ABSOLUTELY PURE

mising, of course, that these duties are within

The education of the child should be

Have we heard this so many times that it

"makes us tired," to use a slang expres-

lives. Does the child love the base, the

ignoble, the sordid? It needs no a rologer

to cast his horoscope, unless some other soul

shall touch his and waken it to a sense of its

own worth and turn its loves into a new and

purpose has taken hold of the soul, there is no

room for trifling, for idleness, and if a por-

tion of the teacher's energy that is expended

in keeping order were used in gaining the

magic "sesame" to the souls of the children,

more gratifying results would be seen. No

many of the children in our schools are

working without a proper incentive. They

expect to pass the grades, to graduate, it

may be, but what then? How many reach

the what then? On the contrary, many,

when they have received their diploma have

reached ultima thule of their ambition.

Many young lives all around us are going to

school? By ... ns, but enough of the

nobler work, then, than to aid the youthful

The list of charges against our schools

might be lengthened, but the limit of this

paper forbids. I will say in explanation

that I have been led to this criticism by

noticing the imperfections in my own work

as well as in that of some of my fellow

grinders in the mill, and I have tried to hew

to the line even when the "chips were flying

in my own face." The responsibility of

each teacher must be measured by himself,

and can be measured by no one else. While

we need to be careful not to make our school

system a "scape gout" for our own short-

comings, nevertheless, I believe it is in a

energy of teacher and pupil must be put on

making per cents, and preparing for ex-

amination so many pages of text books, what wonder that the weightier matters are

In what I have said I have expressed my

fully to see wherein lies the cause of failure-

whether in our school system or in ourselves.

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neglected?

all ordes to.

on to future generatious.

exercised and in no other way."

SOME JANGLING NOTES.

[Mrs. M. V. Rork, in Oregon State School Journal.] I once heard it said of a certain woman, ciple held by Froebel, the child learns to do "She is a born negative." I was reminded by doing, too many substitute the child of this saying while planning my essay, and | learns to do by having things done for him, I questioned whether you might not be It is so much easier to do a thing for a tempted to say the same thing of me, for pupil than to have him do it for himself. my mission to-day, self-constituted of course, This is one way we teachers have of saving seems to be to find fault. Nothing seems time. We are prone to forget the real obisting evils is one thing, and to provide a store the mind with knowledge, as to give remedy for these evils is quite another thing: the child what is infinitely more important-We judge of an educational system or any a desire for knowledge and the power to squealing shoats. I do not recommend, other system by the results produced. "A acquire it. We make things too easy for however, that pork should be grown ex tree is known by its fruit" is an old, old the children, we are too good to them so that clusively on dairy swill, for the meat is saying, but it is just as true as when it was we make them good for nothing. Life is no apt to be soft though sweet. Good; play day, but a stern reality, and if our Our common school system may be com- pupils are to be tenderly carried over every

pared to a large manufacturing institution, obstacle in their school life, where is to come where the quality of the commodity produced depends on two things-the perfect are sure to meet as they go out to take tion of the machinery, and the skill of the their part in the world's work. Our misoperatives. However finely constructed the sion is not to amuse, but to train for future machinery may be, if the manipulator does usefulness. Even young children should not understand it, he will turn out bungling feel that they have responsibilities and work, while on the other hand, the most should be strictly held to a conscientious skillful workman with poorly adjusted ma- performance of the duties assigned, pre chinery will fail of the best results. Even the superficial student of educational history from the time of the Reformers to the truly said, "Self reliance will grow when present, or those whose memories go back to the schools of a quarter of a century ago, cannot fail to observe the rapid strides made in all departments of education. The ripples started by Locke, Rosseau, Pestalozzi, Froebel and others have widened and widened until the waves have reached from shore to shore of the great ocean. When we see the vast array of professional books covering all departments of education, also the multitude of educational journals scattering broadcast among the teachers of the land the newest and best methods of presenting truth to the youthful mind, and when we examine the mass of appliances for school use, from the kindergarten ma terial for the primary departments to the apparatus designed for use in all grades even to the highest, we feel like exclaiming "Surely, the educational 'Millenium' drawthe failure consists.

Charge number one is that our close graded system tends to destroy the individuality of the child. It is a monster machine of which the teacher holds the crank, and the children are turned out as nearly alike as so many clothes pins. It is a veritable, inquisitional iron bedstead. If the child is too long, cut him off; if too short, stretch him out. Children are made for the institution, and not the institution for the children. (?) Nature starts out every child with certain capacities-not all with the same or equal abilities and it should be the business of the educator to furnish conditions favorable to the development of these God-given faculties; but after some of these children have been run through our educational mill, if they were stood up for the inspection of Mother Nature, she would fail to recognize her own offspring. "An all round symmetrical development" is a very good thing no doubt, provided it does not interfere with nature's plans, but the world needs men of one idea, and must have them. What if Edison were "an all round symmetrically developed" man? Would it be an improvement, think you? He might be more comfortable to live with, but would the world be the gainer? There is an immense satisfaction in being able to do even one thing well, and it surely must have a discouraging and disheartening effect upon a child to be continually thwarted and held back from doing what he knows he can do well, and urged on to that which he feels he can do but indifferently. There is a certain discipline in it, I grant, but whether the gain will compensate the loss is an open question. A prominent educator at our summer institute told us it a child had a special talent in any direction, he would never hold it back, never, but would urge it forward in that line. He failed, however, to tell us how this could be done under our "iron

My second charge is a too crowded curriculum. Our makers of study courses evidently believe in a "division of labor"-such a division as shall give but an infinitesimal amount of time for each particular branch. We might profitably follow the example of our German neighbors and study how to make a reduction in our courses of study-Under the present state of things teachers are almost compelled to resort to those often and justly belabored methods dubbed the "stuffing" and "pouring in" process. But what of the innocent victims of this hothouse system of education? I cannot answer this better than by quoting from Mrs. Kellogg in the teachers' institute. "We can easily imagine the future caricaturist illustrating the nineteenth century hobby by 'a cut' of some poor little child with pale face, large head, distended eyes and mournful expression, with the explanatory line beneath it, 'This child survived it.'

clad" graded system.

The third charge I shall touch briefly and it is this: A too slavish dependence on the text book. This may be partly due to want of time, but to take daily doses of an infallible (?) text book unquestioningly is to erush out the spirit of investigation in both teacher and pupil, and defeat the very end for which schools are established. Rather should the statements of the books be verified or disproved whenever it is possible to do so. Neither should the dictum of the teacher be taken as the ultimatum, but should be tested in the same crucible as the fext book.

My fourth charge is, our public school fail to properly train to self reliance. An ancient teacher once said, "There is no roya road to learning," but it would seem that The present generation of pedagogues have in a desirable location. Apply at this office.

A year or so ago, when dressed pork lars per hundredweight, dairymen pork raisers here said that it was beneath the cost of production. If that is the case the six dollars and seven dollars now paid can leave only a narrow margin of found that was all a mistake, and that they profit. Not long ago I visited a dairy really have found the royal road-learning farmer in the next town south of me, made easy. Instead of acting on the prinand found him standing on a barrel to bind his shocks of tall corn. Passing his hog yard, I noticed some very large fat porkers stretched on the sward. "What are you fattening these hogs with?" I inquired. "I give them nothing but whey from the factory," was the reply, "but they easier than to criticise, but to point out ex- ject of the school, which is not so much to have plenty of it."

This would have been a revelation to some farmers, who always have lank. clean, rich dairy swill, like buttermilk, sour milk and whey, together with shorts and a little cornmeal, will make a pig develop physically as rapidly as it the strength to cope with the difficulties they should, and insure firm, sweet pork. Many dairy farmers in this state are

producing pork for home consumption very cheaply by the judicious use of the waste from their dairies. If the course they pursue could be emulated by all it would produce quite a revolution here in swine growing methods. Half of the dairymen, through the negligence and the limits of their capacities. It has been fault of cheese manufacturers, are furnished regularly with an inferior quality of whey that is worth only half value for hog feeding. Rankly soured whey is an abomination in the pig's trough three-fold-intellectual, physical, and moral. for it possesses about as much value for swine food as would potatoes and salt for a human diet. A slight degree of acid sion? I would it might be hung in every in whey is essential to give it good feedschool room in the land that teacher and ing value, but when it is so sour that it pupil might keep it ever in mind, only I will sparkle and foam it is not an ecowould reverse the order and place moral at nomical diet to give to swine.

the head of the list. And here I base my I think that it would behoove every MRS. CRAHAM'S fifth charge against our public schools-a dairyman to estimate as nearly as possi failure to properly emphasize the moral ble this fall the actual cost of the pork in education; and here, too, is where some that he has raised. To compare this re of our religious sects base their claim, and | sult with the market value of the meat with some show of justice, for a division of would cause the producer to do some inthe public school fund. I would not be un- teresting thinking. Farmers who make derstood as advocating such a division, nor milk production a specialty, and who am I ready to admit that our public schools pratronize cheese factories, should insist merit the name, Godass, as sometimes ap- on having a good quality of whey furplied to them, yet I repeat, I do not think moral education receives the atten-

sent of our loves, and our loves determine our calves may thrive on the diet, it is too book "How to be Beautiful."

From the New York Dairy School. When is butter overworked and what is the result of overworking?

purer channel. When once a deep, earnest When the globules are broken. It is salvelike and will not keep well. What per cent. of water should well made butter contain? Not over 12 per cent.

What should be the condition of milk The Druggist in this town who first orders one, not the teacher himself, can work for long without some adequate motive. Very

Clean, sweet and smooth. Breed of cows. Give comparative difference in richness of their milk. First, Jerseys; second, Guernseys; third, Shorthorns; fourth, Holsteins.

equal results in amount of butter with Food of cows. How does the food and water affect the quantity and quality of

The Holsteins give greater quantity and

waste, all for lack of a purpose. But, you ask, do you charge this all up to the public Judicious combination of nitrogenous and carbonaceous foods insure greatest quantity and best quality of milk. Weeds and impure water impair the quality, sometimes rendering the milk unfit for use.

How should cows be stabled to make responsibility has there that we may well give the matter careful consideration. The one thing in humanity that shall stand the

test of time and eternity is character. What How should cows be stabled to make mind to lay broad and deep the foundations the most comfortable, and what effect on which they may build to bless the world has comfortable quarters and cleanliness while they live and send the inpulse for good on the animals relative to economy of

food fed and of results in product? Let each animal have a box stall. Let it be kept warm, dry, clean and well ventilated. The food manger so are ranged as to be kept clean also; effect, less food consumed and more milk and butter produced than if cows lie out of doors and feed at straw stacks.

What Can Be Done. Last year Dairy Commissioner Brown. of New York, at a dairy meeting said: 'We are keeping on twenty acres seventeen cows, four horses, hogs and chickens. All the fodder we use for that stock we raise on twenty acres. We measure chargeable for the failures noted. keep Jersey cows that average 300 Teachers are but human, and there is a pounds of butter a year per cow and get limit to what they can do, as there is also to about thirty cents per pound for the butwhat children can endure. And if the whole ter, or about ninety dollars per cow. After deducting all expenses there was a net profit of fifty-six dollars per head. We are using ensilage, and this is our second year. We make butter at a pefit

of sixteen cents a pound. "We feed ensilage summer and winter. I do not know of any other means by opinion, whether I have voiced yours or not. which we could keep that number of It is worth our while as teachers to look to stock on the land, except with a silo. the results of our work, and if they are We feed some grain. The past winter not all they ought to be, to examine care- we fed three pounds of hay at noon, twenty pounds night and morning of ensilage, and three pounds of clover hay at night. We fed seven or eight pounds of grain with the ensilage twice a day. Wecut our corn for the ensilage, and never put it in whole. We use the southern corn, and find the grain evenly distrib-

uted in the ensilage." France exports silk goods to the value of £10,000,000, two-thirds of which are taken by England and by the United States. Swiss and German houses are serious rivals in point of quantity of manufactured goods, but in quality the taste and skill of the French will long Persons ordering will please state whether maintain supremacy. The United States they desire, early or late varities. Address are rapidly increasing their silk factories. -Leisure Hour.

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"Surely, the educational 'Millenium' draweth nigh!" But when we begin to look around for the finished products of this grand, this much glorified institution—the common school system, what do we find? Every thoughtful, candid person, it seems to me, is forced to admit that the results are not what we have a right to expect. I say this advisedly and I believe the facts will bear me out. Whether this failure is chargeable to the institution or the operatives or to both is a question for later consideration. Let us first ascertain in what the failure consists.

Bis not a cosmetic in the sense in which that term is hould, moral education receives the attention that it should. "What shall it profit a man if he gain the whole world and and lose his own soul?" may be taken in a different sense than that in which theologians are wont to construe it. Souls are lost in this life—lost for want of some other soul at the right moment to waken them up and place before them a worthy incentive. Our country has need of moral and conscientions, as well as intelligent citizens. The culture of the intellect alone is not sufficient, as we are often painfully reminded. The soul is the failure consists. Is not a cosmetic in the sense in which that term

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E. Newell in American Cultivator.

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