

The Egg Joke.

At a small social gathering the other night somebody started the egg joke a-rolling.

"Did you ever hear the story of the hard boiled egg?" he solemnly inquired of some one across the table.

"No," was the innocent answer.

"It's hard to beat," said the joker with much gravity.

You can't help smiling at these things, and after the laugh died down somebody else sprung this:

"Did anybody hear about the egg in the coffee?"

"No," said an obliging somebody.

"That settles it," remarked the funny man blandly.

Of course there was another laugh, and then a brief silence. It looked as if the jokes had been exhausted. But presently a little woman at one end of the table inquired in a high soprano voice if anybody present had heard the story of the three eggs.

The guests shook their heads and one man said "No."

The little woman smiled.

"Too bad," she said.—*Exchange.*

Education in China.

Education of a certain type is very general, but still there are vast numbers of countrymen in China who can neither read nor write. There is a special literary class who alone know the literature of their country, to the study of which they devote their lives. There are boarding schools, day schools, and colleges. Examinations mainly confined to moral philosophy and literature are held in the prefectorial cities of each province twice in three years for the lower degree necessary as a passport to the public service, and of the six or seven thousand candidates who have come forward, not more than sixty can be admitted to the degree of Literary Chancellor. For the higher degrees, other examinations are necessary. There is a "College of Foreign Knowledge" at Peking, where European languages, mathematics, sciences, etc., are taught by European, Japanese, and American professors. There are besides many Christian mission schools, where the English language and lower branches of western sciences are taught. The government also maintains naval and military colleges and torpedo schools at the various arsenals to teach the young Chinese modern methods of warfare.

Every teacher should be worth more to his school than the amount of his salary. If you receive a fifty dollar salary put forth every possible effort to teach a seventy-five dollar school, and in time you will advance both educationally and financially.

A Sermon in a Paragraph.

President Porter, of Yale, once gave the following excellent advice to the students of that institution: "Young men, you are the architects of your own fortunes. Rely on your own strength of body and soul. Take for your star, self-reliance. Inscribe on your banner, 'luck is a fool; pluck is a hero.' Don't take too much advice—keep at your helm and steer your own ship, and remember that the great art of commanding is to take a fair share of the work. Think well of yourself. Strike out. Assume your own position. Put potatoes in a cart over a rough road, and the small ones go to the bottom. Rise above the envious and jealous. Fire above the mark you intend to hit. Energy, invincible determination, with a right motive, are the levers that move the world. Don't drink. Don't smoke. Don't chew. Don't swear. Don't deceive. Be in earnest. Be self-reliant. Be generous. Be civil. Make money and do good with it. Love your God and fellow-men. Love truth and virtue. Love your country and obey its laws.—*Educational Independent.*

GET THE BEST TEACHERS.—Our schools can never be what they ought to be until the very best men can be kept in them as teachers. It is not enough that each state can boast a few educators on an equal in ability with the best lawyers, editors and business men. Every community with a hundred or more children to educate should have at the head of its schools a man the equal in ability, in education, in experience, in culture and in business tact to the best. And what right has the community to expect this unless it is willing to pay what the best men can obtain in other callings? Make teaching the most honorable, the most lucrative of callings, and above all, free it from the petty annoyances of politics and meddle-some busybodies, and education will take a great leap forward for the better.—*The Educator.*

VISITING SCHOOLS.—How differently one is impressed in visiting schools! From one schoolroom he comes out saying to himself, "Too nervous," "Immense expenditure of energy with small returns," "Noisy," "Fidgety." Energy? Yes. Full of life and desire to do good work? Yes. But lacking so much in self-possession; teacher needs a clearer insight into processes; she needs better and clearer language; the school needs that calm, that quiet, that is so conducive to good mental work.

From another school,—it may be in the same building, one comes out pleased, thoughtful and inspired to do better work himself than he has ever done before. What a beautiful sight he has just seen! How the very air of the school-room seemed to speak for thorough, cheerful and honest work. What a happy and co-operative spirit seemed to possess children and teacher!—*Ohio Teacher.*