesse one of our rockets, and then when he sees ours go up he can send up his, and I shall know he's looking. May I?"

His father nodded and Arthur drew a rocket from his box and handed it to Jesse.

"Now remember!" he called back, as the horses started off.

Jesse Lee had never seen a rocket before. He laid this one on a table in the front room, and went many times that day to look at it. It was a mystery and a great delight. When his father came in from mowing and saw the rocket, he said he knew how to send it up, so Jesse awaited night with high expectation.

It was a quiet day on the little farm. The sound of bells and guns in the nearest town could not reach this remote spot; but perhaps no town boy was happier than little Jesse, with his one rocket lying there upon the table.

Supper was over at last and the work all done. The sun had gone down, and Jesse took his place on the front gate to watch. He looked west and wondered how far two miles would reach. The dusk gathered, the night came softly down, and oh! suddenly, far away, a star shot aloft up into the sky and broke in a shower of brightness!

"That's the first rocket," said Jesse's father. All the family were watching now.

"There's another!" cried Jesse. "Shall we send mine up now?"

"No, I'd wait a little," said his father.

"Wait till they stop awhile."

One after another the beautiful things shot brightly up, and Jesse's heart beat tumultuously as he handled his own one rocket. Then there came a pause.

"Now!" said his father, bringing the matchbox.

They went out into the road before the house, and Jesse touched the match to the rocket when his father gave the word. A moment more, a sound, a rush, and the imprisoned splendor escaped and fled up, up, a star with a path of light behind it. Far aloft and overhead it divided and became three stars, red, white, and blue, and these in turn became showers of fiery sparks which flew and faded.

"Oh!" breathed Jesse, in a sigh of rapture. He had never known a joy like this before.

"He's sent his up!" cried Arthur, two miles away. "He sees ours, and he's sent up his!"

And then they renewed their own display of fireworks, candles, wheels, flower-baskets, and all the rest, with every little while a rocket. Every time he sent a rocket up, Arthur said:

"Jesse'll see that!"

But there was no more answer from Jesse. His one rocket had signalled its message and was silent. He sat in his father's arms, a happy boy, watching for one beautiful starry light after another, and when it was all over went smiling to bed, saying:

"Wasn't Arthur good to give me that rocket?"

Two miles away, Arthur also went smiling to bed, but there was one little regret in his heart. He said to himself:

"I had so many! I wish I had given Jesse more."—*Youth's Companion.*

The Musical Tree.

The musical or whistling tree is found in the West India Islands, in Nubia, and the Soudan. It has a peculiar-shaped leaf, and pods with a split or open edge. The wind passing through these sends out the sound which gives the tree its peculiar name. In Barbadoes there is a valley filled with these trees; and when the trade-winds blow across the island a constant moaning, deep-toned whistle is heard from it, which in the still hours of the night has a very weird and unpleasant effect. A species of acacia, which grows very abundantly in the Soudan, is also called the whistling tree by the natives. Its shoots are frequently by the agency of the larvæ of insects distorted in shape, and swollen into a globular bladder from one to two inches in diameter. After the insect has emerged from a circular hole in the side of the swelling, the opening, played upon by the wind, becomes a musical instrument, equal in sound to a sweet-toned flute.—*Tid-Bits.*

A Toad Story.

One day my father, sister and I were out in the garden watching a little toad. My father took a little stick and very, very gently scratched one side of the toad and then the other.

The toad seemed to like it, for he would roll from side to side and blink.

I was so interested that when they went in I took the stick and did as my father had done. I thought, if he rolls from side to side as I touch him, what would he do if I ran the stick down his back?

I did so, and what do you think happened? His skin, which was thin and dirty, parted in a neat little seam. There was a bright, new coat below.

Then my quiet little toad showed how wise he was. He gently and carefully pulled off his outer skin. He took it off the body and legs first, and then, blinking it over his eyes, till—where had it gone? He had rolled it into a ball and swallowed it.—*Adapted from our Dumb Animals.*

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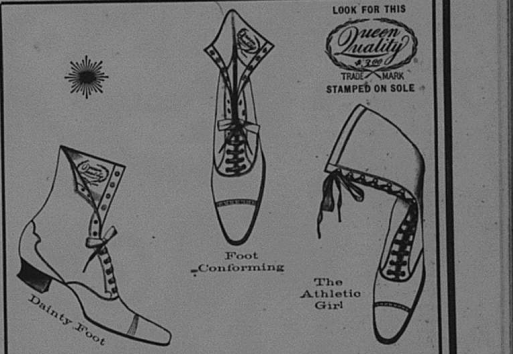

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The Pernicious Grumbling Habit

Do not let your child acquire the habit of grumbling. Stop the first beginnings and it will never become a habit. If there is just cause of complaint, try to remedy it; if there is no possibility of improvement, teach that silent endurance is the best way to meet the inevitable. It is never wise to stay in a place and grumble. If the things you dislike can not be altered, change your enviroment. If on reflection you decide that, balancing one thing with another you would rather bear the ills you know than fly to others that you know not of, bear them in silence.

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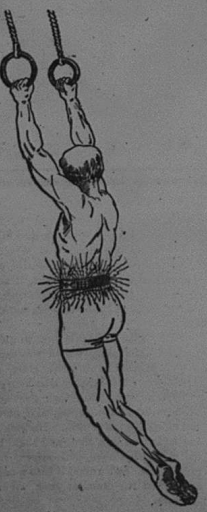

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Gladstone's Memory.

Mr. Gladstone's amazing memory is illustrated by an anecdote given by G. W. Smalley in *Harper's Magazine* for August. It describes what occurred during a cabinet meeting. There arose a question of constitutional usage, on which Mr. Gladstone took one side and the minister whose department it concerned another.

The argument perhaps leaned to Mr. Gladstone's side; but argument is seldom in England a final cause of political action, and when this colleague, who was contending against his master, as he had good right to, found himself hard pressed, he said:

"There is no precedent."

"Yes," replied Mr. Gladstone, "there is a precedent. The point was raised and settled in Sir Robert Peel's time, and while I was president of the Board of Trade in his cabinet."

Then turning to his private secretary, Mr. Gladstone said, "If you will please go to the second desk in the small library, the third drawer on the right hand, in the last compartment at the back of the drawer, you will find a bundle of papers tied with black ribbon, dated 1845, and labeled R. P. Bring me that."

It was brought. Mr. Gladstone chose out of this parcel of documents, which had slept for forty years, the memorandum he had in mind, opened, and read it out to his cabinet. It was a minute by Sir Robert Peel on the question raised—a question relating to trade, a full statement of facts, a decisive opinion on them, and a complete answer to the objections now raised by Mr. Gladstone's colleague.

"Now I ask you," said the minister who told the story, "how are you going to stand up against a man with such a memory as that?"

A Story With a Moral.

"I detest spiders," said Richard, "I make it a matter of principle to hunt and kill them. Yesterday I found thirteen; three in the house, and the rest down in the old mill-field, mostly in the neighborhood of a tangle of elders and wild roses and other weeds."

"I know," said Ronald, "that is where there are so many butterflies—so many and so beautiful. I have found seven varieties in that one field."

"You are mistaken," answered Richard, "there are no butterflies there."

"But I can show them to you any summer day."

"Hum—well," said Richard, "now I think of it, there was a kind of flickering in the air, but you see I was so busy hunting spiders."—*The New Century Journal.*

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Afraid but Courageous.

Emerson, in his essay upon "Heroism" says that the characteristic of genuine heroism is its persistence; and a very good illustration of this truth was given by the philosopher's son, Waldo, when he was a small boy.

"On his way to the village school Waldo had to pass a house where a French family lived. The boy had never heard any language but his own, and the strange talk frightened him; he could not understand it, and therefore felt that the people must be dangerous.

Mr. Emerson decided that Waldo was old enough to go and come from school without attendance; and after talking the matter over with the boy, he said, "Now, Waldo, some one will go to school with you this morning, but you must come home alone."

When the school was dismissed the boy thought of the house full of strange people that he must pass on his way home, and leaning up against the fence he began to cry. Miss Elizabeth Hoar, a neighbor, seeing him, put on her bonnet and went to his rescue.

"Come, Waldo," she said, "I'm going down your way; you can walk along with me."

The boy looked at her a moment, and then said sorrowfully, "I don't think that was what my father meant me to do;" and refusing her comforting companionship, he trudged sturdily home by himself.

It is pleasant to know that he was never afterward afraid to go and come alone. His persistence in doing what he felt was right was surely heroism for a frightened child.—*Youths Companion.*

Wanted a Wheel.

A boy asked his father for a wheel. "Well, my son," said the father, "you will find one in the front end of that wheelbarrow, and there is a big pile of coal ashes back of the house that will have to be moved. The handle bars are of white ash. Keep the ball bearings well oiled. The tire is punctureless, so you won't have to take a pump and repair kit with you. By the time you have removed that pile of ashes I think you will have got the exercise of a century run. Let's see how quick you can get at it."—*Exchange.*

His Revenge.

Arthur, who is forbidden to speak at the table, had his revenge the other day. As dinner began, he was uneasy, and finally said, "Ma, can't I speak just one word?" "You know the rule, Arthur." "Not one word? "No, Arthur, not until your father finishes the paper." Arthur subsided until the paper was finished, when he was asked what he wished to say. "Oh, nothing! Only Nora put the custards outside the window to cool, and the cat has been eating them up!"

Even the foolish may know how to use riches; it is the wise who know how to use poverty.

Why She was Popular.

A queer old man once made a tea party for all the little girls in our town; and, when they were all gathered in his front yard, in white dresses and carefully tied sashes, he offered a doll for the most popular little girl in the crowd.

But half the children did not know what "most popular" meant. So he told them it was the best liked little girl. All the children voted, and Mary Blain got the doll. Mary was not the prettiest nor the cleverest of the children, but she got the doll.

"Now," said the queer old man, "I will give another doll to the one that first tells me why you all like Mary best."

Nobody answered at first. But presently Fanny Wilson said, "It's because Mary always finds out what the rest of us want to play, and then says, 'Let's play that!'"

The old gentleman said that was the best reason he had ever heard, and he was going to try for the rest of his life to find out what other people wanted to play, and then say, "Let's play that!"—*Exchange.*

Meditation.

Meditation is one of our most difficult Christian duties, but at the same time it is one of the most important. We can read or hear of a dozen books more easily than we can meditate properly on one, but yet our inward thoughts are the only tests by which we can know the real state of our minds.

Whatever we turn to naturally when alone is the thing that engrosses most of our regard, and therefore we should often look inward to ascertain if our thoughts are stowed for eternity and how far they are devoted to the service of God.

Religious meditations have been compared to the blossoms on a tree in Spring; many of them fall off, come to nothing and end in vanity. And yet they are the first things in which spiritual mindedness consists, and there can be no fruit, good or bad, but what proceeds from our thoughts.—*The Churchman.*

Bacteria in Ice.

The majority of people do not understand that a large percentage of the ice used in cooling drinking water is swarming with bacteria. It is almost impossible to obtain perfectly pure ice as many of the impurities in the water rise to the top and freeze in the water. The city physician in a large city recently told a representative of the INSTRUCTOR that fully seventy-five per cent. of the ice used in that city was utterly unfit for use. We are glad to know that the necessity for using ice to cool drinking water has been overcome by the invention of a water cooler, which cools without bringing the ice in contact with the water. This cooler should be in every schoolhouse, public building, factory and home. It is called the Barron Sanitary Water Cooler and an advertisement of it will be found on page thirty-four of this issue.

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Nelson and the Coxswain.

Just before the battle of Trafalgar a mail was sent from the English fleet to England, and word was passed that it might be the last chance to write before the expected battle. The letters had been collected from the ships, the letter-bags were on the vessel which was to take them, and she had got some distance away, under full sail, when Lord Nelson saw a midshipman come up and speak to Pasco, the signal officer, who, upon hearing what was said, stamped his foot in evident vexation, and uttered an exclamation. The admiral called Pasco, and asked what was the matter. "Nothing which need trouble your Lordship," was the the reply. "You are not the man to lose your temper for nothing," rejoined Nelson. "What was it?" "Well, if you must know, my Lord, I will tell you. You see that coxswain ?" pointing to one of the most active of the petty officers. "We have not a better man on the Victory, and the message which put me out was this. I was told that he was so busy receiving and getting off his mail-bags that he forgot to put his own letter to his wife into one of them; and he has just discovered it in his pocket."

"Hoist a signal to bring her back," was Nelson's instant command. "Who knows that he may not fall in action to-morrow? His letter shall go with the rest." And the despatch-vessel was brought back for that alone.

Capt. Mahan tells this charming story on the authority of the son of Lieut. Pasco, who used to say that it was no wonder that the sailors idolized Nelson, who was always thinking of them.

This is the sort of story which ought to go into the school reading-books.—*Edward E. Hale in The Christian Register.*

I never had any faith in luck at all except that I believe that good luck will carry a man over a ditch if he jumps well, and will put a bit of bacon in his pot if he looks after his garden and keeps a pig. Luck generally comes to those who look after it, and my notion is, that it taps at least once in a life-time at everybody's door, but if Industry does not open it, away it goes.—*Spurgeon.*

Speaker Reed wished to see a man on some pending legislation, and telegraphed for him to come to Washington. The man took the first train available; but a washout on the road made it impossible for the train to proceed further toward its destination. Going to a telegraph station, he sent this despatch to the Speaker: "Washout on line. Can't come." When Reed read the message, he sent back this reply, "Buy a new shirt, and come anyway."—*Exchange*

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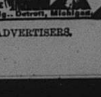

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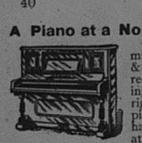
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However, it records the name of Charles Lockerman, who shot the mountain-lion after the other man had smoked it out of its cage—which seems to be much the less important part of the achievement.

It seems that near Pearl, in Boise County, Idaho, a mountain-lion, shown to be of great size by its trail, was tracked to a cave by Charles Lockerman, who had two or three men with him. Then the question rose, How was the cougar to be got out of the cave?

"One of the men with Lockerman"—so the hero is designated, volunteered to enter the cave, light a fire, creep out, and leave the animal to be smoked out, so that Lockerman could shoot him.

Now a mountain-lion of full size is quite as formidable as a wolf, and to enter the cave with him must be as great an achievement as that which is legendary concerning Israel Putnam. But this anonymous person did not hesitate. At the risk of encountering the wild beast, he took some brush and some matches, crept into the cave, made a fire, and crept out again.

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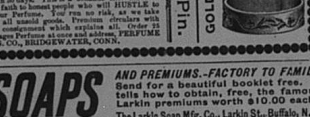

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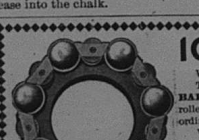

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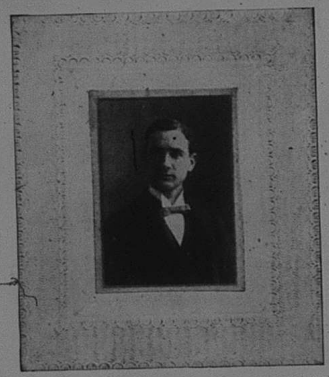

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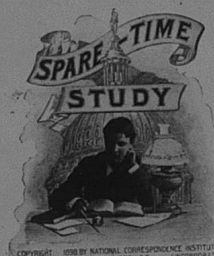

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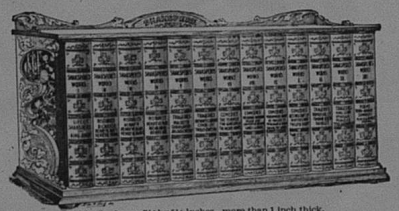

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JUNE, 1899
VOL. VIII. ✱ NO. 8.

E. ORAM LYTE, Ph. D.,
Principal of First Pennsylvania State Normal School, Millersville, Pa., and President of National Educational Association in Annual Session at Los Angeles, Cal., July 11th to 14th.

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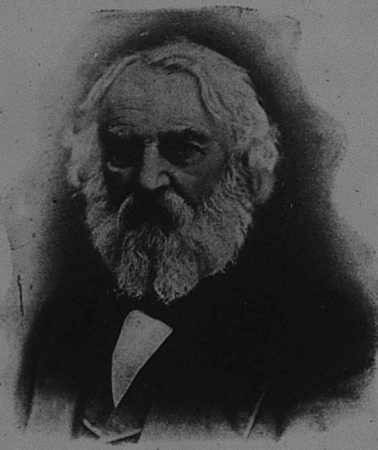

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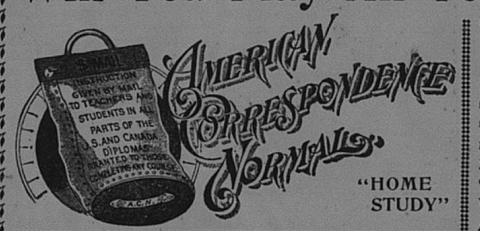

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"I should charge you about half a dollar a day, if I had a saw," replied Caleb; "but I ain't got none, captain, so I don't see how I can accommodate you."

"If that's all that's lacking, I guess we can manage it," said the captain. "I've got a prime new one, keen as a brier, and I'll let it to you reasonable. How would a ninepence a cord do for the use of it?"

"I reckon that's a fair price, captain; I'll be over in the mornin'."

Bright and early the next July morning, Caleb was at work, and he kept at it so faithfully that he finished before sunset, when he went to the house to settle.

"Let's see," said the captain; "you were to have half a dollar a day; we'll call it a day, though it ain't sundown yet. That's fifty cents for you. And you were to pay me nine-pence a cord for the use of the saw; there were three cords and a half in the pile; that makes forty-three and three-quarters cents due me. Somehow, Caleb, you don't have very much coming to you."

"How unfornit," said Caleb, after scratching his head dubiously for half a minute, and then looking up quickly, as if a new light had broken in upon his mind; "how unfortnit that you didn't have half a cord more, for then we'd come out jest square!"

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Beware of gluttony. If the appetite is dull, eat fruit only or eat nothing. Use no fiery condiments, but live chiefly on natural grains, vegetable and fruits. Never ask your stomach to chew your food—employ your teeth. Adorn your table not only with viands, but with flowers and smiles and with kindly words.

Deformity is not awarkness only, but danger. A high chest will give freedom to breathing and digestion help to cure many diseases.

Shun stimulants and drugs as you do pestilence. For tea and coffee drink hot water and in illness let the same magic fluid be your physic.

Thick blood causes colds and countless other diseases. Keep the lungs active by deep breathing, the skin by baths and friction, the kidney by free drafts of warm water, the bowels by correct eating, and the blood will be pure.

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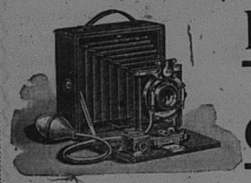

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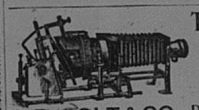

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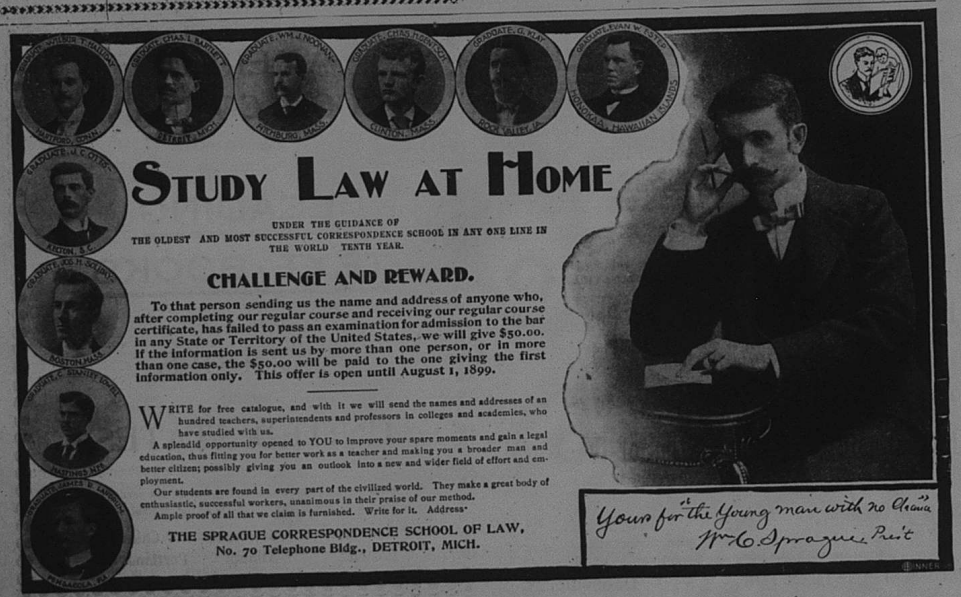

NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, JUNE, 1899. NO. 8.

INSTITUTE AGENTS.

The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, except in New York State. All applications for agency work at Institutes should be addressed to them.

The INSTRUCTOR, as is the case with other educational magazines, is not published during July and August. Our next number will be dated September.

For Table of Contents and Important Business Announcements, see page 41. Also see page 39.

Looking Backward and Forward.

JUNE IS the month of anticipation and realization to both pupil and teacher. The anticipated rest from protracted labors and cares is almost within reach, yet the day of parting with the scholars has its somber side. Thousands of teachers will never see their faces again, and in the years to come will wonder how this one and that one prospers. Many will keep up a pleasant, helpful correspondence for awhile with those they have left behind. The graduating classes will be followed by the love and best wishes of their benefactors, and teachers will now and then be made to feel that their work and labor of love was not in vain. Commencement is the day of days. Its lessons are written on the heart. We congratulate those who are to enter larger fields of usefulness in the fall, and bear heavier burdens. Others will be honored by institutions of learning, but those who are determined to profit by their past failures and during the vacation qualify themselves for more efficient service, are entitled to our heartiest congratulation. A genuine vacation does not consist in idleness, but change. Change is rest, and what weary teachers need. From the country, from the seaside, from the summer resort, the summer school, the quiet of home surrounded by loved ones, or visits with friends, yet always dwelling in the atmosphere of ideas that lead to improvement, comes from our vacation experiences the strength and determination to make next year better than this. While we are turning over the leaf of the old year, let all prepare to greet the new with a victorious spirit and with smiling faces.

The State Teachers' Library.

THE New York State Teachers' Library, which was organized about three years ago by Superintendent Skinner for the purpose of providing teachers with reading matter upon educational subjects, is located in the Department of Public Instruction at Albany. All it costs the borrowers is the return postage. The catalogue contains about 1,800 titles, and thus it is seen that hundreds of teachers who do not have access to large libraries, may still have these privileges at a small expense. The use of this library has recently been extended to training schools and training classes, so that each may have twenty-five volumes a month, the transportation charges being paid by the Department. Individual members of training classes can now receive books upon the same terms granted regular teachers. This privilege should lay every progressive teacher under an unspeakable debt of gratitude to the state.

Edward Atkinson vs. The Government.

THE MOST important development in national affairs, outside of the steady and sure progress of our army in the Phillipines, which will become a part of history, is the attitude of the so-called anti-imperialist league toward the policy of the government, with Edward Atkinson as chief spokesman. Attorney-General Griggs affirms that Mr. Atkinson is a self-convicted traitor. The government authorities seized a large quantity of printed matter addressed to the soldiers and officers of our army in the Philippines, the main object of which was to induce them to resign and come home, and thus paralyze the arm of the government. The dignified attitude of the authorities toward Mr. Atkinson is an indication of strength, and allows the heavy burden of disgrace to rest upon his shoulders with all its crushing weight without any other punishment. The best answer to Mr. Atkinson is a recent letter from the father to the War Department, concerning the death of his son, Col. Stotsenburg, who was killed at the head of the Nebraska regiment in the Philippines. He writes: "I think it is consolatory that my son died as a soldier would choose to die, and it is further comfort that the republic has many, many such sons who will work and die for its glory and honor." "That is spoken like a man and an American," says Henry Watterson of the Louisville *Courier-Journal*.

Increase of Teachers' Salaries.

THE TEACHERS of Greater New York, through the Ahern bill which has passed the legislature and received the Governor's signature, are to receive better pay. The provisions of the bill are as follows: No regular teacher shall receive less than $600 per annum. No regular teacher of ten years' service shall receive less than $900; and of fifteen years' service not less than $1,200. No vice-principal, head of department, or first assistant shall receive less than $1,400, and no man teacher of twelve years' service less than $2,160. The salaries of women principals shall be increased $250 each year until the maximum of $2,500 is reached. The salaries of men principals shall be increased correspondingly until the maximum of $3,500 is reached.

It is not proper to say that this magnanimous. It was the right thing to do. The average school board introduces penurious business methods in the employment of teachers. They keep the salaries down to the point of actual discouragement that makes the teacher's heart sick. After having served a school well for several terms with no increase in salary, the average board will allow the competent, experienced teacher who ought to be honored and encouraged, to depart and substitutes the inexperienced and untried. It is a ruinous practice and greatly demoralizing to the profession.

New York Makes no Change.

THE WHITE codification bill, which was before the legislature as the May number of NORMAL INSTRUCTOR went to press, and to which we referred, failed to pass. It was laid over until next year. The reasons for so doing were partly owing to the opposition of the regents, and partly to the conviction of many that a state board of education is needed. A change is sure to come and already steps have been taken to bring the matter before the next legislature. It is understood that Governor Roosevelt, who is a regent ex-officio, favors a state board of education, appointed by the governor for a limited term, which shall be limited in numbers to

fifteen, and that the state superintendent's office likewise shall be filled by appointment. The regents placed on the committee to confer with Superintendent Skinner and the senate committee with reference to the new bill are Messrs. Upson, Doane, Depew, McKelway and Sexton. It is safe to say that so important a matter will not suffer from waiting, and the turning on of all possible light in the way of discussion.

Manual Training Defined.

PROFESSOR BATES, in a recent lecture, draws some fine distinctions between manual and industrial training, that tend to illuminate the subject rather than to darken the mind. Manual and industrial training have too often occupied the same place in the mind, and in many instances the latter has monopolized all the space. He affirms that, "as an educational term, manual training is as legitimate as mathematics or language." It means to develop the brain through mental and manual performances. It is not to produce skilled workmen, but for the purpose of training the eye in precision and accuracy, to appreciate the beauty of form, and to stimulate the activity of the brain. This is in perfect harmony with the definition of another writer, who says that manual training is "the development of the mind and the will through manual operations which will produce and fix precision in thought and expression; control and correct usage of muscular and moral force for the betterment of society." Industrial training, on the other hand, is to give the scholar a more vivid appreciation of the pecuniary value of a well acquired trade. Frœbel and Pestalozzi both taught that the child as a productive being must be educated from the first to self-activity and productive energy. Dr. Woodward of the St. Louis Manual Training School, who has been so wise and successful in getting the ideas and principles of manual training before leading educators, used to sum up his educational creed in this terse epigram: "Put the whole boy to school."

N. E. A. Exhibit at Paris.

APRIL 15th, 1900, is the opening date of the Paris Exposition, and it continues until Nov. 5th. Howard J. Rogers, who has been appointed the director of education for the United States at the Exposition, has taken hold of the work in a creditable and efficient manner. He encountered difficulties on the very threshold of the great undertaking that will require not only wisdom but consummate tact to overcome. The first difficulty arises from the limited space of 4,000 feet "to show the working of the mill which grinds out American citizens." But this may have in it a decided advantage, as in the case of the limited space afforded for the exhibit of American art, which will confine the commissioners in that department to the admission of only the very best. Therefore, in our educational exhibit, the workings of our school system in different states, as such, will be ignored. The best that has been attained in different departments will be recognized independent of locality. Superintendents must unselfishly determine that matter. Since we have no national system in this sense, but forty-five state systems with some territorial annexes, to determine what is best, in order to give a creditable national exhibit, is the puzzling and perplexing problem.

When viewed in the broadest sense it is apparent that the world at large is not particularly interested in the schools of any state in the Union. This simplifies the problem. Our exhibit will be national, and divided into natural divisions. The very best features that have been worked out to the highest degree of perfection, in the kindergarten, elementary, secondary, normal and training schools, colleges, universities, and technical schools, irrespective of name or location, should be chosen. The state, or city, or institution thus found eligible can take a larger degree of pride and satisfaction in its attainments. The National Educational Association through its committees will make the decisions, while the headquarters of the Department of Education during the organization of the exhibit will be at Albany, N. Y., where suggestions from educators will be welcomed.

A Universal Language.

THE PHILOLOGISTS for a long time have been endeavoring to construct a language suitable to all tongues. Dr. Schleyer's "Volapuk" attracted wide attention, but owing to the decided preferences he gave to his mother tongue, and other difficulties standing in the way of introducing a new language, it was never put to practical use. But in this age of business and commercial intercourse between the nations of the earth, there is a growing demand for some simple, easily acquired, universal language, by which travelers, business men, and diplomats of different countries may communicate with each other without the aid of interpreters. The need of this was particularly manifest at the Spanish-American peace conference, where so much valuable time was wasted because there was no one language which all of the commissions could employ.

In a recent number of *Current Literature* there is an interesting article reprinted from the London *Year Book* on "Clarison: A New Universal Language." In this we find that the inventor saw the necessity at first of eliminating every sound peculiar to every language. Hence the idea,—"Clarison,"—clear sound,—he claims is the ground principle. Therefore, the English "th," which is hard for foreigners, and the French and German semi-vowels are left out. The alphabet of "Clarison" contains but nineteen letters, and all the vowels are pronounced the same as Spanish. Since there are no vowel combinations, it is claimed that by consulting the pronouncing table one can pronounce the words at sight. There are no irregular verbs, and when one knows a verb, the author claims, one can immediately form the corresponding noun. He claims that the language can be mastered in two or three months, except the accumulation of a vocabulary, which alone could make it workable.

The main difficulty that would seem to stand in the way of the general introduction of "Clarison," is its inflexible, unpoetic uniformity. It is stripped of every element of beauty and must be without style. It can have no fascinating attractiveness that languages possess that grow as the flowers grow. And yet this very objection that would make it useless in the realm of literature might demonstrate its value in official and business relations between men of different nationalities.

Ridicule of Child-Study.

WE HAVE no sympathy with those who ridicule a thing because it is new or novel. Every movement that has blessed the world, or uplifted humanity, or helped to solve problems, has passed through the period of criticism and ridicule. If a principle, purpose, or organization cannot survive this ordeal, we pronounce it worthless. But every worthy movement finds that its worst enemies are those of its own household,—the freaks, the sports of nature, so to speak, who pose as leaders and interpreters and exponents of new ideas and methods. These, again and again, have called down ridicule and reproach upon the heads of the patient pioneers along the almost unbeaten highway of child-study.

The editor of the *Child-Study Monthly*, in speaking of the use of the ergograph wisely says: "Lovers of child-study wince a little when they learn that experimenters have been turned loose in the Chicago schools with a machine to measure mental energy. Not that psychic energy may not be gauged, and not that the ergograph may not gauge it; but so many hasty tests have been made in the study of the child, and so many hasty conclusions have been drawn from imperfect and incomplete data, that we may be pardoned for anxiety lest this last experiment lead to similiar results. Think how your own mental energy waxes and wanes at different hours of the day, and at different seasons of the year, in different conditions of health, and in different years of your life. That will give you an idea of the great number of tests of each child and the discretion in making those tests which will be required to furnish data of any value for determining the child's relative position in the scale of mental ability. We trust the ergographites will not begin too soon to grade pupils in their classes according to ergographic meter."

There is danger of reducing all of our theories to a stiff, mechanical, unyielding and hopeless fatalism, when applied to practice. The weary, perplexed discouraged teacher, when baffled in the attempt to bring out the child, or understand him, needs most of all the sympathetic co-operation of the parents and the inspiration of a great love to brood over the child which shall beget a desire for approbation and knowledge, inspire to activity, self-control and honor. Many dull and indifferent children have gradually felt their way along their shadowed pathways by the light of this love beaming down upon them, until at last they have seen the distant possibilities of their lives reflected in the face of the patient and victorious teacher.

Teachers' Associations.

SEVERAL important State Teachers' Associations, and other educational gatherings, including the N. E. A., are to meet during the summer, to which we invite the attention of teachers of the respective states. The dates and places are as follows:

New York State Teachers' Association, Utica, July 5, 6 and 7. Extensive preparations are being made for the entertainment of this great gathering which promises to be one of the largest and best conventions yet held. Charles R. Skinner, Superintendent.

North Carolina Teachers' Assembly meets at Morehead City, June 13 to 18. For particulars concerning railroad rates and entertainments, write W. T. Whitsett, secretary, Whitsett, N. C.

Arkansas State Teachers' Association will meet at Newport, June 20 to 22. J. D. Clary, Fordyce, Ark., is corresponding secretary. J. J. Doyne, State Superintendent.

Georgia Teachers' Association will be held at Cumberland Island, June 26 to 30. G. R. Glenn, State Commissioner, Atlanta.

Alabama Teachers' Association, Birmingham, June 27 to 29. J. W. Abercrombie, State Superintendent.

Ohio State Convention, at Put-in-Bay, June 27 to 29. Lewis D. Bonebrake, State Superintendent.

West Virginia Educational Association, at the White Sulphur Springs, June 28. J. R. Trotter, State Superintendent.

Pennsylvania Association, July 4 to 6, at Gettysburg. Nathan C. Schaeffer, State Superintendent.

South Carolina Association will convene at Harris Springs from June 30th to July 4th. John J. McMahon, State Superintendent.

South Dakota Teachers' Association, Aug. 2 to 4, at Hot Springs. E. E. Collins, Superintendent, Pierre, S. D.

The University Summer School of Minnesota, which will enroll about 1,100 teachers, will open at the State University, Minneapolis, August 1, and continue for four weeks. J. H. Lewis of St. Paul, Superintendent of Public Instruction.

For particulars concerning the great National Educational Association which meets at Los Angeles, Cal., July 11 to 14, we refer our readers to extended references on pages 21 and 22 of this number.

Spelling Reform.

THAT NORMAL INSTRUCTOR has said nothing upon the subject of phonetic spelling, nor departed from the well-trodden traditional paths, does not imply that we are ignorant of what is taking place, or indifferent concerning the results. We believe in every reform that tends to improvement, but we have not yet come to the point of breaking with the past. Perhaps it is because we are too conservative, or too modest, to strike out in the unbeaten path and keep company with the five lone journals in this country who have adopted the phonetic spelling.

In order to comfort them, and to inform our readers of what has taken place and is taking place along this line, and to sharpen our own wits a little, we will mention a few suggestive facts and cite some eminent authorities who lead in this movement:

Last July the secretary of the N. E. A. was instructed to use in all the official publications, the following spelling: program, tho, altho, thoro, thorofare, thru, thruout, catalog, pedagog, prolog, decalog, and demagog. *The Intelligence* is authority for the statement that these spellings have been adopted in the schools of Denver, Pittsfield and Northampton, Mass., and that the action of the N. E. A., has been more heartily endorsed than outward appearances in the realm of literature and culture would imply. About a year ago, a committee from the N. E. A. met at Chattanooga and recommended the dropping of "e" final when superfluous, the use of "f" for "ph" and "gh," and dropping the silent "gh." In Germany, by a recent imperial edict, the phonetic is to be the only spelling taught in the schools, or employed in government printing. Even Italy, France and Spain are agitating the question.

This movement has a history that is eminently respectable, therefore we believe that it means something more than temporary or local dissatisfaction. Reaching back to 1874, we find that the American Philological Association called attention to the "monstrous spelling of the English language." A year later Prof. William D. Whitney, afterward editor of the "Century Dictionary," was appointed by this association chairman of a committee from different universities to look carefully into the subject and report. In 1876 the committee reported in favor of reform and laid down some principles for guidance.

That same year an international convention was held in Philadelphia for the purpose of amending English orthography. Prof. Samuel S. Haldeman, LL. D., of the University of Pennsylvania, presided. The convention decided to become a "Spelling Reform Association," and Prof. Francis A. March, LL. D., was elected president. Both the American and English Philological Associations in 1878 and 1880 respectively, arranged an alphabetical list of phonetic spellings, with general rules of scientific change and the limitations of the same. We are told that by 1886 the list of amended spellings had reached to 3,500 words. Six or seven years ago the Modern Language Association of America united with these societies in recommending both the rules and list.

Some time ago, United States Commissioner of Education, William T. Harris, LL. D., declared that from actual experiments which he had made, phonetic spelling proved "a saving of from one and a half to two years in learning to read."

Dr. Isaac T. Funk, editor-in-chief of "The Standard Dictionary," has compiled a list of eminent authorities who have endorsed this reform, which includes the names mentioned above, and which we will not repeat. In that list are: Prof. F. J. Child, Ph. D., of Harvard; Prof. F. Max Muller, of Oxford; Prof. A. H. Sayce, of Oxford; Prof. J. A. H. Murray, LL. D., of Oxford, and editor of the "Historical Dictionary;" Prof. W. W. Skeat, M. A., of Cambridge, and editor of "Skeat's Etymological Dictionary;" Henry Sweet, Ph. D. of London.

William E. Gladstone once said: "I often think if I were a foreigner and had to set about learning English, I should go mad. There is much that may be done with advantage in the reform of spelling as to the English language."

Prof. Marsh of Lafayette College, who has received the highest honorary degrees from both Oxford and Cambridge, and which seldom fall to the American scholar, in a paper read before the American Philological Association at Hartford, said: "In the early English, the preterits of our regular verbs are two syllables longer than they are now. In the Wycliffe Bible, axide, blesside, kisside, fillide, and walkide are familiar examples of preterits of three syllables, now of one. The unaccented weak vowels in 'ide' were dropped freely. The final 'e' held its place as long as the inflection lasted, but in the time of Chaucer dropped so often as to puzzle all the generations till our Prof. Child solved the problem. It is now universally silent and no longer written. In modern English the connecting vowel is no longer sounded, and we have a host of verbs ending in t. This is a distressing state of things. Perhaps it may present a good starting point for reform."

Thus it is plainly to be seen that the advocates of spelling reform have a good case. The majority of reforms come to naught. Most reformers never live to see the realization of that for which they have contended. But the changes that have taken place in the English language, show that this process of weeding out superfluous and confusing letters that have lost their places in words must go on.

This is the last issue of the INSTRUCTOR until September. We do not issue during July and August.

For Table of Contents and Important Business Announcements, see page 41.

LITERATURE

By E. H. Turpin, Antlers, Va.

Thomas Babbington Macaulay.

APPELLATION.

"The prince of English historians."

CONTEMPORARY ENGLISH HISTORIANS.

William Milford, Henry Hallam, Dean Milman, George Grote, Thomas Arnold, Connop Thirlwall.

LIFE.

One of the most charming of English biographies is the Life of Macaulay by G. O. Trevelyan. It is recommended to all who wish to form close acquaintance with one of the most lovable as well as one of the most brilliant of our English authors. As boy and man, Macaulay was singularly affectionate, unselfish, loyal, and pure minded. He was remarkable for his prodigious memory—a memory wherein, as in amber, were preserved things rare and things trivial.

Thomas Babbington Macaulay was born at Rothley Temple, Leicestershire, Oct. 25, 1800. From childhood he was distinguished by thirst for knowledge and facility in acquiring it. At seven years of age he compiled a compendium of universal history, and wrote three cantos of "The Battle of the Cheviots," a poem *a la* Walter Scott. At school he studied hard, but read in his leisure much light literature, thus acquiring mental habits which in later life he greatly deplored. In 1818 he entered Trinity College, Cambridge. He was not a distinguished student, and his gossipy letters testify particularly to his dislike for mathematics. However, he won the chancellor's prize for English verse and a prize for Latin, and took his fellowship in 1826.

His first noteworthy writings were the stirring ballads Ivry and Naseby, contributed to *Knight's Quarterly Magazine* in 1825, and his Essay on Milton, the first of the brilliant essays which for twenty years he contributed to the Edinburg *Review*. In 1830 he entered Parliament, and four years later he was appointed legal adviser to the supreme council of India at a salary of ten thousand pounds. After four years of hard work at Madras he returned to England, and in 1840 became Secretary of War in Lord Melbourne's cabinet. He was defeated in the election of 1847, and in the comparative leisure of the following ten years he wrote the "History of England from the Accession of James II." He died Dec. 28, 1859, the victim of overwork.

WORKS.

His ballads, "Lays of Ancient Rome" (1842), have the true ballad ring, and are deservedly as popular with the schoolboys of today as they were with those of half a century ago.

His "History of England" (1848-57), beginning where Hume stops—with the accession of James II.—gives the Whig coloring as Hume had given the Tory. It was written in a picturesque, diffuse way, and was left unfinished. It is computed that to complete it nearly a hundred volumes would have been required. It is one of the most readable of histories. "We have hard work to finish a volume of Lingard or Robertson; we should have hard work not to finish a volume of Macaulay."

But the works of Macaulay most popular and best known are the brilliant essays which during twenty years he contributed to the reviews. These should be read, and many of them re-read, by all persons who would know the brightest of English essays. Probably the most popular of these essays are those on Milton, Bunyan, Bacon, Addison, Johnson, Frederick the Great, Dryden and Warren Hastings.

CRITICAL ESTIMATES.

"He is a man of immense talent, not genius,—talent being defined as power of adapting the acquisitions of others, genius to something individual.—*Derwent Coleridge, reported by Caroline Fox.*

"It must be admitted that he was too declamatory to be accorded a place in the front ranks of poets or historians. But as a narrator of events he has no rival, and hardly even a second; he is lucidity itself."

"Literary in the first place, but sufficiently charged with action and immersed in business to furnish substance and solidity to his eloquence and style—to create the observer side by side with the artist, and the thinker side by side with the writer."—*Taine.*

"High among the classic writers of our country his name has taken its place, whatever differences of opinion may exist as to the merit of individual production. His unrivaled vigor, freshness, vividness of style have placed him there. More to be admired than clearness and vividness of description are the supreme grace, ease, finish and luminous beauty of every sentence in the swift rushing stream of his eloquent narrative."—*Westminster Review.*

Macaulay's style—his much praised style—is ineffectual for the purpose of telling the truth about anything. It is splendid, *splendide mendax*, and in Macaulay's case the style was the man. He had enormous knowledge and a noble spirit; his knowledge enriched his style and his spirit consecrated it to the service of Liberty. We do well to be proud of Macaulay; but we must add that, great as was his knowledge, great also was his ignorance, which was none the less ignorance because it was wilful."—*A. Birrell.*

"I said that I was surprised at the great accuracy of his information, considering how desultory his reading had been! 'My accuracy as to facts,' he said, 'I owe to a cause which many men would not confess. It is due to my love of castle building. The past is in my mind soon constructed into a romance. Precision in date, the day or hour in which a man was born or died, becomes absolutely necessary. A slight fact, a sentence, a word, are of importance in my romance. Pepy's Diary formed almost inexhaustible food for my fancy. I seem to know every inch of Whitehall. I go in at Hans Holbein's gate, and come out through the matted gallery.' This habit of realizing history to his imagination which Macaulay had from childhood and which strengthened with use, was aided by the absence of all qualities that could have interfered with it. He had no depth except his depth of home affection in a genial, happy, honest nature. He read eagerly, remembered easily, wove together pieces of his reading with rare cleverness into conceptions till he saw in his own mind men of the past living and acting, almost heard them speak; and then he reproduced his own perceptions in words that required no thinking to understand. Beyond this it might almost be said that Macaulay did not think. Lights and shades of truth, subtle questionings, perceptions of the mysteries in men and natures never troubled him. He read pamphlets by the thousand to produce his history; he made the most careful inquiries upon little points that must be cleared up to secure full sense of life-like movement to his narrative; and then it is no dead picture that he paints. There must be an undying charm in work so done by such a man; nevertheless its strength lies in the quality that caused Carlyle to recommend to an invalid 'the last volume of Macaulay's history or any other romance.' If the stream was clear it was shallow, and to the multitude the history was good because it put scenes of life into their minds without requiring them to think much as they read."—*Morley.*

During Vacation.

To thousands of teachers thoughout the land, the long summer vacation is coming, with its varied plans of rest and recreation. Vacations are most desirable, but teachers should remember that "rest and recreation," do not imply entire abstinence from work. Indeed, those who come back to the regular work of the fall the best prepared for it, will be those who have not wholly abandoned themselves to lazy indulgence or to hilarious experiences, but those who have kept their minds moderately at work in lines of improvement, and have indulged in intellectual as well as physical recreation. Many of our readers will next fall step into more advanced positions and higher salaries, and all such we congratulate. There are thousands of others who could prepare themselves for the same advancement, and at the same time fully enjoy their vacation, by taking up one of the study Courses of the American Correspondence Normal. Select a Course and be ready to start with it as soon as possible after your school closes. Remember that these Courses are arranged especially for teachers, or those preparing to teach, and that thousands who have gone through with one or more Courses, testify to their great practical benefit. It would occupy but a small portion of your vacation time, and you would come to your duties in the fall, better equipped for them, ensuring greater satisfaction in your work and leading to desired advancement. See the announcement on page 1 of this number and send for catalogue promptly.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

HON. J. J. DOYNE, Little Rock, Ark.

Literature in the Public Schools.

THE increasing prominence given to literature in the public schools of today has caused those who are inclined to look askance at all departures from "the good old way" to write and speak in opposition to this innovation, as they term it. Yet so far from being an idea of recent origin, the fact is, that among the most ancient nations of the world the study of literature had precedence of all other subjects. Early in the life of the Grecian child, for example, he was taught the beautiful myths and legends that make up the national mythology. To the schools of the philosophers, to the courts of law, to the debates in the popular assemblies, to the rhetorical contests he was taken later on, that he might become as thoroughly capable as his powers would allow in the use of his mother tongue with scholarly ease and exactness. It is true that the other studies of the trivium and the quadrivium were not neglected, yet the works of the masters were taught with such sedulous care that the spirit of the writings became inalienably associated with the life of the students. No nation has surpassed Greece in literary excellence—few have equalled her; and to the care given to the cultivation of her youth along this line may this fact be attributed.

The true idea of the school is that it prepares the pupils for being educated, rather than that it educates them. The modicum of book information there imparted is with a view to pointing out to the child the paths that lie before, which are ever to recede with his advancing steps, rather than to take him over the road and land him safely at some destined goal; to equip him for the journey and to teach him the right use of the powers inherent in him, rather than to use for him those weapons, intended by nature for his wielding alone, to gain a few victories for him and then encourage the belief that the battles are all fought.

The tastes of the child along many lines are to be cultivated, if at all, in the schoolroom. This is specially true, in most cases, with reference to his literary tastes; and if the love of pure, wholesome literature is to grow upon the child, seize and possess him, early in life the lessons must begin, and the inclination, so natural, towards the low, the impure, the exciting compositions that have debauched so many youth, must be forestalled by such training as shall render them proof against the insidious attacks that may be made by the arch-enemy of purity.

In the primary grades the old-time stories may be told by the teacher and reproduced by the pupils, either orally or in writing. As quickly as may be expedient, put them to reading for themselves. From this character of literature pass to such form of prose and poetry as may be adapted to the advancement of the pupils, and then to the more stable form of biography, history, and travel. Do not underestimate the power of the pupil to comprehend. I put it this way, for observation leads me to the belief that we are less likely to over-estimate than to under-estimate the power of the mind in the earlier stages of development. Such selections as Hiawatha, The Pied Piper of Hamelin, The King of the Golden River, Alice in Wonderland, and The Water Babies may be readily comprehended by the children in the second and third reader. As the child advances in years and broadness of culture, selections of increasing difficulty may be read and studied by the class; nor will this be done to the hurt of the other subjects in the school curriculum. The experience is all the other way. Not all teachers have the time and the books, however, in order that, by personal research, they may discover for themselves selections best suited to the needs of their pupils; but there are so many authors of supplementary texts on reading and classical literature that no teacher need go amiss in his search for text-books that shall furnish material adapted to the power of the pupils.

The comparative value of the work done in this subject with that done in the other studies on the after life of the pupil must not be overlooked. It is true that a knowledge of mathematics and the sciences is of much importance; but how vastly more important that the lofty sentiments of the men, who, through their literary productions have brought about the transformation from the twilight of doubt, obscurity, and superstition of the dawn of national civilization to the noonday splendor that made the nation truly great, become the pupil's possession. It is well that the pupils learn square and cube root, but such knowledge will never bring to the soul the yearning for higher, holier living aroused by the reading of the Chambered Nautilus. Newton's law of gravitation may teach us of the unseen force that binds together molecules, but such productions as the Vision of Sir Launfal alone can set us a-searching for the silken chain that tells of the universal brotherhood of man. With Cuvier we may learn how to classify and arrange all animate life, but such poems as Shelly's Ode to the Sky Lark are needed to bear us above the under stratum of care and reveal to us the security of those who have scaled the heights.

I would not decry the value of any subject embraced in the school curriculum, but I am inclined to the view that literary study above all others will equip our pupils for successful living. As to the methods to be pursued, the short space allotted me will allow no discussion. This permit me to say. Do not dwell too much on biography. Of course, some general knowledge of the author is necessary, but place the stress on his writings; let them reveal to the pupils the character of the author, and let the inspiration come, not so much from whom the writer is, but rather from what he has written.

Simply to read a selection, however, is not to be considered the all in all by the pupil. If time permits, every word should be brought within the grasp of the child's mind, every reference should be understood, every figure of speech held up for a revelation of its beauties, every thought assimilated for circulation in the mental system. Then, too, many choice portions should be memorized in order that the mind may have, stored away, pictures that may at pleasure be called up to refresh and entertain.

Among the many advantages of a study of literature, the following are suggested:

1. It increases the vocabulary of the pupil.
2. It gives ease and readiness of expression.
3. It trains into correct use of the mother tongue.
4. It creates a desire to become better informed.
5. It gives occupation for idle moments.
6. It cultivates a leaning toward good literature.
7. It stores the mind with choice thoughts of the best authors.
8. It elevates the moral tone.
9. It incites to emulation of the good.
10. It strengthens against evil propensities.
11. It broadens the views as to personal responsibility.
12. It lays the foundation to right thinking.
13. It builds thereon a stable character.

Current Biography

Justice Stephen J. Field.

JUSTICE STEPHEN J. FIELD of the United States Supreme Court, retired, died at his home on Capitol Hill, Washington, D. C., April 9th.

He was born at Haddam, Conn., November 4, 1816, and was the son of Rev. David Dudley Field, and one of the four brothers who became so famous,—David Dudley, Cyrus W., and Henry M. Field. The family can trace their lineage back for eight hundred years to Hubertus de la Field, coadjutor of William the Conqueror. The four sons of that minister who preached at Stockbridge, Mass., became renowned in the legal, commercial, literary and theological spheres of activity. A daughter became the mother of one of the associate justices of the Supreme Court.

At the age of thirteen, Stephen Johnson Field went to Smyrna, where his sister who had married a missionary, resided. Her husband, Rev. Josiah Brewer, was at that time carrying on an educational mission among the Greeks, and it was here that young Field acquired a knowledge of some of the Oriental languages. Returning to this country after two years, he entered Williams College

from which he graduated in 1837, at the head of his class. He then went to New York and entered the law office of his brother, David Dudley Field. He was admitted to the bar and became a member of the firm, which relation lasted for seven years. In 1848 he went to Europe again, and traveled extensively. A year later he returned and went to California, and entered upon the practice of law in San Francisco. He had $10 in his pocket on his arrival there. After a short time he moved to Marysville, a small mining camp, and thus became one of the founders of what afterward became a thriving town. When the little city was organized, he was elected mayor and invested with the duties of the bench as well. His name and fame spread far and wide owing to his influence and popularity there. He was elected a member of the first legislature of California. At the close of the session he returned to Marysville and practiced law for six years. In 1857 he was elected judge for six years, but after serving two years was made Chief Justice. In 1863 President Lincoln appointed him Associate Justice of the United States Supreme Court. The great Chief Justice John Marshall wore the ermine for thirty-four years and it was Field's ambition to surpass this record, which he did by a few months. His friends, toward the last, fearing he would break down from overwork, urged him to retire, but with perseverance he clung to his task until he had the satisfaction of realizing his ambitions.

During that term of more than a third of a century Justice Field had to do with some of the most important cases ever passed upon by the Supreme Court. Among them was the test oath case in which he gave the casting vote, and wrote the opinion of the court annulling the validity of the "iron clad" oath. His dissenting opinions in the confiscating cases, the legal tender cases, and the New Orleans slaughter house case, attracted wide attention. It has been said, that, of the one thousand and forty-two opinions he rendered while he was in a small minority, "none are more potent and memorable than those rendered while in a minority of one." A learned and distinguished lawyer of this country has declared that he would rather be the author of Judge Field's dissenting opinions than to be the author of the constitution of the United States.

Justice Field served his country in other important ways. He was a member of the Hayes-Tilden electoral commission and voted with the minority. In 1873 he was appointed on a commission to examine the code of laws of the state of California. Williams College conferred upon him the degree of LL. D., in 1866, and in 1869 the regents of the University of California made him a professor of law in that institution.

Baroness De Hirsch.

THE recent death in Paris of Baroness de Hirsch removes one of the most remarkable women of this generation from the world which she earnestly tried to make better. Following so soon after the death of her noble husband, makes the circumstance more impressive. The special features of her life that interest the world most were great executive and financial ability, and a benevolent nature. Like her husband, she made money that she might spend it. From her father she inherited millions. She married a millionaire, and at his death the combined fortunes came into her hands. Her marked ability in handling these extensive interests was a result of natural aptitude belonging to her race, and of careful business training. Her father was Senator Bischofheim of Brussels, the head of the banking firm of Bischofheim Goldschmid of that city. As a girl, the baroness was her father's secretary, and early developed the capacity, method and accuracy in business matters so essential to large success.

She married Baron Hirsch when but twenty years of age, and was his constant companion and adviser in all his daring financial schemes as well as in his splendid philanthropic plans. Highly educated, she spoke German, English, French and several other languages. The Hirsch establishment in Paris was managed with economical and painstaking care, the baroness looking after every minute detail. While generous to the extreme, she guarded against every possible waste.

Since her husband's death she not only managed her great estate but carried on the philanthropic work he had begun, besides the personal philanthropic enterprises to which she was so deeply attached. Among the many benefactions by which she will be gratefully remembered, we recall a few: The establishment of a pension fund for all the employees upon the railroads under her husband's supervision, and a second fund for those employees who are now or hereafter may be in the service of the railroads that long ago passed out of their hands. She has spent millions in colonizing large bodies of Russian refugees in the United States and the Argentine republic. The condition of the Russian Hebrews in New York especially appealed to her. She carefully investigated the situation and then informed the trustees of the Baron Hirsch fund that she had placed at their disposal $1,000,000 for the permanent relief of these people. Besides this she contributed immense sums to various philanthropic interests in this country, principally in New York. Learning from the reports of the trustees of the Baron Hirsch fund that the Hirsch school occupied a rented building, she said this school should have its own building, and so she gave $150,000 for that purpose. While studying the work of the educational alliance she observed that there was a mortgage of $100,000 upon the building, and this she canceled.

The baroness desired, also, to establish a working girl's home especially, but not exclusively, for Hebrew working and emigrant girls, and gave for that purpose $200,000, and provided besides, an annual income of $12,000. She was thoroughly familiar with this class of work, having established several such homes in Belgium and elsewhere. The home is for girls in New York who seek a temporary home while learning a trade, and those who can afford to do so, are expected to pay $2 a week, and they can remain from four to six months. Each one is expected to care for her own room and to assist in the housework, thus receiving training in domestic service. Those girls who desire it are taught general housekeeping, with lectures and practical lessons. She has given away a half-million dollars for the founding of a similar institution for girls and children in Austria, her native country.

After all these benefactions, Baroness de Hirsch leaves a fortune of $124,000,000. She bequeaths $20,000,000 to her relatives. The state receives a tax of $4,800,000 on her legacies. She gives $1,200,000 to the church foundation in New York; $000,000 to the board of guardians in London; $2,000,000 to the Jewish colonization association of London; $120,000 to the Hirsch Institute of Montreal. The rest is to be divided among other charitable institutions.

Michael Munkacsy.

THE FAMOUS Hungarian painter, Michael Munkacsy, whose masterpiece, "Christ Before Pilate," is probably more widely known than the work of any other artist of this century, is reported to be hopelessly ill in a hospital for the insane at Bonn. His career from beginning to end has been of romantic interest. He was born in a Hungarian village October 10, 1844, and has led a life of tireless toil and struggle. His father was imprisoned for participation in the movement to free Hungary, and died in jail, while the son was as yet a child. This left the orphaned son a pauper who was obliged to go and live with relatives who were almost as poor. His life here was unpleasant, and he longed for the time to come when he would be free from the hardwork and restraint put upon him. His highest ambition in boyhood was to be a tailor, not because he liked it, but for the money there was in it. He manifested artistic skill and his guardians kept him employed in painting rude decorations on box trunks. What skill he possessed was intuitive, for he was absolutely ignorant of schools of art. His subjects were drawn from nature, and there was nothing of the technique manifest in his work.

When nineteen years of age he started out for himself with $2.00 in his pocket, to make his way in the world. He almost starved in Pesth, Vienna, Munich and other cities. But his experiences in childhood had been such that he thought but little of this. He was seeking knowledge in the schools that would make him an artist, and for this he was willing to pay the price of attainment. His subjects were Hungarian scenes. When he went to Paris in 1867 to attend the World's Fair he took with him a picture that showed a marked advance in his art. He called it, "Condemned to Death." The critics ignored it, but the people were charmed as they recognized the master strokes of a genius. Their attentions, in spite of the critics made Munkascy famous. From that time his work was in demand and his fame constantly increased. It was not long before he was at the head of contemporary art, and could command almost any price he might ask for his works. It is said that for his "Christ before Pilate," purchased by Mr. Wanamaker of Philadelphia, he received $100,000. His other famous painting, "Christ on Calvary," is also owned by Wanamaker.

In 1874 Munkascy married Baroness de Marches, a widow of great wealth. They were devoted to each other and lived happily togethe: until four years ago, when the artist's mind began to fail and two years ago it was found necessary to confine him in an asylum. After his marriage his tastes changed from Hungarian scenes to domestic, and finally to biblical subjects.

DISCIPLINE

By ENCY COLEMAN CARYL, Kalamazoo, Mich.

Self-Reliance.

THE NECESSITY for self-reliance on the part of the teacher was never greater than to-day, when not only the pedagogues and the laity are expending their energies in the direction of psychology, but writers of fiction and no writers at all, are praising or condemning the systems and methods of the schools. Over against a few of the latter, with their fears for the mental strain of our youth, are such men as President Eliot and William James, working to better the condition of things. James says:—"We have had of late too much of the philosophy of tenderness in education. Soft pedagogics have taken the place of the old steep and rocky path to learning. But from this luke warm air, the bracing oxygen of effort is left out." From this it seems that there can be no fear of that mental strain heralded of late by anxious mammas.

It is a healthy sign when people of all classes begin to agitate any given subject, for reform is born of agitation; but during the process of fermentation, the true teacher must hold to the courage of her convictions, not allowing herself to become discouraged by adverse criticism. There will always be adverse criticism in regard to educational methods, and one must not wait an ultimatum, else the children would be grown. But children are so pliable that there comes out wonderfully fine grist from many a poor mill.

Since the elderly lady, true to her traditions, was not so far wrong, when, learning for the first time that children are not now taught reading by a, b, c, method, indignantly inquired of the teacher if she expected her children to become better readers than the professors of Harvard and Yale; they could read well enough to suit her, and they learned their a, b, abs. The old adage, "Be sure you are right, then go ahead," must have been written for other times than these, when the command is, "Go ahead at all hazards; if not right, change, but go!"

While the times seem so disturbed, yet 'tis the teacher's grand opportunity. Hers to cull from the vast storehouse of helps those things which shall give her power to wield an influence. Not for the gentle patient teacher are sermons denouncing sarcasm and fear written; nor the "need of enthusiasm," for the teacher who puts her whole life into her work. "Know thyself!" and then lose no time in acquiring the helps essential to each individual need.

In a little country schoolhouse, where the pupils had been touched with the listless spirit of the springtime, the teacher finished the day with an earnest exhortation for renewed effort, saying that there were those in the school who, unless they studied more diligently, would be obliged to fall below their class. The only person visibly affected by the teacher's talk was a pale faced girl, who, with a suggestion of tears in her eyes, took out from her desk all of her books, that she might carry them home to study at night. And she was the best student in the school. Whatever the tendency of the time, whatever the faults of the present system of education, success depends largely on the native genius of the teacher.

In my school days three teachers, I remember, of this type, whose influence over me was so strong that despite the deplorable fact that I was a child before the time of the great upheaval and the kindergarten, what I learned under their teachings could not be improved upon, in method or in result. Their influence upon me has greatly moulded my life and impressed the truth, that whether we succeed or fail is ours to decide, with method or without. Then, with Emerson, "Insist on yourselves, never imitate. Your own gift you can present every moment with the cumulative force of a whole life's cultivation, but of the adopted talent of another you have only half possession."

There is but little opportunity for original work, with the multiplied duties thrust upon the teacher, but she should assimilate the ideas of others, making them her own, before attempting to impart them. To illustrate:—Some years ago educators were aroused to the fact that the observing faculties of the child were not properly developed; hence a series of object lessons for the different grades was planned.

To prepare the teachers of a certain school in the mysteries of the new study, the superintendent chose "the apple" as the subject of this model lesson. The teacher who depended upon others for her success took the apple for her lesson. Though nothing in the day's lesson had suggested this, she proceeded after the manner of her superintendent. Calling for position, and holding an apple in her hand, she asked the children what they saw! Of course she received a ready response; but when question followed question regarding its shape, its size, its color, its quality, its seeds—all of these being familiar to every child—and when no new thought was presented, interest lagged, and no end was gained.

A second teacher grasped the idea of the superintendent and looked for occasion to develop the idea. The reading lesson just in advance was a story of a caravan crossing the desert. Here was occasion for an object lesson, which she prepared. On the table in front of the children was placed a most mysterious box. Closed boxes have a fascination not for children alone.

When the teacher took the box into her hands every eye was intent upon that box. No need to call for attention. Then removing the cover as though the box contained a precious treasure, she took out a paper camel, which she had cut from a picture of one in her possession. She pinned it upon the wall where all could see, and then asked a few questions concerning it. Nearly all had seen one. Then again her hand went into the box, while the eager children looked to see another camel brought forth and pinned behind the first; and again, and again, 'till seven camels were making, as the delighted children said, "a procession!" What can be more delightful to a child than a procession! Then the paper packs and boxes were pinned on the camels, while the children told what they knew concerning such a procession. They learned that its name was "caravan," where it was going, and why a camel was better than a horse for such a journey; 'till time alone closed the lesson. When the reading lesson was studied next day, there was no lack of interest in the wonderful story. When a week later the teacher came again before her pupils with the same box, and asked the children to guess what she had in her box, every child answered "a camel." It had been impressed upon them.

The first teacher did but imitate; the second was the self-reliant one, whom the educator would call a genius, but 'tis the genius of earnest application. The true teacher should be great, not wear the badge of greatness. Her studies, her trend of thought should lead her to ignore the fads of the hour; should make her an independent worker with but one guiding star—the truth.

Forcing Apology.

WHEN I was at school the teacher had adopted the plan of making pupils say they were "sorry." A large boy had intentionally blotted another boy's writing book. The teacher ordered him to say he was sorry; he declined, because he did not feel sorry, and was severely punished—not because he had spilled the ink, but because he would not say what was untrue. This was much talked of in the district, and the teacher was condemned. In punishing, I never ask, "Are you sorry?" I hold it to be beyond questioning. The teacher must judge whether the pupil is sorry.

A clergyman well known for his amiability was one day asked how it was that he managed to draw and keep so many friends. "I made it a habit early in life," said he, "to always say 'I am sorry' for any mistake, and I have found that that gentle observation has turned many an angry word from me and smoothed many a ruffled brow." The practice of the teacher referred to above is commendable, but judgment should be used as in every plan.—*Exchange.*

Three Months' Subscription Free.

On another page will be found the announcement of THE INSTRUCTOR and *Pathfinder* combination. Every reader who desires an excellent current topics paper in connection with their educational journal should take advantage of the low combination price at which these two are offered. As a further inducement all subscribers, under this offer, during the summer will receive the *Pathfinder* until September 1, 1900.

L. J. CORBLY, Huntington, West Virginia.

The Political Factor in Education.

IN NO OTHER department of professional labor is monetary remuneration so widely incommensurate with responsibility as in that of teaching—professional teaching; and in no other line of quackery are practitioners more excessively overpaid than in that of "keepin' skool."

Remarkably indulgent or ignorant or heedless have the patrons of our schools remained while the weighty and far-reaching obligations of the teacher have been assumed and presumably discharged by boys and girls who should remain pupils yet for a decade, and then but fairly perform a duty so exacting as that of the teacher, or by men and women too indolent to equip themselves, too penurious to spare funds essential for providing themselves with books, or too confident of their own abilities to feel the need of further preparation.

The estimate of the worth of the teacher by the public is the estimate of the average struck by comparing all whom they know personally or through the children; this estimate is essentially faulty because merit is less obtrusive than demerit, and the popular mind draws conclusions from noise rather than from silence, thus permitting the jars of the quack to overbalance the harmonies of the real teacher in the forming of final judgment upon the profession.

With certainty may it be asserted that, did the patrons of public education but realize the importance to them and to the state of providing better instruction for children, they could not remain silent longer, but would rise up in their might and demand the removal from the profession of every boy and every girl, and every man and every woman who cannot, at least does not, teach as the conditions of the American commonwealth require. With rare exceptions the "civil service" idea has found little encouragement in state education. That it exists in some of our higher institutions under corporate control to a fair extent cannot be disputed; that it obtains anywhere in its proper form cannot be safely asserted; that it finds any favor in the rural school is an open question, at least; and, since the taxing power lies in the hands of the masses within educational limits, and since the appointing power is satisfied with paying party obligations at the risk of official tenure, boards have been elected and deposed with disappointed hopes of reaching the solution of the merit problem, till the whole thing has passed to the "self" stage, and the good of the children has become a matter wholly secondary to the interests of self and friends. Salaries are adjusted with a view to preventing the excessive overpaying of the inferior and the unworthy rather than with a view to an equitable distribution of the public funds,—indeed, in some instances, adjustments are made with a view to turning the greatest possible amount into the purses of those who elected the boards.

That teachers are assessed regularly and *irregularly* by police arrangements in many of our towns and cities is too well known to require comment in this connection; and, finally, that the public school system, an institution that can not claim recognition and financial support at the hands of the public save alone on the principle that it exists for the benefit of the whole state, and on a basis of merit in every department of its organization and administration, can be and is fostered and nourished upon a plane so compromising to the spirit of our democratic government, is a matter that calls for vigorous measures of reform if we would save it from the attacks of the aristocrat of medieval opinions and the un-American voter of the twentieth century, who dwell among us solely for greed or selfish pleasures.

Granted to Mr. Bryce, that the American people have a genius for politics unequaled perhaps by that of any other of the enlightened nations; granted that the political enthusiasm of our people at each recurring election has a tendency to keep them, especially our voting population, in touch with the mechanism of our government, and, granted further, that popular elections are in harmony with the meaning of our republican institutions and that, save in rare cases, this mode of choosing our representatives has proven superior to the appointing or more centralized methods of electing, it does not necessarily follow that any method does not need the most careful safeguards if we would preserve it from those abuses that so naturally follow upon the heels of the popular method of doing anything. These safeguards, as most social and political safeguards must be from the very nature of things in this country, are to be the products of the schools—of the courageous, conscientious, considerate, and cultured teachers. The teachers of America are not only leaders of youth, but of men, of nations. They may rank second, or third, or even fourth, in point of strictly scientific thought and investigation, but that they stand first in the application of thought to things practical can be gainsaid by no one who has studied the advancement of science within this century. It is the recognition of this fact that has, tardily it must be admitted, within recent years, led the presidents of the United States to call into their highest and most important councils the leading educators of the country.

With all his aptitude for things practical and his contempt for things tediously diplomatic, the average American has yet to learn the art of keeping his tongue. Conservatism of thought and of speech is not his boast—not sufficiently his pride. He has not learned the art of thinking to himself a second time, hence the thousands of petty differences that give birth to factions, which are inversely as ephemeral as they are hurtful, and which make against the stability of our institutions.

It is this undue haste to publish our opinions that has so hopelessly beclouded the political perspective of our people, so ungenerously added flame to passion, and so recklessly interpreted political views. Nothing could be more paradoxical in an American state, nothing more at variance with the spirit and the wording of our national constitution, nothing more out of harmony with the principles that inspired the patriots of '76—the fathers of modern political and social thought—than that nameless and shameless spirit which estimates the worth of a man or a woman to the commonwealth by his political or religious views, that cruel judgment of a fellow citizen which arrives at opinions of fitness for public service by threateningly holding before him the home that shelters, the very bread and butter that nourishes the darlings of his bosom, that un-American, unchivalrous, ungodly test of the teacher which forces the weak to resort to those very things which most unfit him for public service—conscienceless retraction of honest opinions,—and drive the strong from his post because he dares to think and to vote in accord with the very fundamental principles guaranteed him as an American citizen in the sacred charter of our liberties—honestly, truly, fearlessly, independently. Whatever may have been the right or the wrong, to the trustees or to the school, of President Andrews' action at New England "Brown," the principle underlying his action was eminently the proper one, and one that must be accorded every educator

(CONTINUED ON PAGE 15).

Danger From Incandescent Lamps.

A RECENT writer has pointed out the common error of supposing that there is no danger from fire arising from incandescent lamps. After several fires had been started where these lamps had been carelessly placed among tapestries, investigation showed that enough heat is given out by one of these lamps to start a fire. When an incandescent lamp was placed in a bowl of water and the current turned on the water soon became warm, and then began to bubble. An experiment with cotton proved the point more conclusively. A lamp was put in among some cotton, and soon the cotton was on fire. Celluloid will begin to burn in five minutes after the lamp has been placed in proximity to it. Incandescent lamps have, therefore, been declared dangerous in some places, and are subject to the same precautions as other lights.

Grip, Ancient and Modern.

IT HAS been generally supposed that the epidemic of grip is something entirely new, but scientific men are now pointing out the fact that it is not new, but very old. The British *Medical Journal* shows that epidemics of the disease not only broke out so long as fifty years ago, such as that one in 1837, but that they occurred at least 600 years ago. Hirsch's Handbook, which gives a list of the epidemics from 1173 to 1874, says that in 1427 it was called the mure ore murre in Italy; in 1510 it was called coccoluche throughout Europe; in 1562 the English called it catarrhal fever; in 1675 it was called epidemic cough, and still later Huxham named it feveret. The Philadelphia *Medical Journal* says that the belief is gaining ground that not only influenza but also the ordinary cold is not due to a common germ, but to different germs.

Roentgen Ray and Bacteria.

THE ROENTGEN ray is being employed quite extensively by scientific experimentalists in curing various diseases by destroying the bacteria upon which they feed. Some remarkable cures have already been announced, although many failures have been also recorded. It will be remembered that a man became suddenly bald on a portion of his head about two years ago, owing to exposure to the X-Rays. Dr. Schiff, of the Imperial University of Vienna, seeing the account, experimented with a little girl whose back was covered with a thick growth of hair. After two or three weeks the hair fell out, but it reappeared again, but successive exposures to the rays effected a complete cure, so that the vitality of the roots of the hair were destroyed. Dr. Schiff claims to have entirely cured lupus cases by the X-Rays. Lupus is a disease that attacks the face in the form of ulcers. It is believed that its bacteria are the same as those that cause consumption. Experiments with bacteria culture plates show that the X-Rays destroy nearly every form of disease germ,—even the bacteria of typhus fever, diphtheria, Asiatic cholera and cancer. Consumption in some cases has yielded to this treatment, although the results have not been satisfactory. Unquestionably, these eminent scientific men have a sound scientific basis to work upon, and the prospects of applying the mysterious X-Ray to so practical a purpose as this seem very reassuring.

The Searchlight in War.

MUCH HAS been said since the war, of the value of the searchlight to the American squadron before Santiago in preventing the egress of the Spanish cruisers by night. Admiral Cervera has been criticised for not attempting to make his escape under cover of the darkness. In W. A. M. Goode's book, "With Sampson Through the War," there is a chapter bearing on this point written by the Admiral himself in which he says: "Had it not been for the use of the searchlights by our ships to illuminate the channel by which the Spaniards must necessarily come out, they probably would have selected the darkness. After the destruction of the Spanish fleet many of the captured prisoners freely expressed their opinion that it was impossible to pilot their ships out through the narrow channel with such a powerful light shining in the eyes of the officers." But the Admiral still maintains that Cervera would have had a chance could he have gone out during a storm, "which would have diminished the intensity of our search lights, and greatly increased the intensity of the darkness. The best service that the searchlights rendered,—that of making it next to impossible to handle the ships in the narrow, tortuous channel,—has not been generally recognized. To reveal the presence of approaching danger was supposed to be the best service. But to blind the Spanish navigators was far more important.

The Largest Scales.

THE GOVERNMENT has just installed at the Navy Yard at Washington the largest pair of scales in the country. This wonderful machine can outweigh the largest railroad scales by fifty tons, and when we remember that it must be so accurate that it must not vary to the weight of a pound, while railway scales are considered good if they approach the actual within twenty-five or fifty pounds, we realize the wonderful improvement that has been attained. The new scales are located on a track leading from the great gun shops. At first they do not appear to differ from the ordinary scales, but closer investigation shows that they are forty-eight feet long and twelve feet wide, and that they rest upon a cement base built upon long piles. Much of the fine sensitive balancing apparatus was manufactured for special use, and the completed structure is regarded as a model of modern ingenuity. They will respond to a brick placed upon them as readily as a 13-inch gun. The capacity of the new scales is 150 tons, or double that of the old ones which have just been discarded. A thirteen-inch gun weighs about fifty-five tons, and thus we see that the new scales can weigh two of these monsters, reclining on a forty-eight foot car truck, and not tax its capacity. All of the new guns of the navy will be weighed upon them.

Cable-Cutting in Cuba.

ADMIRAL SAMPSON, says the *Western Electrician*, explains the presence of so many cables and the absence of land lines, and the difficulties encountered by the cable cutting expeditions during the late war with Spain in Cuba:

"A curious cable system had grown up in Cuba, owing to the insecurity of the land lines. The Spaniards had learned from experience that only a submarine telegraph was secure against destruction by the Cubans. The poor insurgents had not the means of reaching the submarine cables, for the Spaniards occupied the towns and cities where the ends of the cables were landed; but the land lines on the south side were always at their mercy. From Batabano on the west to Guantanamo on the east the towns were connected by submarine cables, and in some cases more than one cable was employed. To destroy all connection with the outside world was difficult. There were four cables from Santiago de Cuba to Jamaica, and one from Guantanamo to Santo Domingo; then there was the Key West cable to Havana, over which frequent, if not constant communication was held during the whole war."

The government found itself without means of cutting this net-work of cables, and the Western Union, which had consented to the proposed cutting of the Havana-Key West line, furnished the grappling apparatus required for the work in other parts of the island.

Concerning the conditions that the American forces encountered, Sampson remarks:

"As the water off the ports where the telegraph cables were to be destroyed was very deep, varying from a few hundred fathoms to several thousand, it was necessary that the grappling outfit should be strong enough to lift a thousand fathoms of cable, or, if working in shoaler water, the cutting ship must work close under the shore and be exposed to fire. As all the cables are on the south side of the island, where we were not at the time prepared to blockade or to defend the grapling ship, it was necessary to send a sufficient force to fight wherever it might be necessary. For this reason Captain Taylor of the Indiana was put in charge of the duty, with a considerable force."

In the face of all these difficulties our men succeeded in cutting a half-dozen important cables, and a few local lines. While it did not isolate the island it greatly crippled the service and was considered a valuable accomplishment.

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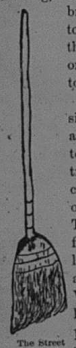
Methods, Aids and Devices for Primary Grades

The Merits of Picture-Copying for Story Illustrating.

ALHAMBRA G. DEMING, WINONA, MINN.

WHEN THE teacher wishes the child to illustrate his Nature study, she can place before him the leaf from the tree, the flower of the field, the tiny insect or the sprouting seed as a model for his sketch, and a greater interest is felt in the writing because of the picture which he makes.

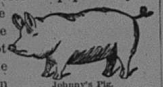
For geography, history and general story-making, however, the range of illustration is broader, and often the thing needed to best illustrate the written work is that which the child has never seen, or having seen, is too difficult for him to draw from the object.



The Street Sweeper

The aim of this article is to give a simple plan by which one teacher was able to, at least, approximate satisfactory results in the latter class of illustration. Simple, artistic pictures were collected from all possible sources, cut out and mounted on bits of card-board. The range of subjects was wide; wild flowers, domestic animals, brownies, landscapes, people—anything—so long as the sketch was artistic and simple. When the collection was sufficiently large a picture was selected for each pupil. Much care was taken in adapting the picture to the child's taste and ability as an artist, for the teacher realized that much depended upon success at the outset.

Each child was also supplied with a cheap manilla envelope containing six slips of drawing paper four or five inches square. When all were in the children's hands, the teacher said: "I wish you to draw the picture I have selected for you on one of the pieces of paper in your envelope. Try to make it look so much like the original that we cannot tell them apart. Cut the paper if you wish. When you have drawn this one you may choose another from this box on the table, and return the one you have. Come whenever you have time for drawing and take them home if you desire. Perhaps you will find some pictures at home that you can bring, but bring them all to me first and I will decide whether they are good for you to draw.

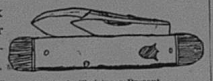


Johnny's Pig.

Whenever you make a sketch write your name below it and put it in your envelope. In one month from today I will select your best drawing and you may write a story about it. Each one shall put his picture on the cover of his story and we will tie them with pretty ribbons. In the morning we will pin them all up for exhibition and in the afternoon we will have our stories read for our reading lesson. We will mount all the good pictures not used for our stories, and make a pretty book which we will call "Our Sketch Book." You may draw as many as you like. They worked with varying success but unvarying interest during the month, nor did their interest flag when story-writing day came. The accompanying illustrations (1-6) are selected as typical of the work.

Naughty Tommy.

When a picture admitted of color the pupil was permitted to color it in flat washes. India or common ink might be used or the drawing simply left in pencil. These matters were left to the child's choice after due suggestion. At first, you will observe, the picture was made and the story written about it. As they became more proficient in sketching they were led to look up pictures which would illustrate given subjects, to select parts of illustrations here and there, and arrange in a fitting way, as in the accompanying illustration of "The Mississippi Valley." In this instance the arrangement is with a view to northern, central and southern products in their order, and the sketches were taken from various sources. In the original, the discs and title were washed in with pale tints of different colors and the sketching finished in India ink.



Ray's Christmas Present.

The Frog's Adventure.

The picture of nutmeg was made from a heavily shaded picture, the child having learned to look for the leading lines. The value of this method consists largely in the interest which it begets. The delight in the picture will carry the child through the tribulation of writing with a degree of interest difficult to attain by other methods. Again, nothing tends to make the child more exact in his work. The slightest change in a line often distorts the whole picture and he soon learns this. In the use of India ink and water color he must exercise the greatest care, and learn to handle the materials with a dainty touch, or his work will prove unsatisfactory. Then, too, it cultivates originality. The child soon learns that he may take parts of different pictures and adapt them to his work; that he must arrange according to the space to be filled. Right here the child needs much suggestion, but in most cases the fruit of this labor will appear, if not at once, "after many days."

Nutmeg.

Lastly, it cultivates the æsthetic side of the child, teaches him to discriminate between the artistic and inartistic, and to admire, and imitate as well as he is able, the beautiful. Beauty of form, artistic arrangement, delicacy of touch, daintiness of color, appropriateness of illustration to subject, exactness in proportion, neatness of execution—*all* may here be taught, and he must be very stupid, indeed, who can receive no good from a work involving so many possible benefits.

Geography.

BY MRS. M. A. ROSS.

THE STUDY of geography affords the greatest scope for variety in work and recitation of any common school branch. Beginning, perhaps, with observation lessons on objects natural to the child, such as plants, animals, minerals and climate; these may be illustrated by modeling or drawing, and often as language, reading and number work.

To aid the memory, it has been found useful to fix localities by a game on names. One pupil says, "I am thinking of a state whose name means 'hunting land,' what and where is it?" Another says, "I am thinking of a river whose name signifies, 'beautiful river' in the Iroquois tongue. What and where is it?"

In a similar way, sides being chosen and each member given a name, place or natural feature, very interesting and beneficial results may follow during a few minutes devoted to such an exercise. One of the opposite side gives the location or whatever the topic includes, and if the answer is incorrect, that pupil is seated, the questions and answers being continued until all of the pupils on one side are out of the contest.

THE EXPORT GAME.

Sides may be chosen the day before, one of the leaders giving to each member of his side bits of paper with the word "cotton" written on them. These prepare on the export, but keep the other side ignorant as to what it is. When the exercise begins, the second side tries to find out what the export is, asking their opponents five questions. This is continued until the export is properly named, each failure to gain the correct name being the signal for one of the questioners to be drawn. The five questions may be put by one side as a whole, or separately, according to the teacher's judgment.

The lessons on arithmetic can become of practical value when the problems are associated with the subject studied in geography. The area of the schoolroom, of the grounds adjoining, of the walls, blackboard, and other surfaces offer much of tangible value in such computations. Also measuring by the scale of miles on maps the distances between places, especially those of local interest. I have in mind a bright boy of nine, just entering the text-books, whose delight was unbounded when he learned how to do this; and the first leisure hour's use he made of it was to determine exactly the distance between his home and a certain other one where his thanksgiving pies were eaten, and where dear old "grandma" always "let the darling eat all he wanted!"

As the pupil advances, he may compute the area of countries, the length of rivers, and area of their basins. Thus, the Mississippi river is 4,396 miles in length, but the distance on a direct line is, from source to mouth, 1,200 miles. How many miles does the river bend? Areas of continents as compared with their coast line extent affords much wealth of material for practical examples, also area of oceans compared with land surfaces. As an example, the surface of the earth is equal to how many United States?

The different races of the globe furnish excellent material for language and history lessons. Indeed, it is not too broad an assertion to state that the teacher of geography has an unlimited field of instruction open to her for the broadening of the minds of her pupils, since almost every subject she teaches has an intimate connection with it.

When the child has been able to form proper conceptions of the world as an organic whole, life giving and life sustaining, and the conditions upon which it depends, he is on the road to the possession of that broad fund of information and intelligence essential to the proper discharge of his duty as a citizen of the world.

The study of geography reaches out into all the sciences: geology and mineralogy, physics as shown in effects of heat and light; magnetism, chemistry as connected with the constituents of air, earth, water; astronomy in the relation of our world to other heavenly bodies; botany relating to plant life—all these are embraced in the proper educational development of the child-mind, since they are at the root of history and civilization.

A Trip to Sunshine Land.

L. MABEL FREESE, BANGOR, ME.

COME, children, I want you to take a trip with me to Sunshine Land. Many are wondering where it is; never fear, it is not so very far away. Before we start let us find out all about that country. Come to the eastern window with me and look out upon this great, wide, beautiful wonderful world.

I wish to tell you about our kind friend who helps make this world so bright, light and warm; it was only a short time ago that it was dull, dark and cold. If you had been looking out very sharply early this morning you would have seen first just the faintest light red in the cloud land, and then you would see it grow brighter and brighter until the sky country was all lit up with red and orange, and then pretty soon our kind friend would win his way through his neighbors' houses—the clouds—and appear before us, his face lighted with a beautiful smile. Just as soon as he gets up he sends his children, the sunbeams, down upon that part of the ball moving around him—our earth—to do the work he has for them to do.

As soon as they start, the gloom fades away, the birds begin to hop from their nests with songs of joy, the trees rustle in gladness, the plants, vegetables and fruits brighten up wonderfully and the merry children begin to think of starting for school.

As long as we cannot really go up to Sunshine Land we will let Mr. Sun and all his children into our schoolroom and call it Sunshine Land. When you see what pretty dresses all the children wear, it will be hard to tell which you like the best. (Present Spectrum.) We wish to see if the work Mr. Sun's family have to do is anything like our work. In the first place they give us light so that we can see to do our work well, and while they are doing that they are cheering all nature to do her best and listen what they help the robin to sing, "Cheer up, cheer up."

Do you suppose these children get discouraged when their work is half done and say, "I can't?" Oh, no, they keep right on trying, for they know they might spoil a flower if they didn't do their best. So you see their work is like ours, for if we get discouraged and stop trying, we may spoil what we are doing.

The sunbeams do their work so gently and quietly! Just think, they lift water from the ocean to cloudland and then send it down upon the earth again in little atoms, which we call rain drops. I wonder if we can try to do some hard things as quietly and gently as our little friends do. Isn't it strange, no matter how hard Mr. Sun and his children work they never get cross but always try to keep sunny faces? Perhaps if we tried very hard to keep our faces sunny, we wouldn't grow cross or impatient.

Now children, let us think of the dreamland picture of the sunset hour. The sun and sunbeams are resting after their work upon cloudland hill, the west begins to grow gray, the shadows deepen, and soon with a good-bye nod and smile the sun puts a seal on our day's deeds and goes to cheer other people. They leave their curtains up as they go, and their violet and gold and red colors shine down to us and the trees reflect the beautiful pictures, and golden beams crown the hills and mountains, and gleam in the water and paint the flowers, till finally, the clouds grow sleepy, pull down their curtains and leave us with the stars, the angels' forget-me-nots, for company.

The Political Factor in Education.

(CONTINUED FROM PAGE 12).

of this nation who can judiciously act upon it if he would do his best service for the whole people. We would not be understood as favoring the unnecessary promulgation of opinion, but we do insist upon the right to express them when asked by earnest young people who are honestly seeking the opinions of superiors.

Where lies the responsibility for the anomalous situation in an American state that permits this unconstitutional infringement upon the simplest rights of its citizens?

Where? With those so-called educators and teachers whose qualifications in more ways than one unfit them for honest competition along the lines of merit, and who, determined to force themselves upon a people of honest motives but unreasonable prejudices, resort to means which honest men cannot afford to offset with like for like—appealing to the war passions or other morbid sentiments and feelings which have their origin in equally deplorable and unfraternal causes.

We Want Teachers

To act as agents this summer in selling Webster's Encyclopedia of Useful Information in connection with THE INSTRUCTOR. See big adv. on page 39.

Importance of Habit as an End of School-Work.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

"Sow a thought and reap a deed,
Sow a deed and reap a habit,
Sow a habit and reap character,
Sow character and reap destiny."

I WONDER how fully the teacher enters into the thought that education is to transform into habit whatever ought to belong to our nature. One may be sure that if that end is not in the mind of the teacher there is certainly a lack of appreciation of the responsibilities and privileges of the teacher's vocation. We cannot agree with Rousseau that "the only habit the child should form is no habit at all." At twelve or fourteen years of age the habits of the child should be practically formed.

In order to help the teacher to an understanding of the importance of fixing proper habits in the pupils, and to suggest how this may be done, I propose to give a homely, commonplace discussion of this subject. There will be no technical, psychological terms, and yet, I think the presentation will be psychological. I shall try to call attention to matters that would have been a great help to me as a young teacher, and that would have given me a truer idea of the education of the child.

WHAT IS A HABIT?

Webster's definition will answer our purpose: "The involuntary tendency to perform certain actions which is acquired by their frequent repetition." Are our pupils forming bad habits? Let us prevent the frequent repetition of the action that forms the habit. Are we seeking to establish good habits? Let us see to it that the action that produces that habit is frequently repeated. Are we so absorbed in such matters as the preparation for examinations, promotion, good order, the prevention of whispering, the covering of the topics specified in the course of study in the required time, or methods of instruction, as to neglect to guard the habits that our pupils are forming? Every one of these things is important and the teacher must give them all careful attention; but they must be considered not as an end in themselves, but as means to an end, and that end is good character.

I want to call attention to a few of the physical, intellectual, and moral habits that appear in every schoolroom and suggest some measures for their treatment.

PHYSICAL HABITS.

Most children enter school with some physical habits that should be broken up. It may be a shuffling walk, stooping shoulders, lounging posture in sitting and general awkwardness. Who will say that it is not a part of education to possess the habit of carrying the body with grace and self-control? Self-control is an important end of education and this applies to the body as well as to the mind. The difference between boorishness and gentility is expressed chiefly by the carriage of the body. I once saw a company of recruits mustered into the army in Berlin on the first of October. They were evidently young men from the farm, the workshop and the severer pursuits of life. They were crooked and bent from hard toil. A few days later at Potsdam I saw them drawn up in a line and being put through various rudimentary maneuvers by an officer. I never saw anything more laughable,—that is, for me, not for them. A comic newspaper could not exaggerate their grotesque positions. The way they carried their bodies, stuck out their chins, missed the step, and lumbered about was extremely ridiculous. Once again I saw those fellows about six months later. Their bodies were erect and well-poised, their faces were more intelligent, and the sharp word of command was heeded with alertness. The body was under control, and with that self-control there came a higher intelligence, an awakened self-consciousness, a realization of manhood not before possessed. Army discipline had broken up old habits and established new ones that are never lost even after army life is over. It seems to me that here is an important lesson for the school. The establishment of right physical habits will assist materially in the formation of right intellectual and moral habits.

I have hinted at only a few physical habits. The alert teacher will discover many. I have in mind a boy about ten years old whose walk is like that of a rolling "old salt" on land. It is simply a habit. Young girls as they approach womanhood often assume a peculiar walk that to the initiated appears ludicrous. What better lesson can the teacher impart to either of these than how to walk well? One other habit that I think is largely physical should be mentioned,—that of pitching the voice. Children sometimes get the habit of pitching the voice so high that it is simply a squeak, while others take so low a tone as to chill to the bone. There is no need of a single person being burdened through life with either of these characteristics if the teacher is faithful in breaking up this habit and establishing a right one.

INTELLECTUAL HABITS.

Perhaps less need be said upon this topic than upon either of the other kinds of habits, for our schools have given chief attention to intellectual training. But I want to direct the thought to a few of these habits, such as,—the use of correct language, love of good literature, accuracy, memorizing, logical thinking, etc. Too much care cannot be given in securing the correct use of the mother tongue, not only in speech but also in composition, not only while under the teacher's eye but also as a permanent habit. This is often very difficult to do as the few hours of the school have to counteract the longer period in the home or on the street where incorrect forms are constantly met. As in the case of every other habit the teacher must always insist upon the use of correct forms and by frequent and constant repetition substitute the good habit for the bad one.

LOVE OF GOOD LITERATURE.

The taste for good literature is created by furnishing only that which is good. Formerly books were so costly that only a few came into the hands of children, and besides this there were but few that were suitable for them. The publishers of trashy works were first in the field to furnish cheap books and the country was flooded with "dime novels." There is no doubt that this literature did incalculable damage in the false lessons taught and the vicious taste created. As a boy I remember reading the story of "Black Gill, the Robber." The hero robbed the rich and was generous to the poor, and this perverted form of morality was painted in such plausible colors that it took years to remove the fatal impression from my boyish mind. Fortunately the "children of this world" are no longer in this respect "wiser than the children of light," and publishing houses now furnish wholesome literature, artistically arranged and illustrated, from the noblest authors in the world, and at a remarkably cheap price. The teacher who does not utilize this fact to establish a taste for good literature and the habit of reading it, fails to employ one of the noblest agencies of modern times to a most important end.

MORAL HABITS.

It will be impossible within the limits of this article to more than outline a few general suggestions upon this broad topic. I have known teachers to be so absorbed in keeping step with the course of study and the daily program as to have no time to devote to moral habits. Indeed I knew one school in New York State in which the principal was guilty of fostering dishonesty by his violation of the plainest rules of the Regents during examinations. He circulated among the pupils calling attention to errors and suggested corrections, winked at cheating, and then made affidavit that he had followed the instructions laid down! I never saw so low a moral tone in a school before. To the pupils, lying was a means justified by the end, and cheating was a smart practice. This instance was a painful illustration of the evil effects of crookedness on the part of the teacher in influencing the ideals of a whole school. Truly the example of the teacher is a powerful factor in the education of children! The principles that govern a man placed over a school, as well as his practices and habits, are most a vital element in his work of education. Without good moral habits on his part, it is utterly useless for him to seek to form good habits in the children. This is the first essential of success and if a man lacks this essential he has no business in the schoolroom.

Has it ever occurred to you that the INSTRUCTOR is an ideal paper to help and inspire your older pupils who are, perhaps, fitting themselves for teachers? Many of our subscribers have called the attention of their older pupils to the INSTRUCTOR, have recommended its use, and thereby have placed in their hands the best help they can possibly secure.

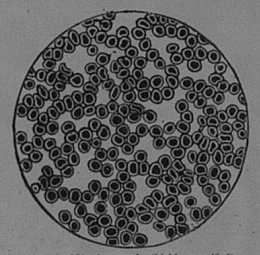
Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article IX.—Blood.—The Circulation.—Lymph and Lymphatics.

The Blood is the *vital fluid* of the body, for from it all the other fluids as well as all the tissues are made and repaired. It also carries the waste material of the various parts of the body to the lungs, kidneys, skin and bowels to be by them excreted or thrown out of the body. In addition to all this work, it carries animal heat formed in various parts of the body to the other parts that they may work as they should.

Blood in a dish, in mass obtained from the shambles looks like dark blue paint. As it stands, certain things occur. The upper portion exposed to the air becomes bright red, is *oxygenated*, *i. e.*, mixed with the oxygen of the air, exactly what occurs in the body when dark blood loaded with impurities is brought to the lungs. It then parts with most of its impurities, is oxygenated, becomes bright red and is fit to nourish the tissues. Another change takes place in the dish of blood, as in all blood not in motion, especially if exposed to the air. It separates into a straw colored fluid, the serum, and a central coagulum or clot caused by a constituent of the blood known as fibrinagen, which changes into fibrin as the blood coagulates. The serum contains most of the water, some of the albumen and salts of the blood and some of the red and white corpuscles. The coagulum contains the balance of these constituents besides the fibrin. This power of coagulability in a marked degree is the peculiar property of blood, and frequently prevents people and animals from bleeding to death, when severe cuts and tears of the body have been received. All efforts to stop bleeding are founded on the production of coagulation of the blood. Pressure with the fingers, by a compress or band, or the application of common brown paper such as is



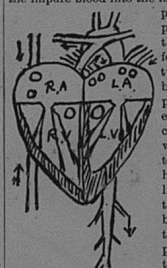
Human red blood-corpuscles (highly magnified).

used in butcher shops, or powdered alum or powdered tannin, will frequently stop bleeding. Preparations of iron should not be used, as the coagulum produced is hard and may be irritating. Substances like cobwebs or pieces of lint should not be left for any length of time in a wound. After a cut has been gently washed with hot water, the edges should be brought together and kept in place by narrow strips of surgeon's rubber plaster.

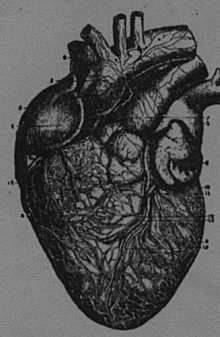
Blood moving in a blood vessel as shown by the microscope, is shown to consist of a rapidly moving fluid of very light color, in which is hurried along two sets of corpuscles, red and white. The red are biconcave discs, 500 to 1 of the white corpuscles. The white blood corpuscles are globular and probably change into the red which are the main carriers of life and heat. They have been compared to little boats laden with precious freight, which load and unload at various stations. The blood is the only fluid in the body that *circulates*, *i. e.*, that starts from a certain point, goes to various points and returns to the starting point, and hence is known as the circulating fluid.

The *organs of the circulation* are:—First, the *heart* or force pump. Second, the *arteries* that carry the blood from the heart to various parts of the body. Third, the *capillaries* or fine hair-like tubes that carry the blood *through* the parts of the body. Fourth, the *veins* that carry the blood *from* the parts to the heart.

The *Heart* is a powerful muscular organ that pumps the impure blood into the lungs to be purified, and the pure blood into the various parts of the body to nourish them. It is divided into four rooms or cavities, the two upper known as *auricles*, because the ancients supposed they resembled little ears. The two lower are called *ventricles*, because they were likened by the ancients to little stomachs. The heart is cone shaped, and lies obliquely in the chest, the apex and most of the body of the organ being on the left side of the body, part of the base and part of the body being on the right side. The auricle and ventricle on or towards the right side of the body are known as the right auricle and right ventricle, those on or towards the left side as the left auricle and left ventricle. Between the right auricle and right ventricle, and left auricle and left ventricle, are doors or *valves* which are opened by contraction of delicate muscles attached to their under edges, and are closed by relaxation of these muscles. The blood passes through the heart in the following manner. The blue, impure blood from parts of the body above the heart empties by a large vein into the right auricle as does also the impure blood from parts

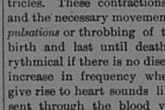


Diagram—Section of heart showing auricles, ventricles, valves, and connecting vessels.



Heart, front view.—1, right ventricle; 2, left ventricle; 3 and 4, right auricle; 5 and 6, left auricle; 7, pulmonary artery; 8, the aorta; 9, superior vena cava; 10 and 11, front coronary artery and vein which in part control the blood-supply of the substance of the heart; 12, lymphatic vessels.

of the body below the heart. The right auricle becomes filled, then contracts and expels its contents through the doors which now automatically open into the right ventricle. When it is full, the doors close and the impure blood is expelled by the contraction of the ventricle through a large vessel into the lungs where it is purified. From the lungs it returns by four vessels to the left auricle as pure blood. When the left auricle is filled, the valves between it and the left ventricle open, the blood is sent into that ventricle. When it is filled, the doors close and the blood is sent with great force into the *aorta*, the beginning of the arterial system, and from there into smaller and smaller arteries (arterioles) and so on into the capillaries. Both auricles contract at the same time as do the ventricles. These contractions, the closure of the valves and the necessary movements of the heart, produce the *pulsations* or throbbing of the heart which begin at birth and last until death occurs. These are always rythmical if there is no disease of the heart, but with increase in frequency when exercise is taken, and give rise to heart sounds like *lub-dub*. The blood is sent through the blood vessels by the force of the heart's action, by contraction of the circular muscular fibres of the arteries, by the contraction of the muscles through which the vessels pass, and its flow is aided by valves placed at varying distances apart in the veins, where most of the blood flows against the force of gravity, and by the suction action of the lungs in breathing in. All of the blood vessels are lined with a smooth coat. The blood does not coagulate in them unless this coat is roughened by disease, notably by excessive use of alcoholic stimulants. When a vessel is tied by a surgeon a plug forms which closes the artery long after the ligature rots away. The blood passes through the arteries at the rate of 12 inches per second, through the veins at the rate of 8 inches and through the capillaries at the rate of $\frac{1}{12}$ of an inch per second. The tissues are nourished by the capillaries tubes with one thin coat. These vessels permeate the tissues in meshworks and through their walls the albumen and oxygen ooze into the tissues and from the tissues into the capillaries, the carbonic acid animal impurities or wastes. The capillaries between the tissue cells are like the minute irrigation ditches between the rootlets of plants to be nourished.



A portion of a vein, with its branches laid open, showing the valves.

The pulse is the wave-like movement in the arteries and represents very well the action of the heart. For convenience it is felt in the radial artery at the wrist, but it can be felt at any superficial artery, in the temple, chin, ankle, etc. Usually it beats 70 to 80 times per minute, but may be normally 85 or more, or as in General Grant and the Duke of Wellington as low as 65.

The lymph is a fluid similar to the blood, though with an excess of white (lymph) corpuscles and but few red ones. It seems to be an overflow of the blood when the blood vessels are for any reason overcharged with blood, and contains impurities which empty into the blood current. The *lymphatic vessels* for the most part run near to the blood vessels and act as accessory supply and drainage tubes, especially for emergencies. They arise in the tissues with blind extremities but finally empty into the veins under the collar bones, and their contents are discharged into the right auricle together with the blood.

Superficial lymphatics of the hand and forearm. G, lymphatic gland.

Five Thousand Agents Wanted.

We want 5,000 agents to handle the best selling book ever offered to our readers. We refer to "Grand Combination" adv't on page 39. Send for terms to agents.

NATURAL HISTORY.

By Ella Jacobs, Philadelphia, Pa.

Destructive Insects.

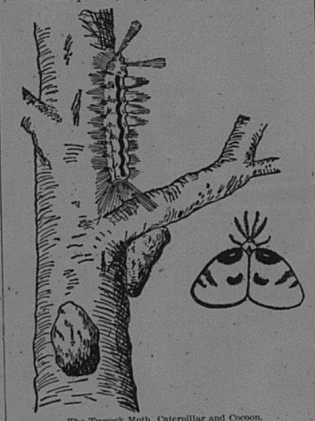
IN THE month of June, before school closes, it is well to make a resume of all that you have taught during the year about the various animals. Let the children group together similar life, such as moths and butterflies, land animals, water animals. Find out where your pupils will spend their vacation. If at the seashore, induce them to collect shells and sea weed. If in the country, give them directions, as simple as possible, for collecting moths, butterflies, deserted bird's nests, cicada (locust) shells, snails and tadpoles. Interest them in various leaves, all of which are the food for some animal. Teach them to avoid wanton destruction, but explain that animals destructive to our useful plants, as the bag worm, the tussock

The Bag Worm.

moth, the potato bug, etc., should be killed at once whenever discovered. Show that these are very injurious to the plants which form the food and shelter for men.

It is well to have specimens of all of these in various stages, so that the pupils may be able to instantly recognize them. Even the children who will remain in the city can make collections of leaves, beetles, insects of various kinds, and they can help protect the trees in the streets and public parks, by waging war on the destructive specimens.

Besides the fascination and pleasure of the study of animal life, its practical utility must be made to appeal to the children. When they see the lovely shade trees eaten to a skeleton, they will quickly try to discover the pests which are ruining them. The most ruinous to the trees of all the insects, is perhaps, the tussock moth which unfortunately is found nearly all over the country. As several broods are hatched out each season, the only safe way of exterminating them is by killing the eggs in winter. These are seen hanging from the trees in great web-like masses, the eggs inside. The caterpillars which hatch in spring are really very beautiful in their gay yellow coats with tufts of black and red hair all along their backs. But "handsome is as handsome does," and these pretty fellows are voracious eaters. It is almost impossible to kill off the caterpillars, they seem to spring up every-

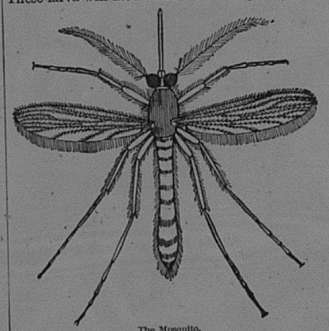


The Tussock Moth, Caterpillar and Cocoon.

where. I have seen them eat up all the leaves of a young maple tree in less than a week. After the caterpillars have been fully fed, they spin their cocoons, and attach them all along the trunk of a tree. These cocoons are oblong in shape and of a whitish grey color. These should be picked off the tree, as soon as discovered, and burnt. For every cocoon will help eventually to breed fresh caterpillars. After a while the moths will emerge from the cocoons. There are two distinct kinds.

The female, which is entirely wingless, and the winged male which flies to the almost motionless and helpless females. The females lay the eggs again in a mass of white foamy web and soon another brood of caterpillars is hatched to continue the destruction their ancestors began.

As the children will most certainly become intimately acquainted with the mosquito in the summer months, they are always interested in hearing of the life history of this annoying insect. In any stagnant pool, or in troughs, or in little ditches, the mosquito can be found abundantly, unfortunately for us. The children will know the young (or imperfectly developed ones) as wrigglers or wiggeers. It is very amusing to watch these little things when they first come out of the eggs. They are then called the larvæ. These larva hang in the water with their heads down; they breathe now from the tail or hind end. They wriggle about with a funny motion and drop quickly to the bottom if they are disturbed. It is easier for them to sink than to rise, and they seem to have a hard time to get up to the surface of the water again, as they must in order to breathe. You can easily collect some of these larva in a jar. Keep it covered and you can watch the developments. These larva will moult and soon change in a few



The Mosquito.

days to pupa. Call the children's attention to how this resembles the caterpillar or larvæ of a moth, changing into a cocoon with the pupæ within it. The pupa of butterflies and moths do not move, but the pupa of mosquitos are very active. They dart about in every direction. Notice what queer shaped creatures they are. Their head is club-like and is now on the surface of the water instead of hanging downward as formerly, when a larvæ.

In a few days the pupa skin will burst and out will come the imago, the true insect or the mosquito, as we know it. The dried pupa skin acts as a little boat and the mosquito balances itself on this queer raft until its wings are dry and it can fly away. This is a very dangerous time in the life of the mosquito, for if its boat should capsize the insect would drown. In fact many do perish in this manner. We all think that quite enough live to bite us. Curiously enough, only the female has a sting, the male

Early Life of Mosquito—Wigglers.

does not bite nor hum, but lives a very short life in the woods, leaving the female to do all the work and worry. The females seek the water when ready to lay their eggs. They deposit them in a boat shape mass on the surface of the water. The tiny eggs are held in place by a waterproof secretion which protects them from ruin. Mosquitos lay eggs in stagnant water, as running water would be perilous to them in all stages.

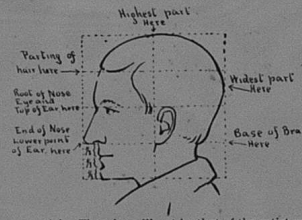
(CONTINUED ON PAGE 19).

DRAWING

By D. R. Augsburg, Oakland, Cal.

Heads and Faces.

PERHAPS THE most interesting object in this world, the one most thought of, most talked about, most looked at, and most studied, is the human head, and perhaps there is more desire to be able to draw and represent this object than all other forms combined. It will be the endeavor in this and succeeding articles to show how to do this, by an orderly and effective plan that experience has proven



successful. The aim will not be that of the artist who seeks to tell the whole story in color, light and shade, but that of the teacher who needs and can use only a suggestive outline, adapted mainly for the blackboard.

General Plan.—The general plan of learning to draw the head is as follows: (1) Learn the general proportion of the head and face by means of a diagram similar to Fig. 1. (2) Put this knowledge in force by copying heads from magazines, papers, etc., until the general features and proportions are well learned. (3) Draw from the living head. Let us put the above plan in force and work it out in detail. For convenience, we will divide the study of the head into three parts. (1) Side view. (2) Front and back views. (3) Quarter views.

2

Side View:—On a well proportioned head in the form of a picture, plaster cast, or, best of all, a living head, find out and prove in a general way the following points:

That the length of the head from the bottom of the chin to the top of the head, is about the same as from the end of the nose to the back of the head.

3

That the root of the nose, the eye, and the top of the ear, are on the same horizontal line about half way between the bottom of the chin and the top of the head.

That the end of the nose, lower point of the ear and the base of the brain, are on the same horizontal line about half way between the root of the nose and the bottom of the chin.

That the parting of the hair is about half way from the root of the nose to the top of the head.

That the ear is about twice as long as wide and is

5

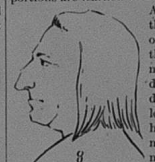
just back of the vertical line half way between the end of the nose and the back of the head.

That if the lower quarter is divided into three equal parts—the upper lip, the lower lip, and the chin will each occupy one of these parts.

According to the above observations, the head is contained in a square. If the square is divided into four equal parts horizontally and two equal parts vertically, (Figs. 1 and 2) the parting of the hair will be on the first quarter, the root of the nose, eye and top of ear will be on the second quarter and the end of the nose, lower point of the ear and base of the brain will be on the third quarter. The ear is immediately back of the vertical line. The widest part of the head is between the first and second lines. The top of the head is at the upper end of the vertical line. All of the above observations are general and vary in different individuals, but as a general guide to a well proportioned head are excellent and should be thoroughly learned.

7

The diagrams Figs. 1 and 2, are an aid in learning the proportions of the head and face. As soon as the proportions are learned then the diagram is abandoned.



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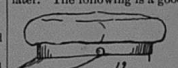
After the proportions, draw the heads Figs. 1 and 2 without the diagram but keeping the general proportions in mind. We cannot learn to draw the head by simply drawing one head, nor can we learn by drawing the same head over and over. There must be something for the mind to strive for in each drawing, otherwise there will be a tendency to make the drawing automatic, and as soon as this occurs progress ceases. Automatism is the grave of progress. To avoid allowing the work to become automatic, introduce some new feature into each drawing, such as:—A face with a mustache. A face with whiskers. A head with a hat. A head with a cap. A round head, a long head, etc. In one's practice it is not desirable at first to measure one's success by the portrait or likeness, but rather by the ability to handle the proportions and to think

10

11

definitely. Aim for the general, and the particular later. The following is a good plan and we will follow it in a general way:—(1) Learn general features and proportions. (2) Learn to draw a general head. (3) Learn to draw a special class of head. (4) Learn to draw individuals of a class. In this article, the first two divisions will be included.



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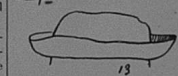

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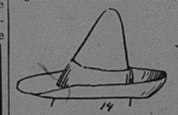
Drill Outline.—(1) Draw Figs. 1 and 2 until you can draw them without the diagram. (2) Draw Fig. 3 without the diagram. (3) Draw Fig. 4. (4) Draw Fig. 5. (5) Draw Fig. 6. (6) Draw Fig. 7. (7) Draw Fig. 8 and note how it differs from the diagram. (8) Draw Fig. 9. (9) Draw Fig. 10 and note how it differs from the diagram. (10) Draw Fig. 11. (11) Draw Fig. 11 reversed. (12) Reverse Figs. 3-10. The following are other means of modifying these drawings:—



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(13) Add the cap Fig. 12 to any of the figures. (14) Add the hat Fig. 13 to any of the figures. (15) Add the mustache and whiskers to any of the figures.

Destructive Insects.

(CONTINUED FROM PAGE 18).

Looking at a mosquito under a magnifying glass, we can plainly see its two large compound eyes. There are no occelli. It has two long feathery antennæ. Its six legs are slender and longer than the legs of a fly. The wings are beautiful, being fringed with delicate hairs. The sting is of interest on account of our frequent close contact with it. The long bill of the mosquito is really a full set of instruments of torture. There are five protectors which are like bristles, next is the shield or sheath, inside of this are three lancets of piercers. These pierce into the flesh, then the blood is sucked up through a tiny tube, and you can see it afterwards in the clear sac of the body. The bite of a mosquito is not really poisonous, the soreness is usually increased by rubbing and thus irritating it.

It is well to show the children either pictures or specimens of the various kinds of flies, which are both annoying and destructive.

BIG MONEY DURING VACATION.

Any teacher who wishes profitable employment during the vacation months should handle our grand combination of "Webster's Encyclopedia of Useful Information" together with Normal Instructor. Any person can make from $5 to $10 a day with this combination, as the book contains material that will appeal to everyone. Read the description on page 39 of this issue and send for terms to agents.

Friday Afternoon Exercises

ARRANGED BY SUPT. T. B. WEAVER, PROSPECT, OHIO.

I couldn't decide
How much to divide.

The more I would figure,
The remainder got bigger;
But at last I grew wiser
About the trial divisor.

I can add and subtract,
And I tell you a fact,
When I say with some pride,
I can multiply and divide.

Program of Exercises for Last Day of School.

SONG.

Tune—O Come, Come Away!

O come, come away!
Dear friends and happy schoolmates!
Vacation dear again is here,
O come, come away!
We'll lay aside our slates and books,
And by the clear and babbling brooks,
We'll rove in shady nooks;
O come, come away!

O come, come away!
Our school days now are over;
Another happy year is gone,
O come, come away!
With grateful hearts we sing our praise
For blessings of these happy days,—
Our thanks in song we raise,
O come, come away!

(Now enters a class of pupils of the various grades or sections,—primary up to grammar,—if in a country school; if in a graded school, a class representing the various studies pursued. The pupil carries an outfit to represent his work. This class enters dressed as the pupils come to school and assist in singing the next stanza; then recite as indicated.)

O come, come away!
Our books and tasks forgetting,
Let's roam in glee o'er hill and lea!
O come, come away!
With singing birds and blooming flowers,
We'll spend the joyful summer hours,
To cheer these lives of ours,
O come, come away!

Class recites.

Welcome, good friends, both old and new,
A greeting kind to all of you;
You're welcome to our schoolroom dear,
Our songs and speeches now to hear.
Please to be pleased with what we do;
For you were children once 'tis true.
Your happy days have gone for aye,
While ours are here, so bright and gay.

Our tasks we did as best we could,
And did to others as we would
That they should do to us in turn,
And noble lessons tried to learn.
To you, kind parents, teacher, too,
We offer thanks, sincere and due,
For all the blessings we enjoy
Secured to us by your employ.
And now, before we may review
The tasks and lessons we've gone through,
We bid you welcome, one and all!
Our happy school days we'll recall.

1st Pupil (a small boy).

The greatest trouble I met,
Which made me hustle and sweat,
Was the multiplication table;
But now I am able
To repeat it both ways
Without any delays.

Long division came next,
And I was perplexed;
It took courage and grit
And I say quite a bit,
All those problems to work
And no duty to shirk.

When skating was fine,
It worked on my spine
To go promptly to school
And plow through some old rule,

And despite all my wishing
To go hunting and fishing,
I was bound to succeed
In my studies indeed.

For when I had leisure,
I could go with more pleasure;
My heart was more light
When I did what was right.

2nd Pupil (a small girl).

My lessons, too, were very hard;
Sometimes I felt like crying;
I wanted good grades on my card,
And so I kept on trying.

I whispered some to Willie Brown,
The teacher saw me do it;
And when I saw her looking down,
How sad I felt she knew it.

The hardest thing for me to learn,
Is while at night I'm sleeping,
The earth has made its over-turn
And under it I'm keeping.

The people on the other side,
Upon their heads are walking;
When night comes on, I want to hide—
I hope 'tis foolish talking.

They say the sun's most awful hot,
I'm 'fraid the earth might strike it;
And if it did, and we were caught,
I s'pose we wouldn't like it.

3rd Pupil (larger pupil).

Grammar made me study,
As it does most everybody;
I couldn't find the pronoun's antecedent;
I couldn't well compare,
Some adjectives like *rare*,
And words I'd use in places where I needn't.
The apostrophe and ess ('s),
I frankly here confess
Oft gave me trouble not a little bit.

Some plurals, genders too,
Were hard to give just true,
And oft the rules and cases wouldn't fit;
I "*knowed*" instead I "*knew*" it,
I "*drawed*" instead I "*drew*" it,
In case of "hisn" and "hern" I used the *n*;
And *me* and *you* must do this,
And I *will* surely rue this,
Instead of "*you* and *I shall* see the men."
Now Grammar as it's spoken,
I speak in language broken;
I try to say exactly *what I mean*.
The *thought* in words said briefly,
The *purpose* is most chiefly,
So that the *thought* by all is *clearly seen*.

4th Pupil.

'Twas hard for me to spell,
Although I studied well,
Such words like Wednesday, phthisic and bouquet.
That horrid, silent letter,
I think it would be better,
To sink it, too, in far Manila Bay.
I cannot see the blessing,
For one, I stand confessing,
Of spelling all those French words like *debris*;
The Saxon words are better,
They have no silent letter,
And they compose the *language of the free!*

5th Pupil.

My trouble was in writing,
Although the task's delighting,
I couldn't get the proper slant at all;
Each letter seemed inclined,
More than the rule defined,
Some letters would be giants, others, small;
I'd flourish for an hour,
With all my skill and power,
With loops, stems and lines both straight and bent.

And when with greatest care,
My copy I'd prepare,
No lawyer could decipher what it meant;
To flourish well was pretty,
But then it was a pity,
To try so hard and write what can't be read.
I dropped the handsome style,
And, in a little while,
I wrote a good, plain, business hand instead.

6th Pupil.

You'll be surprised when I may own
How hard it was to read,—
To overcome the monotone,
And all inflections heed;

To let my voice slide up, then down,
And let it fall and rise,
To read in smiles, then in a frown—
And tears in both my eyes.

The teacher tried her very best
To teach me how it's done;
But when I'd try it by myself,
I'd strike the *monotone*.

We read about the birds and bees,
For which I had no care—
As growing grass and forest trees,
The monotone was there.

But on last Decoration day,
A glorious piece was read—
About a lily we should lay,
Above our noble dead.

And when beneath our flag so grand,
Those tender words I heard,
My heart beat fast, I clenched each hand,
My very soul was stirred.

I got the piece and read it o'er,
With all my soul and heart;
And now the monotone's no more,
And I can do my part.

All—

Dear friends, we've told you just a few
Of many trials we've gone through;
Beneath a skillful teacher's care,
We met the contests, full and fair,
And turned what threatened sore defeat,
To glorious victory so sweet.
So we have learned in all our life,
To be a hero in the strife;
And with a heart for any fate,
To labor on, as well as wait.

(*All retire from stage.*)

(CONTINUED ON PAGE 41.)

NATIONAL EDUCATIONAL ASSOCIATION

Los Angeles, Cal., July 11-14, 1899.

THE SELECTION of Los Angeles, California, as the place for holding the National Educational Association is sufficient evidence of itself to make doubly sure the success of that great gathering this year. All of the indications point to a very large attendance. Thousands will consider this their golden opportunity to visit the Pacific slope. While a trip to Europe costing several times as much is the dream of many, yet the wisdom of taking that trip before seeing and knowing more of our own wonderful country, with its vast resources, its varied climate, products, and matchless educational institutions, is seriously to be questioned. The cost of the trip is within reach of thousands who have hitherto been unable to cross the continent. The Western Passenger Association has decided to give one first-class limited fare, plus the $2 membership fee, for the round trip,—which will be $52 from the Missouri river points, with the privilege of returning by any other direct line. For particulars, correspondents should write the local secretary, Frank Wiggins, Chamber of Commerce, Los Angeles, Cal.

HAZARD'S PAVILION WHERE THE PRINCIPAL SESSION WILL BE HELD.

An additional expense of $12.50, offered by the Atchinson, Topeka and Santa Fe, and Southern Pacific railways, will afford one the privilege of returning via the Shasta route, who reach Los Angeles via the Santa Fe or Southern Pacific, or $17.50 for those going via Ogden. This will return passengers to Houston, Texas, through Ogden, Purcell and Fort Worth; to Kansas City or Omaha through Ogden, or any direct line, and to St. Paul via any northern transcontinental route. Return tickets to or through Chicago will be honored as if return were made via Missouri river.

FROM NEW YORK TO LOS ANGELES.

Two parties will leave New York City for Los Angeles which will accommodate eastern tourists, called the "School Journal" parties. The first will leave over the New York Central and go the way of Niagara Falls, the Michigan Central to Chicago, then taking the Atchinson, Topeka and Santa Fe. The return trip will be by the Northern Pacific, including the National Park, short side-trips to the Grand Canon, the Petrified Forest, etc. The entire cost of this, including sleeper, meals and hotels, will be $230. Those not taking in the Yellowstone will pay only about $180. Those desiring to go with this party can join it at New York, Albany, Buffalo, Chicago or Kansas City.

The other party will leave New York July 1, at 2 P. M., for a trip that will not be less than 8,000 miles. Jersey City will be the starting point via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago it will go over the Northwestern, with privilege of short stop-over at Omaha, and spending a day at Denver and the Garden of the Gods. The train will pass through the Royal Gorge by daylight, and the Grand Canon of the Arkansas river. A day will be spent at Salt Lake City, reaching Los Angeles July 11, and remaining three days.

Returning, there will be two days stop-over at San Francisco, and one day will be spent in Portland. At Livingstone the party will divide. Those who come directly east will take the Northern Pacific to St. Paul, with stop-over privilege at Minneapolis and the Falls of Minnehaha, reaching New York, July 26. Those who make the tour of the Yellowstone will arrive in New York, August 1.

Further particulars concerning either one of these routes, and the conditions, can be obtained from Ossian H. Lang, 61 East Ninth St., New York.

All of the railroads have agreed upon one fare to the N. E. A. and return, of $83.75 from New York. Sleeping car berth each way $20. Returning via the Northwestern, $12.50 more.

HOTELS AND RESTAURANTS.

The Hotel Westminster will be the headquarters of the National Committee, and also the headquarters of the Illinois, Kansas, New York, Massachusetts, Michigan, Colorado, Missouri, Minnesota, and other state delegations. This hotel has 275 rooms, and board can be furnished on the European plan from $1.00 to $5.00 per day.

Van Nuys and Annex, 300 rooms. Prices for rooms, from $1 to $8 per day. American plan $2.50 to $8 per day.

Hollenbeck, 220 rooms, $1 and up. American plan, $2.50 per day and up.

The Natick, Vincent, California, Litteford Inn, Brunswick, Melrose, Lincoln, will furnish board ranging from 75 cents to $2.50 per day and rooms at the same ratio.

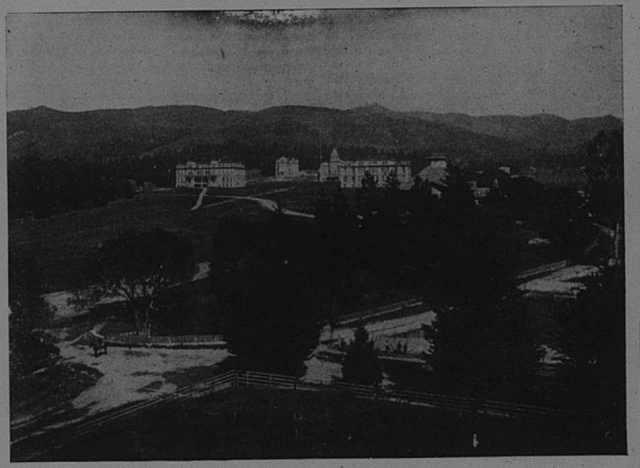
Besides this, there are 20 to 30 first-class family hotels, with rates ranging from $5 to $12 per week. The European plan is preferable on the Pacific coast, enabling the visitor to obtain lodging independently.

ADDITIONAL PRIVILEGES AND RATES.

From the official bulletins we also glean the following concerning side trips and stop-over privileges. At an additional expense of $3, a side trip can be taken to San Diego, and other points of special interest at an equally low figure. Stop-over privileges will be allowed going, between June 25 and July 11, when passengers must reach Los Angeles. The return limit of the ticket is September 4. Stop-over privileges west of the Missouri river going, include all points west of and including El Paso, Trinidad, Pueblo, Colorado Springs, Denver, Cheyenne, and returning at all points on northern transcontinental lines.

We cannot pause to enumerate the points of interest from an historical or scientific standpoint which the teacher will be permitted to visit at slight expense, including some of the most picturesque scenery in the world. Starting from Los Angeles there are a dozen mountain trips that can be taken, each taking in an entirely different section of the country. The Sierra Madre mountains, the "Mother of Mountains," that link the Coast Range with the Sierra Nevada, raise their snow crests seven to ten thousand feet above the sea level. Mt. Wilson and Mt. Lowe beckon to the tourist from their lonely summits. The former is reached by a mountain trail, and near the summit is a camp where accommodations are furnished. The latter is reached by an ingenious system of mountain railways which extend to Alpine Tavern, at an elevation of 5,000 feet.

Then, nineteen miles away is the popular seaside resort of Santa Monica, with but little difference between its summer and winter temperature. Two miles from the city is Santa Monica Canon, a picturesque ravine that opens on the ocean beach. Twelve



UNIVERSITY OF CALIFORNIA.

STANFORD UNIVERSITY—VIEW OF QUADRANGLE FROM WEST END.

miles away is San Gabriel Mission, founded Sept. 3, 1771, and still in a good state of preservation. Helen Hunt Jackson mentions the building in "Ramona." At Santa Barbara is found the largest mission building left by the Franciscans, and at sunset each evening the old bells ring the angelus, as they have for more than a century. Santa Catalina, an island twenty-two miles in length, a park in the Pacific and mountain range at sea, can be reached in less than three hours. Few more beautiful places have ever delighted the eye of man than Riverside and its environs, famous for its oranges and beautiful Magnolia Avenue, and miles of flower-bordered streets. Pasadena, the "Crown of the Valley," is nine miles northeast of the city. Here you can visit the Ostrich Farm, one of the rising industries of southern California, which contains over 250 birds of all sizes.

Los Angeles itself is a marvel of attractiveness. Its name betrays its Spanish origin. Only one building now standing dates back to the Spanish era,—the church of Our Lady of the Angels, completed in 1812. The citizens at first subscribed 500 cattle toward the enterprise, and the friars of the southern mission, seven barrels of brandy. These contributions raised the walls to the window arches where the work stopped, but after eleven years it was finally finished. This is the oldest parish church on the Pacific slope. Fort Hill is the historic site of old Fort Moore, which was built by the Mormon battalion during the Mexican war, while in the service of the United States. But we must turn to modern features of present interest.

Education in Los Angeles.

The Normal School at Los Angeles stands second as to time of erection and size, of the four in the state. The one at San Jose is largest and oldest. The other two are located at Chico and San Diego. By referring to the picture of the Los Angeles Normal School on this page, the reader may form an idea of this thriving institution. This one and the San Jose Normal are giving training to kindergarteners under provision of state law. All of them offer a four year's course for graduates from the ninth grade, and a two year's course for high school graduates. The Los Angeles Normal is among the best known, most progressive and efficient schools in the country.

Among the foremost High schools of the state is that at Los Angeles. It has a large and able faculty and is crowded to its utmost capacity with between 1,400 and 1,500 pupils. This school is distinguished particularly for its strong commercial and scientific courses.

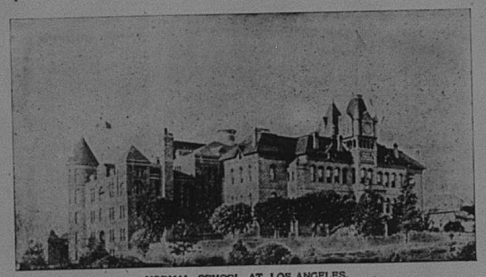
California has a number of excellent private and denominational colleges, and among the most important of them is the University of Southern California and Occidental College at Los Angeles. It is under the control of the Methodist Episcopal church, has fifty-four instructors and over four hundred students. The valuation of the buildings and grounds is $150,000, and its total endowment is $230,000. It is co-educational, and furnishes professional and post-graduate courses.

While the rapid growth of the city makes it difficult at times to keep up with the demand for room, Los Angeles still maintains an excellent system of schools. The personnel of the teaching force is very intelligent and efficient. Los Angeles is one of the first cities of the Union to establish kindergartens as a part of its city system, giving them the same support as other work.

University of California.

The University of California is, perhaps, the most beautifully located of any university in the world. It is located at Berkeley, and looking westward, one is afforded a grand view of San Francisco Bay and the Golden Gate. This institution was founded in 1868, and has played an important part in the development of the Pacific Slope. It has expanded very rapidly of late and now takes its place beside the best universities in America. In San Francisco is the Mark Hopkins Institute, its department of Art. Its colleges of Law, Medicine, Dentistry, Pharmacy, and Veterinary Science are soon to be housed in substantial buildings recently constructed at Sutro Heights. An integral part of the University, also, is the Lick Astronomical Department at Mount Hamilton. The University endowment is capitalized at about $8,900,000; its yearly income is nearly $400,000; it has received private benefactions to the amount of $2,250,000, and has assurance of several millions more when the Phœbe Hearst architectural plans, already well advanced, shall have been matured. At Berkeley there are about 130 teachers, 26 departments, and 1,700 students. In San Francisco there are 750 students. Tuition is free except in certain professional departments, and women constitute a large proportion of the University's membership.

The picture which we furnish can give but an inadequate conception of this great institution. There are twelve buildings in all. The library contains over 75,000 volumes. The museums, the Bacon Art Gallery, and the laboratories deserve more space than we can give. The University has had its most remarkable growth during the present decade.



NORMAL SCHOOL AT LOS ANGELES.

Leland Stanford Jr. University

By consulting the excellent picture which we give of this new, but already great institution, the reader will be impressed by the truly unique style of architecture, a reproduction on a large scale of the old Spanish missions of California. The picture gives a general view of the Quadrangle from the west end. There are twelve one-story buildings, connected by an arcade opening on an inner court of nearly four acres paved with asphalt.

In the sketch of President Jordan in the February number of Normal Instructor, we said: "The University has been a phenomenal success not only on account of his leadership, but owing to the remarkable devotion of the Stanfords. The senator, before his death, bequeathed the most of his vast fortune to this enterprise. Since his death, it it said, Mrs. Stanford has twice requested the courts to cut down her income from the estate, and on one occasion pledged her jewels to tide over a season of financial distress. The University was founded as a memorial to their son who died about fifteen years ago." The corner stone was laid May 14, 1887, and the formal opening to students was Oct. 1, 1891. The site at Palo Alto in the Santa Clara valley, 33 miles southeast of San Francisco, is beautiful for situation. The grounds consist of 8,000 acres partly lowland and partly rising to the foot-hills of the Sierra Morina. It is expected that the future endowment of the university will be not less than $20,000,000. There are 83 instructors, and 1,224 students. The library contains 43,000 volomes. The biological departments of the university are supplemented by the Hopkins Seaside Laboratory at Pacific Grove. As stated in the charter, the general scope is "that of a university, with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories and conservatories, together with all things necessary for the study of agriculture in all its branches and for mechanical training, and for the studies and exercises directed for the cultivation and enlargement of the mind."

A CLUSTER OF ORANGES, LOS ANGELES, CAL.

Educational Movements.

Southern California has felt the effective educational influences of these two Universities. The recently developed pedagogical department of the State University has already done great good. Earl Barnes, formerly of Stanford, is remembered for his enthusiastic and wholesome influence. At the present time Southern California is enjoying a vigorous and thrifty University extension movement, under the direction of Robert Hieronymo. The trip of a teacher to Los Angeles would not be complete without visiting and inspecting some, at least, of their great educational institutions.

The state laws on the subject of high schools are so framed, that it is possible to establish high schools readily, which can be easily reached by almost any child. Under this law there may be not only city high schools, but high schools maintained by the county, the district or a union of districts. Well supported by the laws of the state, and stimulated to a high grade of work by the system of visitation and accrediting adopted by the University, there has been developed an excellent system of high schools.

Good Normal School support and severe examination requirements for teachers, have aided greatly in raising the standard of common elementary school work to a high grade. The strong leadership of Presidents Randall, Pierce, Ritter and Black is felt in the public school system throughout the state, both rural and urban.

California Harvests.

That cluster of oranges, and those bunches of bananas hanging by those great stalks, which we see in the pictures on this page, remind us only of the fact that California affords a wider variety of ripening products than can be found elsewhere. At the World's Fair she made us all sensible of our limitations by her splendid exhibits. We are told that the fore part of July is the time to see nature at her best. The apricot is the first of the stone fruits to ripen, and the early part of July will find scores of orchards heavily laden with this fruit of many varieties, of various shapes, colors and flavors. This fruit is so delicate that it defies transportation across the mountains to eastern markets when fully ripe, and its most delicious flavor is not developed until full maturity. Therefore, it must be dried and canned for market. It is a sight worth seeing to visit the orchards, where the expert cutters are at work, the drying yard, carefully planned to reduce motion to the least possible limit, the ingenious machines for grading the fruit, all make the scene one of exceeding interest.

Following the apricot comes the peach harvest, most of the orchards being so planned as to have varieties that ripen successively from July to October. All of the berries grown anywhere are ripening in midsummer, except the cranberry which is not grown in California. All kinds of plums, late oranges, and the ever-bearing lemon are produced in abundance. In August, grapes in bewildering variety begin to ripen, and we are told that one who has not eaten the California grape has a delight in store that is not to be lightly regarded. The finest flavored varieties are too delicate and tender to be packed for market.

The process of picking, curing and packing raisins is a most interesting one, involving many ingenious devices. The sugar beet harvest begins in August and the whole range of sugar production can be studied from the beet in the field to the sugar in the sack. There are three great factories in southern California that will be in operation at this time.

The grain harvest presents features peculiar to the Pacific coast, the long dry summer making possible a method of harvesting which is employed nowhere else. Great harvest machines are to be seen drawn by traction engines, or by forty or more horses, cutting from twenty-four to fifty feet in width, in one operation cutting, threshing, and sacking the grain, so that it can be cut and marketed in a single day.

The almond harvest begins in August, and is of interest since California is the only state in the union in which this crop is grown.

Starting from Los Angeles, one finds the Lamanda Fruit Association curing apricots a few miles east of Pasadena. Close by, and easily accessible, is the great vineyard and winery at San Gabriel, near the "Old Mission." Twenty miles further on places us in the raisin vineyards of Cucamonga. Near by at Ontario, they are packing lemons. At Riverside we would find them shipping oranges. At Climo the vast acreage of sugar beats spreads out before us, with the great factory in the distance. At Pomona the peach and prune harvest is in full blast. At Santa Anna are the walnut groves, and at Los Angeles the great canning factory. All of this can be seen in a single trip around the Kite-Shaped track from Los Angeles to Riverside and return.

The great harvester machines can be seen in the San Fernando Valley, twenty miles from the city, and forty miles further north are the great almond orchards of Antelope Valley,—the largest area planted to almonds anywhere in the world. On the way to San Francisco are the vast raisin vineyards at Fresno, with the great packing houses and raisin seeding plants, and the army of Chinese employed in various ways in connection with this industry. Probably nowhere else in the world can so great a variety of fruit products be found.

A BANANA PLANT, LOS ANGELES, CAL.

The Chinatown of Los Angeles.

One of the privileges that will be accorded the visiting delegates, will be a visit to Chinatown at Los Angeles. It is situated just across the Plaza, and opposite the quaint old church of Our Lady of the Angels. It is a quaint, curious, fascinating piece of oriental civilization, broken off and dropped down in the midst of occidental civilization, with few modifications arising from contact with surrounding influences. The Chinaman does not come here to get either good or wise. He does not assume that there is any need or possibility of it. He doesn't come expecting to be absorbed by our civilization and thus lose his identity and forget the teachings and customs of the fathers. He just comes to get rich and to have a good time.

The Chinese quarter of Los Angeles, therefore, is a veritable little Chinese city, with narrow sunless streets, decorated with various colors. The Chinaman puts the stamp of his peculiar individuality upon all his surroundings so that it is impossible to be deceived thereby. Here on the streets you meet the brilliantly clad orientals that you have hitherto seen pictured on tea-chests and fans. In a doorway you may see the wise and good doctor standing, who with all his predecessors for thousands of years has studied the healing virtues of dragon's blood, and knows what use dried bugs, and the bodies of lizzards and snakes can be put to in healing the sick of all their diseases. As he stands there, we have a striking picture of a haughty, proud man whose wisdom and learning have lifted him to a position of commanding influence among his fellows.

Another picture that fills the mind with curious interest is the little fellow going along the street with American-made sailor hat, faded green silk frock, corduroy pants, Chinese shoes. He is on his way to school. His primer is the same one that was adopted by the Board of Education more than a thousand years ago. Since his lessons must all be studied aloud, he develops lung power, even though at great inconvenience to others. But since all pursue the same method, the medley of sounds in the schoolroom becomes so familiar that they cease to distract. The education of this child consists mainly in memorizing the wise sayings of the sages on ancestor-worship, filial piety, and the need of avoiding all evil companions. He writes with a brush, using India ink, and when visitors are present, he is abnormally self-conscious, and shrieks out his lesson with the evident purpose of hiding his embarrassment. Owing to the limits of our space, we can only refer to the store, the butcher shop, the curio-shop, the vendors of various things, and the Joss-house. A trip to Chinatown is one of those never-to-be-forgotten experiences that no one who has the opportunity can afford to miss.

PROGRAM N. E. ASSOCIATION.

General Sessions.

The annual meeting of the Board of Directors will occur at 12:00 m., Tuesday, July 11th.

All General Sessions will be held in HAZARD'S PAVILION, except that one of the two sessions on Thursday morning will be held in SIMPSON TABERNACLE.

TUESDAY AFTERNOON, JULY 11TH—OPENING SESSION.

Meeting called to order by Chairman of the Local Executive Committee, Hon. F. Q. Story, Los Angeles, Cal.

Prayer. Music.

Addresses of Welcome (30 minutes)—

His Excellency, Henry T. Gage, Governor of California, on behalf of the State.

Hon. Thos. J. Kirk, State Superintendent of Public Instruction, on behalf of the educational interests of the State.

Hon. Fred Eaton, Mayor of Los Angeles, on behalf of the Municipality.

J. A. Foshay, Superintendent of Los Angeles Schools, on behalf of the educational interests of the City.

Responses (30 minutes)—

N. C. Dougherty, Superintendent of Schools, Peoria, Ill.

Dr. Emerson E. White, Columbus, Ohio.

J. H. Phillips, Superintendent of Schools, Birmingham, Ala.

Music.

President's Address (30 minutes)—

What Education has not accomplished. Eliphalet Oram Lyte, Principal First Pennsylvania State Normal School, Millersville, Pa.

Appointment of Committee on Resolutions.

Active Members will meet at their respective State Headquarters at 5:30 p. m., Tuesday, July 11th, to select nominees for the general Nominating Committee.

TUESDAY EVENING JULY 11TH.

Music.

Address (40 minutes). An educational policy for our new possessions. Dr. William T. Harris, U. S. Commissioner of Education, Washington, D. C.

Address (30 minutes). A history of the schools of Hawaii. Mrs. Emma L. Dillingham, Honolulu, Hawaii.

Address (20 minutes). The educational problem in Hawaii. Henry S. Townsend, Inspector General of Schools of Hawaii.

WEDNESDAY MORNING, JULY 12TH.

Prayer. Music.

Address (20 minutes). Fundamentals in teaching. Hon. L. D. Harvey, Superintendent of Public Instruction, Wisconsin.

Address (20 minutes).—Quo Vadimus? Mrs. Helen Grenfell, State Superintendent of Public Instruction, Colorado.

Address (20 minutes). The average scholarship of the average pupil. Frank Rigler, Superintendent of Schools, Portland, Ore.

Address (20 minutes). Fatigue among school children. Will S. Monroe, State Normal School, Westfield, Mass.

Address (30 minutes). The United States' exhibit at Paris. Howard J. Rogers, Director of Education and Social Economy, United States' Commission to the Paris Exposition.

Appointment of Nominating Committee.

WEDNESDAY EVENING, JULY 12TH.

Music.

Address (30 minutes). The education of the citizen. Francis W. Parker, Principal Chicago Normal School, Illinois.

Address (30 minutes). "The Manifest Destiny" of popular education. C. B. Gilbert, Superintendent of Schools, Newark, N. J.

Address (30 minutes). Art in education. Elmer E. Brown, University of California, Berkley, Cal.

THURSDAY MORNING, JULY 13TH—HAZARD'S PAVILION.

Presiding officer, R. S. Bingham, Superintendent Schools, Tacoma, Wash., Vice-President for Washington.

Prayer. Music.

Address (30 minutes). The religious element in the formation of character. Rt. Rev. George Montgomery, Bishop of Los Angeles, Cal.

Address (30 minutes). The development of moral character. George W. A. Luckey, University of Nebraska, Lincoln, Neb.

Address (20 minutes). Evolution and ethics. S. T. Skidmore, Girls' Normal School, Philadelphia, Penn.

Address (20 minutes). The scholar and the State. R. H. Webster, City Superintendent of Schools, San Francisco, Cal.

General discussion. Opened by Charles M. Jordan, Superintendent of Schools, Minneapolis, Minn. Five-minute discussions, if time will permit. Persons desiring to speak will send their names in writing to the chair.

The annual Meeting of Active Members will be held at 12:00 m., Thursday, July 13, in Hazzard's Pavillion, for election of officers and the transaction of other business.

THURSDAY MORNING JULY 13TH—SIMPSON TABERNACLE.

Presiding officer, E. B. McElroy, University of Oregon, Vice-President for Oregon.

Prayer. Music.

Address (30 minutes). Growth of confidence between high schools and colleges. Robert B. Fulton, President of the University of Mississippi.

Address (20 minutes). The spirit of the classics. Mrs. Josephine Heermans, Kansas City, Mo.

Address (20 minutes). How far the Universities are responsible for the existing conditions in English in the secondary schools. Miss Mae E. Schreiber, Madison, Wis.

Address (30 minutes). Let pupils be so classified as to allow unrestricted progress or unlimited time, according to ability. Frank J. Barnard, Superintendent of Schools, Seattle, Wash.

General discussion. Opened by J. W. McClymond, Superintendent of Schools, Oakland, Cal. Five-minute discussions, if time will permit. Persons desiring to speak will send their names in writing to the chair.

The meeting of the New Board of Directors will be held at 4:30 p. m., Thursday, July 13th.

THURSDAY EVENING, JULY 13TH.

Music.

Address (30 minutes). The outlook in education. Dr. Nicholas Murray Butler, Columbia University, New York City.

Address (30 minutes). Progress in public education. Dr. F. Louis Soldan, Superintendent of Schools, St. Louis, Mo.

Address (30 minutes). Some phases of public education in the south. Hon. G. R. Glenn, State Superintendent of Public Instruction, Atlanta, Georgia.

FRIDAY MORNING, JULY 14TH.

Prayer. Music.

Address (30 minutes). Usurpation of home by school. Aaron Gove, Superintendent of Schools, Denver, Col.

Address (30 minutes). The economic interpretation of history, E. A. Bryan, President of Washington Agricultural College, Pullman, Wash.

The Educational Press (15 minute addresses.)

Educational Journalism—its tribulations and triumphs. John MacDonald, Editor of *Western School Journal*, and President of the Educational Press Association, Topeka, Kans.

Educational Journalism—an inventory. C. W. Bardeen, Editor, *School Bulletin*, Syracuse, N. Y.

The function of educational journalism. George P. Brown, Editor of *School and Home Education*, Bloomington, Ill.

Is the educational press educational? William George Bruce, Editor, *American School Board Journal*, Milwaukee, Wis.

Ideal and practical considerations in educational journalism. Ossian H. Lang, Editor, *The School Journal*, New York.

FRIDAY EVENING, JULY 14TH.

Music.

Address (30 minutes). The Usefulness of the University. David Starr Jordan, President of Leland Stanford Jr. University, Palo Alto, Cal.

Address (30 minutes). The school in its relation to the higher life. Hon. Nathan C. Schaeffer, State Superintendent of Public Instruction, Harrisburg, Pa.

Address (30 minutes.) A professional spirit as influence. Andrew E. Winship, Editor, *Journal of Education*, Boston, Mass.

Music.

Report of Committee on Resolutions.

Introduction of President-Elect.

Music—AMERICA, by the Audience.

Benediction. Adjournment.

National Council of Education.

SATURDAY, JULY 8TH.

The homes of our down-town children. Miss Lucia Stickney, Hughes High School, Cincinnati, Ohio.

The future of the Normal School. Hon. W. T. Harris, U. S. Commissioner of Education, Washington, D. C.

MONDAY, JULY 10TH.

Report of special committee of the Department of Superintendence on School Hygiene. Hon. W. T. Harris, U. S. Commissioner of Education, Washington, D. C.

Differentiation of the American secondary school. Charles H. Keyes, Principal of High School, Holyoke, Mass.

Report of the Committee on State Normal Schools. Z. X. Snyder, President State Normal School, Greeley, Col.

Psychology for the teacher. Dr. E. C. Hewett, Associate Editor *Public School Journal*, Bloomington, Ill.

The educational progess of the year. Dr. Nicholas Murray Butler, Columbia University, New York City.

TUESDAY, JULY 11TH.

Report of the Committee on Libraries and their Relations to Public Schools. Chairman J. C. Dana, Librarian, Public Library, Springfield, Mass.

Department of Kindergarten Education.

WEDNESDAY AFTERNOON, JULY 12TH.

Character study in the kindergarten. Prof. Thomas P. Bailey, Jr., University of California, Berkeley, Cal.

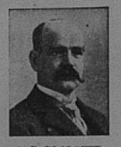
Some criticisms of the kindergarten. Dr. Nicholas Murray Butler, Columbia University, New York City.

The educational use of music for children under the age of seven years. Miss Mari Ruef Hofer, Chicago, Ill.

In what relation stands imitation to originality and consequent freedom? Miss Mary F. Ledyard, Supervisor of Kindergartens, Los Angeles.

(CONTINUED ON PAGE 26.)

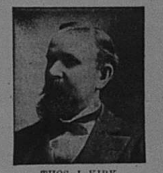
R. C. BARRETT.


A. B. BLODGETT.

J. W. ABERCROMBIE.

A. J. SMITH

W. H. SMALL.


THOS. J. KIRK.

L. SEELEY.

OTIS ASHMORE.

N. C. SCHAEFFER.

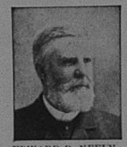
FRANK A. HILL.

ELLA JACOBS.

ANNA F. CLYDE.

ALFRED BAYLISS.

J. H. LEWIS.


EDWARD B. NEELY.

HELEN L. GRENFELL.

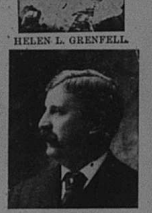
J. E. HAMMOND.

J. A. FOSHAY.

J. F. SAYLOR.

FRANK NELSON.

E. E. BEAMS.


CHAS. R. SKINNER

1899-NORMAL INSTRUCTOR-1900

THE list of writers which has been secured for next year's INSTRUCTOR is of sufficient merit to warrant the publishers in saying that the 1899-1900 INSTRUCTOR will be far better in every respect than any previous year. This announcement gives but a partial list of the many valuable features it will contain. It is the aim of the publishers to furnish a paper that will meet the needs of teachers of every grade. The subscription price is only 50 cents per year. Give it a trial.

State Superintendents of Public Instruction.

This department, one of the most interesting features of the INSTRUCTOR during the past year, will be equally interesting and beneficial during the coming year. The following Superintendents have been engaged:

HON. R. C BARRETT, Iowa.
HON. THOMAS J. KIRK, California.
HON. FRANK A HILL, Massachusetts.
HON. JOHN W. ABERCROMBIE, Alabama.
HON. JASON E. HAMMOND, Michigan.
HON. CHARLES R SKINNER, New York.
HON J. H. ACKERMAN, Oregon.
MISS HELEN M. GRENFELL, Colorado.
HON. N. C. SCHAEFFER, Pennsylvania.
HON. ALFRED BAYLISS, Illinois.
HON. J. H LEWIS, Minnesota.
HON. FRANK NELSON, Kansas.
HON. FRANK L JONES, Indiana.
HON E A CARLETON, Montana

City Superintendents Department.

In this department three or more City Superintendents will write short spicy articles each month, which will be one of the most interesting and instructive departments of the paper. We give a partial list of contributors:

W. L. Hailman, Dayton, Ohio.
J. N. Greenwood, Kansas City, Mo.
F. R. Hathaway, G. Rapids, Mich.
Edward B. Neely, St. Joseph, Mich.
Otis Ashmore, Savannah, Ga.
A. J. Smith, St. Paul, Minn.
J. T. Saylor, Lincoln, Neb.
W. H. Small, Chelsea, Mass.
J. A. Foshay, Los Angeles, Cal.
C. B. Gilbert, Newark, N. J.
F. T. Oldt, Dubuque, Iowa.
A. J. Demarest, Hoboken, N. J.
Geo. Griffith, Utica, N. Y.
Charles Lose, Williamsport, Pa.
R. E. Denfield, Duluth, Minn.
C. F. Boyden, Taunton, Mass.
H. E. Kratz, Sioux Falls, Ia
L. E. Wolf, Kansas City, Kan.
W. H. Anderson, Wheeling, W.Va.
John Morris, Covington, Ky.
E. H. Marks, Louisville, Ky.
B. B. Snow, Auburn, N. Y.
John Morrow, Allegheny, Pa.
Edward L. Stevens, Flushing, N. Y.
A. A. Seehorn, Quincy, Ill.
C. B. Bruce, Lynn, Mass.
Wm. J. Shearer, Elizabeth, N. J.
Wm. E. Hatch, New Bedford, Mass.
J. A Shawan, Columbus, O.
R. E. Ruehrle, Lancaster, Pa.
R. S. Thomas, Akron, O.
L. O. Foose, Harrisburg, Pa.
R. S. Bingham, Tacoma, Wash.
R. D. McKeen, Haverhill, Mass.
C. M. Jordan, Minneapolis, Minn.
Wm. R. Wiley, Terre Haute, Ind.
F. Treudley, Youngstown, Ohio
Carey Boggess, Springfield, O.
A. B. Blodgett, Syracuse, N. Y.
B. C. Gregory, Trenton, N. J.
J. A. Stewart, Bay City, Mich.
George Howell, Scranton, Pa.

Department Articles.

The subject of *Primary Grades* will receive more attention than ever before. three or more pages in each issue being devoted to it. The department of *Drawing* will continue under Prof. Augsburg. Miss Lillian M. Cherry, who has written on the subject of *Birds* during the past two years, will contribute for the department of *Natural History*, and Miss Ella Jacobs who has written on *Natural History* during the past year, will furnish articles on *Nature Study*. She will be assisted by Miss Anna F. Clyde of Philadelphia. Several experienced writers will furnish articles on *Discipline*. Dr L. Seeley will continue his interesting series of articles, and Elmer E. Beams will continue the department of *School Room Helps*. The exercises for *Friday Afternoon* and *Special Days* will be better than ever. The departments of *Current Biography* and *Invention and Discovery* and *Kindergarten* will continue as usual. No pains will be spared to make the INSTRUCTOR better than ever before.

TEACHERS IMPROVEMENT CO.,
DANSVILLE, N. Y.

Department of Kindergarten Education.

(CONTINUED FROM PAGE 24.)

The headquarters of the Kindergarten Department will be at Bellevue Terrace, Sixth and Figueroa Sts. The City Kindergartners of Los Angeles will tender a reception to the Department Wednesday evening, July 12th.

THURSDAY AFTERNOON, JULY 13TH.

The mental and moral nature of the kindergarten child. C. C. VanLiew, State Normal School, Los Angeles, Cal.

Music in the kindergarten, Miss Anna Stevall, Principal of Golden Gate Kindergarten, Free Normal Training School, San Francisco, Cal.

The kindergarten child physically. Frederic L. Burk, Superintendent of Schools, Santa Barbara, Cal.

Naughty children. Prof. Elmer Brown, University of California, Berkeley, Cal.

Department of Elementary Education.

THURSDAY AFTERNOON, JULY 13TH.

President's Address. W. N. Hailmann, Dayton, Ohio.

The claims of the individual pupil in class work. Supt. C. F. Carroll, Worcester, Mass.

The path of least resistance in education. Supervisor B. C Gregory, Trenton, N. J.

FRIDAY AFTERNOON, JULY 14TH.

Culture epoch theory in education. Miss Louise Hannum, Ph. D., Greeley, Col.

Voices of childhood and youth. Supt. J. H. Dinsmore, Beatrice, Neb.

NOTE:—Free and full discussion is invited on the part of all interested. Persons desiring to take part in the discussions will please notify the President of the Department.

Department of Secondary Education.

WEDNESDAY AFTERNOON, JULY 12TH.

Do our high schools prepare for College and Life, in accordance with the present requirements of both? Principal G. B. Morrison, Manual Training High School, Kansas City, Mo.

Discussion led by Prof. Ellwood P. Cubberly, Leland Stanford, Jr., University, California.

Should Arithmetic, English Grammar, Geography and History of the United States be reviewed in the high school? J. W. Crabtree, Inspector of Accredited Schools for the University of Nebraska, Lincoln, Neb.

Discussion led by Superintendent D. D. Mayne, Janesville, Wis.

FRIDAY AFTERNOON, JULY 14TH.

The ethical influence of the study of economics. Byron C. Mathews, City High School, Newark, N. J.

In fundamental civil ethics, what ought we to teach as the American doctrine of religion and the state? President Sylvester F. Scovel, University of Wooster, Ohio.

Discussion led by Prof. Arthur Allin, University of Colorado, Boulder, Col.

Department of Higher Education.

WEDNESDAY AFTERNOON, JULY 12TH.

Peculiarities of the western side of the Rockies. Dr. Eugene W. Hilgard University of California.

The practicability of a National University. President Charles W. Darney, University of Tennessee.

Discussion by President David Starr Jordan, Leland Stanford, Jr., University; Dr. Nicholas Murray Butler, Columbia University.

THURSDAY AFTERNOON, JULY 13th.

Joint session with department of Secondary Education, President Edward F. Hermanns, presiding.

Report of Joint Committe on College Entrance Requirements, (appointed at Denver meeting, 1895,) Dr. A. F. Nightingale, Superintendent of High Schools, Chicago, Ill., Chairman.

Discussion—Led by President Joseph Swain, Indiana University, Bloomington, Ind.; President C. H. Jesse, University of Missouri, Columbus, Mo., Superintendent A. J. Smith, St. Paul, Minn.; Principal Frank Morton, Lowell High School, San Francisco, Cal.; President David Starr Jordan, Leland Stanford, Jr., University, Cal., and others.

FRIDAY AFTERNOON, JULY 14TH.

Continuous University sessions. President Jerome H. Raymond, University of West Virginia.

Discussion. President James H. Baker, University of Colorado; Professor William Carey Jones, State University of California; President George W. White, University of Southern California; Dr. I. W. Sanders, Las Cruces, N. Mex.

The study of education in the university. Prof. Elmer E. Brown, University of California.

Discussion by B. A. Hinsdale, University of Michigan; Chancellor Wm. H. Payen, University of Nashville.

Department of Normal Schools

The discussion at both sessions of the Normal Department will be based upon the report of the Committee on Normal Schools, and particularly upon that part of the report which relates to the Training School. From the twenty-seven theses of this section of the report the following topics have been selected:

WEDNESDAY AFTERNOON, JULY 12TH.

Comparative value of student teaching in Normal School work. (From Thesis II.) "In comparison with other lines of work in a Normal School, practice teaching is capable

(CONTINUED ON PAGE 28.)

Something New, Attractive and Instructive.

The Dinsmore Wonder Lectures

By PROF. THOMAS H. DINSMORE, Jr., A. M., Ph. D., of Syracuse, New York.

SUBJECTS:

A Wonderful Structure. A Visit to Other Worlds. The Philosopher's Stone. Forty Miles Through the Mammoth Cave. The Nature and Influence of Narcotics.

The popular audience always enjoys new and interesting lectures, and on this account the "Dinsmore Wonder Lectures" are attracting widespread attention. Their author, Dr. Thomas H. Dinsmore, Jr., of Syracuse, N. Y., is a member of the American Association for the Advancement of Science, and has devoted more than fifteen years to practical scientific investigation. For ten years he has made a specialty of delivering popular scientific lectures in connection with

DR. DINSMORE ILLUSTRATES VIOLENT CHEMICAL ACTION.

educational work. They are illustrated with chemical experiments, sketches and paintings, and represent a new line of attraction. During the past season he has received calls from all parts of the country, as he is now devoting his entire time to platform work. His lectures are not over the heads of the people, but are so plain that all may appreciate and enjoy them. They are especially helpful

FOR COLLEGES.

President John Henry Barrows, one of the most eminent educators of the world, after hearing Dr. Dinsmore, writes as follows:

"He has a rare faculty of making scientific lectures extremely facinating. The interest of the audience does not flag, and no listener can be indifferent. The lecture called a 'Wonderful Structure' is a marvelous effort, which would be of great service in colleges and elswhere. *Prof. Dinsmore has a mission of rare importance.*"—*Rev. John Henry Barrows, D. D, LL. D., President of Oberlin College.*

As these lectures are brilliantly illustrated with chemical experiments and full of valuable information they are in great demand for

TEACHER'S INSTITUTES AND Y. M. C. A. COURSES.

The following tributes taken from hundreds, are given to our readers:

"Dr. Dinsmore delivered a splendid lecture before the Butler County Institute."—*Hon. Nathan C. Schaeffer, D. D., LL. D., State Superintendent of Public Instruction, Pennsylvania.*

Last month *Mr. G. K. Shurtleff, General Secretary, Y. M. C. A.*, Cleveland, in writing to an association of secretaries in another state, said:—"We were especially pleased with Professor Dinsmore's lecture in our course this year. It is the kind of attraction that entertainments should present, as it carries with it moral instruction and intellectual help."

Some scientific lectures are generally considered to be dull and tiresome, but Dr. Dinsmore's are unusually attractive.

The *Times* of Richmond, Va., well expresses in the following language the pleasure with which these lectures are received in the south:—"The promoters and managers of the Richmond Lyceum course deserve the most sincere thanks of those who were fortunate enough to hear Dr. Thomas H. Dinsmore, *Jr.* The lecture was not only interesting and entertaining, but was instructive, and the members of the committee are to be thrice congratulated if the remaining lectures are to be half so valuable as was the one last night.

The editors of the NORMAL INSTRUCTOR realizing the need for popular lectures of high order, unite in giving their unqualified endorsement of the work of Dr. Thomas H. Dinsmore and to commend him as a brilliant and successful experimenter and scholarly speaker. As stated above, he devotes his entire time to the lyceum platform. During the coming season he will be available for lectures in all parts of the county east of the Rocky Mountains. His home is in Syracuse, New York, and we would earnestly advise our readers who are interested in securing entertaining and instructive lectures, to address him there for terms, dates and circulars descriptive of his illustrated lectures.

How Elephants Cross a River.

It is a great sight to see a line of elephants crossing a river with steep banks. They go down slowly, striking the ground with their trunks before each step, and never making a slip or miss, although you feel every minute as if they were going to take a header into the water. Then they wade or swim, as the case may be, and they swim beautifully, not hesitating to cross half a mile of deep water if it need be.

I must say, however, that the sensation of sitting on the back of a swimming elephant is the reverse of pleasant; you fancy yourself on an enormous barrel which may roll round at any moment and take you under.

Having crossed the stream, they must climb to the top of the bank, and this is the most peculiar operation of all. Down on their knees they go, and with trunk and tusks dig out a foothold for themselves, and so, step by step, work their way to the top, their position being sometimes like that of a fly climbing up a wall. As they reach the top they give a lurch sideways, and shoot one leg straight over the bank, then give a lurch to the other side and shoot out the other leg in the same way, which brings them into the position of a boy hanging by his arms from the edge of a roof. Then they come to their knees, and finally, with a great scrambling and kicking of their hind legs, bring themselves to level ground again.

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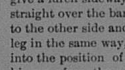

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An Amphibious Animal.

The school boy who said that an amphibious animal was "one that couldn't live on land, and died in the water," has found a kindred spirit in Florida, as witness this:

A Boston lady stood on the deck of the Ocklawaha steamer in Florida, notebook and lorgnette in hand, asking ponderous questions of a darkey roustabout.

"Is the alligator amphibious?" was one of her questions.

The darkey scratched his head; he was a bit puzzled, as there had been more corn pone than dictionary in his bringing up, but his quick wit and natural logic did not desert him as he replied:

"I reckon he am, mis'; he done bite yo' shuah ef yo' monkey with him."

The Gospel of Work.

We have been favored by Mr. George H. Daniels, general passenger agent of the New York Central railroad, with one of those tasteful *brochures* that originate with the Roycroft printing establishment of East Aurora, N. Y. Its title is "A Message to Garcia," and its author is the brilliant writer, Elbert M. Hubbard. The amount of common sense, worldly wisdom, and every-day philosophy contained in its scant, but beautiful, eleven pages, and which lie beneath its jocose banter, form a marvelous little social homily which those who labor at anything, with hands or head, will appreciate, and only those; yet its perusal must awake a glimmer of thought in the dullest. Get it; read it; take it to heart. This "preachment," we learn, is reprinted for Mr. Daniels from the March *Philistine*, already out of print. It is issued by the Central road as one of its "Four-Track Series," and, to the number of one hundred thousand, is being sent to teachers, clergymen, and other civilizing minds of the community, not to advertise the great New York Central, which does not need it, but simply and purely in the well-founded belief that it will benefit the younger generation. We agree with a leading New York divine, who says: "It is Gospel truth, every word of it; its publication will do great good."—and those into whose hands it shall come will be quick to recognize their indebtedness to Mr. Hubbard, to Mr. Daniels, and perhaps to the NORMAL INSTRUCTOR for directing attention to it.

Great Premium Offer!

The Perry Pictures Company of Malden, Mass., advertises in this number their remarkable Premium Offer for subscriptions to THE PERRY MAGAZINE. The Magazine will be published monthly (during the school year) instead of once in two months as formerly. It is beautifully illustrated, and is devoted largely to aiding teachers and parents in using pictures in the school and home. The price of the Magazine is $1.00 per year. The price of one hundred of the Perry Pictures is $1.00. But for a limited time this offer is made: The Perry Magazine for one year and the set of one hundred Perry Pictures,—named in the advertisement, all for $1.40—only 40 cents more than the price of the Magazine alone. Think of getting one hundred Perry Pictures for 40 cents! Teachers and parents should improve this opportunity by subscribing at once,—sending to The Perry Pictures Company, Malden, Mass.

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Department of Normal Schools

(CONTINUED FROM PAGE 26.)

of rankiug as the most valuable course for the student."

Discussion opened by Dr. Herman T. Lukens, Head Training Teacher, State Normal School, Greeley, Colo.

The relation of the training school to the other departments of the Normal School. (From Theses XXVII. and XI.) "The training school should be the correlating center of the Normal School." "Heads of departments in the Normal School should be supervisors in fact of their subjects in the training school." "Faculty meetings in a Normal School should be directed not merely to executive work, nor primarily to that, but to instruction."

Discussion opened by Mrs. L. L. W. Wilson, Ph. D., Head of Department of Biology in the Philadelphia Normal School, and Colonel Francis W. Parker, Principal, Chicago Normal School.

May a training school be at the same time a model school? (From Thesis XXV.) "The idea that a Normal School should be provided with a training school and a model school besides is hardly a feasible one."

Discussion opened by W. E. Wilson, A. M., Principal of State Normal School, Ellensburg, Washington, and Dr. John W. Cook, President State Normal University, Normal, Ill.

FRIDAY AFTERNOON, JULY 14TH.

Lesson plans. (From Thesis XXIV.) "Until a high grade of independence and skill in planning and conducting recitations has been prqved, a written plan of each recitation should be required by the critic teacher."

Discussion opened by Miss Marion Brown, Principal of the New Orleans Normal School, and Mr. Ossian H. Lang, Editor of the School Journal, New York.

Observation as a factor in training school work, (From Theses XVI. and XVII.) "Some observation should precede actual instruction." "This observation, however, is comparatively useless, unless it is supervised and discussed with the same care as the actual teaching of a student teacher."

Discussion opened by Miss Gertrude Edmund, Ph. D., Principal of Normal Training School, Lowell, Mass., and Dr. Charles C. Van Liew, Head Training Teacher, State Normal School, Los Angeles, Cal.

Qualifications of the critic teacher. (From Thesis X.) "Next to a wholesome personality, the special feature of a critic teacher should be the ability to show particularly the merits, as well as the defects of instruction, basing criticism plainly upon accepted principles of teaching.

Discussion opened by Miss Harriet M. Scott, Principal of Detroit Normal Training School, and Hon. Nathan C. Schaeffer, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

Department of Child Study.

WEDNESDAY, AFTERNOON, JULY 12TH.

Status of child study in Europe. President's address. Will S. Monroe, Westfield, Mass.

Division of labor in child study. John I. Jegi, State Normal School, Milwaukee, Wis.

Child study in normal and training schools. Miss Gertrude M. Edmond, Principal of Training School, Lowell, Mass.

A curriculum of applied child study for the kindergarten and the primary school. Frederic L. Burk, Superintendent of Schools, Santa Barbara, Cal.

Child study: the missing link between the home and the school. Miss Anna B. Thomas, State Normal School, California, Penn.

THURSDAY, AFTERNOON, JULY 13TH.

Children's interest in literature. Isabel Lawrence, State Normal School, St. Cloud, Minn.

Children's drawings. Mrs. Louise Maitland, State Normal School, San Jose, Cal.

The adolescent at home and in school. E. G. Lancaster, Colorado College, Colorado Springs, Col.

Group activity among children. C. C. VanLiew, State Normal School, Los Angeles, Cal.

Other departments of the Association holding meetings during the session with well planned programs, are those of "Art Education," "Physical Education," "Manual and Industrial Education," "Business Education," "Music Education," "Natural Science Instruction," "School Administration," "Library," "Education of the Deaf, Blind and Feeble Minded," "The National Hebart Society" and "The Educational Press Association of America."

Uncle Jack returns from a long walk, and, being somewhat thirsty, drinks from a tumbler he finds on the table. Enter his little niece, Alice, who instantly sets up a cry of despair. Uncle Jack: "What's the matter, Allie?" Alice (weeping): "You've drinked up my aquarium, and you've swallowed my free polly wogs."

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BIRDS

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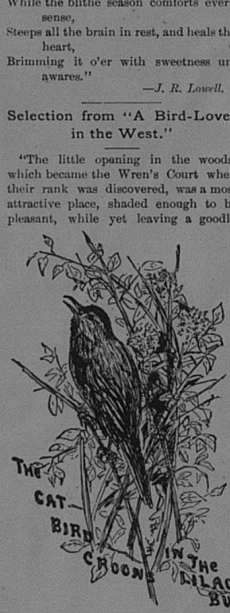
"The little bird sits in the nest and sings
A shy, soft song to the morning light;
And it flutters a little and prunes its wings.
The song is halting and poor and brief,
And the fluttering wings scarce stir a leaf;
But the note is a prelude to sweeter things,
And the busy bill and the flutter slight
Are proving the wings for a bolder flight."
—*Paul Laurence Dunbar.*

"In June 'tis good to lie beneath a tree
While the blithe season comforts every sense,
Steeps all the brain in rest, and heals the heart,
Brimming it o'er with sweetness unawares."
—*J. R. Lowell.*

Selection from "A Bird-Lover in the West."

"The little opening in the woods, which became the Wren's Court when their rank was discovered, was a most attractive place, shaded enough to be pleasant, while yet leaving a goodly stretch of blue sky in sight, bounded on one side by immense forest trees, which looked as if they had stood there for generations; on the other side, the babbling stream, up and down which the kingfisher flew and clattered all day. One way out led to the thicket where a woodthrush was sitting in a low tree, and by the other by the Path Difficult, up to the world above. The seat, across the court from the nest, had plainly been arranged by some kind fate on purpose for us. The whole was indeed an ideal nook well worthy to be named after its distinguished residents.

"Thoreau was right in his assertion that one may see all the birds of a neighborhood by simply waiting patiently in one place, and into that charming spot came "sooner or later" every bird I had seen in my wanderings up and down the ravine. There sang the scarlet tanager, gleaming among the leaves of the tallest trees, his olive-clad spouse nowhere to be seen, presumably occupied with domestic affairs. There the Acadian flycatcher pursued his calling, fluttering his wings and uttering a sweet little murmur while he alighted. Into that retired corner came the cries of flicker and blue jay from the high ground beyond. On the edge sang the indigo-bird and the wood-pewee and cardinal and woodthrush song formed a chorus to all the varied notes that we heard."—*Olive Thorne Miller.*



June Bird Talks.

To those who have become interested in bird study, and attempted to know the birds in their homes and haunts, the "common" days have indeed become full of what Lowell calls "tender histories." There is always something happening in Nature's days, worth our while to see or hear. And when once we get fairly into the freedom of the great "out door" life, we find a significance in every little thing. The budding of the leaves, the note of a single bird, the finding of a newly-built nest, a newly opened flower, or the whirr of an insect, the scamper of a squirrel across the path, the fall of a nut—all becomes worth noting on the day's calendar. We have proved, too, the truth of what Nature students always tell us—that we usually find more than we seek. We rarely set out to track one particular bird that we do not fall in with other feathered friends or meet with an unexpected find in flowers or insects.

More and more, also, we come to notice the subtle links in Nature—the likenesses to be traced in beast, bird, tree, flower, rock, etc.

In the blue of the forget-me-not, I am reminded of the blue bird, of the blue

(CONTINUED ON PAGE 30.)

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A. Henry, Evanston, Ills., writes: "You have helped me to overcome all obstacles and the returns physically and mentally have surpassed even my hopes."

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On Page 39.

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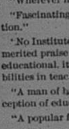

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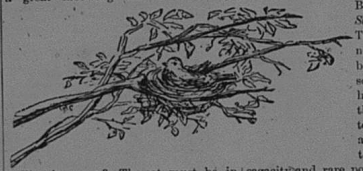
(CONTINUED FROM PAGE 29.)

sky, or vice versa. The tints upon the tree trunk and the leaves, the lichen covered rock, the sandy soil, the flower-decked field or woodland slopes are seen again in feather of bird and wing of insect. The liquid note in the brook and in the song-bird's throat, seems to have had its rise from the same fountain head.

When we come to the family of birds to which we will devote especial study this month—namely, the mocking-birds, thrashers and wrens—we find several of the links, some of which are highly amusing.

The gray pussy sits on the doorstep, sunning herself. Suddenly, off in the bushes we hear some distressing sounds, a great meowing and caterwauling.



"What is wrong? The cat must be in trouble," we say. But no, in a moment more we realize, as we see the cat still sleeping serenely in the sunshine, that it is no four-footed creature making this commotion. It was only a gray, innocent pretty bird that tricked us. Yes, the cat-bird!

We hear a wonderful ventriloquist off across the lawn. Whether whistling boy or warbling bird, we scarcely know. The notes change and change. We know, finally, that the merry mocking bird has been favoring us with some of his mimicry and nonsense. We have long passed by a family which contains some of the most interesting birds and finest singers in Birdland. But it has not been from lack of interest, but rather, time. The bird people are far too numerous for us to make acquaintance with all in a year, or even two or three years. This June, however, we will resist all the birds that would charm us, here and there and every where in our study, and pay first court to the

MOCKING BIRD FAMILY, OR FAMILY TROGLODYTIDAE

Sub-family Mimine { Mocking bird, Cat bird, Sage Thrasher, Brown Thrasher

Sub-family Troglodytinæ { Wrens { Carolina Wren, House Wren, Winter Wren, Short-billed Marsh Wren, Long-billed Marsh Wren.

THE MOCKING BIRD.

At first thought, one might expect such a brilliant performer as the mocking bird to have brilliant plumage as well. But we have often noticed how Nature seems to equalize things. For their better protection, no doubt, some of the birds with most attractive voices, have dullest plumage. Grays, browns and whitish grays predominate in the mocker's feathers—the upper parts gray, wing feathers tipped with white, and breast gray, shading to white. In length, he is about 9 or 10 inches, same as Robin. His true home is in southern United States, but he often strays northward and resides for a summer in New England and in our northwest.

The mocking bird's true song is a rich, sweet melody, rivalled only by the thrush. (We find, though, a great difference in people's tastes, in the line of this bird's song. I refer you to Bradford Torrey's words in "A Florida Sketch Book," chapter *On the St. Augustine Road*) The bird's imitative notes and what may be called his comic songs, have won for him his great reputation as a mocker and tease. Innumerable anecdotes are told of the mocking bird's sagacity and rare powers of mimicry of almost every songster in Birddom and even cries of animals of various sorts. The mocker's peculiar gift, has (unfortunately, I think,) rendered him a great attraction as a cage bird. Yet almost every one who has heard him in his own haunts in Florida and Alabama, or in his more northern temporary home, declares that "one bird in the bush is worth a dozen caged birds." At times low and plaintive, then full and strong and sweet, the slim, graceful mocking bird's song, especially when heard to best advantage, at night, is one not to be forgotten. Its song while on the wing

BROWN THRASHER.

has been described by those who have heard it as well worth a long trip to hear. In fact, our mocking bird is the "American Nightingale," rival of the famous English nightingale, that bird favorite of all English poets. It would be interesting to trace comparisons in the place our nightingale holds in literature, as against the English bird. John Burroughs has some good things to say to us in this line in "Birds and Poets." He calls attention to a little sonnet by the Southern poet Wilde,' which gives us about the truest idea of our mocking bird of any short poem. Here is the sonnet.

(CONTINUED ON PAGE 31.)

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Birds.

(CONTINUED FROM PAGE 30.)

TO THE MOCKING BIRD.

"Winged mimic of the woods! thou motley fool,
Who shall thy gay buffoonery describe?
Thine ever-ready notes of ridicule
Pursue thy fellows still with jest and gibe.
Wit—sophist songster—Yorick of thy tribe,
Thou sportive satirist of Nature's school,
To thee the palm of scoffing we ascribe,
Arch scoffer and mad Abbot of Misrule!
For such thou art by day—but all night long
Thou pur'st a soft, sweet, pensive, solemn strain,
As if thou didst in this, thy moonlight song,
Like to the melancholy Jacques, complain,
Musing on falsehood, violence and wrong,
And sighing for thy motley coat again."

Mr. Burroughs further calls attention to a very different poem in which the mocking bird plays an important part, —Walt Whitman's "Out of the Cradle Endlessly Rocking." "The poet's treatment of the bird" he says, "is entirely ideal and eminently characteristic. That is to say, it is altogether poetical and not at all ornithological; yet it contains a rendering or free translation of a bird-song—the nocturne of the mocking-bird, singing and calling through the night for its lost mate—that I consider quite unmatched in our literature." Space forbids quoting from this poem, but I hope those who are interested in our bird "literature," will endeavor to read it. The love of the mocking bird for human companionship is well known. A correspondent in Florida tells of frequent daily visits of a mocking bird to his windows. The bird fluttered again and again against the panes, but when he opened the window, the mocker retreated to a near tree or post and seemed to deliberate and repent of his eagerness to enter the house. Or was this only an instance of the bird finding his likeness in the glass—and thinking he had discovered a mate within?

A good story of a pet mocking bird was recently related to me. One of the perches in this bird's cage had become loosened and frequently fell to the cage floor, to the great annoyance of the bird. One day the bright fellow was seen to take matters into his own hands—or rather upon his back, when the troublesome perch fell once more (one end staying in place). The bird flew down and creeping under the fallen end slowly raised it until it slipped into place on the wire. He then sat triumphantly on the stick, well pleased with his success at perch raising.

Bradford Torrey speaks thus of the mocking bird's fondness for audience. "A mocking bird near me (there is always a mocking bird near you, in Florida) added his voice for a time, but soon relapsed into silence. The fact was characteristic; for wherever I went, I found it true that the mocker grew less musical as the place grew wilder. By instinct he is a public performer; he demands an audience; and it is only in cities like St. Augustine and Tallahassee that he is heard at his freest and best."

Sidney Lanier uses the mocking bird for comparison when he writes of poets. "A poet is the mocking bird of the spiritual universe. In him are collected all the individual songs of all individual natures." In his beautiful stanzas "To our Mocking Bird," he exalts this bird to very high rank.

THE CAT BIRD.

(Called also Black-capped Thrush.)

Length, 9 inches, slate color, under parts lighter, with a chestnut red patch

(CONTINUED ON PAGE 32.)

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SORE EYES? Dr. ISAAC THOMPSON'S EYE WATER

Birds.

(CONTINUED FROM PAGE 31.)

under the tail. Feathers of back, a satiny blue-gray.

Mr. Blanchan calls the cat-bird the "Dr. Jekyll and Mr. Hyde" of birds—referring to his power to change himself from a graceful, slender, aristocratic looking bird, with an exquisite song, to a short, crouching culprit-like fellow who utters some very harsh cat-calls and squawks. Indeed, the cat bird is also a mocker, but chiefly a mocker of his better self. For, as a rule, his song is sweet and full of melody. The lines, "The cat bird croons in the lilac bush," are suggestive of his low sweet notes.

One day, about the middle of last September, I was examining some thick bushes, in search of a certain bird which I had seen flying thither, when I heard a low, soft "croon," and saw sitting in the dim light, a bluish-gray bird, looking so soft and graceful and pretty. I enjoyed a good look at this cat bird, for he sat perfectly quiet, eying me calmly and showing no disposition to fly away, for some time. I wondered whether he had an old nest to give me, now that the season was over, but he offered me no information on this score.

Both the cat bird and mocking bird construct loose nests of sticks, leaves, feathers, and often rags and papers interwoven. But the interior is softly lined and the green-blue eggs of the cat bird and the mocking bird's speckled green ones, are beautiful enough to adorn any nest. The cat bird builds his nest low down near the ground.

I hope you will pursue the study of this interesting cat bird much further this summer. The bright fellow deserves much more than this brief mention which time allows today. Let me repeat here a former word to the young people who are so eager to secure a collection of bird's eggs. The eggs do indeed look beautiful to our eyes, when all nicely arranged in a glass case, on pretty mosses, etc. But better leave these eggs to their rightful owners, the birds. Too often, more than one collector visits the same nest. Better a few more song birds in our trees, than a row of eggs in the collector's case. Unless you are sure the nest is a deserted one, I trust you will be very thoughtful in this matter, and willing to go without your egg collection.

Hard on the Doctor.

Gen. Sherman was not inclined to be jocose, but once in a while he made a very clever retort. Once, when ill, and under treatment of Dr. Bliss for some time, the General said:

"Doctor, I don't seem to be getting better for all your medicine."

"Well, General," replied the doctor, jocosely, "perhaps, you had better take Shakespeare's advice, and throw physic to the dogs.

"I would, doctor," replied the sick man, as he turned his head on the pillow—"I would, but there are a number of valuable dogs in the neighborhood."

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By ELMER E. BEAMS, German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them busy.

NOTE:—As this is examination month in a majority of schools, our matter is given with that view in mind and may be used for that purpose.

ARITHMETIC.

1. A man goes to market with 1848 pounds of corn; what is it worth at 54 cts. per bushel?

2. If I take to market 840 lbs. of oats that are worth 35 cts. per bushel, and trade the same for coal worth $4.25 per ton, how many pounds should I have? How many tons?

3. A field is 80 panels of fence in length and 64 in width. How many acres in the field, if the rails composing the fence are cut 12 ft. and lap 6 in. at each end in the posts?

4. A farmer raises 4580 sheaves of wheat that yield 6½ bushels to the hundred. What is the crop worth at $1.25 per bushel?

5. How many yards of gingham at 12½ cts. per yard can I get for 16 lbs., 7 oz., of butter at 25 cts. per pound?

6. When corn is dry, and sells for $1.00 per cwt. of ears, what is the rate per bushel, shelled?

NOTE.—The cobs in a cwt. of ears weigh 20 lbs.

7. During the War of the Rebellion corn sold as high as $1.50 per bushel. What would have been the price per hundred for ears, at that rate?

8. What will 1624 lbs. of hay cost at $14 per ton?

9. A poor widow sent to a coal yard 65 cts. for coal; how many pounds should she have had if the coal was worth $4.50 a ton?

10. How many bushels will a wagon-body hold, if it is 10ft. 5 in. long, 3 ft. 6 in. wide, and 18 inches deep?

11. How many yards of carpet 1 yard wide, will it take to carpet a room 15 ft. long, by 12 ft. wide, carpet running lengthwise of room?

12. Add ½ a week, ½ a day, ½ an hour, and ½ a minute.

13. What is the value of a pile of wood 18 ft. 6 in. long, 3 ft. 10 in. wide, and 7 ft. 3 in. high, at $4 per cord?

14. How many hills of corn on 10 acres, if furrowed out 3 ft. 8 in. each way?

15. A cylindrical cistern is 8 ft. in diameter and 9½ ft. deep; how many barrels of water will it hold?

PHYSIOLOGY.

1. Which grows the faster, the nail of the thumb, or that of the great toe?

2. When does the hair grow the more rapid,—by day or by night?

3. Name the digestive organs.

4. Why does not the stomach digest itself?

5. Which side of the heart is stronger, and why?

6. Describe the lungs.

7. What is the nervous system? Name its principal organs.

8. What effect has alcohol on the circulation of the blood?

9. What effect has alcohol on the lining of the stomach?

10. What effect does tobacco have upon a person's system?

11. What is exercise, and when is the proper time to take it?

12. What is meant by the function of an organ? Give the function of the liver.

13. Give three rules of hygiene.

14. What is the function of the heart?

15. What are narcotics? Give at least four. Describe the brain. How protected?

GEOGRAPHY.

1. Why are some brooks and rivers larger than others?

2. How much land does every brook or river drain?

3. How many slopes must every brook or river basin have?

4. Why are dams built in rivers?

5. Why do not the rains fill the soil?

6. What are the uses of water in the air?

7. What are tides and how caused?

8. Give the differences between frost and dew.

9. Which is heavier, ice or water? Prove it.

10. Why is the soil on the hillside poorer than in the valley?

11. How do worms improve our soils?

12. Load a ship at New York for Havana, what goods would you send? What bring back?

13. Load a ship at Manila for New York what articles would you put on board? Give the route taken to reach New York.

14. Name the principal seaports of Cuba. Porto Rico.

HISTORY.

1. What is history?

2. Give the length of the epoch of discovery; and name the principal discoveries.

3. Give the length of the epoch of settlement, and name the principal settlements, and by what nations.

4. Give the length of the first epoch of war, and name the principal wars, giving *causes* and *effect* of each.

5. Give the *causes* of the war of the Rebellion and *effect* of same. Name the decisive battles and names of commanders on each side.

6. Give the *causes* of the Spanish-American war, and the effect. Name the principal battles fought and commanders (sea and land) on our side.

7. Give the names of the commissioners on our side who met at Paris and formed the Treaty of Peace with Spain. Give the general provisions of that Treaty.

8. Who was Geo. Washington, and what part did he take in our country's history?

9. What is meant by the present "Race War" in the south?"

10. Who was "Captain Molly?"

11. What commander lashed himself to a mast of his vessel during a battle? What battle? What present Admiral took his first lessons under this fearless commander?

12. Give a short account of the "blowing up of the Maine?"

13. In what wars did the Americans win every battle?

14. Who was commander of our "Rough Riders" in the "Spanish-American" war? Where is he now?

15. Who was Col. Waring and for what noted?

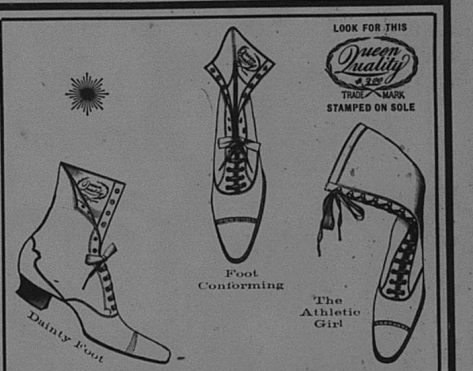
16. Give a short history of the "Salem Witchcraft?"

17. Who was Roger Williams and what part did he play in our country's history?

18. Who was Thomas Jefferson and what part did he take in our country's history?

19. Is war humane?

(CONTINUED ON PAGE 34.)



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(CONTINUED FROM PAGE 33.)

CIVICS.

1. What is meant by a government?
2. Name the forms of government as practiced by civilized people.
3. Name the form of government of our country. Its sub-divisions.
4. What is meant by Congress? How many branches?
5. In which branch is money raised? Why?
6. Name the special powers delegated to the United States Senate.
7. How old must a person be before he can be president of the United States? Give the other qualifications necessary.
8. What is meant by the "President's Cabinet?" Name the present members.
9. How old must a man be before he can be United Senate Senator? What salary does he get? How appointed and for what length of time?
10. What is a State Legislature? How many branches?
11. Who is the chief officer of your state? For how long elected?
12. Who is the chief officer of a county? Of a township?
13. What is meant by "Civil Service?"

PHYSICS.

1. What is meant by physics?
2. What causes the mud to fly from the wheels of a wagon in rapid motion?
3. What proof have we that the earth was once a soft mass?
4. What is meant by momentum?
5. If one person runs against another, which receives the greater blow?, Why?
6. Why does a heavy gun "kick" less than a light one?
7. What is meant by "horse-power?"
8. What is kinetic energy?
9. What is cohesion?
10. Why cannot a piece of copper be welded to a piece of iron?
11. Why is a bar of iron stronger than one of wood?
12. Why are drops of any liquid larger if you drop them slowly?
13. Why can we weld glass?
14. What is adhesion?
15. Why do sailors at a boat-race wet the sails?
16. Why will not oil and water mix?
17. What is gravitation?
18. How deep is a well, if it takes four seconds for a stone to fall to the bottom of it?

SPELLING.

1. bilious	11. linen
2. vigilant	12. Sacramento City
3. zealous	13. hindrance
4. gingham	14. physics
5. grammar	15. erasable
6. primer	16. separate
7. surcingle	17. intercede
8. lettuce	18. spaniel
9. catarrh	19. Spaniard
10. courtesy	20. routine

GRAMMAR.

1. What is grammar?
2. Give four rules for capital letters. Three for spelling.
3. Write ten simple words. Ten com-

(CONTINUED ON PAGE 34).

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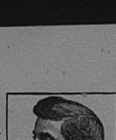

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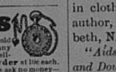

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Schoolroom Helps.

(CONTINUED FROM PAGE 34).

pound words, without the hypen, ten with the hypen.

4. What is a sentence? Write three declarative sentences and diagram them. Four interrogative sentences and diagram game.
5. Name the different modifications of verbs.
6. Name the tenses of verbs.
7. What is meant by *person* and *number* of a verb? Give examples to illustrate your answer.
8. What is a participle? Give the different classes, and a sentence to illustrate each class.
9. Give the classes of adverbs and sentences to illustrate each class.
10. What is Syntax? Give its different divisions.

AIDS FOR THE TEACHER.

NOTE:—Under this head each month we will give a short list of such works, as we have examined with care, and found worthy for teacher's or pupil's use.

"The Grading of Schools."—During vacation, every teacher in the United States should procure this valuable work and make it a careful study. This is the only book ever written upon this subject and is timely and just what the present age demands. The grading in most of our schools is too machine-like and a general reformation is needed, and Prof. Shearer was the first to have the courage to start this reform. The schools of Elizabeth, N. J., of which he is superintendent, are working under this system of grading and entire satisfaction is the result. Other cities are taking it up as rapidly as possible. I am personally acquainted with Prof. Shearer and know him to be a thoroughgoing educator. The work is a large 12 mo., nicely bound in cloth, price only $1.50. Write the author, Wm. J. Shearer, A. M., Elizabeth, N. J.

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The Different Way.

Two women were walking from the cars to their home in the suburbs of the city. It was not a long distance, but both were tired and it seemed long. "I always so dread this walk from the cars," one sighed. The other looked up with a smile. "Do you?" she said. "Why I always look forward to the greenness and sweetness of it! Just the joy of the first breath when one steps from the cars is enough to repay one for the distance." It was only the different way of looking at things, yet to one the walk was a burden; the other had changed the burden into a joy.

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California is the land of flowers. Fuchsias grow like bushes, and heliotrope reaches the height of a small tree, while according to the San Francisco *Call*, the rose lends itself to experiments like the following:

San Francisco has an immense rosebush which looks like an enormous bouquet. At the top on one side hang clusters of pure white roses. In the middle at the top are red roses, blooming in profusion. Pink roses hang in gay garlands at the top on the other side. All over the bush are branches of roses of other lines and colors. The delicate La France, the white Mme. Planties, two varieties of Homer roses, the Pauline, Lebeau, the Black Prince, the Castilian, and the white Lemarque lend variety and attest by their prolific blooms to the virility of the stock upon which they were grafted.

Once there were thirteen distinct varieties of roses on the bush, but the tea roses grafted on proved to be short-lived, and only the hardier varieties have survived. There are enough now, eight in all, to make the bush a curiosity. The original stock is the June or cabbage rose. The width at the top is not less than twenty-five feet, and the height equals the width. There are many stocks or trunks springing from the roots. Carbon is plentifully supplied to intensify the color of the blossoms.

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Moody and the Rowdy.

A few years ago, when Evangelist Moody was preaching in the slums of a large city, he was delayed in leaving the hall till late in the evening. The exit was in a back street, and as he left the building he found a number of roughs waiting to annoy him. As he walked along he heard them say, "Here he comes!" and they prepared to jostle him from the sidewalk. Going straight up to the ring-leader Mr. Moody held out his overcoat, and with self-possession that commanded complete respect, said:

"My friend, won't you just help me on with this overcoat? I am not quite so active now as I was at your age, and some day, when you are as old as I am, I'll be glad to do you the same favor."

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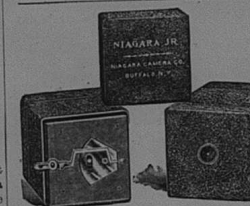

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Balzac said: "Tobacco, as I hold, is a poison, intoxicating and debasing to these who use it." Balzac, in his delineations, sounded every height and depth of human character, and his writings are to-day more read than when he lived. He died in 1858.

Victor Hugo would allow no smoking in his house. Once, when conversing with a friend who was extolling the virtues of the cigarette on the imagination, Hugo replied: "I believe tobacco is far more injurious than useful, for it turns thought into reverie. Thought is the result of the work of an intelligent mind, reverie is intellectual voluptuousness."

Dumas' works are all vigorous and charming, the result of indefatigable labor, and marvelous in their perfectness. He wrote: "Tobacco destroys the bodies and stupefies the minds of nations. It is the undoubted adversary of intelligence."

Goethe was a German, and it is one of the vices of the Germans that nearly all of them smoke, often almost continually. The German vegetarians are in most cases exceptions. Goethe wrote: "There are three things of which I have a profound horror. The first is tobacco." This is a very remarkable utterance. Goethe stood high above most men as a profound and vigorous writer and thinker. What power, what virility in his writings; what serenity, what conscientiousness in his work.

The other German, Henry Heine, is less known, except to scholars. His poetry shows a delicacy and penetration rarely surpassed.

Here we have a short list of men of letters who, long after death, dominate our time and live when the ephemeral writings of a host of dreamers have passed into oblivion. Is it not worth while that those who are to be our future authors should have a hatred like that of Goethe to the weed that ensnares?—*Dr. M. L. Holbrook.*

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The very best brushes should always be chosen, and at the very least one hundred strokes a day should be vigorously administered. The bristles of the brush should not be so hard as to drag the hair out in case of a tangle obstructing their course. Nor should they be yielding. It is useless to brush the hair unless the skin of the head be brushed as well. The friction stimulates it and makes the hair grow. Brushing the hair with slow and languid strokes is simply useless. Vigor and intention are necessary to produce a really good effect and induce the bright, healthy gloss that hair should have.—*Ladies' Home Journal.*

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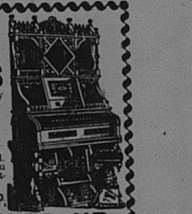

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Mr. Hutton called upon Mr. Booth one afternoon at the Albemarle Hotel, in New York, and found him in an easy chair, with a pipe in his mouth. The long chat which ensued was not undisturbed. Mr. Booth was in great request, and before long a waiter entered and put a card into his hand.

"Tell the lady that Mr. Booth is engaged," was the quiet answer, and an influential leader in New York society went away disappointed.

A few minutes later a second caller—a man honorably known throughout the country—turned away without seeing Mr. Booth. Yet another card was sent down with the statement that "Mr. Booth was engaged," and a gentleman and his wife, whom few people would have refused to receive, became convinced that the actor was an exception to the rule; but at last came a name that met with a different fate.

"Show the lady up," said the now interested actor, and Mr. Hutton put on his overcoat to leave the room. He was not allowed to depart. The lady was a friend of his, and would be glad to see him, he was assured.

Thereupon he waited, curious to discover the identity of the person who could obtain an audience with the man who had been too tired to see the daughter of one of the most distinguished men of science in the country, or a judge of the Supreme Court of the United States, or a bishop and his wife.

The door opened, and in walked black Betty, the old negro servant who had nursed Mr. Booth's daughter when she was a baby, had taken the most tender care of his wife when she was slowly dying, and had been a lifelong friend to them all. She had left Mr. Booth's service after his daughter's marriage, and had been recently married herself.

She kissed "Massa Edwin's" hand, shook hands cordially with Mr. Hutton, and let herself be placed in the most comfortable rocking-chair. Then she began to talk familiarly about her own affairs and Mr. Booth's. She could not afford to go to the theatre "no mo'," she said, but she wanted her husband to see "Massa Edwin play." Could she have a pass for two that night?

He wrote the pass at once, and put it into her hand. She read it and returned it with a shake of her head. "They was only niggers," she said, "The do'keeper wouldn't let no niggers into the orchestra seats; a pass to the gallery was good enough for them."

A second paper she received silently, but with another and still more decided shake of her head. Glancing over her shoulder, Mr. Hutton read, "Pass my friend, Betsy Blank, and party to my box this evening. Edwin Booth." And Betty occupied the box.

Place the Button in the Right Place.

Mrs. McLean, a young Scotch mother decidedly deficient in government, had great trouble to keep her two-year-old boy from running into the streets of the village. The little woman was greatly terrified lest her robust son should be trampled by horses on some of his forbidden excursions.

She had just returned from an exhausting run after him, and was closing the front yard gate when the old teamster, Donald McTavish, a good home disciplinarian by the way, drove along on his way home.

"Oh, dear," said the little woman, "I have such a time to keep this boy out of the streets. I am discouraged. What shall I do, Mr. McTavish?"

"What have ye been doing, Mrs. McLean?"

"Oh, I first buttoned the gate, but he soon found out how to open it. I put the button higher out of his reach and in a day or two he found out how to climb up to it. I hid the box he climbed up on, and he found another. I then put the button as high up as it would go on the fence, and now he gets a stick and opens the gate. What shall I do?"

"Ah, my leddy, ye dinna know how to do it. Put the button on the boy," replied the old Scotchman.

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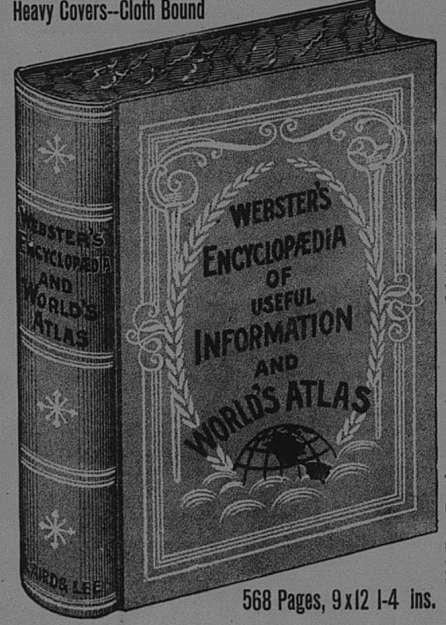

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This Warm-Hearted World.

The last time that Frances E. Willard spoke to a Washington audience, she told of a Chicago bootblack who, with his kit on his shoulder and a package of newspapers under his arm, stopped at the call of a man with a club-foot. He worked away at the man's shoes, giving them as fine a polish as he could, and when the job was done the man threw him double pay, saying, "No change; I made you more work than most folks do."

Quick as a flash the little fellow handed back half the money, saying, with eyes full of earnest sympathy, "O mister, I *couldn't* make money out of your trouble."

Not far from Washington there lives a boy who has to bear the heavy burden of deformity, but so bravely does he bear it that he is the very heart of his home, the brightest and cheeriest and most helpful one in the household.

A while ago he went out and hunted up a situation for himself, so that he might pay his share of the family expenses.

Somebody asked him, "Don't you find it rather disagreeable, going about as you have to, now?"

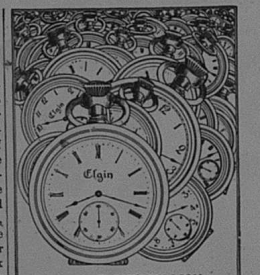
He looked up with his bright, flashing smile, and answered quickly, "O no; everybody is kind to a fellow in my fix," with a slight gesture towards his back.

There is plenty of love and sympathy in the world, after all, if our eyes are open to see them.—*Christian Endeavor World.*

A Newfoundland Hero.

Ranchman Sam Dodge, who lives in the Osage country, went to Vinita on business, and shortly after he had gone, Bessie, his five-year-old daughter, wandered away from home in an attempt to follow him. Mrs. Dodge discovered her absence about two hours after Sam's departure. She made a thorough search of the premises, and failing to find the child, notified the neighbors of her disappearance. They turned out in force and scoured the prairies all that day and all that night and all the next day, searching for the little wanderer. Late next evening an Indian came upon her lying fast asleep, just south of Post Oak Creek, in an old road known as the "Whisky Trail." Across her body stood a Newfoundland dog, which had always been her companion about the ranch. The dog was torn and bleeding, and near his feet lay the dead bodies of two wolves. Although her cheeks were stained with tears and covered with dust, Bessie was unharmed. She and her protector were taken back to her home, a distance of twelve miles from where they were found, where the dog died of his wounds that night. He was given a decent burial, and yesterday Sam Dodge ordered a marble monument, which will be placed at the head of the faithful animal's grave.—*Our Dumb Animals.*

The first step in the art of painting is to learn the value of shadow; the first step in the art of living is to learn the value of misfortune.



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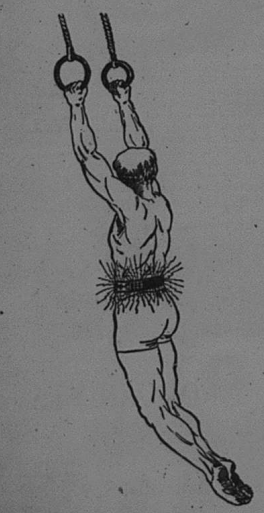

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BUSINESS NOTES.

These "Business Notes" refer to the business department of the INSTRUCTOR and should be read regularly by each subscriber, as they are intended to call attention to special features, bargains, etc.

Our Agents' Offer.

We want teachers in every part of the country to act as agents this summer in taking subscriptions for the INSTRUCTOR and "Webster's Encyclopedia of Useful Information." We pay large commissions and a profitable business can be done with little effort. A full description of the book is given on page 39. Send for terms to agents.

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Bills are enclosed with the present number for those who are in arrears for their subscription for a certain time. In deference to the wishes of a large part of our subscribers we do not discontinue the magazine upon expiration of subscription, unless so requested. We hope that those who receive bills will make prompt remittance, including an advance payment, as the price of this publication is so low that we cannot afford to carry a large number of delinquents. Nor can any teacher afford to let his subscription lapse because of non-payment.

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There will be many changes of location among our subscribers, incident to the commencement of a new school year. Notify us promptly of change of address, giving the old as well as new one.

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Many teachers who are not now subscribers to the INSTRUCTOR will see a sample copy of the magazine during the summer vacation. All such we ask to make a close examination of the same, and invite them to become regular subscribers. In what other way for fifty cents, can they obtain so much of benefit to them in their work through the year? Start in with the new school year with the INSTRUCTOR as a regular monthly visitor, and join with the 100,000 teachers who now read it.

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The Pathfinder.

We would call special attention to our combination with the *Pathfinder*, the leading current topics paper, and also to the offer to send that paper to Sept. 1900, to all yearly subscribers received during the summer, thus giving you an opportunity to get three months free.

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Vacation Time.

In arranging for vacation do not plan to have it all play. You can use a small portion of your vacation time to wonderful advantage, by following one of the Courses of the American Correspondence Normal. If you make prompt commencement of this work, you will, perhaps, have full time to complete one of the Courses before engaged again in school duties, but, if not, you will be well advanced in it, and will find no difficulty in finishing during the spare hours which a teacher's duties allow you. See adv. on page 1. Send for catalogue.

Friday Afternoon.

(CONTINUED FROM PAGE 20).

RECITATION—A VACATION RHYME

O, for a glad vacation rhyme,
Set to a song of joy!
Hó, for a rhyme of the happy time
That comes to the girl and boy!
To the tide-washed shore we find our way,
We run on the beach, and plunge in the spray,
Or over the craggy rocks we roam,
And watch the waves as they break in foam,
Till the ebbing ocean reveals the home
Where the tiny barnacle dwells;
Where the starfish lie on the dripping sands,
And where, as if waiting for eager hands,
Are curious, fluted shells.

We spin along on our flying wheels
With a thrill that the soaring swallow feels,
And under the shining moon we make
A glittering path on the silvery lake,
With our dipping oars, as we merrily take
A row in our little boat.
Oh, the song of these beautiful summer days,
Should ripple with laughter like rounde-lays,
Trilled from a bobolink's throat!

Then, ho! for a glad vacation rhyme,
Set to a song of joy!
Ho for a rhyme of the happy time
That comes to the girl and boy!
—*Anna M. Pratt in St. Nicholas.*

SONG.

Tune:—America.

Vacation time has come,
Glad days of cheer and fun,
Sweet summer time!
Put books and slates away.
'Tis time for happy play,
No studies all the day;
Vacation time!

We love to play within
The woods so cool and green,
Where birds do sing;
We take our hoops and balls,
And play where nature calls,
In green and flow'ry halls
Our glad shouts ring.

When summer days are o'er
To school we'll turn once more,
With hearts so light.
Then let us while we may
Enjoy vacation's sway—
Be happy all the day,
From morn till night.

FLOWER SALUTE.

The pupils enter carrying small bouquets in right hands and handerchiefs in left; keeping step to some instrumental selection. When on stage, the piano gives signals which are the ordinary four chords in any key, as follows: First chord.—Flowers to lips. Second chord.—Flowers extended in right hand as if kiss were thrown, at the same time stepping forward on right foot. Third chord.—Handkerchiefs wavel briskly with left hand, flowers and position same as preceding. Fourth chord.—Resume erect position, flowers and handkerchiefs at side, and recite:

(CONTINUED ON PAGE 42).

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Friday Afternoon.

(CONTINUED FROM PAGE 41).

1st Pupil.

I know not which I love the most,
Nor which the comeliest shows,
The timid, bashful violet,
Or the royal-hearted rose;

The pansy in her purple dress,
The pink with cheek of red,
Or the faint, fair heliotrope, who hangs,
Like a bashful maid, her head.

For I love and prize them one and all,
From the least low bloom of spring,
To the lily fair, whose clothes outshine
The raiment of a king.

—*Phoebe Cary.*

2nd Pupil.

"Flowers preach to us if we will hear."

3rd Pupil.—Whittier calls the flowers:

"Children of the meadows, born
Of sunshine and of showers."

4th Pupil.—Wadsworth says:

"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

5th Pupil.—Mrs. Hemans wrote of flowers:

"They speak of hope to the fainting heart,
With a voice of promise they come and part,
They sleep in dust through the wintry hours,
They break forth in glory—spring flowers, bright flowers."

6th Pupil.—Mary E. Bradley wrote:

"Of all the bonny buds that blow
In bright or cloudy weather,
Of all the flowers that come and go,
The whole twelve moons together,
The little purple pansy brings
Thoughts of the saddest, sweetest things."

THE DAISIES.—CONCERT RECITATION.

(A motion piece for primary classes. The pupils recite and gesture in concert as indicated.)

We are (1) pretty daisies
In the meadows green.
(2) Don't you think these daisies
The (3) sweetest you have seen?

Pretty little daisies,
(4) Growing in the grass,
White and yellow daisies,
(5) Nodding as you pass.

(6) Thus we say "Good-morning!"
Wearing pearls of dew;
(7) Don't you wish to take us
Today along with you?

(8) Our heads we drop when sleepy;
All through the starry night,
(9) A loving hand protects us
Up in the (10) sky so bright.

Like pretty little daisies,
So pure and sweet and good,
(11) Are all the little children
Who do just what they should.

Gestures.

1. Catch dress at sides with hands and all bow by stepping back with right foot a full step, bending body at waist.
2. Hands,—palm up—extended to audience.
3. Drop heads to left shoulder and look shy and bashful.
4. Point with right hand to grass.
5. Nodding heads while hands rest on hips.
6. Hands—palms front—brought to front, then in large semi-circle brought to sides, bowing gracefully.
7. Both hands held to audience—palms up—pleading and smiling sweetly.
8. Shut eyes and let heads drop on breasts.
9. Right hand held down—palm down—as if over the ground.
10. Point to sky with left hands, and look up.
11. Both hands brought together at front, then in semi-circle gracefully brought to sides.
12. Throw a kiss to audience, and bowing retire.

SONG—AMERICA.

A class of the best singers enter having handkerchiefs up one sleeve and small flags up the other; and after the last stanza is sung prayerfully, all wave handkerchiefs and flags tenderly and leave.

They Hurt the Nerves.

Boys, do you desire to have always good, strong nerves? Then do not use cigarettes. You think they are harmless? They certainly look very innocent—only a roll of white paper with a bit of doctored tobacco inside. But they do weaken the nerves; and, in fact, they have kept many a man from securing a good position on a certain railroad in the West. Read what Mr. George Baumhoff, superintendent of the Lindell Railway of St. Louis, says about their use:

"Under no circumstances will I hire a man who smokes cigarettes. He is as dangerous on the front end of a motor as a man that drinks; in fact, he is more dangerous. His nerves are bound to give way at a critical moment. A motorman needs all his nerve all the time, and a cigarette smoker can't stand the strain. It is a pretty tough job for men in good condition, and even they sometimes get flurried. If I find a car beginning to run badly and getting irregular for any time, I immediately begin to investigate the man to find out if he smokes cigarettes. Nine times out of ten he does, and then he goes for good."

Well Said.

The publishers of one of Kipling's recent books paid him at the rate of a shilling a word. A would-be wag of Fleet Street, London, upon hearing this, wrote to Mr. Kipling to the effect that as wisdom seemed to be quoted at retail prices, he would like one word, for which he enclosed a shilling. The Londoner duly received his answer. Kipling retained the shilling and politely forwarded a large sheet of paper, upon which was inscribed the single word, "Thanks."

SUPPLEMENTARY READING

Poor Dick's Sad Death.

IN A CHEERFUL home in Iowa lived happy Dick. As soon as the sunlight streaming in at the windows told that day had come, Dick poured forth a joyful song in full, rich tones. And from time to time through the day he filled the house with music. The lady who owned him loved him for his sweet voice and carefully attended to all his wants, giving him fresh food and water every day and keeping his cage clean and bright. The lady had a little boy, ten years old, who said to his mother one day:

"Mamma, please let me have Dick for my very own. I will feed him and give him water and keep his cage cleaned out nicely."

"Well, Willie," said the mother, "I think it will be good for you to have something to care for, and if you will do as you say, Dick shall be yours."

"Oh, thank you so much," exclaimed Willie and, going up to the cage, he said:

"Dick, pretty Dick, you are mine, and I love you."

Dick answered with a song.

For some time Willie enjoyed attending to the wants of his new charge, but after a while he grew careless, and his mother had to remind him when Dick needed water or food. One day the pretty little singer did not get food or water, though Willie's mother had told him to care for Dick before he went to school. The next day Willie's mother was sick, and Willie, who was interested in some new games at school, again forgot his bird. When, early the following day, he thought of him, he was very sorry he had been so thoughtless, and hurried to the cage of his pet. Poor Dick lay dead.

Boys and girls, most of the suffering in the world is caused by thoughtlessness, and the children who selfishly forget their pets are not likely to grow up into men and women who will chase away the sorrows of others by loving their neighbors as themselves.

A Grateful Indian.

"TELL ME a story, grandmother," said little Flora, "about when you were a little girl, just like me."

Grandmother laughed.

"When I was a little girl, just like you," she said, "I lived with my Grandfather and Grandmother Smith in a log house in the wild woods.

"One evening grandmother and I sat on the doorstep waiting for grandfather to come home. He was off in the forest chopping down trees.

"It was almost sunset when some one walked out from the trees and stood before us. It was a big, tall Indian, with his blanket wrapped around him, and a bundle of willow twigs in his arms.

"Grandmother turned very white, and trembled, while I clung to her, too frightened to cry. We had never before seen a wild Indian.'

"He looked at us very solemnly for a moment, and said, 'You frightened? Me no hurt.'

"Then he told grandmother that he had broken his knife cutting the willow twigs to make baskets, and he asked her to give him an old knife. She went into the house and brought him out an old knife and a bowl of sweet milk.

"He drank the milk, then took the knife, examined it and stuck it into his belt.

"He then looked at us and said: 'You good woman. You kind to poor Indian. Indian never forget.' And he turned away and went off into the woods.

"When grandfather came home he told us that there was an Indian village about seven miles back in the forest. The Indians made baskets. He thought this must have been one of them.

"Long after, when I was about eight years old, an Indian basket-peddler came to our house. Grandmother bought a basket from him, but when she offered him the pay for it, he would not take it.

"'No, no,' he said, 'one day a long time ago you gave an Indian a knife and milk to drink when he was tired. He told you the Indian never forgets. Here is this basket for the little girl. She was a baby then.' And he gave me the loveliest little basket you ever saw. I have kept it ever since."—*Reformed Church Record.*

The Pink Parrot and the Gray Boy.

ONCE there was a parrot. He wore pink feathers and had a fine yellow feather in his cap. And once there was a boy; he wore gray clothes and had a new cap.

The Gray Boy owned the parrot. The Pink Parrot did not own anything—not even himself. Now the Pink Parrot did not like boys, for he thought they were all like the Gray Boy. He would often sit on his ring without saying a word, and thought how mean boys were.

The Gray Boy would bring in grapes and berries and nuts, and put them down just where the Pink Parrot could see them, and say to the bird, "Wait a bit! Wait a bit!" And the Pink Parrot would wait, and the boy would sit and make faces at him.

The Pink Parrot was never sure of getting his breakfast. He never knew when it would come, or how much he would get when it did come. Sometimes when a nice grape was almost in his bill, the Gray Boy would go out of the room, taking the grape with him.

The Gray Boy would say, "Will you have it now, or wait until you can get it?" Maybe he would come back and maybe he would not.

But the Pink Parrot's turn came at last. The Gray Boy had a lovely watch given him. It was a gold watch and would tick, and had to be wound up at night. And the Gray Boy was very happy because he had it.

One morning, the day before Christmas, he had to take the train all by himself, to go to see his grandfather. His father and mother were there, but he had been left in town with his aunt, while he went to school.

After the Gray Boy had eaten his breakfast he was all ready to go. He went upstairs to say goodbye to his aunt, and to get his watch. He had put it on the table a few moments before, and now when he looked for it, it was not there.

The Gray Boy was in great distress, for he had only a few minutes in which to catch the train. He ran upstairs and downstairs looking for the watch. He called his aunt, and they both looked for it.

High up over his head he heard the parrot laugh. He looked up and there he saw the Pink Parrot on his ring, that had been hung from the ceiling for him. He had the gold watch in his claws, and called out, 'Wait a bit! Wait a bit!"

The Gray Boy just danced, he was so mad. Just then he heard the whistle of the train. "Will you have it now or wait till you can get it?" called out Polly.

The Gray Boy ran out to have his aunt help him get it, and while he was gone the Pink Parrot dropped down to the table, and, putting the watch on it got out of the room as fast as he could.

The day was spoiled for the Gray Boy, for the train was gone, and he had to stay in town and eat his Christmas dinner with his aunt. And the Pink Parrot laughed.

Doing Well Depends on Doing Completely.

JUDGE M——, a well known jurist living near Cincinnati, loved to tell the following anecdote of a young man who understood the risk of doing a shabby job even when directed to. He had occasion to send for a carpenter, and a sturdy young fellow appeared.

"I want this fence mended. There are some unplaned boards—use them. You need not take time to make it a neat job. I will only pay you a dollar and a half."

Later, the judge found the man carefully planing each board. Supposing that he was trying to make a costly job, he ordered him to nail them on just as they were, and continued his walk. When he returned, the boards were all planed and numbered ready for nailing.

"I told you this fence was to be covered with vines," he said, angrily; "I do not care how it looks."

"I do," said the carpenter, gruffly, carefully measuring his work. When it was done, there was no other part of the fence as thorough in finish.

"How much do you charge?" asked the judge.

"A dollar and a half," said the man, shouldering his tools.

The judge stared. "Why did you spend all that labor on that fence, if not for money?"

"For the job, sir."

"Nobody would have seen the poor work on it."

"But I should have known it was there. No; I'll take only a dollar and a half." He took it and went away.

Ten years afterwards, the judge had a contract to give for the erection of several magnificent public buildings. There were many applicants among the masterbuilders, but the face of one caught his eye.

"It was my man of the fence," he said. "I knew we should have only good, genuine work from him. I gave him the contract, and it made a rich man of him."—*Exchange.*

Sixty-Four's Mistake.

IT WAS a warm spring day, the close, lifeless sort of a day that makes the spring shopper feel like a wilted dandelion, and sets city folk to longing for a whiff of air from meadow and sea.

All the morning the store had been crowded with customers, for it was one of the most popular stores on the avenue, and the fact that it was a bargain day had helped to swell the throng. The saleswomen had their hands full, and by twelve o'clock some of them began to feel too jaded, in their own estimation at least, to be more than half civil to the equally jaded customers.

"Pardon me," said an elderly woman to a pert-looking girl who was carrying on a giggling confab with one of her companions, "but can you tell me whether my change has come back?"

She was plainly dressed, and it was easy to see that she was from the country, but her face as well as her manner of speech showed that she was a gentlewoman. The girl of whom she had asked the question simply stared at her, and went on talking with her friend.

"She ain't the one," volunteered a young woman who stood on the other side of her doing up a package. "She's Sixty-four. The saleslady that waited on you was 'Fifty-six,' and she's gone to her lunch."

"And must I wait till she comes back?" asked the customer in dismay. But the saleslady was giving her attention to some one else.

"I'll see to your change when it comes, madam," said a gentle-voiced girl who had overheard the question. And pointing to an unoccupied seat at the end of the counter, she advised her to sit down.

"It is tiresome standing so long," she said, with friendly sympathy.

"Mercy, Forty-five! Anybody'd think that contrified-looking creature was the Queen o' Sheba the way you perlite to her," jeered Sixty-four in a stage whisper.

"Oh, Forty-five'd be perlite to a street sweeper!" chimed in another.

"Every one to their likin," said Sixty-four, with a shrug. "For my part, I don't think it pays."

"She makes me think of my mother," said Forty-five, gently. "And besides, she looks so tired."

"Guess we're tired, too, an' nobody asks us to set down," complained Sixty-four.

The elderly woman did not seem to be listening; she was evidently watching some one at the farther end of the room, but she had sharp ears.

"Sh-sh! Here comes the boss," whispered Sixty-four. The next girl nudged her neighbor, and in an instant all the talking and tittering came to an end. The "boss" was the manager of the department, and when he made his rounds the most indifferent of the girls took good care to seem absorbed in business.

Forty-five, who at the moment was hurrying to the other end of the counter, did not see who was coming.

"Here's your change at last," she said. "It's too bad you had to wait so long."

"Oh, thank you, my dear," said the old lady, in her kind motherly voice. "I was only afraid of losing my train."

She had thrown off her jacket, and Forty-five stopped to help her put it on.

"Why, Aunt Phebe!" cried some one at her elbow. "Well! well! this is a surprise!" And there was the "boss" standing in front of the old lady, with both her hands in his.

Forty-five, who had just finished buttoning her jacket, slipped quietly back to her place.

"That girl, David, is a lady," said "Aunt Phebe," as she took her nephew's arm. "I don't know her name, but her number is 'Forty-five.' If all shop girls were equally courteous, they would prove their right to be called 'saleslad*ies*.'"

"'Forty-five,' I must remember that," said the "boss," stopping to jot down the number.

Forty-five was promoted the next day. Her courtesy, which had been born of no selfish motive, did not fail of receiving reward and recognition.—*Mary B. Sleight, in Christian Intelligencer.*

Not to be Trifled With.

No one has a more solemn time in the world than the professional maker of jokes. One such man tells how the "humorist's wife" called away her little boy from his papa's door.

"You must not trouble your papa just now, dear," she said, "in his present mood he is not to be trifled with."

"What is he doing, mamma?"

"He is writing things to make people laugh, and he's awfully cross!"—*Exchange.*

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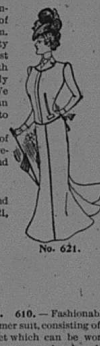

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LECTURE ON CONSUMPTION.

Why So Many Die and So Few Are Saved

I have made the lungs a specialty for nearly fifty years, and know by experience that Consumption is curable in all stages. By this I do not mean that it is curable in every case, for in some the patient's constitution is so bad and broken down that no healing power is left in the body. But treated in its early stages, fully 95 per cent. recover under antiseptic medicated air inhalations.

All medical colleges now admit that Consumption is Curable, but differ as wide as the poles as to its proper treatment. Since 1891, when Koch's Lymph was heralded by the profession as the long looked for *panacea* for Consumption (but which proved to be the most murderous quackery that ever disgraced the annals of medicine), general physicians have had no treatment beyond palliation and the temporary relief of symptoms. Patients have been practically left by them to die of the disease without any attempt to save them by curative treatment.

It would be invidious for me, as a physician, to make these statements, had I not before me absolute proof of their truth in the testimony of many prominent physicians, given only a few weeks ago before a special committee of the New York State Senate and published in its report.

In answer to the general question, "Does medication, as at present understood and applied, promise much for the arrest and cure of consumption? *Professor Herman Briggs of the New York Health Department*, said: "*Medication alone promises absolutely nothing.*" His idea of a remedy was to shut up all the "*poor*" Consumptives in pest hospitals and have the Board of Health intern the "*rich ones*" in their own homes under the supervision of the Board! *Dr. A. H. Doty, Health Officer of the Port of New York*, said: "*Medical treatment does not promise much.*" *Hon. Z. Taylor Emery, M.D., former Health Commissioner of Brooklyn*, gave it as his opinion that: "*Medication alone does not promise much for such cases.*" *Dr. E. G. Janeway, Consulting Physician of the Presbyterian Hospital*, New York City, considered "*outdoor life and good food the best remedy.*" *Dr. T. Mitchell Prudden* could only say that he considered "medication often useful in certain phases of the disease," but had no curative treatment to advise. *Dr. Henry P. Loomis*, in answer to the same question, said emphatically "*No.*" He knew of no treatment that would cure consumption, and yet he has a boarding house up in the Catskills which he calls a "sanitarium for the *treatment* of Consumption." *Dr. J. Edward Stubbert* said: "*Medication in the way of symptomatic treatment is indicated in almost all cases.*" In other words, a mere system of *palliation of symptoms* without ever getting at the root of the disease, or attempting to heal the injuries done to the lungs. *Dr. E. L. Trudeau*, who has a sanitarium at Saranac Lake, said he had "*no specific medication. His only treatment was to relieve symptoms and improve the general health.*" *Dr. J. H. Pryor*, of Buffalo, N. Y., "did not consider medication promised anything but to relieve symptoms." *Dr. Joseph H. Raymond, Professor of Physiology and Hygiene in the Long Island College Hospital, former Health Commissioner of Brooklyn*, "thought a good deal might be done by treatment," but said "his experience was not sufficiently extensive to enable him to answer the question."

In this long array of testimony, by representative physicians speaking of their own practice and the result of their own treatment of the disease, only one had any confidence in any treatment he could advise. The single exception was a Doctor Evans, who announced himself "a thorough believer in the active treatment of Consumption and in its local medication by inhalation." I was gratified at this endorsement of my treatment which I introduced nearly fifty years ago and am still applying with great success in thousands of cases of Consumption and other lung diseases. It is the only treatment that ever cured true Consumption. By it I have rescued hundreds in the last stage of Consumption, and given up as hopeless, who are alive today to bear grateful testimony to their restoration to health by my treatment. No stronger proof of the cure of any disease exists than I have shown of the cure of Consumption by my antiseptic air inhalations. The records of my office are always open to inspection and hundreds of cured patients are willing to be referred to.

But the mere act of *inhaling some fragrant nostrum*, is not what I mean by inhalation treatment. The remedies must be adapted to the disease and condition of each patient. The physician must have thorough knowledge of medicines, be able to detect the different forms of lung disease and have experience in the action of inhaled remedies on the lungs or he cannot apply it with success.

Consumption, to have the same chance of cure as other diseases, must be treated in its early stage before serious injury has been done to the lung structures. Almost every case is seen in this stage by the patient's family physician, and if he knew the remedies to use, their strength, and how to apply them to the lungs, there would be few deaths by Consumption.

But what possible chance has anyone afflicted with Consumption, under the care of physicians who never cured a case in their whole professional career, who confess that they have no curative treatment of their own, and no confidence in anything they can do for the disease? What moral right have they to treat Consumption at all, or to permit their patients to believe they are striving to cure them when all they are doing is but a wretched system of palliation of symptoms?

Here is the real cause of this widespread mortality of Consumption. People die of it because general physicians do not know its proper treatment and are wholly incompetent to cope with it. Before they can do so they must be retaught the principles of medical science which govern the treatment of all local diseases, and, acting under them, must discover, as I did, the remedies which, when locally applied to the lungs, will kill the germs and heal the ravages they have made in that organ.

I have given to the world a positive cure for Consumption in my Antiseptic Medicated Air Treatment, when applied before mortal lesions have taken place. It is a treatment which places Consumption in the list of curable maladies and renders their cure as certain as other serious local diseases. By it healing and germicidal remedies are brought into direct contact with the internal surfaces of the nose, throat, larynx, air tubes and cells of the lungs. It soothes the mucous lining of the breathing organs, arrests irritation and prevents inflammation, while the antiseptics destroy the germ life on which the disease depends.

ROBERT HUNTER, M. D.,
Specialist,
117 West 45th St., New York.

NOTE.—Readers of the NORMAL INSTRUCTOR can obtain Dr. Hunter's book, "The Lungs and Their Disease," free, by addressing him as above.

Getting Started.

The young man with mild manners stepped into the office of his somewhat crusty uncle, who was engaged in the practice of law.

"Well," said the old gentleman, "now that you are out of college, what are you going to do for a living?"

"I guess I'll study some more and adopt the profession of law."

"That's right," was the ironic rejoinder. "Go ahead and have your own way. Don't you take any advice. I thought we had a talk about that the other day. I told you the profession is overcrowded now. But you won't believe me, of course. You've got to go ahead and put in a few years finding out for yourself."

"I'm willing to take advice," replied the nephew mildly. "The fact is, that I'm trying to take all the advice I can get. When you told me to give up the idea of practicing law, I went to a friend who is a civil engineer. He said my general education ought to give me a good foundation for any profession, but he advised me to let civil engineering alone. He said there were too many people in the business now. He said commerce was the thing for a young man to try, and he gave me the address of a friend of his who keeps a drug store. The druggist said that I could go through a college of pharmacy without any trouble but he wouldn't advise me to do it, as there were as many people in the business as it would stand. He asked me why I didn't take up medicine. I thanked him for the hint and went to see our family physician. He told me that it was an exacting life in which the percentage of eminent success was small. In fact, he said that there were more physicians now than there was practice for. He had heard me sing and asked me if I had never thought of a career in music. I went to see a musician and he tried my voice."

"What did he say?"

"He wasn't as gently considerate as the others. He said there were hundreds of people with better voices than mine looking for work. He thought I might make a good brick layer, or something of that kind. So I hunted up a bricklayer and talked it over with him. He said the bricklaying business was overcrowded and that he should think a man with my training would be a lawyer. So I came back here, and I'm willing to start in and go to work studying with you, or go through the list again, getting more advice, whichever you think proper."—*Philander Johnson in Washington Star.*

Thinning the Forest Choirs.

John Muir, our Pacific coast naturalist, has not only a finely-seeing eye and hearing ear, but a gently-feeling heart. He does not like to kill even rattlesnakes, far less the wood minstrels. In the current *Atlantic* he says:

"In November the robins, in flocks of hundreds, make their way into the gardens of towns, as well as into the parks and fields and orchards about the bay of San Francisco, where many of the blessed wanderers are shot for sport and the morsel of meat on their breasts. Man then seems a beast of prey, pray as he may. Not even genuine piety can make the robin-killer quite respectable. Saturdays are the great slaughter days in the bay region. Then the city pot-hunters, good and bad, with a ragtag of boys, go forth to kill, kept in countenance by a sprinkling of regular sportsmen arrayed in self-conscious majesty and leggings, leading dogs and carrying hammerless, breech-loading guns of famous makers. Over the fine landscapes, the killing goes forward with shameful enthusiasm. After escaping countless dangers, thousands fall, big bagfuls are gathered, many are left wounded to die slowly, no Red Cross Society to help them. Next day, Sunday, the blood and the leggings vanish from the most devout of the bird butchers, and they go to church, carrying gold-headed canes instead of guns. After hymns, prayers, and sermon they go home to feast, to put God's songbirds to use, put them in their dinners instead of in their hearts, eat them, suck the pitiful little drumsticks. It is only race living on race, to be sure, but Christians singing divine love need not be driven to such straits, while wheat and apples grow, and the shops are full of dead cattle. Songbirds for food! Compared with this, to make kindling of our pianos and violins would be pious economy."

A young man once wrote to Beecher, saying, "I am an honest young man and I would like an easy place." Beecher replied, "Don't be an editor, don't be a minister, don't be a lawyer, a mechanic, or a civil engineer, don't be a teacher, in fact don't be anything, for the only easy place is in Greenwood cemetery."

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$387,50 is what we paid one School Teacher for Nine Weeks work last Summer. Any wide awake teacher can do the same. Pay Weekly. Write us, GLEN BROS. Rochester, N. Y. References this paper & bank of Monroe, Rochester.

Brought to Terms.

A lack of ordinary courtesy is one of the most troublesome things a traveler can encounter, and it would be well, perhaps, if all travelers were as pleasantly persistent in insisting upon their rights as the man in this story, which is taken from *Every Where*:

A commercial traveler wanted to know if the train was late, and ventured to ask the operator in the ticket-office.

"Dawnaw," replied the gentleman of the keys, meaning, probably, "I don't know."

"But I am told it is an hour and a half late," persisted the traveler, smiling. "You surely can tell me if that is true."

"Dawnawnathawnboutut," replied the knight of the sounding-board, turning the back of his head to the questioner.

"But it is highly desirable that I should know," said the gatherer of orders, still more pleasantly. "I can make three business calls in that hour and a half, and still have fifteen minutes' margin. Don't you think you had better find out for me? It will take you only a minute or two, you know."

"Finownothin," replied the lightning manipulator, probably meaning, "Find out nothing;" and he began reading the advertisement columns of a daily paper, paying no more attention to his questioner.

"This is a commercial as well as a railroad telegraph-office?" asked the traveler, still in the blandest tones.

"Yah," replied the operator, meaning, "Yes."

"A telegraph blank, please."

The document was half thrown at him. He wrote a message and handed it back, with money to pay for it.

The operator commenced reading it, hitting the words one by one with his pencil to count them. Before he was half done he ceased hitting and looked up at the writer.

"Good sakes, man, I can't send this!" he exclaimed, giving this time each word its full sound. "I'd lose my position."

"And you'll lose it if you don't send it, I fear," replied his amiable tormentor, sympathizingly. "You have no right to hold it back a minute."

The operator read it over again. It ran:

"Superintendent Railroad: Will you kindly tell me how many minutes late train No. — is? It is important that I should know, and your operator here refuses to inform me."

"Look here, now!" exclaimed the operator, ignoring his newspaper and everything else except the traveler. "I really wish you wouldn't insist on sending this. I think I must be somewhat in the wrong, and I—I—beg your pardon. I can find out for you in two minutes."

"Yes, I thought perhaps you could," replied the other, returning the money to his pocket and putting on the sweetest smile of the day, in which he was joined by several bystanders, while the operator fairly exuded information.

Combining Business With Pleasure.

Many teachers who do not feel able to remain idle during the vacation will be employed by Mr. C. M. Robinson of Toledo, Ohio, through the summer months. Mr. Robinson furnishes capital and starts teachers in a business that is of a high class. It is thoroughly practical and highly appreciated by all educated people.

We can assure teachers that Mr. Robinson is thoroughly reliable and will gladly aid all who wish to make money honestly and pleasantly.—EDITOR.

FREE TRIP TO CALIFORNIA.
We have arranged for 25 first-class railway tickets, Chicago to California and return, over the picturesque Santa Fe route, which we will distribute absolutely free amongst investors in our Los Angeles County Almond Orchards. Write to-day for "How to Get There."

LIFE INCOME INVESTMENTS
U. S. Census Report shows that the average yield of all California almond orchards is $250.10 per acre, per year. One acre costs about $350. Deducting cost of operation and harvesting leaves net profit of over 70 per cent. per annum.
Plenty of property can be had on long time payments, but many hesitate to purchase for fear that death may overtake them, and their wives will be unable to continue the payments and thus lose the property.
We give as long as NINE YEARS TIME WITHOUT INTEREST and if you die, we will **cancel** all unmatured payments, your wife securing the five year old almond orchard free and clear.
As you may die without other estate or insurance and as this property is nonproductive until we bring the trees to the bearing stage, we pay your wife **$250** to **$1200** a year in **cash** from the date of your death until the orchard reaches the bearing age, after which **it will support her handsomely** for all time (trees bear for 70 years).
As she may not have the money to erect a suitable residence on the property without mortgaging it, we erect one for her free of charge, from her plans, costing $1000 to $5000, according to the size of investment.
We absolutely contract to do all of this and if you die while in possession of one of our contracts your wife can never come to want unless she squanders the property. Any amount can be invested from $100 cash and $100 a year up.
We also offer stock in **THE AMERICAN ALMOND GROWERS ASSOCIATION** which has 200 acres in bearing and is planting 800 acres more.
Shares are $100 each, 3½ shares to the acre and will pay 60 per cent. per annum when the 1000 acres are in bearing, based on the U. S. Census Report.
If desired we will take your first five years' dividends arising from the 200 acres and pay you 6 per cent. per annum on your investment.
Terms of sale, $10 per share cash, $1.25 a month for 72 months without interest.
If you die, your wife without paying a dollar gets all the stock you subscribed for, fully paid, also a return from us of all the money you paid us on the stock.
TO ILLUSTRATE:—If investor subscribes for $1,000 worth of stock and at death has paid $500 on it, his beneficiary receives $500 in cash and $1,000 of fully paid stock.
On either plan you are fully protected, as the property placed in trust with the STATE BANK & TRUST CO. of Los Angeles, and the insurance features are guaranteed by the TRAVELERS INSURANCE COMPANY of Hartford, Conn.
Send 10c postage to-day for 108-page illustrated booklet, full line of California literature and a 56-page illustrated N. E. A. official Pocket Guide to Los Angeles and Southern California, giving complete list and description of all places of interest, rates for excursions, by rail and water to mountain, seaside and country resorts, hotels, carriages, etc., etc.
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Sugar and Sunshine.

Bay City, Mich., has one of the largest beet sugar factories in the United States, and the best one this side of Germany.

It is a wonderful process, this sugar making, from the ripening and planting of the seed, the culture of beets, digging the vegetables and their manipulation in the factory, to the two spoonfuls of beautifully granulated sugar which you put in your coffee on Sunday morning.

To think that this sour old world has sugar in her heart! And it tickles our farmers immensely since they have found it out.

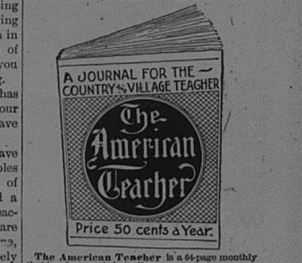
Sugar-makers and beet-growers have also found this out: If the vegetables are dug during a protracted spell of cloudy weather, then the beets yield a comparatively small per cent. of saccharine matter. If, however, they are gathered when the days are all sunshine, then is the output of sugar very largely increased.

Take a lesson, my friend, from a homely thing—a sugar beet. Dwell continually in the blessed sunshine of God's righteousness. Then will the little children delight in your presence, and the world shall know that you have been with Jesus.—*Charles H. Dorris.*

Vacation Offer.
In order to do a brisk business during vacation, we make the following special Offer:

American Teacher, one year	**$ .50**
Book of Memory Gems	**.10**
Narcotics and Stimulants	**.30**
Total	**$ .90**

All Sent postpaid for 30 Cents.



The American Teacher is a 64-page monthly that last few equals in its line.
"Memory Gems" contains several hundred choice thoughts of eminent authors arranged by grades.
"Narcotics and Stimulants" is a complete and concise work on this subject. A wonderful aid in preparing for examination, and for the class room.
If you are not satisfied your money will be refunded. Address
AMERICAN TEACHER, Canal Dover, Ohio.

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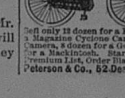
during vacation at pleasant and profitable work will address the Excelsior Church and School Furnishing Co., cor. Sixth and Vine Streets, Cincinnati, Ohio.



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No money required to get a Bicycle. We send our Flavoring Extracts express paid so you can have them, with you to show and deliver.
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Men, ladies; lucrative and pleasant work; spare or all time; experience unnecessary; easy selling specialties; outfit free; cash paid weekly.
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By **LUXOL.** No instruments, no injurious drugs, no express charges. Trial package sent by mail postpaid for 10 cents. Two months' treatment $1, postpaid for 10 cents in stamps. Pamphlet free.
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By using our Kitchen Set of 6 pieces. Postpaid $1.00. Send for circulars. Agents wanted.
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WRITE TO A LADIES' DOCTOR AND STATE YOUR TROUBLE **and be CURED at HOME.** Our remedy gives relief in 3 hours. Address Dept. W. **Woman's Medical Institute,** Detroit, Mich.

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The leading educators of the country are unanimously enthusiastic in commending to teachers and students, the valuable and scholarly lectures, "The Coming Man," "The Dawn of the Twentieth Century," by the magnetic platform orator, Hon. G. A. Gearhart, of New York. No other man today is doing more valuable work from the lecture platform, in the interests of broad, liberal, thorough education, or presenting more logically and forcefully, arguments and facts as to the value and importance of thorough preparation for one's life-work. He demonstrates by an array of arguments supported by facts which cannot be gainsaid, that the systematically educated man is the one who wins ultimately in the race for honorable and paying positions in life. His dignified and courteous manner, his ornate rhetoric, elegant diction, vigorous thought, eloquent delivery and inspiring utterances, begetting richer impulses and loftier ideals, are of inestimable value to the thousands of young school men and women of our country. We cannot too highly commend to the consideration of all school and college lecture committees the lectures of this eloquent platform orator whose work and influence is ennobling the young manhood and womanhood of the day, inspiring them to covet the best things, in the proper development of their God-given powers. "The Coming Man" is unquestionably the best lecture for Commencements and Teachers' Institutes that we today have any knowledge of. Mr. Gearhart's subjects are, "The Coming Man," "The Dawn of the Twentieth Century," "Citizenship." The Central Lyceum Bureau, the principal office of which is located at Rochester, N. Y., and which has branch offices at Boston, Mass., Harrisburg, Pa., Cleveland, O., Indianapolis, Ind., Columbus and Cincinnati, O., Flint, Mich., Chicago, Ill., Topeka, Kan., and Toronto, Ont., have the entire business management of Mr. Gearhart's lectures and will send descriptive circulars and other printed matter pertaining to them to any one who will write to any of their offices.

Prof. Rufus Clark of the normal school of Winchester, Tenn., said: "I can go through this school and put my hand on every boy that uses tobacco, for he shows it in his face; and, if I am in doubt, I can prove my surmise by looking at his recitation cards."

Even the foolish may know how to use riches; it is the wise who know how to use poverty.

My enemy thinks he is my enemy: he is only his own.

They Work While You Sleep.
While your mind and body rest, Cascarets Candy Cathartic repair your digestion, your liver, your bowels, put them in perfect order. All druggists, 10c, 25c, 50c.

A BICYCLE FREE.
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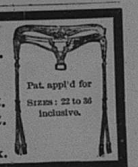

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Safety Belt and Hose Supporter, postpaid, **55c.**
Belt without Hose Supporter, postpaid, **35c.**
AGENTS WANTED.—Skirt Catalogue sent upon request.
SIZES: 22 to 36 inclusive.
COLUMBIA SKIRT CO., 19 Park Row, New York.

FREE RING AND BRACELET.

BOYS, GIRLS and LADIES, send us your full address and we will mail you at once 12 packages of our FRAGRANT PERFUME, (in sachet form) to sell among friends at 10 cents each. When sold, remit us the money, and we will forward you postpaid, for your trouble, three elegant premiums, as follows: A handsome, gold or silver plated CHAIN BRACELET, (with lock and key), also a beautiful ENGRAVED GOLD SHELL BAND RING, together with a handsome brilliant imitation DIAMOND SCARF PIN, presenting you will Perfume and make returns within 30 days. Order 12 packages at once and address, PERFUME CO., Drawer 1, BRIDGEWATER, CONN.

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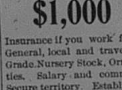

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School Boards All Over the Country Are Adopting Our System.

What is of particular interest to **teachers of to-day** is the detection of existing ocular diseases and the adoption of means calculated to bring relief. **There is a method,** easy to use, accurate in character, applicable to all cities, large and small, accessible to the masses and **remunerative to teachers.** During the vacation months a very low tuition fee will be offered to teachers for the course in optics and refraction. Address the Dean

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THE CHICAGO EYE and EAR HOSPITAL

for the treatment of

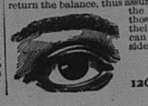
Blindness, Deafness, Deformities

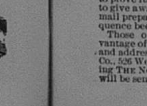
and all Acute and Chronic Diseases of the

Eye, Ear, Nose and Throat.

ARTIFICIAL HUMAN EYES.

We will send an assortment of eyes to any address, allowing purchaser to select one or more and return the balance, thus assuring a perfect fit. As the success of being well matched depends on the exactness of the description in ordering those who have worn eyes before should send their name and address at once to the Cranitonic Hair Food Co., 526 West Broadway New York City, mentioning THE NORMAL INSTRUCTOR, when the free bottle will be sent them direct by mail prepaid.





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Discard Medicines and use the

MAD STONE

The World's Greatest Remedy.

Cures With a Promptness and Certainty Never Before Attained.

The Mad Stone when warmed and placed over the diseased part, gently opens the pores and draws out all poisons, impurities, germs and inflammation and leaves nature to repair the damage. Reason and common sense tell us this is the safest and most direct way to cure disease.

Cures Rheumatism, Bronchitis, Coughs, Brights Disease, Appendicitis, Malaria, Tumors, Typhoid Fever and all inflammatory diseases.

CHARLES A. PARISH Jackson Mich., writes—Mad Stone cured me of hay fever. It cured my father of lumbago, and it cured my sister of neuralgia.

JOHN MORGAN, Waverly N. Y. writes:—Had lame back and kidney trouble ten years. Mad Stone cured me in two nights.

DAVID DOUGLAS, Rock Rift N. Y. writes:—Had rheumatism for years. Used Mad Stone, all pain disappeared and have not returned.

WILLIAM RUSSELL, Rochester, N. Y., writes:—Had Erysipelas, face and head. Bad case. Mad Stone cured me in two applications.

Better than a doctor in the house. Mad Stone is sold only on mail orders and by special agents. **Price prepaid One Dollar.** Agents wanted everywhere. Friend you can make more cures and coin more money than any six doctors. Secure territory.

Send us names of your unvalid friends.

MAD STONE CO., A, Rochester, N. Y.

A NEW MICROBE.

From Paris Comes Word of the New Microbe Discovered by Professor Fahrig, the Eminent Bacteriologist, which, It Has Been Proved, Causes Baldness.

HOW THE MICROBE WORKS.

What Is Needed to Stop Its Ravages and Prevent Our Decendants from Being a Race of Bald Heads.

FALLING HAIR IS CURABLE.

PARIS, May 28.—Prof. E. Fahrig the eminent professor of chemistry and doctor of science has made public the nature of his latest discoveries in regard to fibre, human hair and the microbe which causes dandruff, falling hair, gray hair and baldness.

His discovery will, when thoroughly understood, revolutionize the treatment of all hair diseases.

In his treatise lately published he describes his experiments as to the contagious properties of dandruff, as caused by the transferring of the microbe from one person to another in hair brushes, etc., and also explains how the microbe can be destroyed by proper germicidal and microbicidal applications.

This treatment, as Dr. Fahrig makes clear, by destroying the microbe also cures the disease of which it is the cause, and therefore gives permanent relief from dandruff and falling hair and prevents gray hair and baldness even up to extreme old age.

His formulæ have been used in the preparation of Cranitonic Hair Food, as made in Paris at the laboratories of the Cranitonic Hair Food Co., according to his directions, and this article is therefore the only logical and scientific treatment for all hair and scalp diseases.

The American laboratories in New York City, to prove its wonderful efficiency, have advertised to give away a free bottle to every applicant, by mail prepaid to any address and have in consequence been deluged with applications.

Those of our readers who wish to take advantage of this free offer should send their name and address at once to the Cranitonic Hair Food Co., 526 West Broadway New York City, mentioning THE NORMAL INSTRUCTOR, when the free bottle will be sent them direct by mail prepaid.

A Punctual Man.

A certain Mr. Scott of Exeter, whose business required him to travel constantly, was one of the most famous characters for punctuality in the kingdom. By his methodical habits, combined with unwearied industry, he accumulated a large fortune. For a great many years the landlord of every inn in Cornwall or Devon that he visited knew the exact day and hour he would arrive. A short time before he died, at the advanced age of eighty, a gentleman who was making a journey through Cornwall put up at a small inn at Port Isaac for his dinner. He looked over the bill of fare, and found nothing to his liking. He had, however, seen a fine duck roasting on the fire. "I'll have that," said he. "You cannot, sir," replied the landlord; "it is for Mr. Scott of Exeter." "I know Mr. Scott very well," replied the traveler. "He is not in your house." "Very sorry," said the landlord, "but six months ago, when he was last here, he ordered the duck to be ready for him this day, exactly at two o'clock." And, to the amazement of the traveler, who chanced to look from the window, the old gentleman was at that moment entering the inn yard, about five minutes before the appointed time.

His First Experience.

One evening a young lady abruptly turned the corner and ran against a boy who was small and ragged and freckled. Stopping as soon as she could, she turned to him and said, "I beg your pardon; indeed I am very sorry." The small, ragged and freckled boy looked up in blank amazement for an instant; then, taking off about three-fourths of a cap, he answered very politely, "You can have my parding, and welcome, miss, and you may run ag'in me and knock me clean over, and I won't say a word." After the young lady passed on, he turned to a comrade and said, "I never had any one ask my parding before, and it kind of took me off my feet."—*Chatterbox.*

'Tis an absolute and, as it were, a divine perfection for a man to know how loyally to enjoy his being. We seek other conditions, by reason we do not understand the use of our own; and go out of ourselves, because we know not how there to reside.—*Montaigne.*

Yesterday is now no longer; tomorrow may never be yours; but today is yours, the living present is yours, and in the living present you may stretch forward to the things that are before.—*F. W. Farrar.*

LADIES.

Write *to-day* for a FREE sample of ALLEN'S FOOT-EASE, a powder to shake into your shoes. It makes tight or new shoes feel easy. Cures Corns, Bunions, Aching, Swollen, Smarting, Burning, Callous, Sore and Sweating Feet. Allen's Foot-Ease keeps the feet cool and comfortable. 30,000 testimonials. All Drug and Shoe Stores sell it, or by mail, 25c. Address for sample, Allen S. Olmsted, LeRoy, N. Y. Lady Agents wanted everywhere.

IN WARM WEATHER PREPARE FOR COLD

Weak Lungs that Pain in Cold Weather Should be Built Up in Warm, so as to be Able to Resist Cold When it Returns.

HOW TO GAIN STRENGTH AND FLESH.

The Slocum System of Lung Healing and System Building as Endorsed By Eminent Scientists.

Because your cough stops, or lungs cease to pain as soon as warm weather comes in, is no sign that you are well.

Not a bit of it.

The disease is still there, dormant, if you will, or working in the dark, waiting for the time, a few months hence, when it can again clutch you in its iron grasp.

Common sense says, "In time of peace prepare for war."

In warm weather prepare for cold.

Strike disease when it is weakest and when everything is in your favor and should help you to victory.

The system employed by Dr. Slocum in curing disease, and endorsed by many eminent physicians, is simple but certain.

It consists of a germicidal agent, incorporated with a building, revitalizing, strengthening food, which adds resistance to the tissues.

In addition, a tonic for nerve and brain, a specific for throat and lung affections, and an emollient application for inflamed mucous membranes.

These Four Preparations comprise the complete Slocum System of Treatment for Weak Lungs, Wasting Diseases, Loss of Flesh, Weakness, Thin Blood, Lack of Ambition, Loss of Appetite, and similar conditions, which plainly indicate loss of vitality and *weakness.*

Consumption and all lung troubles can be cured. The best *time* to cure them is when their grasp is relaxed—in summer.

The best *way* is to take the Slocum Treatment.

The doctor realizes that many fear to take a new treatment without being sure of the results. To these he offers, as a guarantee of good faith, to send upon their simple request a COMPLETE FREE COURSE OF TREATMENT for trial.

WRITE TO THE DOCTOR.

All you have to do is to send your name and post office and express address to Dr. T. A. Slocum, 98 Pine Street, New York, mentioning the NORMAL INSTRUCTOR when the Four FREE PREPARATIONS will at once be sent you.

TEACHERS, you can make MONEY during VACATION.

AGENTS WANTED for the NEATEST, BEST, CHEAPEST Harness Riveter

on the market. The handiest, as it can be used in any position. Repairs Harness, Self-Binder Webs, Belting, in fact anything where a well clinched rivet will serve the purpose. **CAN BE CARRIED IN THE POCKET.**

THE PRICE IS RIGHT SEND **50c**
(In 2c stamps) for sample and terms to agents. Will send it loaded.

AS A SELLER IT HAS NO EQUAL!

Every machine is **GUARANTEED** to do **perfect work.** It is finely Japanned and nickel plated.

Our agents are making from $5 to $10 per day. "I am well pleased." "It is the best seller I ever handled." That's what they all say. Send at once for sample, and **select your territory.**

One load will do several dollars' worth of repairing, yet a load costs but 10c, and the machine will last a lifetime. That's why it is called the ("Economy." Pays for itself nearly every time it is used.

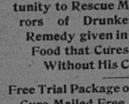
J. BEDELL FOOTE CO., Fredericktown, Ohio.

SAVE THE MEN.

Women Now Have a Glorious Opportunity to Rescue Men Erom the Terrors of Drunkeness—a Secret Remedy given in Tea, Coffee or Food that Cures the Drunkard Without His Co-operation.

Free Trial Package of This Magnificent Cure Mailed Free to Every Lady who Writes—Do not Delay but Send at Once for the Free Trial and Test it.

Who can doubt that there is a cure for drunkenness when we have such an eloquent and emphatic statement from Mrs. Katie Lynch, 829 Ellis St., San Francisco, Cal., she says:—My husband was a hard drinker. There never was a doubt in my mind but what liquor had worked upon his nerves as to actually control his appetite. Like most men who drink he was kind and generous when sober but the rum demon usurped his place and his wife had to suffer. One day I concluded to try a remedy called Golden Specific, which it was said would cure the liquor habit secretly. So I mixed some of it with Mr. Lynch's food for a few days and put a little in his coffee. I could scarcely conceal my agitation and fear less he should suspicion me for he had suddenly taken a dislike to liquor, and he disgused the stuff, and was the most remarkably changed man you ever saw. I kept bravely at it determined to never waver in any attempt to cure him and I soon found out that my mission was a complete success and that Golden Specific had wrought almost a miracle for me. I want other women to profit by my exaltple and am gland to learn that Dr. Haines who discovered Golden Specific will generously send a free trial package to every woman who writes for it.


MRS. KATIE LYNCH.

Send your name and address to Dr. J. W. Haines, 393 Glen Bldg., Cincinati, Ohio, and if you wish you are at liberty to refer to me as having told you about this marvelous remedy.

$25 Watch for $5.00

The handsomest most superbly engraved double hunting case, 14 karat solid gold filled watch, genuine American rock jewelled movement, stem wind & stem set, an absolutely correct timekeeper, a guaranteed 20 YEARS. to WEAR AND KEEP ITS COLOR for

Only one watch to each customer at this special price. Let this out and send it to us with your name & address and we will send the watch to you by express for examination. You examine it at the express office and if you find it as represented, pay the express agent our special introductory price, $5.50, & the watch is yours. Mention in your letter whether you want LADY'S OR GENT'S SIZE and order to-day, as we will not sell watches at this price for 30 days only. E. E. CHALMERS & CO., 355-359 Dearborn St. Chicago.

EARN THESE PRESENTS EASY

Also re-orders, selling SACHET POWDER, FACE POWDER, amongst those known. at 50 cents per package, or we give large CASH commission. NO MONEY REQUIRED until perfume is sold. Send full address and we will send to packages, prepaid. When sold send us $2.00 and we will send you a present according to our premium list which we send with packages. No risk. H. L. WASHBURN PERFUME CO., Dept. N. I., 150 Nassau Street, New York City.

LADIES

To devove their spare time canvassing for our **Pandora** Corset, and Tailor Made Skirts. Our skirts contain a self-adjusting feature not found in other makes. Pandora corsets are warranted not to break over hips and at waist line. A sample section showing this **non breakable** feature sent free on application.

THE PANDORA CORSET CO., Jackson, Mich.

Folding Cameras

5 x 7 For 10 CENTS

per week. We will sell you all grades of Cameras, including Folding and Magazine, on installments, and ask no security. Goods delivered on receipt of first payment. Send stamp for illustrated catalogue of Cameras, Bicycles, Watches, etc. UNEXCELLED CAMERA CO., 100 Fulton Street, New York.

$75 Month and Expenses; no experience needed; position permanent; self-seller. PEASE MFG. CO., Station 17, Cincinnati, O.

A Tramp's Eloquent Lecture.

A tramp asked for a free drink in a saloon. The request was granted, and when in the act of drinking the proffered beverage, one of the young men present exclaimed: "Stop; make us a speech. It is a poor liquor that doesn't unloosen a man's tongue."

The tramp hasily swallowed the drink, and as the rich liquor coursed through his blood he straightened himself and stood before them with a grace and dignity that all his rags and dirt could not obscure.

"Gentlemen," he said, "I look tonight at you and myself, and it seems to me I look upon the picture of my lost manhood. This bloated face was once as young and handsome as yours. This shambling figure once walked as proudly as yours, a man in the world of men." I, too, once had a home and friends and position. I had a wife as beautiful as an artist's dream, and I dropped the priceless pearl of her honor and respect in the wine-cup and, Cleopatra-like, saw it dissolve and quaffed it down in the brimming draught. I had children as sweet and lovely as the flowers of spring, and saw them fade and die under the blighting curse of a drunkard father. I had a home where love lit the flame upon the altar and ministered before it, and I put out the holy fire, and darkness and desolation reigned in its stead. I had aspirations and ambitions that soared as high as the morning star, and broke and bruised their beautiful wings, and at last strangled them that I might be tortured with their cries no more. Today I am a husband without a wife, a father without a child, a tramp with no home to call his own, a man in whom every good impulse is dead. And all swallowed up in the maelstrom of drink."

The tramp ceased speaking. The glass fell from his nerveless fingers and shivered into a thousand fragments on the floor. The swinging doors pushed open and shut again, and when the little group about the bar looked up the tramp was gone.—*New Orleans Picayune.*

Fruit Cures Inebriety.

Do you know any one who is a large fruit consumer who is a drunkard? If you do, I do not. And why?

In a conversation with a physician on this subject he admitted the fact and justifies it with this reason, that the desire among horticulturists for liquor is, comparatively speaking, unknown to those living largely on subacid fruit, and that one of the mildest and speediest cures for the liquor appetite is a habitual fruit diet. Another says that the eating of tomatoes with salt by one addicted to alcoholic beverages will soon make liquor as a beverage offensive, undrinkable and ungrateful to the stomach, so much so that it will nauseate when drunk. If so, this is the cheapest remedy yet offered and should supplant the "Keeley cure."

The lover sees though, blind; a hater is blind, though he sees.

THE HEALING POWER OF ELECTRICITY APPLIED

Nature's Greatest Nerve Tonic

TO **HEAD** AND **HAIR**

Something new. Approved by highest medical authority

Riley's Electric Comb Battery

The latest triumph of Electrical Science. It positively cures baldness, nervous headaches, neuralgia, dandruff and restores color to hair prematurely gray, strengthens the vocal cords, and improves the voice, stops noises in the head, clears and brightens the mind. It is simple in its operation and can be used by everybody with safety and advantage, satisfaction guaranteed. This invention has won victory over old age and unbelief. Read and investigate the proofs. All doubts removed before purchase. The inventor's pamphlet with testimonials of well-known physicians and citizens furnished. Also a battery FREE on easy conditions. Sold at John Wanamaker's and Siegel Cooper's stores, also at Schaffein's and principal druggists, New York. For particulars send your name and address to RILEY ELECTRIC CO., Newark, N. J.

HAIR LIKE THIS

WE WILL FORWARD FREE

To any address, full information how to grow hair upon the baldest head, stop hair falling, cure weak eyebrows and eyelashes, scanty parting, scurf, dandruff, itching scalp, and restore gray and faded hair to its natural color. Enclose 2 cent stamp to prepay postage. Address,

J. LORRIMER & COMPANY, BALTIMORE, MD.
109 PARK AVENUE,

Manners and Memory.

"A point upon which I am strenuous," remarked a man who is the father of two little lads, both under ten, "is that my boys shall invariably, when in conversation, repeat the name of the person whom they may be addressing. 'Yes, Mrs. Jones,' 'No, Mr. Smith,' 'Good-morning, Miss Helen,'—this formula goes on indefinitely with them. I train them to do this, not so much because of the courtesy and good form of the practice, as because of my keen sense of the commercial value of the habit to them in later life. A handicap of my business life has been my inability to recall names, and it is one that I think might have been prevented if I had been carefully trained in my childhood. A quick and subtle compliment is conveyed in addressing a person promptly by name. The ability to do this can undoubtedly be cultivated. I shall try very hard to put my sons in a way to secure it."—*Exchange.*

Feed the Muscles.

Exercise makes muscles hungry. If they get muscle-building food they will grow, otherwise all exercise will be fatiguing and exhausting instead of beneficial. Cheese, beans, peas, beef, and oatmeal, in the order named, are the best muscle-builders. Wheat flour, used by most bakers, has had the muscle-building part removed. It will fatten but not strengthen. Soups and beef essences are stimulants, and have absolutely no value as muscle builders.

ASTHMA QUICK, SURE RELIEF

ASTHMA TABLETS.

A POSITIVE cure for Asthma Hay Fever and Catarrh. One or two tablets give immediate relief. One Tablet after each Meal aids Digestion. Ask your druggist, or by mail 50 cts. Send stamp for free sample.

ROSS MFG. CO., Cleveland, O.

GUITAR-BANJO-MANDOLIN - VIOLIN

Self-Taught without Notes, by Figure Music. Send stamp for Big Illustrated Catalogue of Self-Instructors and Instruments. We ship the first Instrument in each locality at a big discount, simply to advertise our goods and establish a trade. Address, FRED. H. HOWE, 422 Bay State Building, CHICAGO

Maple Syrup made on your stove in a few minutes by a NEW PROCESS. Costs 25 cts. and sells for $1.00 per gal. Equals Old Vermont. Send 4c. (stamps) for sample and particulars. Reference: 1st Nat'l Bank. AGENTS WANTED. Address, The Southern Business Agency, Morristown, Tennessee.

WANTED Teachers to act as agents for Ideal Pencil holder. Every pupil will buy. Big money during vacation and spare moments. Write for terms. Ideal Penholder Co., Bx. 291, Dansville, N. Y.

SHORTHAND FREE First three lessons. Lessons personally. Write for circulars. Chaffee's Phonographic Institute, Oswego, N. Y., E. M. Wolf, Mgr.

"MENTAL NUTS."—Can you crack em? A book of 100 rare old cabalistic questions with ans. They will keep no end of debate. Mailed 10 cents stamps. S. E. CLARK, 30 N. 9th St., Phila., Pa.

LADIES Mail 2c. stamp for sealed instructions how to silence your best Rubber Stocking by selling "EMMA" BUST DEVELOPER. Guaranteed. $4 per dozen. Address EMMA TOILET BAZAR, 27 Tremont St., Boston, Mass.

This magazine is printed with ink manufactured by The Ullman & Philpot Mfg. Co., Cleveland, Ohio. " " " "

CANCER IS CURABLE Write for Free Book of HOME TREATMENT. No Knife, Plaster or Pain. Faln. Add. E. BIMON MEDICAL CO., 111 W. 42d St., New York.

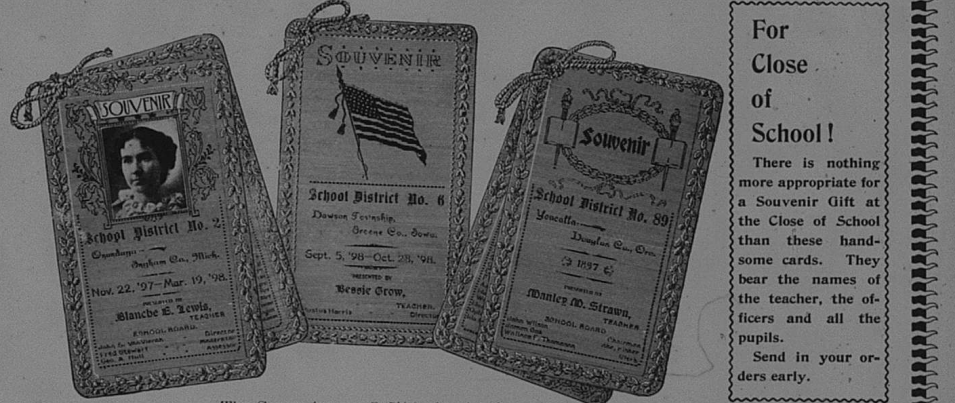
SIX DOILIES FREE. For one dime we will send our fashion paper 3 mos. and give free SIX HANDSOME DOILIES, in beautiful designs, ready to work. Eight size for use on table. A. N. HERALD CO., Beaver Springs, Pa.

LEARN A PROFESSION in 10 days that will not pay $25 a day for one of your life. Ladies or gentlemen. Address with stamp. PROF. S. A. WELTMER, Nevada, Mo.

SENT Samples of our PRINTING, 100 return envelopes printed 30c. 500 $1 postpaid. Notepheads, cards, billheads, same price. DALTON, Printer, Newfield, N. J. **FREE**

NEW ORDER Chicago, Ill. A 16-page Critical Monthly. Per year, with premium 25 cents. 6 months, 10 cts. Send 2 cts. for Teacher's Premium List. Address Dept. F. Agents wanted.

Our Handsome School Souvenirs



The Souvenirs are 3x5¼ inches in size.

FOR CLOSE OF SCHOOL AND ANNIVERSARY OCCASIONS.

Probably no more popular gift from teacher to pupil was ever devised than the **School Souvenirs** introduced and published by us. They please the teacher and delight the pupil. An entire school can be provided for at a comparatively small cost, and as the cards bear the names of all connected with the school they possess genuine value as **real Souvenirs**, and will be highly prized and carefully preserved. The **Souvenirs** are printed in fine white ivory finished cards, with handsome embossed border. The first card has the name and location of school, teacher and officers, as may be desired, with artistic design, all printed in bright gold. The names of all the pupils appear upon another card, as many cards being used as is necessary to accommodate all the names without crowding. The cards are tied at the corner with card of colored silk. We now manufacture three styles of **Souvenirs.**

Plain Souvenirs, Flag Souvenirs and Photograph Souvenirs.

These are of the same size and general style and differing only in the style of the title card **Notice the different price of each and mention the one wanted in your order.**

FLAG SOUVENIRS: The American Flag, "Old Glory," is the popular feature in decorations this year. It is most appropriately applied to our School Souvenirs. The flag, printed in colors, attached to a golden staff, and embossed, is placed upon the title card in the place of the regular Souvenir design, when desired. It makes a handsome and patriotic device. Thus we have named our **Flag Souvenir**, and it should be so designated when ordering.

THE PHOTOGRAPH SOUVENIR differs from the Plain Souvenir only in copying and transferring to the title card of the Souvenir the **photograph of the teacher, the schoolhouse, some favorite author or popular hero.** Those desiring souvenirs with photograph should send a **cabinet-sized** photograph from which to copy. There will be no change in the photograph, and the picture on Souvenir will be an exact copy of original, but reduced in size. Much more satisfactory results can be given if a cabinet sized bust or half length picture is sent than if a full length. Photographs returned after copying.

NUMBER TO ORDER. There should be at least as many cards ordered as there are names appearing upon the **Souvenirs.** The price is based upon the number of cards and a large number of names extra would call for extra expense. State definitely the number you wish, and send **plainly written,** the matter you desire printed. Be sure that names are **correctly spelled** and **plainly written.** In proper names unusual care is always necessary.

Orders can usually be filled within three days of the time they are received, but should be sent in a couple of weeks in advance, if possible.

SAMPLE SOUVENIRS: One souvenir of each kind sent to any address on receipt of 2-cent stamp.

TEACHERS IMPROVEMENT CO., P. O. BOX 1049, DANSVILLE, N. Y.

Price Reduced.

PRICE LIST.

The following prices are for the plain Souvenirs.

For the Flag Souvenirs add 20 per cent. to these rates.

For the Photograph Souvenirs add 25 per cent.

12 or less 75c.
13 - - 90c.

Additional ones 3c. each.

Be sure and specify which style you want and add proper percentage if Flag or Photograph styles are desired.

THE BARRON SANITARY WATER COOLER

CONNECTED WITH CITY WATER PIPES.

Water Does Not Come in Contact With Ice or Outside Air, Thus Keeping Water Pure and Free From Contamination.

SHOULD BE IN EVERY SCHOOL-HOUSE.

Designed for private Dining Rooms, Stores, Hotels, Offices, Restaurants, Factories, Schools, Public Institutions, Streets, Parks, Docks, Ferry Houses and everywhere where pure, cold drinking water is desired.

COLD WATER CAN BE DRAWN CONTINUOUSLY.

One was placed in Senate Wing of the Capitol at Washington in 1896 and the following letter received from the chief engineer.

SIRS:—It gives me pleasure to bear unqualified testimony in approval of the BARRON WATER COOLER, one of the largest of which has been in use in the Senate Wing of the U. S. Capitol for some time. It is always ready and easily fed and cleaned, and will pay for itself over and over comparatively in saving of ice.

Very respectfully,
THOMAS A. JONES, Chief Engineer Senate Wing, U. S. Capitol.

SAVES FULLY ONE-HALF THE ICE.

AGENTS WANTED: School principals and men of business or agency experience wanted in each locality to represent us. Quick sales. Liberal terms to agents. Catalogue and full particulars sent on application.

THE BARRON COOLER CO., Palmyra, N. Y., U. S. A.

FAMOUS "Julia Marlowe" SHOES

THE MOST PERFECT FITTING FOOTWEAR EVER MADE

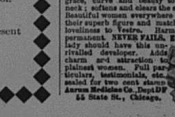
FINEST QUALITY VICI KID, BLACK OR CHOCOLATE Dressible, Machine Sewed, Lace Boots, $3.00 Oxfords, - 2.00 HAND TURN Lace Boots $3.50 Oxfords, - 2.50 WIDTHS TO FIT: Boots - .35c extra Oxfords - .25c extra Sent Express Prepaid.

Write for Illustrated Catalogue.

SAM'L PECK & CO., Milwaukee, Wis. DEPT. R.

AGENTS FOR BEAMS VENTILATED SHOES FOR MEN

Women Made Beautiful by TESTRO. Develops the bust 6 inches, fills all hollow places, adds grace, curve and beauty to the neck; softens and whens the skin. Beautiful women everywhere owe their superb form and matchless loveliness to Testro. Harmless, permanent. NEVER FAILS. Every lady should have this unequalled developer. Adds charm and attraction to the plainest women. Full particulars, testimonials, etc., sealed for two cent stamp. Aurora Medicine Co., Dept. D. 55 State St., Chicago.



Select a subject that will be of practical value in your career and then find out, by inquiring, how you can be helped in mastering the subject by a course in the National Correspondence Institute. Among our thousands of students are school teachers, steadily rising from the ranks of "average teachers" into the class of special teachers, who are paid more because they know one or more subjects thoroughly. If you would like to learn a language (Greek, Latin, German, French, etc.) or History, or Law, or Mathematics, Chemistry, Botany, Political Economy, or any other subject which calls for specially trained teachers, you can take that single study in our School of Science and Languages and broaden your culture by study at home under the guidance of our faculty.

Spare Time Study Will Make You a Specialist.

All parts of the country contain students in the National Correspondence Institute. At no time are these students obliged to leave home or neglect other ordinary occupation, their studies being pursued entirely in their spare time. All our teaching is done by mail. Students may pay in installments, enjoying educational advantages of the highest order with the least outlay of time and money.

Many teachers are taking the courses in one of more studies which will help them in their work and in preparing to pass teachers' examinations with high averages. Such instruction is given in the most direct, practical manner in our Normal Courses. Write for full details and illustrated catalogue, mentioning the course, or courses, which interests you. The Institute contains departments also of Shorthand, Journalism, Engineering, Law, Book-keeping and Business.

NATIONAL CORRESPONDENCE INSTITUTE, INC., 44 Second National Bank Bld'g, Washington, D. C.

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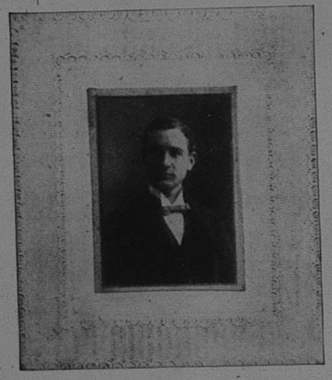


SEND us a cabinet-size Photograph and we will copy it exactly, except in size, mount it on a fine white embossed photograph card, and mail to you at the following prices:

ONE DOZ. 40 CTS.; THREE DOZ. 1.00; ADDITIONAL, 30 CTS. PER DOZ.

The above cut shows the exact size of the work we send out, though it does not show the beauty of the embossed card. Please observe that these Photographs are of a very different order from the usual photograph advertised as cheap. They are not of the "postage stamp picture" style. They are regular photographs, mounted upon a card 3x3½ inches, showing a wide border around the photograph proper. They will serve every purpose of a gift or memento that a larger and more expensive photograph would. The above prices are for copies from the same picture. Where different pictures are copied, the price is 40 cents for each dozen. Photo returned. **Sample Free. Agents Wanted.**

TEACHERS IMPROVEMENT CO., DANSVILLE, N. Y.

EARN YOUR VACATION EXPENSES.

Buy an **ELECTROPOISE**, a new Cure for Disease Without Medicine; stay at home and save an expensive trip to the Mountains or Sea Shore. When you have convinced yourself of the value of the Electropoise Treatment, secure a local agency and you will have little difficulty in introducing it among your friends. You can easily earn your vacation expenses and at the same time have the pleasure of knowing you have been the means of benefiting your neighbors' health. In order to secure good agents among the readers of the Normal Instructor we will for 30 days allow all teachers a **discount** if this paper is mentioned when ordering.

From Crutch to Bicycle.

317 W. GRACE ST., RICHMOND, VA., Jan. 20, 1899.

After two years of overwork I was taken down with nervous prostration and inflammatory rheumatism in June 1894. After an acute attack of two and a half weeks the rheumatism assumed chronic form, leaving me dependent on crutches and unable to walk far even with these. I heard of the Electropoise through a friend who had used it, and began using it in August. After two months and a half I had received so much benefit that I not only dispensed with crutches, but could walk three or four miles at a time. After a couple of months more I felt able to dispense with regular treatment, but had to use it a few times at slight signs of relapse. Since last March I am wholly restored, have on occasion walked a dozen miles, and bicycled forty-five miles at one time.

While curing me of rheumatism the Electropoise also cured catarrh of the bowels. Since a year ago last fall (when I found it was helping me) I have felt it my duty to help others to the use of it as far as I could, personally superintending the treatment for several. In my experience with it in this way I have seen it cure three well developed and one incipient attack of la grippe, several colds, one case of (incipient) congestion of the lungs, one case of (incipient) consumption, and one running sore.

Very sincerely yours,
ROBERT J. KELLOGG, Ph. D.,
Instructor in Richmond College.

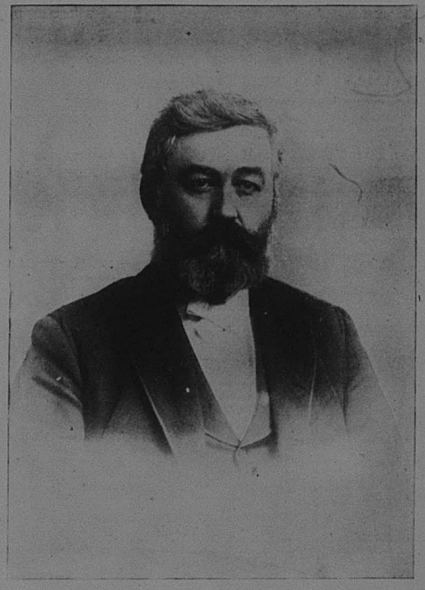
AGENTS WANTED in every City, County and State to sell the Electropoise. Agents already making from $25 to $200 a month, and some of the best territory open to applicants. Many of our best Agents are women.

Our 115-page illustrated book will be mailed free upon request to yourself and friends. Agents wanted. Also upon request we will mail a 12-page treatise on rheumatism and its cure.

THE ELECTROPOISE COMPANY,
Dept. "N," 1122 Broadway, New York.

NORMAL INSTRUCTOR

DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS



HON. NATHAN C. SCHAEFFER,
Pennsylvania State Superintendent of Public Instruction,
Contributes to this Number.

SEPTEMBER, '99
VOL. VIII. ✹ NO. 9.

THE INSTRUCTOR PUBLISHING COMPANY, DANSVILLE, N.Y.

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FOR TEACHERS
And Those Preparing to Teach.

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Turns Minutes into Money.

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Are You Satisfied With Your New School?
Or, what is fully as important, is your new school satisfied with you?

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Or, what is more to the point, are you qualified to fill a better position if one were offered you?

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This Course gives us a more thorough knowledge of the branches too often slighted, quickens the thought, helps to strengthen the reasoning powers, gives many hints and helps to the schoolroom and benefits in many other ways. MARY A. CARPENTER, Millington, Mass.

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Such a Course has rare value in developing and training the mental powers, it creates an earnest desire for home reading and improves the ability to think. I would recommend such a Course to those who would stamp improvement on the wing of time.

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By carefully preserving and arranging the valuable papers sent you, at the close of the term you will find that you have a large collection of most valuable questions, answers, essays, etc.

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I have derived more good from the five dollars invested in the Advanced Normal Course, than any other twenty-five dollars spent in any other way. The work on "School Management" alone is worth many times the five dollars. JNO. L. CLARK, Owlet Green, Tex.

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Please accept my thanks for the certificate and for the instruction and help you have given me during my Course. I believe every teacher and every one preparing to teach should study one or more of your Courses.

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The articles on methods contain all that is necessary to enable a teacher to make a success of his profession and are a great help to students who wish to become teachers and are preparing themselves at home. These studies will bring out a great many points to them that they would probably not think of otherwise.

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I have received much good from the Course. It has given me many new ideas, and has caused me to read a great deal that I would not have read otherwise.

H. JELTMAN, Blomford, Minn.

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To subscribers to NORMAL INSTRUCTOR, a special rate of $5.00 per term is made. This rate is positively limited to regular subscribers to the INSTRUCTOR, all of whom are invited to take advantage of it.

The plan of teaching by correspondence is a success, proved and demonstrated. The **American Correspondence Normal** has brought this system to perfection, and the thousands who have followed its Courses are the witnesses to its success and value. The Courses are practical. They are made for teachers who desire to improve their qualifications, advance to a higher grade and increase their earning capacity, and for those who are preparing to teach. By this system of instruction, one can turn spare moments and idle hours into money. It has many advantages over a course of study at a Normal or Training School. The expense for a term of thirteen weeks, is about what one week would cost at school, and one can continue at teaching or other occupation while pursuing the study successfully. We have thousands of letters on file from former students—grateful, appreciative and commendatory, all expressing greatest satisfaction with the methods and results.

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Frequently several organize themselves into a club, join at same time, study together (or separately as they prefer) and get the benefit of special club rates. We recommend the organization of such clubs whenever possible. Club rates will be quoted on application with statement of number desiring to enter.

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AMERICAN CORRESPONDENCE NORMAL, DANSVILLE, N. Y.

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The Largest and much the cheapest list issued by any house. Always unabridged, nearly always large type.

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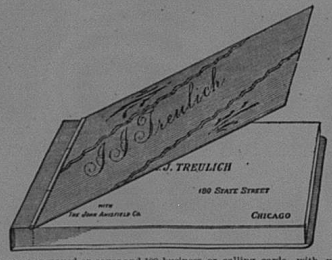

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NORMAL INSTRUCTOR

VOL. 8. DANSVILLE, NEW YORK, SEPTEMBER, 1899. NO. 9.

INSTITUTE AGENTS.

The Pathfinder Publishing Co., Pathfinder, D. C., have been appointed General Agents for the INSTRUCTOR at Teachers' Institutes throughout the United States, except in New York State. All applications for agency work at Institutes should be addressed to them.

The N. E. A. at Los Angeles.

THE annual session of the National Educational Association which was held at Los Angeles, Cal., in July, was a marked success, when considered from the standpoint of attendance, interest, or program. For hundreds, the journey across the continent was an experience that will increase in value in the years to come. The hospitality of the city was generous and commendable, though taxed to the utmost limit of capacity. Fifteen thousand was the estimated number in attendance. Two teachers were killed and several injured in a wreck on the Southern Pacific Railway enroute to the convention, and the principal of a local school committed suicide. Those things, so serious and sad, furnish a dark background to the picture. But, withal, the great convention will go down in history as one of the greatest and best.

The Trial of Dreyfus.

THE trial of Captain Alfred Dreyfus, is one of the landmarks in the jurisprudence of civilization. "Never since Louis XVI. stood in the hall of the convention to plead for his life have such tremendous issues hung upon a single legal proceeding." The impeachment of Warren Hastings was an insignificant affair in comparison. Not only is Captain Dreyfus the Jew on trial, but the republic of France itself. It is a struggle for supremacy between the civil and military powers. It is twenty-eight years since the fall of the last monarchy. Again and again, has the ship of state been imperiled by the royalist enemies of republican government. Dreyfus will probably be acquitted if the republic lives. The civilized world believes him to be the victim of a monstrous intrigue. His innocence involves the guilt of seven ministers of war, and many of the highest officers in the army who have vainly tried to cover up the conspiracy by forgery, perjury, and perhaps murder.

As we go to press August 19, the most sensational feature of the trial is the marked desperation of the enemies of Dreyfus, which manifested itself in the shooting of M. Labori, the leading counsel for the defense while on his way to court, by a cowardly assassin. What effect the loss of this brilliant lawyer will have on the case cannot now be determined.

Soldier Scholarships.

THE generosity displayed by many educational institutions in various parts of the country last spring in offering free tuition to young Cubans was widely commended. Liberal contributions were made in many instances to insure the success of this worthy philanthropic work, which in due time is destined to bear fruit. Mount Hope College, of Rogers, O., one of the most enterprising of the younger colleges, came out with an announcement a few weeks ago, offering free scholarships to one hundred of our soldier boys. President Galbreath says that the money will be furnished by friends of the college and the young soldiers, and the offer will stand open for some time.

The Campaign in Luzon.

DURING the month of August but little was accompanied by the army in the Philippines. The latter part of July, Calamba, a town of about 12,000 population, was taken by General Hall's forces. There has been much criticism of the conduct of the campaign, and of the war department at Washington. Gen. Otis has been made the subject of severe censure on account of his strict censorship of the press and his alleged incompetency. As to the former charge, it may be said that Grant and Sherman were obliged to do the same thing and suffered the same abuse for keeping military secrets where they could not reach the enemy and be used against us. If this is General Otis' greatest offense he is to be congratulated. If he is incompetent the facts will appear in due time and a stronger man will take his place. General Alger's resignation from the cabinet was welcomed, and the appointment of Elihu Root of New York as secretary of war has met with approval. Although he is not a military man, it is said that he has never failed in anything he undertook. The rainy season is unusually late in the Philippine islands this year and the next active campaign cannot be expected until November, for large bodies of troops and wagon trains cannot move until that is over. With more troops, which are necessary, order in due time will be restored and peace established.

Educational Co-Operation.

EVERY advanced step in education has been marked by an increased interest on the part of society. The school and the home are mutually dependent. The best results are obtained where parents take an active interest in the educational affairs of the community. The best teachers are those most responsive to the anxious solicitude of parents, and use to highest ends the divided authority over the child. Teachers who most appreciate this relation often confer with parents and thus mutually give and receive sympathy and encouragement. Such teachers generally stay the longest, get the best pay, and are most successful and happy. During the past few years, there have been formed in different parts of the country several local educational societies composed of men and women in the community who are desirous of more actively co-oper ting with their schools. Dr. Harris, our United States Commissioner of Education, so thoroughly believes in the possibilities of this movement that he said a long time ago that the principle of educational co-operation has in it such moral value that it ought to become universal.

Perhaps the most successful society that has been formed, is the Brookline Edueational Society. Its aim is "to promote a broader knowledge of the science of education, a better understanding of the methods now employed, and a closer sympathy and co-operation between the home and the school." It has, besides the usual officers, various sub-committees who make a special study of different phases of educational work, such as the kindergarten, manual training, athletics, the treatment of physical defects, the study of local history, music, art and science, school libraries, lectures, etc. The public meetings have been in charge of one or the other of these sub-committees, with papers and addresses on these various subjects, often followed by open discussion. Parents and teachers have been helped and encouraged, and the schools greatly strengthened. The membership of the

society is between five and six hundred and the attendance is from one to three hundred. Besides this, works of art to the value of six thousand dollars have been contributed to the Brookline schools; valuable papers of local historic interest have been printed, and a large map prepared showing places of historic interest and copies placed in all the schools; amateur musicians have given half hours of vocal and instrumental music in the schools, and two series of young people's concerts have been given in which the works of great composers were interpreted.

Through the agency of this society a majority of the parents have become sympathetic and actively co-operated with the teachers. The kindly sentiments toward both the schools and the teachers find expression in the attitude of the children. This stimulates the teachers and awakens within them new powers and enthusiasm in the work. Many a weary teacher, we are told, with exhausted nerve force, has been reinforced by sympathetic parents and friends of the school to push on to the highest point of efficiency. The societies of Brooklyn and New York have rendered valuable service and greatly strengthened the efficiency of the schools. What is possible there, is possible in smaller cities and towns. In most instances the teachers would have to take the initiatory step and stand behind the movement. This is superior to the ordinary literary club, as it implies nearly all that that contains from the social and literary standpoint, and from the professional and ethical, vastly more.

The Peace Conference.

THE adjournment of the Peace Conference assembled at The Hague was marked by a greater unanimity of feeling and resulted in more definite action than the most enthusiastic advocates of the Czar's proposal dared to expect. Although the agreement on the propositions were only tentative and await ratification, the moral force of the action is of far-reaching significance. When representatives from Russia, France, Germany, Austria, Italy, Belgium, Holland, Switzerland, Denmark, Norway, Sweden, Spain, Portugal, Turkey, Roumania, Servia, Japan, China, Great Britain, and the United States, acting in a representative capacity from their respective governments, unite (1) In recommending the abolition of asphyxiating gases, projectiles from balloons and expanding bullets; (2) Regulations concerning more humane customs and laws governing war on land; and (3) Provisions for the pacific settlement of international disputes by arbitration, their action amounts to a signal triumph for civilization. It is contended by some that the United States and Great Britain can hardly be expected to agree to the first proposition, since the curtailment of inventive genius would not be wise or salutary. The greatest possible emphasis will probably be placed on the third proposition by these two most progressive nations. To do away with the necessity of war is more important than methods of conducting it. To this end, within three months after ratification, each nation is to name four men to act as arbitrators. The creation of a Permanent International Court will stand out among the great historic achievements of the nineteenth century. It substitutes reason for force, and intelligent co-operation for international jealousy and strife. It is said that this will tend to bring out the best international law experts of each nation to serve in this capacity. Arbitration is not to be made compulsory in cases of international disputes, but the moral influence will tend more and more to bring these matters to a peaceful settlement without the "arbitrament of arms." An essential feature of the Czar's dream is destined to be realized.

The College Presidents.

SEVERAL new college presidents enter upon their duties this month. Want of space forbids mentioning them all. The men chosen for these positions of great responsibility have already distinguished themselves for executive ability and profound scholarship. Those best known are: Dr. Streng, who leaves the department of history of Yale, and goes to the University of Oregon. The Rev. Rush Rees, Ph. D., now in Europe, has accepted the presidency of the University of Rochester, to succeed David J. Hill, LL. D., now assistant secretary of state at Washington. The University of California takes Professor Benjamin Ide Wheeler from the chair of Greek and comparative philology at Cornell University. His life of "Alexander the Great," published by the *Century*, is deservedly popular. He is a graduate of Brown University. The new president of Amherst, Professor George Harris of Andover Theological Seminary, is one of her own graduates, and eminently fitted as a scholar, author and teacher to fill the position. There is something peculiarly fitting in the call of the Rev. Dr. William H. P. Faunce, of the Fifth Avenue Baptist church, New York, to the presidency of Brown University. When he was a senior at Brown twenty years ago, two of the class, as was the annual custom, received a premium, who "shall in the judgment of the faculty, unite in the highest degree the three most important elements of success in life—ability, character, and attainment." He was one of them, and his subsequent career has been a singular fulfillment of the prophecy. Yale has followed in the choice of one of her own graduates to succeed President Timothy Dwight, LL. D., Professor Arthur D. Hadley, whose life has been so closely identified with the institution, is without doubt the right man to preside over her destinies as the great university enters upon her third century of usefulness.

Every teacher will be interested in our offer of INSTRUCTOR, TEACHER'S WORLD and PATHFINDER on page 37.

Business Notes

We are offering our readers some large values in the various combination offers made in our pages this month. When a person is making up their reading matter list for the year, it is wise to look these over and see what bargains may be secured. Among all these offers, do not neglect the one on page 3, limited in time to Oct. 29.

Limited Offer.

***

We enjoy repeatedly calling the attention of subscribers, and prospective subscribers, to the merits of *The Pathfinder*, as a valuable *current topics* paper. We can recommend it to our readers who want a paper of that description, and can go further and advise the use of such a paper for all teachers. It is a weekly publication, bright, readable and useful. See on other pages the various ways in which you can obtain it cheaply in connection with the INSTRUCTOR and other publications.

The Pathfinder.

***

This magazine will fall into the hands of a good many teachers who are not now subscribers, but who, after examining it, will want to be. We would advise all such to look through our pages and read the many advantageous subscription offers made in combination with other publications or in connection with books or teachers aids. You will surely find something in that line that you want, and the prices on all these combinations are placed, as you will see, exceedingly low. The same advice applies to old subscribers when renewing, as all of these offers are open to them.

Combination Offers.

***

The printed address on your magazine gives a date showing the time to which your subscription is paid. Please look at this and see if you are in arrears. We do not discontinue sending the INSTRUCTOR at date of expiration unless specially requested to do so, either at time of subscription or later. Having the date before you each month, you can readily tell whether your time has expired, and we would urge you to make remittance when you find it is due. The price for the INSTRUCTOR is low, lower than that of any educational magazine of equal size or merit, and you should not allow this small amount to remain unpaid.

Look at Your Label.

***

Readers of the INSTRUCTOR may notice the change which is made this month in the name of the company publishing the INSTRUCTOR, from that of Teachers Improvement Co. to The Instructor Publishing Co. This change of style does not imply any special change in ownership or management, but is adopted as being, perhaps, more distinctive and descriptive in character, and identifying us more closely with the business of publishing the INSTRUCTOR. Although there are numerous branches or departments to our business, after all, the INSTRUCTOR is the central feature and is the part most widely known and advertised. Going every month into the hands of one hundred thousand teachers, it enjoys an acquaintance and reputation in educational circles all over the land which in itself is a valuable trade-mark and will serve as a most favorable introduction to whatever we may offer in other lines. Therefore, to identify ourselves more closely than before in name with the INSTRUCTOR, and to, incidentally, provide for development and growth in certain proposed lines, we will henceforth be known as The Instructor Publishing Co.

Instructor Publishing Co.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

HON. NATHAN C. SCHAEFFER, of Pennsylvania.

Civil Government.

ONE OF THE results of the late war is a change in the point of view from which history and civil government will be taught in the next century. Since a red coat was part of the British soldier's uniform during the Revolutionary war, hatred of red coats has, for more than a century, been instilled into the youth of America. Because some Hessian troops were so unfortunate as to be sold by their sovereign to the English government, the word Hessian has become a term of reproach in the schools and among the people. Our Civil War left a legacy of sectional hatred in the schools and in the text-books on American history. Is hatred of the mother country, of the fatherland, of the north or the south, a legitimate outcome of the teaching in our public schools? The heart that hates any portion of the human race, is unhappy. The love of our own country does not necessarily involve hatred of other countries. Patriotism is a virtue that is not incompatible with a just regard for the rights of humanity in other lands. As a result of the late war with Spain, sectional hatred has been buried, a better feeling has sprung up toward the mother country; and, let it be hoped, that the schools will no longer teach hatred of the fatherland or of any people living anywhere upon the surface of the globe. The schools of the twentieth century should teach our people to adopt without mutilation features like the Australian ballot and to appreciate the valuable lessons which can be learned from the governments of the British Empire and of Continental Europe. A true patriot is always willing to learn from the history and the experience of other nations and of bygone ages.

Civil Government should be studied and taught by comparison. This brings out the significance of many things that are otherwise devoid of interest. Take the veto power. Four states have denied the governor the right to veto or approve acts of the legislature. In these states (Ohio is one of them) the governor at the end of his term has a chance of future promotion; in other states the governor by signing and vetoing bills makes enough enemies to mar his future political career. The President of France lacks the veto power. Sir Henry Maine grows facetious over this official's exalted position and lack of power. "The old Kings of France," says he, "reigned and governed. The Queen of England reigns but does not govern. The President of the United States governs but does not reign. It has been reserved for the President of France neither to reign nor to govern." To show why the Queen of England never exercises the veto power, to explain how Lincoln taught Wm. H. Seward that it is the President and not the Premier of the Cabinet who governs the United States, to teach how Bismarck and his king ruled Prussia in spite of an adverse parliamentary majority, will convince any teacher how much is gained in interest when Civil Government is taught from the comparative standpoint. A comparison of the Dutch Republic with our national government will reveal to every pupil the object lesson which was constantly before the eyes of the framers of our federal constitution. Immense will be the gain if the student is taught to compare the government at Washington with that of other nations, the government of his own state or city with that of other states and municipalities, and finally, to study at how few points (post-office, tariff, revenue stamps) his daily life is touched and moulded by congressional legislation as compared with the many points where his life is influenced and determined by state and municipal legislation.

The two most important lessons in Civil Government can be taught in connection with the history of the United States. It is asserted that millions are spent in every presidential election, and that much of the money is used not merely in bringing out the vote, but also in buying votes. It may be good politics to state how much money the opposite party has to spend upon an election, because that tends to increase the price of a vote; but it is poor pedagogy to make such statements before a class. *There* stress should be laid upon the *sanctity of the ballot* and upon the duty of casting a ballot for the best interests of the entire nation. The teacher can emphasize the glorious example of that signer of the Articles of Confederation who said: "I am not worth buying, but such as I am, the King of England is not rich enough to buy my vote." The need of such emphasis was recently shown by the question of a pupil who desired to know whether it was justifiable to accept money for doing right, as for instance wages for a day's work, and if so, why it would not be justifiable to accept money for voting the right ticket. The pupil's question showed how the sophistry of the ward boss is gradually invading the schoolroom, and how necessary it is to teach why the government has made it a crime either to buy or sell a vote. After dwelling upon the dangers which come to a nation from bribery, the teacher can easily make the pupils understand why Belgium has made failure to vote a crime punishable by law, why South Dakota has followed Switzerland in adopting the referendum, under which certain measures of legislation must be referred to popular vote before they acquire the force of law, and why Prussia punishes the tax-dodger by according the greatest influence to the votes of those who pay the highest amount of tax for the support of the government. The sanctity of the ballot should be emphasized to such an extent that the young citizen will approach the polls with the same feeling of awe and responsibility with which the young christian approaches the altar to assume the duties of church membership. In the sight of God, of the assembled congregation, of a cloud of witnesses looking down from the other world, the young christian on joining church takes a vow covering all the virtues and duties of life. The young citizen should likewise realize that in the sight of God and of a cloud of witnesses looking down from the other world, including heroes who shed their blood upon the field of battle in order that free government might survive, he is casting a ballot that will have its bearing upon his own life and upon the life of the nation.

The other lesson in Civil Government which can be taught in connection with our history, is that which treats of taxes. John Fiske thinks that taxation is the first lesson which should be given in connection with civil goverment. Taxation without representation is usually named as one of the causes of the Revolution. The French Revolution arose from the fact that the men who levied the taxes were not the men who paid the taxes. In a free government it is one of the arts of the demagogue to make the people believe that they are the most thorough tax-ridden populace on the face of the earth. A comparison of taxation in England, France, Germany, Austria, Russia and Turkey, with taxation anywhere in the United States, will enlighten the young citizen on a most fundamental question of government. The policy of mortgaging future generations by loans on which the people must pay interest for half a century, if not longer, deserves to be discussed in every schoolroom. Above all the duty of a just share of tax for the support of the government and for the education of the people, cannot be too strongly enforced. Every man can notice on his own face the difference between the morning on which he draws his quarter's salary and the morning on which he goes to pay his tax. There are veterans who carry the lead in their limbs and who probably never spend an hour without suffering some pain for their country's sake, and that too, without murmuring; and yet who can fail to notice the difference on the

(CONTINUED ON PAGE 34).

City Superintendents Department

The First Day.

BY SUPT. R. K. BUEHRLE, LANCASTER, PA.

"EVERY beginning is hard" is a saying not less old than true. On "the first day" the teacher is put on trial before his pupils, and it is all important that he be not found guilty of unpreparedness, helplessness, and ignorance of human nature and pedagogical science. To pass through this trial successfully, the teacher will find it well to pursue the following course of action.

1. Visit the district before the "opening day." It is said that the German officers in the Franco-Prussian war were more familiar with the geography of the seat of war in French territory than the French officers themselves. In fact every German officer had an excellent map of France in his possession, and the resultant victories astonished the nations. So the teacher will find it of great advantage if he previously makes himself acquainted with the people among whom he is to labor. He should know their manners, habits, employment, views of life and ideals of education. His business is to be helpful to them in educating their children, as far as can be according to *their* views. The ideas of the Bostonian differ widely in this respect from those of the Philadelphian, and this difference will be none the less real in every, even the smallest and most remote, school district. The miner and the farmer, the shop-keeper and the lawyer, each has ideals of his own, and the teacher should not be unacquainted with the ideals, nor *unnecessarily* run counter to them. Everything depends on his making a good first impression, for first impressions are deep and lasting.

2. It is very important that the teacher should be acquainted with the character of the work done by his predecessor. Not that he should follow in his footsteps, nor yet avoid doing so, but that he may know what to expect, what ideas his pupils may have, and what difficulties he may have to encounter. The world's great commanders have set us an example: Napoleon in his Italian campaigns, as well as in those beyond the Rhine, studied Cæsar, his great predecessor in those regions.

3. The teacher should study the pupils as to their heredity and environments, as this will enable him to prepare his work and methods accordingly. He should study how to adapt himself to the existing conditions. He is for the school, not the school for him. His service, not his domination, is wanted. The way to secure parental co-operation is to co-operate, *as far as possible*, with the parents.

4. The teacher should prepare a program for the first day, which may serve in great part for the few next succeeding days. It is easier to do cool thinking and planning before the fateful first day arrives than in the midst of the excitement it brings along. Only in this way can the multitude of details be properly attended to and executed. Then too, such a program and consequent evident mastery, will immensely exalt the teacher in the eyes of his pupils, and at once secure submission to the *master* who manifests such power. In arranging this program, the principle to be followed is that the youngest pupils should recite first, and the most advanced last. The youngest are unable to study of themselves, the most advanced can study—can prepare to recite, hence need time. It should also be a rule that the younger should recite more frequently than the more advanced. If the teacher has reconnoitered well she can put the whole or at least a portion of this program on the blackboard* and direct every pupil's attention to it, as soon as he or she enters the room, and thus save much annoyance, or asking of questions, as well as strongly impress the pupils with the important thought that school is the place where every one is expected to study as soon as he enters.

5. The teacher will of course be early on the ground and in his room, to receive his pupils either at the door or in the room. He will study their disposition and manner as well as manners, their characteristics, their defects, get their names, their parents, calling and condition, whether widow or widower, (such facts explain much in the pupil's bearing and conduct) their residence, which will condition their environment and to some extent influence their entire life. Lastly, this preliminary reconnoissance will enable him to grade and classify his pupils and at once assign each his work.

6. Now is the time to show confidence in the pupils by *inviting, not commanding*, them to assist you in arranging details and preparing for the work of the day. Here the greatest tact can be shown both in the selection of the pupils and the work given. The timid, the apparently neglected child should be preferred, and the teacher should feel sure that the pupil can do what is required so well that a word of commendation can be added to the pleasantly given "thank you."

7. This is also an excellent time to have something outside of the usual line to interest the pupils—such as pictures, now so cheap and so easily obtained, picture books, natural history objects, curious plants, live animals, a butterfly, a caterpillar, a little frog or toad, a cricket or a grasshopper, of course under a glass, and only for observation, not handling. Lastly a microscope or magnifying-glass, or a magnet will attract not only the metals but also the dullest pupils.

*The book and page, not only the subject, *e. g.* arithmetic, should be placed on the blackboard.

The School System of New York State.

BY SUPT. B. B. SNOW, AUBURN, N. Y.

WE PRIDE ourselves upon the school system of our state. If we were asked to describe or define that system we should be at a loss to do so. We might recount the functions of the state department and of the regents, but that would ignore the preponderating influence of countless local boards in our centers of population, acting independently under special charters. System implies a reasonable degree of uniformity, a feature notably absent in the management of our public schools. This state of affairs is due in a measure at least to the fact that we have two independent departments nominally managing the schools. Happily a movement is on foot to consolidate them or to fix more definitely their prerogatives. If successful, opportunity will be afforded to systematize the work of the schools, so that we may in fact claim that we have a system. It seems to be conceded that the state may properly contribute to the expense of educating children up to the college entrance requirements, and to some extent even beyond that, as in the case of Cornell university and the normal schools of the state. To accomplish this requires for the average pupil at least twelve years of school work. Under a proper system a course of study for these twelve years should be prescribed, which should be uniform throughout the state. Localities might add to the course in the discretion of local authorities, but a carefully prepared, symmetrical course should be obligatory upon all schools sharing the state bounty. This would obviate the complications resulting from the present lack of system. Pupils removing from one locality to another, as is not infrequently the case, would readily classify in the schools to which they might be transferred. Under present conditions such is not the case, particularly in cities. Each city is a law unto itself. The character of the schools and their courses of study are largely determined by the local school authorities. True, the regents by a system of examinations have aimed to established a uniform standard in the high schools for specific purposes. The scheme originated with Dr. Woolworth, who was the secretary of the board of regents, and was adopted to establish a basis for the equitable distribution of the moneys under the control of the regents among the schools in their charge. The pecuniary returns have been a prominent factor in keeping the system in vogue, but it is at least questionable whether sound educational results have been thereby promoted.

The state department has prescribed a minimum course of study for high schools, but this relates only to candidates for admission to teachers' training schools. With these exceptions the control of the departments over the internal policy of the schools is insignificant. It is wise to leave to local authorities a wide discretion, for local pride will usually prove a sufficient incentive to keep the schools in a fair condition of excellence. But the state may justly fix a minimum degree of excellence in return for the bounty which it dispenses for their support, and to that extent at least a definite uniform system is indispensable.

Full Interpretation an Essential Element of Superintendency.

BY SUPT. WM. H. WILEY, TERRE HAUTE, IND.

THE superintendent is rightfully regarded as the leader in the work of a system of schools. His duties cover necessarily a wide range of subjects and it is expected that his knowledge of these shall be broad and definite. For the best results upon the schools, and upon the community, an additional thing is needful. This is the ability and the disposition on his part to be an interpreter of the system in a large and helpful sense of the term. A fulness and a richness in all of his instructions to his teachers will be insured thereby which will be most encouraging and helpful. Education will be placed on the broadest and most philosophical basis. More than mere outlines of the work, in a mere formal way, will be forthcoming. The greater view will be one of the means of an enlargement of the superintendent himself, insuring a sympathy for the teachers in their trials, which may, at no late day, enable them to be completely successful, where otherwise dismal failure might result.

Coming a little nearer to detail, by what special efforts may the superintendent be enabled to act in the capacity of interpreter for his teachers? What may they reasonably expect in the way of aid, and direction and encouragement, in doing their work well?

1. His own experience in duties similar to those which engage the energies of his teachers is no small factor in the superintendent's ability to be of service to them. To have actually taught a school furnishes him with a preparation which can be assured in no

(CONTINUED ON PAGE 33.)

Discipline

BY ENCY COLEMAN CARYL, Kalamazoo, Mich.

The Personality of the Teacher.

IT WAS at the close of the first day of school. The September sun had done his best to raise the temperature of spirits, already at the boiling point, to a height which threatened explosion. Little feet that had been free to paddle in the water at will and to feel the soft sand through a summer of pleasure, had chafed under the restraint of stockings and shoes. Like puff-balls had the scholars seemed, needing but the gentlest pressure to insure a bursting of the bonds that enthralled their young lives. And now like puff-balls they had vanished. At her desk sat the teacher of a day, dejected, disheartened, counting herself a dismal failure. Like many another teacher, she had spent her summer at "Teachers' Associations," and "Schools of Methods," only to hear from learned professors and lecturers words of wisdom concerning the great work of the teacher. Of marvelous experiences and great successes had she heard, till her sphere of usefulness had seemed clear and bright before her, and success was a foregone conclusion. There had been no doubts while listening to these marvelous ideals taught; but now in this dejected condition, she wondered where the *failures* had spent *their* summer!

Our little teacher, disheartened at close of day, is not alone in her queries regarding mediocrity in the profession. There is, perhaps, no body of workers more given to a little pardonable conceit than the school teachers. They seemed to have locked with the turning of the schoolroom key all their failures into the past year, and unlike Pandora's box there they remain, while with their achievements and successes surrounding them as with a charmed atmosphere, these teachers go forth as superior beings for ten long weeks. The tourist's haunts are filled with their presence, the railroad officials cater to their every wish, and the world of profitable pleasure is given over to them. What wonder that the teacher forgets the drudgery of all routine labor, to be awakened when she again confronts her realities! That she may attain to the lofty ideals that the *summer* inspirations brought, let us consider some of the essentials necessary.

The personality of the teacher is such an important factor that it should be considered seriously. The personality—"that which constitutes individuality," "that which constitutes an individual a distinct person." The little mannerisms that are a part of her individuality should be so free from anything objectionable, and her manner of speech should be free from inelegant phrases. The outward appearance of the teacher appeals to the scholar first, *then* her intellectual attainments, and often the first day of school marks a teacher's success or failure: not because dress is so much to the child, but because dress is so much to the teacher.

The officer in his uniform, with epaulet and brass buttons, stands before his men a superior, and commands with greater assurance of success than were he to appear before them without his badge of rank. 'Tis thus he inspires respect. When he has gained the confidence of his men, his uniform plays a less important role. He has become, through loyal service, what his badge of rank represented, an officer indeed!

So with the teacher! While there is no uniform for her, she should appear before her pupils well gowned; faultless in every detail should her toilet be. There should be nothing to criticise; for her pupils, severest of critics, will detect the slightest flaw. To be well gowned, does not mean to be richly gowned. Extravagance is not to be tolerated in the schoolroom any more than bicycle suits, which have tried to grace some of our schoolrooms. It lowers the dignity of a teacher to bring into the atmosphere of a study-room the uniform of the wheel.

Never did mortal receive from Dame Fashion a more precious boon than the shirt waist. Its first appearance made some of us more conservative ones shudder over the almost assured parting of waist and skirt, which parting the hapless belt seemed unable to cover, but with habit and new devices these discrepancies have been overcome and now skirt and waist meet on amicable terms. Now the costume of the teacher may be freshened often and at slight expense, for the shirt waist of cambric or any other cotton goods may be laundered by the teacher herself if she needs to practice strict economy. The colors are so bright and attractive, or soft and warm, that the waist is a great improvement over the waist of old, made of some dark stuff not at all alluring to children. With a warm extra waist underneath for protection from the cold, the waists may be worn throughout the year and no chalk dust or other schoolroom dust find our little teacher shabby and soiled with the coming of the spring. With some skirt of woolen material, with her shirt waist finished at the neck, with fresh collar and tie which harmonizes with the colors in her waist, and belt—the teacher has a dignified costume, gowned in which she may command an army of belligerents.

A person's boots become so much a part of herself by wear, that this article of dress must not be passed unnoticed. A snug boot that shall in no way hinder an erect carriage is the only one that a teacher can afford to wear. A boot that allows the foot to turn over at the side, or a heel worn off producing a ship-shod gait, is not permissable. "She walketh like a queen" could not be said of one neglectful of these things.

A woman's crown of glory is her hair. In these days when every woman may wear her hair in the style which most becomes her, the teacher should study to make that style hers which best becomes her face. Before the days of frizzes or puffs or loose waves of tangled hair, I knew a teacher who greatly distressed her associate teachers because of the slovenly way in which she dressed her hair. There were "no smooth folds of dark brown hair" as the fashion of the time demanded; she was even dubbed untidy. Later, when tangled hair became custom, that same person was called handsome in the eyes of her former critics. Be that as it may, a teacher should dress her hair with much care and attention to artistic effect. Then with these essentials attended to, the successful teacher will *wear her clothes well*.

There are people who though they have all that a wardrobe could require, never look well dressed, because their clothes are never put on with proper care. All these things count in the make-up of the teacher. Attention to these essentials does not require that one's individuality be destroyed. On the contrary the stronger one's personality the more certain the success.

Though one should be unconscious of her peculiarities, one of the most brilliant women I have met was so conscious of her excessively large hands and feet that they were always in evidence. Though *large* they would have passed unnoticed but for the owner's conscious thought of them. Another person always reminded you of a mole on her face by her own conscious ownership.

The successful disciplinarian, despite her mannerisms, if she cannot become or appear unconscious of them, must possess a commanding presence that compels obedience and respect. You have met people that appeared in their manner to apologize to Mother Earth for stepping upon her; a cringing step which meant indicision and weakness.

"Be not like dumb, driven cattle;
Be a hero in the strife."

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Physiology

By Jerome Walker, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article X.—Respiration—Air.

IMPORTANT as blood and food are, there is one thing more important, and that is—air. Without food we might be able to exist for several days or more, but without air (except in rare and marvelous states of trance) we cannot live an hour. Air is brought into our bodies by our breathing apparatus, the air passages and lungs, assisted by the respiratory muscles overlying the chest walls and those joining the ribs together, as well as the diaphragm which divides the cavity of the chest from that of the abdomen.

The air passages are the nostrils, throat, larynx or voice-box, the trachea or windpipe and its large branches, the bronchi, with their branches the bronchial tubes. In some of these air passages there are cells covering the mucous or lining membrane with projecting filaments, like eye-lashes, which wave to and fro, (but with greater vehemence from within outward) to aid the income of pure air and the outgo of impure air. The mouth is principally a food passage. The nose is an *air passage* only, being very warm and well supplied with the cells already mentioned. By reason of three shelves in each nostril, covered as the rest of the nostrils are by mucous membrane, it affords a large surface for warming and sifting out the air. A very interesting pamphlet has been published, entitled "Shut your mouth and save your life." The Indian mother recognizes the importance of breathing through the nose, and compels her papoose to do so by holding its jaws together with a band around the head when the baby is asleep. People who breathe through the mouth mainly and not through the nose, are known as "mouth-breathers," and have sunken-in nostrils from their drying and disuse. Their tonsils enlarge, and air has to be sucked in with such force into the lungs that the cartilages joining the ribs to the breast bone are pulled in and pigeon breast is produced. Air entering the throat passes down to the lungs by the windpipe which has at its upper end a box-like enlargement, the *larynx*. The trachea is made up of a series of incomplete cartilaginous rings, joined together by membrane, and at its lower end divides into two smaller tubes—the *bronchi*, one of which enters each lung. Each of these divides into a number of still smaller ones—*bronchial tubes*. These last begin to lose the cartilaginous rings and finally end in *alveoli* or rounded pouches which have the area of their interior increased by projecting walls at various points. The spaces between these walls are the *air cells*.

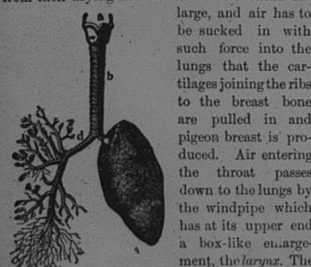


Fig. 1. Front view of left lung, of trachea, and of right bronchus, bronchial tubes and some alveoli.

The *lungs* are masses of these alveoli, bound together by connective tissue. These masses are *lobules*. The lungs nearly enclose the heart and its large vessels and occupy the chest cavity. They may be considered as an *accumulation of air cells*. They are very elastic and from a healthy lung it is impossible to squeeze out by heavy pressure *all* the air. These air cells are the essential organs of breathing. Into them the air is brought with each act of *inspiration* or breathing in, and out of them goes the foul air with each act of *expiration* or breathing out. Their walls are extremely thin, and covered with a dense meshwork of capillary blood vessels, which bring the blood charged with carbon dioxide (carbonic acid) and other wastes to the cells. Air entering the air cells charged with its life giving oxygen parts with it through the walls of the cells by the process known as exosmosis. It is then carried by the blood current to all parts of the body. The carbon dioxide repasses from the blood current into the air cells by the process known as endosmosis.

Fig. 2. Small bronchial tube with its branches ending in the alveoli.

Respiration.—This interchange of commodities constitutes *respiration* or breathing. The lungs enlarge and contract from 15 to 18 times per minute to suck air in and to expel air. These movements are effected by the elasticity of the lungs, and by the action of the respiratory muscles. A centre in the brain controls these movements, and if the centre is destroyed breathing stops. Fortunately we cannot stop breathing by any will power we exert. The "desire for breathing" is imperative, for the body needs the oxygen of the air to keep it alive. People of sedentary occupations or who for any reason do not inflate their lungs freely in breathing, are liable to have "weak lungs," and from an excess of carbonic acid in them and the blood, to be pale, and indisposed to mental or physical work. One great advantage of work and play in the *open air* is that oxygen is more abundant there, and the respiratory acts are stronger.

Air.—The ordinary atmosphere consists of *oxygen* one part, *nitrogen* four parts, a trace of *ammonia*, about $\frac{1}{2500}$ part of *carbonic acid* and a variable amount of *water*, mingled with gaseous matters and dust of different kinds. Oxygen is the principal ingredient, for it gives much of the life and most of the red color to nourishing blood, but it could not be breathed alone for any length of time, so is diluted with nitrogen which of itself affords some nourishment to the nitrogenous tissues. Carbonic acid in the above named proportion seems a necessity, but of what use it is not known. Water makes life bearable if there is not too much humidity for it entangles impurities and carries them to the ground especially in storms and showers. In cesspools, old wells, beer vats and inclosed cellars where food and other things are stored, carbonic acid accumulates and is suffocating and poisonous to any one entering such places. If a lighted candle will not burn in such places no one should enter them.

Stoves and furnaces with their smoke pipes arranged to stop the draught send the deadly *carbonic oxide* into living rooms. Sewers and drains not thoroughly "flushed" (*i. e.* washed out with water) from time to time allow poisonous *sewer gas* to find its way into houses. This gas is a compound of sulphur and other gases. Privies and compost heaps, if lime and dryearth are not frequently mingled with their contents, give out the unpleasant and disease-producing *sulphuretted hydrogen*. Air in houses that are overcrowded, or where tobacco smoke, the emanations from wet and dirty clothes and from dirty hallways, closets and rooms accumulate is *devitalized*, *i. e.*, has the oxygen replaced by gases and substances which do harm.

Dust is an irritant, and in cities is the cause of many sore throats so abundant is it and so full of irritating particles of various kinds. Streets should be moistened before sweeping, and carpets and floors should have on them dampened tea leaves, or oatmeal, salt or sawdust. The ordinary "dusting" of a room is merely the transference of dust from one place to another. A dust cloth of cheese cloth slightly moistened will remove dust if lightly rubbed on furniture much better than a dust brush. Worse than dust are the *disease* germs sometimes associated with it. These microscopic seeds of infectious diseases, if they fall upon a tissue such as the lining membrane of the mouth, lungs or stomach and find sufficient warmth and moisture and a condition of depressed vitality, will grow and multiply, cause the disease of which they are the propagators which may kill the individual. Mud, water and moist air hold these germs and prevent their spread. But if the mud dries and becomes dust, or if the air becomes hot and dry, or the water is drank, the germs spread. Keeping oneself in good health and living in the open air will ward off most infectious diseases.

You who live in the country and have an abundance of fresh air to breathe, uncontaminated by the odors and poisons found in many closely crowded parts of cities and in many of its tenement houses, have much to be thankful for. You ought to be the healthiest of people. Imagine, if you can, that in certain parts of New York 700 and more people live upon *an acre* of land. Is it any wonder that infectious diseases spread, that the mortality is great in such sections, and that crimes thrive there.

Nature Study

By Anna M. Clyde, Philadelphia, Pa.

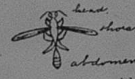
The Study of Insects.

COLLECTING in the field; making cabinets; examining and studying the specimens collected;—these are the three stages through which our great naturalists, with few exceptions, passed in boyhood. While it will be impossible to make great naturalists of all of our children, surely it is well in our nature work to follow the course of those led by predisposition to the study. Many of our pupils will not, perhaps, be predisposed to study insects, and it then becomes necessary to direct their work, trusting that a spark from the flame of our own enthusiasm will kindle a like flame in their souls. Brief directions will first be given which will enable the pupils to know how and where to collect, and how to preserve the specimens collected.

In commencing this work each child should be provided with a net, a number of pins, a shallow cigar box, the bottom of which has been covered with cork, and a poison jar. The poison jar may be either a permanent or a temporary one, To make the former, take a small portion of cyanide of potassium, (about five cents worth), and enough plaster of Paris to cover the bottom of a small air-tight jar. Mix these with sufficient water to make the mass of the consistency of mortar. Place in the jar, and allow it to remain open until the plaster of Paris has hardened. It is then ready for use, and will last several months.

A temporary jar is made by saturating cotton with benzine, ether, or chloform, placing it in the bottom of an air-tight jar and covering with another layer of dry cotton. Thus equipped, the children are ready to collect specimens. Direct them to pick up everything that they think an insect.

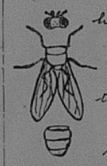
After placing in the poison jar a short time each insect may be mounted. In mounting, the pin should be placed through the thorax of the insect, leaving the head of the pin sufficiently above the insect to grasp with the fingers. Care must be taken not to have the insect too far down on the pin, lest the legs touch the cork and break.



Insects may be found even in our large cities, in parks or gardens, or, at night, under the electric lights. Out of town an abundance of material may be obtained on the roadsides, along the borders of woods, in the gardens or by fences, along the shores of brooks and lakes, under stumps or stones and fallen leaves.

The insects having been collected and mounted, the children carefully examine them, placing by themselves in the box all insects having six legs. Each of these will be found to have the body divided into three parts, the head, thorax, and abdomen, and nearly all of them have four wings. In the wasp, ant or similar insects, the parts of the body are very distinct. In some

insects, like the beetle, it is almost impossible to distinguish the parts. Let the pupils separate the insects into the three parts, mounting on cards and naming each part. By doing this the children can readily see that a true insect has the body divided into three parts; that the thorax has wings and legs attached to it, the legs to the under and the wings to the upper side of the thorax; that the wings are usually four in number and arranged in two pairs; and that the abdomen is divided into rings or segments. Later they may learn that the thorax, too, is divided into segments, though not so clearly defined as in the abdomen. They can observe that in the head we find the mouth, the eyes, and the feelers, or antennæ. The mouth is on the under side of the head and is surrounded by certain mouth parts which differ greatly in different insects. On the front of the head are two horns, or feelers, called antennæ. They are variously joined, and they too differ greatly in different insects. On the sides of the head are round smooth places. These are the eyes. After these general observations, study carefully *one* insect. The dragon fly will be used for example. Each child should be provided with at least one good specimen.



Observe the general appearance of the insect. Note the large head, the small neck, the stout thorax, the slender abdomen, and the broadly expanded wings. Examine the head, puffed out in front and concave behind. With a microscope examine, and then draw, the large compound eyes. These eyes are so constructed that the dragon fly can see in all directions without moving its head or body. By the aid of the lens three simple eyes may be seen. They are situated in the triangular space between the compound eyes and the puffed out portion of the head. The function of the simple eyes is not known.

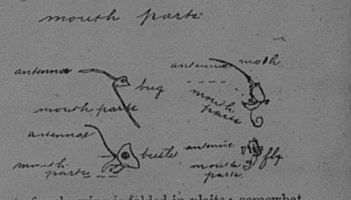
Examine and draw the antennæ. They are found in the triangular space, as the simple eyes. Some of the mouth parts can be seen without the aid of a glass. These are the upper lip, called the labrum, the lower lip, called the labium, and the mandibles or jaws. There is also a pair of smaller jaws called the maxillæ which are concealed when the mouth is closed. The lower lip of the dragon fly's mouth is very large and ends in three large flaps, one below the mouth and one on each side. The mouth parts are admirably fitted for seizing and holding the smaller insects on which the dragon fly feeds.

Study next the characteristic features of the thorax. It is unusually large, to accommodate the large strong muscles necessary to move the wings. The legs are situated farther forward than is usual with insects, being nearer the head than the wings, thus making the side pieces of the thorax slope forward and downward.

In other insects, the middle and hind legs are attached to the thorax farther back than the

a. Fly. b. Beetle. c. Grasshopper. d. Dragon Fly. e. Moth. f. Butterfly. g. Bug. h. Beetle. i. Beetle.

corresponding wings, and consequently, the sides of the thorax slope backward and downward. The legs of the dragon fly are partly covered with spines. These are possibly used in catching and holding prey. The wings of these insects are extremely well fitted for their use. Though large, they are very light. At the same time they are very strong, being strengthened by a large number of veins and veinlets. The front



part of each wing is folded in plaits; somewhat like a fan. The strength of the wing is thus greatly increased. The abdomen is long and slender. It is possible that the great length of the abdomen serves to steady the flight of the insect. In conducting the lessons on the dragon fly or other insect, let the pupils direct and mount several varieties, naming each part. Drawing and naming parts is good work, also. Charts made by mounting the antennæ, the wings, or the mouth parts of various insects are valuable for reference. While the children are studying their insects much may be incidentally learned about their life histories. Later it will be well to systematically take up this part of the work.

Compressed Air as a Motive Power.

THE USE of compressed air as a motive power is receiving much attention, especially in France, today. Many believe it will replace electricity with more rapidity than electricity replaced steam and animal power. The *World's Progress* has this to say about it:

"Paris now has the most extensive air power distribution plant in the world. So great has been the demand for this most convenient form of power that the original plant has become entirely inadequate, so a new station, having a capacity of 19,000 horse power, was recently built at the Quay de la Gare. From this great center the power is distributed to plants in various parts of the city to perform ultimately the work of running machines, large and small, and of operating elevators, of creating refrigeration or giving ventilation. Compressed air traction has been introduced in several cities. On the Vincennes line in Paris, which has proved very successful, cars are constructed on the Mikarski system. Among the lines thus equipped are those at Nantes, Nogent and Marseilles, and in Paris the line from the Louvre to St. Cloud, the one from the Louvre to Sevres and Versailles, and the line from the Cours de Vincennes to St. Augustine."

South American Discovery.

THE NAVY department at Washington has received from Commander Todd of the Wilmington an interesting account of the remarkable voyage of exploration up the Amazon River last spring. A despatch gives the facts as follows:

"Manaos, at the junction of the Rio Negro with the Amazon, has heretofore been regarded as the head of navigation for steam vessels, and from that fact has grown to be a prosperous city of 40,000 inhabitants. Consequently, the intention of Capt. Todd to ascend above that point caused consternation, and in the end, as revealed by subsequent reports, led to some adverse demonstrations against the American consul and against the native pilots who assisted the Wilmington to make the voyage.

Capt. Todd succeeded, notwithstanding these obstacles, in ascending the Amazon for 1,000 miles above Manaos, and had it not been for lack of fuel he could have steamed 300 miles farther, he believes.

The possibilities of the successful navigation of the vast and hitherto unknown interior of South America revealed by Capt. Todd's voyage will, it is believed, be of the greatest commercial importance, and the navy department probably will take steps to see that they are made known to the maritime world."

Gold Production.

THE CHANCELLOR of the Exchequer, Sir Michael Hicks-Beach, in an address before the bankers of London a few weeks ago gave these interesting facts concerning the world's annual gold production. In 1896 the total production was valued at two hundred million dollars; in 1898, at three hundred millions. The present production of gold equals the production of both gold and silver a few years ago. He says that London is no longer the greatest gold market in the world. It is now in the United States and Russia. The *Outlook* says that the first consignment of gold this season reached Seattle from the Klondike about July 1, and with it an estimate amounting to twenty millions dollars as the probable value of the year's production. This will more than equal the production for the two preceding years. Reports from Johannesburg indicate a largely increased production from South Africa. According to the recent report of Mint-Director Roberts, the total year's production for 1898 in the United States, including Alaska, is more than sixty-four million dollars. This is an increase of seven millions over the product of 1897. The four states producing the largest amount and in order are as follows: Colorado, California, South Dakota and Montana.

Change of Russia's Calendar.

A COMMISSION of sixteen to prepare plans for a change of her calendar has been appointed by the Russian Government. That country is twelve days ahead of the rest of the world in the matter of dates, with the single exception of Greece, which still adheres to the old standard. Nine members of the commission are astronomers, and it is believed that the change will go into effect before 1901. What method they will adopt in dropping these twelve days, whether they will drop them all at once as Pope Gregory did, or one or two a year as Holland did, has not been determined. The inconvenience arising from a business point of view will probably be met by legislation if an abrupt change should be decided upon, as it would affect every contract and transaction. When Belgium a few years ago set her clocks back twenty minutes, serious troubles arose over so small a matter as that. The people retired at the same hour as before, and the consumption of gas was correspondingly increased. The peasantry believed that the change was the result of a conspiracy between the gas companies and the ministry and agitated a return to the old standard.

About four hundred years ago, most of the nations adopted what is called the Gregorian standard. In 1582 Pope Gregory announced that ten days would be dropped from the calendar. All the Catholic countries adopted the change, but many Protestant countries objected, mainly on the ground of prejudice. England was particularly obstinate and did not come into line until 1751, or 51 years after the other Protestant countries had adopted it. As Russia is becoming more and more civilized and is thus brought into closer contact with other nations, the difference in dates becomes a greater international inconvenience, and increases from year to year.

The Submarine Automobile.

EXPERIMENTS at the Erie Basin, Brooklyn, a short time ago with a new and novel craft called the submarine automobile, seem to have been satisfactory. It is the third of the type which has been constructed, is sixty-six feet long, has above her cigar-shaped submarine hull a superstructure something like the hull of a steam yacht, and a fine deck upon which the crew can take exercise when the boat is on the surface. The boat has two wheels at her sides and one in her rudder. She descends to the bottom of the ocean and is there driven about for the purposes of rescue or discovery. In the interior of the hull are gasoline tanks and compressed air tanks sufficient to last forty-eight hours. There is a lookout room below in the bow, a cabin 20x9 feet, an operating room, a gallery and an engine room. She is driven by gasoline engines and electricity, and is to have an electric lighting plant, electric fans, telephone system, sand pump, electric windlass and everything essential to comfort and safety. She will have searchlights to illuminate the ocean depths. When the divers wish to go out, a door is opened in the room, which is filled with compressed air, and not a drop of water can come in. The pressure of the water is neutralized by the pressure of the air.

It is said that she will soon be engaged in recovering treasures along the coast of Cuba. A delegation of Spaniards were present at the trial trip with a view to commissioning her in the work of rescuing small vessels and coin sunk in Cuban waters. It is claimed that an immense amount of treasure was hid in this way to avoid capture, and a large reward is promised if it can be recovered.

Marchand's African Explorations.

COMPARATIVELY little has been said of Major Marchand's explorations in Africa, owing to exciting political questions in France that overshadowed everything and tended to eclipse his achievements. But his name will be inseperably connected with great exploits, and adventure, and discovery in the interior of Africa. He is but thirty-three years old, and was practically unknown until he arrived at Fashoda on the Nile nearly a year ago. His mission was to appropriate lost provinces in Egypt for France. He was therefore selected to perform one of the most arduous of tasks, and most dangerous ever undertaken in Africa.

In starting out on this important mission he was obliged to transport two steel gunboats, barges, cannon, guns and ammunition, camp equipments and supplies, amounting to hundreds of thousands of pounds, across the upper part of the Congo and Nile basins. He explored the route and obtained all the information he could to assist him in the great work, as he was practically the first white man to traverse the vast stretch of country laid out. The New York *Sun* said: "No one had ever before heard of the Boku branch of the Mbomu River, on which he floated to within forty-five miles of the Nile basin. No one had ever heard of the Sneh River, which carried him over two hundred miles to the Bahr el Ghazal affluent of the Nile. No one ever knew till he had discovered the fact that the Upper Mbomu would offer him a long stretch of good navigation; and when his officers told him that he could not possibly reach the Upper Mbomu past the obstructions in the lower river, he thought the matter over and declared that the feat could be accomplished." He then built corduroy roads thirty feet wide, on which his boats with two thousand men at the tow-lines were hauled around the thirty-five stretches of falls and rapids in the lower river. When he came to the region of the Congo and Nile water parting, "he sought for the nearest navigable point in the Nile system. Then he pulled his boats to pieces and packed the whole equipment on the backs of men through the Scrub, a hundred miles to the new-found river."

The story of the "Fashoda incident," in which he appears on the scene to dispute with Kitchner the claims of Great Britain and to assert the rights of France, is still familiar. Although the Nile territory over which he unfurled the flag of France has been surrendered, to the discredit of France, she has still obtained valuable commercial facilities through the brilliant exploits of Marchand. Her sphere of influence has been widely extended through the populous Central Soudan from Bornu to Dalfur. "Marchand's two years' advance into the wilds will always be remembered as one of the most unique and remarkable achievements of the days of African pioneering."

If you are interested in self-improvement and would like to employ your spare time in that direction, ask for catalogue and sample lessons of the American Correspondence Normal and learn what this institution can do for you.

Bishop John P. Newman, LL. D.

BISHOP JOHN PHILIP NEWMAN who died at Saratoga, July 5, was one of the most eloquent and widely known ministers of this generation. His eloquence charmed vast audiences in many lands. He was born in New York City, Sept. 1, 1826. At the age of sixteen he entered Cazenovia Seminary with a view to entering Wesleyan University, but he abandoned the idea of a collegiate course and entered the ministery of the Methodist Episcopal church. The disadvantage that this decision implied he endeavored to overcome by studious habits which he persisted in to the close of his career. It was his practice after lecturing away from home to rise before daylight that he might reach his study at the usual hour. He was a traveler and lecturer all his life, and to his knowledge of books he added knowledge of men and acquaintance with current events that made him intensely interesting on all occasions.

Dr. Newman began his ministry in Canastota, N. Y., on a salary of $100 a year. In 1849 he was transferred to a church in Albany. Here his preaching attracted such wide attention that three years later he was appointed to the Bedford street church, New York City. A year later he went abroad, spending the winter in Rome, Egypt and Palestine. On his return he published "From Dan to Beersheba." From 1863 to 1864 he was pastor of the Washington Square church, New York, when Bishop Ames sent him to re-establish the Methodist Episcopal church in Louisiana, Texas, and Mississippi. In this work he was singularly successful, in building churches in New Orleans, in establishing the New Orleans *Advocate*, the first weekly Methodist journal in the south, and in founding a theological seminary. His national reputation dates from his call to the Metropolitan church in Washington in 1869. Here that intimate acquaintance and strong attachment grew up between him and President Grant, like Damon and Pythias, which lasted until death separated them. During this pastorate, Leland Stanford, General Logan, Secretary Chase, government officials and many foreign ministers were members of his congregation. He was pastor of this church for two full terms, and chaplain of the United States Senate during three congresses. In 1873 President Grant appointed him inspector of United States consuls, in which capacity he made a tour of the world, and his report was so able and painstaking that it disarmed all criticism and fully justified the President in creating the new office.

In 1879 Dr. Newman was appointed to the pastorate of the Central church New York city. After General Grant returned from his tour round the world he again became Dr. Newman's parishioner. At the expiration of the term he was called to the Madison Avenue Congregational church, and many prominent Methodist families followed him, among them was General Grant and his family. But internal dissensions arose over Dr. Newman's refusal to withdraw from his own denomination and he resigned. In 1881, he was sent to the Ecumenical Conference which met in London. He was a member of the Cape May Commission which had for its object the settlement of difficulties between the two Episcopal Methodisms, and "carried olive branches in both hands."

Dr. Newman, though not a member of the General Conference, was elected a Bishop in 1888. In this capacity he wielded great influence. His sympathy with aspiring young men was strong, and he gave liberally to help them through school. As has been fitly said: "Dr. Newman's relation to General Grant grew pathetic as the great warrior drew near his end. The pastor and friend came to the bedside, received his uttermost confidence, baptized him in the name of the triune God, and delivered his funeral panegyric. Among those who first came to sympathize with Mrs. Newman, who had just received his last recognizing look, was the widow of General Grant."

"Oom Paul" Kruger.

ONE OF THE most interesting characters in the political world today is the astute, diplomatic, determined, pious President of the South African republic,—S. P. Paulus Kruger. His followers who believe in and love him say, "Oom Paul"—"our uncle." According to a recent dispatch, the opposition to Kruger has been more completely broken than was accomplished by the British High Commissioner. This has been brought about by Mr. Fischer, a member of the Orange Free State Government. The franchise is to be granted to all Outlanders, or as they are called, "uitlanders," meaning unnaturalized aliens who have been in the Transvaal since 1892. The plucky little republic has a history, and the conflicts of the present centre in and around Kruger who is jealous of Cecil Rhodes and a thorough hater of the English.

More than a century ago the Dutch migrated in considerable numbers from Holland to South Africa. Many went to Cape Colony and some went along the shores for four or five hundred miles east of the Cape. The first real settlers, though, went to the Cape in 1652, to establish a refitting station for the Dutch East India Company when their ships rounded the southern-most point of Africa. But in 1795 Cape Colony fell into the hands of the English. It was restored to the Dutch in 1802, and four years later recaptured by the English, who wished to hold the region as their halfway house on the way to India. The Dutch were finally glad to leave the coast and push inland and set up a government of their own. In 1836 and 1838 10,000 "Boers," as they are still called, migrated with great difficulty, fighting their way against native tribes who were fierce warriors and settled in and west of Natal. From that day to this, issues have arisen relating to English claims and innumerable conflicts have taken place, of which the present one bears a close resemblance.

The present conflict centers in and around the unnaturalized aliens. When diamonds were discovered, the Kimberley mines opened, and the precious metals, producing as they have $70,000,000 worth of diamonds, $270,000,000 worth of gold in fourteen years, the rush to these fields was great. The population soon reached to above 345,000, five-sixths being English, Australians, Scotchmen, Americans and others. The remaining one-sixth are Boers, who insist on the control of Dutch political affairs. The situation is interesting. Many of the towns do not indicate the presence of the Dutchman except the Boer's usurpation of the right to rule. Two years ago the English-speaking settlers owned sixty-three per cent. of the real estate and ninety per cent. of the personal property in the Transvaal. They pay about five-sixths of the expenses of the schools, wherein their children are taught in Dutch only. Kruger's government has thus been able to retain original rights only by denying the franchise to outsiders. In 1881 all immigrants could be naturalized in two years, then the limit was extended to five years, and in 1887 it was changed to fifteen years. Now the President grants the franchise to all who have been in the Transvaal since 1892.

Kruger asserts, and stoutly maintains his position, that the Outlander digs gold out of Dutch land. He came to South Africa for that purpose and therefore, ought to be satisfied with his gold and let the original settler rule his country. There is force in the argument as well as in the man. He knows that if the Outlanders get control of the government they will aid the English in acquiring the Republic. England already asserts that she holds the suzerainty of the republic, it being authorized only to rule its local affairs. The Boer replies that he once owed allegiance to England, but that she surrendered her suzerainty in a treaty which is known as "The London Convention. The Outlanders are so restless that they are likely to embroil the two governments, and then cast their lots with England. A prominent Boer in referring to a petition signed by 40,000 Outlanders asking for enlarged rights, said that if they wanted more rights they "would have to fight for them." The stubborn hold on political affairs maintained by the Boers, is in the main owing to the political influence of "Oom Paul." If anything should happen to him the cause of the minority will be hopelessly lost. If he long maintains the present government in its present shape, he will have to fight for it. The Boer is a great fighter, and news from the Transvaal will be of unusual interest not only on account of the inhabitants thereof and interests therein, but because two powerful nations are jealously looking on.

Robert Bonner.

ROBERT BONNER, the well known publisher of The New York *Ledger*, owner of famous horses, and philanthropist, died at his home in New York, July 6, aged 76. He was born in Londonderry, Ireland, April 28, 1824. On coming to this country while a mere boy, he settled in Hartford, Connecticut, and found employment in the office of the *Courant*. Here he early manifested that industry which was prophetic of his successful career. For several years he worked in the printing office for $25 a year and board. Although the compensation was small he often worked nineteen and twenty hours a day. He soon became an expert printer, and was such a rapid typesetter that on one occasion he set 25,500 ems of solid type in twenty and a half hours. This record is said to have never been broken.

Like many other employes on newspapers who have become eminent in the newspaper and literary world, young Bonner began to write articles for publication and soon became a correspondent for leading city papers. Later he associated himself with a small commercial paper called the *Ledger*, but it did not long remain small. He soon became the leading genius of the concern. Its name was changed to The New York *Ledger*, and its field henceforth was to be the realm of popular literature, and Bonner was soon the owner. Although it was then regarded as a sensational publication, Mr. Bonner secured the ablest and most popular writers by paying prices for contributions that were considered beyond the reach of most concerns. At the height of her popularity, he secured a ten-column story from Fanny Fern, (Mrs. Parton) for which he paid $1,000. Encouraged by this success, he then paid Tennyson $5,000 for a poem. For a few short poems he paid Longfellow $3,000, and to cap the climax paid Henry Ward Beecher $30,000 for "Norwood." Edward Everett furnished contributions, the condition of which was that Bonner should pay $10,000 to the fund for the purchase of Mount Vernon. The most popular writers of the day were identified with the *Ledger* and this was enough to insure success. There was element of daring in his enterprises that contributed immensely to his popularity, and a practical business foresight that kept him within reasonable bounds. His business methods would have been ruinous in the hands of a man of smaller caliber. He was greatly interested in the breeding of trotting horses and here he manifested the same daring spirit that would have ruined most any other man. The prices he paid for horses seems almost incredible. He

paid $35,000 for Dexter; $40,000 for Maud S.; $41,000 for Sunol, and $40,000 for Pocahontas. He invariably refused to allow his horses to trot for money and always discouraged betting.

Mr. Bonner's influence as a citizen was always on the right side. It is said that he spent $1,000,000 in charity. He was a warm friend of Rev. Dr. John Hall and was President of the Board of Trustees in his church. When Dr. Hall died it deeply grieved his old friend and parishioner, and then when Mr. Bonner's eldest son passed away it shattered his failing health and death soon came to his relief.

A Brilliant Woman Graduate.

AMONG the thousands of bright and promising graduates from colleges and universities last June, probably Miss Elfrieda Hochbaum has become most widely known, as she received both the bachelor's and master's degrees from Northwestern University, and on account of her thesis on "The direct influence of the American Revolution on German literature," which has attracted such wide attention. The *Illinois Staats-Zeitung* says of her thesis, among other things, that, though the subject has been touched upon in various histories of German literature, it has never before been depicted or discussed in so able a manner. "All German Americans have a right to be proud that it is from their midst that this highly gifted and tremendously industrious young lady has come who has created so great a work. * * * Just at the present time, when so many unpleasant feelings against Germany are being cherished in America, it is a most important literary service to have demonstrated from such sources the fact that the German people and their poets took so warm an interest in the founding of the American republic, and with what moral indignation they were fired again at the sale of German soldiers to England. But intrusically, the study prepared by Miss Hochbaum possesses a high literary and historical value; it is one of the most important modern contributions to the history of German literature and comparative literature."

Peary Relief Expedition.

THE relief expedition fitted out at North Syney in July, by the Peary club of New York, is under the direction of Professor William Libbey of Princeton university, and the party, whose object is to take provisions and supplies to Lieutenant Peary, includes three other professors and two representatives from the United States Coast Survey. Peary hopes to reach the north pole by advancing northward by short stages and leaving at each station a supply of provisions, so that if any misfortune should befall him he can easily fall back upon the nearest base of supplies. The expedition planned to proceed to Disco Island, thence along the coast to Angelfield, near the point where Peary's first station was established. Supplies are to be carried inland over the ice by natives and teams, and each of his relief stations will be supplied with provisions. Peary has not been heard from for over a year, but no anxiety is felt concerning him. After the steam bark whaler Diana, which the party chartered for the trip, has discharged her cargo, the purposes of the expedition has been fulfilled. Then the party will turn their attention to scientific exploration. Some deep-sea investigations will be made for which they have some specially prepared apparatus. The members of the expedition expect to secure valuable information as the result of their dredging. They expect to return next month.

Do you use report cards? Most progressive teachers do. Nothing like them as an incentive to diligent work, good deportment, etc. There are several kind published—ours may not be the best, but we think they are. Send for samples and judge for yourself. There are two kinds—weekly and term. A postal card request will bring a sample of each.

Extracts From "First of This and First of That."

Anti-Slavery Society. A party of Quakers, residing in Philadelphia, formed the first anti-slavery society in America on April 14, 1775.

Books. "The Bay Psalms Book" was the first book printed in this country. It was printed in Cambridge, Mass., in 1640. "The Laws of Louisana Territory," published in 1808, is said to be the first book published west of the Mississippi river.

Brick were first manufactured in America in 1612, by the Virginia colonists. In 1659 their manufacture was commenced in New Amsterdam and the erection of brick buildings commenced. Brick were first manufactured by machinery at New York city in 1829.

Blind Asylum. The first asylum for the care of the blind in the United States, was established in Boston in 1829.

Cold-Cut Iron Nails were first made, not only in America, but in the world, at Cumberland, Rhode Island, in 1777.

City Directories. The first city directory published in the United States was that of Philadelphia issued in 1785.

Cotton Exported. In 1785 fourteen bags of cotton were sent from this country to Liverpool—one bag being sent from New York, one from Charleston and twelve from Philadelphia. Thus began the exportation of one of our most important agricultural products.

Dental Offices. The first dentist's office in the United States was established by John Greenwood, in New York city in 1788.

Election-Day Sermons. On the 24th of May, 1634, a Rev. Mr. Cotton of Massachusetts inaugurated the custom of preaching election-day sermons, the first of such sermons being preached by him on that day. This custom prevailed in New England for more than two hundred years.

German Newspaper. The first newspaper in America published in the German language was issued at Germantown, Pennsylvania, in 1735.

Gas for Lighting. Baltimore was the first city in the United States to use gas for street lighting. This was in 1816. The first place of amusement in the United States to be lighted by gas was a theatre at Philadelphia in the same year.

Glass Factory. Although glass was manufactured by the colonists at Jamestown, Virginia, as early as 1609, the first regular factory for its manufacture was not established until 1780. This factory was built at Temple, New Hampshire, and was operated by deserters from the British army.

Ice Exported. The first ice exported from this country consisted of a cargo of about 125 tons which was shipped from Boston to Martinique in 1805. The first ice exported from America to the East Indies was shipped in May, 1833, and delivered in Calcutta in the fall of the same year.

Libraries. In 1700 the first public library in America was established in New York city. Through the efforts of Benjamin Franklin the first public library in Pennsylvania was established in 1742. Rhode Island's first public library was established at Newport in 1747.

Normal Schools. The first normal school in the United States was opened at Lexington, Massachusetts, July 3, 1829.

Omnibuses. The first omnibus used in New York city appeared in 1830. It had the word "Omnibus" in large letters on both sides and many supposed it to be the name of the owner.

Pocket Knives were first manufactured in this country in 1829, at Worcester, Mass.

Rice. The introduction of rice in America occurred in 1695. It is said that a ship from Madagascar, on her way to Great Britain anchored off the coast of Carolina and that the captain presented a bag of rice to one of the colonists and instructed him regarding its cultivation. The rice was distributed among several of the inhabitants, who planted it and thus introduced this important product.

Sugar was first successfully manufactured from cane near New Orleans in 1796.

Slates. The first school slates manufactured in the United States were made in 1826, in Pennsylvania.

Street Railways. The first street railway in America and in the world was built in New York in 1832.

Sunday Schools. Bishop Asbury of Virginia opened the first Sunday school in the United States in 1786. Samuel Slater established the first Sunday school in New England at Pawtucket in 1793.

Streets Lighted by Lanterns. In 1697 the Common Council of New York city ordered that the streets be lighted. The plan adopted was to suspend a lantern from a pole projecting from the window of every seventh house. Thus began the custom of lighting streets in what is now the largest and most important city in the New World.

"The American Spelling Book," by Noah Webster, was issued in 1783 and was the first spelling book published in the United States.

Temperance Societies. In March, 1808, forty-three persons—residents of Saratoga county, New York—banded themselves together for the purpose of opposing the liquor traffic. This is said to be the first Temperance society in America.

"First of This and First of That" is the most Unique Historical work ever published. The above are a few items selected at random from this work. The book is now being issued by the publishers of the INSTRUCTOR. Price, cloth bound, $1.00. A special rate of 88 cents (postage 10 cents extra) is made for the book and NORMAL INSTRUCTOR one year. Either new subscribers or present ones renewing may take advantage of this special rate.

LITERATURE

By E. H. TURPIN, Antlers, Va.

Thomas Carlyle.

APPELLATION.

The Censor of his Age.

The Sage of Chelsea.

A Puritan who had lost his creed.

The man who made over the habits of English life and English thought.

He was "translator, essayist, biographer, historian, conversationalist, moral and religious teacher."

PERSONAL APPEARANCE.

"He is a tall, robust man; rugged simplicity and indomitable strength are in his face, and such a glow of genius in it—not always smouldering there, but flashing from his beautiful gray eyes, from the remoteness of their setting under that massive brow. His manner is very quiet, but he speaks like one tremendously convinced of what he utters, and who had much—very much, in him that was quite unutterable, quite unfit to be uttered to the uninitiated ear."—*Caroline Fox.*

LIFE.

Thomas Carlyle was born Dec. 4, 1795, at Ecclefechan in Dumfriesshire, Scotland. Ecclefechan is the Entepfuhl of "Sartor Resartus." His father, James Carlyle, was a stonemason, a true God-fearing man. After some elementary home-training Thomas was sent to the Ecclefechan school, and thence in 1805 to Annan academy, where he acquired some mathematics, French, Latin, and a little Greek. Nov. 1809, traveling on foot like many other poor, ambitious Scotch lads, he went to Edinburgh university. His parents wished him to enter the ministry, but Carlyle did not feel that profession his vocation. From 1814 to 1816 he was assistant teacher of the Kirkaldy school. It was at Kirkaldy that he met Miss Margaret Gordon, the Blumine of "Sartor Resartus." In 1818 he returned to Edinburgh, still undecided as to his future profession. He eked out a meagre support by writing articles for cyclopædias, and by making a translation of Legendre. He took up and then abandoned the study of law, and doubt and dyspepsia gained strong hold on him. In 1821 he met Jane Welsh, a bright, vivacious girl who appreciated his genius, and five years later became his wife (Oct. 17, 1826). In 1822 he became tutor to Mr. Buller's three sons. He received a salary of two hundred pounds, and had much time for literary work. German literature was especially attractive to him, and in 1825 he published a "Life of Schiller." In 1828 he and his wife, his faithful Jeanie, went to her little property, Craigenputtoch, a remote, dreary place. During the next six years Carlyle fought his literary way and established his fame. His most notable reviews—those of Burns, Samuel Johnson, Goethe, Voltaire, Diderot and Schiller—belong to this period, as do also his "History of German Literature" and "Sartor Resartus." At this time, too, the "History of the French Revolution" was planned. In 1834 the Carlyles went to London, to 5 Cheyne Row, Chelsea—their home, till death. Carlyle's genuis and his wife's social and literary talents attracted to their home the literary celebrities of the day and many other charming people. Their life did not always keep an even tenor—that was impossible with two such irritable, high-strung natures—but entire entrangement was impossible to two people of such uncompromising integrity and deep, true affection for each other. From 1837 to 1840 he delivered lectures in London on "The History of Literature," "The Revolution of Modern Europe," and "Heroes, Hero-Worship, and the Heroic in History." Nov. 11, 1865, he was elected Lord Rector of Edinburgh university. Mrs. Carlyle's sudden death (April 21, 1866) was a lasting grief to him. In the "memorials" written after her death he blamed himself for the faults which his remorse exaggerated into crimes. Carlyle died Feb. 5, 1881, and those who knew his preferences declined the offered tomb in Westminister Abbey, and buried him in the churchyard at his old Ecclefechan home. Proud, impatient and intolerant, he was a man of courage and veracity who never swerved a hair's-breadth from what he thought true and right.

MATERIAL.

Required:—The essay on Burns and parts of "Heroes and Hero-Worship." "The essay on Burns may be considered the first of a series of biographical studies which must accomplish a revolution in our mode of viewing man, and by consequence in our mode of writing history."

Parallel:—"Heroes and Hero-Worship," "Sartor Resartus," "History of the French Revolution. "Life and Letters of Cromwell."

Biographical:—"Reminiscences of Thomas Carlyle" (2nd edition—Froude and Norton), Froude's "Thomas Carlyle, a History of the First Forty Years of his Life," "Carlyle's Life in London, 1834-1881," and "Letters and Memorials of Jane Welsh Carlyle;" "Correspondence between Carlyle and Emerson," and "Correspondence between Carlyle and Goethe" edited by C. E. Norton; Larkin's "Open Secret of Carlyle's Life," and the "Lives" by Norton, Wylie, Conway, Masson, Garnett and Arnold.

Critical:—Bayne's "Lessons from my Masters," Japp's "Three Great Teachers of our own Time," Lowell's "My Study Windows," Whipple's "Essays and Reviews," Dowden's "Studies in Literature," Caroline Fox's "Memories of Old Friends," Shirp's "Aspects of Poetry," and Birrell's "Obita Dicta."

WORKS.

"Life of Schiller" (1825) less marked by his peculiar manner than any of his later books.

"Sartor Resartus" (1834) "Not what I have, but what I do, is my kingdom,' he taught in 'Sartor Resartus' [The Tailor Retailored] and in every book written afterwards. Through the mere surroundings of life, man's clothes, his wealth and house and land, his body's dress, and his soul's dress which the body is, straight through this to the life within we must look if we wish to see ourselves or know one another. That is the Clothes Philosophy.'"—*Morley.*

"History of the French Revolution" (1837), "defined history as the essence of innumerable biographies—mighty tragedy enacted by a few leading characters, Mirabeau, Danton, Napoleon."—*Beers.*

"Lectures on the History of Literature" (1837). "Lectures on the Successive Periods of European Culture" (1838). "Lectures on the Revolutions of Modern Europe" (1839). "Chartism" (1839), Carlyle's first attack on the shams and corruption of modern society.

"Lectures on Heroes, Hero-Worship, and the Heroic in History" (1840), illustrating the need of great individual rulers, real kings and heroes, by representative heroes. "Past and Present" (1843) "'a lesson read to our generation from an episode in the history of the twelfth century.'"

"Cromwell's Letters and Speeches" (1845). Carlyle gave Cromwell the sympathetic interpretation of a kindred spirit. The history of literature affords no richer treat than may be derived from a comparison of Cromwell as painted by Hume, with Cromwell as painted by Carlyle."—*Bayne.*

"Latter-Day Pamphlets" (1850). "Biography of John Sterling" (1851). "History of Frederick II., Commonly Called Frederick the Great" (1858-1865) miscellaneous memories of the court and camp of the greatest of modern rulers. In it Carlyle's mannerism of style reached its extreme. In Carlyle's Essays,—"Signs of the Times" (1829) "History" (1830), and "Characteristics" (1831) are to be found the germs of all his later writings."

CRITICAL ESTIMATES.

"Carlyle was essentially a great artist, both in the way in which he conceived things, and in the way in which he expressed his conception of them. An artist, not of the Raphael or Leonardo order, but of the Rembrandt or even of the Michael Angelo type—forceful, rugged, gnarled, lurid, Titanic."—*J. C. Sharp.*

"For good or evil, he exerted a greater influence on British literature during the middle of the 19th century and through that literature on the ethical, religious and political belief of his time than any of his contemporaries; as a humorist using humor seriously and as a weapon for the enforcement of his opinion, he has no superior, combining in himself what is best in Dunbar, Burns, Rabelais and Swift; as a master of the graphic in style he has not a rival and no second."—*Wallace.*

"Mr. Carlyle comprehends only the individual; the true sense of the unity of the human race escapes him; he sympathizes with all men, but it is with the separate light of each and not with their collective light. He readily looks at every man as the representative, the incarnation, in a manner, of an idea. He does not believe in a supreme idea represented progressively by the development of mankind taken as a whole. The great religious idea, the continued development of humanity by a collective labor according to an educational plan designed by providence, finds but a feeble echo, or rather no echo at all, in his soul. The nationality of Italy is in his eyes the glory of having produced Dante and Christopher Columbus; the nationality of Germany that of having given birth to Luther, to Goethe and to others. The shadow thrown by these gigantic men appears to eclipse from his view every trace of the national thought of which these men were only the interpreters or prophets and of the people who alone are its depositary."—*Mazzini.*

Among other preparations for the new school year, have you provided yourself with an educational paper? The regular reading of such a journal is almost an essential for a wide-awake, successful, progressive teacher. If you are not a subscriber to THE INSTRUCTOR, look over this number carefully, and think whether there is any other way in which you can get so great value through the whole year for only **50 cents**, as by subscribing for and reading it regularly. Our combination and premium offers reduce even this small cost.

NATURAL HISTORY.

LILLIAN MEDORA CHERRY, Minneapolis, Minn.

Links in the Life-Chain.

WHAT A great wide world of creatures, out under the open skies! So great, yet not so widely separated as people often suppose. There are links, there are laws, binding the whole creation into one great family. How well has the poet Browning expressed this thought:—

"God made all the creatures and gave them our love and our fear,
To give sign, we and they are his children, one family here."

Let us try to think this thought with him, making it our own. Then our talks this year will be full of meaning;—not of a far away world which only touches ours occasionally, but a world to which we hold close kinship—"one family here." You know how our favorite little Indian friend, Hiawatha, is said to have regarded the squirrels, the rabbits and other wild creatures of the forest as his "brothers." Why should not we think of them in the same way? Probably because we live so much in cities and so little among these forest creatures. We do not really know them in their natural haunts. But a different day is just coming. I believe we are beginning to feel more strongly every year that we must get back to Nature as much as possible, for at least a time each year, in order to live our best. We must get out into the meadows, deep into the heart of the woods; we must come close to the birds and flowers, to the squirrels and butterflies, the ants and spiders and all.

What shall we learn and gain from this? "Try it and see," must be my first answer. I rather think children know better than grown folks, as a rule, the best answer to the question. For "In your hearts are the birds and the sunshine." And hold fast to your treasure, children; keep it always. When we reach the "grown-up" world, we do not really need to lose the birds and the close touch with Nature. We must not allow ourselves to grow away from the real world—into that world which man has built of bricks and walled about with customs. We are never so old that we do not need the help of our humbler brothers of field, forest and air.

"These small people," says Charles M. Skinner, "who hold us in love or fear, as we hold them, are reminders of that paradise where all was harmony, and that millennium of a grander concord that must be, somewhere, sometime in the future." One great division of the world of love and law is the Animal Kingdom, with which we shall have most to do in our talks. I feel sure we shall feel the kinship stronger if we bear in mind clearly a few simple classifications and know into how many branches the great animal family is divided.

Think always of all living things in both animal and vegetable world as belonging *in families*. For foundation work, I will ask you, today, to remember these points. First, the four grand divisions of the Animal Kingdom:

I. Radiata or Radiates.
II. Mollusca or Molluscs.
III. Articulata or Articulates.
IV. Vertebrata or Vertebrates.

(A fifth division often included, namely Protozoa or "first animals"—microscopic animalcules.]

Many years ago, great naturalists, careful students of the animal world, basing their work upon nature, made these classifications which greatly aid us in our study of the animal kingdom. Certain likenesses in structure, habits, etc., showed in which family branch to place the various animals.

Now, under the grand divisions, are many branches called classes, and each class again divided into groups called orders. To each order belong many creatures. Under Divisions I. and II. I will only give you at present a few familiar names, such as star-fish, polyps and sea-urchins, Division I., Radiata; and clams, oysters and snails, Division II., or Mollusca. Under Division III., Articulates, I will name two classes, which I trust you will remember. Crustaceans and Insects. Belonging to the Crustaceans are crawfish, crabs, lobsters, barnacles, shrimp and pawn. To the class Insects belong some very familiar "little brothers," as beetles, glow-worms, butterflies, moths, dragon-flies, wasps, bees and hornets, grasshoppers, katydids, cicadas and crickets. Under Division IV., Vertebrates, I must give you today a little more to remember, for we wish to take up some special studies under this division. Animals belonging to the other three divisions have generally an outside shell or horny covering which seems to cover and protect the soft parts within, and to give firm attachment to the muscles.

In the highest division, Vertebrates, the animals have an internal skeleton, whose base consists of a chain of bones along the back called the vertebral column. Animals of this division have a *brain* and *spinal cord*. Birds belong to this division. You probably feel quite at home when we come to talk of the class birds. But highest in the division is the class mammals, and highest in this class is the order to which man belongs. I know you will be interested to know, if you do not already, that mammals include horses, cows, sheep, goats, pigs, dogs and cats, also mice, monkeys, whales and elephants. And with mammals, too, belong the foxes, squirrels and rabbits and many other animals.

Let me give you now, an outline which you may place in your note books, if you choose.

DIVISION VERTEBRATES.

CLASS I. *Mammals.*—Warm-blooded animals which have hair or fur, bring forth their young and nurse them.

CLASS II. *Birds.*—Warm-blooded animals which have feathers and lay eggs.

CLASS III. *Reptiles.*—Cold-blooded animals which have scaly skins, like lizards, turtles and snakes.

CLASS IV. *Batrachians.*—Cold-blooded animals which have naked skins, like frogs, toads and newts.

CLASS V. *Fishes.*—Cold-blooded animals which have either scaly or naked skins, but no fur or feathers; which live in the water, breathe it with their gills and swim in it with fins.

Out of this great, great animal family then, I have chosen for our first studies, stories, etc., some of the creatures among Vertebrates which are familiar, yet not too well known, and which we often have for pets—squirrels, cats, dogs, birds, and such.

By and by we shall branch out more into the various fields open to our study. Our special study for the autumn months will probably be that very interesting and cunning family, the squirrel family. And because birds are so universally well loved and known, yet not so much known as should be about them, we will agree to cling to our old favorite as one of our regular topics each month.

"Kindness to animals!" Think about the meaning of this phrase a great deal during the year. When we come to know animals in the right way we shall "hold them in more love" and some that we now fear, in less; likewise they shall *fear* us less and *love* us more.

One of Her Numerous Progeny.

Necessity, the mother of invention, has a numerous offspring, and one of her children turned up the other day in a most surprising way.

"Gimme six pounds of sugar," demanded a small boy, rushing into a grocery store in breathless haste.

"Four cents a pound; that'll be twenty-four cents," said the man behind the counter, as he tied up his package.

"Hold on, I want ten pounds of rice—what's that a pound?"

"Six cents," answered the man; "sixty cents. What else did your mother send for?"

"I want eight quarts of beans—what'll they be?"

"Beans are fifteen cents—a dollar twenty."

"Now let me have seven pounds of codfish, two pounds and a half of tea, two quarts of vinegar, six dozen clothes-pins, and three pecks of potatoes," called out the boy, reading from a memorandum in his hand; "and give me a bill of it all, please."

When the packages were all done up and the bill ready, the grocer handed it over with, "Did your mother send the money, or does she want them charged, sonny?"

"My mother didn't send for nothing," was the boy's answer, as he made swiftly for the door. "That's my arithmetic lesson, and I had to have the answer or git licked."

"First of This and First of That" together with Normal Instructor one year for 88c, plus 10c for postage on book.

FRIDAY AFTERNOON.

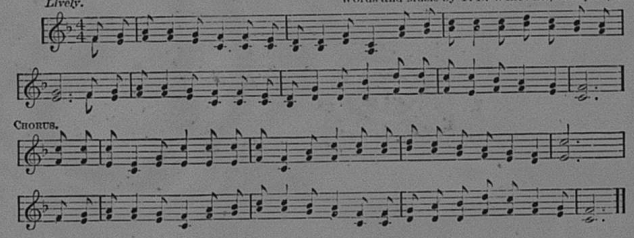
T. B. WEAVER, PROSPECT, OHIO.

"A Return to School" Exercise.

SONG BY SCHOOL.

EV'RY MORNING ON TIME.

Words and Music by T. B. WEAVER, Prospect, O.



In our schoolroom so dear,
For another bright year,
We are gathered all o'er this happy land;
Pleasant duties to meet,
Happy faces to greet,
Promptly heeding each kind command.

CHORUS.—Ev'ry morning on time!
Ev'ry morning on time!
Let us gather at the school bell's chime.
From the city and plain,
Whether sunshine or rain,
Let us gather ev'ry morning *on time.*

Now vacation is o'er,
And we gather once more,
From the forest, the mountain and the sea;
With our faces so bright,
And with spirits so light,
And with courage, we'll try to be—CHO.

Let us labor each day
In a cheerful, kind way,
Ever striving to do our very best.
When our labors thus close,
And when older each grows,
All our future shall then be blest.—CHO.

DECLAMATION—GREETING.

Teacher, schoolmates and friends. Another year of school is before us. One has said, "Well begun is half done;" so it is of great concern to us that we begin this year *rightly*. If possible, each pupil should not fail to be in his place *on time*, and not miss one recitation. Promptness and strict attention to the faithful discharge of duty are the best business principles. We attend school for *life*; that is, we should learn here how to conduct successfully the business of life after we leave school. Let us be thorough and honest in all our work; and hope for no honor or reward unless we be truly worthy. From your vacation I trust that you have returned rested, bright and ready for the tasks and duties of this new year, also that this new year may be the most profitable and delightful in our experience for both teacher and pupil. Longfellow said:

"Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait."

WHERE I SPENT MY VACATION.

(Class exercise for four pupils).

1st Pupil.

I spent my vacation, some six weeks or more,
In a tent with my parents, along the sea shore;
I watched the large ships with their sails white as snow
Majestically, silently, pass to and fro.
I've seen the blue waters lie waveless as glass,
While the ships half asleep would so quietly pass;
And again in the storm, with the waves mad and white,
I saw the ships struggle like beasts in a fight.
So, I thought, we are sailing on life's mystic sea;
Our voyage is hidden in kind mystery.
Some days must be gloomy; some storms must pass o'er,
While onward we drift to that far, silent shore.
I saw how the waves wore the rocks on the shore,
As o'er them for ages their waters would pour.
I learned a good lesson—a little each day
Will carve out a name in the rock in our way.

These scenes suggested the lines of Longfellow:

Class.

"Thou too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge, in what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound or shock,—
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes are all with thee."

2nd Pupil.

My vacation I spent with the birds and the flowers,
In cool, shady woods, and in vine-clustered bowers;
Where the sweet-scented clover, the low of the kine,
The song of the brooklets, the sigh of the pine;
Where the blue of the skies and the whip-poor-will's charm,
Made my visit delightful out on the old farm.
The lesson I learned while out in the field,
Is, the seed which we sow will its own harvest yield;
Sow thistles, and thistles will come sure as fate;
Sow honor, and honor will come true and great;
That nature will yield to the hands of us all
But the harvests will be like the seed we let fall!
A lesson of trust I could see everywhere;
The birds and the flowers showed nothing of care;
No sorrow, no worry seemed heaving the breast,
They grew and kept busy while God did the rest.
And thus have I learned from God's fatherly care
To never forget the sun's shining somewhere.

When I saw the country churchyard Gray's polished lines were suggested—

Class.

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.
Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant folds."

3rd Pupil.

To the city I went to spend my vacation,
To see the fine sights, and my friends and relation;
But the noise and the traffic, the smoke and commotion
I scarcely could bear, and now I've no notion
To give up the country, its quiet and air,
For the hot, busy city, its rush and its glare,
Oh, the wretched I saw! the sin and the woe!
The close, crowded dwellings, the alleys so low;
The poor, ragged children, their conduct so rude,
So gaunt and so loathsome and hungry for food!
I thought of the brooklets, the country's cool shade,
Where only the birds and the butterflies played;
And the berries and nuts, pure water and air,
And how gladly these children such blessings would share,
Then this lesson I learned while away on vacation,
Contented to be in whatever's your station;—
To be thankful for what you enjoy, although less
Than the pleasures of others whom fortune may bless;
The joys which we have may appear very small,
While some may have more,—many, no joys at all.
Contentment's a pearl of great comfort and worth,
Let us share with the lowly our pleasures of earth.

The poet Morris has said:

Class

"To me, the world's an open book
Of sweet and pleasant poetry;
I read it in the running brook,
That sings its way toward the sea;
It whispers in the leaves of trees,
The swelling grain, the waving grain,
And in the cool, fresh evening breeze,
That crisps the wavelets as they pass.

The flowers below, the stars above,
In all their bloom and brightness given,
Are like the attributes of love,
The poetry of earth and heaven.
Thus nature's volume read aright,
Attune the soul to minstrelsy;
Tingeing life's cloud with rosy light,
And all the world, with poetry."

4th Pupil.

I spent my vacation at home with great pleasure,
The time spent at work sweetened that spent at leisure.
The days hurried by, for so busy were we
And thus we were happy as children could be.
The scenes of the home with its duties and joys,
We greatly enjoyed with the girls and the boys.
Our stories and riddles, and problems and games,
Our sports on the commons, our shouts and acclaims,
Made the evenings delightful, and happy and bright,
Because we were busy and tried to do right.

The poet Proctor has said:—

Class

"Methinks I love all common things,
The common air, the common flower,
The dear, kind common thought that springs

From hearts that have no other dower,
No other wealth, no other power
Save love, and will not that repay
For all else fortune tears away?"

(This exercise is for eight pupils—four known as pupils, four forming the class. When the pupils recite, one at a time, each one should step forward, and after reciting step back into line. They should stand 1st pupil, then one of the class; 2nd pupil, and one of the class, etc.)

RECITATION—THE VOICE OF THE NEW BOOK.

(The pupil, who should be small, should hold a new book and turn to the respective parts of the book as they are mentioned in the recitation.)

My dear little owner, please listen to me!
I'm as tidy and clean as a new book can be.
To hold the leaves right my back is made stout,
But if you should break it, the leaves would come out.
Don't bend back the covers, it causes me pain,
And you learn to be cruel, and wasteful and vain;
The lids of my cover keep clear from a spot;
My clothes like your own should be free from a blot.
My name's on the cover, don't let any line
Of blame be upon it as well as on thine.
My first pretty pages, so crisp and so white,
Should stand for our lives, if we always do right;
On one, write your name in a hand neat and plain;
And I shall be proud if they have not a stain.
All my pages keep clean, for all faces should be
Kept cheerful and bright, such are pleasant to see.
Don't mark with a pencil your lesson assigned
But try to remember, depend on your mind;
Don't turn down my corners to mark any place,
It looks to me cruel to spoil thus my face,
No pencil or ruler should lie between leaves,
It strains my poor back, and my patience it grieves;
Don't color the pictures or mar their design
But study their teachings, their beauty and line.
My lessons and pictures were made with great skill,
Oh! ponder them well and a great mission fill.
And now little friend to the tasks let us haste,
We're friends true and honest, no time can we waste.

CLASS EXERCISE.—THE LITTLE BE'S.

(For six small pupils who can sing.)

We are busy little be's,
Not honey bees are we;
But prompt, and earnest, truthful, good,
The kind you wish to see.

But first we'll sing a little song,
Of course to show no skill;
But please you in our simple way—
To show our right good will.

Just come and see how busy they be
In the primary room below.

1st Child.

Be busy! each moment's a bright little gem,
Oh let us be busy! not lose one of them.

2nd Verse.

Wow! wow! wow! wow! said old Fido dear,
I wonder where all the children are?
I miss their happy cheer.

Chorus.

At school! at school! at school!
Where happy children go,
Just come and see how happy they be,
In the primary room below.

2nd Child.

Be happy! like children so full of their glee,
Like birds on the branches, be happy and free.

3rd Verse.

Ba, ba, ba, ba, said the lonely sheep,
I wonder where all the children are
That they so quiet keep?

Chorus.

At school! at school! at school!
Where quiet children go;
Just come and see how quiet they be
In the primary room below.

3rd Child.

Be quiet! at home and at school, and polite,
At table, in public; it's helpful and right.

4th Verse.

Chee! chee! chee! chee! said the little bird,
I wonder where all the children are,
Their songs no more are heard?

Chorus.

At school! at school! at school!
Where singing children go,
Like birds of spring, they merrily sing
In the primary room below.

4th Child.

Be prompt in your duties and also at school,
In keeping your promise, there's no better rule.

5th Child.

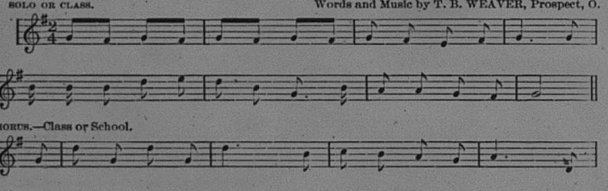
Be kind to your parents, your schoolmates and all,
Be kind to dumb creatures, let no harsh words fall.

6th Child.

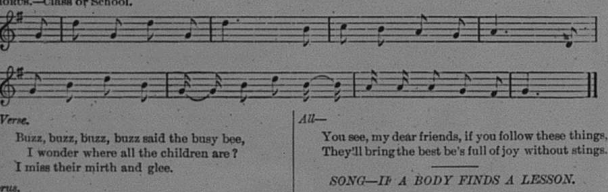
Be earnest in all that your hands find to do,
Success will be yours, and a life good and true.

THE BUSY BE'S.

SOLO OR CLASS. Words and Music by T. B. WEAVER, Prospect, O.



CHORUS.—Class or School.



1st Verse.

Buzz, buzz, buzz, buzz said the busy bee,
I wonder where all the children are?
I miss their mirth and glee.

Chorus.

At school! at school! at school!
Where busy children go,
Rather hard and dry;
If nobody comes to show him,
Need a body cry?
If he's little time to study
Should he stop and sigh?
Ere he says: "I cannot get it,"
Ought he not to try?

If a body gets in trouble
Rather hard to bear,
And he tries to do his duty,
Need a body care?
Midst the taunts and jeers of schoolmates,
Should he not forbear?
Like a hero true and noble,
Ought he not to dare?

All—

You see, my dear friends, if you follow these things,
They'll bring the best be's full of joy without stings.

SONG—IF A BODY FINDS A LESSON.

Tune:—Coming thro' the Rye.

If a body finds a lesson

CLASS EXERCISE—GOOD MANNERS.

(For a bright little girl dressed up like a *lady* attired for the street; four or six little boys dressed much alike and representing men. The little men first form a line along rear of stage, and stand like soldiers. The little lady acts in a very dignified manner. She enters, and standing on one side of stage recites first stanza.)

Lady.

If a lady meet a gentleman
Upon the public way,
To show his true politeness
What should he do I pray?

(She then walks in a dignified way across the stage before the little men who, as she passes, tip their hats and bow to her.)

Lady. (*Turning she recites.*)

And if while she is walking
Upon the thoroughfare,
(Begins to walk across stage to opposite side.)
And she should drop her 'kerchief,
I wonder if he'd care?

(She drops her handkerchief before one of the little men, as she walks across, who promptly picks it up, and lifting his hat politely presents it to her as she smiles and bows, the rest tip hats as she passes.)

Lady (*facing audience.*)

What makes the little gentleman?
Does station high or low?
Do pleasing manners, sunny smiles,
On cheeks where roses glow?

Does dress to charm the outward sight?
Pray tell me if you can
What is it that at once proclaims
The little gentleman?

Little Men.

It cannot be the dress we wear,
Nor is it wit or birth;
These never represented yet
The soul's undying worth;
Nor is it finely polished speech,
Nor rosy cheeks, nor tan,
Nor garb of silk, nor that of tow,
That makes the gentleman.

Lady.

What is it then my little friends,—
Politeness, polished words?
Or is it cheerfulness of life
Like that of singing birds?
Or is it culture broad and deep?
Pray tell me if you can,
For in our youth we ought to know
What makes the gentleman.

Little Men.

Respect and reverence for age,
A truthful loyalty
To mother, father, schoolmates, friends
And speech from vileness free;
A life of purpose, busy, pure,
And habits good and then,
We add politeness which we hold
Bespeak true gentlemen.

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES

Two Years with "Pollard."—Grade I.

A. D. LOVELL, TAUNTON, MASS.

THERE has been so much criticism of the Pollard Synthetic System of Teaching Reading, and that criticism almost invariably from those only slightly acquainted with the methods used, that it is a pleasure to have the opportunity of stating, as comprehensively as possible, what we expect to accomplish in the first two years.

The conditions vary somewhat in the East from those in the West. There pupils do not enter under six. Here they may enter at five. Yet we are able to do about the same amount of work, although we must go very slowly the first year. The first step is to interest the children in the story of Bess and Johnnie who visit their grandpa's farm. By means of stencils, pictures of different animals or objects to be seen on the farm are presented to the children and each picture stands for some sound, either vowel or consonant. There is also a little jingle, which the children delight in singing, accompanying each sound. Let me say at this point that pictures, songs, stories are simply a means to the end, not by any means the system itself.

Short *a* is the first vowel, in fact the first sound taught. Then come the consonant sounds which are finally combined with ă to form family names. As *ap, at, ad*, and so on. From these words are built; words ending in ăp belonging to the ăp family, and so through various other terminations.

The children are delighted to make ladders of eight rounds and play that the letters are little boys climbing up and down. Often the small and capital letters are both placed on the ladder, that we may know how the little boy looks when he is grown up. Thus, ă=Ă. But still greater interest is shown as they mark the simple words and the easy stories which accompany them.

For the first three months only words containing short *a* are used. By this time the keys, so called, like *bl, cr, sp, nk*, and other consonant combinations, have been drilled upon, as well as the lists of words containing such keys. With the other short vowels we are to use the same keys and thus new work and review work are presented at the same time. Formerly the pupils marked the words in the speller and also in the primer. Now the primer is printed in large type and the pages are traced and marked on the tracing paper. The tracing is a pleasure to the children and as they are allowed to carry home neatly traced work, they try to be careful. The order of work is:

First:—Oral instruction; excerpts from the Johnny story; the development of new sounds; reasons for marking, etc.

Second:—Blackboard drill, each child having an opportunity to mark and sound all the words in the lesson and the sentences, if any.

Third:—Independent marking by pupils at their seats.

Fourth:—Writing, from dictation, letters, family names, keys and words.

Fifth:—Recitation; pupils pronouncing and reading words and sentences in the lesson.

By the time the long vowels are reached the children are prepared to go much more rapidly, and may now take easy supplementary reading. The teacher will frequently hear at this point something like this: "Don't you think, Miss —— that my little boy is getting along well with his reading? He gets the paper at night and finds out a great many words and reads them to us. He enjoys surprising us with the number he can tell." Of course the teacher is encouraged to find the children taking an outside interest in their work, and doing it independently. This is one great advantage in this system. The children rely upon themselves. They have something to do, and do it, and try to do it well. The lazy and the dull, unfortunately, we shall always have with us, but even if it takes two or three years for such ones to learn to read, they are independent at least.

And now, what have we accomplished for our first year's work? The children have marked and pronounced about three thousand words, almost all of them monosyllables. This has given them the power to find out many words of more than one syllable so that there is very little work for the teacher when they take up supplementary reading. They have also learned a number of words in common use that cannot be marked according to any fixed rule, the English language unfortunately abounding in such truants. The children call them runaways and with great delight shut them up after they have been taught the marking.

By the appearance of the word they know from what family it strayed and its sound tells them where it belongs. Thus *been* is a runaway. It belongs in the *e* long family, but ran into the *i* short family. But this is not all we have gained; the enunciation is excellent, constant drill on the sounds and care on the teacher's part that there is to be no carelessness in making them indistinctly, makes the Pollard pupil easily understood. There is no excuse for any such pupil not reading clearly and distinctly unless there is some physical defect. Expression depends, of course, somewhat upon the teacher, but with the power the children have of recognizing words, and the amount of study that is done by them, the teacher's task is comparatively light.

Almost the first question asked by inquirers into the system is about the rules. Yes, there are a good many rules for marking, but we have only one rule at a time and plenty of time to digest it. For the first year the rules are simple and are no burden. Pity for the children is pity wasted, for they enjoy the work, and from the very first feel that they are working.

A great deal of the so-called busy work is not always a means of development, but simply to keep the children quiet. We aim at the accomplishment of real good, and a busy child won't disturb any teacher. Having had long experience in teaching, I can truly say that so far I have never tried any system so satisfactory in its workings as the "Pollard," for first or second grade.

A Device for Overcoming Incorrect Forms of Speech.

J. T. TUTTLE, DAYTON, OHIO.

THERE is no doubt that the results in language teaching in recent years in our primary and grammar grades have been excellent, and the continuation of present approved methods will more and more conduce to skill and facility upon the part of the children in both oral and written expression.

It is pleasing to note that oral language is beginning to receive the attention it deserves and still more gratifying to know that the hand is recognized as a means of expressing thought in other ways than in simple writing, *i. e.*, drawing and constructing. Despite the success that seems to follow the methods of the skillful teacher, all realize that in overcoming the defects of speech acquired in early life, there is disappointment. The theoretic knowledge of correct form is not enough. The acquirement of skill in technical construction will not remove the fault. In fact we must realize that there is an obstacle in the way of no small proportions—nothing less than the breaking up of a habit, and habits acquired in early childhood are tenacious.

The following device has produced the best results under the writer's observation. It is intended to train the ear from faulty expression by ignoring it largely and by continued and persistent drilling in the use of correct forms. Perhaps nearly one-half of the errors made by children is in the use of the tenses of the irregular verbs. Let the following be placed upon the board by the teacher.

I —— —— now.
I —— —— yesterday.
I have —— ——
(He has —— ——)

Any irregular verb may be given and the pupil required to use the proper form in the

blank and so on through the entire list. The pronouns may be changed from day to day until the entire list is used and then promiscuously thereafter. After the children have learned the form it may be erased and "now" and "yesterday" omitted. The various forms should be given with clearness and precision, never hurried to the extent of indistinctness. The drill may begin as early in the grades as the pupils can appreciate the meaning of it and, to obtain the best results should be relentlessly pursued through all the grammar grades. The exercise may be varied by having the correct form used in sentences and so combine the drill with constructive language work.

It is not enough that each pupil can give the proper form of every verb, but its value lies in the repetition of the correct expression until its sound is indelibly impressed upon the ear. Five minutes three times a week, during the course of a pupil through the grammar grades, will be sufficient.

In like manner the pronoun nominative after the verb "to be" and other copulatives, may be drilled upon until the automatism is acquired. The comparison of adjectives, the agreement of a verb with its subject, a pronoun with its antecedent, etc., can be emphasized in the same way until the old habit is broken and the new established.

The Aim of the Language Lesson.

CHRISTIANA MOUNT, HOBOKEN, N. J.

THERE should be a clearly defined purpose in the presentation of every subject. Without a well defined plan and a constant aim in view, no teacher can reasonably expect good results. The first object of the language lesson is to teach the child to see, and then to describe in good, simple language what he has seen. If this is carried out carefully during the first year in school he will soon begin to think; and if he has been accurately trained, he will be enabled to clothe his thought in suitable words. By thinking, I mean connected thinking. Everybody thinks, but how few are able to think connectedly on any one subject for a given length of time, and then clothe their thoughts in proper language.

Carlyle says, "Language is the body of thought." Others contend that it is the garment. But be it body or garment, it is something that can be acquired, but only by careful and persistent training. The beginner in teaching language generally commits one of two errors: either she confines herself to one book, or she gathers so much material from every known source that she is overwhelmed, and instead of casting out all extraneous matter and arranging her work systematically, she very often presents it all to her pupils, thereby overwhelming them in turn.

In order to prepare a lesson that will bring good results, the subject should be in keeping with the season of the year. This is applicable to the object, picture or nature lesson. After gathering all possible information, make an outline of the points to be brought out and arrange the material under its proper heading, being careful, however, to cast out anything that will tend to obscure the sense of the lesson, or that is of minor importance. Having prepared the lesson, make it thoroughly your own. Like a good and efficient sailor, be ready for sudden and unexpected turns. Train the children to question about what they do not understand.

Too much time should not be spent in introducing the subject. Nor should too much information be given in one day. A short, animated lesson will result in a good reproduction next day. This reproduction must never be omitted. At first it will provoke much weariness of the flesh, but if persisted in, the teacher will reap a rich reward before the end of the term.

Do not give all the information. Of course it is much easier to tell than to draw out the little minds, but after the first two or three lessons there will be a decided improvement. Some children are always eager and ready to talk. They must be kept gently but firmly to the subject at hand, otherwise the lesson will be disconnected and the children will lose interest. Keep a watchful eye for the timid or dull ones. Try to frame some simple question for their benefit. It is well to talk with them before or after school, so that they will have more confidence in their own powers. And above all, encourage childish confidences—not during lessons, but there is plenty of time for the teacher and child to become better acquainted, and the better acquainted they are, the better the results in language work.

With the wide range of books within our reach, it is possible for each and every lesson to have its poem or story attached. But I think both poem and story worthless if they do not unconsciously lead to higher things. Even a picture lesson can have some aim beside the cultivation of the perceptive and descriptive powers. For instance, a picture of the hare and the tortoise will naturally culminate in the story itself. A picture of the Pied Piper can only lead to the poem.

Reproducing the reading and requiring the children to answer all questions in sentences at all times will assist in the language work. Short memory gems are a great help in the thought-getting. At first they mean nothing to the average child, but daily intercourse with a thinking, questioning, suggesting teacher will cause the little minds to blossom unconsciously.

Every month should have its calendar with typical illustration and a verse from some good poem of the month. Illustrated verses from some of the many simple poems will help to make the children thoughtful and thought is the basis of our work in language. Teach a child to think and the expression will come.

Suggestions for Trying Days.

BY LILLIAN SMITH, PHILADELPHIA, PA.

THE YOUNG teacher now enters upon her school duties with great earnestness. She spends a portion of the first few days in organizing, drilling, and teaching the meaning of signals. She thinks her pupils are in perfect order. They obey the signals promptly and march to their classes like little soldiers. The teacher goes home feeling that it has been hard work but it has certainly paid. Hereafter, there will be no trouble with the discipline. For a few days, everything goes well; but one warm, cloudy morning the hopeful teacher taps the bell as usual, when lo! only half the class rise promptly; some stand on one foot and give a few finishing touches to their slatework; some of them do not even hear the bell.

The teacher looks at them in amazement. Can these be the well drilled children who obeyed so promptly yesterday? It will never do to have her orders disregarded in this manner, so she commands them to sit down and at once proceeds to "discipline" them. She fails to take into account that the novelty of the drill has worn off, that the day is warm and many of the children are drowsy at their seat-work, and that last, but by no means least, it is a *cloudy* day.

How much better, under these conditions, to gain attention by a little strategy! How much better not to encounter direct disobedience! It is not absolutely necessary on this trying day to use the bell. By observing the condition of the class before giving the signals, the teacher may save herself this little encounter, and the children will obey from choice rather than coercion. Have a quick drill. "Who can do what I do? Hold the pencil high in the right hand, pass it to the left, hold it vertically, obliquely, horizontally, place it on the desk, raise right hand, left hand, both hands over the head, both before, to the right, to the left, behind, rise, march,"—and there you have them. In a class of fifty new pupils, it is sometimes rather difficult to interest the whole class, yet it is advisable to have an occasionally class recitation as a change from sectional work. On the inattentive days let the child who recites stand in front, as if he were "speaking a piece." The difference in attention is at once noticeable.

Suppose the lesson is one on number. Let one child stand in front and "tell a story" for 8—4, asking the question himself. The first one who answers correctly is then permitted to face the class and ask the next question suggested by the teacher. After a sufficient number has been asked, the children may march to their seats, softly singing a little song. If the lesson is one on form, have the models placed on a table in front of the class. Select a number of children and let them stand in line beside the models. Have each one take up the model you designate, tell some fact about it to the class, and pass to his seat, the others following in turn.

A color lesson may be conducted in the same way. Have various colored objects on the table and have certain children select the colors suggested by some of the other pupils.

If you wish to have a drawing lesson, have the figures drawn while you count, go quickly around the class with a sponge erasing all the poor drawings and sending the pupils who drew the best to stand front and exhibit their work to the class. Then erase these and all try again. This exercise can be used very often without becoming tiresome.

Language Outline.

MARY GARDNER, DULUTH, MINN.

THE FOLLOWING plan for the first year's work in language is merely *suggestive*; a scheme from which work may be *selected*—suitable for each teacher's particular school—as the *entire* outline would be found too long for any one school to cover in the time allowed.

I. ANIMALS.—Order of observation.

1. Home, habitat, form, surface, color, number of parts.
2. Relative position of parts.
3. Use of parts.
4. Adaptation of parts to use.
5. Habits and actions, eating, sleeping, standing, running, flying.
6. Uses.
7. Anecdotes.

II. PLANTS.—Same general order as above. Conditions of growth described.

III. TYPE FORMS DESCRIBED.—Differences between the various solids, noted and described.

IV. MENTAL PICTURES.—Named and described.

(Keep story true to nature, or some principle,—lest pupils form habit of "making up" stories at random, and so become untruthful.)

V. ABSENT—BUT REAL—OBJECTS DESCRIBED.

1. Principal buildings.

1. Churches.
2. Schools.
3. Post Office.
4. Hospitals.
5. Depot.

(Locality and appearance.)

VI. ACTIONS PERFORMED BY TEACHER.—Pupils tell what was done; actions performed by pupils; other pupils tell what was done.

VII. ARTICLES OF CLOTHING DESCRIBED.—Materials, silk, wool, cotton. Manufacture of each.

VIII. NATURAL PRODUCTS DESCRIBED.

1. Iron (for example).

1. General appearance.
2. Where found.
3. Properties.
4. Manufacture (processes).
5. Uses.

IX. STORIES TOLD BY TEACHER.—Observing this order: Introduction. Description. Details. Conclusion. (Effect).

1. Fables.

1. Ant and Dove.
2. Lion and Slave.
3. Lion and Mouse.
4. Crow and Pitcher.
5. Wind and Sun.
6. Christ Child and Clay Birds.

2. Myths.

1. Ceres and Proserpina.
2. German Legend of Great Dipper.
3. Orion.
4. Phaeton (sun myth).
5. Clytie (sun-flower myth).
6. Callisto.
7. Philemon and Baucis.
8. Pandora and Epimetheus.
9. King Midas.
10. Rhœcus.
11. Three Golden Apples (Labors of Hercules).
12. Bellerephon and Pegasus.
13. Cupid and Psyche.
14. Hyacinthus.
15. Scandanavian Legend of Moon.

3. Fairy Tales.

1. Cinderella.
2. The White Cat.
3. Beauty and the Beast.
4. Jack and the Beanstalk.
5. Puss in Boots.
6. The Three Bears.
7. The Sleeping Beauty.
8. Dick Whittington.
9. King of the Golden River.
10. The Golden Bird.
11. The Tinder Box.
12. The Ugly Duckling.

4. Stories from Life.

1. Dick Smiley's Birthday. —*Kate Douglas Wiggins.*
2. Moufflons.—*K. D. Wiggins.*
3. Black Beauty. (Parts of)
4. Beautiful Joe. (Parts of)
5. Birds' Christmas Carol. (Parts of)
6. Mrs. Ewing's Stories.

5. History Stories.

1. Ancient (Biblical).
   - Noah and the Ark.
   - Joseph.
   - Moses.
   - Samuel.
   - David and Goliath.
   - Story of the Nativity.
   - Miracle of Loaves and Fishes.
   - Jairus' Daughter.
   - The Widow's Son.
   - Peter released from Prison.
   - Story of Easter.
2. Modern.
   - Life of Columbus.
   - Life of Washington.
   - Life of Lincoln.
   - Life of Longfellow.
   - Life of Whittier.
   - Life of Franklin.

(Only as much as can be done with anecdotes, stories and pictures).

X. POEMS.—Poems, read, discussed, and as much learned as judgment of teacher dictates.

1. Birds of Killingworth.
2. Paul Revere's Ride.
3. Children's Hour.
4. Barbara Freitchie.
5. Hiawatha.
6. The Falcon (Tales from a Wayside Inn).
7. The Robin (Longfellow).
8. The Robin (Whittier).
9. All poems which supplement the science work and are in line with the special season of the year; there can hardly be too many.

XI. ALL SONGS AND GAMES should be chosen and taught with the language element well in the foreground.

The Value of History Study.

C. A. HINKLE.

AT THE late teachers' meeting of this township, *The Value of History Study* was one of the leading subjects discussed. Upon its educational value much stress is laid. History study is advocated by all teachers, not only for the use of the higher grades, but the primary as well. To have a good comprehension of the educational value of history, teachers are requested to read McMurray's General Method. The definition of history as commonly given is "a written narrative of past events." In teaching history we not only impress these "written events" upon that child's memory, but we form moral motives in that child's mind concerning these events that will stay with him through life, never to be eradicated. We must not aim at the memorizing of the event so much, but more to the impression of the moral tenet which the event possesses. We must aim at moral character building, as it is the central one in education. The citadel of a child's life is his moral character. We must make a preparation for a complete living; we must generate our power—and that is education, which is the greatest and most important concern in society—and as our aim in teaching is moral character building, we must have a basis upon which we can put our energy to that effect. Of all the studies within the environments of the schoolroom, there is no study so well fitted toward the modeling of a child's character as that of history study, which should be introduced quite early in the primary grades. I, as a primary teacher, have met with success using Eggleston's "Stories of Great Americans for Little Americans" and "Stories of American Life and Adventure." I suggest the use of these books in all schools.

Remember that the A. C. N. is under the direct management of the publishers of this magazine and that the fundamental aim of the institution is to assist teachers who wish to advance, but who can not afford to attend school or college. All instruction is given by mail and does not interfere with your duties as a teacher.

Is the American Scheme of Public Education Complete?

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

ARTICLE I.

THERE are many phases of this great question which one might consider. We are constantly experimenting and adding new features to our school curriculum until not only parents, who see their children overwhelmed with schoolwork, but thoughtful teachers as well, are demanding a halt. Now the privilege of experimenting is a good thing as by this means new truths are discovered and better methods evolved. Prof. Bertram, superintendent of the schools of Berlin, said to me after he had spent some months visiting the American schools: "There is one thing in American education that seemed to me particularly hopeful—the teachers are allowed to experiment with new theories and new ideas in education. Now we Germans are bound down to such rigid and conservative regulations that we scarcely dare try anything new. By the time we have gone through the tedious formalities of obtaining permission from the authorities to try something new, the spirit of enthusiasm is lost. Most teachers therefore simply follow the routine. But with you, if any one chooses to try an experiment he goes ahead and does it. Doubtless many 'fads' will creep in and some evil be done. But they are not so dangerous as stagnation and that conservatism which prevents 'progress.'"

It is true that we have had many "fads," which have had their day and been consigned to eternal oblivion; but it is also true that some of the so-called "fads" have become established as a part of our system of education. Drawing, the kindergarten, manual training, nature study were once called "fads," and other subjects now struggling for recognition in our schools are passing through that stage. Which will disappear and which gain a foothold it is not my purpose to discuss. But I do wish to call attention to a side of American education that can never be called a "fad," which, I fear, is sadly neglected, and without which no education is complete.

I allude to religious education, and desire to invite the consideration of the readers of the NORMAL INSTRUCTOR to this important subject. The first question I ask is: *Is religious education necessary to complete manhood?* In a word, can religion be omitted from a scheme of education? I need not point to the fact that no race of people exists that are destitute of some form of religion. It may be gross fetichism, or what to the civilized man appears disgusting, it is still the recognition of a higher power which demands worship. The religious instinct is inherent in man and it is one of the natural characteristics which distinguish him from lower creatures. If, then, the complete man is to be educated can the religious side be omitted? The attitude of Christianity from the earliest period has been that the spiritual side of man must be trained. The early fathers of the church established schools, composed suitable literature, and gave instruction to the adherents of the new faith. True, all that could be undertaken with the masses, was to train them in the rites and ceremonies of the new religion; it is also true that the limited few who received a broader education were trained chiefly for ecclesiastical service. If the fathers of the church thus exaggerated the religious side of education, it must not be forgotten that they had to struggle against the mighty influence of paganism and ignorance and it behooved them by singleness of purpose to hold to the vital principle of religious training.

Again, it was the church that maintained schools, preserved literature, and kept alive the spark of education during the middle ages, and once more the principal purpose of education was to fortify the church and the main features of the curriculum were ecclesiastical. Viewed from the standpoint of the present, this policy seems narrow; but when one thinks of the tremendous undertaking assumed by the church, and the limited means at her command, one must admit her wisdom in concentrating her efforts as she did.

A new epoch for education, as well as religion, dawned upon the advent of Martin Luther. The great reformer sought to extend the advantages of learning beyond the narrow bounds of the priesthood and the nobility. Luther appealed to the common people, to the masses. He arose from the ranks of the common people and it was his pride and joy ever to keep in touch with them. In order that the people might be taught he translated the Bible into the German vernacular, while the new invention of printing made possible the multiplication of copies of the Bible and their universal distribution. He also urged the duty and right of the state to assume charge of education, as the state alone could provide for its universal dissemination. While Luther says to parents, "Believe me, it is far more important that you take great care properly to train your children than that you seek indulgences, say many prayers, go much to church, or make many bows," and while he urged that children be taught reading, writing, arithmetic, history, etc., he insisted that knowledge of the Bible is most important of all.

This thought of Luther has never lost its hold upon the German mind. The corner stone of the common school curriculum is religion and no subject is more thoroughly and carefully taught. I once had a rare opportunity to witness religious instruction in a Berlin school. The principal gave direction to his teachers that whatever might be on the program when I came to the room it was to give place to a lesson in religion. Accordingly I began with the lowest class, where the children are told Bible stories, and followed the course step by step through the eight classes, spending the entire morning session in the school hearing only lessons in religion. This admirable plan enabled me to grasp the entire purpose of religious instruction, to observe the method employed with children of different ages, and to get a comprehensive idea of the amount and kind of material presented. It would be very profitable to my readers if I could give them a picture of that morning's work, if I could show them the deep sympathy between teachers and pupils, if I could indicate the methods so varied and suggestive, if I could point out the rich material for literary and historical, as well as moral and spiritual truth. Truly the Bible is a wonderful book! Those morning hours were truly inspiring, and though I have visited hundreds of classrooms in German schools, I must say that the profoundest impression, both from a religious and a pedagogical standpoint, was made in that Berlin common school in witnessing those lessons in religion.

I may merely outline the work. In the first years stories from the Old Testament were told, stories of the creation, the flood, the patriarchs, the kings, the prophets. The language of the teacher was always suited to the comprehension of the children. Thus every child becomes familiar with the chief Bible characters and the leading events of biblical history. And the moral lessons to be drawn from the richest of all literature! The teacher never fails to point out the lessons of selfishness or generosity, of arrogance or humility, of sloth or zeal, of falsity or truth, of evil or good. The child is thus very early led to form his notions of the good from the teachings of the Holy Word, and his reverence for that sacred Book deepens and intensifies the lessons learned.

In the later years of the course the pupils are led up to the reason of things. They study the history of Jesus and the Apostles, they commit texts of scripture and church hymns, they are taught the catechism and the doctrines of the church, they are made familiar with church history.

Five hours a week for the entire eight years of the course instruction in religion is carried on. I have not the slightest doubt that this instruction as conducted in the common schools is the most valuable of the whole curriculum. If the same is not true of the higher schools of Germany it is because many of the teachers are men whose heterodoxy has prevented their taking sacred orders. "Think," said Prof. Paulsen of Berlin to me one day, "of admitting men to teach the young, whose infidelity excludes them from the pulpit."

But Germany is not alone in laying stress upon religious instruction as necessary to prepare for complete manhood. Most European countries require it. Even the Board schools of England take for their watchword, "Religious but undenominational." The Duke of Wellington traced "the courage of the British soldier and the success of British enterprise to the catechism's exposition of the Ten Commandments."

But I fancy I hear some one say, "I am not sure that complete manhood is not reached without religious education. I know men who do not belong to the church and who do not pretend to be religious and whom I would trust much sooner than some of your church members. They are upright, charitable, merciful to all, and good husbands and excellent citizens. No, religious instruction is not necessary." Now I know many just such men whom I love and honor, and who does not? But who shall say that these have not had religious instruction in their youth? Many a man who still neglects his supremest duty and yet who fails not in his duty to his fellowman, was taught to reverence God by a Christian mother who faithfully taught him to say his childish prayer, who told him of the life of the Christ, and implanted more of religion than he now suspects. Ah! the goodness he now possesses, and which mayhap is his boast, is the result of that early religious instruction.

Nor is this all: every church spire that lifts itself towards heaven; every Sabbath that calls to rest and worship; every Christian institution, every consistent Christian life, every holy influence around us brings its lessons home more or less to every person in the community. Who can say, then, that he has never had any religious instruction? His manhood is complete largely in proportion to the effectiveness of his religious training. Now if this be so, I raise the question which stands at the head of this article, and will attempt to answer it in next month's article.

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In another column we give a few extracts from "First of This and First of That." Better look them up.

By ELMER E. BEAMS, A. M., German Valley, N. J.

MOTTO—The best way to keep children quiet is to keep them well employed.

READERS OF THE INSTRUCTOR, Greeting:—We have entered upon a new school year, and we trust that the last vacation has been profitably employed by all in such a way as to strengthen both body and mind. Enter upon your work with a full determination to make this a very profitable year to your school and a very pleasant one to you. We shall strive to make this department more valuable to you than heretofore. Answers will be given with all difficult problems and questions, but we trust that each teacher will not be content simply with the mere answer, but will have pupils gain all facts that can be gained. Any reader having any suggestions to offer will please address me as above.

ADVANCED ARITHMETIC.

1. How many hills of corn on 10 acres, if furrowed out 3 ft. 8 inches each way?

2. A cylindrical cistern is 8 feet in diameter and 9½ feet deep; how many barrels of water will it hold?

3. How many yards of satin ⅞ of a yard wide, will line 18 yards of cloth 1¼ yards wide?

4. How many bushels contained in a wagon—body 10 ft. 6 in. long, 3 ft. 4 in. wide, 1 ft. 8 in. deep?

5. How many ounces of tea worth 50 cts. per pound, may be had for 5 eggs at 20 cts. per dozen?

6. When hay sells for 16 dollars per ton, what is the price per cwt.?

7. What is the cost of 1160 lbs. of hay at $16.50 per ton?

8. A farmer raises 3500 sheaves of oats that yield 13½ bushels to the hundred sheaves; what is the crop worth at 40 cts. per bushel?

9. What is the interest on a mortgage of $5680.75 for 2 yrs. 8 mos. 27 days, at 5%.

10. A landlord pays 40 cts. per bushel for oats, and retails it to his customers at the rate of 20 cts. for 4 quarts; what does he realize per bushel as his profit?

ANSWERS.

1. 32,400 hills.
2. 113 bbls., 25.24 gal.
3. 36 yds.
4. 46⅝ bu.
5. 2½ oz.
6. 80 cts.
7. $9.57.
8. $189.
9. $778.74.
10. $1.20.

FOR HISTORY CLASS.

NOTE:—The teacher will not simply require the name, but a brief history of each. A good encyclopedia will help you.

1. Who was called the "Achilles of England?"
2. Who was called the "Achilles of Germany?"
3. Who was "Acton Bell?"
4. Who was "Addison of the North?"
5. Who was the "Admirable Doctor?"
6. Who was "Adversity Hume?"
7. Who is "Agate?"
8. Who was "Agricola?"
9. Who was "A Lady?"
10. Who is "Alice Eliot?"

ANSWERS.

1. Duke of Wellington.
2. Albert, Elector of Brandenburg.
3. Anna Bronte.
4. Henry McKenzie.
5. Roger Bacon.
6. Jos. Hume.
7. Whitelaw Reid.
8. William Elliott.
9. Susan Cooper.
10. Sara Orne Jewett.

PRIMARY ARITHMETIC.

1. Copy and fill blanks:—

1×6=?	7×6=?
2×6=?	8×6=?
3×6=?	9×6=?
4×6=?	10×6=?
5×6=?	11×6=?
6×6=?	12×6=?

2. How many half-dimes in 40 cts.?

3. How many yards in 24 feet?

4. If 5 oranges cost 15 cents, what will two oranges cost?

5. Draw a square 2 inches on each side, and find out how many inches around it.

6. Draw a rectangle 5 inches long and 3 inches wide. Find its area and also the distance around it.

7. Count by 6's from 1 to 72, then count back.

8.

½ of 6=?	½ of 30=?
½ of 12=?	½ of 36=?
½ of 18=?	½ of 42=?
½ of 24=?	½ of 48=?

9. Bought a barrel of pork for $22, and another for $20, and sold them both for $50. What was the gain?

10. What will 5 doz. of eggs cost at 10 cents for a half dozen?

NOTE:—No answers will be given to these primary exercises.

GEOGRAPHY CLASS.

What city is known as:—

1. Capital City?
2. Bedroom of New York?
3. Bluff City?
4. Bride of the Sea?
5. City of Churches?
6. City of David?
7. City of Elms?
8. City of Homes?
9. City of Lilies?
10. City of Masts?

ANSWERS.

1. Washington, D. C.
2. Brooklyn, N. Y.
3. Hannibal, Miss.
4. Venice, Italy.
5. Brooklyn, N. Y.
6. Jerusalem.
7. New Haven, Conn.
8. Philadelphia, Pa., and Springfield, Mass.
9. Paris, France.
10. London, England.

EXERCISES IN ENGLISH NAMES.

NOTE:—These exercises will continue throughout the year. Teacher will supply all rules, etc.

1. Write your name in full.
2. Write the names of four persons.
3. Write the names of five towns.
4. Write the names of ten things in the schoolroom.
5. Write the name of your post office. Your state. Your county. Your township.
6. Write your Christian name. Your teacher's Christian name.
7. Write the names of five useful animals.
8. Write the names of four things we can have for breakfast.
9. Write your own surname. Your teacher's Surname.
10. Write the five longest names you can think of.
11. Name three kinds of housework, each name ending in *ing*.
12. Copy, retaining capitals where necessary:—

(1) John	(6) England
(2) Barn	(7) Brook
(3) Boat	(8) Boston
(4) New York	(9) Gold
(5) Book	(10) Sarah.

13. Write a word that is the name of:—

(1) A flower	(6) A boy
(2) A fruit	(7) A tool
(3) A town	(8) A color
(4) A horse	(9) A church
(5) A lake	(10) A vegetable.

14. Write the name of something made of:—

(1) Wood	(4) Paper
(2) Brass	(5) Cotton
(3) Leather	(6) China.

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Supplementary Reading

Kenneth's Debt.

"MOTHER, I want it just dreadfully; and it don't cost but a quarter."

But Kenneth's mother only replied patiently, as she had done several times before, "I am sorry, dear; but I can't give you even a quarter."

"All the same, I'm going to have that rooster," Kenneth proclaimed to the younger children, who gathered around him. "I never can have anything. Mother could give me that quarter just as well as not." In his heart he knew that this charge was not true, but he thought it made him feel better to say so.

When the children came trooping in to supper that night, Ray ran to her mother, her blue eyes shining with excitement.

"Mother, mother," she cried, "Kenneth got the banty rooster, and the coop is all made for it; and bimeby he's going to have a hen and lots of little chickens and sell the eggs and buy a farm and we're all going to live there."

Kenneth looked somewhat defiant as he took his seat; but when his mother said gravely, "Where did you get the rooster, Kenneth?" the answer was prompt and frank. "Don't you worry about that, mother. That's all right, honest it is!"

Mrs. Miller was in the habit of trusting her children, so the subject was dropped. The rooster flourished in his new home, and all the children fed him, hung over his coop, and counted the number of times he crowed. Matters went on smoothly for a while until one day at luncheon Ethel announced, with her most elder-sisterly air:

"Kenneth Miller is going to be arrested, and I saw the policeman that's going to do it. That lady told me so, you know the one you borrowed the quarter from."

Mother drew the frightened boy into her room and closed the door. Then Kenneth confessed.

"I borrowed it, mother. The lady that lives across the street from the other lady that was going to sell me the rooster; she knew I didn't have any money, so she said she would lend it to me. I mean to pay her. I do, honest."

"What are you going to pay her with?" mother asked. "You haven't any money, and mother told you she could not spare any."

"I thought maybe you could spare it by and by, or maybe Eddie or Nan would give it to me, or maybe I might find it on the walk, like Jimmy Lawrence did."

They talked it over a little more, and together they decided that Kenneth must make his own plans to pay his debt.

He wore a very puzzled face for several days; and once, coming to his mother, he breathed a woe-begone sigh:

"Mother, isn't it just dreadful to owe things and have bills?"

One night Eddie came in hurriedly, and called upstairs, "If any one of you children will take this package to town, I'll give you five cents."

Kenneth's face lighted up and he sprang forward eagerly. "I will, Eddie," he cried, and was out of the gate like a flash.

That nickel was the beginning. The next morning the boy shouldered a small spade which belonged to father, and without a word to any one, started down the street. Going bravely to door after door he asked: "Do you want your flower beds spaded up? I'll do it for ten cents."

Two people said yes: and so in the hot sun, hour after hour, sometimes struggling to keep back the tears, the boy dug away, and by the middle of the afternoon he had twenty cents. On the way home he stopped again at Mrs. Demorest's and gave her the money.

"That boy has got good stuff in him; he'll make a fine man some day," she remarked to her husband as the gate closed behind the tired little laborer.

His head ached, he was tired, he was hungry; but he had never been so happy in his life as when he climbed to his old seat on his mother's lap, and whispered in her ear,—

"I am not ever going to have any bills again, mother dear; I'm going to pay cash."—*Morning Star.*

Teddy's Little Hatchet.

TEDDY thought George Washington was a great man. He had a beautiful book about him and his mother had read to him again and again the story of the hatchet. Teddy was truthful himself and would have done just as George Washington did, only he would have told the truth and made no remarks about it—that is, he would have done so before he heard that story.

Teddy's little cousin Jamie said that he thought George was awfully silly for not running away when he saw his father coming; but Teddy liked to hear that George had said, "I did it, father! I cannot tell a lie," and that George's father had clasped him to his breast and said that "it would grieve him less to lose every tree in his garden than to have his son tell one lie."

On Teddy's fifth birthday a nice tool-box was sent to him. It had a hammer, saw, plane, screws, nails, and everything—and a little hatchet with a stripe of red paint on it. Teddy worked hard for two days, sawing and driving and planing and chopping.

Teddy's father had a nice young pear tree by the kitchen window; it was going to bear fruit that year for the first time. Teddy thought it was such a little tree it would not make any difference to anybody, anyway, so he went out and whacked at it a few times with his little hatchet, and it fell to the ground.

Then Teddy went and sat on the kitchen porch and waited for his father to come, so that he might tell him about it and be clasped to his father's breast.

Just before dinner he heard the gate swing open, and he ran around to meet his father, and said, "O, guess what I did father!" and his father guessed that he had been a bad boy.

But Teddy said, "No, indeed, you can't guess—I've cut down your pear-tree!"

And Teddy's father said—but he looked more than he said.

When Teddy's father went around by the kitchen window and saw his nice pear tree cut in two lying on the ground, he said that if Teddy was like George Washington, he was not like George Washington's father! He said he was not going to have his trees cut down; and he looked right at Teddy and reached over and broke a switch from the pear tree.

Teddy suddenly felt afraid, and ran quickly into the house to tell his mother about it, and by this time he was very sorry indeed. His father brought in the hatchet and his mother locked it up and said Teddy should not even see it for a whole month!

She took Teddy upon her lap, and told him that cutting down a beautiful tree which belonged to someone else is almost as bad as telling a lie; that a tree is a living, useful thing which we must care for and not destroy, and that the pretty pear tree which his father had planted and watered and pruned was now quite dead.

Teddy offered his father his tool-box to pay for the pear tree, and he felt that if George Washington was a good boy, still he might have been better.—*Ida F. Bane, in Little Folks.*

In January a teacher wrote: "I with I had ordered Busy Work Series at commencement of school year. Had I done so, much of the worry of the first session would have been avoided." The value of Busy Work Series as a trouble killer is everywhere acknowledged, and we suggest that orders be placed early so that benefit may be derived from them through the year. Special combinrtion rate with NORMAL INSTRUCTOR 85 cents. See advertisement.

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Power of Short Words.

A dozen or less newspaper men were collected together, when somebody said something about Rudyard Kipling.

"I notice in the paper," said another, "that he is the best paid writer in the world at present."

"The *Pall Mall Gazette* people say they paid him $750 a poem for all they have printed of his," ventured a third.

"And why not?" put in a fourth. "He is the best writer of English prose or verse now writing. That one line of his, 'A rag and a bone and a hank of hair,' describing a vampire woman, couldn't be stronger, I think."

"Good and strong," commented a fifth; "but Kipling is not the only man who has chosen monosyllables to give emphatic expression to his thought. If you will remember, Pope in his essay on 'Criticism' remarked, 'And ten low words oft creep in one dull line,' and before and after him there were others, who, as he, were scarcely dull and seldom crept. Hymn writers are strong in this. Take Watts in that well known hymn, for instance:

'Are there no foes for me to face?
Must I not stem the flood?
Is this vile world a friend to grace
To help me on to God?'

"Shakespeare found one-syllabled words good enough for him, and you all know the passage of Young's:

'The bell strikes one. We take no note of time,
Save by its loss,' etc.

"Bailey's 'Festus,' that makes its reader feel as if he had 'eaten of the insane root that takes the reason prisoner,' has many examples and this one you will recall:

'We live in deeds, not years; in thoughts, not breaths.
We should count time by heart throbs. He most lives
Who thinks most, feels the noblest, acts the best.'

"And the Bible, the greatest of books, is filled with the short words. Right at the beginning of things we find, 'And God said let there be light and there was light;' and at the end of things, so to speak, 'For the great day of his wrath is come, and who shall be able to stand?' and still further along, 'And the gates of it shall not be shut at all by day, for there shall be no night there.'

"Oh, Kipling is all right! He knows he has plenty of authority for seeking short words when he wants strong ones."—*Selected.*

Shall We Smoke?

A principal of a large school in New York descended the stairs with one of his assistants, and at the door said: "Wait till I light up." The janitor, a keen, observing Irishman, remarked, as they went away: "That's just what the boys say at their door." And that means another generation of smokers. We have not yet arrived at the point where smoking is made an objection to the employment of a teacher, but we shall get there by and by.

In a suburb of New York a principal was to be selected for a high school, and one of the board of education remarked to a candidate who was almost engaged, "I admit I should like it better if you did not use tobacco. I have brought up my boys to let it alone, and you will agree with me that all boys would be better without it."

In some, if not all, the normal schools of this state no student is accepted who uses tobacco. The theological schools of most, if not all, denominations take this ground. The president of the New York board of education is not only a non-user of tobacco, but a leader of a movement against it in the schools.

The women of the W. C. T. U., in the west, especially, throw their influence against the use of tobacco; and candidates for state officers have been rejected who had the smoking habit, it is said. The leading teachers' agencies warn their candidates that it will stand in their way; they will say, "I have an application for a gentleman to teach ——, salary, ——; he must not use tobacco."

These are some of the straws that show which way the wind is blowing. The "coming teacher" will not be a user of tobacco, that is plain. It is not so many years ago that a similar stand was taken as to the use of alcohol. No man can now be appointed as teacher or superintendent who is addicted to the use of alcohol. Under these circumstances, it is the part of wisdom for the young men entering on teaching not to form the habit of using tobacco.—*E. Fletcher Russell.*

Utilizing Wave Power.

An attempt has been made to discover whether the force of the waves of the ocean can be practicably utilized by man. This experiment has been carried out on the Pacific coast not far from Los Angeles, California. A platform was built out into the sea and floats were placed in the water. These floats are so connected that as the motion of the waves move them up and down they move the piston of a pump. The action of the piston throws water from a tank into a chamber, similar to the chamber of a steam fire engine. This chamber is filled with compressed air and the water is consequently forced out through a small aperture. The force of this stream operates a water wheel which in turn runs a dynamo.

Although this is an experiment and so far has cost the company more than other power would, the originators of the idea believe that it can be made practicable. According to their record, from two and one-half to three horse power was regularly developed from the three floats during the month of December, and the floats operated continuously regardless of the state of the weather. A higher horse power was obtained by special tests, and the addition of other floats will be made and a thorough trial be given before the scheme is abandoned.—*The Educator.*

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Returning the Salute.

When Gen. W. M. Graham was colonel of the Fifth Artillery, with headquarters at the Presidio in San Francisco, he had under him a young officer, lately from West Point, on his first detail. This young officer, says the New York *Sun*, fell into the habit of disregarding the salutes of the enlisted men around the post. They noticed the omission, of course, with much comment. Probably Colonel Graham heard of the matter.

One afternoon, when the colonel was walking from his office to his quarters, with his orderly about thirty feet behind him, the young West Pointer came down the gravel path from the opposite direction. He saluted his colonel, and the salute was promptly returned; but he was apparently too much preoccupied to see the salute of the trailing orderly, and did not return it. He did not know that the gruff and sturdy colonel had wheeled around and was watching him. When the young man had passed the orderly, the colonel hailed him:

"Lieutenant! A word with you."

The young lieutenant walked back to the colonel.

"One of the requirements of officers in this army," said Colonel Graham, "is that they shall return salute for salute. Orderly, salute the lieutenant! Lieutenant, salute the orderly!"

The lieutenant blushed and saluted the grinning orderly.

"Now, lieutenant," continued the colonel, "you and my orderly may pace back and forth in opposite directions for a while, both of you observing regulations as you come within saluting distance of each other."

The colonel sat down on a rustic bench, and for a few minutes watched the two men exchange the courtesies obligatory upon private and general alike. It is said that the young officer has not disregarded the humblest salute since that time.

Most readers have heard the old story told of General Washington, who, when President of the United States, was passed by a slave. The general was surrounded by his brilliant staff. As the colored man approached, he saluted with becoming humility. This the staff did not notice, but General Washington bowed and lifted his hat.

When asked why he condescended to notice a black man, he made the memorable reply:

"Am I to be outdone in politeness by a negro."

The recognition of courtesy is one of the things that mark the difference between a boor and a gentleman.—*Youths Companion.*

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The Red Cross and Its Founder.

The battle of Solferino, fought in 1859 between the allied French and Sardinians and the Austrians, was one of the most sanguinary conflicts of modern times. Twenty thousand Austrians and eighteen thousand of the allies were killed and wounded.

To Henry Dunant, a Geneva philanthropist who witnessed the battle, it seemed that the wounded, not the soldiers who met instant death, were the real unfortunates. The military hospitals, overburdened, proved inadequate, and thousands who might have been saved by timely help, died upon the battlefields.

Monsieur Dunant and other volunteers did all they could to relieve the suffering, but that was comparatively little. The Genevan asked himself, What can be done to mitigate the horrors of war? He dwelt upon the problem until he was able to suggest a plan of action; and this he set forth in a pamplet called "A Souvenir of Solferino."

He advocated an international society composed of volunteer nurses, who should hold themselves in readiness to follow armies and aid the wounded of any nation—protected by all nations as neutrals and non-combatants, engaged in works of mercy.

With this pamphlet the Red Cross Society practically began. Monsieur Dunant's project was warmly approved by his own Swiss government; and when he went to Paris, seeking to organize a convention of the powers, he found that there also the "Souvenir" was known.

On the very day after its publication, Madame de Stael, sister to the Duc de Broglie, caused the Red Cross badges to be placed in her drawing-room. To visitors who asked their meaning the lady made such convincing answer that both Paris society and the French government were soon committed to the Red Cross principle.

The international conference which organized the society was held at Geneva in October, 1863. By the end of the following year thirteen governments had officially approved the society's purpose. To-day every civilized nation sustains it. The good it has done in thirty years may be guaged by the single fact that, during the Franco-Prussian war the German society expended $13,000,000.

But the story does not end here. After Monsieur Dunant had won his victory for the world, he had his own battle to fight. Unfortunate business ventures cost him his fortune, and he learned what destitution meant.

Happily his misfortunes came to an end. The Dowager Empress of Russia and the Federal Council of Switzerland granted him pensions. These were supplemented by a sum of money contributed by citizens of Stuttgart, Germany.

Now in his peaceful old age the philanthropist knows that these tributes from three nations express the feeling of all toward the man who reminded them that the claims of humanity are never wholly to be disregarded—even in war.—*The Youth's Companion.*

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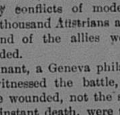

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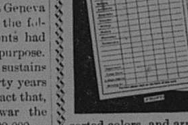

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THE POT CALLED THE KETTLE BLACK BECAUSE THE HOUSEWIFE DIDN'T USE

SAPOLIO

"I Didn't Think."

If all the troubles in the world
Were traced back to the start,
We'd find not one in ten begun
From want of willing heart.
But there's a sly woe-working elf
Who lurks about youth's brink,
And sure dismay he brings away—
The elf "I didn't think."

He seems so sorry when he's caught,
His mien is all contrite,
He so regrets the woe he wrought,
And wants to make things right.
But wishes do not heal a wound,
Or weld a broken link,
The heart aches on; the link is gone—
All through "I didn't think."

When brain is comrade to the heart,
And heart from soul draws grace,
"I didn't think" will quick depart
For lack of resting place.
If from that great unselfish stream,
The Golden Rule we drink,
We'll keep God's laws and have no cause
To say, "I didn't think."

—*Ella Wheeler Wilcox.*

Kind-Hearted Abe Lincoln.

"Once when I was a girl at school," said Kate Roby, "Schoolmaster Crawford had given out the word 'defied,' which had been misspelled several times when it came my turn. Abe Lincoln stood on the opposite side of the room and was watching me. I began 'd-e-f,' and then I stopped hesitating whether to proceed with an 'i' or a 'y'. Looking up, I saw Abe, a grin on his face, pointing with one forefinger to his eye. I took the hint, spelled the word with an 'i,' and it went through all right."

Propagating Roses.

Almost every one who cares for flowers at all, loves roses. But perhaps every one does not know how easily they may be propagated. Let us plan for a bed of ever-blooming roses next summer. Begin by digging the soil to a depth of fifteen or eighteen inches in a sunny, well-drained spot. Work in a quantity of well-rotted manure—that from the cow stable preferable. Cut or break a branch five or six inches long from the rose, choosing wood grown in the early part of the season, which is now ripened. Plant three or four inches deep, pressing the soil firmly about the cutting. Invert a glass fruit jar over each one, burying the top of the jar deeply enough to keep it steady. The cracked jars which every housekeeper has left over from the canning time will answer for this purpose.

This planting may be done any time in November or even in December, if the earth is not frozen. When the first warm days come in spring, lift the jars off and begin to harden the plants, being careful to replace them at night if there is danger of frost. Very probably there will be, even in April, times when it will be best to keep them covered both day and night. The uncovering may be deferred until settled warm weather. In this case it will be necessary to shade the plants from the midday sun for a time.

Plants thus started are on their own roots, and do not need to be disturbed by transplanting. It is surprising how much bloom they will give, even the first summer. By exchanging cuttings with friends one may soon have a good collection of roses without expense. Endeavor to obtain varieties which, while hardy, will flower at intervals through the summer and fall. There are many such.

I have suggested placing the cuttings in a bed rather than scattering them on the lawn, because with this arrangement they can more easily be given the cultivation which is essential to the best success.

Famous Battle Steeds.

The most celebrated battle-steeds of the Civil War were "Cincinnati," "Traveler," and "Winchester," the favorite chargers of Grant, Lee, and Sheridan. When the hero of Vicksburg visited Cincinnati, says a recent writer in *The Outlook*, a few months after the close of the brilliant campaign, he was requested to visit a dying man, who was exceedingly desirous of seeing him. When they met, the invalid said: "General Grant, I wish to give you a noble horse, who has no superior on the continent, as a testimonial of my admiration for your character and past services to our country. There is a condition attached to the gift—that you will always treat him kindly."

Grant accepted the magnificent bay, of course faithfully keeping his promise and named him "Cincinnati." He was a son of "Lexington," with a single exception the fastest four-mile thoroughbred that ever ran on an American course.

The general was offered $10,000 for the horse, as he had a record of speed almost equal to that of his famous half-brother, "Kentucky." "Cincinnati" was a superb and spirited steed of great endurance, Grant riding him almost constantly during the Wilderness campaign, and passing from end to end of our long line. The noble horse was retired soon after the close of the war, enjoying "an old age of dignified leisure" on a Maryland estate, where his master frequently saw him, and where he died in September, 1874.

An American, a large employer of labor, who was traveling in England, was asked by a young man in London what his prospects would be if he came to America. He replied to the young man's question, "If you come to America we will treat you well."

"What can you offer me?" asked the young man. "What can you do?" "Anything," was the light reply.

"Then we do not want you," was the quick, good-humored retort; we have no use for people who can do anything.' We want people who can do something well."—*Good Cheer.*

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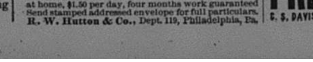

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When writing mention NORMAL INSTRUCTOR.

The Sierra Squirrels.

In the spring, before pine-nuts and hazel-nuts are ripe, the gray squirrel examines last year's cones to see if a few seeds may be left in them between the half-open scales, and gleans fallen nuts and seeds on the ground among the leaves, after making sure that no enemy is nigh, says John Muir in the *Atlantic Monthly*. His fine tail floats, now behind, now above him, level or gracefully curled, light and radiant as dry thistledown, every hair in its place standing out electric. His body seems hardly more substantial than his tail. The Douglas is a firm, emphatic bolt of life, fiery, pungent, full of brag and show and fight, and his movements have none of the elegant deliberation of the gray. They are so quick and keen they almost sting the onlooker, and the acrobatic harlequin gyrating show he makes of himself turns one giddy to see. The gray is shy and oftentimes stealthy, as if half expecting an enemy in every tree and bush and back of every log; seems to wish to be let alone, and manifests no desire to be seen, or admired, or feared. He is hunted by the Indians, and this of itself is cause enough for caution. The Douglas is less attractive as game, and is probably increasing in numbers in spite of every enemy. He goes his ways bold as a lion, up and down and across, round and round, the happiest, merriest of all the hairy tribe, and at the same time tremendously earnest and solemn, sunshine incarnate, tingling every tree with his electric toes. If you prick him, you cannot think he would bleed. He seems above the chance and change that beset common mortals, though in busily gathering burs and nuts we see that he has to work for a living, like the rest of us. I never found a dead Douglas. He gets into the world and out of it without being noticed; only in prime is he seen, like some little plants that never are noticed except when in bloom.

A Problem in Addition.

This is a story that has been going through the papers, but it is well worth repeating:

A certain stout woman resolved to consult a physician about her corpulence. She had no previous experience with "banting" of any sort. The doctor drew up a careful dietary for her. She must eat dry toast, plain boiled beef, and a few other things of the same lean sort, and in a month return and report the result.

At the end of the time the woman came and was so stout she could hardly get through the door. The doctor was aghast.

"Did you eat what I told you?" he asked.

"Religiously," she answered.

His brow wrinkled in perplexity. Suddenly he had a flash of inspiration.

"Did you eat anything else?" he asked.

"Why my ordinary meals!" said the woman.

A Midsummer Wish.

It seems to me these summer days
If I could be a simple frog,
And nothing do but blink and laze
Upon a half-submerged log;

To fall asleep 'neath lily-pads,
To have no solitary care,
To bend beneath no mortal fads,
I'd find life bliss beyond compare.

And surely were I that blest wight,
That frog—with naught to do but soak
In fresh cool water day and night:
I'd not be known like him to croak.

But with a birdlike, joyous trill
I'd fill the ponds, the streams, the bogs.
Ah Fate! had I in this my will,
I'd show you something new in frogs.

—*John Kendrick Bangs.*

The Guns That Destroyed Cervera's Fleet.

An examination of the ships wrecked by the terrific charges of shot and shell shows that the destruction was done by the smaller guns. Of all the shots fired from the twelve-inch and thirteen-inch guns only two hit the mark. These were both found on the Maria Teresa, and one was certainly fired by the Texas. Of the eight-inch shots, ten hit the mark; of the five-inch there were twenty; and of the four-inch only eight. As the Brooklyn was the only ship using five-inch guns in the action, it will be seen that Commodore Schley's flagship did exceedingly good work. An examination also shows that the same ship distributed her favors to all the ships. She fought every one of Cervera's ships in turn, and landed nearly twice as many five-inch shots as all the other ships on our side landed eight inch. The awful destruction of life and limb from the smaller rapid-fire guns was one of the features of the battle. No naval battle ever fought has made such a record for effective shooting at long range as the battle of Santiago.

A New Gun.

Richard Gatling, made famous by his invention of the Gatling gun, has recently constructed a gun which, if experiments prove a success, can be made much quicker than the guns now used. This gun has only one barrel, and is intended to discharge eight inch projectiles. It is made of an alloy of steel which is fifty per cent. stronger than that used in the composition of other guns. The tensile strength of this composition is 108,000 pounds to the square inch. This gun can be completed at one casting, and does not require separate layers of steel to be fitted on as is required in the construction of other large guns. This fact explains why the new gun can be made so quickly. It can be made in one-sixth of the time required in the construction of other guns of an equal size. This gun was made by a Cleveland firm, and will be taken to Washington Navy Yards and Sandy Hook proving grounds to be tested.—*The Educator.*

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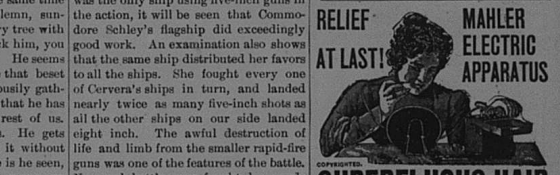

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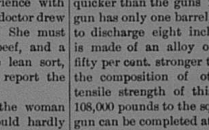

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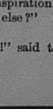

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Love Your Teachers.

Our boys and girls may think it strange that people so strong, and who are set over them as instructors, ever need their love. As a matter of fact, teachers are generally very loving and tender-hearted; they often come to their work much in need of sympathy, and they would welcome the affection of their pupils with delight. How easy, too, it is to learn lessons for one you love! For your own sakes, as well as to help your teachers, love them.

A high-school girl came from her lessons the other nay fn a great huff; she had failed in recitation; the teacher had seemed cross to her, and the whole class had voted that nobody could get along under such dull instruction. The girl confessed that she had not prepared her lesson as she ought have done, but "it was the teacher's business to explain the hard places; then it would be easier to learn;" besides "The teacher's always in a hurry to get home when any of the class want help."

"Do you know how Miss Spring's mother is to-day?" the girl's mother asked quietly, when her daughter stopped scolding for a moment.

"Didn't know she had any mother."

"Her mother has been very sick and in great danger. I wish you would go over and inquire after her."

The girl, somewhat mollified by the thought of the sick mother, went out to the teacher's house; she was gone a long time, and when she returned her eyes were red with weeping.

"Poor Miss Spring!" she said. "Her mother is not expected to recover, and here we girls have been giving her all the trouble we could, and openly abusing her all the time, while her heart is broken! When I asked after her mother, she sobbed too hard to tell me about it, but a neighbor who was there did, and then I just hugged the poor, dear girl and cried too. Why, she is only two years older than I am!"

It is needless to say that the class had their lessons the next day, and that the sympathy brought out among these thoughtless girls for their teacher grew in a lasting affection, that made the class after this a model of diligence and progress. Miss Spring is like a wise elder sister to the girls, while her own sad heart is comforted by their affection.

The Men Who are Scarce.

Mark Twain says: "Literature, the ministry, medicine, law and other occupations are cramped and hindered for want of men to do the work, not for the work to do. If you wish to test the truth of this statement, hunt up a first-class editor, reporter, business manager, foreman of a machine shop, mechanic, or an artist in any branch of industry and try to hire him. You will find him already hired. If you need idlers, shirkers, half-instructed, comfort-seeking editors, lawyers, doctors and mechanics, apply elsewhere. They are plentiful."

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Place your finger on your pulse and see if your heart beats regularly and steadily. **If there is a single skipping or irregularity of the beats, your heart is weak or diseased,** and there is no telling how soon it will stop beating altogether. Heart troubles, dangerous as they are, can be instantly recognized by all. No doctor can tell better than you if your heart is out of order. But remember that irregular or skipping beats **are only one symptom,** and in many cases are not found. Any of the following are just as positive and sure ones:

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Lieut. King, in *Collier's Weekly* says that Rear-Admiral Howell has long argued that accuracy and range would be attained only when the rocket could be given the same rotary motion that a powder gun imparts to a steel projectile. To produce this in an ordinary gun requires a pressure of fifteen or twenty tons per square inch—a force so great that it would detonate any mass of high explosive at the instant of discharge. The inventor, therefore, conceived the novel idea of revolving both the gun and its charge. The projectile, consisting, in the ten-inch caliber, of one hundred pounds of gun cotton, is encased in a thin metal envelope, the rear end of which contains rocket composition, and the head a percussion fuse which is set in action by the force of impact. This is placed in the gun, and when, by a mechanical contrivance, it has been spun up to twenty-five hundred revolutions per minute, a friction cap ignites the rocket composition, and the banked up pressure at the base starts the rocket. This, then, begins its flight with a rotary motion corresponding to that of the gun. The fact that this motion is due to neither the resistance of the atmosphere against vanes nor to the escape of a part of the propelling gas from a number of vents, gives it great range, velocity, and above all, perfect accuracy—while the absence of any initial shock of discharge renders it absolutely safe.

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All American people are so fond of Ian Maclaren that they can forgive the gentle fun of this story of his, and laugh with him at its point:

As he was nearing the center of historic Palestine, he said, he met an American who was making all haste to get away. After a few greetings, such as two English-speaking men, meeting in a foreign country might exchange, the American asked Dr. Watson where he was going. "To Jerusalem," was the reply. "Jerusalem!" exclaimed the American, in tones of unfeigned disgust, "you don't want to go there. I've just come away. It's a slow town. Why, there isn't a daily newspaper in the whole place!"

Careful Training.

Don't you think you can do anything worth doing in a fit of enthusiasm, but train yourselves carefully to any work that you are called on to do, and think nothing too small to do carefully, or to train carefully for, that is for the good of your fellow-creatures.—*Florence Nightingale.*

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Miles and Knots.

A statute mile is 5,280 feet long. It is our standard of itinerary measure adopted from the English, who in turn adopted it from the Romans. A Roman military pace, by which distances were measured, was the length of the step taken by the Roman soldiers, and was approximately five feet long; a thousand of these paces were called in Latin a mile. The English mile is therefore a purely arbitrary measure, enacted into a legal measure by a statute passed during the reign of Queen Elizabeth; it has no connection with any scale in nature.

A nautical mile, on the other hand, is equal in length to one-sixtieth part of the length of a degree of a great circle of the earth. But the circumference of the earth is nowhere a true circle; its radius of curvature is variable; hence the nautical mile, as a matter of fact, depends for its length upon the shape, as well as the size of the globe sailed over, hence strictly speaking, the length of the nautical mile should vary with the latitude, from 6,046 feet at the equator to 6,109 feet at the pole. Such extreme accuracy is not necessary in navigating, and cannot be well attained without undue labor. The English admiralty, therefore, have adopted 6,080 feet as the length of a nautical mile, which corresponds with the length of one-sixtieth of a degree—or one minute of arc—of a great circle in latitude, 48 degrees. The United States coast survey has adopted the value of the nautical mile "as equal to one-sixtieth part of the length of a degree on the great circle of a sphere whose surface is equal to the surface of the earth." This gives the length of one nautical mile as equal to 6,080.27 feet, which is very nearly the value of the admiralty mile adopted in the English navy. Practically the nautical mile is 800 feet longer than the statute mile. In other words, one nautical mile is equal to 1.1515 statute miles; or one statute mile is equal to 0.869 nautical miles. Multiply nautical miles by 1.1515 and the product will be statue miles; or multiply statute miles by 0.869, and the product will be nautical miles.—*Harper's Round Table.*

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He immediately thrust it from him, and said, "Go and take it up, Miss, and present it to me as I have taught you."

She burst into tears, but obeyed.

"I consent to take it now, and I thank you; but your elbow was not quite rounded enough."—*Youth's Companion.*

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(CONTINUED FROM PAGE 8.)

other way. Thereby, he knows the trials of his teachers, and can sympathize and assist them very greatly.

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Self-Governed.

The following incident shows how one boy made much of what promised to be a poor opportunity, and it is commended to all pupils who are accustomed to find fault with teachers or lay at their door the blame of poor schools.

A young lad of fourteen, named William, was the best scholar in a country school. The first class was made up of boys and girls almost men and women; and except for William, the term now begun would be their last chance for schooling. A young college student had been engaged for teacher, and the first day revealed that he had no aptitude for discipline. These great boys and girls were used to a strong hand over them, and generally began each winter with a tussle to see whether they would be obliged to obey rules. At the end of this first day the teacher went home discouraged, and the scholars had concluded to let fun take the place of study that winter.

The first class had remained around the stove, and the talk was generally to the teacher's discredit, when William spoke out.

"I don't want to throw away my winter," he said. "I want to fit for the academy and most of you are not going to school any more. Did you not all notice how finely the teacher explained everything, when we gave him a chance? Why not let him have the chance."

Some said that he was a milksop; and others, that they wanted a man to teach them, not a boy. But several were sober enough to agree with William. The talk grew warm, and at last William put the matter to vote.

"All who want to learn this winter and will stand by the teacher, raise your hands."

All but two put their hands up to that way of stating it.

"Now let us organize as a vigilance committee to keep order this winter. Let us each warn our younger brothers and sisters," said the largest young man in the class.

"Agreed!" all shouted as they went home.

Nothing more was said, but there was a new spirit in that school the next morning. The teacher found attentive scholars, and, as William had said, showed that he had a rare faculty to make studies clear and interesting. By night the whole school liked him. And with the exception of a few cases of insubordination that the public sentiment of the school subdued, the winter passed without friction and proved most memorable for progress in study. A teacher who could not govern became a great success, because the school became self-governed.

This all happened some years ago, be fore schools were graded and disciplined as at present, but the good lesson of the incident is not antiquated.—*Selected.*

In Rustic Ways.

The blackbirds whistle all day long,
A rhythmic gladness in their song;
And night and morning down the lane
Drifts by the cow-bells' rude refrain.

The flicker dips on golden wings,
And far across the meadow swings;
The swallow skims in lines of grace
Like to the curves that painters trace.

Above, below, and everywhere
A sense of living thrills the air;
Spring's message through the silent sent,
With earth and wood and sky is blent.

The hedge-row blossoms stain the sod,
The south winds make the grasses nod,
And woolly lambs in awkward play
Down the green hillside ambling stray.

Along the blue horizon-rim
The lights and shadows sink or swim,
And penciled faintly on the skies
A ghostly half-moon's crescent lies.

The blackbirds chant the whole day long,
A rhythmic madness in their song;
And dusk and dawn along the lane
Echoes the cow-bells' rude refrain.

—*Ernest McGaffey in Woman's Home Companion.*

This is how a Chinese visitor in this country describes Americans in a Chinese paper: "They live months without eating a mouthful of rice; they eat bullocks and sheep in enormous quantities; they have to bathe frequently; they eat meat with knives and prongs; they never enjoy themselves by sitting quietly on their ancestors' graves, but jump around and kick balls as if paid to do it, and they have no dignity, for they may be found walking with women."

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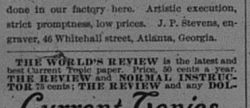

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SORE EYES Dr. ISAAC THOMPSON'S EYE WATER

Civil Government.

(CONTINUED FROM PAGE 7.)

veteran's face between the morning on which he pays his tax and the morning on which he draws his pension. Those who have read the book on "The True George Washington" will recall the entry made by the county official of a county in which Washington held property: "It appeareth that Geo. Washington doth not like to pay taxes." Glory comes from fighting a battle; who thinks of glory in connection with the payment of taxes? The supreme test of a patriot is found in the willingness to pay a just share of tax for the support of the government and for the education of the people. This prime lesson in patriotism can not be too carefully given in an age in which tax-dodging has been developed into a fine art.

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There are said to be two towns in Kansas, with a population of about two hundred each, in which there is not a vacant house, not an idle man or boy, not a tippler and not a dog. The claim is made that there has never been a drop of intoxicating liquors sold in either place. The towns are Lost Springs and Ramona. That this is the result of women's work may be gathered from the closing remark of the newspaper report. "A crusade against the use of tobacco will be the next move of the women of Ramona."

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An Unusual Call.

"The life of a country doctor is not one of ease and luxury," commented an old practitioner. "A call at night and then drive, perhaps five or six miles, up hill and down dell in the darkness of the forest. One night I received a call from a distant farm house. Upon arriving there I found a lad of about 18 with a bullet wound in his shoulder. I dressed the wound with much care, and then the lad with much anxiety observed:

"You won't say anything about this, doctor?"

"Why not, my lad?" I pitied him in a way, for his eyes had a hunted look, and he appeared half famished and half dead.

"Because I received this wound in escaping from the sheriff."

"You needn't tell me."

"I must. I couldn't get work, sir, and, not able to resist temptation, I stole. It was for the first time. I thought you might speak of dressing a wound, and then they would know where to find me. If you say nothing I may be able to leave the country. You have been kind to me doctor. Do this and —"

"On one condition, my lad."

"And that is?"

"You will not steal again."

"Would you believe it—a thief?"

"I will believe you."

"I will promise."

"Many years afterward I received a box of good things for Christmas from California. The next year another box came, and so for many years. The only one I had to the sender were a few words in the first box: 'I have kept the promise I made you, doctor.'"—*Home Ideal.*

Sow Pansy Seed Now. Don't Put it Off. Seed almost given away by A. T. Cook—39.

Recitation Suggestions.

If you expect to have lessons learned, make them short.

Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep and grow.

Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.

Your chief business is to make pupils think, not to think for them; to draw out their powers, not to display your own.

Keep your voice down to the conversational key. A quiet voice is music in the schoolroom.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions, and have them corrected afterwards.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time.

Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was that he allowed his slow boys time to wriggle out an answer.—*Sweets Monthly Teaching.*

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Our New War Phrase.

Not one of all the tribe of railway porters who ever shouted "Twenty minutes for breakfast!" into the rear door of a Pullman sleeping car ever expected that his cry should be repeated on the deck of a warship in action. But that is what seems to have actually happened in the record-breaking battle of Manila.

At the time the fight was the hottest, when the Spanish ships were yet undestroyed and the batteries on shore were still alive, the American ships ceased firing and withdrew. The first reports had it that it was for the purpose of repairing the ships, to hold a council of war, and to land the wounded from the American ships. The later report states the truth with Anglo-Saxon frankness—it was to give the men a chance to get something to eat.

So a new war cry has been added to American history, and alongside of Lawrence's "Don't give up the ship!" and Perry's "We have met the enemy and they are ours!" will live Dewey's "Twenty minutes for breakfast!"

It is a great commander, a commander of very much more than ordinary ability, who, in the midst of a great naval combat whose issue was still undecided, could remember that fighting is hungry work and that men are strongest and most intelligent when well fed. History records the deeds of heroes who, in the excitement of battle, have forgotten fatigue and wounds and hunger and all other considerations. But history has no record of such a battle as that of Manila, and no record of a commander who stopped in the middle of a battle to get breakfast. The two facts are not unconnected.—*Colorado Springs Gazette.*

A Bright Girl.

"When I feel that a man is becoming interested in me to the exclusion of other girls," says a captivating girl, "I at once put him to a task which is calculated to bring his true nature to the surface. I make an engagement with him to go off somewhere at 8 o'clock in the morning. Nine men out of ten will be late. At that hour of the morning a man is usually disagreeable and hateful. He will be unshaven. His breath will be reminiscent of stale tobacco smoke, and possibly of last night's libations. His conversational powers usually so scintillating at night, you will find shorn of their attraction. If you want to look behind the scene of a man's conventionality put him to this test. If he comes through it under favorable conditions he will make a good husband. But I've never seen the one that could stand the test to my satisfaction, and I've tried it often."—*Exchange.*

A Bath in Manila.

The most arduous duty of the servant (each servant gets $4 a month) was to provide the house with water, which was brought every morning in a hogshead fastened to a hand-cart from the public fountain nearly a mile away. It had to be carried laboriously upstairs in buckets, and emptied into an enormous porcelain tank, shaped like half an eggshell, which stood in a back room, and contained the household's daily supply for washing, cooking, and drinking,—that used as drinking water being carefully boiled and filtered.

When I first went to Manila, I had no idea how precious water was; and, on the morning after my arrival, I rose quite early, eager for a bath. Now the usual way of taking a bath in a Manila house is to dip the water from the tank with a big cocoanut-shell, and pour it over one's body; but nobody had told me that. And, being delighted with the appearance of the great tank filled with clear, sparkling water, soused into it, and was having a splendid time, when one of the servants named Felipe, hearing suspicious noises, came to investigate. At the sight of me, he threw up his hands in horror and dismay, and chattered at me in Spanish, of which I did not then understand a word.

Finding his protests of no avail, he rushed away after an interpreter, and soon returned with one of mesmates, who was very sleepy and much bewildered, Felipe's disjointed exclamation having made him fear that something dreadful had happened. He gasped when he saw me, and then explained the situation. "However," he said philosophically, "now that you are in, you may as well stay there. You won't get another bath like that while you are here." And I didn't.—*Youth's Companion.*

Speaker Reed wished to see a man on some pending legislation, and telegraphed for him to come to Washington. The man took the first train available; but a washout on the road made it impossible for the train to proceed further toward its destination. Going to a telegraph station, he sent this despatch to the speaker: "Washout on line. Can't come." When Reed read the message, he sent back this reply, "Buy a new shirt and come anyway."—*Exchange.*

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A scientific discovery which cures by absorption.
A Home Treatment.
It has never failed to make a complete cure of Hay Fever.
For seventeen years I have suffered intensely with Hay Fever every year. Used every remedy in vain. Warner's Absorbent Cure gave me immediate relief and made a complete cure in one week.
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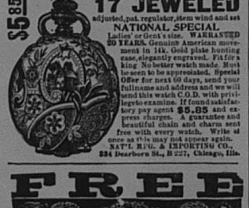

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When writing mention NORMAL INSTRUCTOR.

A Witty Peasant.

A thunder-storm overtook the Emperor Francis Joseph of Austria, when out shooting in 1873 with old Emperor William of Germany and Victor Emmanuel. The three monarchs got separated from their party and lost their way. They were drenched to the skin, and, in search of shelter, hailed a peasant driving a covered cart drawn by oxen along the high road. The peasant took up the royal trio and drove on.

"And who may you be, for you are a stranger in these parts?" he asked after awhile of Emperor William.

"I am the Emperor of Germany," replied his Teutonic majesty.

"Ha, very good," said the peasant, and then addressing Victor Emmanuel, "And you, my friend?"

"Why, I am the King of Italy," came the prompt reply.

"Ha, ha, very good indeed! And who are you?" addressing Francis Joseph.

"I am the Emperor of Austria," said the latter.

The peasant then scratched his head, and said with a knowing wink, "Very good, and who do you suppose I am?"

Their majesties replied they would like very much to know.

"Why, I am His Holiness the Pope."

We must have kings, we must have nobles; nature is always providing such in every society only let us have the *real* instead of the *titular*. The chief is the chief all the world over, only not his cap and plume.—*Ralph Waldo Emerson.*

Better Fuel than Coal.

A newly discovered mineral which is of a lustrous black color, and which, as a fuel, surpasses coal and all other substances heretofore known, is described by the *Journal of Geology*. It is found on the island of Barbados, in the Lesser Antilles, where the natives call it "manjak."

It is thought that manjak is petrified petroleum, great quantities of petroleum being found on the same island. It contains only two per cent of water and fully twenty-seven per cent of solid organic matter, thus surpassing in utility the best asphalt of Trinidad, in which thirty per cent of water is contained, and which has been classed so far as the very finest fuel. Mixed with turf it gives heat far superior to any known.

Giving.

The Jews of old were admonished to give one-tenth of their money to religious purposes. No one knows until she has tried this how happy that one-tenth can make her. Now, I do not mean to give the tithe to your church, exactly, but to be on the lookout for a worthy poor family—a little child to feed and clothe—a poor old lady in need of a blanket. It will enrich your life and keep your heart tender and true and make your face more beautiful to live up to that old Jewish rule, even if you have to deny yourself a few pleasures in order to do it. Above all, though, in your charity try to enter into the lives of the ones you help. —*American Primary Teacher.*

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For 30 years we have employed OUR OWN chemists, who have devoted their ENTIRE TIME to the subject of INKS and ADHESIVES
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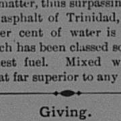

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2 ounces	22 inches	1.50
3 ounces	24 inches	2.25
4 ounces	24 inches	3.25

Remit five cents extra for postage.
The 50c. switch has long stem, the others are short stem. Send sample lock of hair and name the shade. An immense stock enables us to match perfectly any hair. All orders filled on day received. Money refunded if unsatisfactory. Illustrated catalogue free. Everything in hair goods.
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The Petrified Forest of Arizona.

From the Atlantic and Pacific railroad it is not hard to reach one of the greatest of natural curiosities—the petrified forest of Arizona. Much the nearest point is the little station of Billings, but there are the scantiest accommodations for the traveler. Only a mile south of the track, at that point, one may see a low, dark ridge, marked by a single cottonwood tree. Walking thither (over a valley so alive with Jack-rabbits that there is some excuse for the cow-boy declaration that "you can walk clear across on their backs!") one soon reaches the northern edge of the forest, which covers hundreds of square miles. Unless you are more hardened to wonderful sights than I am, you will almost fancy yourself in some enchanted spot. You seem to stand on the glass of a gigantic kaleidoscope, over whose sparkling surface the sun breaks in infinite rainbows. You are ankle deep in such chips as I'll warrant you never saw from any other woodpile. What do you think of chips from trees that are red moss-agate, and amethyst, and smoky topaz, and agate of every hue? Such are the marvelous splinters that cover the ground for miles here, around the huge prostrate trunks—some of them five feet through—from which Time's patient ax has hewn them. I broke a specimen from the heart of a tree there, years ago, which had around the stone pith a remarkable array of large and exquisite crystals of royal purple amethyst, and on the other, an equally beautiful array of smoky topaz crystals. One can get also magnificent cross-sections of a whole trunk, so thin as to be portable, and showing every vein and "yearing," and even the bark. There is not a chip in all those miles which is not worthy a place, just as it is, in the proudest cabinet; and when polished, I know no other rock so splendid. It is one of the hardest stones in the world, and takes and keeps an incomparable polish.—*St. Nicholas.*

Self-Defense.

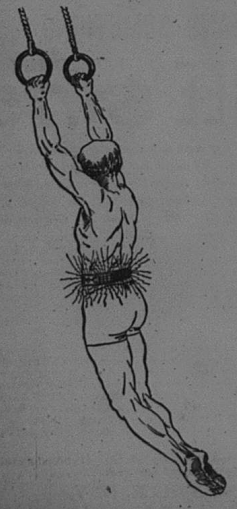
The right of self-defense is declared by some old writers to be inherent by the laws of nature in all men as one of their natural rights. Now, the natural rights of man have reference to his physical existence rather than to his privileges as a member of organized society. He has a natural right to live, talk, walk, eat, sleep—to do almost anything which he may have the physical power to do; but as a social being, he surrenders many of these in exchange for the protection and benefits he acquires as a member of society. In a state of nature, he must defend himself; but, in a state of society, the law uses the help of others in his defense. In exchange for this protection, he is understood to give up all natural rights not recognized by the regulations of the social compact, or inconsistent with the rights of others. But, since self-preservation is the first law of nature, it is not taken away. He may defend himself, his wife, child, servant, or even his dog against the wanton physical assault of another. He may repel by force a forcible attack upon his property. When he, or his wife, child or servant is attacked or threatened with violence in such a manner as to lead him reasonably to the belief that violence is about to be used, he may defend himself or them. But, although the best mode of defense may be to attack, he cannot lawfully follow the advice given by an old prize-fighter to a pupil—"Get in the first whack." For, in so doing, he becomes the assailant and not the defender. He must not exceed his defense—he may repel force by force, using no greater force than is necessary to repel, or defend; but it must be proportioned to the attack, or the reasonable apprehension thereof, if it is to be justified on the ground of self-defense. For instance, if a burly ruffian runs at me in a threatening manner with an open knife in his hand, I may shoot him down; but if he runs at me with only clenched fists and I shoot him dead, I am guilty of murder. But the law, by no means, expects a man to be cool, calm and collected under all circumstances. If, for instance, the ruffian rushes at me with clenched fists, evidently bent on mischief, and I hit him with a heavy stick behind the ear, without meaning to kill, but actually do kill him, I would not be hanged for murder; as I would have a right to use the stick under the circumstances, and I am not supposed to be cool and collected enough to aim for a spot not likely to be fatal. But such killing must not be intentional—that is, the blow must not be for the purpose of killing; it must be for the purpose of defense against menaced harm. Nor must self-defense develop into revenge. If, for instance, I am threatened with a knife and, by the timely display of a revolver, I frighten the would-be assailant so that he runs away, I must not shoot after him; for, if I do, I become just as liable as I would have been, if he had not threatened me at all—because I would not then be shooting in self-defense but by way of punishment, or revenge, which would make me guilty.—*A Friend at Court.*

Fault Finding.

One of the easiest things in the world is to find fault with other people. But how difficult it is to see our own faults; to understand our weak points and to remember that as we see faults in others, they see faults as bad and, perhaps, worse in us. Let us be charitable and do as the great artist who painted a picture of his monarch, upon whose brow there was a scar. He placed his king with elbow resting on a table and his head supported by his hand, but with finger covering the scar. Let us endeavor to place the finger of charity over the scars of our brethern.—*German Reformed Messenger.*

Book on Window Gardening Free.
Be sure and read A. T. Cook's offer on page 39.

NEW NERVE FORCE--NO DRUGS.



For 30 years I have been showing men the road to strength. I have demonstrated a natural remedy to be the true remedy. I have made a specialty of weakness of men from an abuse of Nature's laws in some way or other. I could not give you as good service as some doctors in fevers or pneumonia or small-pox. Of course I studied the subjects, but this is a day of specialties.

I know the nervous and glandular system of men. That's my strong card. I treat weak men and weak men only. In the beginning let me say I use no drugs. When I take your money I want to give you value in retnrn. I couldn't do that and give you drugs for weakness, because they never cure, they only stimulate. They give "quick" results but you fall back into the same old condition, maybe a worse one.

I am the inventor of the

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with suspensory, now known and used throughout the world. This appliance embodies the best efforts of my 30 years' experience as a specialist, and is protected by U. S. and foreign patents. Beware of imitations. There is no **genuine** Electric Belt but the Sanden.

You put it on when you go to bed at night and take it off next morning. Keep this up for two or three months. It will make you a sound, strong man. It is applied so a soothing current will flow through kidneys, liver, stomach, prostrate gland, bladder and other organs. Electricity instantly felt, though under control of user by turning little regulator screw. Over 5000 cures last year. Write for

FREE BOOK "Three Classes of Men,"

which explains all, sent in plain sealed envelope. All letters answered by me personally; all advice free. Write to-day, to address given below.

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The Value of Stories.

We should not like to be without "story time" in the primary room. We urge the telling of stories not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children when in the guise of a story; second, stories are useful in furnishing training in reproduction of thought, a power which is necessary in all advanced work; third, by means of the telling of stories children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction.

School programs do not as a rule give us any specified time for story telling or reading to the children. "Home," says the practical person, "is the place for this." We admit the truth of the statement, but is it not likewise true that in many busy homes there is neither time nor inclination for reading to the little folks? What delightful recollections of childhood are those of fireside stories, fairy adventures, Christmas, Bible and others! Many people attribute an early taste for reading and an appreciation of the good and beautiful in literature to the fact of their hearing good reading in their youthful days.

The ethical value of good stories is, of course, indisputable. A moral truth appareled in a story will find its way to the heart of a child when formal precepts and preaching are unheeded. A moment's reflection brings up many instances in which a short story did better work than a half hour of moralizing.

Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read or told the teacher, by means of judicious questions, draws the whole narrative from the class. By and by writing takes the place of the oral, but, however it may be done, it is a valuable training for future work.

In reading or telling stories it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives.

Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Æsop and Grimm are a few of the many good writers for children.

With little children telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half a dozen times are generally asked for in preference to new ones. Of course when we require a story teaching some particular truth we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use.—*Canada Educational Journal.*

Range-Finders for War-Ships.

The surprising certainty with which shots from modern rifled cannon reach targets several miles distant depends upon an accurate knowledge of the range. In a combat with hostile ships the range must be continually changing, and one of the means for its quick ascertainment is the range-finder invented by Lieutenant Fiske of our navy. Two telescopes are fixed on the deck of a ship at a known distance apart. An observer at each telescope keeps it directed upon the enemy's ship. The telescopes are electrically connected, and a Wheatstone bridge and galvanometers are included in the circuit. As long as the telescopes are perfectly parallel in direction, the Wheatstone bridge remains in equilibrium, but when they are converged upon a single object, the equilibrium is destroyed, and the needle of the galvanometer swings over a distance corresponding to the angular displacement of the telescopes. A properly graduated disk behind the needle shows at a glance the distance of the object at which the telescopes are aimed.—*The Youth's Companion.*

The Secret of Beauty.

"The most helpful and agreeable bath is that of tepid water," says the *Home Journal.* "Few people can stand absolutely cold baths, and no matter how strong one may be, such a bath should not be indulged in, unless a thorough rubbing be taken afterward. To speak plainly, it must be remembered that while a cold bath may be more or less invigorating it is not cleansing. I can easily understand the desire of every woman to have a clear, beautiful skin, but I confess to being provoked when I think of the amount of money spent on lotions, creams and powders to be applied externally, and which have nothing like as good an effect upon the skin as a tepid bath with good soap taken at least once a week. The condition of the skin depends almost entirely upon the care given to the general health. The girl who is up late at night, gives no care to her diet, indulges in various stimulents, bathes but seldom, and exercises less, is certain to have either a dull, muddy-looking skin, or one covered with disagreeable-looking black and red spots. One should avoid many sweets and much pastry, and not allow herself to become a slave either to tea or coffee any more than she would to some vicious drug or strong stimulant. She should also remember that, unless she is in good condition internally, she will be anything but a pleasant object to look upon externally."

Giant Pansies Almost Given Away.

A. T. Cook, (the reliable Seedsman), of Hyde Park, N. Y., will send any of OUR readers his complete Pansy Collection comprising seed of 50 Lovely Everblooming Prize Varieties; Life-size Picture in 10 colors; Treatise on Growing Pansies; Useful Book on the Window Garden; and a 15 ct. Present—all securely boxed and postpaid for ONE DIME. This is special to OUR readers. The Collection is a wonder, and really cheap at 5 times his price. Every wide-awake reader should order one. Do not get left. NOW is the time to plant the seed.

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The Experiments of Dr. Fahrig, of Paris, Conclusively Prove that Dandruff is Caused by a Microbe Which Can Be Transferred from One Person to Another.

DANGER OF RACE BECOMING BALD

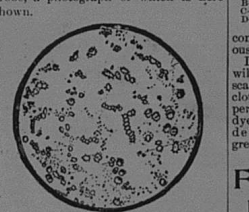
One or Two Generations of Dandruff-Weakened Follicles Will Cause Baldness to Become Hereditary in the Family.

THE MICROBICIDE AND HAIR FOOD

How to Destroy the Microbe of Dandruff, Stop Falling Hair, Prevent Baldness and Prematnre Gray Hair by Scientific Means.

FREE HAIR FOOD TO OUR READERS

It has been positively demonstrated that the disease known as "scurf" or "dandruff" is contagious. First by the experiments of Messrs. Lassar & Bishop, and these confirmed and perfected by the eminent Dr. Fahrig, of Paris, who has succeeded in isolating the microbe, a photograph of which is here shown.



THE DANDRUFF MICROBE
which causes Dandruff, followed by Falling Hair and Finally Baldness.
From Photo-Micrograph by Dr. Fahrig.
(*Copyright 1899.*)

The importance of this discovery can not be over-estimated.

Its results upon modern methods of hair treatment are little short of revolutionary.

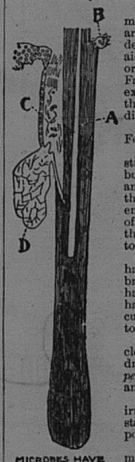
It is an explanation of why ordinary tonics, pomades, oils, etc., are of absolutely no practical use in the cure of dandruff and prevention of baldness, because nothing but a scientific microbicide specific for the hair microbe will destroy the *real cause* of this dangerous disease.

Your hair derives nourishment from various blood vessels which end in a long sheath in which the hair grows. The real root of the hair is at the bottom of this sheath and the hair rests on it. The sheath surrounding the hair is the abode of the microbe.

Nearly all the different diseases of the human hair are caused by the microbe.

It gradually mines away the vitality of the hair.

When the root is destroyed the hair falls out, and when all the roots of your hair are dead you become bald.



MICROBES HAVE JUST ATTACKED THIS HAIR

A—The Hair.
B—The Scalp.
C—Microbes.
D—Food Gland.

It is just this microbe that we are now able to destroy with the aid of the formula originated by Dr. Fahrig, after an exhaustive study of the microbe he discovered.

Cranitonic Hair Food will do it.

It not only destroys the microbe but it furnishes *food* and nourishment to the hair root weakened by the attack of the microbe, and thus *feeds the root back* to perfect health.

Split hair, harsh hair, lustreless hair, brittle hair, falling hair, premature gray hair, can all be cured with Cranitonic Hair Food.

The scalp is cleansed from dandruff and made *permanently* clean and well by it.

The itching and irritation can be instantly relieved and positively cured.

All by killing the microbe and with Cranitonic Hair Food feeding the hair back to health.

Unlike other preparations, Cranitonic Hair Food contains no oil, grease, or heavy poisonous mineral ingredients.

It is not sticky, will not clog the scalp or stain the clothing, but is perfectly free from dye matter or any deleterious ingredients.

FREE HAIR FOOD.

All who wish to save their hair and grow more, can get a bottle FREE, by mail prepaid, with full directions for use, and a free report on the condition of their hair, after scientific microscopical examination has been made, by enclosing 10 cents in stamps or silver, stating name, age and full address, with small lock of hair, and description of the present condition of the scalp, to the Cranitonic Hair Food Co., 403 Temple Court, New York.

A HAIR THE MICROBE IS KILLING

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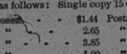

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I have a sure, safe and speedy cure for that distressing and dangerous disease, asthma, no matter how long seated it may be. To convince any sufferer of this great virtue, I will mail a trial package free. Relief is instant and complete cure certain. Write at once to

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Best Wheels on Earth
LOWEST PRICES
Agents Wanted. Cat. Free
YIM BICYCLE CO.
DEPT. A. CHICAGO.

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LADIES TO DO PLAIN SEWING

at home, $1.50 per day, four months work guaranteed send stamped addressed envelope for full particulars. R. W. Hutton & Co., Dept. 119, Philadelphia, Pa.

1500 SEWING MACHINES

SECOND-HAND Standard makes, $3 to $10. Shopworn or slightly used samples, $7 to $15. Five years on trial. New Machines ONE-FOURTH PRICE. Largest dealers in the world. Write for Bargain Offer. James L. Reed & Co., Dept. 114 V, Chicago

An April Song.

Orange-lined and crimson-belted
Flag of columbine unfurls;
Early spring-time's gems are melted
In the sunshine's golden curls;
And where bitter hailstones pelted
Lie the hawthorn's shattered pearls.

Yonder gleams a pear-tree whitely,
Where the orchard-seas begin;
Here a cat-bird, chanting brightly,
Ripples forth the joy within,
Like the notes that trickle lightly
From a mellow mandolin.

Daisies with their milky frilling
Trim the edges of the croft;
Meadow-breathing winds are filling
All the barn with echoes soft,
And the clover hay is spilling
Fragrant tatters from the loft.

Redbud's careless grace is showing
In a ragged, rosy frock;
Clumps of drooping birdes are blowing
In a silken-hooded flock;
Down the hollow starts a-growing
Arrow-grass and spatter-dock.

There's a whisper in the rushes,
Of the frolics just begun;
There's a matinee of thrushes
In the dawning's gold and dun,
As the April buds and blushes
Like a flower in the sun.

—*Woman's Home Companion.*

STUDY AT HOME.

There would seem absolutely no excuse for a lack of education in these days, when Uncle Sam's mailbags bring the whole curriculum of a university right to one's door. It was more than twenty years ago when the Chautauqua organization was effected, by which thousands of earnest seekers after knowledge have been assisted in their upward march. The original scope has been widened and the methods have been improved until a student may have brought to his own fireside instruction in almost any branch of knowledge.

Among the best of the correspondence schools is the University well and favorably known all over the country as the National Correspondence Institute, of Washington, D. C. This Institute offers instruction in all lines reducible to correspondence methods, having complete schools in Science, Language, Engineering, Bookkeeping and Business, Journalism, English, Shorthand, Typewriting, Law, etc., and is deserving of the highest encomiums for its faithfulness, painstaking care, and thoroughly scientific method of teaching.

It is an old story that one must learn more if he would earn more; those who make no advance in their ability remain from year to year at the same old salary—and usually a small one. Enrollment with the National Correspondence Institute has a double value for those who aspire to academic honors, as that Institute is authorized by Act of Congress to confer upon its graduates degrees appropriate to their studies. Therefore a student may be fitting himself (or herself) for a higher position with a larger salary at the same time that he nears the attainment of an academic degree, because the Institute always records all completed subjects to the credit of the student.

From our personal acquaintance with the National Correspondence Institute and its methods, we recommend it cordially to those who contemplate a college course but who have not the necessary means nor the time to devote to attendance upon a resident university.

Those of our readers who live in the rural districts can pick up a few dollars easily and quickly by selling the Star Harness Mender made by D. T. Graham of St. Louis, Mo. See his advertisement on page 36.

Make Your Liver Lively.

A lazy, languid liver keeps you in bad health all the time. Wake it up to lively action with Cascarets Candy Cathartic. All druggists, 10c, 25c, 50c.

A Bonfire in the Water.

Where ice-fields can be burned, fuel is hardly to be called expensive. A writer in the *Scientific American* calls attention to the fact that on the ice-covered surface of a Kansas lake it is possible to have bonfires by simply breaking through the water. The flame will shoot up as high as a man's head, and will burn brightly for a minute or two, making the lake look as if the ice were on fire.

For several winters it has been possible to have such bonfires on Doniphan lake, Kansas, and on one of its tributary streams. The fuel for these fires is natural gas. It bubbles up through the water the year round, but it is only during very cold nights that it is temporarily stored under the ice in large bubbles or pockets, sometimes ten or twenty square yards in extent.

When these pockets are punctured with a chisel and a lighted match is applied, the experimenter is rewarded by a roaring flame before which he may warm his numbed fingers. He who would try the experiment, however, must be careful to stand between the wind and the jet of gas as he lights it, or he will have his clothing singed before he can get out of the way.

There are places where the gas supply is so abundant as to prevent the ice from forming, except on the very coldest nights. When such places are frozen over they remain covered only a few days, for the gas, coming from a considerable depth in the earth, is so warm that it soon melts a passage through the ice and escapes. Last winter, ice fifteen inches thick formed on the lake, and yet some of the areas of gas supply were not frozen over.

Near the spot where one of the creeks enters the lake the water is shallow, and the bottom may easily be seen. Here the gas has formed regular channels up through the mud and out of these large bubbles of gas are discharged every few seconds. Doniphan lake is located about four miles north of Atchison, Kansas.

The Lamp Fish.

The lamp fish, or snake, a most wonderful creature, is very rarely seen, and a specimen recently captured by the Prince of Monoca, was found at a depth of nearly three miles. The creature is provided along both sides with a double row of phosphorescent lamps, which it can flash just as the fire-fly lamp is lighted. The great depth of the ocean at which this creature lives makes the darkness almost impenetrable, and the "lamp-snake" puts on all his searchlights when hunting for something to eat. And he eats, by the way, almost everything he runs across.

KIDNEY TROUBLE Is a deceptive disease—thousands have it and don't know it. If you want quick results you can make no mistake by using Dr. Kilmer's Swamp-Root, the great kidney remedy. At druggists in fifty cent and one dollar sizes. Sample bottle by mail free, also pamphlet telling you how to find out if you have kidney trouble.

Address, Dr. Kilmer & Co., Binghamton, N. Y.

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Cut this out and send it to us with your name and address and we will send the watch to you by express for examination, you examine it at the express office and if as represented pay express agent our special introductory price $3.98, and it is yours. Only one watch to each customer at this price. Mention in your letter whether you want GENTS OR LADY'S SIZE and order to-day as we will send out samples at this reduced price for 60 days only.

R. E. CHALMERS & CO., 352-356 Dearborn St. Chicago.

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We are giving away watches, cameras, solid gold rings, sporting goods, musical instruments & many other valuable premiums to boys and girls for selling 16 packages of Royal English Ink Powder at 10c each. 16 packages make $1.60 worth of fine ink. We ask no money—send your name and address, and we will forward you 16 packages with premium list and full instructions. When you sell the Ink Powder send the money to us and select your premium. This is an honest offer. We trust you. Don't lose this grand opportunity. Write for the outfit today. Address all orders to

Imperial Ink Cement, 78 Adams St., Oak Park, Ill.

NO CASH REQUIRED. 30 DAYS FREE TRIAL. WE TRUST YOU.

$60.00 Buys a Cabinet Grand Victor Piano, 7 1/3 octaves, handsome mahogany case, with full set of Boehm patent attachments. Adapted to light or heavy work. Guaranteed for 20 years. We also have 10 other PARLOR STYLES AT ALL PRICES.

$60.00 Buys a Parlor Organ, 14 stops, 5 sets reeds, 10 octaves. WE HAVE 30 STYLES AT ALL PRICES.

$150.00 Buys a Victor Cabinet Grand Piano, 7 1/3 octaves, handsome mahogany case, with full set of Boehm patent attachments. Adapted to light or heavy work. Guaranteed for 20 years. We also have 10 other PARLOR STYLES AT ALL PRICES.

We have 30 STYLES AT ALL PRICES. CATALOGUES FREE.

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Your name and address on polished German silver Key-Check, Inc. with fine steel key ring free; prevents loss of valuable keys, etc. Regular price 25c. Agents wanted. Key-Check Co. (N.), Concord, N. H.

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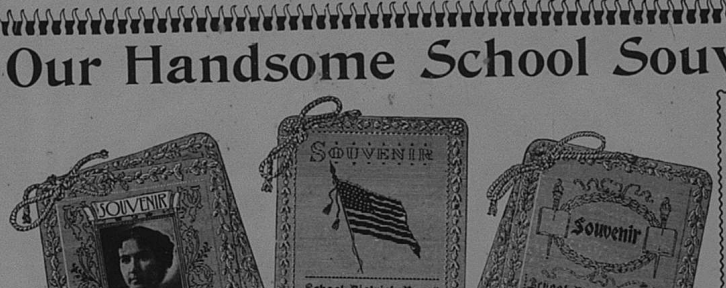
Our Handsome School Souvenirs



For Close of School, Holidays, or Any Anniversary.

Each Souvenir has the name of the Teacher, School, Officers and all of the Pupils.

Send 2c stamp for Samples.

The Souvenirs are 3x5¼ inches in size.

Probably no more popular gift from teacher to pupil was ever devised than the **School Souvenirs** introduced and published by us. They please the teacher and delight the pupil. An entire school can be provided for at a comparatively small cost, and as the cards bear the names of all connected with the school they possess genuine value as **real Souvenirs**, and will be highly prized and carefully preserved. The **Souvenirs** are printed on fine white ivory-finished cards, with handsome embossed border. The first card has the name and location of school, teacher and officers, as may be desired, with artistic design, all printed in bright gold. The names of all the pupils appear upon another card, as many cards being used as is necessary to accommodate all the names without crowding. The cards are tied at the corner with cord of colored silk. We now manufacture three styles of **Souvenirs.**

Plain Souvenirs, Flag Souvenirs and Photograph Souvenirs.

These are of the same size and general style, and differing only in the style of the title card. **Notice the different price of each and mention the one wanted in your order.**

FLAG SOUVENIRS: The American Flag, "Old Glory," is the popular feature in decorations this year. It is most appropriately applied to our School Souvenirs. The flag, printed in colors, attached to a golden staff, and embossed, is placed upon the title card in the place of the regular Souvenir design, when desired. It makes a handsome and patriotic device. This we have named our **Flag Souvenir**, and it should be so designated when ordering.

THE PHOTOGRAPH SOUVENIR differs from the Plain Souvenir only in copying and transferring to the title card of the souvenir the **photograph of the teacher, the schoolhouse, some favorite author or popular hero.** Those desiring Souvenirs with photograph should send a **cabinet-sized** photograph from which to copy. These will be no change in the photograph, and the picture on souvenir will be an exact copy of original, but reduced in size. Much more satisfactory results can be given if a cabinet-sized boat or half length picture is sent than if a full length. Photographs returned after copying.

NUMBER TO ORDER. There should be at least as many cards ordered as there are names appearing upon the **Souvenirs.** The price is based upon the number of cards and a large number of names extra would call for extra expense. State definitely the number you wish, and send **plainly written**, the matter you desire printed. Be sure that names are **correctly spelled** and **plainly written.** In proper names unusual care is always necessary.

Orders can usually be filled within three days of the time they are received, but should be sent in a couple of weeks in advance, if possible.

SAMPLE SOUVENIRS: One Souvenir of each kind sent to any address on receipt of 2-cent stamp.

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The following prices are for the plain Souvenirs.

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Additional ones 3c. each.

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No other Piano made equals this in style and design of case.

We aim to make the best piano possible and to sell it at the lowest price possible. If you wish to buy a fine piano at a low price, write us.

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Double lever, grand repeating action.

Grand scale, overstrung bass; three strings to each note in middle and treble registers.

The scale is the same as in grand pianos, with the largest size of sound board and strings of greatest length, thus giving the greatest volume and power of tone.

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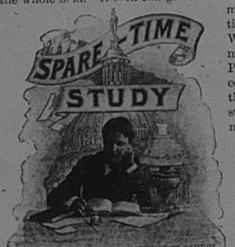

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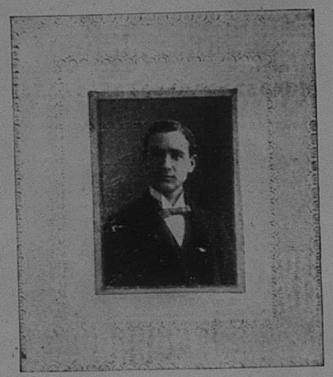

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See Extraordinary Offer of "First Month's Tuition Free" on Page 3.

NORMAL INSTRUCTOR

DEVOTED TO THE INTERESTS OF AMERICAN SCHOOL TEACHERS

OCTOBER, 1899.
VOL. VIII. ✹ NO. 10.

HON. JASON E. HAMMOND

Michigan State Superintendent of Public Instruction, Contributes an Article on "Some Unsolved Problems" in this Number.

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ANY ONE CAN EASILY EARN A WATCH CHAIN AND CHARM SET OR GENTS' STYLE SOLID GOLD SILVER WATCH. GOLD PLATED, NICKEL CASE, WARRANTED 20 YEARS. Also a big stock clothes & watch CHAIN BRACELET with lock and key, 25 PIECE TEA SET and size for finger ring, GOLD FILLED INITIAL **RING.** We mean every word we say. To quickly introduce our name and goods we will distribute a few hundred of these premiums **ABSOLUTELY FREE.** Send us your name and address and receive by return mail, postpaid, 15 beautiful stamped Doilies, different designs, with 15 everlasting perfumed love stones. Sell the Doilies at 10c. each and the charm free. Return us the money Saturday Night, etc. When sold send us the $1.50 and we will at once send you the watch, chain and charm and ring with your name engraved on it, and the tea set, all together with our offer of a 16 piece Tea Set, any letter in name. **PARIS ART CO., D 4, ROCKFORD, ILLS. JERSEY.** etc.

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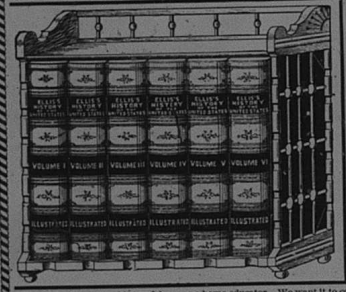

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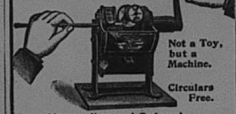

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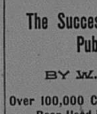

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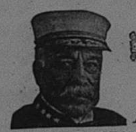

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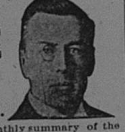

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VOL. 8. DANSVILLE, NEW YORK, OCTOBER, 1899. NO. 10.

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Effects of Kindergarten Influence.

KINDERGARTENS in many of our cities were first established to counteract the influences of homes where the character and habits of the parents were inimical to the social development and moral health of the child. Children from most homes are sent to the kindergarten, and put into the primary grades for supplementary instruction. But there are thousands whose only opportunity for acquiring knowledge and good manners is found in the kindergartens and primary departments of our schools. The teachers who mother these practically motherless children are conferring untold blessings upon humanity. In the report of the Chicago board of education the following valuable testimony concerning the influence on such children is given: "At first many children are combative, resentful, rude, selfish, greedy, and show the perverting, degrading, demoralizing influences common to the undisciplined child. A few months' training in a good kindergarten makes these same children neat, obedient, self-helpful, thoughtful and helpful to others; disciplines them unconsciously to right thought and action and lays the foundations for the development of true men and women." A system that bears such fruits as that cannot be too carefully nourished by society and the state. It is not strange that many of the noblest and best from the ranks of the teaching profession should be led into its service. It makes all higher results possible, and the teacher has the daily satisfaction of seeing her own ideals, manners, accomplishments, reflected in the lives of her pupils.

The Conviction of Dreyfus.

FRANCE HAS again shown herself incapable of securing justice for one whom the world believes to be innocent, and if the verdict against Dreyfus of September 9th remains unchanged, her watchwords: "Liberty, Fraternity and Equality," are a misnomer. Justice, in a court where there are no rules of evidence, is impossible. This was the precise situation that confronted the hapless victim of jealousy and race prejudice. The trial was a farce and the verdict a travesty on justice. The prosecution presented no evidence, nothing but personal opinions, and rumors that had been handed around from one to another. "French justice" is a new proverb that means judicial murder. There was one weak point in the defence that gave the decision a degree of plausibility. It was that the prisoner swore in his testimony that he did not leave the house at Mulhouse, and again he admitted having ridden past a field in which German troops were maneuvering. The evidence showed that he could not have been at Mulhouse without the knowledge and consent of the German authorities. He had, however, not taken out a passport. His explanation is simple and clear. Mulhouse was his home. His father was ill and expected to die. His mistake was in not asking permission to go there which doubtless would have been granted. His counsel in his closing speech did not clear the point up, and on this presumptive evidence the verdict was rendered.

This decision, rendered by five subordinate military officers in the face of the unanimous verdict of the forty-four jurists of the Court of Cassation, who went over the whole ground and declared that "the sentence of 1894 has no longer any foundation to rest upon," and the public documents submitted as evidence in that court but ruled out of this, showed conclusively, that Dreyfus had no relations, direct or indirect, with any foreign power, places France in a position that invites the scorn and contempt of the world. Probably those five military puppets did not forget that the members of the court who voted Dreyfus guilty in 1894 have all been promoted, and these judges, if promoted by the generals whom they have shielded, have paid a high price for their ignoble epaulettes. They have made the very soil of France, in the imaginations of men, emit vile and offensive odors.

The Washington Centenary.

ON THE 14th of December the American people will observe the centennial of the last important historic event in the early history of our country. Since it will be the last centennial of the century, and one that means so much, it is fair to presume, judging from present indications, that it will take on the aspect both of enlightenment and enlargement for all the people. The ceremonies at the tomb have already been arranged by the Masonic fraternity. This will be dignified and imposing. Various other civic and patriotic societies will doubtless fall into line until the observance of the day shall become general. The Sons of the Revolution in New York will observe the event in the historic old St. Paul's church where the pew which Washington often occupied still remains. Probably President McKinley will issue a proclamation for the general observance of the day. Too much emphasis cannot be laid upon its observance by the public schools, in which the matchless career of the illustrious Father of his

Country, and the events of his life are studied in the light of history. The greatness of our country, as in all the past, is but the lengthened shadows of great men. This was recognized in the ancient Spartan procession, which was divided into three classes, the old, the middle-aged and the young. They had a saying which each class repeated in turn. The aged said :

"We have been in days of old,
Wise and gentle, brave and bold."

The middle-aged said :

"We, in turn, your place supply ;
Who doubts it, let them come and try."

And the boys said :

"Hereafter, at our country's call,
We promise to surpass you all."

The observance of the day should embody some such sentiment as that.

Congresses of Languages and Design.

HOWARD J. ROGERS, Director of Education and Social Economy of the United States Commissioner to the Paris Exposition, sends out official notice relative to the Congresses of Teaching of Living Languages and of Design, which will meet in the Palis des Congres for five days of the week, beginning July 24, and August 29 to September 1, 1900, respectively. The suggestion for the first congress comes from the Society for the Propogation of Foreign Languages in France. It will be divided into three sections : (1) methods of teaching ; (2) technical and commercial sides of teaching, with courses for adults, lectures, reading rooms, clubs, etc.; (3) question of propagating such studies and international relations,—travel, scholarships, exchange of pupils between different countries, international correspondence, "universal" language, etc. The Congress of Design will also be divided into three sections : (1) General methods of imitative and geometrical design and modeing ; (2) the teaching of technical design, with a view to some art or trade ; (3) teaching of design with a view to the various artistic professions, whether in the decorative or industrial arts. This congress, as well as the former, will be open to all interested at slight cost.

Educational Progress.

IN AN able article on "The Educational Progress of the Year" in the *Outlook*, surveying the entire field of educational work and literature in this country, England, France and Germany, Dr. Nicholas Murray Butler says of recent works by American authors, that they constitute "the beginnings of an American literature of education which will be permanent. It will not have escaped notice," he remarks, "that during the past twelve months, or a little more, there have been books published by Mr. Eliot, by the late General Walker, by Mr. Gilman, by Mr. William Jones, by Dr. Munsterberg, by Dr. Hinsdale, by Mr. Thomas Davidson, by Miss Blow, by Bishop Spalding, and by Dr. Harris which illustrate my meaning." * * * "They are so remarkable that two decades ago they would have been impossible.

Enthusiastic admirers of valuable productions, or of genius, often speak of them as "epoch-making," while in fact they have only been tossed up by the sea of life. They might sink back into its dark depths and be hardly missed. But Dr. Butler draws his conclusions from extended research, and they are the result of a calm, dispassionate, philosophical study. He affirms even, that "out of the fifty best-known books on education which were published here between 1830 and 1890, certainly more than two-thirds must be condemned as unscholarly."

President Eliot's "Educational Reform" tells the story of a program of thirty years ago and its successive stages of development. It breathes the spirit of democracy throughout, and the last chapter on "The Function of Education in Democratic society" is especially suggestive to teachers. General Walker, who did so much to organize manual training and technical education properly, and to make it fit into its proper place in our system, has embodied in "Discussions in Education" the principles which were his life-long contention. President Gilman's "University Problems" is a book made up of papers and addresses which have to do mainly with the relation which the university sustains to social life. Those who read his article on "Books and Politics" in NORMAL INSTRUCTOR will recall his enthusiastic appeal to young men to make noble uses of knowledge. William James shows how psychology can be made practically useful to teachers in his "Talks to Teachers on Psychology." He is a master-workman in his sphere, and shows the importance of a correct knowledge of the subject, with a fascinating literary touch, that makes this abstract theme attractive to the end. Dr. Munsterberg's "Psychology of Life" is idealistic, yet practical. Life is real and is approached from the serious, philosophical side. Dr. Hinsdale, on "Horace Mann and the Common School Revival in the United States," and Dr. Davidson on "Rousseau, and Education According to Nature," take us back to the beginnings and along the historic pathways interpreting the meaning of events as they go. In "Thoughts and Theories of Life and Education," Bishop Spalding lifts the mind to a conception of the higher harmonies and relations of life. Miss Blow, in her "Letters to A Mother," shows the relation which the home should sustain to the school. Her book is an exposition of Frœbel's philosophy and full of helpful suggestions to kindergartners. Dr. Harris has accomplished a herculean task in putting into such attractive form his "Psychologic Foundations of Education."

These are the great books of the year in the educational world, according to Dr. Butler, and for that matter the greatest of the century in many if not all respects. Whatever may be the judgment of history concerning them, they sound the key note of the twentieth century education.

Business Notes

For Two Subscribers. For two *new* subscribers to the INSTRUCTOR at 50 cents each, with 10 cents extra for postage, we will send a copy of "First of This and First of That," the new, unique and interesting historical publication. See fuller description of this publication in our September number.

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A Yellow Slip. If you find a yellow slip enclosed in this number of your INSTRUCTOR, do not pass it by unread. It is a memorandum of the amount you are in arrears for the INSTRUCTOR, together with a reminder that a year in advance will cost you only 50 cents, and its purpose is to urge you to make remittance for the whole amount *promptly*. As we have frequently said, the subscription price of the INSTRUCTOR is so small that we can not well afford to carry a large number of delinquents, and for the same reason every subscriber should make it a point to keep his subscription paid in advance. Please remit promptly, and when doing so look over our various combination offers, and see if there is not something in the line of books, helps, or other papers which you want, and which you can get cheaply in connection with the INSTRUCTOR.

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First Month's Tuition Free. On page 3 will be found a most important announcement for the American Correspondence Normal. It contains several items of interest concerning this most successful institution, which for ten years past has been furnishing Instruction by Mail to teachers and those preparing to teach. The first point is, that its Courses are being thoroughly revised and improved, though the principles which have been the foundation of its success in the past are not abandoned. Another point is, that the full Course is lengthened from thirteen to twenty-six weeks, giving opportunity for more thorough instruction and greater benefit to the student. Another radical change is in the manner of paying the Tuition Fee, which is arranged in installments—$1.00 in advance for the first month, and the balance in monthly installments until completed. But the most important announcement is that, for the purpose of spreading the knowledge of the new Courses widely and quickly, all who register as pupils before Nov 25th, will receive the First Month's Tuition Absolutely Free. This is open to every one, without restriction or condition, except that if the Course is found as recommended, the student will continue his studies. This is really a remarkable offer, and shows the absolute confidence of the managers of the American Correspondence Normal in its system of instruction, and it gives anyone who claims such a Course, an opportunity to make a thorough test before investing a single cent. Read the announcement and send in name.

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Expires Oct. 29th. Many of our readers will be glad to take advantage of the extremely low rates offered on the standard publications mentioned in the advertisement on page 2, and which offer expires absolutely October 29th.

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For The Holidays. Christmas sounds a good ways ahead yet, but it is not so very long, and it is none too early to call the attention of teachers to our Souvenirs as the most suitable and economical gift for this occasion. Orders want to be sent in early, and if you want to see samples before you order, it is time you were attending to it. See adv. on inside of last cover page.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

HON. JASON E. HAMMOND, of Michigan.

Some Unsolved Problems.

AMERICA IS pre-eminently the land of universal education, the land where the son of the humblest citizen has a chance to win his way to an equal footing with the favored child of fortune. Theoretically, our public school system is the avenue through which is to come happiness to the common people. But as the labor problem grows more and more complex, our social reformers and philanthropists are beginning to question if, after all, our educational methods are not engendering a dislike for manual labor, and breeding an indisposition to perform the humbler duties that must be done by at least three-fourths of mankind. They ask,—"Does not the farmer's son too often leave school with a distaste for his father's calling? Is not the poor man's daughter frequently educated above the homely duties of every-day life? Does not the average graduate of our secondary schools, in a sense, scorn the day-laborer, be he ever so honest and industrious?" These are serious questions, and a negative answer is by no means so certain as one might wish.

Indeed, among the humbler ranks of society the chief motive today impelling parents to make sacrifices for the sake of educating their children, seems to be that they may make them so-called "ladies and gentlemen." In view of these facts, it behooves all educators to consider most seriously how best to avoid the inculcation of these false views of life, while endeavoring to enrich and broaden the common mind by education. Surely there must be some way to teach that honest toil never degrades, that labor alone gives relish to pleasure. Otherwise universal education becomes a questionable blessing, for among the masses there must ever be many farmers, mechanics, carpenters, and day laborers of all sorts.

The professions have long been so over-crowded that there's only room at the top ; and business positions are so eagerly sought that, though the wages of clerks, bookkeepers, and stenographers are reduced to the merest pittance, still the supply exceeds the demand. It would seem, then, that one important part of our public school work is to instill a deeper respect for the workman, a greater appreciation of the value of skilled labor, that there *is* an increasing demand for people who can "think with their hands." For, mid the dust and clamor of mill and factory, mid the clink of anvil and hammer, great results are growing ; and wherever the genius of man keeps the wheels of industry turning, there must the humble toiler perform his part in the world's economy. Pythagoras tersely said :—"In this theatre of man's life it is reserved only for God and the angels to be lookers-on."

It was largely a desire to correct the increasing desire for gentility and the false ideas of life, that first led to an introduction of the mechanic arts into our public schools. Some of the larger schools have carried the experiment to success, and manual training departments are multiplying on every side. The introduction of more elective courses into colleges, and the extension of laboratory methods in scientific study, are still other indications of this trend toward more practical education. Our conception of education is changing, and even school men are coming to concede that education is anything that makes for culture and *efficiency*. This is well. For many years the sensor system of the child has been over-cultivated, the motor neglected, with the result that many lack power to execute their mental decisions, though executive ability is recognized as a prime requisite to success.

It is claimed that manual training rounds out the powers in the fullest way by correlating hand and eye, and that motor education, by developing the motor parts of the brain, likewise develops pluck and courage. But motor education to be effective must come in youth while the motor areas of the brain are growing. This is one of the strongest arguments advanced by those who advocate manual training in lower grades, for they say boys should begin to learn a trade before reaching their teens, just as a child must begin early to play a musical instrument, if he would become an expert player.

Advocates of manual training further claim that the errors and misconceptions of the pupil are far more easily detected in constructive than in memory work, as also that the pupil's individuality can be called out and cultivated as by no other method. Again, attention is called to the fact that boys naturally like to be busy. In Menominee, Wis., where the Stout Manual Training School has been in operation for a number of years, there is said to be no street loafing among the boys, who eagerly embrace every opportunity to work over-time on some article to furnish or decorate the home ; and the shops are kept open until 9 p. m.

Another argument not to be overlooked is the effect of manual training on the so-called incorrigibles. At a recent meeting of the Teachers' Federation in Chicago, a teacher in charge of one of the ungraded rooms testified that the character and intelligence of the boys in her department showed marked improvement since the introduction of constructive work, and that many who would under the old system have been confirmed truants, remained through the entire course without compulsion.

Much of the manual training in our schools has thus far been confessedly experimental ; and simple exercises in drawing, modeling, and wood-working have usually characterized the beginning, though some of our large cities, like St. Louis and Chicago, now have quite extended manual training departments. A goodly number of our public schools are taking the stand that there should be at least enough manual training to assist in relating the school work to any manual occupation that may be undertaken in after life. The schools of Washington, D. C., furnish a good illustration of this method of keeping the educational idea paramount, but recognize the practical side by instruction in joinery, wood-turning, pattern-making, forging, cooking, and sewing, the course being obligatory in grades 7 and 8, and elective in the high school. But by far the larger number of schools have taken up manual training without any reference whatever to trade, but simply for the education of hand and eye, a training that shall lead to greater development of latent genius, to more versatility and resourcefulness.

The value of a training for emergencies has been most practically demonstrated by our recent naval victories. Previous to our war with Spain, it was thought that our naval officers had so little practical sea-experience they might be lacking in ability to deploy their ships in time of battle ; but the magnificent handling of the vessels at Santiago shows the value of the training given at our Naval Academy, where alertness, self-reliance, and originality are especially fostered. To this training for emergencies our efficient navy is undoubtedly due.

Germany's experience furnishes a lesson on the value of industrial training which America may well ponder, since it is just this that makes her so prosperous. In 1876, at the World's Fair in Philadelphia, Germany was so eclipsed by other nations in the fields of art and industry, that the German Commissioner frankly cabled to Bismarck, "Our goods are cheap, but wretched." Then the twenty-six German States resolved to use a part of the war indemnity paid by France for the education of their workmen. Numerous industrial schools were at once established, also forty commercial schools in which are taught all questions affecting foreign trade—the language, tariff laws, industries, productions, exchange, monetary systems, railway fares and freight rates, traffic rules of rivers and railroads, in fact all the particulars of trade in the markets of the world ;

(CONTINUED ON PAGE 36).

DRAWING

By D. R. Augsburg, Oakland, Cal.

Easy Methods in Perspective.

MANY TEACHERS are afraid of even the word perspective. To them it is a horrible mixture of angles, picture planes and vanishing points, of plans, elevations and higher mathematics, possessing no beauty, and little interest save to a few abnormally developed minds. This is not so. Perspective drawing is merely *correct drawing* and when used as an aid and not as an end,—as a servant and not as a master,—it is both simple and interesting. Let us study perspective a little and find out how useful it is in our work and how simple it really is in all that is essential for our use. We will

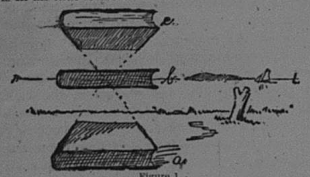


Figure 1.

leave out and not say a word about vanishing points, picture planes, plans, stations, points, and all that can possibly confuse the mind.

The long horizontal line you see in each drawing and marked HL is the level-of-the-eye line. It simply marks the level-of-the-eye. This line is readily seen on a level plain or on the seashore. The further shore line of most any body of water is practically the level of the eye. This level of the eye line is called the horizon line and is to show *where* up and down are in the picture. Hold a book in your hand at easy

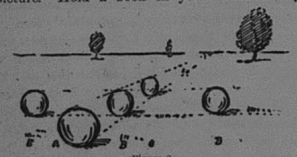


Figure 2.

arms length away, and *below the level of your eye* as A, Fig. 1. You can see the top. Hold it above the level of the eye as at C, and the bottom face can be seen. Hold it on a level with the eye as at B and neither the top nor bottom can be seen. This latter place where neither the top nor bottom can be seen, is the level of the eye and is marked HL in the drawings. It is by the level of the eye that we judge the *vertical position* of objects. The level of the eye cannot always be seen but it is the plane that guides our judgment in placing objects. It assists the eye. Objects are supposed to decrease in size as they recede from the eye until they disappear in the distance. The further away the object, the smaller it is represented, and the lighter the line of which it is composed.

In Fig. 2, ball A is the nearest and is made with the heaviest line. Ball B is further away and smaller. Ball C is still further away. Balls

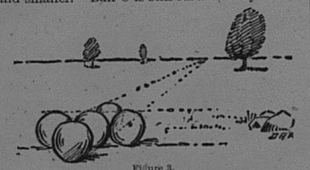


Figure 3.

D and E are at the right and left of ball B and are the same distance away, and consequently are of the same size. Fig. 3 represents the balls in Fig. 2 in the same order but all brought close together.

These balls in Figs. 2 and 3 may represent anything. In Fig. 4 they become pumpkins. In Fig. 5 a telegraph line. They may also be changed into haycocks, posts, haystacks, balls on top of posts and trees. All of these are drawn as follows:—(1) Draw the level of the eye line. (2) Draw the nearest object. (3) From the top and bottom of the nearest object draw a light

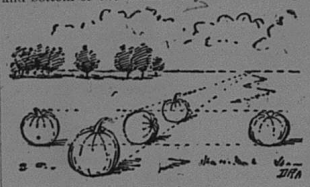


Figure 4.

receding line to any point in the level of the eye line, and between these two lines draw the main row of objects. Objects not in the main row are of the same size as the one in the main row of the same distance away. This may be found by means of horizontal lines through the top and bottom of the object in the main row.

The illustrations are for the following purposes:—Fig. 1 shows the use of the level of the eye. Fig. 2 shows how to get about the right

Figure 5.

size of objects at various distances away. This method is not to usurp the place of the judgment but to aid it. Fig 3 is the same as Fig. 2 with the balls rolled close together. Fig. 4 is the same as Fig. 2 except that pumpkins are substituted in place of the balls. Fig. 5

Figure 6.

represents a telegraph line. The receding dotted lines mark the height of the telegraph poles but does not show how wide apart they should be. This is done through the judgment alone.

DRILL EXERCISES.

1. Draw Fig. 2.
2. Draw Fig. 6 and place a ball on each of the six spots.
3. Draw Fig. 6 and place the balls together as in Fig. 3.
4. Place pumpkins on the spots in Fig. 6.
5. Place haycocks on the spots in Fig. 6.
6. Group the haycocks together as the balls in Fig. 3.
7. Place posts on the spots in Fig. 6.
8. Place haystacks on the spots in Fig. 6.
9. Place posts with balls on top, on the spots in Fig. 6.
10. Place trees on the spots in Fig. 6.
11. Draw a telegraph line at the right of the road in Fig. 5.

The Sting is Useful.

What seems to us only harmful and disagreeable may sometimes prove to have uses of which we know nothing.

It will be a surprise to many to learn that, after all, the most important function of the bee's sting is not its stinging. I have long been convinced that the bees put the finishing touches on their cell work by the dexterous use of their stings; and during this final finishing stage of the process of honey-making, the bees inject a minute portion of formic acid into the honey. This is in reality the poison of their sting. This formic acid gives to the honey its peculiar flavor and also imparts to it its keeping qualities. The sting is really an exquisitely-contrived little trowel, with which the bee finishes off and caps the cells when they are filled brimful with honey. While doing this the formic acid passes from the poison bag, exudes, drop by drop, from the point of the sting, and the beautiful work is finished.

May it not be, perhaps, that one of the purposes of life's stings is to give a greater zest and flavor to its honey?

Two new subscriptions at 50 cents each, and 10 cents extra for postage, will get you a free copy of "First of This and First of That."

DISCIPLINE

By Miss Anna M. Laise, Washington, D. C.

Taming the Bad Boy.

BEFORE undertaking a subject, it is well to endeavor to become acquainted with its nature and character. So it is when the small bad boy is the subject of the teacher's attention. Before proceeding to tame him, the wise teacher should definitely understand just wherein the boy is bad. After that has been ascertained, the next step towards reforming him should be to look to the causes which make him an undesirable member of the school. For purposes of illustration, let us consider the "bad boy" to mean that one who persistently and with malice aforethought sets his will against that of his teacher, and who deliberately strives, by all the arts and schemes known to degenerate youth, to do the wrong thing at the wrong time and in the wrong way. That he exists, even in the most aristocratic school districts, no less than in the slums, is an indisputable fact to which every public school teacher can sadly testify. He must be conquered in some way, or he will conquer the school and the teacher as well. In these late days, when the strict regulations of the old-time "master" are being somewhat relaxed, a certain amount of order is still necessary to successful teaching. Before deciding on what mode of precedure she shall take to set the crooked boy straight, the boy himself should be studied. His home influences, his companions, in fact all his environments should be inquired into as far as the teacher finds it possible. The extra trouble imposed upon her will be amply rewarded in time, but she must not be too sanguine of immediate results. After his acquaintance has been made, the teacher may then decide upon one of two widely different methods of effecting a mental and moral reconstruction of her young charge. Which she shall select depends to a certain extent upon the calibre of the boy, but more largely upon her own personality.

The small boy, and his big brother, too, for that matter, has a well developed bump of animal propensities. He loves freedom and the exercise of his own will, regardless of the feelings of those around him. Whether his will be sweet or otherwise (it is frequently otherwise), he resists stubbornly any attempt to force him into other channels than those of his own inclination. He may not desire to make himself unpleasant or obnoxious, but it is plain that if left to the error of his youthful ways he will sooner or later meet his Waterloo, as did that other self-willed Corsican who knew no higher power than his own desires.

The animal trainer who is most successful is he who manifests to the inferior intellects under his charge that he is master of the situation. This he does by a judicious mixture of the adverse elements of fear and love. In the case of the lower animals, fear of the instructor has a greater share in securing prompt obedience than love; but, unlike the brute, human nature is more susceptible to kindly influences emanating from the heart than from any display of superior muscular strength. True, the small boy may stand in awe of the teacher who possesses a well-trained muscle and a vast amount of nerve. He may even behave admirably when within reach of such a teacher's right arm, but physical strength is no guarantee of the ability to cope with the misdemeanors of even the tiniest mite of humanity that ever set his wits to contriving ways and means by which to make his teacher's duties varied and interesting. Fear may keep a child quiet for a time, but if a teacher is unable to arouse the finer sensibilities of her class, she had better resign at once. It is much more difficult to reach the head of a child than to win its heart. Little folks do not reason like their elders. They act on the impulse of the moment. Many a child has resented a merited punishment simply because of the way it was administered, even by a well-meaning and conscientious teacher.

"Did you see that saintly-faced woman in the front row at church today?" said a young man to a friend who was visiting him a short time ago. "Well, I just hate her. She whipped me without cause when I wasn't as high as the table. It was the first school I ever attended, and try as I may, I can't reconcile that uncalled-for act."

Now, the chances are that the saintly-faced woman only did what she considered her duty by the urchin, but, child-like, he didn't see the reason for it, and all through his life he cherished a dislike for one who, but for that unfortunate spanking, he might have loved and honored.

Children are but men and women in miniature, and they deserve reasonable treatment. Common sense will do more towards taming and winning the bad boy of a school than all the theories on deportment in the world. Common sense is almost a synonym of tact, and tact is nothing more nor less than doing the right thing at the right time and in the right way. By the law of opposites, tact on the part of the teacher will bring that pupil who does the wrong thing at all times and places to his senses. It may take a long time and a variety of means may have to be employed, but it can be done in every case where there is no mental deficiency. The task of accomplishing such a result may not be easy or pleasant to the teacher, but it will bring the desired result, even if the boy is as obstreperous as a Philadelphia boy about whom Rev. Wayland Hoyt tells a story in his own original and interesting way. In brief, it is as follows:

Some years ago a boy in Mr. Wanamaker's Sunday school behaved so badly that after trying for many months to get along with him by putting him in different classes, the officers and teachers held a meeting to discuss the advisability of expelling the boy.

"It is a pity to turn him out in the street again," said the superintendent, "but we can't let him break up the school."

Just then a timid, refined girl said: "Mr. Superintendent, I wish you would let me try what I can do with Johnny." The superintendent told her he thought it was no use. There is Sister This and Brother That and Elder So-and-So who have tried everything that possibly could be done to civilize him, and I guess you would not make out any better. "Still," he added, "if you really want him I will see that he goes to your class next Sunday."

His new surroundings subdued him slightly the first two Sundays, but after that he misbehaved worse than ever. After school one day, the teacher put her arm around him and said:

"Johnny, I am going to walk home with you."

"Naw ye ain't," said he, pushing her away from him.

"Well, then, you walk home with me," she continued.

"I wouldn't be caught on de street with you," was his reply.

She endeavored to interest him in some way, but it was all of no avail, and the surly child ended the rather stilted colloquy by spitting in her face.

Even this did not daunt the persistent girl, for wiping her face on her handkerchief, she made a desperate effort to reach the boy by other means. Taking a visiting card from her pocket-book, she handed it to the boy, saying:

"Here is my address, Johnny. Next Wednesday afternoon there will be a package for you at my house. I want you to come and get it."

Wednesday came, and so did Johnny. Snatching the box from the servant who opened the door of his teacher's home in response to his ring at the bell, he hurried down the steps and into the street without a word of thanks. Stopping in the shade of a big tree a short distance away, he opened the package, and there displayed to his wondering gaze was a jacket—just his size—a jack-knife and a ball. A little note accompanying the gifts said: "Dear Johnny: I love you."

That stroke of diplomacy on the part of his teacher transformed a terror into a model scholar, and today he is an honored and well-known business man in a western city.

This little story gives the keynote to successful teaching—love. Love, not alone for the work because it is pleasant, honorable, or remunerative, or because the hours are comparatively short, or that, unlike most other occupations, Saturdays are given the teacher for the pursuit of her own will or pleasure, but love for each individual pupil, the bad as well as the good. The teacher who does not conscientiously love the little people

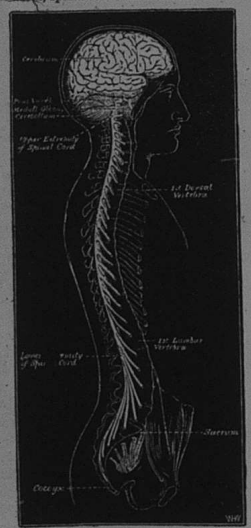
(CONTINUED ON PAGE 25.)

Physiology

By JEROME WALKER, M. D., Brooklyn, N. Y., Author of Walker's Anatomy, Physiology and Hygiene.

Article XI—Nervous System—The Senses.

THE MUSCLES do their varied work, the skin carries on its seven functions, the digestive organs pour out digestive secretions, move and sift out the food, and render the ingredients fit to be absorbed, the absorbents carry the digested food into the blood, and the blood carries it to the tissues at the pleasure and by the command of the *Nervous System*. We move, act, acquire information from the outside world through our organs of special sense, the eyes, ears, nose, tongue and tactile parts of the skin, and store up the information so acquired for future use, through this wonderful part of the body. One division of it, the *cerebro-spinal nervous system*, including the brain, spinal cord which connects with it, and



Section of Body—Cerebro Spinal System in relief—spinal nerves cut off—cranial nerves not shown.

the nerves coming off and going to these parts, *i. e.*, the *cranial* and *spinal nerves*, control the voluntary parts of the body, mainly. The other division, the *ganglionic nervous system* within the three great cavities of the body, controls the involuntary parts of the body, *viz*: the organs of secretion, excretion, absorption, respiration, circulation, etc. But both divisions are connected by nerve fibres and act in harmony. The wonderful co-operation of all parts of the body to maintain life and health is made possible by the directing agency of the brain as superintendent and his assistants, the *ganglia* or various knots of so-called gray matter found in various parts of the nervous system. The gray matter is found not only in the ganglia of the ganglionic system, but constitutes the centre of the spinal cord, the outside layer or "cortex" of the brain, and is in masses in the brain. It is composed of *nerve cells* of peculiar shapes. These collections of gray matter are directly or indirectly, for the most part, connected with each other by nerve fibres which *conduct nerve force* or impulses. They form *nerve centres*, and like the switch board of a telephone exchange, receive, transmit, impart or send out messages.

Nerves are bundles of nerve fibres (white matter), each one insulated from its fellows by connective tissue and fatty matter, somewhat as the strands of an electric cable are insulated from each other.

The Brain, or superintendent, in the cranial cavity, the topmost part of the body, may be said to overlook all parts. It receives impressions which must be recognized and acted upon, such as—pain, cold, discomfort, etc., through nerve fibres running up the spinal cord, and to it are brought impressions of what we see, hear, touch, taste and smell, and from which we gain comfort or discomfort. The *cerebrum*, or upper portion of the brain, is the part of the body which enables us to think, reflect and do. Its functions are so many and its work so hard that its assistants, the *cerebellum*, or lower part of the brain, and certain ganglia, attend to matters like the circulation and respiration which must go on automatically whether the individual is awake or asleep. The cerebrum must have rest in sleep or it wears out. Knowing this, the person is very reckless who, for reputation, notoriety or financial gain, will use up his cerebral tissue by over mental work.

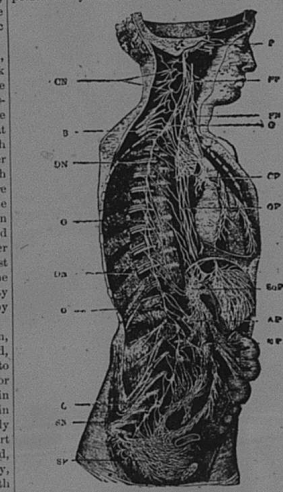
Nervous force, which carries impulses from within, outward, and impressions from without, inward, travels generally a mile per minute, and should go to the right place, muscles, skin, glands, spinal cord or brain, at the right time, in the right quantity, and in the right way. And so it will, if we gradually train our nervous system, and not spasmodically. It surely will if we remember that the nervous system is a part of the body, that like other parts it needs proper food, proper rest and proper exercise. But, unfortunately, Americans in this age, "hustle" and compete with each other for mastery in the professions and the commercial world with persistent energy. I was going to say, "untiring," but no—the nerves do get tired and energy fails and the workers have nervous prostration and trained nurses at home, or must go to some Institution to recuperate. Men soon get old and tired looking and interest is lost in life. Things which didn't use to ruffle the temper, now upset the active business or professional man, and insanity looms up in the distance. Many girls of the day find in their estimation that ordinary words fail to express their vehement ideas, so "awful," "awfully cute," "killing," etc., are brought into play. It may seem a small matter, but the frequent use of such expressions hurled out with emphasis is a strain upon the nervous system.

The fact is that the health of the nervous system depends much upon the way its nervous force is propelled. If it is forced along gently at the right time, in the right quantity there is little strain upon nerves and nerve centres, but if the habit is formed of sudden outbursts the tare is great. Inanimate things like batteries will break under such usage, why not the more delicate nervous system. A great requisite of the present day is self-control.

"Who is brave? He that masters his passions,
Who is free? He that has self-control."

The Senses.—The eye, ear, tongue, nose and portions of the skin have special nerves and special arrangements whereby the special sensations or senses are brought in contact with the brain and recognized by it. The organs of special sense are the working tools of the brain. Without them we should accomplish nothing—merely vegetate. If they are poorly used we amount to little. People that have eyes and see not, *i. e.*, do not learn by observation; people that have ears and hear not, that cannot appreciate delicate and beautiful sounds in music and nature; people that have noses and smell not, that cannot distinguish one delicate odor from another, have but little enjoyment in life and are likely to become disgruntled, sour and pessimistic.

It is a cause for comfort to know that dull senses like other sensations can be educated, and this opportunity is within the reach of poor and rich alike. On the other hand, over-education causes much misery. A person always on the lookout for specs of dirt is a



Vertical section of body, showing sympathetic nerves and ganglia of right side, and their connection with the cerebro-spinal nerves.—*Cerebro-spinal system*; CN, cervical nerves; B, nerves distributed to the arm; DN, dorsal nerves; SN, sacral nerves, some of which are distributed to the leg; PN, pneumogastric nerve. *Sympathetic system*; P, plexus in the head; PP, pharyngeal plexus; CP, cardiac plexus; OP, œsophageal plexus; SoP, solar plexus; AP, aortic plexus; MP, mesenteric plexus; PP, sacral plexus; G, some of the ganglia of the sympathetic system.

nuisance. One who notices and harps upon discords, scarcely recognized by the average individual is a bane to his fellows. He who is always nosing out bad smells, unless a health inspector, is not to be tolerated.

A sound mind in a sound body will give us co-operation of all parts of the body, will insure common sense, and put us in harmony with the health-giving sights, sounds, flavors and odors, and teach us what to avoid.

Ten Years' Experience.

For ten years the AMERICAN CORRESPONDENCE NORMAL has been furnishing, through the Mail, instruction to its students. Over 25,000 have taken its Courses in that time. Most of these have been teachers who desired to improve themselves while at their work, or pupils preparing to teach and who had not the time, means or inclination to take an extended course at a regular Normal or Training School. Our leading courses are prepared especially for this class, and thousands of teachers today look back to the A. C. N. as their real *alma mater*. These Courses are being thoroughly revised and improved and those who take the benefit of them in the future will have reason to be even better satisfied than those of the past. You can do wonders with your spare time this fall and winter if you commence one of these Courses now. See announcement and offer elsewhere in this issue.

NATURAL HISTORY.

LILLIAN MEDORA CHERRY, Minneapolis, Minn.

"And Nature, the old nurse, took
The child upon her knee,
Saying, "Here is a story book
Thy Father hath written for thee."
H. W. Longfellow.

"THE GREAT balance wheel of Nature is so carefully made and well planned by its maker that we must always touch it reverently. In this world of ours, nothing, from the least grain of sand to the strongest animal, was made for itself alone. Everything depends upon some other thing which is equally dependent in its own turn. So we may compare this plan to a wheel, which, though it is made up of many different parts.—hub, spokes, rim and tire,—would not be a useful, perfect wheel, if even a single spoke were missing, so much does the strength of the whole depend on even the least part. We may think that this animal or that is of no use, until we find by experience that it filled its place as a small but important spoke in this life-wheel."—*Mabel Osgood Wright in "Four Footed Americans."*

The Squirrel Family.

NEXT TO the birds, I think we should miss most from the woodland life, our small furry friends, the squirrel. They do not sing for us, it is true, but they give us much that is an inseparable part of Nature's sights and sounds. We see a whisk of a furry brown tail, hear a great chattering and scolding in the rustling branches above us, from the tiny creature who considers himself monarch of all he surveys and protests vigorously against intrusion of man, beast, or bird. We smile and say, "it is only the squirrel," and do not realize what a large place he actually fills in our out-door world. And, listening to the scamper, scamper of the small, busy squirrel feet across the roof of tent or cottage, have we not all experienced a keen delight almost equal to that which songs of our feathered "brothers" give to us?

During these quiet autumn days, when the song birds have nearly all betaken themselves southward, and the woods echo only to the call of crow and jay and the sound of falling nuts and squirrels' light feet, you may have a good opportunity to observe the tree squirrels. For their busy days are at hand and all wise and provident squirrels, whether red or gray, are hard at work, hoarding nuts for the winter.

Turning now to special study of our Squirrel family, we will learn the proper branch of the great animal kingdom in which to locate the family. You will remember that last month we named the class Mammal or Mammalia as the highest division of the animal kingdom. The order of Gnawers, the Rodentia, are about the largest, most widely distributed group of the Mammalia, including between nine hundred and a thousand different families. There are, however, no large animals in this great Rodentia group, and the majority are very small. About the largest are the Beaver and Porcupine, whose bodies are not over 2½ feet in length. The Rodentia are mostly vegetable eaters. They have four sharp, incisor teeth—two upper and two lower, fitted to gnaw roots, bark, woody stems, nuts, etc.

Let us note the following names of Rodent families, closely related to our Squirrel family, which as you have now guessed, belongs in the Rodentia group. We hope to make a study of the Squirrel's family connections after we have become better acquainted with the squirrels themselves. Very closely connected are the Woodchucks or Arctomys, the Prairie Dogs or Cynomys, and the Spermophiles or Prairie Gophers. Then come the cousin Beavers or Family *Castoridæ*, the Rats and Mice or Family *Muridæ*, (including nearly 200 North American species), the Gopher Family or *Geomyidæ*, the Family of Pouched Rats and Mice or *Heteromyidæ*, the Porcupine or Family *Erethizontidæ*, the Jumping Mouse Family or *Zapodidæ*, the Pika Family or *Ochotonidæ* and the Hare or Rabbit Family, the *Leporidæ*. You see our squirrels have some very odd relations.

The Squirrel family proper has a high sounding Latin name also. While it is not necessary for you to remember these scientific names, where possible, it will greatly aid in future studies, I am sure. Knowing the meaning of the squirrel's name, the *Sciuridæ*, to be "those who sit in the shadow of the tail," you will see its appropriateness and find it worth remembering. We have, in our country, over sixty species of squirrels or *Sciuridæ*, but it is sufficient for our purpose to know the most common varieties. Of the tree squirrels then, remember the following: The Flying Squirrel or *Sciuropterus volans*. The Red Squirrel or *Sciurus hudsonicus*. The Gray Squirrel or *Sciurus carolinensis*. The Fox Squirrel or *Sciurus niger cinereus*.

Smallest of the tree squirrels, with the exception of the Flying, is the so-called Red Squirrel, (body 7½ inches in lenth, tail 6½ inches). He appears to us more of a brown than red, and the name must be understood as meaning a red-brown. These little red squirrels are very common in our Minnesota woods, and as I have said, are so funny and inquisitive one can put up with considerable mischief for sake of the amusement they afford. I have seen but few of the gray squirrels, but remember a particular old tree in the deep woods, where every year I have seen one lone, dignified gray fellow, with the handsomest of tails and fur. He never seemed to lose his dignity, as do the little reds, even when a half dozen of these small chatterboxes united to drive him from his favorite haunts, as often occurred. It is said that the Gray Squirrels are easily tamed and they certainly would make beautiful pets. Their tails are fully as long as their bodies, about 10½ inches and fur a soft gray or mixed gray and brown, sometimes changing into almost a black. Still larger than the Grays, are the handsome brown Fox Squirrels, body 12 or 13 inches in length, tail the same length, and reddish-brown and bushy. The ears and nose are whitish. These Fox Squirrels were very familiar to me in childhood, and were so tame I often fed them from my hand. The Fox, Gray and Red Squirrels all nest in a similiar manner, usually holes in trees; sometimes, farther south, tree nests are used, and occasionally the Red Squirrel uses a hole in the ground. But all prefer for the winter, snug cozy nests in hollow trees, with plentiful stores of nut food. Although these squirrels really hibernate in winter, they do not pass the entire winter in sleep as do many animals. A bright day in winter will often bring them out on a visit to some of their food stores, or a foraging expedition to secure new supplies about our houses.

Prettiest and frailest of all the squirrels is the tiny, softly colored Flying Squirrel, body only 6½ inches, and tail 5 inches in length. Several times I have seen Flying Squirrels in cages, but never realized until recently that these little creatures were to be found in our woods, which I visit almost daily. Mistress Pussy's eyes, alas, are brighter than mine, and she came one day carrying in triumph to her family the yet warm body of a beautiful Flying Squirrel. The kittens never knew of their mother's well-meant efforts at providing them with fresh game, for we secured the squirrel and finding it a most perfect specimen, had it stuffed and mounted. Such silky, soft fur of mixed browns, the tail fur almost a tan or russet brown and the breast and body white underneath. Holding the frail creature in one's hand, it is easy to understand how it can fly, for both body and tail are so flattened and the extension of skin between the fore and hind legs forms flat flaps almost like wings. He cannot really fly, as birds fly, being unable to rise up in the air, unless for a short distance, but rather flies across or down. His flat tail helps both to balance and steer him.

We have only one species of Flying Squirrel in America and these seem to be rather rare. Were it not for the great risks these small animals run from being the helpless prey of large birds, of beasts, and I regret to say, of man, they might be less scarce. Pretty and really harmless, these squirrels add much to the beauty of our woodlands.

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The Relation of Coal to Speed.

LIEUTENANT DE FARAMOND, naval attaché, of the French embassy at Washington, has just completed a thorough investigation, and come to the conclusion that the superiority of America's coal is no small factor in producing the wonderful showing of our navy in the war with Spain. The rapid movements made by our vessels while engaged in battle, and the wonderful record of the Oregon in her long voyage around the continent, opened the eyes of the world. From letters received from Admiral Dewey, and several commanders, the lieutenant has concluded that our coal is superior to the Cardiff coal which for years has been regarded as possessing superior qualities. While American coal makes more smoke, it leaves less ash and clinker than the Welsh, and is more desirable for long voyages. If European nations concur in this opinion, it will not be long before there will be a demand for American coal to supply their navies with fuel.

Malaria and the Mosquito.

THERE has recently been organized in Liverpool, the British School of Tropical Diseases. It has sent an expedition to Sierra Leone under the charge of Major Ronald Ross to investigate the causes of malaria that prevails throughout Africa. Major Ross is an expert in this branch of science, and holds opinions, which, if borne out by the facts, will mean much to the race, and especially the development of civilization in the tropics. He holds that the mosquito is the principal disseminator of disease in tropical countries. A dispatch was recently received from him saying, "the malarial mosquito has been found." We do not take this lightly, since the idea is not entirely new. If that pestiferous insect disseminates disease and death, a means for its extermination will doubtless be found. If its presence in Africa is such a serious matter, its presence in our new tropical possessions must be of the same import. Science will attack and break up its breeding places and men will put up safeguards against its nocturnal assaults. Further information coming from the School of Tropical Diseases will be awaited with interest.

Central London Railway.

THE CENTRAL LONDON RAILWAY, now nearly completed at a cost of about $14,000,000, is destined not only to be a novel mode of travel that will be very popular, but healthful. It is run through tunnels from fifty to eighty feet under the great city. It will be operated by electricity, and large electric elevators will be placed at the stations, capable of carrying one hundred persons. They say the atmosphere of the tunnel is both healthful and agreeable, indeed purer than the streets of London. Men who have worked in the tunnel for months say that the ventilation is good and uniform the year round. No pains has been spared in making it a success. It is expected that it will be an important factor in solving the rapid-transit problem not only of the metropolis of the world, but other great cities.

Improvements in Wireless Telegraphy.

THE LATEST tests of wireless telegraphy at sea, during the recent manœuvres of the British fleet, at which Signor Marconi the inventor was present, showed by repeated experiments that the system is destined to be a success. Signals were transmitted, received and interpreted from ship to ship up to a distance of thirty miles, uneffected by meteorological conditions. This is a distinct advance in the application of electrical energy to the vibratory movements of the ether. There were no shore connections in this experiment, and thus it looks that all existing modes of signalling at sea are practically out of date. The London *Times* asserts that the effective range of signaling by night or day and in all meteorological conditions has been increased five or six fold. Messages may be sent to the shore at the same distance. Since the signal is automatically recorded, any operator though untrained in nautical matters can receive it. It is believed that, in time, a button pressed in the flagship will make possible any desired movements on the part of a fleet, amounting almost to automatic precision. The lantern will be superseded by night, and the semaphone by day, or relegated at least to subordinate places.

The Sanitation of Havana.

HAVANA'S unhealthy condition has been a subject of frequent comment, and by our officials, of serious study. Cleaning up that city has been a great but successful task. There were no sewers save a few wooden ones constructed by wealthy Spaniards which have rotted down with age. A stream flowed down the middle of each street, and the drains of houses emptied into cesspools. The soil became saturated with filth and filled with disease-breeding germs. They hesitated to tear up a street for improvements lest they should release odors inimical to health. But sewers have been laid, streets have been ditched and drenched with salt water, cesspools examined, and streets swept by an organized corps of laborers similar to the New York system. Garbage instead of being thrown out on the streets where vultures constantly watched for vile rations, has been carried far out to sea in scows, showing that another civilization has been introduced.

The introduction of germicidal sea water has been an efficient agency in the prevention of fever. It is prepared at the government electrozone plant at the rate of a hundred thousand gallons a day, and is used in flushing the streets and sewers. The plant cost $50,000, and consists of eight huge vats in which the salt water is decomposed by means of submerged electrodes. A current of 4,500 amperes is transmitted through the water. Four dynamos of one hundred and fifty horse-power are required, but it is estimated that the cost per one thousand gallons does not exceed fifty cents. The hydrogen of the water is set free by this process and the remaining elements unite in hydrochlorates of potassium, sodium and magnesium. These bases form a powerful germicide, and since the use of this water, not a case of yellow fever has occurred.

Study of Ocean Currents.

THE NAVY DEPARTMENT, with the co-operation of the Russian Government, has for some time been making some experiments, which furnish valuable information about ocean currents. Floating bottles were thrown overboard by steamships and recovered by passing vessels, and the exact point where they were picked up was noted, and they were again set afloat. In the meantime, the Naval Hydrographic office in Washington has received the reports and noted the significant facts. The longest distance made by any bottle was one thrown from the steamship Electrician, which covered 6,300 miles in a little over three years, or an average of about six miles a day. Another bottle traveled 6,000 miles in 674 days or an average of 8 knots, while still another made 5,000 miles in 327 days, or an average of 15.3 knots a day. Another made 300 miles in sixteen days, or an average of 18.8 knots a day. Two cruisers threw out 703 bottles of which 30 have been recovered and reported. Taken collectively, the paths followed by these floating bottles give an idea of the drift of the currents of the North Atlantic, which seems to be westerly between Madeira and Cape San Roque, which has been the field of recent investigations.

Medical Inspection of Schools.

DR. WILLIAM T. HARRIS, United States Commissioner of Education, makes a strong plea for a national law requiring medical inspection of schools, in his last annual report. He shows the beneficent results arising from state legislation, and shows that the list of "school diseases" is so large and in some instances so dangerous that congress ought to act in the matter. "It is essential," he says, "that the school and health authorities be alert to the fact that the school, in the nature of the case, is the most certain center of infection ever established in the community. Careless and ignorant parents allow their children to come to school while they are yet in a condition to communicate disease to others. The need of medical inspection of schools can be clearly seen by the study of the fact just stated." He commends the "Michigan idea" as a reasonably satisfactory solution of the problem. The law in that state declares that "there shall be taught every year in every public school in Michigan the principal modes by which each of the dangerous communicable diseases are spread, and the best methods for the restriction and prevention of each such disease." Printed matter bearing on these diseases is sent to the superintendents and teachers, which greatly assists them in complying with the provisions of the law. This method has been especially satisfactory in preventing epidemics of scarlet fever, diphtheria and other diseases among children.

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Florence Nightingale.

TO MANY, the name of Florence Nightingale is associated with a remarkable personage who acquired world-wide fame during the Crimean war. As to her life and works since that time, they are in doubt. Some suppose that she is not now living. It has been the writer's privilege to know some of her relatives in this country who have given some interesting facts concerning her quiet life in the comfortable home in Mayfair, London, where she now lives. Why she did not continue her beneficent labors along the line marked out in 1854, is because she returned from the Crimean war a confirmed invalid and has been such ever since. But from her couch she has not ceased to help and inspire mankind. She has written *Notes on Hospitals; Notes on Nursing; On The Sanitary State of the Army in India; Notes on Lying—in Institutions; Life or Death in India.* During the past twenty-five years she has not written much, but has been absorbed in the practical work of the great hospital and training service of which she is still, at the age of 78, the intellectual head. The influence of her quiet, retiring life has been felt through these years by thousands who have regarded her as founding, in the language of Kinglake, the historian of the Crimean war, "A gracious dynasty that reigns supreme in wards where sufferers lie."

Miss Nightingale was born of wealthy English parents in May, 1823, at Florence, Italy. She early turned her attention to the relief of humanity, and studied systems of nursing in Paris, and the Kaiserworth institution on the Rhine. During the Crimean war her sympathies were deeply moved by the stories that came back concerning the sufferings of the soldiers and needless deaths caused by inadequate hospital equipment and nursing. When she read these accounts in the London *Times*, she quietly left England, October 24, 1854, taking with her fourteen sisters of an Anglican community, and went to Paris where she was joined by ten Roman Catholic Sisters of Mercy. Ten other English women joined the company, making thirty-five in all. On their journey they met with unusual attention and courtesy from those who learned the purpose of their mission. On their arrival at Scutari, Turkey, two weeks later, there were 13,000 sick and wounded soldiers awaiting attention. The death rate had been fearfully high in the hospital camps, forty-two per cent, but afterwards it was reduced to two per cent. The English people hailed her as a "Deliverer," and raised $5,000,000 which was placed at her disposal, and therefore, the conditions in the army, that threatened a revolution in England, were ameliorated, and her name placed among those whom the world will not willingly let die.

That which gave most serious offence was the red tape that prevailed in the army. Miss Nightingale did not hesitate to break rules in order to relieve distress or save life. On one occasion she needed to get into the medical storeroom which was locked. According to the rules it could not be opened without some absent person's order, and the official in charge refused to unlock the door. She procured a man with an ax and gave the order and the door was broken in. This and similar instances gave a check to officialism. The total loss of life in that war was 44,000 and only 10,000 died in battle. The remaining 34,000 were accounted for as follows: Dysentery, 9,800; diarrhœa, 9,180; fever, 4,760; exposure and bad food, insufficient clothing, etc., 10,200, which in the nature of the case were preventable. The unnecessary suffering and loss of life in our war with Spain has revealed the fact that army officials at their best are always in need of woman's heart and hand to meet these extraordinary conditions.

Miss Nightingale once said: "Nursing is an art, and if it is to be made an art it requires as exclusive a devotion, as hard a preparation, as any painter or sculptor's work; for what is to do with dead canvass or cold marble compared with having to do with the living body,—the temple of God's spirit? It is one of the fine arts,—I had almost said the finest of the fine arts." To this end, the English people raised $360,000 and placed it in her hands to be expended in the training of nurses, and making more effectual hospital service. The world will never know the full extent of this work, with which her life has been identified for many years. Her training schools have sent out more than 25,000 graduates into the public service, while thousands have engaged in this humanitarian work in a private capacity. Richard J. Hinton says: "As she slowly passes, her gentle face, silver-crowned, blesses the days she lived, and endows those which the world will remember with an enduring sense of holiness."

Robert Wilhelm Von Bunsen.

THE DEATH of Professor Bunsen, of Heidelberg, where he had been professor of chemistry since 1852, removes one of the foremost scientists of this century. He was born March 13, 1811, and studied at the university that honored him, and which he in turn honored. Chemistry was his life-long study. His discoveries and inventions first lay along the line of revealing more fully chemical laws, thus advancing the world's knowledge, and secondly along the line of practical utility. His name will be popularly associated with the invention of the hot-blast for iron furnaces, the filter-pump, and Bunsen burner; his discovery of ferric hydrate as an antidote for arsenical poisoning, and his greatest achievement in relation to spectrum analysis. His investigations in this latter instance furnished science with one of the most far-reaching means of investigation as applied recently to astronomy, optics and chemistry. His principal monument at Breslau was the finest working laboratory then in existence. But he built a better one at Heidelberg, and in connection with it, established one of the most celebrated schools of chemistry in the world, which attracted many students from the United States.

It is said that Professor Bunsen was an ideal instructor. Teaching was his business. He was deeply interested in his students, and threw heart and brain into his class-room work. He was a striking illustration of unselfish devotion to his life-work. His discoveries and inventions were mere incidentals, having been reached indirectly, or invented at first as instruments to aid him in abstruse investigation and experiment. Many years ago, in studying the nature and base of arsenic, he lost an eye by an explosion, but afterward discovered an antidote. He learned that arsenic is an oxide of a true metal, now known as arsen-methyl. The ordinary working day was always given to his students, and his researches were conducted in the early morning and late at night. His interest in the beginner was as great as the one who might be pursuing original investigations.

"The personal success of the men," it has been said, "seemed to be the matter of prime importance in Bunsen's eyes. His own scientific work he seemed to Bunsen's eyes. His own scientific work he seemed to Bunsen as a fascinating amusement; but to any credit that might thence accrue, he was all but indifferent. The unanimity with which his scholars, of all ages and nationalties, were moved to affectionate veneration for him is a conclusive sign of his extraordinary unselfishness. When we add to this the buoyant self-reliance of the man, his Mark Tapley-like love of difficulties, his love of life, his fondness for travel, his interest in everything human, his delight in novels, we have a picture of moral health quite unusual. As a Human Being, he ranks high."

About twenty years ago a serious question was raised as to priority in the development of spectrum analysis. It was as to whether Bunsen or Stokes, who had worked along quite independent lines, should have the credit. Dr. Becker called attention to the paper of Berzelius, printed in 1844, describing the researches of Bunsen in a way that left no question of doubt as to his priority and the credit which was due him. But the great chemist was so indifferent concerning the matter, or so entirely willing that his brilliant contemporary should receive adequate recognition of his eminent ability in the same field of discovery, that he actually twisted the meaning of certain sentence, so as to deprive himself of all credit. It was afterward found by those familiar with the pure line spectra, who made the necessary experiments, that Bunsen's modesty was responsible for the strained interpretation. At that time, unconscious of future possibilities, it was a small matter to him what the world thought about the question of priority. The field was broad. He called in Kirchoff and together the two chemists labored until they developed spectroscopic astronomy and spectroscopic chemistry and the application of spectroscopy to optics. The government of Baden made him a privy councilor.

Professor Robert Koch.

PROFESSOR KOCH, who has gone to Portugal to devise means for checking the bubonic plague, is the leading authority today in diseases of that nature. He is an interesting personage because, like all discoverers and great scientific men, he stands apart from the world, unique, in a position peculiarly his own. Dr. Koch was born at Clausthal, Hanover, Germany, Dec. 11th, 1843, and graduated at the University of Gottingen in 1866, and then was an assistant in the General Hospital at Hamburg for awhile. A little later he practiced medicine at Langenhagen, Backwitz and Woolstein. It was while at the latter place he began his researches in bacteriology between 1872 and 1880. In 1876 he published his investigations on the aetiology of anthax, and two years later came his work on aetiology of traumatic infective diseases. These works marked an epoch in medicine. In 1882 he announced his discovery of the tubercle bacillus. He encountered numerous difficulties in the conduct of his investigations, being obliged to invent new microscopical appliances and new methods of staining specimens in order to make them visible. But his painstaking labors were suitably rewarded by making an important advance in microscopy.

His remarkable discoveries led to his being placed at the head of the German Cholera Commission that visited Egypt and India. While on this tour, he discovered the comma bacillus of cholera, receiving a reward of 100,000 marks from the government, and was decorated by the emperor. In 1885 he went to France as a cholera commissioner, and during that year was made professor in the medical faculty of the University of Berlin. In 1890 Dr. Koch announced the discovery of a substance which both in the test-tube and in the living body, stopped the growth of the tubercle bacillus. This announcement created a great deal of discussion in the scientific world, pro and con, and, as the facts afterward proved, his expectations were too high, so far as man is concerned, though in the treatment of animals it was a more effective remedy. Since Dr. Koch is but 55 years of age, it is reasonable to suppose that his greatest influence in the medical world is yet to be recognized and felt. His numerous published works show that he not only has the ability to conduct original researches, but the willingness to give the facts to the world, and thus increase the sum of the world's happiness.

City Superintendents Department

Should Not Teachers Insist More Upon Accurate and Complete Answers?

SUPT. EDWARD E. NEELY, ST. JOSEPH, MO.

IT IS a grave fault with many teachers that they do not fully satisfy themselves that their pupils thoroughly understand a subject or definition before leaving it. As I am restricted by the editor of the NORMAL INSTRUCTOR to a very limited space, I will not attempt to discuss this subject, but to make the article as practical as possible will confine myself to illustrations taken from my own observation while making my regular visits to the Saint Joseph schools.

A teacher was conducting a recitation in geography, and asked why Pennsylvania was called the Keystone State. The reply came promptly, "Because Pennsylvania was one of the Middle States," and it came promptly because he had learned it that way from his geography. Now, even if he had replied a little more definitely, and had said that Pennsylvania was called the Keystone State because at the time of the adoption of the Constitution Pennsylvania was the central state of the Union, the answer would still have been imperfect and should not have been accepted by the teacher. The teacher, however, said, "That is correct," and was passing on to the next question when I said, "Suppose Pennsylvania is the middle state in the Union, why for that reason should it be called the Keystone State?" The child could not tell, nor could one in the class give the reason, and yet the teacher had been perfectly satisfied with the answer. Now, if the teacher had taken pains to see whether her pupil really understood his own answer, she would have found that he did not, and could easily have made it clear to him and to the class by explaining that a keystone is the central stone in an arch, and as Pennsylvania was the central state in the Union at that time, it was appropriately called the Keystone State. She might even have extended her explanation farther and made it all the more forcible, by explaining that the keystone of an upright arch is the last stone put in, and so keys or locks the whole together, and that Pennsylvania as the Keystone State may be said to have bound and locked the other states in a firm and indestructible union.

I remember on one occasion dropping into the fifth grade room in one of our largest schools, where I found the teacher conducting a recitation in geography, the subject being the Rocky Mountain and Pacific States and Territories. The recitation was a good one and ably conducted by the teacher, who thoroughly understood her subject and knew how to make it interesting to her class. One of the topics was the Great Basin, a plateau enclosed between the lofty ranges of the Rocky Mountains on the east, and the Cascade and Sierra Nevada on the west. She asked why the plateau was called the Great Basin, and the answer came at once: "Because the mountains that shut it in form a rim five or six thousand feet higher than the land they enclose." Now this was, as far as it went, a correct answer, and probably all the answer given in the book. But if I had been teaching the class I should have followed it up with this other question:—Why on that account is it called a basin? And my experience with children of their age convinces me that not five per cent of the class would have answered the question correctly. Not five per cent of the class would have seen the force of the term "basin," or have answered that it is called the basin because, being enclosed by this rim of mountains, it resembles a basin in shape. Then a little farther on in the lesson, the pupils in response to a question said that the western part of the Great Basin has no outlet to the sea and it is therefore a true basin, the stream either flowing into lakes or sinks, or else their waters drying up in the desert. Here again was an opportunity for the teacher to explain the resemblance of the western part of the Great Basin to a real basin, either a detached basin in which the water has no escape at all, or a basin in the bathroom with an outlet into an escape pipe by which the water is carried to a sewer. The neglect of this teacher to make this plain did not arise from indolence on her part, for she is the very personification of industry, but from an over-estimate of her pupil's powers of comprehension. Some teachers are not sufficiently careful to see that definitions given by their pupils are entirely accurate. I happened to be present in one of our schools when the teacher was conducting a recitation in fractions. She asked the pupil to define an improper fraction. The pupil answered that an improper fraction is a fraction whose value is greater than one. The teacher took no exception to the answer. I requested the pupil to write on the board the fraction $\frac{3}{4}$, and then asked him if he had written a proper or an improper fraction. After reflecting a moment he answered correctly "an improper fraction." I then asked him if the value of that fraction was greater than one. He said, "No, it is equal to one." Then I asked him to correct his definition of an improper fraction, and he told me, as he should have told his teacher at first, that an improper fraction is a fraction whose value is equal to or greater than one. Sometimes teachers are not sufficiently careful themselves in the definitions they give their pupils. I was visiting in a fourth grade room last year, and the recitation happened to be a review of the spelling lessons for a week. One of the words given out to a pupil to be spelled was "deafness." Either the teacher did not enunciate with sufficient distinctness, or the pupil was defective in hearing, for after several attempts he did not catch the word. The teacher then said, "Can't you understand the word? It is deafness, one who is deaf," a definition which the teacher would have been slow to give if she had had a critical appreciation of the difference in meaning of the suffixes "ness" and "er."

Not long ago, I was visiting the class of an excellent teacher in one of our grammar schools, and a pupil in the class was asked to define the meaning of the word "anachronism." It was an advanced class composed of good thinkers. The pupil replied that the word "anachronism" meant a "historical error." The answer was accepted by the teacher. I told the class that I wished to give them two statements, each of which would be historically incorrect. I gave them the following: "Cain slew Abel with a gun." "Thomas Jefferson was the leader of the Federalists." I called their attention to the fact that both of these statements are historically incorrect, but that there was this difference between the two statements. One of them might have been correct as the Federal party was in existence during the life of Thomas Jefferson, and he might possibly have been its leader if he had espoused the principles of the Federal party. But the other statement could not possibly have been correct, since neither guns nor gunpowder had been invented when Cain and Abel lived. From this explanation the class was led to see that while "anachronism" might be a historical error, it did not follow that every historical error was an anachronism. From this the class could readily understand, especially by reference to the Greek origin of the word as explained to them, that an anachronism was an error in chronology made by placing an event earlier or later than it really happened, as, for instance, when Virgil in his celebrated poem makes Æneas and Dido cotemporary.

A few Sabbaths ago I had the pleasure of listening to an interesting and eloquent sermon from a visiting Presbyterian minister in one of the churches of this city. He was explaining the doctrine of the atonement as understood by the theologians of his church, and having occasion to use the expression "vicarious sacrifice," he defined the word "vicarious" as meaning "to suffer for another." Now if he had said "suffering for another," his definition would have been all right, and, doubtless, if his instructor had been sufficiently careful to insist upon accuracy and exactness in his work when he was a school boy, he would not have made so palpable a mistake as to use a verb where he should have used an adjective.

These instances, which might be greatly multiplied, and many similar ones which doubtless have come under the observation of other superintendents in their daily rounds among their schools, would seem to indicate the necessity of urging upon teachers the importance of seeing that their pupils have a clear and accurate perception of the subject studied, and evidence it by the character of their answers.

Schoolroom Decorations.

SUPT. F. TREUDLEY, YOUNGSTOWN, OHIO.

SOME YEARS ago I attended an exercise in the assembly room of the Girls Latin High school in Boston in memory of Washington. The hour was pleasantly spent, but my deepest impression was this, viz: that all around that room, constituting its border and set into the plaster, were casts of the Elgin marble. Upon these famous works of art the young women of that city, in their formative years, are able to look freely and receive those influences, which, as it were, stream forth unconsciously almost as by divine power.

The significance of the present wide-spread movement toward the decoration of schoolrooms and halls rests not in the mere question of giving pleasure, but in the far deeper one of character formation, in which by the subtle process of "unconscious tuition," the generation of today is becoming trained to know and feel what is good along the lines involved in this effort. The necessity of this movement is not only apparent, but amply demonstrated by the progress made. Our wealth so abundant, so widely diffused, and so freely created, makes possible a splendid growth, and in the schools and among the little children is the field of all fields for the working out of permanent and effective good. Among the practical suggestions the writer has to offer as springing out of his experience are the following:

As to pictures, great care should be taken. It is easy to expend money both extravagantly and unwisely. In every schoolroom one good picture should be hung *i. e.*, one regarded as something very good. And still, with so many excellent and inexpensive reproductions of great works of art, there need be no difficulty of securing such pictures at limited cost. It is so easy to cover the walls of schoolrooms with tawdry material, but it is so much better to substitute

quality for quantity, and in the enjoyment of a few good things escape the debasement of a mass of poor stuff. Nor is there any reason for a teacher of ordinary enterprise and intelligence to go widely astray in this endeavor. There are plenty of people engaged in this work, capable and desirous of lending aid to all efforts of the kind.

In the schools with which I am connected, have been expended, within a few years, over two thousand dollars along this line. Every schoolroom has one or more good pictures. We have drawn upon Caproni of Boston, and Castellvechi of New York for casts, upon Braun of New York, upon W. H. Pierce & Co., and the Prangs of Boston and upon many others for reproductions, photographs, etc. With some expensive pictures we have purchased many inexpensive pictures, but it is a poor economy to put costly frames around poor pictures.

We have obtained the means for this work from many sources; by art exhibitions, by subscriptions, by penny contributions of children, by encouraging the practice of schools contributing one good picture to their room before they leave, by festivals, etc. I will not say that such means of raising money are not unaccompanied by drawbacks, but in the absence of liberal contributors, I know of no other way of getting money, and have found no means of securing pictures other than by use of money. The results are worth all the cost, for when once a good and desirable picture has been placed upon the walls of a schoolroom it will remain for many years and serve to comfort, bless, and educate generations of children. For a good picture lends a sort of distinction to the room in which it hangs. It will reproach the unworthy and act as a constant protection against that which is crude and imperfect. The writer does not pretend to speak in this article as one fully qualified to consider such a theme. He speaks purely from the standpoint of administration of schools, and from this point of view, which he would be glad to illustrate more freely, approves with all his heart the splendid progress now being made along this line.

Manual Training.

E. A. BENDING, DAYTON, OHIO.

ARISTOTLE has said, "The hand is the instrument of instruments and the mind the form of forms." Add to this the more modern quotation of President Runkle, "Public education should touch practical life in a large number of points," and we have a suggestion for public school education that will appeal to all classes and conditions of men; that is capable of the solution of many perplexing social and economic questions, abreast with nineteenth century advancements and requirements, and devoted to the interests of the majority instead of the favored ten per cent receiving college education.

The unanimity of mind, hand and eye, each being practically dependent upon the other, is at last evident—the fact has always been known, but there was the old rut through which we labored on and on through one maze after another, doing what was considered the best for the greatest number but really an infinitesimally small fraction of what should have been done—and now the reformation is at hand. In fact, I may say that it is here, but the lack of knowledge of what constitutes Modern Education displayed by the average teacher sometimes leads me to believe that it is not, and to direct a few remarks, not to specialists in Manual Training lines, but to teachers in general who are under the impression that this work is entirely out of their sphere, a system apart that only takes some of the precious time from the so-called regular studies.

By Modern Education I mean the development of the mind and in addition the hand and the eye, all three working in unison for an end in common, namely, the betterment, intellectually, morally and physically, also financially to some extent, of mankind, with Manual Training or hand skill as the means of that end. "Lessons through and by work, through and from life are by far the most impressive and intelligible, and most continuously and intensely progressive both in themselves and in their effects on the learner."

"Children and parents consider the activity of actual work so much to their disadvantage, and so unimportant for their future conditions in life, that educational institutions should make it one of their most constant endeavors to dispel this delusion. The domestic and scholastic education of our time leads children to indolence and laziness; a vast amount of power remains undeveloped and lost. It would be a most wholesome arrangement in schools to establish actual working hours similar to existing study hours; and it will surely come to this."—(*Foot note, quoted from Frœbel's "Education of Man." Translated in 1887 by Dr. W. N. Hailman, now Sup't of Instruction, Dayton, O. Part of an unfinished work first published in 1826.*)

Frœbel either foresaw the existing circumstances and environments of today or had the intuitive conception of what was needed to make the perfect man, and had he lived to complete his work there is no doubt but what he would have been as much an authority on the education of youth and young men as he now is on the children. As it is, there is but little that is not applicable in a general sense. To his "Children and parents considering the activity of actual work, etc.," I would add teachers, and underscore it several times.

It is due largely to the teachers that Manual Training is looked upon as it is in many places. I have seen whole schools of pupils influenced against the work at first (it never continues long as far as the children are concerned) simply on the attitude of principals and teachers toward it. In a number of cases where opposition was the greatest I have found Manual Training in the regular schoolroom in shape of form work, modeling and cardboard construction, with the teachers not aware of the fact until so informed. One principal in a city of fifty thousand said: "Why I thought Manual Training was carpentry." This is due to the fact that the teachers as a whole are prone to keep in one rut, reading practically nothing but matter relative to their own line of work, hence a lack of knowledge of what is considered as Manual Training. All drawing, penmanship, form and nature study, and all laboratory work come under the general head of this work but until recently have not been so considered and even now we apply it more to the shop exercises than elsewhere. The name in itself is misleading but the time will come when it will not be considered apart from, but a part of the general scheme of Education.

The definition as adopted at the last meeting of the American Manual Training Association is as follows:

Manual Training is any form of constructive work that serves to develop the powers of the pupil through spontaneous and intelligent self-activity.

The power of observation is developed through exacting demands upon the senses: the reason by constant necessity for thought before action, and the will by the formation of habits of patient careful application.

Under this definition we place first the kindergarten occupations: paper pasting, stick laying, cardboard construction, modeling, weaving, drawing, etc., and through which we find the artistic tendency of the pupil having full sway.

The next step, that of the primary grades, has been the source of a great deal of discussion. At first there was absolutely nothing, but the gap between kindergarten and grammar grades is now filled with almost as many "systems" as there are schools. The work consists mostly of knife work and drawing for boys, and sewing for girls. The knife work is derived from the Sweedish Sloyd adapted to American ideas, but it is all more or less stereotyped, savors of sameness, and with the exception of a few simple curves and the chip carving, the latter being entirely geometric, the artistic is ignored. The idea of Frœbel is carried out to some extent, inasmuch as it implants in the child habits of industry and accuracy and perhaps invention, but as a whole it does not fulfill our definition in "developing the powers of the pupil through *spontaneous* and intelligent activity." It lacks the natural flow of art and spontaneity found in the kindergarten. Professor Tadd, Director of the Public School of Industrial Art of Philadelphia, has, I think, found the most natural solution in his Manual and Art Training, that has found favor in so many places.

In the grammar grades we find, generally, bench work in wood and elementary mechanical drawing for boys, with domestic science for girls. Here, too, the artistic seems to be neglected to some extent though there is an opportunity for clay modeling, carving, and designing which should receive more emphasis than it does. The work here borders more on the utilitarian than does that of the lower grades, and is allowable when we consider the number of pupils that withdraw at this period. Even with the utilitarian idea uppermost, the mental development obtained from the various shop exercises can only be appreciated by those who have taught the subject, or by a mature person trying a few of them. The onlooker is practically left in the cold, and for this reason and the constantly increasing demand for Manual Training teachers, I trust that ere long we will find in every Normal school a thorough course in this line of work. Eventually, a working knowledge of the subject will be required of the grade teachers, and it will prove, as it has proven elsewhere, to lighten the load of the teacher and pupils instead of increasing it.

Next comes the High school work, which I will touch but briefly, and hope at a later date to take up each branch or department separately. We find here the various branches of bench and machine work in wood and metal, with a corresponding course in all branches of mechanical, architectural, and free hand drawing. Here we combine utilitarianism and art, the latter having a splendid field in all manner of drawing, clay modeling, carving and wrought iron work in the blacksmithing shop. The girls are not excluded from these and in addition have an elaborate course in domestic arts, cooking, housekeeping, etc.

Out of the small per cent reaching the High school there is still a smaller per cent that graduate and continue to college. Is it not fitting that out of the four years spent here we should take a very small portion of the time to connect the school with the outer world and the home, aiding if need be, the pupils in selecting their life's vocation or increasing their wage earning capacity, and all in no way detracting from their intellectual training.

Our greatest need is something which will keep pupils, boys especially, through the public school course, including the High school. Let Manual Training be added to any High school, and we have in addition to the intellectual training, a factor which aids immensely in bread-winning qualities. Immediately this is known, parents and pupils alike have a tangible evidence of the good of "schooling," and through this fact alone we lure the pupil, as it were, to a superior intellect. The pupils of the lower grades look forward to the High school, and fully realize that the elementary forms of the work are surely leading to a defined end, that of assisting them through the hard battle of life.

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NATURE STUDY

By Ella Jacobs, Philadelphia, Pa.

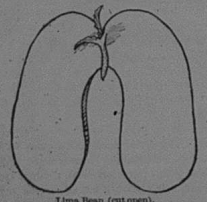
Seeds and Nuts.

IN THE Nature Study For the fall, care must be taken to consider topics appropriate to the season. Remember the old pedagogical rule, "Proceed from the known to the unknown." Begin the work on seeds by showing the children several plants. Have them name for you the parts of a plant—the root, stem and leaves, then the flower and fruit. In all the lessons have the object before them, not theory, but practical observation, must be their guide.

Next, select some fruit, an apple or a pear. Ask the question: If I should cut open the fruit, what would be inside? Try to secure the answer,—*Seeds*. Notice how carefully the seeds are hidden away. First, cut through the peel or skin, then the fleshy part of the fruit, then the core with its hard, tough membrane, then in each tiny hole is a seed. Have a jewelry box to show the children, a tiny leather case with a soft silk or velvet lining, open the lid and there is a precious valuable jewel inside, out of sight. We keep precious, valuable things in strong boxes with lock and key.

Why is the seed kept so carefully? All seeds are guarded. Show almonds, walnuts and peanuts, and they have a heavy hard case; no key will unlock them. To get the precious seeds, we must break the pretty boxes. Next take a peach. Let us look for a seed. First the fuzzy skin, then the juicy meat. Ah, here is the seed, not several as in the apple, but only one, and safely secured in a heavy wooden box. If the children are not quite sure why the seeds are so securely placed, lead them by skillful questioning to see that the important functions of every plant is to yield fruit after its kind. In order that the plants may not die, each plant bears seed which are so valuable in the economy of nature that they are most carefully guarded.

Now let us look at some of the seeds, and see what story they will tell us. First, examine a lima bean. It is best because it is large and the

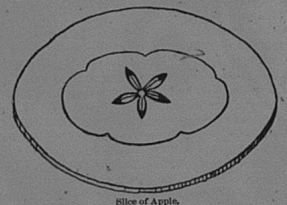


Lima Bean (cut open).

parts are easily seen. Remember that this bean is a seed and the use of the seed is to make new plants. Take off the skin, split the bean in half. Look carefully. Yes, there is the baby plant, sure enough, a baby stem and two tiny leaves all curled up in the bean ready to grow when the time comes.

You know that when your little sisters and brothers first came, they were too tiny to feed themselves as you do. These little baby plants are too weak to get their food, so it is placed all around them, so they can reach it easily. The white fleshy part of the bean, that is such good food for men, is also just the right food for baby bean, so it can easily reach it and eat it. Perhaps some children have brought watermelon seeds. Take off the hard coat, then the fine shirt or skin, split it, and you will find the baby plant carefully curled up in its little food cradle. This food is not so good for us; we eat the fleshy fruit.

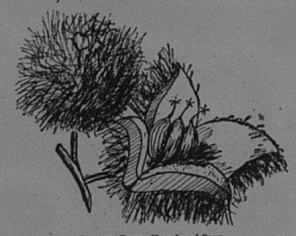
Slice an apple crosswise, show the children the thin slice with the shape of the apple blossom. Tell them how the flower faded, then the little green apple came. Kissed by the sunshine and bathed by the rain, it grew into a large rosy apple, and inside, out of sight, are the precious seeds. Show the baby plant in the



Slice of Apple.

apple seed. Next take a hard seed, the peach kernel, crack it and show the two tiny leaves ready to form the plant. It will make the lesson much more interesting if each pupil has the seed which is being described.

Sometimes seeds are hidden away in a different manner. Show a prickly chestnut burr. When these burrs are on the trees even the birds are afraid to touch them. Boys have to handle them very carefully not to get hurt. But isn't it curious, when these chestnuts (seeds) are ripe



Chestnut Burrs, Closed and Open.

and ready to be eaten, the burrs split open and the nuts drop out, all ready for us! Show an open burr, let the children touch the prickly exterior and contrast it with the smooth soft interior, just as glossy and soft as the satin jewel case. Why is it so soft? Because the tender baby seeds were all packed close together and they must not be hurt. Open a nut and show the tiny plant within. Walnuts and hazel-nuts grow in burrs. How many other nuts in this manner?

The next topic to be discussed is how the seeds are scattered. The children have all seen decayed fruit lying around the bottom of trees. Explain how many become buried in the ground and thus grow up for next year. Then some seeds are made to travel far away. You can secure plenty of milk weed seed in the fall. Show the pods, then split open and show the lovely winged seeds, all ready to fly away. Perhaps

Milk Weed. Maple Keys.

you have some maple keys; they fly around and thus plant maple trees for us. The children have all seen and blown "witches." Explain that these are winged seeds.

Sometimes in the country in walking through the woods, we are covered with tiny triangular seeds. As we walk around, these seeds are scattered. Animals gather seeds in their wool and skin and scatter them in going to other places and thus we see that nature has arranged that the seeds shall be carefully guarded until they are ripe and useful, and then she allows them to come out of their precious boxes, and to be placed where they will be of the most use.

The subject matter in this article is, of course, too much for one lesson, but is intended for a series. The first lesson should be devoted to simply gathering and naming the nuts brought by the children and supplemented by the teacher.

In the next lesson the seeds can be divided into groups, placing peas, beans, etc., in one class; apple, pear, watermelon, together; the nuts should go in another group; maple and milk weed form another division. Then when the material is classified, begin the description and uses. Proceed in a systematic manner until you have finished all the facts you desire to teach. Then summarize and have the lessons written out by the children and illustrated from the objects themselves, when possible.

Friday Afternoon Exercises

T. B. Weaver, Prospect, Ohio.

An Autumn Exercise.

(At tap of bell, the boys rise and recite first selection; at next tap, the girls rise and recite second; at next tap, all recite the third.)

Boys.

"Autumn's earliest touch has given
To the woods below
Hues of beauty, such as heaven
Lendeth to his bow.
And the soft breeze from the west
Scarcely broke their dreamy rest."
—*Whittier.*

Girls.

"O what a glory does this world put on
For him who, with a fervent heart, goes forth
Under the bright and glorious sky, and looks
On duties well performed, and days well spent!
To him, the wind, aye, and the yellow leaves
Shall have a voice, and give him eloquent teachings."
—*Longfellow.*

All.—

"If thou art worn and heart beset
With sorrows that thou wouldst forget,
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills!—No tears
Dim the sweet look that nature wears."
—*Longfellow.*

AN AUTUMN QUESTION.

I had a dream last night, so strange,
Yet real it seemed to be.
I surely thought the fairy folk
Had come to visit me.

The evening breeze had gone to sleep,
But in the still, cold air,
The woodbine leaves kept rustling,
As though some elves were there.

I looked between the window slats,
And there I chanced to see
Dozens of little elfin men,
Busy as they could be.

They clambered up and down the vine,
Their buckets small to fill,
Then dashed their contents on the leaves,
All working with a will.

"What are you doing there?" I asked,
They answered not a word.
The moon went down behind a cloud
And not a sound was heard.

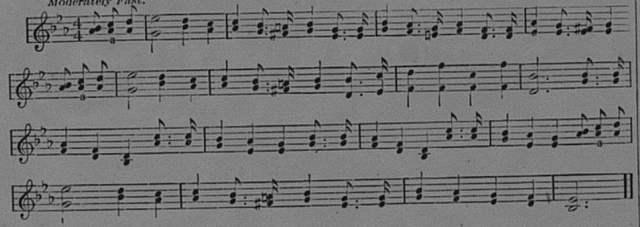
It grew so dark and cold and still,
I fairly shook with fear,
And then I waked. Was it a dream?
Well, listen; you shall hear.

When morning came, the woodbine leaves,
So dull and green last night,
Were sprinkled all with gold and bronze,
And scarlet, gay and bright.

Now wise folk say it was a frost
Which changed the leaves, no doubt;
But, if 'twas frost that painted them,
What were the elves about?
—*Selected.*

Beautiful Summer is Passing Away.

Words and Music by T. B. WEAVER, Prospect, O.



Beautiful summer is passing away,
Swiftly passing away, swiftly passing away;
Beautiful summer is passing away
With its days of sun and song.
Soon the killing frost with his icy breath
Shall the lovely flowers lull to winter's death.
Beautiful summer is passing away
With its days of sun and song.

Beautiful moments are passing away,
Swiftly passing away, swiftly passing away;
Beautiful moments are passing away,
On the wings of time and tide.
May each gem of time on its wings of love
Bear a duty done for the urn above!
Beautiful moments are passing away
On the wings of time and tide.

Beautiful schooldays are passing away,
Swiftly passing away, swiftly passing away,
Beautiful schooldays are passing away,
As the mornings come and go.
May we live each day as it were our last,
Hope for brighter skies when the clouds are passed.
Beautiful schooldays are passing away.
As the mornings come and go.

FALLING LEAVES.

"Mother, dear mother," said the leaves one day,
"Longer with you we cannot stay;
Earth's summer mantle is withered and brown
And ever she's calling, 'come down, come down.'

It grieves us to leave you, mother dear,
We've been so happy this whole long year.
You rocked us so tenderly when we were small,
You've loved us so faithfully, one and all."

"Go, my children," the old tree said,
"Find on earth's bosom a soft warm bed,
Tenderly she'll care for you, mother of all;
Fear not, but hasten to obey her call."

Down came the leaves, each with a sigh,
Whispering softly, "Goodbye, goodbye."
And old earth welcomed the little band,
As beautiful angels from a heavenly land.

While ever above them, sweet and clear,
The old tree sang, "Never fear, never fear."
So they nestled down in contentment sweet,
And went to sleep at their mother's feet.
—*Selected.*

QUOTATIONS.

(By the pupils rising and reciting.)

"It is the Autumn breeze
That lightly floating on,
Just stirs the weedy leas,
Just stirs the glowing trees,
And is gone.

O'er shouting children flies
That light October wind,
And, kissing cheeks and eyes,
He leaves their merry cries
Far behind."
—*Bryant.*

Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has Autumn poured
From out her lavish horn.
—*Whittier.*

"The beautiful summer is gone,
The thrush has folded his wing;
The autumnal days steal on,
And the singer forgets to sing."
—*Kellogg.*

"The blasts of autumn drive the winged seeds
Over the earth; next the snow, and rain,
And frost, and storms come, which dreary winter leads
Out of his Scythian cave, a savage train."
—*Shelley.*

School.

"Rich gift of God! A year of time!
What pomp of rise and shut of day,
What hues wherewith our northern clime
Makes autumn's dropping woodland gay.
What airs outblown from ferny dells,
And clover bloom and sweet-brier smells;
What songs of brooks and birds, what fruits and flowers,
Green woods, and moonlight snows have in its round
been ours.
—*Whittier.*

OCTOBER'S BRIGHT BLUE WEATHER.

O suns and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

When loud the bumble-bee makes haste,
Belated, thriftless, vagrant,
And golden rod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fringes tight
To save them for the morning,
And chestnuts fall from satin burrs
Without a sound of warning;

When on the ground red apples lie
In piles like jewels shining;
And redder still on old stone walls
Are leaves of woodbine twining;

When all the lovely wayside things
Their white-winged seeds are sowing,
And in the fields, still green and fair,
Late aftermath are growing;

When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the hush
Of woods, for winter waiting;

When comrades seek sweet country haunts,
By twos and twos together,
And count like misers hour by hour,
October's bright blue weather.

O suns and skies and flowers of June,
Count all your boasts together,
Love loveth best of all the year,
October's bright blue weather.
—*Helen Hunt Jackson.*

*AN EXERCISE—THE SEED BABIES.

For any even number of *little* girls and boys, the latter carrying a few thistle and a few milkweed seeds in their pockets and do not recite. They all carry large handkerchiefs easy of access. In the order of a girl then a boy, they march in to some *ragtime* air played, or the tune of "*Leaves' Concert*," either played with an accompaniment or sung by class or school using the syllables *la*, and use the step of Fig. I, and go around platform in a circle; then step of Fig. II, and go around; then step of Fig. III, and go around in position of semi-circle and face audience. The same three movements are used in leaving stage. This can be omitted when teacher prefers. But the various movements represent those of the flying seed-babies. The boys can imitate. Each boy should have an acorn also in a pocket.

Girls.

We are tiny seed-babies
In our slips of white,
Just from out our cradles
Rocking day and night.
Russet little bodies,
(1) As you all can see,
(2) Carried by the zephyrs
Over hill and lea.

FIG. I.

Little seeds have duties,
Though they may be small;
(3) From the tiny acorn
Grows the oak (4) so tall.
At the close of autumn,
All must go to bed,
(5) Huddle down so closely,
(6) Cover up each head.

FIG. II.

Sleeping with the flowers,
Underneath the leaves,
While the wind of winter
Through the forest grieves;
Then, at gentle springtime,
(7) Up each head will rise
With the buds and flowers
And the sunny skies.

We are little seed-babies
Of men and women too;
(8) If the Father spares us,
We'll grow tall like you.

Children have their duties,
(9) Like the seeds so small,—
Mind their parents, teacher,—
Be kind and true to all.

(10) Thistle seed and milkweed,
Babies light and free,
(11) Fly away so happy
Where your home may be.
May we too be happy,
And our duty do.

Boys (12) Fly away seed babies!
Now to all of you.

FIG. III.

1. Boys hold up the seeds.
2. Boys each blow off a little seed.
3. Boys each hold up an acorn.
4. Boys gesture with right hand showing a tall tree.
5. All drop lightly to floor.
6. Throw handkerchiefs over heads, and continue reciting until No. 7.
7. All rise up and place handkerchiefs in pockets.
8. Boys point upward with right hand.
9. Boys show tiny seeds.
10. Those holding thistle-seeds show theirs first, then those holding the milkweed seeds.
11. Boys holding seeds in front of mouth blow away a seed each.
12. Boys blow at the girls and the girls catching dresses begin the march to leave stage, going around first time with step of Fig. I, etc. Boys should recite *last two* lines in address to the little girls. Red bandana kerchiefs should be used by boys, and variously colored ones by girls. The boys could carry theirs in their hands during the march in leaving the stage; but no handkerchiefs should be seen when entering stage. They represent colored leaves.

*Figures for exercise and march. In Fig. I, the rear foot steps over and in front of other; in Fig. 2, the rear foot is lifted up behind, striking bottom of skirt; in Fig. 3, one foot steps ahead and to opposite side of other. If no instrument be available, the school or class should sing the song and use the syllable, la, la, etc., etc.

*SONG BY SCHOOL.—OCTOBER'S PARTY.

Tune of "Leaves Concert," this exercise.

October gave a party,
The leaves by hundreds came;
The ashes, oaks, and maples,
And leaves of ev'ry name.
The sunshine spread the carpet,
And ev'rything was grand;
Miss Weather led the dancing,
Professor Wind, the band.—*Chorus.*

The chestnuts came in yellow,
The oaks in crimson dressed,
The lovely Misses Maples
In scarlet looked their best.
All balanced to their partners
And gaily fluttered by;

The sight was like a rainbow
New fallen from the sky.—*Chorus.*

Then in the rustic hollow
At hide and seek they played;
The party closed at sundown
And everybody staid.
Professor Wind played louder;
They flew along the ground,
And the party ended
In hands across, all round.—*Chorus.*

Chorus—Falling, the pretty leaves are falling,
Flying, the dainty leaves are flying,
Dancing, the happy leaves are dancing,
Clad in all the hues of autumn.
—*Song Stories for Little Folks.*

NUTTING.

Jack Frost had been on a visit here,
This morning the ground was white;
From many a tree he had plucked the leaves
That for days had been so bright;
His fingers have opened the nutshells brown,
And have sent the ripe nuts clattering down.

Come boys and girls, to the woods away!
What better fun can there be,
Than to search for nuts in the rustling leaves,
Beneath the old walnut tree,
While the air is crisp and clear are the skies,
And clad in her richest robes Nature lies.

And when the cold winds of winter blow,
And the ground with snow is white,
We'll bring the hidden treasure out,
And sit in the bright firelight;
And the nuts we'll crack with jest and song,
And brighten the winter evenings along.
—*Selected.*

AUTUMN FLOWERS.

'Tis now the lace flower bursts to bloom within the meadow-land,
And cardinal blossoms by the woods like flaming torches stand;
By dusty waysides and where rivers sing in murmurs low;
The clematis is twining wreaths as white as drifted snow;
From dim deserted gardens and from many a leafless nook
The purple asters blend their smiles with many a tender look;
The golden rod comes marching on with gay and swift advance—
A band of soldiers holding many a banner, plume and lance—
O, brave sweet autumn flowers that linger on so cheerfully,
Even though gloom and shadows throng the pathways of the sky,
Thine is a mission sweet, to stand within earth's darkened ways,
And bring again to longing hearts the smile of summer days.
—*Alice Jean Cleator.*

LITTLE HICKORY NUT.

A little brown baby, round and wee,
With the kind winds to rock him, slept high in a tree.
And he grew and he grew till, oh, dreadful to say!
He tumbled right out of his cradle one day.
Down, down from the tree-top, a terrible fall!
But the queer little fellow was not hurt at all;
And sound and sweet he lies in the grass,
And there you will find him whenever you pass.

METHODS, AIDS AND DEVICES FOR PRIMARY GRADES

Two Years With "Pollard."—Grade II.

A. D. LOVELL, TAUNTON, MASS.

AT THE beginning of the second year, we take up a First Reader which is arranged for a thorough review of the work already accomplished. New words, omitted from the classified lists of the first year's work, are now introduced, and the pupil is constantly meeting old friends, and becoming acquainted with new ones.

The sentences are no longer marked, but the marking of words is carried on as carefully as before, as well as the pronouncing of the lists. The same order of work is used as in Grade I. Supplementary reading keeps pace with the regular work, and soon after the half year is passed the children are ready for the Pollard Second Reader. In many places this book is not used until the third year, as it is considered hard for the second grade. But with us it is usually finished in this grade. The children have now acquired an independence in reading which is of great value to them, and they take great pleasure in it. Throughout the two years, there has been real study and thinking; which has extended to their other work, because it has become a habit. The system would be worth trying if there were nothing else to be said in its favor.

As an example of what children attempt in the second year I will relate one instance. One of my second grade boys came to me one afternoon and said: "I have 'a piece' to read this afternoon." Some of the other children were to speak, and as he didn't wish to be entirely left out he proposed to read. I inquired about the reading when he produced a Fourth Reader, rather an ancient one. His "piece" was, "I live for those who love me, etc." He read "the piece" with considerable expression and with almost perfect pronunciation; I think there was but one mistake. This is only one of many such instances, but the pupils were not always so ambitious in their choice.

A brief summary of the two year's work is: (*a*) Building and marking words containing the long and short vowels. (*b*) Developing and marking words containing the Italian and broad sounds of *a*, also those with the circumflex and wave vowels. (*c*) Words containing proper diphthongs. (*d*) Marking many words which are exceptions to regular rules, but which may be classified. (*e*) And, during the last half of the second year, marking dissyllables, and placing the accent.

All words are marked by beginning at the end, as it is the final consonants or vowels which generally determine the sound of other vowels in the words.

For instance, in the word *clad*, we mark *a* short and pronounce the family name *ad*, then mark and tie the key *cl* and pronounce the word. The children know that the *a* is short, because there is no *w* before it and no *r* after it.

In the word *make*, final *e* is marked silent because there is another vowel in the word; *a* is long because there is a single consonant between it and final *e*; *make*.

If, in this necessarily incomplete review of *all* that is done or may be done by this system, any teacher is led to look further into its merits I shall feel that my efforts have not been wasted. For my own part, I freely confess that I never fully realized the possibilities of classification in the language, until I had studied the Pollard System.

A Right Beginning.

MRS. MARION I. NOYES, W. SOMERVILLE, MASS.

THE SEASON of recreation and rest over, we return once more to familiar scenes. How shall we take up our school work? Shall it be with feelings of regret that the vacation season could not have been prolonged? Shall it be with the feeling that the burdens of life are again resting on our shoulders?

No, let no such thoughts fill our minds, rather let us return to our schoolrooms with body rested, and soul refreshed by our communion with Nature and Nature's God. Let the songs of summer be sung again and again in our hearts, and just as we responded to the song of bird and bee, and to the song of the brook and to the still grander one of the mighty ocean, and as we found strength in the hills and rest and peace beneath the fragrant pines and in the green pastures, so will the children respond to us and find joy and peace if our hearts are still kept in tune.

As I write this, I am thinking of the little ones who are so soon to leave their homes for the first time and enter into the school life. Some have been so fortunate as to have had a year or two in kindergarten, but the majority are right from the mother's arms. We should be very tender with these little ones, and deal gently, for it is a crisis in their lives and to many a severe trial, greater even than trials which we older people find hard to bear. We will remember this when we begin the lessons which constitute the first year's work. We will strive to present them in such a way that learning becomes a pleasure. Elizabeth Peabody has said that: "A little child should never be required to do anything intellectual as a duty; its mental efforts should only be sports."

Reading is of the greatest importance in the first year's work. It is well to begin on the first day with a lesson, taking the class as a whole. Let the thought of the first few days be connected with the home life. I talk with the children of the various home interests, then write the word *mamma* on the black-board. I notice Mary's pretty apron; it is trimmed with hamburg, having a scalloped edge; other little girls have trimming on their aprons, also, and even the boys have it on their wide collars, and I say: "How fond mamma is of ruffles, and look! she wears them too;" point to the three letters, *mmm* in the word. The children draw pictures of ruffles. But who comes here? Why *papa*. Write the word. He does not look like mamma, does he? No, he does not wear dresses and ruffles. How tall he is! *p p*, He carries two balls—the letters *a a*. Did you notice that mamma had two balls, also? Find them. And here comes the *baby*, pet of all. Write the word. Baby has a ball—*a*. Both hands are up— *b b*. See baby's long white dress—*y*. I know a nice story about baby. Repeat from Emilie Poulsson's "Finger Plays," "All for Baby." The next day we review the words and sing:

"This is the mother good and dear,
This is the father standing here,
This is the brother stout and tall,
This is the sister who plays with her doll,
This is the little one, pet of all
Behold the whole family great and small."

We wonder where the brother was yesterday. Here he is *Willie*. Write it. I know where he has been. Out of doors flying his two kites, notice dots over the letters *i i*. Speak of the importance of capitals. Now, where is sister? Here she comes *Alice*. She has been with brother flying her kite. She has but one—letter *i*.

Then we go on and find in the home a doll, kitty, book, slate, etc. This is the foundation on which I build for it comes close to the child's heart and mind. I do not use objects; most of the words found in the primers are familiar to the children. I prefer to tell little stories about the different words. Very soon the children will see things for themselves and will give their own stories.

One class analyzed the word *girl* in this way: A little girl was in school. The letter *r* was her desk. A bee (the dot over the *i*) came buzzing through the open window into the schoolroom, and the girl raised her hand (the letter *l*) to tell the teacher about it. The girl's dress (the letter *g*) could be seen under the desk. We recite:

"Here is a bee hive,
Where are the bees?
Hidden away where nobody sees;
Soon they come creeping
Out of the hive—
One! two! three! four! five!"

In this way my vocabulary increases rapidly.

Drawing in the First Grade.

ALICE WEST, SAVANNAH, GA.

THE METHOD of teaching any branch should be governed by the object to be attained. The true object of teaching drawing in our public schools is not, it seems to me, to discover and foster dormant talent, nor to make skilled draughtsmen, though these are two good results. It should be, first of all, to develop and train the creative faculty, an inborn instinct to some extent in every child; to arouse, direct and increase the powers of observation; to strengthen the will by practice in right doing; and to bring into fuller life the spiritual and esthetic side of the child's nature.

Were our prime object to make draughtsmen, we would stress the mechanical perfection of the drawings. None would be satisfactory that were not exactly correct, and the aim of the pupils would be to have the fewest possible faults. In short, the drawings themselves would be the objects of our solicitude. But we aim at something higher. Our care is for the little artist, and the all-important question becomes, not "What has he produced?" but rather, "How has it affected him? How much of himself has he put into it? What idea has he tried to express? And to what degree has his effort to express it reacted upon his mental development?" Manifestly the answer to these questions will be "Very little," unless the child's interest has been thoroughly aroused.

Therefore, we choose first an object of great attraction, introduce it by a story or a pleasant talk, ask questions and draw out opinions about it, and establish pleasant associations with it. When the interest has come to a white heat, we *allow* the children to "make a picture" of it. There should be little criticism at first and only of the broadest kind, as, "Wouldn't it be better if the stem of your apple grew out of the top, instead of the side?" For criticism at this stage dampens ardor and discourages, and while the drawings will probably be of the crudest sort, that is not the important thing. The one thing needful is that the child should have a vivid concept and should try intensely to express it. Taught in this way, children do not need to be urged to draw, nor even urged to try hard. Interest aroused, ideas stimulated, they will only need permission to try to express their ideas. This is true, at least, in primary grades. Later on, self-consciousness and the growth of the critical faculty give trouble. Direction, of course, is necessary and important. There must be in the teacher's mind a definite and logical plan underlying the choice of objects, a plan which proceeds gradually from the simple to the more complex and difficult. Criticism has its part to play soon, when it is very helpful also to have the children criticise their own and each other's work.

But the more thought is aroused, and the more the actual drawing is linked to other interests, particularly to nature work, the quicker will be the growth of creative activity, the keener the observation, and the more intense the effort, which is certainly will-training.

The fourth object to be attained, that is, the development of the spiritual side of the child's nature, must be reached by a right selection of the objects of study, always seeking for beauty and the highest truth, and by the study of beautiful works of art. Those who have not tried it, will be surprised to see how much children can appreciate good pictures.

Legend of the Chrysanthemum.

MARY GARDNER, DULUTH, MINN.

This legend is written as I tell it to my first grade pupils for oral reproduction.

A SUNBEAM on his way to work one bright October morning, strayed into Miss Margaret's schoolroom, filled with B-First babies and this is what the sunbeam saw: A great bowl, full of pure, white chrysanthemums; poor neglected Bennie, with his tangled foot ball hair; dirty little Eddie, still wearing contentedly the shirt he had put on only two weeks ago; and all the forty-odd other urchins, awaiting with eager impatience Miss Margaret's usual morning story. That is what the sunbeam *saw* and this is what he *heard*, as Miss Margaret seated herself among the children with the bowl of chrysanthemums beside her:

"Once upon a time, in a large city, like this, there lived a lady and her three little girls—Alice, Edith and Helen. When Alice, the baby, was yet very tiny, their father marched away to be a soldier, for there was a great war in the land. After a time word came that their brave soldier papa had been killed. They had no money left and no papa to work for them, so the mother had to do what she could to earn money for her three little girls. She was often away from them all day, washing or scrubbing or sewing—while Helen and Edith, the older girls, kept house and took care of baby Alice.

But one cold, winter night the poor mother found she had nothing for her little girl's supper but a few slices of dry bread. With the little wood there was, she built a fire and made the bread into toast. After the children had eaten it, they said, 'Now I lay me'—and were all tucked in one bed to keep warm.

Long after the little girls were fast asleep, their mother sat shivering in the cold room, wondering how she could get any breakfast for her children in the morning, when she heard a child's voice cry, 'Oh—I am so cold.' Going quickly to the window she found she could see nothing through the blinding snow that the wind whirled about in angry fashion. 'It must have been the wind I heard,' she said and went back to her chair, but again directly she heard the same voice, 'Oh, I am so cold!'

'A child must be lost in this dreadful storm,' she said, as she opened the door, and there, sure enough, stood a tiny little lad sobbing bitterly with the cold. The good mother caught him up in her arms, carried him into the house, and warmed his cold hands and feet. As the poor little lad was hungry too, he was given all that was left of the toast to eat. Then the good mother rocked him to sleep and put him in with her own babies to keep warm. By this time it was very late, and, as the good mother was tired, she soon fell asleep in her chair. It was not long after that she awoke to find the room as warm as summer.

Her eyes opened wider and wider. She must be dreaming yet. Surely some good fairies had been at work while she slept. A great fire was blazing on the hearth, and on the table were all manner of good things to eat. 'Alice—Edith—Helen—wake up! wake up!' she called, going over to the bed where the four children lay, but *where* was the little stranger? One, two, three,—Alice, Helen, Edith, but where was the little lad she had brought in out of the storm? Perhaps he had wakened and wandered out in the cold again. She would go and call him back to warm him by the blazing fire and to feed the hungry little soul the good things with which the table was heaped. The mother opened the door once more in search of the little wanderer, and there, where he had stood before in the cold and storm, grew some lovely white flowers, just like these.

Then the good mother knew that the little lad she had warmed at her poor fire, fed with her dry bread; and tucked up with her own babies, was the Christ Child, for none but He could waken the flowers, when their long winter's nap was but just begun.

While Alice, Edith and Helen were eating the good things with their mother, she told them of the little stranger's visit and took them out to see the beautiful blossoms which she named Chrysanthemums, or Christ's Flowers, and we have called them so ever since."

A Talk of Mother Nature's.

FANNIE F. HICKS, DETROIT, MICH.

ONE BRIGHT morning in autumn I was sitting in one of Mother Nature's big rooms. There was a soft, mossy carpet on the floor. Many lovely pictures could be seen on all the walls. What do you think they were? The daintiest of perfume and the sweetest of music filled the air.

This big room was a beautiful wood, where many kinds of trees were to be found. The maples had put on their dresses of red and gold. The oaks wore rich browns and reds. The elms donned pretty brown dresses trimmed with dainty yellow. Mother Nature, busy and happy was joyfully singing and chattering with her many children as she prepared them for bed and their long winter sleep and rest. It seemed to me as I listened that she spoke thus:

"Little mosses, tiny grasses and dainty flower-roots, cuddle yourselves carefully into the soft, brown earth and go to sleep. Soon the trees will send a covering of bright leaves to keep you warm. When Jack Frost comes and you need warmer covering, he will send you a shining blanket of pure white. Dear little birdlings, sing me a sweet song and then away to the south land ere Jack Frost comes to harm you."

"Mamma Turtle and your little ones, where will you hide to keep from the cold? In a sheltered place at the root of a tree?"

"No, mother dear, we will go into the sand at the bottom of the brook; there we will be nice and warm."

"Mr. Frog, will you go with the turtles?"

"We will rest in the mud of the pond."

"Here is one of my big, strong children, with a nice warm fur coat on. You, Mr. Bear, will not fear Jack Frost?"

"Oh no, but there is no work for me to do, so I will find a nice hollow log and, using it for a cradle, will sleep there all winter."

"Here are the beautiful dragon-flies, the crickets, the mosquitoes, the gnats, the flies, the grasshoppers and the katydids—all the tiny insects—what will you do?"

"Dear Mother Nature," said the grasshopper, we have done nothing but play all the summer, and now, when Jack Frost comes we must die because we have stored no food."

"Good-bye dears. I love you all, but cannot help those who have not helped themselves."

Aids and Devices in Primary Work.

EMMA C. BROWN, DUBUQUE, IOWA.

TRACING is a favorite device with the children, and helps to impress word-forms on the memory. In tracing the words the child is learning how to hold and move his pencil; he is educating his hand to perform the operations which his brain directs; he is "learning to do by doing;" and what we do sinks more deeply than what we see, say or hear.

Tracing letters with pencil is known to be one of the most efficient means of learning to write. Froebel maintained that a child should trace a picture before attempting to draw it. There are some children who have no idea of form, and to them some aid must be given. Write in a large hand upon paper the letter or word taught. Have the pupils cover the lines with lentils, watching them carefully to see that they begin at the right place, otherwise the educative value will be lost. Examine the work when done and remove the lentils; at the next period the tracing may be done with pencil, the teacher watching them as before, to see that they begin at the right place.

Let the first writing be imitative, having the children watch the teacher write the word. If any have not succeeded in getting the form let them erase, and the teacher present the word again. The class may trace the word in air while looking at it, then write after the word is erased. The closer the concentration placed upon the word, the more quickly is it mastered. The children are given much practice in making letters and words "in the air," thus acquiring free arm and shoulder movement.

By means of outline pictures the children are enabled to read sentences from the board the first day at school. This device aids greatly in obtaining good expression, and the importance of insisting upon good expression from the first cannot be too strongly advised. Choose objects that are familiar and can be drawn with a few strokes of the crayon; as, a ball, a cup, a flower, a leaf. Teach them one of the idioms, "I see," "This is," "I have," etc. To arouse interest, introduce the idiom as a little friend who is to come every day for a while to help them in their work and urge them to see how necessary it is to know the little friend's name when they see it.

Now suppose a leaf is presented to the class with the question, "What do you see?" the sentence will be given, "I see a leaf." Tell them that the chalk is going to talk to them, and ask them to watch and see who can tell what the chalk said. Almost every child in the class will be ready and eager to tell. In a similar way the other objects are treated, and the class is now ready for its first reading lesson. The sentences are short and limited to a few words. They have been given by the children and written on the board in their presence, and in this way the most effective work is done. A long pointer held under each sentence as it is read, makes that sentence prominent, and aids the child in reading it.

Among the devices for teaching the children new words, the following will be found very helpful. Write a poem or a stanza of a song on the board. Have the children find and name the words they know; then the teacher reads the stanza slowly, pointing as she reads, to all the words. This will vary the monotony, and the result will be astonishing. Another device much enjoyed by the children is the erasing of known words. After the lesson has been read, the teacher holds up an eraser. This is the signal for requests to erase, and the eraser is handed to the child whose request is made politely. She says the word as she erases it and then becomes teacher, holding up the eraser and handing it to the child who politely asks permission to erase a certain word. This device will serve a double purpose; not only are the word forms impressed on the memory, but the board is cleaned at the same time.

An excellent device to test the ability of little children to get thought from written or printed matter is to put messages to the children upon the board, requiring them to do at once whatever is requested of them. For instance:—Take a maple leaf, Tom. Bring me an oak leaf, Nellie. May, roll the sphere. John, look at the red flower. You may jump once. The class will be full of interest to know what they are to do, and it will wake up any class, however dull and sleepy they may be on a hot day.

In the transition from script to print, some children have a great deal of trouble. They know the words in script form as soon as they see them, but they fail to recognize them in print. I have torn leaves from old magazines and journals, and passed them to the children with the request to find a certain word for me on that page as many times as they can, and to draw a line under it with the lead pencil whenever they find it. This affords profitable seatwork and is much enjoyed by the class.

Busy Work.

MRS. A. L. THOMPSON.

ONE WINTER, while teaching a country school nine miles from any village, I utilized calendars for the busy work of my school. The winter being severe, I seldom got my mail and the schoolroom helps I had sent for were so delayed I had to "put on my thinking cap" to find something to take their place, and the result of those thoughts I will now give for the benefit of other teachers similarly situated.

I took a calendar which had very large figures on each leaf. Having some thin cardboard, I fastened each leaf on a piece of cardboard of same size. I gave each pupil one leaf, and it is really surprising the variety of uses these leaves were put to. It was considered a rare treat and reward for the pupils to cut these leaves into squares, one number on a square. Then the additions, subtractions, etc., which each pupil evolved from his leaf (or squares) were remarkable. These were small pupils and I was amazed to see how diligently they would search for the square with answer to problem to place beneath it. For instance, 10+12=22, etc.

A teacher can use one calendar (the twelve leaves) usually more than one term. I was surprised that so few of the numbers were lost, also surprised at the rapidity with which the pupils learned to add and subtract. Each pupil seemed to take pride in his box of numbers and in taking care of it. Sometimes the exercises were varied by copying the numbers on slate or blackboard, each trying to write them as nicely as in the copy.

This simple play-study kept them quiet and interested, and taught them what they would, at their tender years, have felt a hardship to have been compelled to learn by rote. It also pleased the parents, and gave the children new ideas as to the uses of the once despised old calendars.

Remember that the A. C. N. is under the direct management of the publishers of this magazine and that the fundamental aim of the institution is to assist teachers who wish to advance, but who can not afford to attend school or college. All instruction is given by mail and does not interfere with your duties as a teacher.

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By ELMER E. BEAMS, A. M., German Valley, N. J.

OUR MOTTO—The best way to keep children quiet is to keep them well employed.

DEAR READER:—One month of school is now a thing of the past, but by this time we trust that all have the machinery well oiled and working in first-class order. No doubt this past month has been the first for a large number of teachers in schoolroomshire, but we trust no one is discouraged. You have many trials to endure and many things to overcome, but faint not at well doing. Be prompt in all your work and thus set an example—example is better than precept. Praise your pupils for doing right in all things. Plan your work ahead and come to your classes thoroughly prepared to *teach* the lessons and not simply to *hear* them. Be very patient with those dull pupils.

ADVANCED ARITHMETIC.

1. I can buy note paper at $1.00 per ream; if I sell it at the rate of 3 sheets for 2 cts., what do I make on a ream?

2. A man can do a piece of work in 6 hours, his son in 8 hours, and his wife in 12 hours; in what time can all three do three times the amount of work?

3. If I go to a coalyard and purchase a load of coal weighing 2180 lbs. at $4.50 per ton, and agree to pay for it in oats at 42 cts. per bushel of 30 lbs., how much oats will be required?

4. How many pounds of coal at $4.40 per ton, will a man earn in a day, who works for $175 a year, counting the working days only?

5. What is the value of a load of wood 8 ft. 10 in. long, 2 ft. 4 in. high, and 3 ft. 8 in. wide, at $4.00 per cord?

6. The driving wheels of an engine are 5 ft. in diameter, and make 4 revolutions per second; how long will it take the engine to run 10 miles?

7. Mr. A. is a quarter of a mile ahead of Mr. B. He walks at the rate of 97 yds. per minute; Mr. B. follows at the rate of 306 yds., in three minutes. How long will it take B. to overtake A.?

8. A drover buys 2500 sheep at $3.10 a head; his expenses in getting them to market and sold are ½ cent per head per day for the sheep, and $3.00 per day for himself and horse. He is 50 days in getting the sheep sold; 20 of them die, 10 are sold for $1.00 a head, 300 are sold for cost, and the remainder are sold for $4.00 a head; does the man make or lose on the drove, and how much?

9. A farmer has his sheep in two fields; the difference in the number in each is equal to 4-5 the number in the less field. In all he has 280 sheep; how many in each field?

10. What is the value of a piece of land 90 rds. long, 75 rds. wide, at $70 per acre?

ANSWERS.

1. $2.20.
2. 8 hrs.
3. 14 bu. 20 lbs.
4. 254 lbs.
5. $2.36.
6. About 14 minutes.
7. 1 hr. 28 min.
8. He made $1095.
9. 1st. 100. 2d. 180.
10. $2953.13.

PRIMARY ARITHMETIC.

1. Make a square and divide it into 100 equal squares.

2. What is one part called? Two parts? Three parts? Four parts? Five parts, etc.?

3. Point to $\frac{1}{100}$ of your square.

4. Show me $\frac{10}{100}$ of it. What proportion of the square does it take?

5. Cross off 25 parts, or $\frac{25}{100}$ of the whole square.

6. Look and tell me what part of the whole square you have crossed off.

7. One-quarter ($\frac{1}{4}$) is how many $\frac{}{100}$? How many $\frac{}{100}$ does it take for a $\frac{1}{4}$ of anything?

8. Instead of saying $\frac{25}{100}$, we say 25 per cent.; because "per cent." means "by the hundred." Then $\frac{1}{100}$ or ten parts of anything equals what *per cent.* of the whole?

9. How do we write 25 per cent?

10. Draw a square 2 in. by 2 in., and cross off 25% of it. 50% of it. 75% of it. 100% of it.

25% of the square is ——— of it.
50% of the square is ——— of it.
75% of the square is ——— of it.
100% of the square is ——— of it.

HISTORY CLASS.

1. Who was the "American Fabius?"
2. Who was the "American Goldsmith?"
3. Who was the "Amherst Socrates?"
4. Who was the "Angelic Doctor?"
5. Who was the "Apostle of the Alps?"
6. Who was the "Apostle of Free Trade?"
7. Who was the "Apostle of the Gentiles?"
8. Who was the "Apostle of the Indians?"
9. Who was the "Apostle of Ireland?"
10. Who was the "Apostle of Temperance?"

ANSWERS.

1. George Washington.
2. Samuel Woodworth.
3. Prof. Wm. S. Tyler.
4. Thomas Aquinas.
5. Felix Neff.
6. Richard Cobden.
7. St. Paul.
8. John Elliott.
9. St. Patrick (St. Patrick's Day Mar. 17).
10. Rev. Thos. Matthew.

GEOGRAPHY CLASS.

NOTE:—Have pupils locate these cities and learn all they can about them.

What city is known as:—

1. City of Notions?
2. City of Peace?
3. City of Shoes?
4. City of Spindles?
5. City of Straits?
6. City of the Great King?
7. Cities of the Plain?
8. City of the Sun?
9. City of Victory?
10. Corn City?

ANSWERS.

1. Boston.
2. Jerusalem.
3. Lynn, Mass.
4. Lowell, Mass.
5. Detroit, Mich.
6. Jerusalem.
7. Gomorah and Sodom.
8. Balbec, Syria.
9. Cairo, Egypt.
10. Toledo, Ohio.

EXERCISES IN ENGLISH SENTENCES.

1. Write a sentence about your home.
2. Write a sentence about your school.
3. Write a sentence containing only two words.
4. Write a sentence requiring an exclamation point.
5. Write a sentence containing ten words.
6. Write a sentence telling something you did.
7. Write a sentence containing the words boys, dogs.
8. Write a sentence containing the words: how, soon.
9. Combine the following pair of sentences into one sentence:

I saw her fall. I heard no sound.

10. Make a statement about:—

(1) A wagon (6) An egg
(2) A book (7) A pear
(3) A gun (8) A bridge
(4) A man (9) Your dinner
(5) A horse (10) Your father.

SPELLING.

NOTE:—Have pupils not only learn to spell these difficult words, but to define them and use them correctly in sentences. Will give a short list each *month*.

1. address
2. admissible
3. aeronaut
4. affability
5. aggravate
6. agreeable
7. amanuensis
8. ambassador
9. anonymous
10. apostasy
11. appalling
12. armament
13. artificial
14. assassin
15. atheism
16. aviary
17. bankruptcy
18. bargain
19. barometer
20. barricade.

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Is the American Scheme of Public Instruction Complete? II.

BY L. SEELEY, PH. D., PROFESSOR OF PEDAGOGY, NEW JERSEY STATE NORMAL SCHOOL.

I SHOWED in my last article that religious instruction is necessary to secure complete manhood. In this article I shall discuss the question above outlined with reference to our American youth, and attempt to discover if our scheme of education, public or otherwise, secures that desired end. At the outset, let me say that not a particle of pessimistic blood flows through my veins, but I believe that man is a patriot who looks danger to his country in the face and seeks to find a remedy therefor. So if some of the facts that I shall give are startling, I am convinced that they are nevertheless true, and it is far better to face them and seek a remedy than to go on in fancied security. It may hurt our pride concerning our glorious system of education, but it is better to do that than to let our children go to destruction. My best friend is he, who, seeing my grievous faults, kindly points them out to me and helps me to correct them.

I want first to call attenton to the ignorance of the Bible among young people. Edward Everett Hale tells us that in a class of girls about twelve years of age nine out of ten had never heard of Noah's Ark. A professor of a western university recently published the result of a syllabus of Bible questions submitted to a class of college students. I recall a few of the questions which are typical of the whole list: "Name three kings of Israel." "Is the book of Jude in the Old or New Testament?" "What is meant by higher criticism?" "Name three Hebrew prophets." "Give one of the Beatitudes." About a hundred students answered the questions, and out of the total answers less than fifty per cent. were correct. It must not be forgotten that these were college students in a denominational institution, that they came from Christian homes, and that many of them were fitting for the university! We are apt to think that these things could occur only in the "wild and woolly west." A similar test was made a few years ago in a leading eastern university in which Bible illusions selected from literature were chosen. The result was as lamentably bad as in the case above cited. It is needless to multiply cases. Every Sunday school teacher, every intelligent observer who has given the subject any attention, has been painfully convinced of this defect in the education of our youth.

Let us consider in the next place the means by which religious instruction is imparted in our land. There are two principal means by which this important work is done—the home and the church (chiefly the Sunday school.) Now as to the home, it is certainly true that many American parents fully measure up to the sacred responsibility placed upon them to train their children in the "nurture and admonition of the Lord." Thank God for this! It is as it should be. Many fathers and mothers realize that least of all can the religious training be shifted upon the shoulders of any one else and therefore they take their little ones upon their knees, teach them to pray, tell them of God, of immortality, of heaven, and carefully instill into their young lives the sublime lessons of personal accountability to their Creator, of love to Him and his creatures, and of hope of immortal life. Yes, there are those who are faithfully discharging this duty, but am I not right in asserting that the great mass of American parents are neglectful of this God-given responsibility? Was not the late Dr. Payne right when he said concerning religious training, "The state commits it to the family, the family relies upon the church, the church intrusts it to the Sunday school, and between these several agencies with their indifference and inefficiency, the one transcendent work of the republic, the proper education of its youth, is most negligently and imperfectly achieved?" Are not parents inclined to leave the religious training of their children to the Sunday school, just as they leave the intellectual training to the day school? But let us notice the work of the Sunday school in giving adequate religious education. Far be it for me to underestimate the work of this noble institution. I was brought up in the Sunday school and have always been connected with one either as scholar, teacher, or officer. I love it, appreciate its glorious work, and shall always do what I can to further it. But it has certain serious limitations, which, I think, prevent now and always will prevent its giving the religious instruction necessary to complete manhood. Let us notice some of these limitations.

1. THE INSTRUCTION LASTS ONLY ABOUT THIRTY MINUTES.

What teacher would undertake to give to a class a proper knowledge of any subject in the school curriculum in a single half hour's recitation per week? How much arithmetic, how much history, how much Latin, or French, or German would the child learn in a thirty minute exercise occurring weekly? And yet, the most important, the most difficult, the most comprehensive subject that which requires the most time of all subjects, that make for complete education, is attempted in a half hour's exercise once a week.

2. THE LACK OF TRAINED TEACHERS.

It is a well established pedagogical maxim that the key of an educational system is the qualified teacher. No one will claim that the Sunday school teacher may be classed as *trained*. Indeed, every Sunday school superintendent knows how difficult it is to secure as teachers in his school the members of his church who are best qualified to teach. He is obliged to take young people who possess more zeal than knowledge. Now I believe in Christian enthusiasm and would have no Sunday school teacher to be destitute of it, but to *zeal* should be added *knowledge*. I would not speak disparagingly of the Sunday school teacher, and am glad to admit that there are many men and women who by years of service and earnest consideration and study have come to be excellent teachers of the Bible; but who will deny the truth of the general statement that our Sunday school teachers are untrained? The fact is there is no constituted means for the young person who wishes to enter upon this work to make suitable preparation. The Sunday school in this respect is about where the day school was a hundred years ago when it was obliged to take such teachers as it could get. If I were discussing the Sunday school question, I would urge the same course that the day school has taken, namely, provide for the preparation of the teachers.

3. IRREGULARITY OF ATTENDANCE.

The United States Commissioner of Education devotes to the Sunday school nearly eighty pages in the report of 1896-'97. While he always gives statistics showing the average attendance in the day school, he fails to give a single statistic concerning the average attendance in the Sunday school. It is no fault of his, for such statistics are unobtainable. Every one knows, however, that Sunday school attendance is very irregular. This is certainly a serious limitation upon successful work whether in the Sunday school or the day school.

4. LACK OF STUDY ON THE PART OF THE SCHOLARS.

If the Sunday school is a hundred years behind the day school in the training of its teachers, surely it is not behind in adopting those methods which tend to make life easy for the pupil. I have pointed out in an earlier article in this paper the danger of doing too much for the pupil, of leading him simply to swallow the delectable feast which his teacher at great pains had prepared. Now there is no royal road to learning, nor is there a smooth, level boulevard. The way is hard and difficult and every one has got to travel it for himself. The study of the Bible is no exception to this rule. And yet, I have known whole classes to come to Sunday school without having opened a Bible or even read the questions and notes in their lesson leaves. Indeed, I know one school where many of the children regularly deposit their lesson leaves with the librarian at the close of Sunday school where they remained till the opening of school the next Sunday. Ah, the "entertainment" idea has gotten a hold of the Sunday school even more than the day school. I wonder if the introduction of the lesson leaves with the isolated (often at least) passage of scripture is not largely responsible for this? I think we must admit that our Sunday school is not leading to the study of the Bible to any such degree as is necessary to general literary culture or to complete manhood.

5. THE SUNDAY SCHOOL REACHES LESS THAN HALF THE CHILDREN OF OUR LAND.

Does this statement startle any one? It is startling, and yet, after a most careful investigation, I am convinced that not fifty per cent. of the children of America ever attend Sunday school. And what about this fifty per cent! Is is not probable that the most of the parents who neglect to send their children to the Sunday school also neglect religious training in the home? Of course this is not always so; but is it unfair to assert that this is the rule? With these serious limitations can any one claim that the Sunday school is furnishing sufficient religious training, even to those that come under its influence? I think we must admit that the means now employed for the religious instruction of our youth are wholly inadequate and inefficient.

In my preceding article I showed that religious instruction is necessary and in this I have shown that there is no agency now employed that suffices. In my next and last article, I shall try and point out what our American scheme of education has to do with this matter and how it shall do it.

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Supplementary Reading

Doing His Best.

IT MAY seem, at first sight, as if the boy mentioned in this incident, which is given by Edward Everett Hale in his "Boy Heroes," did nothing either heroic or remarkable; but it is a good illustration of the value of doing one's best:—

"There was a boy whom we will name Luke Varnum. He was fifteen years old, and was lame of his left foot. So, when every other boy in Number Five, and every man, old and young, shouldered his fire-lock and marched off to join Gen. Stark, and go and fight the Hessians at Bennington, Luke was left at home. He limped out and held the stirrup for Lieut. Chittenden to mount; and then he had to stay at home with the babies and the women. The men had been gone an hour and a half, when three men galloped up on horseback, and Luke went down to the rails to see who they were. "Is there anybody here?" said one of them.

"Yes," said Luke, "I am here."

"I see that," said the first man, laughing. "What I mean is, is there anybody here can set a shoe?"

"I think I can," said Luke. "I often tend fire for Jonas. I can blow the bellows, and I can hold a horse's foot. Anyway, I will start up the fire."

So Luke went into the forge, took down the tinder-box and struck a light. He built the fire, hunted up half a dozen nails, which Jonas had left unintentionally, and had even made two more when a fourth horseman came slowly down on a walk. "What luck," said he, "to find a forge with the fire lighted!"

"We found one," said Marvin, "with a boy who knew how to light it."

The other speaker threw himself off the horse meanwhile. Luke pared the hoof of the dainty creature, and measured the shoe, which was too large for her. He heated it white, and bent it closer, to the proper size. "It is a poor fit," he said; "but it will do."

"It will do very well," said her rider. "But she is very tender-footed, and I do not dare trust her five miles unshod."

For pride's sake, the first two nails Luke drove were those he had made himself. When the shoe was fast, he said, "Tell Jonas that I het up the forge, and put on the shoe."

"We will tell him," said the colonel, laughing, and rode on.

But one of the other horsemen tarried a minute, and said: "Boy, no ten men who left you today have served your country as you have. It is Colonel Warner."

When I read in the big books of history how Col. Warner led up his regiment just in time to save the day at Bennington, I am apt to think of Luke Varnum. When I read that that day decided the battle of Saratoga, determined that America should be independent, I think of Luke Varnum. When I go to see monuments erected in memory of Col. Warner and Gen. Stark, and even poor old Burgoyne, I think of Luke Varnum and others like him. And then sometimes I wonder whether every man and boy of us who bravely and truly does the very best thing he knows how to do does not have the future of the world resting on him."—*Congregationalist.*

"Uncle Kellogg" and the Picnickers.

A MAN WHO, for many years has spent his summers at the seaside town of Harpswell, Maine, while sitting one afternoon on the piazza of his cottage on "The Neck," became interested in the unusually loud merriment of a distant picnic party. Growing curious he followed the sound, and crossing the bridge to the grove on the little bay, saw some young people around a very ancient looking horse and chaise. A very ancient looking man sat in the carriage, apparently wondering what the demonstration meant.

Girls were screaming with laughter, and smart young men and boys were firing off funny questions and jocose remarks. The aged man could not hear very well, but what he could hear, and the sight of the faces and movements of the crowd, saddened the good-humored smile on his wistful face. The young people were making game of him.

The gentleman took in the state of things at a glance, and pushing into the midst of the merry-makers he shouted with righteous wrath:

"Do you know what you are doing?" His voice silenced the noisy crowd in an instant. It was loud enough to reach the dull ears of the venerable man in the chaise, and to scare away two saucy youngsters who were just about to unhitch his old horse's tug-straps.

"Do you know you are making fun of the grandest man God ever set on the coast of Maine?" cried the indignant gentleman. "His books made your fathers and mothers better children!"

The occupant of the chaise heard every word, and feeling a good deal embarrassed, tried to pass on, but the stranger held his horse.

"Pardon me, Uncle Elijah, for the liberty I take," he said, "but I want these young people to get acquainted with you. This man," he continued, addressing the astonished company, "is the Rev. Elijah Kellogg, the author of 'Spartacus' and the Elm Island and Whispering Pine stories. He has loved boys and girls all his life, and hundreds of successful men have been made so by the good advice he wrote for them when they were young. In the name of 'Lion Ben,' off with your hats and give him three cheers!"

The hearty hurrah that followed proved how thoroughly the mood of the party had changed. The noise was many times louder than their recent raillery had been and seemed to be doing all it could to atone for it. The boys and young men came up to apologize and shake hands. There were tears in the eyes of some of the girls. Never was modest man more completely overwhelmed than the good old clergyman.

But he could not escape. His new friends importuned for a "speech," and finally he stood up in his chaise as well as he could, and talked to them as only Elijah Kellogg could talk to the young.

When he drove away one young fellow shouted "Hurrah for Spartacus!" and instantly another voiced the enthusiasm of the repentant party by mounting a rock and declaiming the immortal Address to the Gladiators. The merry-makers had found a happier outlet for their fun. The last the venerable author could hear was, "Ye call me chief, and ye do well to call him chief —" and the answering cry, "Yes, we do!" from every voice in the crowd.—*Youth's Companion.*

Christian Science Revised.

"WHAT'S the matter, Johnnie? you seem to be feeling good," asked one of his father's neighbors.

"Great! We got Christian Science over t' our house," said the boy as he munched one doughnut and waved a second in the air.

"Christian Science? What do you mean?" inquired the puzzled neighbor.

"Its just immense!" cried the boy. "Best thing that ever happened. It's just the boss, I tell you!"

"I have heard that it sometimes did wonders," observed the neighbor, "but I didn't suppose boys knew much about it. Has it benefited you, Johnnie?"

"Benefited me!" echoed Johnnie. You just bet it has! It's great! When you're Christian Science, you know, you ain't never sick. Benefited me? I should say it had. I kin slosh around in the snow all day now and eat fourteen doughnuts, and ma never says a word, fer I can't be sick—see? I just can't be sick!"—*Harper's Bazar.*

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Taming the Bad Boy.

(CONTINUED FROM PAGE 9.)

she has been appointed to care for is not worthy the name. No profession is elevated by having in its ranks those who are there for selfish or mercenary reasons alone.

It is frequently easier for the teacher to love a pupil than it is for her to inspire in him a desire to love that which is right. The ways in which a boy's heart may be reached are as many and varied as the peculiarities of the human face and form. The same road that leads to the stomach also reaches the heart, and the results of wholesome food are just as apparent on the manners of mankind as they are on his physical health. A big red apple, drawn from the deep recesses of a kind-hearted old-fashioned teacher's pocket has done more towards bringing a mischievous lad to the proper focus than quarts of hickory oil applied to his most vulnerable parts.

In attempting to reach a bad boy through his heart, it is always best to do so in an indirect way. It takes so little to make a boy happy that even the lowest-salaried teacher may afford the small expenditure necessary to fill his warm heart with love for the donor of some trifling gift. Then, too, there is more in the way a present is bestowed than on its intrinsic value. The Philadelphia teacher who gave Johnny these gifts reached his manly nature first through the avenue of curiosity, and that in turn awakened his gratitude. Curiosity is a trait for which all boys have a weakness, and unless there is something abnormal in their construction, they have an ever-enlarging share of whyness and whatness.

The teacher who has tried various methods of reform without result might touch the cords of her bad boy's heart by teaching him to sing an effective though simple little song. "Music hath charms" to soothe and soften harder hearts than that of an unruly school-boy. If he has any taste for rhythm, his mind should be turned in that direction, and being filled with song he will have no time nor room for malice or mischief. While speaking of the power of music, it is well to remember that there is no surer method of keeping or restoring order than by the occasional diversion from the usual program of routine work to the enlivening, and at the same time soothing, element of harmonious song.

A boy is frequently bad because everybody expects him to be so. This kind of youth may be tamed and even refined by having confidence reposed in him. Delegate him to perform some dainty little task requiring a certain amount of discretion, and note how his eyes will shine and his face soften into lovable lines. By appealing to his honor his gratitude is aroused, and gratitude is one of the noblest elements of character. It is not necessary that a child should express its appreciation of a favor by the ofttimes meaningless "I thank you." Actions show the deeper feelings more beautifully than words, and the teacher who reaches her pupil's heart through the golden gate of gratitude will be amply rewarded for her expenditure of time and labor.

Even the worst boy loves his mother. He may give her lots of trouble by his disobedience, but he will roll up his sleeves and "pitch into" the boy who says aught against her. On the other hand, he will be willing to fight for the one who praises his mother and who strives by little courtesies to encourage him in doing that which his mother would like to have him do.

Chivalry is a prominent factor in most boys. Appeals to their hearts will reach the goal very quickly when directed along the road of politeness. Even the most uncouth child appreciates a polite "If you please," or a hearty "Thank you."

In all your dealings with obstreperous youth, try kindness first. It may take an abundance of patience and forbearance, but it is only the exceptional case of stubbornness that cannot be cured by mild, judicious treatment.

Education in its highest sense means vastly more than teaching children to read and write and to solve problems in arithmetic. It is development. Naturally, the pupil who is most unruly requires the greatest amount of teaching. The teacher who fulfils her mission will seek by devious means to conquer the evil of the child's nature by strengthening the good already there and developing the lovable qualities, so that there is no room in the little heart for the work of the Enemy of Humanity.

A Teacher's Value to the Public.

What the teacher is counts for much more than what she knows. A love of children, unlimited tact, and infinite patience are the necessary natural endowments. Of course, the ability to teach implies the possession of an education, though no amount of education alone can make a good teacher. While all teachers must know more than they teach, the power to impart to others is the important matter, and the one in which tact or ingenuity is absolutely the prime requisite. Moreover, she should be personally a social, intellectual and moral force in the community. The physician and the clergyman have immense opportunities for this uplifting of humanity, yet their advantages are small when compared with those of the teacher, which are practically unlimited. Encouragement and satisfaction in this field of labor never can be dependent upon results, for it is seldom that the teacher is permitted to know what the years of maturity owe to faithful care of the youthful days. The teacher's time is always one of seed-sowing, never of harvest.—*Ladies' Home Journal.*

"You can't spell long words like hippopotamus and parallelogram," said the little boy who wore spectacles and a sailor suit.

"Well," answered the boy who was leading a dog by a piece of rope, "dat's where I'm lucky. I don't have to."—*Washington Star.*

The Youth's Companion

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The Wolf and the Wheelbarrow, Frank R. Stockton.
Hints on Reading, Rt. Hon. James Bryce.
The Growing Child, Dr. Mary P. Jacobi.
How I Went to the Mines, Bret Harte.
Dinnie and the Dans, Jane Barlow.
A Pocketful of Money, W. D. Howells.
For Life and Liberty, Henry M. Stanley.

Two hundred contributors, embracing explorers, trappers, soldiers, sailors, statesmen and story-writers, will contribute to next year's volume. Among them are:

Andrew Carnegie.
Gen. "Joe" Wheeler.
Rider Haggard.
Capt. A. T. Mahan.
Victor Maurel.
Walter Camp.
Ian Maclaren.
Margaret Deland.
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It Tells in Time.

People often say this man has drank whisky, that man has smoked, and that the other man has chewed tobacco forty and fifty years, and he is well, hale and hearty. But they do not tell how many others have done the same thing and are dead and buried long ago; nor do they tell how many of the man's children have been laid in untimely graves, as a result of his evil and vicious habits "Unto the third and fourth generation" is the descending curse extended, and not till four generations are passed are we able to estimate the full consequences of parental iniquity.

"We learned the other day," says the *Herald and Presbyter*, "of a man who boasted that he had taken a bottle of wine every day for fifty years, and never been injured by it. But of his twelve children, six died in infancy, one was idiotic, one became insane, and the other four grew up nervous invalids. Men find it impossible to get away from the old law laid down thousands of years ago, that God visits 'the iniquity of the fathers upon the children.' It is a terrible thing for the father to commit sins for which his children will have to pay the penalty, but the men are doing so on every hand."—*Selected.*

Where Ten Dine on One Egg.

One egg for ten guests, says a traveler, is the custom at the California ostrich farms.

"One, two, three, four, five, six, seven, eight, nine, ten," said the farmer, counting the guests he had invited to spend the day at the ostrich farm with him. "I guess that one egg will be enough."

Having given utterance to this expression he went to the paddock and soon brought to the house an ostrich's egg.

For a whole hour it was boiled, and though there were then some misgivings as to its being cooked, the shell was broken, for curiosity could no longer be restrained, and a three-pound hard-boiled egg was laid upon the plate.

But, apart from its size, there was nothing peculiar about it. The white had the bluish tinge seen in the duck's egg and the yolk was one of the usual color. It tasted as it looked—like a a duck's egg, and had no flavor peculiar to itself.

As it takes twenty-eight hen's eggs to equal in weight the ostrich's egg which was cooked, it was evident the host knew what he was about in cooking only one. There was enough and to spare; and before leaving the table the party unanimously agreed that an ostrich egg is good fare.—*Selected.*

Those only wield the full power of education who know how to cultivate in the youthful soul a large circle of thought closely connected in all its parts, possessing the power of overcoming what is unfavorable in the environment and of dissolving and absorbing into itself all that is favorable.—*Herbert.*

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Left Alone.

It's the lonesomest house you ever saw,
This big gray house where I stay—
I don't call it livin' at all, at all—
Since my mother went away.

Four long weeks ago, an' it seems a year;
"Gone home," so the preacher said,
An' I ache in my breast with wantin' her,
An' my eyes are always red.

I stay out of doors till I'm almost froze,
'Cause every corner an' room
Seems empty enough to frighten a boy,
An' filled to the doors with gloom.

I hate them to call me to my meals,
Sometimes I think I can't bear
To swallow a mouthful of anythin'
An' her not sittin' up there,

A-pourin' the tea, an' passin' the things,
An' laughin' to see me take
Two big lumps of sugar instead of one,
An' more than my share of cake.

There's no one to go to when things go wrong;
She was always so safe an' sure,
Why, not a trouble could tackle a boy
That she couldn't up an' cure.

I'm too big to be kissed, I used to say,
But somehow I don't feel right,
Crawlin' into bed as still as a mouse—
Nobody sayin' good night—

An' tuckin' the clothes up under my chin,
An' pushin' my hair back, so;
Things a boy makes fun of before his chums,
But things that he likes, you know.

I can't make it out for the life of me
Why she should have to go
An' her boy left here in this old gray house
A-needin' an' wantin' her so.

There are lots of women, it seems to me,
That wouldn't be missed so much—
Women whose boys are all grown up,
An' old maid aunties, an' such.

I tell you the very lonesomest thing
In this great, big world, to-day
Is a boy of ten whose heart is broke
'Cause his mother is gone away.

—*Selected.*

Evening Primrose.

While gray was the summer evening
Hast never a small sprite seen,
Lighting the fragrant torches
For the feast of the Fairy Queen?

The buds on the primrose bushes
Upspring into yellow light,
But ever the wee deft spirit
Escapes my bewildered sight.

Yet often through the dusky garden,
A dainty white moth will fly,
Or, pink as a pink rose-petal,
One lightly will waver by.

Perhaps 'tis the shape he comes in,
Perhaps it is he indeed,
Sir Moth, or the merry Cobweb,
Or the whimsical Mustard-seed!

—*Helen Gray Cone.*

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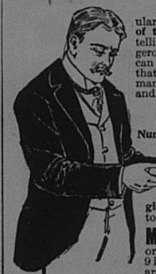

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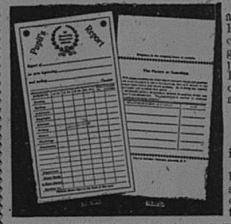

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A Dreaming Match.

Schemes for sharp bargains are not all hatched by "lying awake o' nights." If the Indian and trader, about whom the *Beach and Bar* tells the following story, were veracious, it pays better to go to sleep and dream.

Chief Mogoloch from beyond the Savannah River spent the night at Mr. Galphin's. In the morning the Indian said, "Me dream last night."

"Ah!" said Galphin, "what did my red brother dream?"

"Me dream you give me fine big rifle"—in Galphin's possession at the time.

The trader instantly passed the rifle to the chief, saying, "If you dreamed it, you must have it."

Next morning Galphin said to the chief, "I dreamed last night."

"What you dream?" asked Mogoloch.

"I dreamed you gave me the Chicksasaw stallion"—which the chief was then riding.

"If you dream um, you must have um," said the chief, and the horse was straightway transferred to the trader.

The next morning the Indian remarked, "I dream last night."

"What did my red brother dream?" was the inquiry.

"I dream," answered Mogoloch, "you gave me red coat you wear, and much calico."

"If you dreamed it, you must have it," said Galphin, and the Indian received the red coat and calico.

Next morning it was Galphin's turn. He said to the chief, "I dreamed last night."

"What you dream?" was Mogoloch's inquiry.

"I dreamed," replied Galphin, "you gave me ten miles of land around the Ogeechee old town."

"Wugh!" said the Indian; "if you dream, you must have um, but I dream with you no more."

Six Million Letters Astray.

"It is estimated that during the last year 6,000,000,000 pieces of mail matter, including all classes, were posted in the United States," writes Patti Lyle Collins in *The Ladies' Home Journal.* "Of this number, 6,312,731 were sent to the dead-letter office, making an average receipt of about 21,000 letters and parcels for each working day. During this period more than 85,000 pieces were dispatched either with insufficient postage or none at all, 32,000 bore no address whatever, 34,000 were misdirected, 200,000 were unclaimed at hotels, and something more than the last number were sent to fictitious addresses. And to these figures must be added 2,973,387 letters and circulars without inclosures of obvious value which could not be returned to the senders and were destroyed. More than 50,000 letters contained money amounting to $38,595, while 32,422 included drafts, money orders, etc., to the value of $945,000 to say nothing of 30,000 with photographs."

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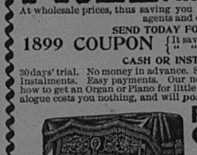

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How One Man Helped a Boy.

The following story is told of a Philadelphia millionaire, who has been dead for some years: A young man came to his home one day and asked for a loan of money to aid him in starting in business.

"Do you drink?" asked the millionaire.

"Once in a while."

"Stop it! Stop it for a year and then come and see me."

The young man broke off the habit at once, and at the end of the year came to see the millionaire again.

"Do you smoke?" asked the successful man.

"Now and then."

"Stop it! Stop it for a year, and then come and see me again."

The young man went home and broke away from the habit. It took him some time, but he finally worried through the year, and presented himself again.

"Do you chew?" asked the philanthropist.

"Yes, I do," was the desperate reply.

"Stop it! Stop it for a year, and then come and see me again."

The young man stopped chewing, but he never came back again. When asked by his anxious friends why he never called on the millionaire again he replied that he knew exactly what the man was driving at. "He'd have told me that now that I had stopped drinking and smoking and chewing I must have enough to start myself in business. And I have."—*Exchange.*

They Drew the Line.

The pupils of a certain high school were preparing to give an entertainment, and in pursuance of their plans they made arrangements with a local playwright for an original one-act drama.

In due time the production was written and sent to the young man who was acting as manager. A day or two later he appeared at the office of the author with the manuscript in his hand.

"I'll have to ask you to make a change in this," he said.

"What's the matter with it?" asked the playwright.

"In one of the scenes, you know," rejoined the other, "a young fellow comes on the stage smoking a cigarette."

"Yes."

"Well, there isn't a boy in school that will take the part."—*Youth's Companion.*

Luck.

I never had any faith in luck at all except that I believe that good luck will carry a man over a ditch if he jumps well, and will put a bit of bacon in his pot if he looks after his garden and keeps a pig. Luck generally comes to those who look after it, and my notion is, that it taps at least once in a life-time at everybody's door, but if Industry does not open it, away it goes.—*Spurgeon.*

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Pluck.

At Tampa, while the troops were gathering to go to the West Indies, some very rough men were assembled from all parts of the country. Among them was a desperado belonging to a volunteer regiment from the West.

This man yearned to terrify the natives with an exhibition of what he would have them regard as genuine wild Western manners. He obtained leave of absence one evening, and with a thirty-eight-calibre regulation revolver swung at his belt, started in on the principal street of the town to give his exhibition.

He went into a drug-store which was filled with young volunteers from Eastern states, who, having a prospect of remaining a few weeks in camp, were buying brushes, combs, soap, tooth-powder and other articles which they had been unable to transport in their railroad journey. The ruffian proceeded to make himself as disagreeable as possible.

"If there's anything that I hate," he said, "it's a private soldier that sets out to be a dude."

No one paid attention, and he then addressed himself to one of the men.

"Now I suppose," he said, "that you think you're mighty fine, with your curly hair and your necktie?"

The volunteer became angry, and two or three of his fellows stepped forward. An affray was imminent, and an affray between armed men would be a serious thing. The store was in charge of a young clerk of eighteen or twenty years. From behind the counter, he ordered the disturber to leave the store. The man immediately grew furious.

"Hey!" he shouted. "Do you know, there, who you're talkin' to? Why, I'm Poncho Jim, from New Mexico, an' I'm a bad man, and I don't stand no—"

He had made a motion toward the big revolver in his belt when the young fellow stepped from behind the counter. He had on a thin summer sack-coat, with side pockets. Both his hands were in these pockets, and they seemed to be holding there some articles which looked through the cloth like the muzzles of derringers. These were pointed straight at the desperado.

"Put up your hands!" said the clerk. The man hesitated.

"Put them up, I say!" the clerk repeated, taking a step nearer. Slowly the ruffian raised his hands, until they were well up in the air.

"Now some of you take that pistol out of the holster," he said to the volunteers. Two of them obeyed him, and the pistol was laid down on the counter.

"Now you tell me your regiment and company, and the name of your captain," said the clerk to the desperado. He obeyed.

"That's all right," said the clerk. "Now get right out of here, this instant, keep your hands up, I say!—and I'll send your revolver to your captain. Get out, now!"

The man obeyed, and when he was out of the door, the drug clerk took his hands out of his pockets. There was nothing in them. He had been thrusting his thumbs forward in such a way as to make them look, under the cloth of the pockets, like the muzzles of revolvers. He had been playing a game of pure "bluff" with the ruffian, but having coolness and courage, while the other had simply brutality, he had easily won.—*Youth's Day.*

If.

If we noticed little pleasures
As we notice little pains;
If we quite forgot our losses
And remembered all our gains;

If we looked for people's virtues
And their faults refused to see,
What a comfortable, happy,
Cheerful place this world would be!

—*Adele E. Ingersoll.*

A little seeing saves much looking; a little speaking saves much talking.

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Mr. J. W. Collins, a well known and highly esteemed citizen of Dayton, Ky., has regained his hair after passing a generation of baldness. His scalp was perfectly smooth, entirely devoid

of hair, as the above cut of Mr. Collins shows, and in the condition which most people believe to be utterly incurable. He had tried various scalp treatments and remedies but all to no purpose and his last effort with the well known Foso treatment was begun with but little faith. The results, however, were so much greater than he had anticipated and came so quickly and with such substantial proof that Mr. Collins is very much elated. He now has an entire new growth of hair of natural color and vigor and is very much pleased to give the fact such wide publicity that other bald headed people may profit by his experiment. It is difficult to make bald heads believe that there is a remedy which actually makes the hair grow, and Mr. Collins' experience will doubtless give a great many others courage to use this wonderful treatment and thus overcome their baldness.

The remedy also cures itching and dandruff, sure signs of approaching baldness, and it also restores gray hair to natural color and produces thick and lustrous eyebrows and eyelashes. By sending your name and address to the Altenheim Medical Dispensary, 892 Selves Bldg., Cincinnati, Ohio, enclosing only four cents in stamps to cover postage, they will mail you prepaid a free trial of their remarkable remedy.

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Practical.

The late George W. Childs of Philadelphia was a frequent helper of the helpless, but he had a way of putting his beneficiaries on their feet, and showing them how to help themselves.

He was once visited by a widow, whose husband had died leaving her and her three children no property and no life insurance. Mr. Childs knew that his reputation for benevolence had influenced her (as it did hundreds of others) to come to him—with some expectation, of course, of pecuniary assistance; but he saw that she was a lady, and that her request for his "advice" was no artifice of one accustomed to take charity.

"What can you do?" he asked her.

"I can keep house," she said. "It is the only thing I can do, and do it well."

"Perhaps you could manage a boarding house. Would you be willing to?"

"I would certainly if—" She hesitated till her good sense told her it was better to speak frankly. Mr. Childs must know well enough of what she was thinking.

"I would if parties would trust me for the outfit," she finally said.

Mr. Childs reflected a moment. "Yes. How to begin without money is a question. You *might* succeed in the long run—after years of hard work, and broken down, perhaps, in health and strength. No, I don't think it would be wise for you to start without capital."

He paused, and the discouraged lady, mistaking his silence, was about to take her leave, but he stopped her. Then he unfolded his plan. She was to find a suitable house, if possible, in the best part of Philadelphia, get the most favorable terms she could for a five years' lease of it, and estimate the cost of furnishing it and the expense of supplying good meals. Having done this, she was to report to him.

In due time the lady came back, and satisfied him that she had found the right place; whereupon he proposed to be responsible for the first year's rent, and to lend her five thousand dollars at six per cent. for five years.

"I judge that you are a good business woman," he said, "and in that length of time you can easily repay the loan."

His prediction proved more than true. The lady prospered, and paid the last dollar of her debt before the end of the five years.

Mr. Childs was not a "professional" philanthropist, and philanthropy is not a branch of business; but save in the extremes of necessary charity, the same rules of mutual business obligation apply to both the helper and the helped. Benevolence ought not to be careless, and of all ways the practical business way of helping men to help themselves is the best.—*Youth's Companion.*

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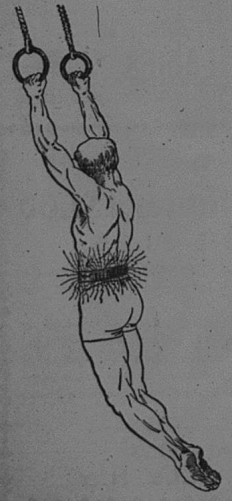

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"Gwine Back Home."

AS WE WAITED in the L. & N. depot at Nashville for the train, some one began crying and an excitement was raised among the passengers. A brief investigation proved that it was an old colored man who was giving way to his grief. Three or four people remarked on the strangeness of it, but for some time no one said anything to him. Then a depot policeman came forward and took him by the arm, and shook him roughly and said:

"See here, old man, you want to quit that! You are drunk, and if you make any more disturbance I'll lock you up!"

"'Deed, but I haint drunk," replied the old man, as he removed his tear-stained handkerchief. "I'ze losted my ticket an' money, an' dat's what's de matter."

"Bosh! You never had any money to lose! You dry up or away you go!"

"What's the matter yere?" queried a man as he came forward.

The old man recognized the dialect of the Southerner in an instant, and repressing his emotions with a great effort he answered:

"Say, Mars Jack, I'ze bin robbed."

"My name is White."

"Well, then, Mars White, somebody has done robbed me of ticket an' money."

"Where were you going?"

"Gwine down into Kaintuck, whar I was bo'n an' raised."

"Where's that?"

"Nigh to Bowlin' Green, sah, an' when de wah dun sot me free I cum up this way. Hain't bin home sence, sah."

"And you had a ticket?"

"Yes sah, an' ober $20 in cash. Bin savin' up fur ten y'ars, sah."

"What do you want to go back for?"

"To see de hills an' de fields, de tobacco an' de co'n, Mars Preston and de good ole missus. Why, Mars White, I'ze dun bin prayin' fur it fo' twenty y'ars. Sometimes de longin' has cum till I couldn't hardly hold myself."

"It's too bad."

"De ole woman is buried down dar, Mars White—de ole woman an' free chillen. I kin 'member the spot same as if I seed it yisterday. You go out half way to be fust tobacker house, an' den you turn to de left an' go down to de branch whar de wimmen used to wash. Dar's fo' trees on de odder bank, an' right under 'em is whar dey is all buried. I kin see it! I kin lead you right to de spot!"

"And what will you do when you get there?" asked the stranger.

"Go up to de big house an' ax Mars Preston to let me lib out all de rest of my days right dar. I'ze ole an' all alone, an' I want to be nigh my dead. Sorter company fur me when my heart aches."

"Where were you robbed?"

"Out doahs, dar, I reckon, in de crowd. See? De pocket is all cut out. I'ze dreamed an' pondered—I'ze had dis journey in my mind fer y'ars an' y'ars an' now I'ze dun bin robbed an' can't go!"

He fell to crying, and the policeman came forward in an officious manner.

"Stand back, sir!" commanded the stranger. "Now, gentlemen, you have heard the story. I'm going to help the old man back to die on the old plantation and be buried alongside of his dead."

"So am I!" called twenty men in chorus, and within five minutes we had raised enough to buy him a ticket and leave $50 to spare. And when he realized his good luck, the old snow-haired black fell upon his knees in that crowd and prayed:

"Lord, I'ze bin a believer in You all my days, an' now I dun axes You to watch ober dese yere white folks dat has believed in me an' helped me to go back to de ole home."

And I do believe that nine-tenths of that crowd had tears in their eyes as the gatemen called out the train for Louisville.

True Heroism.

"OH, HOW cold!" escaped my lips as I stumbled through the miserable attic door.

The mother was out, but her twelve-year-old boy was mounted guard over the other children as they played about the poorly furnished room. I shivered as the wind whistled through the broken window panes, causing me to pull my overcoat over my ears. The boy was in his shirt-sleeves, but I refrained from asking questions as to the whereabouts of his coat, in case its absence might have been the means of providing a crust of bread for the fatherless family.

"Are you not cold, my boy?" I asked. "No," said he, "not very." Yet I noticed how his pretty pearly teeth chattered. I waited awhile and spoke to them; then I took a look into the cradle, where, sleeping quietly and comfortably, the baby lay, covered with the boy's coat! Talk about bravery in men facing cannons; in the heat of passion they will do anything. But here was a hero on a bitterly cold day in his shirt-sleeves, because he wanted to shield his little brother from the biting effect of a cold February wind.

Men say the age of heroism is past. 'Tis false! As long as the nation raises boys like this one she has within herself the germs of a boyhood that will keep her forever in the very forefront of the world's history.

My friend, is your coat around your little brother, shielding him from the biting blasts that surround him on every side?—*Watchman.*

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"Whenever I am not thoroughly informed on a subject, and feel incapable of talking intelligently, why I just hold my tongue. I believe I have the reputation of being a good talker, but if I talked about what I did not understand, I should soon lose it."

"But, then, one appears so stupid to sit still and say nothing, when everyone else is talking," was the reply.

"I do not mind that in the least," she answered; "I am quite willing to run the risk."

If a woman finds herself suddenly, and without warning, surrounded by a lot of people "who know it all," it is far better for her to keep silent, than to launch forth into the discussion of an unexplored subject.

It is not a bad idea, and is one which has been carried out very effectively by some women, particularly those who aspire to being good conversationalists, to inform themselves, before going to dine or pay a visit to a friend on her reception day, upon the current events of the day or such topics as they think may possibly be discussed.

The art of talking well, and not too much, is one which all women, young and old, should have ambition to cultivate.—*Demorest's Magazine.*

The world is not a playground; it is a schoolroom.—*Drummond.*

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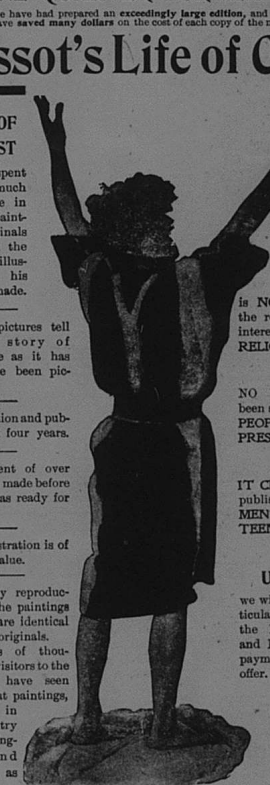

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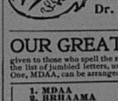

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Some Unsolved Problems.

(CONTINUED FROM PAGE 7).

and thus has Germany been able "to storm the foreign markets," in less than a quarter century increasing her manufactures tenfold and establishing such an export trade as has astonished even England.

The agricultural world has for some time realized the need of a general training for the farmers of the future; and through the multiplication of agricultural colleges and the far-reaching influences of farmer's institutes the discoveries of science are taking a firm hold on agricultural methods. Many communities are feeling the broadening effect of scientific efforts exerted in the farmer's behalf; and the more the farmer's son is taught that biology, chemistry, philosopy—that *all* the utilitarian sciences may contribute to his ultimate success, the more he will feel that there is no nobler calling than that of "the toil-worn craftsman who, with earth-made implement, laboriously conquers the earth and makes her man's."

The hygienic conditions of the school, the health of pupils and their home surroundings, children's maladies and the limitations of mentally deficient children—all these are among the problems being considered by the practical pedagogy of the day. In consequence, the varying degree of ability possessed by different children is coming to be recognized more and more, and the pernicious practice of making some pupils "mark time" while those of slower intellect catch up to them, is almost done away with, though the time is not yet far passed when it was considered almost a crime to permit any breaking down of grade lines, and every child was squared by exactly the same measure and made to comply with exactly the same requirements.

Progress in any line is best-counted by decades. Since the days of Father Pierce a great advance may be noted, and so many educational problems have been wisely solved that we have full faith in the ultimate realization of all that our school system is meant to accomplish. We believe that our school can inculcate such views of life among the great working class as shall help them to appreciate the true dignity of labor and inspire them to become skilled and proficient laborers. But the school of the future must give increasing emphasis to the thought that the only true nobility comes through toil of brain or heart or hand; that "Science and Industry are God's hand maids," by whose aid we gain the consummation of life. Thus shall universal education fit for the special vocation as well as for the larger relations of life, and enable its recipients to become loyal, useful, intelligent American citizens.

A little Rochester girl drew the picture of a dog and cat on her slate, and, calling her mother's attention to it, said, "A cat oughtn't to have but four legs; but I drew six, so she could run away from the dog."

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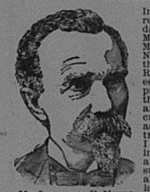

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One of the most beautiful and thrilling narratives of James Havens, the original of the "fighting Parson Magruder," who figures in Mr. Edward Eggleston's "Circuit Rider," was related at a recent conference by an old companion of Rev. Mr. Havens.

While still a young man, Havens was once eating his breakfast at the cabin of an old couple in a thinly settled region, when the doorway was suddenly darkened by a big ruffianly-looking man, who demanded:

"Be you Havens, the fighting preacher?"

"My name is Havens, and I am a preacher," said the circuit rider.

"Well, I reckon you'd better get through your breakfast right smart, for I'm goin' to give you a good thrashin'."

"Well," returned Havens, "I don't remember to have seen you before, and if I've ever crossed your track, it was because you were up to some mischief that called for discipline."

"Hey? You pushed me over a high bank, an' I got my face scratched up. I've been lookin' for you some time, an' now I'm goin' to lam you!"

"Very well, come with me down in the hollow," said, Havens, "and if you're determined to thrash me, I'll give you a chance. But let us get well away from this cabin, where these old people won't have to see or witness the trouble."

The preacher started out with the ruffian down toward the woods. They went part of the way in silence, the ruffian now and then glancing at the preacher, and seeing no sign either of fear or bravado in him. Presently the man said:

"See here, Havens, you'd better go back. I'm a hard fighter, and I'll hurt you, bad."

"Oh, no," said the preacher; if you want to fight, you'd better not stop on my account."

They went on and reached the seclusion of the hollow. When they got there, the ruffian said:

"Let's turn round, elder. I tell you, I'm a pretty mean man!"

"Well, let's sit down here a minute." Havens led the way to a log, and both sat down on it. Then, with a little talk, the preacher drew from the fellow a confession of the wild life he had led, and spoke comforting words to him. In a little while, both men were on their knees, with faces bowed upon the log, and the woods resounded with prayer such as few but this pioneer exhorter could offer.

The old people back at the cabin heard it, and knew what turn the "fight" had taken, They came down and joined the "meeting," and before long the fighter was one of Haven's most promising converts.—*Youth's Companion.*

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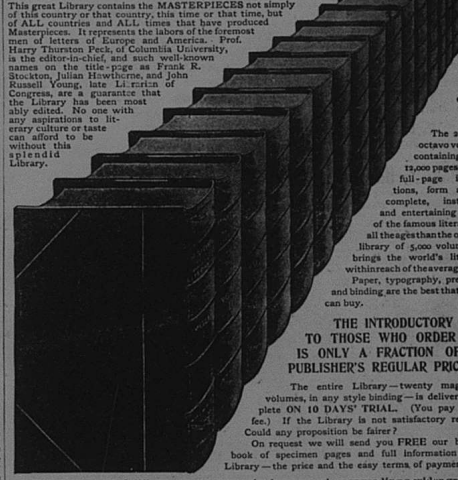

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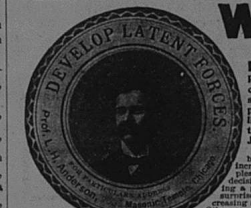

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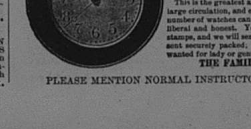

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Here we halt our march and pitch our tent,
On the rugged forest ground,
And light our fires with branches rent
By winds, from the beeches round.
Wild storms have torn this ancient wood,
But a wilder is at hand,
With hail of iron and rain of blood,
To sweep and scath the land.

How the dark waste rings with voices shrill,
That startle the sleeping birds,
Tomorrow eve must the voice be still,
And the step must fall unheard.
The Briton lies by the blue Champlain,
In Ticonderoga's towers,
And ere the sun rise twice again,
The towers and the lake are ours.

Fill up the bowl from the brook that glides,
Where the fireflies light the brake;
A ruddier juice the Briton hides,
In his fortress by the lake.
Build high the fire till the panther leap
From his lofty perch in fright,
And we'll strengthen our weary arms with sleep
For the deeds of tomorrow night.
—*Bryant.*

It matters not what you do,
Make a nation or a shoe;
For he who does an honest thing
In God's pure sight is ranked a king.
—*John Parnell.*

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A PECULIAR REMEDY

Something About the New Discovery for Curing Dyspepsia.

(From Mich. Christian Advocate.)

The Rev. F. I. Bell, a highly esteemed minister residing in Weedsport, Cayuga Co., N. Y., in a recent letter writes as follows: "There has never been anything that has taken hold that has relieved the Dyspepsia from which I have suffered for ten years except the new remedy called Stuart's Dyspepsia Tablets. Since taking them I have had no distress at all after eating and again after long fasts can sleep well. Recommend it to all. Yours truly, F. I. Bell, Weedsport, N. Y., formerly Idalia, Colo."

Stuart's Dyspepsia Tablets is a remarkable remedy, not only because it is a certain cure for all forms of indigestion, but because it seems to act as thoroughly in old chronic cases of Dyspepsia as well as in mild attacks of indigestion or biliousness. The person has Dyspepsia simply because the stomach is overworked, all it wants is a harmless vegetable remedy to digest the food and thus give it the much needed rest.

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PLEAP
LIME

CHEAP
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O--g-n O--m-a B----l-n

Can you guess the missing letters in the above skeleton words, which when correctly completed form the names of the three most prominent ships in the U. S. Navy. If you give the right names you may win a prize of $50 to $100 Cash. This is a form of contest which does not require you to send any money with your reply, nor does it contain any element of chance. It is a form of contest which does not require you to send any money with your reply, nor does it contain any element of chance. It is a form of contest which does not require you to send any money with your reply, nor does it contain any element of chance. This is a new scheme to secure more lucky customers if correct are sure to get some welcome cash without trouble or risk. You pay nothing for your guess, so all you have to lose is a postage stamp. Every reader of this advertisement is entitled to a guess, fun your letter must reach us by Nov. 15. Address, stating the names you think are correct, send one guess, fun your letter must reach us by Nov. 15. Address, stating the names you think are correct,
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A Rule to Remember.

An anecdote of Bishop Thomas W. Dudley, narrated in the Sioux City *Journal*, reveals, in his own words, the secret of his success:

When it was first known in the city in which he was settled that he was to go to Kentucky, some of his friends were disposed to be critical.

"You are not going to Kentucky, are you?" asked one.

"Yes, indeed."

"Do you know what kind of a state that is? I saw in the paper that one man killed another in a Kentucky town for treading on a dog."

The bishop said nothing, and the man continued impatiently, "What are you going to do in a place like that?"

"I'm not going to tread on the dog!" was the calm reply.

Many arguments might be adduced to show that the principal that *the main business of the teacher is to get the pupil to teach himself*, lies at the basis of the entire art of instruction.—*Payne.*

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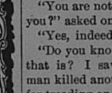

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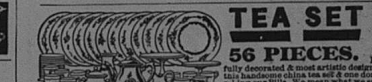

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A Chinese planing-mill—A man and a home-made plane.

A Chinese plow—Two pieces of wood and a triangular piece of iron. It is operated by a man and a cow.

A Chinese flour-mill—Two small mill-stones, operated by hand.

A Chinese sausage cutter—A cleaver.

A Chinese wagon—A man carrying two baskets which are suspended from the ends of a bamboo which rests upon his shoulder.

A Chinese carriage—A chair, suspended between two bamboos, carried by two or three men.

A Chinese razor—A piece of flat steel like a small hatchet or cleaver.

A Chinese cotton carding machine—An intestine on a bow. The string is put on a pile of cotton while the operator strikes the bow.

A Chinese cotton spinning machine—A small wheel and spindle such as was used in the United States a hundred years ago.

A Chinese thrashing machine—Some slats of wood upon which the grain is whipped.

A Chinese pump—A long wooden box, through which flat pieces of wood attached to an endless chain are drawn.

A Chinese street lamp—A tallow candle, oil wick or small lamp in a glass or paper shield.

A Chinese tea roller—A man and a small log of wood.

Chinese boats or junks are somewhat similar to those of Columbus' time.

Lincoln's Proverbs.

An autograph letter which I should like to own was shown to me a few days ago. "A. Lincoln" was boldly signed at the end of it, and this wisdom was there, paragraphed in this wise:

"Do not worry.
"Eat three square meals a day.
"Say your prayers.
"Think of your wife.
"Be courteous to your creditors.
"Keep your digestion good.
"Steer clear of biliousness.
"Exercise.
"Go slow and easy.

"Maybe there are other things that your special case requires to make you happy, but my friend, these, I reckon, will give you a good lift."—*New York Times.*

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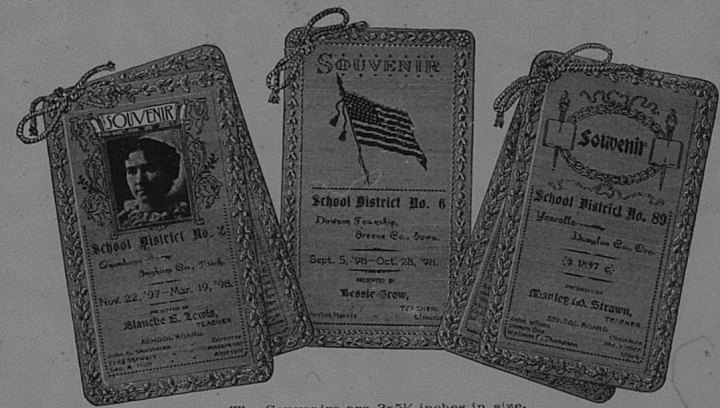

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Each Souvenir has the name of the Teacher, School, Officers and all of the Pupils.

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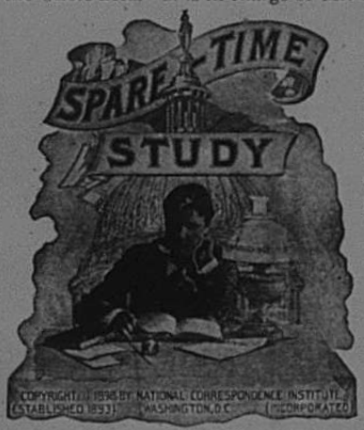

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