

Gen. Nathan Bedford Forrest. It is hoped that the State will contribute \$10,000 to the fund.

Henri de Blowitz, the Paris correspondent, has written a letter denying the reports that he has been recruited by the Roman Catholic faith and returned to that of the Jews in which he was born.

After Victoria, but one actually ruling Queen remains—Victoria of Holland. Of seventy-four heads of governments in the world twenty-two are Presidents, fifteen are Kings and six are Emperors.

The Hamilton White memorial committee of Syracuse has awarded to Miss Gail Sherman, a young Syracuse woman, the contract for designing a five-thousand-dollar monument.

The Princess of Wales as Queen will fill a very large space in the public eye. The rigid rules of court etiquette, it is said, will preclude even a King from giving prominent recognition to the members of the household.

It is said to be true that in all hospitals those rooms facing the sun have fewer deaths, other things being equal, than those which are on the shady side of the house.

Chief Justice Story, in his description of Chief Justice Marshall, said that the latter's hair was black, his eyes small and twinkling, his forehead rather low, but his features generally harmonious.

A large staff of women is employed at the Vatican for the sole purpose of keeping the Pope's wardrobe in perfect condition.

Oliver Wendell Holmes used to tell a story illustrative of the keen perceptions of children.

He was present at a gathering where he chanced to be seated near the refreshment table, and noticed a little girl looking longingly at the table.

Mr. Charles T. Cook, vice president, and for over thirty-two years actively associated in the general management of the house of Tiffany & Co., who have recently created an officer and received the decoration of the "National Legion of Honor."

The sailor gaily ploughs the sea. He hopes to reap a subsidy. Here he completes a voyage.

One puzzle I can't figure out—It really beats the Dutch. Our cock just keep on growing stout.

THE GOOSE-COW. Novel Method of Stalking the Birds in the Platte Valley.

Of all the animals of the world which can be used by man to assist in the hunt, elephants, dogs, horses, falcons, and what not, would choose the poor, stupid old cow as an animal suited to such a purpose.

Early in spring—so early as the middle of March, when the snow is still on the ground—the first migration of the geese, that desolate valley will soon be a sea of waving blue-stem and bottom grass spotted with red and there with herds of cattle, the timber claim men will see in the landscape as a spot of green rather than gray.

The first day or two after their arrival they spend on the river. Settling on some sandbar, they begin to arrange their feathers, which in their long migration have been ruffled.

Between 7 and 9 o'clock on the morning of about the third day, with loud quack and flapping of wings, they rise en masse to a height of eighty or a hundred feet until they spot a corn field.

THE NEED OF REST. Mr. Miles Says Few Americans Have Acquired the Power of Rest.

Professor Eustace H. Miles, formerly lecturer at Cambridge University, England, and the head authority on athletics in that institution, contributes to the current Saturday Evening Post, a leading article on "Fallacies About Rest."

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It is strange that, while the trainers endeavor to teach their men to exercise, and try to teach them how to exercise, they never teach them to rest.

It is day and night, in breathing out and in, many of which do not give other instances, many of which do not give other instances, many of which do not give other instances.

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PUBLIC SCHOOL DEFECTS

CHARLES F. THWING, LL.D., ON WEAKNESSES OF THE SYSTEM.

After Examination He Concludes They Are Not So Characteristic as Are Their Many Excellencies.

It would be pleasanter and easier to write of the excellencies of the American public school system, for the excellencies are more numerous and fundamental.

The first defect which I beg to name is the method of teaching names rather than individuals.

The number of pupils given to each teacher is too large for serving the best results.

Forty, fifty, and in some cases, even sixty represent the number assigned to a single teacher.

The proper number of students represents a question too technical for the present discussion.

The number differs in different subjects of instruction, and under different methods and with different teachers.

Henry Adams, a prince among teachers as he is among historians, has said to me that two was the right number for class; two being better than one, for each inspired the other.

The Great Teacher was content with trying to train twelve disciples, and He was given three years for the service.

As a rule, no larger number should be given to an instructor than he can at one and the same instant hold or carry in his eye.

The number, too, should be so small that the teacher may be able to know and to minister unto the peculiar needs of each.

One boy should be taught the lesson of accuracy, another of diligence, another of tidiness, another of promptness, another of neatness.

The teacher should give himself to each scholar in such a way that each scholar may find help in forming a strong and well-proportioned character.

My friend, Dr. Burnham, of Clark University, has said that "the key words of modern education are development, individuality, self-activity, first-hand study of things, especially of living nature, adaptability, character, health."

In this wisely-made list I take it that the most important one, at least in my present purpose, is the word "individuality."

For, if the teacher has regard for the individuality of each student, the student will develop, and the teacher knows that in the process of development, self-activity is the most efficient method.

The first-hand study of things is prompted through the interest in the individual. Adaptability is only the outer or objective application of the subjective principles of individuality.

Character and health, too, are matters of individual concern and relation. Therefore, one of the primary weaknesses of the public school system is the failure to attend to the individual student.

This failure is not so fundamental or so disastrous as those not acquainted with the schools might easily be led to believe.

For the American public schoolteacher is usually a woman, and women, far more than men, have deftness, knack, power of device. They also have large hearts.

In their love they so individualize pupils, and with their deftness they make for themselves methods which help them to know and to serve each student. Of course, the fundamental ground of this defect runs back, as so many defects in the educational system do, into financial relations.

When the American people learn, as they are learning so remunerative of the highest elements of civilization as the taxation for public education, they shall double the number of the teachers and halve the size of the classes in the schools.

LACK OF POWER IN TEACHERS. The second defect which I would suggest relates to the lack of power in the teacher. This defect one hesitates to name, for there are many teachers who are able, competent, efficient. I have the honor of knowing hundreds, I might say thousands, who are adequately fitted for doing the work to which they are called. But must it not be confessed that there are tens of thousands who are not able, competent or efficient? The causes or conditions leading to this result are usually: First, appointment to the position of teaching on other than the fitness of the candidate; second, lack of either a liberal education or of a professional training; third, uncertain tenure of office; fourth, small compensation, and fifth, a weak personality.

We are obliged to acknowledge that political, denominational, or commercial reasons do have value in many parts of the United States in securing positions. The commercial reasons are far less common and less potent than the political or the ecclesiastical. It is seldom that places to teach are either directly or indirectly bought or sold. But it must be said that it is not seldom in many of the towns of the United States, of a population of twenty-five thousand men, for political reasons, have weight in the securing of educational positions.

I have known of Republican school boards dismaying Democratic superintendents, and Democratic school boards dismaying Republican superintendents. In not a few cases the membership of a candidate in a particular church, or the failure to have a membership in a particular church, determines election or rejection. Moreover, the lack of professional training is still characteristic. Normal schools abound, and they represent one of the richest educational gains of the last sixty years; but they are still unable to supply the large and constantly enlarging demands for well-trained teachers. There are more than four hundred thousand public school-teachers in this country. To fill the places of those retired from the service, and to fill the places created by the growth of population, more than fifty thousand recruits are called for every twelve-month. Each twelve-month the number of graduates from normal schools, both public and private, is about twelve thousand. Therefore, it remains yet true that the typical teacher in the common school lacks special training. The tenure of office, too, is either uncertain or short, or both uncertain and short. Political or similar reasons render it uncertain, and domestic reasons render it brief. Many women seem to prefer, strange as it may seem to the masculine mind, to be heads of homes than heads of school-rooms. Some seven or eight years represent the length of the professional career of the teacher. The compensation, also, is not such as usually to win and to hold the strongest personalities. The highest salaries are paid on the Pacific coast, and the least in the South Atlantic States. In the former section they slightly exceed \$50 a month, and in the latter \$30. These conditions and causes lead up to the chief lack, to wit, the lack of a vigorous personality in the teacher. A vigorous personality represents a large heart, a large mind, a keen and alert conscience, a decisive will; it stands for the capacity to love and to hate, to stand, to discriminate, to judge, to know the right and to do it, to know the good and to do it.

These are two other subjects to which the space allowed me permits me only to refer. I mean the waste of opportunity in the country schools, in the substitution of books for nature, and also the waste of time in the early years of the student. What lessons in geography and in the relation of all the other sciences to geography can be learned from every hill-top which looks down on the red country schoolhouse! But, alas! how few are the teachers who themselves know these lessons! These mountains and these valleys are infinitely better object lessons than relief-maps and sand piles which the urban school is obliged to use. Furthermore, the years in the life of the scholar up to the age of ten are not the most remunerative. Unnecessary studies are introduced, unwise methods are used in teaching, and as a result time is wasted. The boy or girl enters college at eighteen or more when he or she ought to be entering college at sixteen.

These, then, as I understand, are some of the more fundamental defects in the American public school system. They are not, however, so characteristic of the system as are its excellencies. But the editor is wise in asking for an article rather on defects than on excellencies, for excellencies take care of themselves, at least for a time. Institutions and monuments, like moral character, are not in peril of being destroyed by their virtues.

CHARLES F. THWING, LL. D., President Western Reserve University and Adelbert College.

NATURE IN MINIATURE ITS FORCES REPRODUCED IN MODELS AS AN OBJECT LESSON.

Apparatus at the Harvard Geological Laboratory to Show the Processes of Earth Formation.

CAMBRIDGE, MASS., Jan. 26.—Nothing could illustrate better the striking difference between the old and the new school of geologists than the very interesting work which is being done in the Harvard geological laboratory under the direction of Dr. T. A. Jaggar, to show in miniature by means of specially contrived apparatus the great geological processes of nature.

Three-quarters of a century ago the average geologist believed that the older phenomena of the earth's surface—the mountains and valleys, the elevation of islands and continents and the depression of the ocean bed—were the result of tremendous convulsions such as no longer occur. Today he holds that they were caused by the same steady, gradual processes that we see in daily operation all around us.

The Harvard apparatus exemplifies these processes. It shows on a small scale and in a brief space of time how they work themselves out in ages and over large areas of land and how, always and everywhere, they are the result of the same unvarying natural laws. They are a practical confutation of old theories.

Though now used mainly for class instruction in connection with the work in the field, it is interesting to note that much of the apparatus was originally devised to throw light on certain obscurities in the laws governing geological process. The first experiments were in ripple marks, such as one sees on a beach after the tide has ebbed, or in fossil form in the slabs preserved in museums, and, often, in the common flag-stones used for sidewalks.

Ordinarily beach structures are readily identified with their form, but occasionally—as when they mark the interlocking of the ebbing tide; but are caused by oscillations of the deeper water, which is in constant movement from the disturbances of waves at the surface, and from the tides and currents.

EXPERIMENT WITH SAND. To get at the laws governing the formation of these ripple marks, so far as might be possible, a tank was constructed, six feet square and one foot deep, over which a simple carriage was built which could be moved to and fro at the rate and for the distance required. Attached to this carriage near the bottom of the tank was a horizontal plate of glass, on which a layer of sand was sifted, of uniform quality and depth in all the experiments made. The order of the layers was exactly reversed; instead of the water oscillating over the bed of sand, the bed of sand was made to oscillate under the water; but the principle, of course, remained the same. Over 120 experiments were recorded, the glass being carefully lifted out after each test and a blue print made in the sun directly from the sand ripples, which develop with beautiful symmetry on these plates. The results were most interesting, especially when compared as types with similar fossils in the normal lenticular or "sheet intrusion" form.

Erosion is another phenomenon which it has been found possible to study by this series of dynamic experiments. Here a tiny area of land is laid to represent an actual structure of hard and soft rocks of the earth's surface, and the whole is watered with a fine spray in order to observe the effect of a rain and the formation of streams and river beds upon a piece of country of a definite structural character. The difficulty in this experiment was to produce a fine enough spray; a drop of water of "natural size," so to speak, was so big that it produced havoc in this miniature landscape. After many trials a suitable shower was finally obtained, however, by directing a rapid jet of water on a bit of roughened tin, with provision for protecting the model against injury from the surplus drops.

Another experiment concerns itself with geyzers, which are made to spout with rhythmic regularity, and to show the effects of "soaping"—a method often employed in the Yellowstone Park to hasten the time of eruption—by the increased activity consequent on the boiling water becoming more viscous and filled with bubbles. But perhaps the most interesting of

the place for political or denominational reasons, if she lack professional training, if her tenure of office be either uncertain or short, and if her own personality be not able, is not the conclusion inevitable that the teacher, herself, is lacking in power? If the teacher lack in power, the school which that teacher teaches will be what the teacher is, and what no teacher should be. Like teacher, like school, is even more true than like father, like son. Such a school will train neither the virtues nor the vices, in neither the fundamentals of knowledge nor the graces of scholarship, in neither the elements of personal character nor forces that constitute the commonwealth. It will be a school of and for disorder and inefficiency.

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Muslin Underwear

Ladies' short Skirts, of good muslin, with deep hemstitched cambric flounce, 29c each. Ladies' Empire style Muslin Gowns, with revers of all-over embroidery 75c. Ladies' Empire style Muslin Gowns, with revers of all-over embroidery 75c.

Notions. Solved Finishing Braid, worth up to 15c, special, each 10c. A few soiled Side Supporters, worth up to 50c, special, a pair 19c. Children's 2c Knee Protectors, special, a pair 19c. 5-Yard piece Black Brush Braid, special 5c.

Shoes. Ladies' Patent Leather Shoes, with kid or cloth tops and silk-worked eyelets, the sort you pay \$2.38 for, special, \$1.98. 30 Pair Men's Lisle Shoes, with rock oak soles, stylish and serviceable, \$1.48 special, a pair.

Wash Goods. Piece Back Suitings, in dark figures and stripes, a 1/2 yd, special, a 5c. 30-inch Fast Color Brims, in all colors (warranted fast) 5c. 34-inch Imitation French Flannel, in all colors, a yard 15c. Stripes, a yard 15c.

Men's Corner. Clean-up of Men's Laundered Shirts, best quality of the \$1 kind, nearly all sizes, but all pink stripes, clean up 29c. Boys' 1/2c Underwear, clean-up 12 1/2c. Price, shirts only, each.

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THE NEW STORE ESTABLISHED 1853 SOLE AGENTS FOR BUTTERICK PATTERNS INDIANA'S GREATEST DRY GOODS EMPORIUM.

A Great Bargain Week BEGINS TO-MORROW In other words a general rounding up and closing out of special lots, odds and ends and broken lines, resulting from the biggest January selling in our history. To accomplish this we have placed special prices on these odds and ends that will close them out with a rush. Haven't room to quote many prices, but here are a few to let you know what to expect

Silks On Center Silk Counter. One lot odds and ends of Fancy Velvets, have been \$1.50 and \$2, clean 59c. Another lot odds and ends of Taffetas, in plaids, checks, dots and stripes, were 75c, \$1 and \$1.50, special, a yard 47c. Black Swiss Taffetas, superior quality, bright finish, at a yard 47c. —West Aisle.

Muslin Underwear. Ladies' short Skirts, of good muslin, with deep hemstitched cambric flounce, 29c each. Ladies' Empire style Muslin Gowns, with revers of all-over embroidery 75c. Ladies' Empire style Muslin Gowns, with revers of all-over embroidery 75c.

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Dress Goods. 33-inch Costume Checks, in medium colors, actual value 40c, special, a yard 15c. 33-inch Two-toned Mohair Fancies, in red and black, blue and black, purple and black and brown and black, 50c 25c. 56-inch very heavy Meltons, in dark or fawn gray, does not require any lining, \$1 value, special, a yard 69c. —West Aisle.

Drapery Odds and Ends. Cretonnes and Denims, about 1,000 yards of 18c and 20c qualities, regular value up to date, for boxes, couches, etc., cleaning-up price, a yard 13c. Curtain Swisses, big assortment, all fresh and worth 12 1/2c and 15c, 38 inches wide, special, a yard 9c. REMNANTS, dotted and figured Swisses, fancy Denims and Cretonnes, Danusk and Tapestry, cotton and silk tringes, for drapes, heavy furniture fringes, Silks, etc., a yard 5c. Colored Swisses, a yard 13c. Door and Window Shades 19c, 25c. —Third Floor.

Gloves. Odds and ends of Ladies' Black Cashmere Gloves, regular price 50c and 75c, 25c special, a pair. Misses' Black-Suede Mosquitaree Gloves, were 75c, special 25c. —Center Aisle.

Knit Underwear. Children's Union Suits, nearly all sizes, 50c quality, clean up price, a suit 29c. Ladies' silver-gray all-wool nonshrinking Union Suits, with bust opening, perfect fitting, \$2 ones, special, a suit \$1.39. —Balcony, East Aisle.

Toilet Dept