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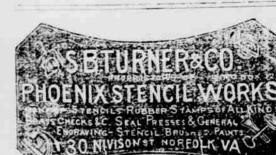
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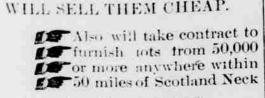
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NO. 35.

FOR THE SCHOOLS. SCHOOLS. Atlanta Constitution.

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VOL. XI.

is on the wrapper. J. H. Zeilin & Co., Philadelphia.

JUST TWO KINDS OF PEOPLE.

BY ELLA WHEELER WILCOX.

There are two kinds of people on earth

Not the sinner and saint, for 'tis well understood The good are half bad, and the bad are half good.

a man's wealth You must first know the state of h

conscience and health. Not the numble and proud, for in life's Who puts on vain airs is not counted

Not the happy and sad, for the swif flying years Bring each man his laughter and each

No; the two kinds of people on earth Are the people who lift, and the people

Wherever you go, you will find th world's masses Are always divided in just these two

There is only one lifter to twenty who

Of overtaxed lifters who toil down the

Or are you a leaner, who let others bear

—Harper's Weekly.

Hard Worked Teachers.

Biblical Recorder.

There used to be some discussion whether school vacations ought to be dispensed with or not. Discussion never settled the question, but it is being settled admirably nevertheless.

Chautauquas and summer-schools tend that institution. But, alas, the to be found on every hand, more and more numerous every year. For the dishess and a complete outfit of tools most part they are largely made up of and material, I am better prepared than teachers seeking more thorough and up-to-date equipment, but in many may be found regular students. The University of Chicago runs all the year

There was a time when the teacher was looked upon by a great many as leading the easiest life, having at least Speciacles and eye glasses properly two months in the year to rest in. But now he must either be teaching. be seeking more knowledge in some advanced school, or in the field working up students.

A Model Will.

Selected. In this day of contested wills and wills which are palpably unjust it pleasant to find one which all good mea can approve, one which will stand without question in every court of law

and morals.

Such a will was left by the late Walter Q. Gresham. It is so brief we give it in its entirety as follows:

"1, Walter Q. Gresham, do hereby make this my last will and testament I give, devise and bequeath to my wife Matilda Gresham, all my estate, property and effects, real and personal, and M. Ds., Ph. Ds., M. As., and what not), of every kind and description, and for merchants, engineers, bankers, inwheresoever situate, to have and hold surance men and so on in the land. absolutely. I appoint my said wife sole executrix of this will."

AGRICULTURE IN THE COMMON

occasional academies and now and then a high school. Our answer is: Let agriculture be Let the Boys Learn it. taught in the common schools of the land. The farmers pay the taxes-yes. the farmers pay the taxes-nearly all Twenty odd years' experience as of the total amount either directly or practical farmer; years spent on the indirectly. The public school fund. farm and living by the farm, and twenin the last analysis of its source, comes ty more years of close official relation from the workshop and the farmto the farmers of Georgia, have given from those who produce by toil and abundant opportunity to consider the sweat the wealth that is in the land. educational needs of the farmers, and whether that wealth be in their poseshave suggested some conclusions as to sion or has passed out of it. They the best means of supplying these have the right to demand, yes, to orwant, and nothing but that. It is the needs. Very few really intelligent and dain, through legislative channels, that well-informed men will deny at this the teachers who teach in the common schools of the land-the farmer boys' great importance to supply to farmers' schools, shall be qualified to teach the fundamental principles (at least) of agfollow the business of farming, the nericulture. The teachers of the comfeels new all over. It never fails, cessary education which will enable mon schools should understand agricultural chemistry, plant physiology, public school system is now the estabbotany, geology, farm engineering, etc. Be sure you get it. The Red Z lished policy of the State and of most to the extent, at least, of the study of countries. It may not be many years these fundamentals. It is by no before a compulsory system will be means necessary to so thoroughly adopted. It is a fact, often noted, that equip a young man that he could fill a science has been tardy in coming to the professor's chair in a college. It is not assistance of agriculture; that among necessary in teaching a boy arithmetic the various occupations of life farming or algebra that he may become a suchas been among the last to realize any cessful merchant or insurance man-Just two kinds of people, no more, I benefit from scientific researches and so far as these may promote his sucexperiments. It is also a fact, well cess-to make a professor of matheknown to those who are engaged in matics of him. Not every boy who scientific agricultural investigation, would study the theory and practice of that it is no easy matter to effectively butter and cheese making expects to Not the rich and the poor, for to count diffuse among farmers the results and become an experiment station darrydeductions of agricultural investigations man or a professor in a college school and experiments. It is not even so easy to convey to them the results of mere field experiments—the most popthe subject resolves itself into a ques ular method of approaching the farmtion of qualifying our common school er and commanding his attention. And teachers, as well as enlarging the scope yet this method of instruction must be of our common school curriculum. Be the chief reliance so far as the present it so. Let our colleges and normal generation of adult farmers is concernschools, especially, send out qualified ed. Farmers' institutes, university ex-

teachers; let the compensation of qualtension methods, the essays and discus- ified teachers be greatly increased; sions at annual meetings of agricultur- let inducements-both sentimentar and al associations, the exhibition of live substantial—be held out to qualified stock, machinery and products at state young men to adopt teaching as a profairs-all have their place and their fession. Let there be more ingenuity And oddly enough you will find, too, I value as educators of the active, adult of taxation, to drag out the vaults of farmer. We do not seek to underestimate | the rich and prosperous the surplustheir value, nor to impeach the sincer- "unearned increment"—that represents In which class are you? Are you eas- ity of purpose of their promoters. We the wealth produced, but not retained his blind pupils to become teachers of would not discourage any effort, by by the uneducated, toiling masses-the whatever system, which has for its aim men of the plow, the loom and the anthe instruction of farmers and the de- vil, and make it no duty in educating Your portion of labor and worry and velopment and improvement of our the sons and daughters of these heroes farming interests. We have in every of production, so that, as they take state one or more colleges of agriculture | their places as citizen voters of the and mechanic arts. In our own Geor- country, as well as educated young gia we have at Athens a well-equipped farmers, they may better understand institution, headed by a man who is their vocation as farmers and then enlisted heart and soul in the cause of rights, duties and powers as citizens and agricultural education. He is aided by voters of the land. competent and capable men in every department, all eager to do their part in educating the young men who at-Greenville Reflector. boys who intend to become farmers-Men who are all the time trying to the young men who intend to make a

lump." It would be interesting to in-

quire why this is so. We would not

search very far nor very closely to find

short editorial. If we were to under-

What are we going to do about it?

Some of our boys are being educated

for lawyers, for doctors (D. Ds. LL. Ds.

while the great majority of them

the door of socialism.

living by the farm—the men whose never build up either. One of the two ambition is to devote their energies to the first and greatest of all arts-do not, as a rule, attend the agricultural college. Doubtless there are many sons of farmers attending the agriculwant trade? Bid for it. Do you want tural cofleges; indeed, such is an unbusiness to come to your town? Enquestioned fact. But what proportion courage those who do come. Do you of these sons of farmers who are attendwant a prosperous town, where people ing these colleges go there with the can come who are disposed to make expectation of returning to the farm after completing their education? very small fraction-so we are informed. And of this small fraction of the together for a common prosperity and whole what proportion actually return mutual benefit. Wake up, rub your near Enfield. to the farm and adopt the vocation of eyes, roll up your sleeves and go to their fathers? Another very small work. Don't work with fear and minority-not enough to "leaven the

unite to make it the biggest kind of a the reason for this state of affairs. But it is not within the purpose of this The true Christian life is a pilgrimtake such an inquiry it might lead age from sin and worldliness to holius into the domain of politics through

trembling, but take it for granted that

blood will tell. Leave results with

themselves: borrow no trouble, but all

When Baoy was sick, we gave her Castoria. When she was a Child, she cried for Castoria. When she became Miss the clung to Castoria. Vi. n Che had Children, she gave them Cestoria.

(farmers' sons) have no educational op- PROF, JOHN A. SIMPSON

BLIND FROM CHILDHOOD

In a recent issue of your valuable raper reference was made to a remarka ble case of the development of the memory in a blind person. Such instance analytically considered sometimes be come not only interesting and instructive, but very suggestive.

The power of the human mind in blind persons to produce and retain b fore itself, as if on a mental blackboard so to speak, vast arrays of things, posiand fixed, so far as being there to refer to for the time is concerned as the real blackboard before the eve of the sighted, is astonishing.

Permit me to give a case which is 2.7 ly regarded as very remarkable. Professor John A. Simpson, of Raleigh, director of music in the North Carolina institution for the blind, though blind from childhood, is one of the best educated men in the State. He is a graduate of the institution he now serves, as also of Trinity College, North Carolina, from which he received regularly the degrees of A. B. and A. M., notwithstanding there were at that time, some 25 or more years ago, no embossed text books of any value; and hence he was compelled either to have the prescribed course of studies read, or to copy the books laboriously by the use of an embossed alphabet. His studies there and since were of necessity carried on largely without the help of teachers, and he was thus forced to compare one authority with another and otherwise test his own work at every

In this thorough manner he has gone over the whole field of pure mathematics, from algebra to quaternions, omitting nothing and working out every problem mentally. In the same way he has mastered several ancient and modern languages, and has by his own work accumulated a very valuable manuscript library in Latin, Greek, French, German, Italian, and Spanish. His life has been devoted mainly, however, to music; his task being to train the sighted, and in this he has been eminently successful.

As pianist of a local philharmonic society, he has accompanied entire cantatas, masses, and oratorios without eror and with finished precision. Once, when a schoolboy, he multiplied mentally, without the aid of any apparatus whatever, a number consisting of twenty figures by another number equally large. At another time he committed to memory the whole of Milton's "Paradise Lost." He has frequently read very difficult pieces of music while sit ting at the fireside and then gone to the piano and performed them without get out of business or out of town will leaving out a note. He can readily detect, locate, and rectify any ordinary things must be done-run the town for defect in a pipe organ; take the largest all it is worth, get up steam and keep and most complicated of them it up, or quit the whole thing, slide out pieces, repair their delicate parts, and and let nature take its course. Do you tune them to exactness; and he is trequently called upon to do such work

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