

precedence to others, even although they might not be so deserving as he. 'In honor preferring one another,' seemed to be his motto. You will miss him in the educational institutions of the city, over which he presided with scholarly ability for twenty-one years, tending the young in their tender steps, and encouraging them in their intellectual and spiritual progress. And we shall miss him not only in the educational institutions, but in the friendly societies, of which he was so consistent and so faithful a member. Many of the members of these societies are here. They know how he walked among them. Look at flag after flag as they fly at half-mast. Do they not show that citizens generally deplore the loss of our brother? We must die. When we die, may our friends have to say of us—His life was like that of him who is now gone. May we follow him as far as he followed Christ. Beautiful and grand as were his scholastic abilities and secular accomplishments, yet brighter, more beautiful and stronger was the character that enabled us to call him a Christian man. When you think of the mourning house, the mourning church, the mourning circles of friends, and the mourning city, remember it as a Christian life which has been led, a Christian path which has been trod, and a Christian memory which has been left behind in all its fragrance. It lived in our churches, schools, houses and mystic institutions; the Christianity that some fear will degrade men will lift them up to all that is lovely and of good report."

The progress made by the schools while under his supervision may be noted by comparing the attendance of 1856 with that of 1876. The registered number in 1856 was 3,235, and in 1876 it had risen to 5,280. The average attendance had in the same time increased from 1,580 to 3,474.

Gleanings.

SIX REASONS FOR ABOLISHING TARDINESS.

There is a very grave and serious evil connected with the attendance at the public schools, which greatly cripples their usefulness. It is the carelessness prevailing among parents and children concerning promptness at school; and we beg for a thoughtful consideration of the reasons given below for a reform.

No parent who cares for the best welfare of his children: can fail to be earnestly desirous that they obtain the best culture, moral and intellectual, which is possible to them. Hence he has a right to demand that his own children and those of his neighbors shall be forming a spirit and temper, and acquiring habits which shall help them to become good and useful members of society.

This, then, is the first argument we have to urge. A habit of carelessness is fostered by tardiness, which will cling to them through life, and bring to themselves and their friends great unhappiness. Reflect how many hours are wasted daily, how many valuable opportunities lost, by the pernicious habit of carelessness concerning appointments.

Second. A spirit of lawlessness is thus engendered, which in after life brings forth bitter fruit. Continual transgression of a known law, which is understood to be just and right, cannot fail to produce contempt for all law.

Third. A spirit of selfishness is cultivated; for if, by making a little greater exertion, so much benefit might result to a school, it is certainly cultivating a selfish love of ease to refuse to make that exertion.

Fourth. A spirit of cruelty is fostered; for a pupil must harden his heart when he declines to discontinue a practice which so annoys his teacher.

Fifth. A pupil loses that pride in his school which leads him to strive to make it distinguished for its high merit. And every teacher knows there is no more inspiring motive than this to incite scholars to high and noble endeavor.

Sixth. And this is a serious point—the child loses a portion of his own self-respect. We long to see our boys manly and our girls womanly, and to that end we should leave no means untried to cultivate in them that honest pride of character which scorns to do that which has once been shown to be wrong or foolish.

Parents, let us think of these things. A high trust is confided to our care, and let us fear to mar the work we are trying to accomplish—the building up of a fine and noble character—by our thoughtlessness or our selfishness.

Evansville.

A. R. SPRAGUE.

THE TEACHER SHOULD CONSTANTLY IMPROVE.—In no occupation besides teaching is there such pressing need of new thoughts, ideas, and illustrations; in none is there such a tendency to fall into "ruts"—to do the same thing over and over in the same way, and to say the same thing over and over day after day. A wise teacher reasons as a woman does when she buys a sewing-machine, or as a farmer does when he buys a mowing-machine. He avails himself of the thoughts and discoveries of others on education. Hence the importance of educational publications; they are the cheapest, readiest, and surest means a teacher can employ to keep himself and his school up in front. To be a first-class teacher you must know what the most skilful of your profession would do if in your place.—*New York School Journal*.

THE BEGINNINGS OF ART EDUCATION IN MASSACHUSETTS.—It is not to be supposed that this movement was begun solely out of a love for the beautiful, or to ripen local art as an end sufficient in itself. The cultivated New-Englander has not laid aside his traditional shrewdness in parting with certain ancestral crudities, and sound business reasons were found for State legislation in favor of artistic training. The mortifying experience of England in her World's Fair of 1852, which resulted in the formation of the South Kensington Museum and schools, told at last upon the observation of Yankee manufacturers and merchants, who saw the immense strides that the mother country had taken since cultivating design in her industries. This was once well exemplified by a lecturer at the old Central School of Design in London, who showed his audience three marmalade pots of exactly the same size. The first, a plain jar, cost fourteen cents; the next, which had a mimic thistle embossed on it, cost eighteen, though the jar was still plain white; the third, which had a spray of the orange painted on it in colors, sold for twenty-four cents. Yet, mark carefully, neither of the decorated jars cost the maker two cents more than the plain one. So much value does ornament add. The commercial importance of design might easily be proved here on a larger scale, but unfortunately statistics are not popular. Let it be enough to say that in 1870, after less than eighteen years of South Kensington, the value added to cotton goods manufactured in England was twice and a quarter the original cost of the raw material. This enormous rate in the addition of value by workmanship was largely owing to the improvement in patterns caused by the new art training. Ample precedent, therefore, could be cited in support of the Massachusetts Legislature when it passed an Act, in April, 1870, declaring that any town might, and all towns and cities of over 10,000 inhabitants must, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age. This instruction, either in day or evening schools, was wisely placed under the care of the regular local school committees, so that the study became at once a part of the regular education of all embryo citizens who should attend the public schools at all.—G. P. LATHROP in *Harper's Magazine for May*.

PRICES OF MAGAZINE WORK.

A writer in a New York magazine thirty-five years ago says: "The history of the monthlies for the last few years forms a chapter by itself of American progress. It is but a very short time since the dollar a page of the *North American Review* was considered sufficient pay for articles by Edward Everett. The old *New York Mirror* paid \$500 a year for 'Pencilings by the Way,' (N. P. Willis,) the republication of which has paid the author \$5,000. I think the burst on authorland of Graham's and Godey's liberal prices was like sunrise without a dawn. They began at once by paying their principal contributors at the rate of \$12 a page—nearly thrice the amount paid by English magazines to the best writers, and paying it, too, on the receipt of the MSS., and not, as in London, on the publication of the article." These prices have not been maintained. Six dollars a page would now be an unusually high price. The leading magazines, however, with the exception of the *Atlantic Monthly*, pay on the acceptance of the MSS., but in some cases it is scarcely safe for a contributor to accept these terms, as the amount of print it will make may be under-estimated. The leading English magazines pay from \$4.00 to \$7.60 a page. *Blackwood* and *London Society* are exceedingly good pay. The *Quarterly* and *Edinburgh* pay ordinary contributors a guinea a page, but sometimes raise these rates fifty per cent.