

MISSPENT EVENINGS.—The boy who spends an hour each evening lounging idly on the street corners, wastes in the course of a year three hundred and sixty-five precious hours, which, if applied to study, would familiarize him with the rudiments of almost any of the familiar sciences. If, in addition to wasting an hour each evening, he spends ten cents for a cigar, which is usually the case, the amount thus worse than wasted would pay for ten of the leading periodicals of the country. Boy, think of these things. Think how much time and money you are wasting, and for what? The gratification afforded by the lounge on the corner or the cigar is not only temporary, but positively hurtful. You cannot indulge in them without injuring yourselves. You acquire idle and wasteful habits which will cling to you with each succeeding year. You may, in after life, shake them off, but the probabilities are that the habits thus formed in early life will remain with you to your dying day. Be warned, then, in time, and resolve that as the hour spent in idleness is gone for ever, you will improve each passing one, and thereby fit yourself for usefulness and happiness.—*Exchange.*

WRITING FOR THE PRESS.—Waste no time on introductions. Don't begin by laying out your subject like a Dutch flower garden, or telling your motives for writing. The key note should be struck, if possible, in the very first sentence. A dull beginning often damns an article; a spicy one whets the appetite, and commends what follows to both editor and reader. Above all, stop when you are done. Don't let the ghost of your thought wander about after the death of the body. Don't waste a moment's time in vindicating your production, against editors or critics, but expend your energies in writing something which shall be its own vindication.—*Exchange.*

EDUCATION.—Accustom a child as soon as he can speak to narrate his little experiences, his chapter of accidents, his griefs, his fears, his hopes; to communicate what he has noticed in the world without, and to what he feels struggling in the world within. Anxious to have something to narrate, he will be induced to give attention to objects around him, and what is passing in the sphere of his observation, and to observe and note events will become one of his first pleasures; and this is the groundwork of the thoughtful character.—*Exchange.*

SAXONY.—*Le Progrès*, of Brussels, states that, last December, there was founded at Dresden an institution which evidences, on the part of the Saxon people, a profound love for teachers and a great solicitude for those who devote themselves to this laborious career: it is an establishment, under the patronage of the Prince George, where female teachers of any creed may obtain board and lodging, as long as they are out of employment, at the very moderate price of 1.87 francs, or about 85 cents, per diem. The founders of this excellent institution propose to annex to it an asylum for female teachers, superannuated or infirm.

—Superintendent W. T. Harris said in his recent address before the Spelling Reform Association: "In this matter we of St. Louis can speak with positive experience. In the fall of 1866 the phonetic modification of the alphabet, as invented by Dr. Edwin Leigh, was tried in one of our public schools as an experiment, and the following year it was adopted throughout the Public Schools of this city, where it has ever since retained its place. By this system the child has a perfectly phonetic alphabet in so far as 'one sound for each character' is concerned, although it violates the third law of Latham in having more than one character for the same sound. Yet, even with this, we find the following advantages in the system, which is still in use with us after ten years: 1. Gain in time—a saving in one year out of the three years usually occupied in learning to call off easy words at sight. 2. Distinct articulation, the removal of foreign accent and of local and peculiar intonations. 3. The development of logical power of mind in the pupil. He can safely be taught to analyze a word into its sounds and to find the letters representing them, whereas with the ordinary orthography it is an insult to his reason to assure him that a sound is represented by any particular letter. Hence, analytical power is trained instead of mere memory from the day of his entrance into school—and analytic power is the basis of all thinking activity."

—Teaching is an art. Men don't pick up art skill without much close study and patient toil. To teach is not like pouring grain

into the hopper of a mill. To teach is to develop, to train, to make men wiser, better, purer, happier and the music teacher has much of this work to do. To teach, requires more than mere knowledge affords, more than a mere acquaintance with the subject to be taught. He who aims to train the minds and hearts of pupils, ought to know something about the mind and heart of the pupil. The man of great knowledge is not necessarily qualified to teach because of his learning, no more than he may be gifted to speak in public. To possess or to acquire knowledge is one thing, to impart it to others is quite another. Yet few will agree to this fact.—*Brainard's Musical Monthly.*

—A project is on foot to hold an educational conference, composed of English and American teachers, and friends of education, in England, during the coming summer. It is assumed that a large number of persons interested in education will visit the exposition at Paris, and in so doing will pass through England; and it is thought that in this case it could be made convenient and pleasant to stop a few days in London, or some other suitable place, and make the acquaintance of, and hold counsel with, their English brethren. We vote for the conference. We think it would do good. And the only difficulty in the matter is, as it occurs to us, whether there can be assembled in England at any one time a representative body of American educators.—*Penn. School Journal.*

—Some years ago, the late Horace Mann, the eminent educator, delivered an address at the opening of some reformatory institution for boys, during which he remarked that if only one boy was saved from ruin, it pays for all the cost and care and labor of establishing such an institution as that. After the exercise had closed, in private conversation, a gentleman rallied Mr. Mann upon his statement, and said to him: "Did you not color that a little, when you said that all expense and labor would be repaid if it only saved one boy?" "Not if it was my boy," was the solemn and convincing reply.

—The chief ground upon which I venture to recommend that the teaching of elementary physiology should form an essential part of any organized course of instruction in matters pertaining to domestic economy, is that a knowledge of even the elements of this subject supplies those conceptions of the constitution and mode of action of the living body, and of the nature of health and disease, which prepare the mind to receive instruction from sanitary science.—*Prof. Huxley.*

—A young man was teaching in a district school when one day the following conversation took place: *Teacher* (to a little girl whom he sees weeping violently)—"What is the matter, Fanny?" *Fanny*—"Je—Je—Je—Johnny's tryin't—t—to kiss —" *Teacher* (interruptingly)—"Johnny, were you trying to kiss Fanny?" *Johnny*—"No, sir." *Teacher*—"But she says you were." *Fanny*—"No—n—no, sir. He w—w—w—was t—t—t—tryin' to kiss M—M—Maggie J—Jackson."

—All elementary instruction is wasted unless it leads to something practical. The study of drawing is a very broad one in application to practical life; and no course of instruction can be satisfactory that does not embrace its scientific and practical features as a basis. The study of drawing, as now taught in the public schools of the country, can be regarded as neither an amusement or an accomplishment. It is industrial in its character.

Industrial drawing does not mean picture drawing, or the drawing of the human figure, or birds, animals or miscellaneous objects generally, in the elementary instruction. Industrial drawing teaches the principles of design, as applied both to the form and to the decoration of all manufactured objects—develops the taste, the imagination, and the inventive faculties, and in such a way as to benefit every one who has to do with form, either as producer, merchant, or consumer.—*Dr. Hupp in Virginia Journal of Education.*

—The following incident happened in one of the public schools in this city: *Teacher*—"Define the word excavate." *Scholar*—"It means to hollow out." *Teacher*—"Construct a sentence in which the word is properly used." *Scholar*—"The baby excavates when it gets hurt."—*New England Journal of Education.*