

VICTIM OF HIS CLOTHES

FREDERICK R. BURTON

Only for a moment in the hall were they able to be alone. Then Bessie hastily passed Drane a note, and a number of small, heavy, mysterious articles, wrapped in a handkerchief. He had barely concealed these things in his pocket when the matron approached.

"But your name?" whispered Drane, quickly.

"I am here as Mrs. Lawrence Drane," she replied with a blush. "Only the names of patients can visit them on ordinary days."

And she hurried away, leaving Drane in delicious perplexity.

In his room he examined the note and the bundle. The former proved to be an elaborate plan for his escape written out with the detail of a French detective novel. The latter was a great lot of keys of all sorts and sizes. They had been taken from the doors in Mrs. Bowers' house, as the note explained, and were of course designed to open doors in the Retreat.

Drane studied the plan of escape religiously. He noted every place where he should go, and the number of the particular stair where he must breathe in order to avoid detection. In some way Bessie had discovered that the ward at the door was changed at midnight. Drane was to start softly from his room at 11:25. As near that hour as he could guess he stole, according to directions, having punched the key into his lock and opened his door with one of the bunch Bessie had brought.

He crept down the stair keeping in mind the various shrouded details of the plot; where he must hide to let the guard pass him; how he must do this; what and the other thing which the ingenuity of the girl had devised.

And now he stood at the bottom of the lower stair. The guard was asleep with his head against the wall. This, too, was according to programme. Drane could easily have passed him to his place of concealment, but suddenly a new and simpler phase of the problem struck him. He coughed. The guard did not move. Then he went up to the fellow and shook him. The guard awoke.

"Here you!" he cried, sleepily; "go back to your cage."

Drane seized him by the neck; dragged him to the parlor door; pitched him head first into the room; and before the man could recover his balance or his howls could bring assistance, Drane had opened the outside door, and was cowering down the street.

CHAPTER VIII
A PRIZE ON HIS HEAD.

No sprinter ever made better time than did Mr. Drane in his first run from the Retreat. A medal at the end of a track is not half the inducement to speed that a pursuer at the beginning is. If Lawrence had been timed by a stop-watch it would probably have appeared that he had broken all records at the end of the first hundred yards; and yet it seemed to him that he was not running half fast enough. The street was absolutely deserted, but he came presently to the corner of an avenue that was brilliantly lighted and lively with many passers.

Then he stopped abruptly and walked slowly up the avenue for a short distance. His heart was beating violently with excitement and the exertion of his run, and he knew that he must get somewhere out of sight at once. Just ahead of him he saw that the sidewalk tracks entered a tunnel, the sidewalks and carriage-way rising over a hill above it. Believing that here lay his opportunity he entered the tunnel and walked through its half mile of length without molestation save from ears that passed him occasionally. The drivers and conductors looked at him sharply, and that made him wish that he had staid above ground. It also impressed him with the necessity of disguising himself.

At the end of the tunnel he found himself in front of the Grand Central Depot. If he could only take a train and go somewhere! Instinctively his hand went to his pocket and then he remembered. The thought of passing again through an experience of hunger with its possibilities of police courts and ferry-boat concerts so distressed him that he had half a mind to return to the Retreat and confess himself a lunatic. Then probably he would be put in a straight jacket and be confined in a loathsome cell for the rest of his days. Horrible!

Suddenly he remembered that he had been in the habit of carrying a fifty-dollar bill in a little pocket unobtrusively made at the waistband of his trousers. Most of us would have thought of that before, but Mr. Drane had passed his boyhood in the lap of luxury, and in his manhood had not escaped from her leading-strings until the beginning of these unhappy episodes, so that the whereabouts was naturally the last element to enter into his consideration of practical problems. In this case he felt certain that his enemy, the tramp, must have overlooked that pocket. He thrust a trembling finger into it. Glorious! He felt the soft but firm texture of a bank note, and he knew that he was saved. He marched proudly into the depot and inquired about trains for Boston. That was still further away from home, but he had friends there who would identify him and see him out of the course of an hour. Good. How much? Five dollars. Very reasonable. One ticket, please.

While the slip of paste-board was being stamped Mr. Drane drew forth the hidden bill and unfolded it. Then his heart went down to hold sad communion with his friends.

"I beg your pardon," he faltered, addressing the ticket-seller, "but I don't think I'll go to Boston this evening."

The bill was a two.

The tramp had been commendably thorough in his search through Mr. Drane's clothes, and having found use for the fifty dollars, had recognized the utility of an emergency fund and had limited his reserve to two dollars.

can help each other a good deal. Are you agreed?"

"You don't mean to get me arrested for taking your clothes, do you?"

[To be continued.]

SCHOOL DEPARTMENT.

Managed by the Park County Teacher's Association, and devoted to the advancement of the Public Schools.

EDITED BY PROF. T. A. HAYES, Independence, Oregon.

All communications relating to this work must be addressed to the editor of this department.

Teachers should read the article by Prof. Balcomb on "Zoology in the Public Schools." They will find in it suggestions that will aid them in giving many interesting and valuable lessons, even if they do not find time to teach it in school.

Institute Program.

Following is the program of exercises for the county institute to be held at Rickreall on the first Saturday in February:

Opening exercises of association..... A. N. Falkerson.

Method of Teaching Siles' Grammar..... Superintendent Hatchison.

Discussion.....

Fifth Grade Geography..... Prof. T. A. Hayes.

General discussion.....

NOON HOUR.

Song..... Association.

Method of Teaching Siles' Grammar..... Miss Hattie Williams.

Exercise..... Dixie school.

Importance of Memory Games..... Prof. T. A. Hayes.

Myths and Fairy Stories in Primary Education..... Mary Collins.

General discussion.....

Those on program finding it impossible to attend will oblige the association by sending a substitute.

Report of District No. 49.
For the month ending December 28, 1894.

No. of scholars enrolled..... 16

Average attendance..... 11

Names of those not present: Clemmons and Robert Fishback.

Eva Toxas, Teacher.

[The above report was sent in too late for last week's issue.—Ed.]

Zoology in the Public Schools.

"To him who in the love of Nature holds Communion with her visible forms, she speaks

A various language; for his gayer hours She has a voice of gladness and a smile And eloquence of beauty; and she glides Into his darker musing with a mild And healing sympathy that steals away Their sharpness ere he is aware."

And it is this love of nature that we should cultivate in the child that he may talk in this various language. All admit the necessity of the study of physiology so that we may know how to properly care for these bodies of ours. Few question the introduction of botany into our course of study. And to read nature's language in the modest violet and the gaudy poppy is the delight of both youth and age. Who would object to chemistry, which tells of the repair and waste in the delicate yet extensive laboratory of nature; the different elements that we need to sustain life and the foods in which they are properly combined, the foundation of all medicine, as well as disinfectants and antiseptics?

And why not zoology? More especially since it is now claimed that all diseases are but some lower form of life that lives upon the unhealthy tissues. Why should the scriptures be literally fulfilled with the child's physical sense that "having eyes they see not and having ears they hear not" the busy world of life that goes on all around and about them? In the ocean and the land, burrowing in the soil at their feet, swarming in the very atmosphere they breathe and even swimming, diving, floating in the swallows of water the child takes to quench his thirst. The child will be interested to learn that the cheese as well as "Old Ocean" is explored by great numbers of "skippers;" that the sweet sugar and sour vinegar each support a thriving population; and that the butter gets old the same as "any other city" by reason of the "crowded condition of its inhabitants."

Interest! Why should not the child's mind hunger and thirst for this knowledge that so nearly concerns him and lies at the threshold of every human being? Simply knowing an animal's name or a description of it in terms that are not understood will not give a knowledge of the animal or make your students enthusiastic in the study. As the eye is the most open inlet to the soul, the surest method of arousing interest and impressing facts is to let your pupils see and handle the animal to be studied. The best way to give your students a clear idea of the animal kingdom is to study a few typical forms. Life is too short to try to master the numberless forms of life that swarm this universe. This is the day of specialization. No more do we endeavor to encompass all knowl-

edge as did the scholars of the middle ages. Even more than this, to simply read of the world's advancement would require all one's time. To illustrate: But yesterday it was discovered that it was the working of a small insect in the soil that prepared it to raise our wheat, corn and potatoes, and for this reason another crop could not be raised upon the same soil until this animal life had again increased in sufficient numbers to supply the peculiar substance that this particular plant needed; thus linking botany, zoology and chemistry in a natural science "triad."

Today the scientist announces the discovery of a new and inert gas in the atmosphere. We do not only have chemists, botanists and zoologists, but men make a life study of carbon compounds, fungi and bacteria. So be satisfied with a little well done. A genuine desire for knowledge aroused in the student is worth much more than hundreds merely studied about. This was vividly impressed upon my mind while listening some years ago to President Jordan of Leland Stanford university, as he told of his experience in the celebrated Natural History School of Agassiz. He said that for many days he was given the same fish to study, and although when he first took the fish he thought that he knew all about it, yet the longer he studied it the more he found to learn, and he considered that he owed more of his love for zoology to that one circumstance than to any other.

Let each or several, if preferred, make a collection of some particular order or family, helping each other by saving all the specimens that they find and giving them to the one making a collection of that particular family. Oral and written reports, with descriptions of their "latest catch," will add interest and serve the purpose of creating a pleasant rivalry. Incite interest by investigating as far as possible some insect about which there is an interest already aroused. The chinch bug, that in many parts of the world destroys annually thousands of bushels of wheat, and in that connection the so-called "small pox" of the little bug. I have reference to the sporichium discovered by Chancellor Snow of the Kansas university. It is a species of fungus that grows on the bug, and by sowing a few infested bugs soon all the great army are swept away as by a pestilence.

Study of the cicada with his noisy orchestra. Find out whether "Katy did" or "Katy didn't." Study the June bug and his gaudy wing; the "daddy long-legs," who teaches "where to find the cows;" the glow worm with his "flash light;" the horn fly that has lately appeared among cattle; the silk worm, whose "fatal shroud" is so much prized by the fairer half of the genus homo; the mosquito, who "presents his bill" in such a noisy and impudent way; and more of the many others that will be suggested to your pupils' minds.

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Castoria.

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—H. A. ARMOUR, M. D., 111 E. Oxford St., Brooklyn, N. Y.

"Our physicians in the children's department have spoken highly of their experience in their outside practice with Castoria, and although we only have among our medical supplies what is known as regular products, yet we are free to confess that the merits of Castoria has won us to look with favor upon it."
—UNITED HOSPITAL AND DISPENSARY, Boston, Mass.

ALLEN C. SMITH, Prop.

The Cantar Company, 71 Murray Street, New York City.

These are a few of the suggestions of the many methods that may be employed to incite interest and the gaining of practical knowledge, and more than this, the teaching of the habit of observation and thoughtfulness of animals and insects that he meets every day; wherever he is and whatever he may be doing he will be learning a new lesson from the great book of nature. But where is the time? That is the question that must be answered by those in charge of schools. The curriculum seems already crowded and some other study may suffer.

It is not my purpose to undervalue any of the other studies, and yet may I mention "economy of time," that trite expression of the pedagogues. Could it not be introduced in connection with opening exercises, or as a special exercise for Friday afternoon? Or if no other way can be devised have it alternate with some other study twice or thrice a week. Once get the students thoroughly enthusiastic and they will carry on the study almost wholly by themselves. They will almost load you down with specimens.

Let me mention in conclusion a few books that will greatly aid both teacher and pupil: Nature Readers, Seaside and Wayside (four numbers, published by D. C. Heath & Co., Chicago); Wood's Natural History and Jordan's Vertebrates of North America, of any book dealer, and the magazines American Naturalist and Popular Science Monthly.

Someone has said that "natural science is so placed in the front of the studies of the present age that to object to their study is simply to write one's self a laggard behind the times."
—E. E. BALCOMB.

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Frazer & Son's, Monmouth,

where, she insisted, they were the cheapest. I favored going to Portland for them. She wanted her way and I wanted mine. Did we quarrel? Not a bit of it—we effected a compromise. That an agreeable way of settling such disputes, you know. Where did we buy the goods? H'm—well, we bought them where my wife said, Frazer & Son's and saved several dollars.

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