

school-fellows—they shall come soon enough to the post, though sleeping a good while before their starting. O, a good rod would finely take them up napping!

Those that are dull and diligent. Wines, the stronger they be, the more loos they have when they are new. Many boys are muddy-headed till they be clarified with age, and such afterward prove the best. Bristol diamonds are both bright and squared and pointed by nature, and yet are soft and worthless; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures in youth acquit themselves afterward the jewels of the country; and therefore their dullness at first is to be borne with, if they be diligent. The schoolmaster deserves to be beaten himself who beats nature in a boy for a fault. And I question whether all the whipping in the world can make their parts who are naturally sluggish rise one minute before the hour nature hath appointed.

Those that are invincibly dull and negligent also. Correction may reform the latter, not amend the former. All the whetting in the world can never set a razor's edge on that which hath no steel in it. Such boys he assigneth over to other professions. Shipwrights and boatmakers will choose those crooked pieces of timber which other carpenters refuse. Those may make excellent merchants and mechanics who will not serve for scholars.—*Thomas Fuller: 1608-1661.*

A FEW WORDS ON FEMALE EDUCATION.

(Translated from the German by F. H. LEHMANN, TEXAS.)

Give your daughters a thorough education. Teach them to prepare a nourishing diet. Teach them to wash, to iron, to darn stockings, to sew on buttons, to make their own dresses. Teach them to bake bread, and that a good kitchen lessens the apothecary's account. Teach them that one dollar is one hundred cents, that one only lays up money whose expenses are less than his income, and that all grow poor who have to spend more than they receive. Teach them that a calico dress paid for fits better than a silken one unpaid for. Teach them that a full healthy face displays a greater lustre than fifty consumptive beauties. Teach them to wear strong shoes. Teach them to purchase, and to see that the account corresponds with the purchase. Teach them that they ruin God's images by wearing strong bodices. Teach them good common sense, self-trust, self-help, and industry. Teach them that an honest mechanic in his working dress is a better object of our esteem than a dozen haughty, finely dressed idlers. Teach them gardening and the pleasures of nature. Teach them, if you can afford it, music, painting, and all other arts, but consider these as secondary objects only. Teach them a walk is more salutary than to ride in a carriage; and that wild flowers are worthy objects of admiration. Teach them to reject with disdain all appearances, and to use only yes or no in good earnest. Teach them that the happiness of matrimony depends neither on external appearances nor on wealth, but on the man's character. Have you instructed your daughters in these principles? Fearlessly allow them to marry; they will make their way through the world.

—The passions of childhood and youth need to be restrained, the motives elevated and refined, the hopes moderated, and the fears assuaged by the teaching of wisdom and experience, by examples of patience, fortitude, and self-denial, and by the discipline of a perfect obedience and subordination to rightful authority. The enthusiasm of the *true teacher* never dies, neither does he become sour and peevish, nor does he fail to make due allowance for youthful foibles. The true teacher is a life long student. He grows in knowledge and wisdom as he increases in years. He preserves the freshness of his spirit by copious draughts from the fountain of truth, and by cultivating those graces of a character which attach rather than repel the sympathies of those whom he instructs.—*Educational Weekly.*

—In a lecture before the Spelling Reform Association, in St. Louis, W. T. Harris, Superintendent of the Public Schools of the city, thus enumerated some of the evils of the present system of spelling: 1st. It stands in the way of a sound, comprehensive, national education. Hence the prevalence of the illiterates. 2nd. No one is certain how to pronounce a word he has only seen written and never heard spoken. 3rd. No one is sure how a word is spelled which he has only heard pronounced and never seen written. 4th. It throws a barrier in the way of all sound and accurate philological research. He thinks the term "orthography," as applied to the

present system, a misnomer, and says that it might more properly be called "heterography."

—Remember that you can educate a child to good citizenship for about a hundred dollars with almost perfect success, whereas you will be compelled to feed and clothe and house a pauper, and if a pauper-criminal, as usually happens, you may have to lock up and chain him at the expense of a thousand dollars; and what do you get? The same pauper or criminal always growing worse, more dangerous, more expensive. Will you help to make good citizens, or let the children grow up to ignorance, pauperism, and crime?—*Central School Journal.*

MUSIC FOR GIRLS.—We like music,—like it very much,—but in our opinion it should not be made the chief end of a girl's educational existence. Let her be taught that her voice and her fingers are not the most important part of her character. Our motto is, give girls just as thorough, and just as substantial an education as is given to boys; let the general education be the same, then let the taste of the student and the means of the parent determine the kind and extent of the special education.—*Indiana School Journal.*

—At a recent teachers' examination in a certain county in this State, a lady who held certificates for the last five years, bounded Wisconsin on the north by the North Sea, and said the Po was the longest river in Europe. Another old teacher being asked by the superintendent whether this country was a democracy, replied: "No; but it would have been if Mr. Tilden had been elected. Since Mr. Hayes was elected, it is a republic." We are informed that these were not exceptional answers.—*Wisconsin Teacher.*

—A county superintendent of public instruction wrote to each person that was examined at the teachers' examination, asking if they were engaged, and if so, by whom, and at what salary. One young lady in the northern part of the county writes: "I am not engaged, but would be delighted to receive any attention, or proposal for an engagement. Of course I would like a salary, or some one with an income; but rather than miss an opportunity for the nuptial joys of wedded life, will not be particular about the salary."—*Winfield Courier, Kansas.*

—It is a remarkable fact for coeducationists to consider, that Miss Lizzie Hunt, of the North-western University, Evansville, Ill., took the first prize at the inter-collegiate contest for oratory at New York on the 10th ult. The judges were Bayard Taylor, Gen. J. R. Hawley, and Rev. E. H. Chapin. Eleven collegas competed for the honor, which was awarded to a woman. It is no wonder that Congress is afraid of woman suffrage.

—"Encourage" is the best word in our language. It is a lifting word, and its power is equal to the strength of the user. The teacher more than any other needs to feel its strengthening influence, and he more than any other should know how to encourage wisely.

—Knowledge acquired merely with a view to examination or recitation is usually very shallow and imperfect, and soon passes out of the mind when the occasion that prompted the effort is passed.—*Dr. Whewell.*

—The hearing of lessons should not occupy more than one hour and a half daily, the remainder of the day being devoted to *actual teaching*, when the lessons for the following day may be explained by the teacher. In advanced schools, answering in *concert* should be abolished.—*E. V. DeGraff.*

—The following definition, written in one of the examination papers of a prominent high school in Michigan, is too good to be lost: "A thermometer is a vacuum filled with mercury with the air all pumped out and closed at the top."

—There is nothing more frightful than bustling ignorance.—*Goethe.*