

Rhyming Lesson on the Bones.

In my little face so plainly seen,
 If you count the bones you'll find fourteen,
 And besides all these, somebody has said
 You will find eight more in my curly head;
 On both sides of my head is a little pink ear,
 With three bones in each to help me to hear;
 And locked together, a long white line,
 Are the twenty-six bones that make my spine.
 If you look at my shoulders you there will find
 A bone in front and a bone behind,
 While my twenty-four ribs together combine
 To make this stout little chest of mine.
 The bones of my arms you see are but few,
 Here is one in my arm, in each forearm are two.
 The bones in my wrist are bound snug and tight,
 Eight in my left wrist, and eight in my right.
 There are five in each hand and five in each foot,
 And in fingers and toes twenty-eight are put;
 One bone in my hips, and it looks like a cup,
 The end of my thigh-bone will just fill it up;
 The bone in my thigh has a very queer name—
Femur, or thigh-bone, it means the same.
 My knee-pan covers the joint at my knee,
 And from this to my ankle two bones you see.
 The seven short bones in my ankle found
 By strong white cords together are bound.
 If an apple or pear I wish to bite,
 I've thirty-two teeth so strong and white,
 And I'll always remember, in spite of my play,
 With water and brush to cleanse them each day.
 Since the way I sit my bones must affect,
 I'll try while I'm young to sit very erect.
 And when I grow older you'll every one see
 What a 'straight man' or woman I then shall be.

—Lizzie M. Hadley, Oskaloosa, Iowa.

Advantages of Centralization.

1. The health of the children is better, the children being less exposed to stormy weather, and avoiding sitting in damp clothing.
2. Attendance is from fifty to 150 per cent greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.
3. Fewer teachers are required, so better teachers may be secured and better wages paid. Teachers are brought together in a community where professional zeal is cultivated.
4. Pupils work in graded schools, and both teachers and pupils are under systematic and closer supervision.
5. Pupils are in better schoolhouses, where there is better heating, lighting and ventilating, and more appliances of all kinds.
6. Better opportunity is afforded for special work in music, drawing, etc.

7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture, and tuition.

8. School year is often much longer.

9. Pupils are benefited by a wide circle of acquaintance, and the culture resulting therefrom.

10. The whole community is drawn together.

11. Public conveyances used for children in the day time may be used to transport their parents to public gatherings in the evenings, to lecture courses, etc.

12. Transportation makes possible the distribution of mail throughout the whole township daily.

13. Finally, by transportation the farm, again as of old, becomes the ideal place in which to bring up children, enabling them to secure the advantages of centres of population and spend their evenings and holiday time in the country in contact with nature and plenty of work instead of idly loafing about town.—*School Board Journal*.

School Manners.

"Some years ago I visited a public school in Hanover, Germany. I was surprised the day after my first visit to be respectfully greeted on the street by a number of boys. They were from the public school, and though I had not recognized them, they recognized me. There was nothing servile about the matter, but simply a manly and gentlemanly token of respect, an act of politeness.

"A few weeks ago I saw an American boy of nine and a girl of eight introduced to a lady. Neither of them showed the slightest knowledge of what to do, but simply stood awkwardly looking out of the corners of their eyes at the lady without a word of response. It was not timidity, for neither of them is afflicted in that way. It was simply ignorance of one of the simplest practices of etiquette. And their parents are people of culture, the father being a professional man of high standing. I felt very sure that children of the humblest parents in Germany, under like circumstances, would have stepped forward in a polite way, given the hand and said, 'How do you do.' Now we do not like comparisons disparaging to ourselves, but it is better that we look without prejudice at these facts, and as parents and teachers we shall be better able to train the children committed to our care."—*L. Seely in Normal Instructor*.