

—Next in importance to having knowledge is the power to apply it in the right direction; takt teaches this. Takt is wisdom at work.—*Fosh Billings*

—Mark Twain thus prescribes for an aspirant for literary fame: "Young Author—Yes, Agassiz does recommend authors to eat fish, because the phosphorus in it does make brains. So far you are correct. But I can not help you to a decision about the amount you need to eat—at least, not with certainty. If the specimen you send is about your fair usual average, I should judge that perhaps a couple of whales would be about all you would want for the present. Not the largest kind, but simply good middling whales."

—There must be many who hear me who can not remember when they could not read. I am sure I can not. We ought to strive to come as near that as may be in the Primary schools, and then should give the scholars the best of all they can understand. I would choose first the classics of childhood: Robinson Crusoe, Grimm's Fairy Tales, the Arabian Nights, and along with them the stories of gods and heroes, the Mythology, the legends and traditions of History, ancient and modern, and I would take care to put within their reach, as the privilege for spare hours, Pilgrim's Progress, Don Quixote, and Shakspeare. I would even have the Iliad and Odyssey (illustrated) in every primary schoolroom.—Mrs. A. C. MARTIN.

RUBBERS.—A very interesting article appeared in the November number of the *Teacher*, on Blackboards, by Miss Morton. I use the blackboard in teaching everything. Mine occupies all the space between windows and doors around the room. If it did not, I would have it there if I had to paint it myself. I think Miss Morton would like the plastering painted with liquid slating, better than a painted board. The slating is more expensive, but it lasts enough longer to pay. I commenced teaching in the country, and suppose I'm not "genteel," for I use nails, tacks, hammer, etc., almost daily. But blackboard rubbers have been a "source of sorrow unto me." Those bought of manufacturers, or covered with sheepskin, would wear out in a term or two, and were forever falling from the blackboard shelf to the floor. I claim that every pupil should have a rubber, and then be held responsible for the neatness of his work. So

I thought and thought, and then experimented, and the experiment has proved a success. Tear flannel or any kind of woolen cloth (old as well as new) into strips an inch to an inch and a half in width. Commence in the center, roll like a ball of carpet binding, and sew with strong thread or fine wrapping twine. Continue to roll and sew firmly until the size of the top of a coffee-cup. They can be made "fancy" by putting in fancy colors. They will make no noise if a pupil drops one, or if they fall from the shelf to the floor. When I came here, rubbers were the cry two terms; then I ventured to show a sample of mine to the principal. He liked them so well he said to my pupils he would pay ten cents apiece for all well made rubbers brought to him during a week. They have been used throughout the building (ten departments) ever since.—*Mich. Teacher.*

JAPANESE EDUCATION. — Children are trained to be very obedient to their parents; they are sent to school very young, and boys and girls are taught together to read, write, and learn the history of their own country. The almanac is studied with particular care, for it would be thought disgraceful for any well-bred child to begin a journey or a piece of work on an unlucky day. Girls are taught to sew and embroider, and are usually skillful in all kinds of fancy work; besides this they learn to cook, to perform various domestic duties, so that they may in time become wise and useful mistresses of households. The boys are taught arithmetic and the mystery of the fearful *hara-kari*. The literal meaning of this word is "the happy dispatch." But I must explain it to you more clearly.

The *hara-kari* is a suicide committed in the most cruel way by making an incision in the stomach with a dirk, which is drawn lengthwise and again across until the victim is disembowelled. The code of honor among the Japanese renders it imperative in a well-born man not to out-live an insult received or a crime committed, and in either case the *hara-kari* is the only resource. Little boys are taught when they are very young how to perform the operation upon themselves skillfully by constantly exercising in making accurate passes with the sword; they are likewise instructed to understand the circumstances which oblige a gentleman to submit to this honorable death, or "hap-