

been heretofore chiefly influenced by antagonism to the Manchus. They have favored the restoration of the Ching dynasty—which was Chinese. In order to embarrass the government they have attacked foreigners and native Christians, who, under the treaties, are entitled to protection.

There were occasional anti-foreign riots. Riots and disturbances are not unusual in our own country. China paid compensatory damages in every case of injury to person or property.

It would seem from some of the reports from China that the secret societies have taken up the cause of the emperor. This is almost a self-evident contradiction. The quarrel with the empress on the part of the foreigner is that she is anti-foreign and that she is secluding the emperor, who is in favor of the foreigners. There can be no reason, therefore, why the secret societies should take up his cause.

At the bottom of all these popular uprisings is discontent growing out of deluges and starvation caused by short crops. There is a great deal of misery and poverty in China.

The editor of the World's Editorial Forum has asked my opinion of "the real meaning and probable outcome" of the existing riots. Judging by my experience in China from 1885 to 1898 I would say that the riots would be put down by the government, as hundreds have been put down heretofore, but new elements have entered into the situation. It was not until 1897, when Germany landed a battalion of marines and seized a portion of the province of Shantung, that it came to be believed that China had no rights that Europeans were bound to respect. Since then three other nations have helped themselves to her territory, and no objection has been raised anywhere in the world. In some quarters the idea seems to prevail that the human race would be benefited by destroying the autonomy of China and dividing her soil up among more advanced nations.

This plea thinly veils the greed for conquest and domination.

Left to herself, China will work out, as Japan has done, her own salvation. Ruled by monarchies and despots, her land will always be the abode of abject misery and want.

Let the people who wish well to China frown upon the establishment of a protectorate. It is the beginning of absorption.

My judgment is that the Boxers will be put down and that before long peace will prevail in China, and that partition will not be attempted at this time.—Charles Denby, Ex-United States Minister to China, in Times-Herald.

#### MODERN METHODS OF TEACHING.

The following little bit of clever sarcasm was sent to School Director Knox

from a friend in Dunne county, Wisconsin. Dr. Knox is known to have very liberal ideas concerning the present method of education, but she has often declared that children are being taught too many things.

The doctor says she considers the author has been where such things are done, but she denies the implied impeachment of Western methods.

Professor W. L. Morrison, the author of the satire and the principal of the Dunne County Normal School, writes what might be termed a "Correlation on the Lady of the Lake." He says:

"The stag at eve had drunk his fill."

"Stay by this line until it is fully understood; loose reading should be checked. The pupil should note that the 'Stag had drunk his fill,' and that this means that his stomach could hold no more. He should be encouraged to find out how much water a stag's stomach will hold. In this northern country the poem should be read during the 'open season,' when a deer's stomach can be obtained without breaking the law. A stag's stomach should be procured and filled with water by a force pump in the presence of the class. If a deer's stomach cannot be secured, a sheep's will be a fairly good substitute. The water should be carefully weighed and measured both by the ordinary and the metric system, and the record kept in the school as well as in the note book of each pupil. The stomach should also be examined with a microscope, and the correlation between literature and physiology made exhaustive.

"It would be well if only this one line could be seen until all possible combinations of correlation are worked upon it. Take the auxiliary had, and the redundant drunk, each should be conjugated in all the modes, and much drill given upon the uses of had and have, do and did, etc. 'The stag at eve,' here the distinction between eve and morning should be carefully developed. Children should notice the clouds at evening, and find out in the cyclopedia why clouds are colored at sunset.

"The class should be held upon this line until it is understood, and correlated with all subjects which will throw any side lights upon it.

"Correlation may easily be made with civil government by noting that if this chase had occurred in Wisconsin, it would have been illegal to chase the deer with dogs, or during the closed season to have molested him in any way.

"We are now prepared to pass on to the second line of the poem, but before this is done, the teacher should be satisfied that no part of the instruction in regard to the first line has been neglected.

"'Where danced the moon on Moran's Rill.'

"The child will see at a glance, if he has been properly instructed up to this

time, that the author has not told the truth, for the moon cannot dance. Note and criticise all such impossibilities. The laws of gravitation, centripetal and centrifugal forces, should be explained, to fortify the pupil against all such inconsistencies. The moral and physical effects of dancing should receive attention. These discussions should extend into the homes, and the parents' views of dancing be presented. Then may follow a classification of the different kinds of dances, and the music that accompanies each. So throughout the poem, there is no line, phase or word that cannot be correlated.

"Glenartney's hazel shade."

"Are these the same kind of hazel bushes that grow in this country? Do hazel nuts grow on them? The children should bring some hazel nuts to school for examination, and a discussion should follow in regard to whether or not it is right to eat hazel nuts in school, thus correlating literature, school management and ethics. The effects of cracking nuts with the teeth should be pointed out. Also teach the application of the lever, fulcrum, and weight found in the nut cracker."—Oakland (Cal.) Enquirer.

#### SEVEN APHORISMS "FROM THE REDEMPTION OF DAVID CORSON."

"Before a mountain, beside the sea, beneath the stars and in the presence of a virtuous woman, emotions of wonder and reverence possess the souls of men."

"They haggled a while over the price, struck a bargain and shook hands, the same symbol being used among men to seal a compact of love or hate, virtue or vice."

"To every man language is a kind of fossil poetry, until experience makes those dry bones live! Words are mere faded metaphors, pressed like dried flowers in old and musty volumes, until a blow upon our heads, a pang in our hearts, a strain on our nerves, the whisper of a maid, the voice of a little child, turns them into living blossoms of odorous beauty."

"Like millions of his fellow-creatures, he measured life by advancing shadows."

"The plowshare was buried deep in the rich, alluvial soil, and a ribbon of earth rolled from its blade like a petrified sea billow, crested with a cluster of daisies white as the foam of a wave."

"He is a poor sexton—this old man, the Past. I have watched him at his work, and he is powerless to dig his own grave, however many others he may have excavated."

"The seasoning of the bow does not invariably prevent it from snapping. The drill on the parade ground does not always insure courage for the battle. Nothing is more terrible than this futility of the past."

CHARLES FREDERIC GOSS.