

familiar with him. For, as all roads lead to Rome, so do they likewise lead away from it, and you will find that, in order to understand perfectly and weigh exactly any vital piece of literature, you will be gradually and pleasantly persuaded to excursions and explorations of which you little dreamed when you began, and find yourselves scholars before you are aware. For remember that there is nothing less profitable than scholarship, nor anything more wearisome in the attainment. But the moment you have a definite aim, attention is quickened, the mother of memory, and all that you acquire groups and arranges itself in an order that is lucid, because everywhere and always it is in intelligent relation to a central object of constant and growing interest. This method also forces upon us the necessity of thinking, which is, after all, the highest result of all education. For what we want is not learning, but knowledge; that is, the power to make learning answer its true end as a quickener of intelligence and a widener of our intellectual sympathies. I do not mean to say that everyone is fitted by nature or inclination for a definite course of study, or indeed for serious study in any sense. I am quite willing that these should "browse in a library," as Dr. Johnson called it, to their hearts' content. It is perhaps the only way in which time may be profitably wasted. But desultory reading will not make a "full man," as Bacon understood it, of one who has not Johnson's memory, his power of assimilation, and, above all, his comprehensive view of the relation of things. "Read not," says Lord Bacon in his *Essay of Studies*, "to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is some books are to be read only in parts; others, to be read, but not curiously [carefully], and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy."

#### MISS ANTHONY'S FIRST SPEECH.

A *Pittsburg Dispatch* correspondent, indulging in reminiscences, says:—The first woman who ever made a speech at a teachers' convention was Susan B. Anthony. She was a teacher in Rochester, New York, and after listening for hours to a discussion as to why the teachers' profession was not so highly respected as that of the preacher, the lawyer, or doctor, without, as she thought, touching the root of the matter, the young Quaker girl rose to her feet and said, "Mr. President." This simple expression threw the entire convention into a state of utter consternation. The officers for a time were paralyzed with horror and amaze. Finally the president got his wits sufficiently together to mockingly and tremulously inquire: "What will the lady have?" "I wish to speak on the question under discussion," replied Miss Anthony. And then and there were hurrys to and fro. The frightened men flew around to consult each other and decide what to do. The women constituted a universal blush at her boldness. Finally a man got over his fright sufficiently to move that the lady be heard. This motion was discussed pro and con for half an hour or more. It was then decided that the women should have no vote on the matter, and the question was settled by the men alone, who, by a small majority, allowed Miss Anthony to speak. The embarrassment of a young girl may be imagined under the circumstances: but Susan stood her ground, and courageously and deliberately hit the nail on the head, by telling them that as long as women were considered not to have brains enough to become preachers, and lawyers, and doctors, but only enough to be teachers; that every man who entered the profession of teaching tacitly acknowledged he had no more brains than a woman, and, moreover, the reason why teach-

ing is less lucrative is because of the cheap labor of women. "So, gentlemen," said Miss Anthony, "if you want to do away with the disrespect of which you complain, and exalt your profession, you will have to exalt your co-workers and demand for them fair play and better pay," or words to that effect.—*New England Journal of Education*.

#### JUNE BLOSSOMS.

BY J. H. MAY.

At my desk I sit in the afternoon,  
When the children's restless feet are still;  
From the outside blossom of leafy June  
To the blossom within I look, until  
A summer perfume fills the air,  
A rosy radiance flecks the floor,  
And brightens all the school-room, where  
I'm tending plants, inside the door.

My beautiful plants! how they nod and bloom  
In the garden I'm watering to-day;  
How their budding sweetness fills the room,  
And over its stillness seems to stay,—  
Violets fresh and pure and fair,  
May-flowers, blushing pink and sweet,  
Roses red, and lilies rare,  
Creeping close to my very feet.

Day after day I've helped them grow;  
From morn until night the slips I've set,  
And cared for them; ah! well they know  
Whose dew of love their petals wet.  
Fan and Frene and little Louisa  
And Maud are violets in my bed;  
No garden roses can rival these  
Painted on Carrie's cheeks so red.

Ah! a happy gardener am I,  
Watching my pretty petals spread,  
Catching the flash of my Pansy's eye,  
Or the golden glimmer of Harry's head!  
Ah! a happy gardener am I,  
If a drooping branch I may upbraid,  
Or turn a blossom toward the sky,  
When the sun peeps through a radiant rift.

Yes, a joyful gardener am I,  
From morn to night, from March to June,  
And I sing as I train the tendrils high,  
A snatch of an olden forest tune;  
"And this is the song that I gayly sing,  
Blossoms of mine! oh, bud and grow!  
Let the sun of my life on your petals shine,  
Till out of the garden of youth you go!"

—*Education*.

There are a few strong reasons why every teacher should take an educational paper. It gives the news of the profession. It affords a medium for the interchange of opinions. It records difficult ways of teaching. It usually contains hints and materials for general exercises. It contains notices of the latest books. Its editorials are usually worth reading, on account of the matter and inspiration they contain. All professions have their professional current literature. Why should we be an exception to the general rule? If teaching ever comes to be on an equality with other learned callings, it will be mainly through interchange of thought, through discussion, and through the influence of educational journalism. A paper cannot be edited to suit everybody. This could not be expected. But a good paper should suit the majority of its thinking readers. Adaptation is the law of success. It would not pay to manufacture an article that is not suited to the wants of the people. An educational paper cannot be made to suit the wants of teachers as they ought to be, or as they may be in the future, but as they now are. Such a paper is invaluable.—*The Teachers' Institute*.