

Should she receive a more favorable offer elsewhere, the board would doubtless equal the salary offered, for she has become almost indispensable to the school and the town.

Another case occurred in the same state. In this school the maximum was \$500. The teacher began at \$400, and after four years reached the limit. Her work was so excellent that a few years later a prominent superintendent visited her school, and offered her \$550 with a possibility of at least \$700 in time. She consulted the board, who informally agreed to give her \$550 to stay. The superintendent now increased his offer to \$600. Again the board considered the case, and concluded that the interests of the town demanded her retention—they could not let her go for a consideration of merely fifty dollars; and so she was offered \$600 to stay, and she agreed.

It is not necessary to multiply instances. Despite all statements to the contrary, boards of education are generally willing to pay extraordinary wages for extraordinary work. The question with them usually is, Can we replace her with one as good as she is? If not, we will raise her salary if necessary to keep her.

The way, therefore, to raise your salary is to do superior work. Be active in the school-room. Read a few of the best educational papers regularly, and apply the good things you find. Always be self-contained and reasonable in your dealings with parents and scholars. Make yourself indispensable to the best interests of the school and of the community.—*H. C. Krebs in Primary Education.*

#### The Teacher of Literature.

Professor Klasovsky's first lesson was a revelation to us. He was to teach us Russian grammar; but, instead of the dull grammar lesson, we heard something quite different from what we expected. It was grammar; but here came in a comparison of an old Russian folklore expression with a line from Homer or from the Sanskrit Mahabharata, the beauty of which was rendered in Russian words; there, a verse from Schiller was introduced and was followed by a sarcastic remark about some modern society prejudice; then solid grammar again, and then some wide poetical or philosophical generalization.

Of course there was much in it that we did not understand, or of which we missed the deeper sense. But do not the bewitching powers of all studies lie in that they continually open up to us new, unsuspected horizons, not yet understood, which entice us to proceed further and further in the penetration of what appears in vague outlines only, at the first sight?

Our hands placed on one another's shoulders, some of us leaning across the tables of the first row, others standing close behind Klasovsky, our eyes glittering, we all hung on his lips. The more his voice fell, towards the end of the hour; the more breathlessly we listened. In most of the others something good and elevated glimmered at the bottom of their hearts, as if a vision of an unsuspected world was opening before them. Upon me Klasovsky had an immense influence which only grew with years.

In western Europe, and probably in America, that type of teacher—"the teacher of literature" is unknown; but in Russia there is not a man or woman of mark, in literature or political life, who does not owe the first impulse toward a higher development to his or her teacher of literature. Every school in the world ought to have such a teacher. Each teacher in a school has his own subject, and there is no link between the different subjects. Only the teacher of literature, guided by the general outlines of the programme, but left free to treat it as he likes, can bind together the separate historical and humanitarian sciences that are taught in a school; unify them by a broad philosophical and humane conception, and awaken higher ideas and inspiration in the brains and hearts of the young people. In Russia, that necessary task falls quite naturally upon the teacher of Russian literature. As he speaks of the development of the language, of the contents of the early epic poetry, of popular songs and music, and later on, of modern fiction, of the scientific, political and philosophical literature of his own country, and the divers æsthetic, political and philosophical currents it has reflected, he is bound to introduce that generalized conception of the development of human mind which lies beyond the scope of each of the subjects that are taught separately.—*From "The Autobiography of a Revolutionist," by P. Kropotkin, Atlantic Monthly, Dec. 1898.*

#### Language and Grammar.

Write the correct abbreviation of each of the following words: Sunday, Wednesday, September, Mister, postmaster, principal, superintendent, barrels, dozen, interest, month, number, postoffice, first, second, fourth.

Write the plurals of the following names: Tree, bird, wing, grasshopper, cricket, stick, stone, flower, meadow, potato, cargo, family, turkey, hawk, woman, gas, bench, tooth, knife, wolf, thief, plow, monkey, handkerchief, country, cherry, buoy.

Write the feminine forms of the following names: Lion, poet, prince, adventurer, actor, executor, testator, king, father, negro, emperor, duke, hero, widower, tiger.