The Educational Weekly.

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THE EDUCATIONAL WEEKLY.

THE UNION OF
The Michigan Teacher, Michigan.
The Illinois Schoolmaster, Illinois.
The Nebraska Teacher, Nebraska.
The School, Michigan.
Home and School, Kentucky.
The School Reporter, Indiana.

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Editorial.

IT can scarcely be necessary to enter upon any elaborate statement of the reasons that have led to the establishment of The Educational Weekly. The fact that it diminishes rather than increases the number of journals devoted to education, is of itself sufficiently significant to justify its appearance at the present time. As is well known, consolidation is the order of the day in this department. It has been found that, here as elsewhere, "in union there is strength." Conspicuous among the examples in illustration of this truism are the American Journal of Education, at St. Louis, and the New England, at Boston. In both of these cases, increased strength and influence, growing out of a concentration of effort, are producing the happiest results. The circulation of these excellent journals is understood to be greatly in excess of that of all the monthlies entering into the combination, while the vigor, spirit, and ability with which they are conducted give them a power for good quite impossible under the old arrangement. Superadded to these advantages in the case of the New England, is the fact of its weekly issue, thus enabling it to make its more frequent appeals to the profession, and the public, in behalf of a cause that stands first and foremost in its relations to the welfare of the people of a democratic republic. In this regard the Weekly will enjoy equal advantages with its respected contemporaries of the East.

The consolidation policy in educational journalism is not, therefore, a doubtful experiment, but an accomplished fact, a decided success. It is justified alike by reason and experience. The far East and the far West have tried it, and have not found it wanting. The new Northwest now claims the privilege of putting in an appearance, and with the deference always due from youth to age, extends to its older cotemporaries its fraternal greetings, and its assurances of hearty co-operation in all measures wisely calculated to advance the education of the whole people. The Weekly begins its career at a time when the hearts of the bravest and the best are anxiously agitated with the events of the present and the possibilities of the future. At the dawn of this second century in the life of the republic, questions like these are coming home to every truly thoughtful citizen: "How long, under existing circumstances, is it likely that this republic will endure?" "What are the conditions of its perpetuity?" "What are the supreme duties of all good men and worthy patriots in view of the actual facts of the situation?" Under a government of the people, by the people, and for the people, universal education is the first and overruling necessity. Everybody theoretically admits that a free government can be securely based alone upon the intelligence and virtue of the masses. But there is great danger that this vital truth is degenerating into a stale platitude, to be repeated by demagogues only to mislead and betray the multitude. In this crisis, the press must raise its clarion voice, and arouse the people to the dangers that menace us. The question is not so much what candidate shall be elected president as how shall he be elected and by whom? Shall ignorant ballots or intelligent ballots dominate the destinies of a free people? Shall the vicious classes or the virtuous classes rule? We must first determine the character of the voters, and they will inevitably determine the character of the candidate. A truly intelligent and virtuous people can neither be enslaved nor long deceived. Hence, we must educate every citizen up to the plane of his rights and duties. This is the mighty problem now before the American people for solution. The means of education must not only be vastly extended, but the quality must be vastly improved, and that speedily, if we would escape from the dangers that threaten us. To this thought the Weekly will give constant and earnest heed.

The periodicals consolidated to form the Weekly are: The School Bulletin and Northwestern Journal of Education; Home and School; The Illinois Schoolmaster; The Michigan Teacher; The School; The Nebraska Teacher; and The School Reporter; representing Wisconsin, Kentucky, Illinois, Michigan, Nebraska, and Indiana. Minnesota being without any regular educational periodical, the Weekly will also represent its interests through the contributions of a gentleman well qualified for the work. Our readers will be gratified to learn that the conductors of the above named publications not only heartily favor the consolidation, but will give to the Weekly the benefit of their experience and influence, as able and practical educators and writers. By this means, the local interests of the several states included in the consolidation, and several others, will be represented in the Weekly. Short, pithy statements of educational news, concise and practical articles of permanent value, and brief discussions of questions of local school policy may be expected. Correspondence and subscriptions from the several states may be sent to their respective editors. In this connection we call special attention to the very strong endorsements of the new departure, embraced in the letters and extracts from a large number of the most eminent educators in the country, to be found in the present issue of the Weekly.
While the Weekly will be published in Chicago, the metropolis of the Northwest, and while it will give special attention to the interests of the states indicated above, it will by no means be a merely local exponent of educational thought and policy. On the contrary, its aim and scope will be eminently national. Its objects are to advance education in every state; to encourage and help schools and institutions of learning of every grade; to urge the extension of every agency that enlightened experience has approved as useful in educational work, and above all, to create a more active and earnest sentiment in favor of the cause among the whole people. These objects will ever command our warmest sympathies and best efforts. We expect to greet hosts of readers in all parts of our common country, and we expect to merit and receive the general encouragement of all who believe that light and not darkness, intelligence and not illiteracy, must be the salvation of the republic.

All experience proves that the leaders of a great cause must come from the ranks of those who have made it a specialty. Great military leaders must be trained soldiers. Great men must be men who have made a deep study of public affairs, methods of realizing those ends through wisely-considered and wisely-adapted means. Competent judges must, on the same principles, be chosen from the legal fraternity, and the legal is not the man to set a broken limb, to prescribe in the sickness is not to heal human souls. Experience lead him in an entirely different direction. His room, or conduct a post mortem. His education, his habits and experience lead him in an entirely different direction. His mission is not to heal human bodies, but human souls. If he succeeds in his proper mission, he accomplishes all that can be expected of him, and with that he should rest content. By parity of reasoning it would seem to be clear that leaders in education should be educators, and not those who have leaped into the ranks from some other calling, in which they have, perhaps, conspicuously failed. The leaders in the education of the future are to be teachers, persons devoted to the work, who have made it a life study, who have risen through its several grades, who know its wants at every stage, and who have the energy, the skill, and the personal magnetism so essential to true leadership. Education is suffering from incompetent leadership perhaps more than from every other cause. We have too many inexperienced teachers, and superintendents. There are too many boards of education, and school officers, who have no proper conception of education, or of the wisest means for its advancement. One of the reforms of the good time coming will be the substitution of educators and men of education in place of the adventurers and novices that now occupy too many of the positions of trust and responsibility in the various spheres of educational work. Education will never occupy that commanding position in the public regard which it so much needs and deserves, until the great body of our teachers shall become capable of forming and guiding public sentiment in all that relates to it. In short, teachers must become to their profession what the lawyer is to his, and the physician to his, if they expect to be highly regarded and adequately paid.

To this end, they must study their profession, and become familiar with its true ends, and its requisite means. They must be wisely and deeply educated. They must bring themselves into hearty sympathy with their pupils, and with the people. They must magnify their office. They must cultivate those habits, and those graces of character which challenge respect. They must be thoroughly versed in professional literature. They must read and support the journals devoted to their calling, and in every way strive to make themselves worthy of the high vocation of instructing the people. To all who are thus laudably ambitious to attain the highest usefulness, and win the most enduring regard of their fellow men, the Weekly comes as a helper and guide. Support it, and it will support you in your trials and difficulties. Read it, and it will stimulate you to nobler effort. Digest its teachings, and it will nourish and nerve you for greater and higher endeavor.

The low price at which the Weekly is placed brings it within the reach of every teacher and school officer in the country. By clubbing, the rate can be materially reduced, and the benefits accruing to every subscriber engaged in educational work will be out of all proportion to the trifling cost. With a subscription list of nearly ten thousand names already, we hope to double the number within the first year.

DENOMINATIONAL COLLEGES AND STATE UNIVERSITIES.

It is greatly to be deplored that there has of late come to be felt and frequently expressed, by those interested in our state universities, most disparaging views of the other colleges in the country, especially of western colleges. In fact these notions have coined some phrases which ought to be contraband among educated gentlemen, prominent among which is "one horse colleges." Indeed the entire tone of the writing and speaking of many of these state university men is exceedingly unjust and ungenerous. Now we are among those who think the state university the very culmination of our educational system—its pride and its hope. Nevertheless, there are some good things about these "sectarian colleges," as they are often sneeringly called. We should not forget that the history of higher education in our country, therefore, is their history. What are Harvard, Yale, Brown, Williams, Amherst, Dartmouth, and almost the entire body of our effective colleges of to-day, save only less than half a dozen, but the direct outgrowth of this species of institution? And what are some of the most promising competitors for future honors, but the product of private munificence? What, indeed, are Cornell, Johns Hopkins, and Vanderbilt, but monuments to the praise of the system which has thus far built up most of our higher institutions? Thus we see that not only has the work of the past been done chiefly by these means, but the promise of the future is divided between the two methods.

Again, these denominational colleges have done a sort of missionary educational work, and are still doing it, especially in our western states, that is the very foundation work for the higher educational interests of the future in these states. Does any one suppose that, if the twenty (or more) colleges of Illinois, exclusive of her noble State University, had never been, the latter institution, or similar institutions, would have been now doing the work for the state and the world that these schools are doing? Nay, nay. It is scarcely probable that the State Institution would have been any more effective than now—rather it is
doubtful whether there would have been a sentiment in the state in favor of higher education of any kind, which would have made a State University possible, had it not been begun and fostered by these private institutions. And the same may be said of all our western states. Why, the very initiative of each one of these schools is a most persistent and earnest crusade, preaching higher education from village to village and from house to house, over all its proposed field. Not the least part of the work of the scores of "agents" who have traveled these states to secure funds for these colleges, has been to dispel the prejudices against higher education, and so enlist the sympathies of parents that they will seek such opportunities for their children.

The writer well remembers a long and earnest conversation of this kind with a well-to-do farmer whom he found in his harvest field. After hours of diligent effort, a subscription of $50 was secured. This was the beginning. The $50 has been followed by hundreds; one of the old gentleman's sons, having since graduated in one of our state universities, is now studying in Europe, and while the father has become a fast friend of higher learning, his family has grown up intelligent and highly cultivated. It was the talk in the wheat field that secured these results, and this is but a single specimen of the instances which could be reckoned by the tens of thousands, could the history of this kind of labor in our northwestern states be written up.

Once more. It may sound very well to indulge the fancy in telling what could be done in Iowa, if only the meagre resources of its fifteen denominational colleges were consolidated with those of the State University. But would the abatement of these colleges result in such consolidation? Most assuredly not. We must take men as they are until they can be made over; and he who will attempt to consolidate the two Baptist institutions of Iowa, or the four Methodist, will ere long conclude that this making over is a slow and difficult process. Nor is the fact to be overlooked that it is not so much very high culture, and very magnificient educational appointments that Iowa just now needs, as it is rudimentary higher education (if we may use the phrase), and agencies all over the state which will stimulate in its entire citizenship an interest in such education, which will form the guaranty of future progress. These small colleges are a necessary product of our type of civilization, in which the struggle is not for the elevation of a few to great heights, but the steady and gradual elevation of all. And it is not so much knowledge and culture that will work this development of the community, as it is the struggle for these ends. These colleges are the evidence and the method of this struggle.

There is still another class of considerations, which seem to be entirely overlooked by those whose habit it is to decry "secular" colleges. By far the larger part of those who support and patronize our colleges are Christians men. In the minds of these men, educational and religious ideas are indissolubly wedded. A purely secularized education they do not want, and will not have. The very principle of loyalty to their religious convictions holds them loyal to these Christian colleges. These men do indeed see the grand mission of the more completely secularized state institutions; but they see, also, other interests which these institutions cannot subserve. These are the interests of characteristically Christian education. And who shall tell what our country owes to this style of education? What does it owe on the score of the men whom it has trained and given to the country? What on the score of the type of civilization it has developed? What for the political and educational systems it has created and fostered?

As a sort of practical investigation of this subject, we propose, as soon as we can gather the requisite material, to give in these columns a History of Higher Education in Michigan, selecting this state because it is generally conceded to have been, thus far, most successful with its state institutions, while it has also a number of denominational colleges which are good types of their class.

TEACHERS have their peculiar temptations to lie. Each business in life has its characteristic lying. Most men in trade find it a little difficult always to tell the simple truth with reference to the quality or the price of an article; at least, such is the general impression concerning tradesmen. Lawyers, as a class, are not generally supposed to be over-scrupulous to make their statements conform exactly to fact, when the fact is against their clients. Doctors find it sometimes inexpedient to tell the patient exactly what is the matter with him, or just what is given as the remedy. There are at least two cases in which it takes no little moral courage for a teacher to state things precisely as they are: 1st, when the influential father or mother of a good-for-nothing, lazy boy, or a rattle-headed, simpering girl, inquires for the standing and progress of the darling; and 2d, when said teacher has thrust plump in his face, by some bright pupil, a perfectly legitimate question upon the lesson in hand, and he does not happen to know the answer to it. In such cases the temptation to deal in irrelevant generalities, if not downright lying, is quite too strong, we fear, for many of our number. Cowardice in the first instance, and a disingenuous pride in the second, are the roots of the evil. "But, what! would you have me tell the parent that his child is a dol?" Perhaps not, certainly not in such terms. But we would not have you tell a lie, painful as the truth may be to the parent, or unpleasant as it may be to you to tell it. It may be enough to say (if it is true) that, "Your boy really seems anxious to learn, but does not appear to be able to get his lessons;" or, if the truth requires it, "Your boy might learn, I think, if he would try, but he seems to have no ambition to do so."

And there are cases of conceit, arrogance, and stupidity, on the part of parents, which demand severer forms of speech. We have found it necessary sometimes to say with the utmost plainness, "Your boy cannot receive any benefit from attending school; he either will not, or can not, learn; and it is doing him absolutely an injury to be pretending to do what he is not accomplishing."

But what as to saying, "I don't know," to an entirely opposite question, when asked by a pupil in a perfectly proper manner? Simply this, if you don't know, say so, "though the heavens fall." Nor need you be afraid that this will bring them down. If they have not some better prop than this miserable, lying pretense of knowing what you do not know, they had better come down. You must secure the confidence of your pupils on some more stable foundation than this. Far better say, "Really, I am ashamed that I cannot answer your question; it does seem that I ought to know, but I don't. I will try and be prepared to tell you to-morrow." This will at least save your self-respect, and if you are really fit for the place you occupy, it will increase the respect of your pupils for you. But don't lie. Your salvation from the wrath of parents, or from the contempt of pupils, does not depend on lying.

E. O.
HOW NIGHT COMES.

MRS. CLARA DOTY HATCH.

The day begins to doze;
Her wide blue eyes are tired of light,
The sun has glared so fierce and bright,
So, drawing close her cloudy cap
About her forehead for a nap,
From out her western sleeping place
She smiles "adieu"—her broad, fair face
Red as a rose.

The world of fleece-white snow
Grows gray and chill; but in the sky
Winks here an eye, and there an eye;
Winks, blinks, then stays, a keen, cold spark,
To watch the sullen, stealthy dark
Out of its cavern rise and drift,
As if a river black and swift
Did overflow.

Slowly, and not too soon
To make her radiance the surprise
And glory of the waiting skies,—
A silver kite on viewless line,
Or bubble blown to soar and shine,
Shedding the hoar-frost of her rays
Broadcast in one wide luminous haze,—
Rises the moon.

Now twinkle here and there
Home windows that shut out the night,
Shut in, but do not hide their light,
Where happy gathered households move
In the warm atmosphere of love,
Blessed the hearth that has its own!
Pity the one that looks upon
A vacant chair!

VERGIL, OR VIRGIL.

PROF. CALVIN THOMAS, GRAND RAPIDS, MICHIGAN.

"Only if you decide for the i, keep it to yourself till your fortune is made,
for the e hath the stronger following in Florence."—George Eliot.

A MERICAN editors of the Æneid, in commencing the usual biographical sketch of their author, generally give his name as Publius Vergilius Maro, adding in parenthesis, or foot-note, that in the older manuscripts and inscriptions the second name is Vergilius. In the latest of these editions, Messrs. Allen and Greenough strangely enough announce on their title page: "P. Vergiliæ Ma­ronis Opera; and beside, in English: The Poems of Virgil! Cononigton, whom Allen and Greenough follow in many other respects, has the same inconsistency. In fact, we know of but one editor, Ladewig, who adopts the form Vergil. Among English scholars not editors of Virgil, at least Roby and Papillon use the form in. Prof. Cox and Max Mueller still cling to Vergil. Such being the usage of eminent men, the ordinary student, and perhaps teacher, of the bard of Mantua, may well ask more light as to the true spelling of his name.

Of course the question is no new one. The quotation at the head of this article, taken from the twaddle of the bard-scientist in "Romola," indicates that the correct spelling of Vergil was a mooted point in the fifteenth century. Indeed, we may be sure that each vowel had its belted champions in those rude days, when learned disputes evoked the same gentle ephebes among scholars that political differences do now with our bacillie editors. Doubtless the i-men and the e-men ranged themselves in hostile cohorts, and called each other quacks and uppstart braggarts. But, in those days, that subde outgrowth of long study, which we call authority, was not so well understood as now. The testimony of conflicting manuscripts had not been sifted, and one may now brush aside as a thing of little moment many a dear opinion of men who, in their day, were regarded as miracles of learning. Plainly we must forget the customs and arguments of all and betake ourselves to original sources.

In the authentic writings of Virgil the name of the poet occurs but once (Georgics IV., 563), and here the two oldest and best manuscripts, the Roman and the Medicean, give Vergilius. In the other manuscripts, at least those which can lay claim to any authority, both in this place and elsewhere where the name occurs, Wagner finds / and e with about equal frequency. These facts Prof. Conington thought conclusive, and he therefore writes uniformly in Latin Vergilius. So do all recent editors of the poet. So do all others who are careful scholars and have occasion to employ the Latin form of the word. The custom may be said to be universal.

Now it is evident that if the e has always been correct in Latin, the i has never been correct in English. It is mere deference to prejudice and custom to retain it. Vergil looks as good as Virgil. Conjure with it, "twill start a greater scoops. It will be better in mind that in adopting the form in we are not wantonly departing from the ways of our ancestors. We are simply correcting one of their mistakes. Certain other spelling reforms are different. For example: Since, for some centuries we have called the capital of Lacedemon, it seems rather reckless in the reformers after Grote to call it Lakedaemon. That is a mere difference in the method of transferring from Greek into English. This is to change a radical vowel without cause or precedent.

If we ask how the form Virgilius arose and came to be so common, an answer which is at least plausible presents itself. Our poet is well known to have possessed a modest, retiring, almost maidenly disposition. At Naples, says Donatus, he was given the name Parthenius, from his bashfulness. (Parthenius is Greek for maiden.) During the middle ages, therefore, it was natural for lovers of the poet to dwell upon this feature of his character, and to note the manifest connection between Virgilius and Virgo—the exact analogues to Parthenius and parthenos. Such a coincidence would be too palpable to escape the eye of a mediæval etymologist. Hence, we may suppose, the copyists grew into the habit of using the form in, until at last it obtained the authority of general custom. Indeed, this pretty etymology of our poet's name may be said to have become one of the accepted facts of literature. Jean Paul takes it for granted in the first volume of "Titan," and so other moderns who are on the lookout for "coincidences." Perhaps, therefore, one were needlessly obtrusive, to intimate that the name must have been bestowed before the maidenly characteristics of the poet had shown themselves.

Of course little can be scientifically affirmed touching the real origin of the name, when so little is known of the antecedents of its bearer. We can, however, offer some interesting guesses, so that we are not open to the charge of wantonly impugning one derivation without giving another equally fair. It is asserted that Vergil has the sound and termination of a gentilic name. But we know of no Vergilian gens in the sense we wish to speak of a Julian or Cornelian gens. There was a Calis Vergilius who was one of the Pompeian party, and a contemporary of the poet. But the two are not known to be related. Neither have we full information of Vergil's father. Donatus does not give his name. It is possible, therefore, that the name was first given to the author of the Æneid. Now for the co-incidence: Vergil's mother, as is well known, bore the name of Maia. The eldest of the Pleiades—it is the sister-stars of Spring—was also called Maia. The Latin name of the Pleiades was Vergiliæ (from vrgo, to turn toward), "a word," says Ruskin, "combining the idea of the turning or re-turning of spring with the out-pouring of rain." Now, what more natural than that the Roman, earthy Maia should name her babe after the family of her celestial namesake? Donatus assures us that miraculous omens (of course!) attended the future poet's birth, bringing him from the outset as a child of the sky. Poets have poetic mothers; and Maia, herself bearing the name of the loveliest of spring-time months, would have sought long ere she found for her child a more eternally fitting name than that of the bright, benignant constellation of the "spring-stars." For, as Mr. Ruskin goes on to state, Vergil was destined to be the inspiration of Dante, through him of Chaucer, thus becoming the "fountain head of all the best literary power connected with the love of vegetative nature among civilized races of men." "Take the fact for what it is worth; still it is a strange seal of co-incidence, in word and in reality, upon the Greek dream of the power over human life, and its purest thoughts, of the stars of spring."

Having once connected the spring-idea with Vergil's name, the curious etymologist will readily string together a number of words, English and Latin, all of which begin with "v," and contain the idea of spring, springing life, and so, strength, vigor. Thus: ver, spring; whence vernual, verdant; viva, to live, vita, life, whence vivant, vitalis, circe, and vigor, to flourish, whence vigor, vigorous; thus, strength, vit, man, and at last, strangely enough, virgo, a maiden. Thus, after all, the name of our retiring bard may be connected with the word, virgo. But such connection must date back into the twilight of pre-historic conjecture when our Aryan forefathers still dwelt together on their native plains, or to the still more remote time when roots were giving
A FEW THOUGHTS ON PRIMARY TEACHING.

EVA DARLING, A.B.

CERTAIN teacher once had a girl pupil of about fifteen years of age, with the average ability and maturity of ordinary district school girls, who did not learn her lessons. She had a careless manner in class, and was very hard to interest. The teacher talked to her one day, and tried to see if she would not acknowledge some obligation to get the most good she could from study and class, but she only said she thought one could do as she pleased about anything.

It is a question often discussed, which influence does more to mould the character of the young, that of parents or teachers? But here was a girl whose parents had well nigh put it out of the teacher's power to help, or at least to change. To be sure, in rare instances one might receive such an answer as the above, and one given in good faith, from a child of earnest and clear-sighted parents, but this scholar, as the teacher took care to learn, had received little, if any, wise training.

That a child should live to be fourteen or fifteen years old and have no sense of personal obligation to do right and to do well, argues a woeful lack in the character and training of the parents. With most individuals, much time and strength has to be spent in bringing the forces of our nature to work in harmony and in one direction. According to a thousand circumstances, one person has more or less of this hard work to do than another; but all the causes that constitute inheritance and influence have their hold upon us, and no one can wholly escape. Of course personal exertion must be the one indispensable element in all this, yet most sad it is when one has not in youth some true help to look upon life with steady purpose to make much of it. Suppose a teacher to go into a school of forty scholars, many of them nearly, or quite, grown. He will hardly find ten whose rational development has any direction to it. There are, so to speak, the profligate fates of mental and moral life, but the continuously harmonious action which is to constitute mental and moral life has hardly begun.

The pupil is not ready for the teacher, and so, much time has to be spent in making him able to work. In many cases nearly all the time of the teacher must be spent, and then few minds are "oriented."

Napoleon Bonaparte, when asked what France most needed, replied "mothers."

But men and women are correlatives, and one cannot be truly and generously elevated without its influence on the other.

It is not easy to reach and wisely change the fathers and mothers of our land. The ministers pay far more heed to doctrine than to conduct; and so reformers have decided that the hope of our country lies with the young. These considerations seem to point toward some clear conclusions:

First of all, that people are very wrong in supposing persons of inferior character and ability to be well enough able to teach primary schools. They should see that the aggregate influence upon small children especially needs to be a really wise and strong influence. Then, the teachers themselves engaged in such schools need to be touched by some impulse that shall open their eyes to see what work awaits them. If one of these could but see what there is to be done for the children under her care, or rather, what she is to make them able to do, she would hardly dare work at all, except reverently and with her might.

Dr. Arnold, the great and good teacher, said that the one requisite for the teacher's success was sincerity. One thinks, at first, that he should have added perseverance; but then if one is sincere, he must have seen the "beauty of truth," and he who has seen that, will be persistent.

One great part of the work to be done is to study perfect clearness in presenting subjects to children, to be so clear, and to illustrate so well, that a lesson may be valuable for suggestion as well as for fact. There will always be some pupils who will "read between the lines," and hear between the teacher's words. For what is the final object of all study but to look at length continually toward what is good and great, and to know that these cannot fail. Because, if by steady effort, I resist an evil to-day, or if I work my way to some new beauty by the light of truth, I shall be proving that "work is victory." Just as it is the endeavor, so the red effect will be.

Nothing helps the youth to comprehend the law of cause and effect that governs all action, physical, mental and moral, so much as the habit of logical study, and the habit of logical thought. We think upon this law as pitilessly true and trembling; we think upon it, too, as mercifully true, and are thankful. How important that the young should have some real conception of the consequence of feeling, thought, and action; some conception of the power for good or ill that is in themselves. When a child is very young, that is the time to lay the foundations of his future. If his moral sense can be awakened so
that he will begin to refer all his activity to the standard of doing right because it is right, and of doing well in all his work because he must always do his best, he will be pretty likely to keep his eyes always looking heavenward. True, the outlook does not appear very bright when a teacher has a few scores of children sent to her the moment they are five years old, to get them out of the way of their loving mothers; but perhaps schools are not all equally bad in this respect, and the teacher will always have some material with which she can see good results follow faithful work. I know a teacher who would ask her scholar to give him the line of argument by which they would prove a proposition in geometry, before she sent them to the board to demonstrate after the manner of the book. I thought he was helping to develop and strengthen their characters in more ways than one. If a teacher is a thinker, he can find some way to do the same thing in effect, even for small children. The weary or discouraged teacher should take heart; should try to teach by what he is as well as by what he says and does. In all work, it is better to say, it may be, than "it might have been."

INDIVIDUALITY OF PUPILS IN PUBLIC SCHOOLS.

FIRST PAPER.

GRACE C. BIBB, ST. LOUIS.

OUR systems of education, if systems they can justly be called, are by no means so firmly grounded as not to sway this way of that with the breath of public opinion, to respond to the faintest breeze of popular disfavor. Schools which exist only through the authority of the people naturally reflect the particular phase of civilization in the midst of which they are established, and the maintenance of which is their chief end.

The peculiar military order observed in the New York schools grows out of the heterogeneous character of the pupils, the great numbers of them collected in one building, and their lack of power readily to discern the limit of their own rights. The comparative absence of brain culture renders it important, that for a much longer period than would perhaps be necessary elsewhere, coercion should be used, and the too aggressive individuality restrained. The military organization does this very effectively, because it at the same time appeals to the child's sense of justice, all being bound to the observance of the same forms, and gives him an absolute external standard of behavior. Relieved thus from the difficulty of determining his own conduct, he acquires, at first through the mere pressure of an organization, habits of order, promptness, and attention—habits which will follow him even when the external pressure is withdrawn. He also learns in some measure to see that a certain subordination of the individual is necessary to the existence of society, and is better able to comprehend the necessity for law. The system reflects peculiar local influences. I think it is not too much to say that all our educational systems, be they good or bad, are the direct outgrowth of the time, and whether consciously or not, are calculated, upon the whole, to gain those results which seem to their originator the most desirable, and that if they shall be found upon the one hand to foster, upon the other to repress individuality in their pupils, it will be because we have already decided that we, as a people, do, or do not desire this form of development. A profoundly philosophical writer has said that, "to a close observer it is evident that the extraordinary demand made in our time upon the individual for directive power, so far from being transitory is one that is likely to increase through all the future." It is out of an intelligent recognition of this fact that much criticism apparently hostile to our instruction springs. The public mind, based on that perception of moral relations which alone can insure the safety, to say nothing of the dignity, of the republic, is so lamentably deficient among us, is so constantly sought and so seldom found, that one can scarcely wonder when some modern Biogenes, warned in search for an honest man, feeling that something is wrong, is inclined, like less cynical persons, to blame whatever agent happens first to cross his path. The schools offer as salient a point as may be for the attack, and for this reason.

Those features of their organization which are most readily discerned by the interested on-looker, are the very ones which, when abstractly considered, are most open to the charge of injuriously affecting the development of individuality. The most obvious, apart from the general strictness of discipline, are the rigid grading of classes, the tendency to the mechanical in recitation, the dependence either upon text-book or on what is popularly known as object instruction, and even the direct personal influence of the teacher.

Before, however, attempting any further inquiry, it may be worth while to see what this so-called individuality is. Mr. Alcott attempts, in some of his conversations, to distinguish personality, as he chooses to call it, from individuality; the essential difference is not always considered, or rather we are a little too apt to lay a certain stress upon individuality, without stopping to consider what meaning we are really attaching to the term.

A condition of absolute individuality, in even the ordinary sense (Emile to the contrary, notwithstanding), is not to be found outside of the savage state. "The individual cannot live in society except by its permission"—a permission which, to the mere individual, is never granted. If man would live wholly according to his impulses he must live alone. Living alone he may carry out his ideas, if he has any, only restrained by the limit imposed by external nature. But it is to savage man that nature shows herself tyrannical.

To say, then, what we have said, is to make but a poor argument for the development of any remarkable degree of personality outside of society. In society the man has, in a measure, at least, conquered the external world, but is constantly more and more affected by other human beings. Each member of the body politic may be imagined as surrounded by a separate sphere, within which his individuality may move, and which it may completely fill, but beyond which it cannot go without making room for itself by crushing some weaker individuality. The great point seems to be to preserve the original equilibrium, or at least, if it is to be disturbed, to know upon what grounds.

The true individuality seems to lie in growth into our possible life, as governed by natural laws of development. It is that elective faculty, which, going out into the world of thought and the world of things, reclaims its own wherever it is to be found. Through such use of means one becomes a being more and more completely self-governed, and which represents in itself more and more completely the sum of human conditions, and is more and more able to reveal itself as the work of mankind, more and more able to make its own work of use in its day and generation, to be governor or governed, originator or worker out of schemes.

I presume this is the real end aimed at in our education, it is certainly not an end inconsistent with the genius of our government, since it undoubtedly promotes the greatest good of the greatest number.

To return, however, to the subject of classification. The dangers here seem apparent to the observer, and seem to affect, almost equally, very good and very poor pupils. The former released from the necessity of steady work, meeting no real difficulties and urged to extra exertions by no special inducements, will be led into willfulness and a certain dangerous self-sufficiency likely to betray its possessor into rash enterprises in which his indolence will always prevent his success.

The condition of the inferior pupil is even more deplorable. There is about them constantly an atmosphere of thought and of work, yet they cannot penetrate it. What wonder if they lose heart and hope, with their faith in themselves, that energy and will are fatally weakened and that the whole nature receives an injury from which it never wholly recovers. What wonder if this pupil, grown to manhood, accepts his opinions ready made and goes through life in the grooves, whatever they may be, in which fate has placed him.

We rate the original power of individuality much too high and the force of circumstances much too low, if we expect the former to triumph or even to maintain itself.

The subject of classification has of late received much attention, and to the present methods these objections have no real validity. The public mind is apt to vibrate from one extreme to the other, and the original transition from schools wholly unclassified was, of course, into the opposite extreme of rigidity—this just as certainly as that the most lax observer of moral obligations makes the most zealous persecutor. The critical doubting mind of the present age could not, however, long look upon its completed work and pronounce it good. It began even to imagine that the old was better and to accept the theory of Gail Hamilton, that giants and log-school-houses went out together. These were radical views. Fortunately, however, there is in nature a centrifugal as well as a centripetal force, and between the two our systems are forced into harmonious orbits. The system of classification in a few cities is as flexible as present exigencies will permit, and danger to personal individuality is reduced to its minimum. The entire subject of classification has been so admirably reviewed in the report for 1873-4 of the superintendent of the St. Louis schools that nothing remains to be said upon the subject, unless it be in reference to the actual working of the present plan, and even upon this point Mr. Pickard of Chicago fully reassures us in his report for 1875.

It would seem then, that grading is not of necessity dangerous since measures for the avoidance of possible bad effects are carefully thought out and personally applied by those best able to comprehend the educational problem in its entire bearing.
RHETORICAL EXERCISES.

[In this department, which will appear occasionally, we design giving declamations, excellent and instructive, social, moral, etc., together with extracts from the intended and entertainments, etc., both original and selected. The department will be in charge of Mrs. Kate E. Fern, Kalamazoo, Mich., to whom any contributions for it should be sent.]

FOR ADVANCED PUPILS.

A EULOGY ON WEBSTER.

[Extract from the Oration at the Hon. William M. Evarts, at the Unveiling of the Webster Statue in Central Park, New York, November 25, 1876.]

No one brings to his thoughts the life of Mr. Webster without instantly dwelling upon the three principal great departments of highest influence in which he moved, and where he showed his power and shed a shower of beneficence upon his countrymen, and their institutions, and the great efficiency of his intellect and the warmth of his patriotism. I mean, of course, as a lawyer, as a statesman, and as an orator. No doubt, in the history of the world names can be recalled which, considered singly and simply in relation to what a speaker of his character and authority of the lawyer, could accomplish with or without Mr. Webster. No one can divide [with Chief Justice Marshall the immense power of judicial penetration which he maintained through a life lengthened beyond eighty years]: and eminent men of learning, of weight, of authority, with the profession and the public may be named that at least occupy, in the simple character of lawyers, for learning and judgment, as a elevated as Mr. Webster's: but I am quite sure there is not in the general judgment of the profession, or in the conforming opinion of his contemporaries, any lawyer, who in the magnitude of his causes, in the greatness of his public character, in the immensity of his influence upon the fortunes of the country, or in the authority which his manner of forensical eloquence produced in courts and the halls of congress, can be placed in the same rank with Mr. Webster. As statesman we must include in our mention as well the character and the part of the party leader as that of the guide and guardian of the public interests in the more elevated plane of the councils of the country. And in this, whatever we may say of the great men who, at the birth of the nation and in the framing of the Constitution, and then with lives prolonged attending the first steps of the progress of the new-born nation, established their own fame and contributed to the greatness and the safety of the country, we shall find no man in our generation—no man coming down to our generation from that preceding one—who has taken the sphere of influence in the popular assemblies, in the councils of the people, in the state or as promoted in the Senate, or who, in the discharge of the duties of a Minister of State, can at all contest with Mr. Webster the pre-eminent position of the statesman of the whole country, for the whole country, and in results which the whole country has felt. And then, when we come to oratory, he combined the intellectual, the moral, the personal traits which make up that power in the nation which gave one Grecian above all others of his countrymen—Pericles—the title of Olympian; who so much in our time and in our nation has combined those traits so often revered as could Webster? Whether he lifted his voice in the court, or in the Senate, or at the hustings, or in the oratory of public occasions, and to select audiences, he spoke as one having authority with his people, and that authority was always recognized and always obeyed. To these three recognized and familiar departments of his preeminence we must add a fourth—his title in the sphere of literature to be held as one of the greatest authors and writers of our mother tongue that America has ever produced. We all recognize the great distinction in this regard of Burke and of Macaulay in the flow of their eloquence as writers, and in the splendor of diction. Mr. Webster did not approach them, nor would he have desired to imitate them; but I propose to the most competent critics of the nation that they can find nowhere six octavo volumes of printed literary production of an American that contain as much noble and as much beautiful imagery, as much warmth of feeling and of magnetic impression, upon the reader as there is to be found in the collected writings and speeches of Daniel Webster.

Twenty-five years of our history have shed a flood of light upon the past, and it is now the record of Mr. Webster's public life. I shall not rehearse it, but I say this to you, and I challenge contradiction, from the beginning to the end that record is true to the great principle that presided over the birth of the nation, and found voice in the Declaration of Independence; that was wrought into the very fabric of the Constitution, that carried us, with unmitigated and undoubted Constitution, and unbroken authority of the Government, through the sacrifices and the toils and the woes of civil war; that will sustain us through all the heats and aches which attend the process of the nation to perfect health and strength. The great principle embodied in enduring granite on this pedestal, and from the time it was announced from those eloquent lips, is firmly fixed in the consciences and hearts of this people—Liberty and union, now and forever and inseparable.

[DECLARATION OF INTERMEDIATE OR GRAMMAR-SCHOOL PUPILS.]

GOOD-BYE, CENTENNIAL!

We shall soon say Good-bye to the Centennial Year of American Independence. It has been a great year—a year full of great thoughts, great hopes, and great deeds. It will evermore be famous for the grandest Exposition of the arts and industries of all nations that the world has yet seen. For six months, under the mighty roofs that crowned the splendid buildings commanding the admiration of all beholders, beautiful exhibits in rare and endless variety charmed the millions that rushed to see them from all parts of the Old World and the New. The most exciting, perhaps the most dangerous political campaign of our history has been fought, and its results, even now in doubt, are still hotly disputed by passionate partisans. And yet, in the midst of all excitement and attractions, a current of blessed influence from on high has flowed. From city to city the men of God have passed calling many to righteousness; and mighty is the work they have done. For the great lessons and the glories of the Centennial Year, now about to pass away forever, we praise Him. May God save the Republic! May length of days be in her right hand, and in her left hand righteousness and honor! May all her ways be ways of pleasantness, and all her paths be peace.

THE BOY'S COMPLAINT.

"Oh, never mind! they're only boys!"
"'Tis thus the people say,
And they hustle us and jest us,
And drive us out the way.

They never give us half our rights,
I know that this is so;
Ain't I a boy? and can't I see
The way that these things go?

The little girls are petted all,
Called "honey," "dear," and "sweet,"
But boys are cuffed at home and school,
And knocked about the street.

My sister has her rags and dolls,
Strewed all about the floor,
While old dog Growler dares not put
His nose inside the door.

And if I go upon the porch,
In hopes to have a play,
Some one calls out, "Hallo, young chap,
Take that noisy dog away!"

My hoop is used to build a fire,
My ball is thrown aside;
And mother lets the baby have
My top, because it cried.

If company should come at night,
The boys can't sit up late;
And if they come to dinner, then
The boys, of course, must wait.

If anything is raw or burned
It falls to us no doubt;
And if the cake or pudding's short
We have to go without.

If there are fireworks, we can't get
A place to see at all;
And when the soldiers come along,
We're crowded to the wall.

Whoever wants an errand done
We always have to send;
Whoever wants the sidewalk, we
Are crowded in the mud.

'Tis hurry—scurry, here and there,
Without a moment's rest,
And we never get a "Thank ye!" if
We do our very best.

But never mind, boys—we will be
The grown men by and by;
Then I suppose 'twill be our turn
To mock the smaller boy.
STATE DEPARTMENTS.

Wisconsin.

GENEVA graded school is running very pleasantly and prosperously, with scarcely a jar. Three hundred and eighty pupils have been enrolled during the term just closed. The per cent. of attendance of the village school is ninety-six. Tardiness has become very unpopular, there having been but forty-one cases during the three months. Twenty-eight foreign pupils have been in attendance. There is a very prosperous literary society connected with the High School. Each alternate evening is devoted to debate, and the other to a miscellaneous exercise. For two years the school has been working under two and one-half hour sessions, with no recess in the High School or grammar rooms, and it has given almost universal satisfaction; but a few weeks ago some of the taxpayers, principally those who do not send to school, thought the teachers and pupils were not doing enough, and the Board ordered three hours and a recess. Few are suited with the change, little is gained and much lost, but the grumblers are silenced. Superintendent Isham is doing a good work and a secretary. Superintendent H. S. Baker is president of another association in active teachers employed in the schools.

Annual report of male teachers per month is $39.40; for the purpose of taking into consideration the average daily attendance by payers, No new teacher can take up an office unless he has received the appointment of a principal, and is supposed to have an adequate knowledge of the subject to be taught. He is holding teachers' meetings in different parts of the county each Saturday. They are well attended and very interesting.

W.

A lively teachers' association has been organized in the southern part of Pierce county, of which Mr. S. B. McKenney is president, and L. D. Goff secretary. Superintendent H. S. Baker is president of another association in the northern part of the county. This is the county in which the River Falls Normal School is situated, and probably no county in the state has made more educational progress within the last two years than Pierce county, whether it be on account of the Normal School, the county superintendent, or the unusually active teachers employed in the schools.

Superintendent J. W. West, of Rock county, reports the Evansville schools in a very flourishing condition, and speaks in high praise of principal Sprague as a teacher and disciplinarian. The school is now organized under the Free High School Law.

Superintendent D. H. Flett, of Kenosha county, has been elected in a very commendable work,—that of forming a county association of the school district officers of his county "for the purpose of taking into consideration the matter of district clerks' reports, school laws, and other things pertaining to the interests of the schools and the people."

Amos Whiting, superintendent of Trempealeau county, reports the number of children in his county between the ages of four and twenty years, as being 6,142, an increase of 507 since the report of 1875. Of these only 3,904 have received instruction in the public schools during the year. There are eighty-four school houses in the county, valued at $44,950. The average wages of male teachers per month is $39.40; of female teachers, $28.93.

J. W. Yule, principal at Alma, Buffalo county, reports great difficulty with irregularity of attendance—the complaint of nine-tenths of those who teach. A new course of study has just been adopted by the Board. There are three graded schools in the county.

The address delivered by Prof. S. S. Rockwood at Janesville, on the fourth of July, has been selected by E. B. Treat & Co., to be published by them in a volume containing the most noteworthy speeches and poems which have been produced during the year, having direct reference to its anniversary character.

County Superintendent S. M. Lecie writes from West Salem: "Educational interests are looking up in this county. The Bangor teachers have just effected the organization of a teachers' association; some wide awake teachers in that town. Our school in the village of West Salem is prospering finely. It is the largest school in the county outside of the city. Our institute conducted by Prof. Thayer was a decided success. Seventy enrolled as working members, and others were present as listeners."

In accordance with the laws of the state, the citizens of Fond du Lac have voted to establish and maintain a public library and reading room.

Miss Agnes Hosford, Superintendent of Eau Claire county, offers the following very sensible advice to the school officers of that county:

High scholarship is not always an evidence that teaching will be well done, but poor scholarship is an evidence that proper teaching is impossible. For this reason I advise before engaging a teacher you take into consideration the character of certificate and experience in teaching of applicant, do not, however, think it advisable to dismiss a teacher who has been fairly successful to engage one of higher standing. Every change of teachers is accompanied by loss. No new teacher can take up another's work just where it was left. There is always a loss of time while teachers and pupils are becoming acquainted with each other and with the work. Therefore I recommend that as far as possible former teachers be retained, at least, that no change be made without cause. Do not wait for teachers to apply for your school. Many feel that if their services are wanted for a second term in a place they will be sought. On the other hand school officers think if a teacher wishes to retain a position it should be asked for. Thus it frequently happens that the list of teachers, detrimental to the schools, is made when no one desires a change.

Permit me to call your attention to School Code, page 76, section 49. I believe in many cases the efficiency of schools has been seriously impaired by disruptive disturbances, which might have been remedied by a little attention and pains. Superintendent Isham is doing a good work and a secretary. Superintendent H. S. Baker is president of another association in active teachers employed in the schools.

The Bangor teachers have just half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

If you see anything worthy of praise it will not hurt the teacher or pupils to be told of it. If you see anything which can be improved, I am sure the teachers and pupils will see it and correct it. If you have complaints to make, make them where they will be likely to produce the change you desire.

ILINOIS.

Editor, John W. Cook, Normal.

I BELIEVE that The Illinois Schoolmater was, generally, a welcome visitor. It doubtless had its proper periods, but, if numerous letters at hand can be considered truthful, it was not looked upon as an ungracious intruder. Its news department, however, was not altogether satisfactory to its publisher, and he hopes that this corner of the Weekly may be a decided improvement in that respect. Will each one of our friends to whom this number may come, appoint himself a committee to forward all items of news that may be of general interest? Each teacher ought to know the where-abouts and plans of work of as many of his fellows as possible. In order to unify our methods, there should be a free interchange of opinions and experiences.

With only a monthly magazine, and with the migratory character of teachers, one was scarcely assigned to some definite locality before his term had expired and he was seeking new pastures in some remoter region. With the increased facilities afforded by the Weekly this evil will be effectually remedied.

The system of publishing monthly reports will be continued. Any desiring blanks for that purpose will be supplied by applying to the editor of this department. The rules were adopted at the last meeting of the Society of School Principals, and in order to make the reports of any value for comparisons, they should be rigidly adhered to. Some who have been reporting have followed the former rules, thus practically destroying the purpose of the report. The directions are presented in the following:

1. Twenty days shall be considered a school month.
2. The age of all pupils shall be taken in years and months immediately upon their entering school.
3. Every pupil, upon entering school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for a week, or for an entire term.
4. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for the session; otherwise he shall be accounted absent.
5. A new enrollment shall be made each month, and all pupils attending during the month, excluding duplicate enrollments, shall be considered as belonging in calculating percentages, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for a week, or for an entire term.
6. No record of attendance shall be kept for any half-day, unless the schools have been in session for at least one-half of the half-day.
7. Any pupil that shall be absent from the school-room at a definite time previously fixed for the beginning of the session, shall be marked tardy; except in case where a pupil, after having been present in the school-room, shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.
8. The average daily attendance at any school shall be found by dividing the whole number of days present by the number of days of school.
9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the monthly enrollment.

The reports will be published in the third week of the month, consequently they should reach me by the tenth.

Another feature of The Schoolmater that was not a success was the
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The Educational Weekly.

"Query Department." The numerous duties devolving upon the editor render it impossible to give the requisite time for rendering this department of any value. We invite a renewal of this feature, and promise that it shall receive careful attention. It may be made of much value, particularly to those teachers who are remote from reference libraries. The queries will be assigned to persons competent to answer them, if they are answerable. That unique journal, *Notes and Queries*, by Prof. Henkle, of Ohio, well illustrates the utility of such publication.

Superintendent Ettter announces his recognition of this department as the official organ of the State department. Any questions presented to him for adjudication will be published herein, if the question be accompanied by the desire to have the answer so published. This feature will render the Weekly of especial value to teachers as well as to pupils, as the teachers would do well to call the attention of their directors or town boards to that fact.

Superintendent Rattiman decided that directors were authorized to appropriate funds to secure such a periodical for use in their own capacity. Superintendent Ettter has expressed no opinion upon the subject, but should Dr. Bate-

man's decision remain in force, many boards will doubtless avail themselves of the opportunity.

It is proposed to publish from time to time the names and addresses of school officers and teachers, especially those engaged in the graded schools, to the end, as has been expressed, that we may get acquainted, and learn that lesson that teachers are so slow in acquiring, namely, to "pull together." By these plans, and many others to be matured, it is hoped that the column of the Weekly will be a "circular letter" to the teachers of the state, in which they will find, not inadequately expressed, the record of the doings of the school people of our well beloved commonwealth. "Fall in" friends, and lift.

The move to establish this paper is a radical one. It is assumed that the teachers of Illinois are alive, that they are willing to get in touch with any agency that promises good to the schools; that they are anxious to put our educational system upon a plane that is worthy an institution fraught with such momentous interests.

-Miss West, County Superintendent of Knox, writes us that they had an enthusiastic Institute at Knoxville on the first instant. Dr. Wallace, of Monmouth College, delivered a lecture that fired the pedagogical heart.

-G. D. Volcom, a former principal in the state, has recently returned from the iron country to the north of us, and resumes his ancient calling. He succeeds Mr. Heflet at Earlville. Mr. Heflet has suffered the penalty of undue prominence in his locality, and has been consigned for the winter to the tender mercies of the boarding-house keepers at Springfield, whither he goes as a member of the General Assembly.

-W. R. Wallace, a graduate of the Normal School, in the class of 1872, died at Normal, December 10th; his funeral occurred December 11th, and was attended by the teachers and students of the school.

-Simeon Wright, more familiarly known to the teachers of ten years ago as "Uncle Sam," died at his home in Kimmund about the first of the present month. Twenty years ago he was a power in the educational forces of the state. One of the original board of the Normal School, he had no superior as an enthusiastic worker in the day of "tried men's souls." For many years he held the position, now occupied by Mr. Belden, of Chicago, as agent for CoonpethwaiCo. The Whigtonian Literary Society of the Illinois Normal School is the piller erected to his memory. He had no family. He was a man in whom generosity was the prevailing trait, and he carried to his last resting place at Sterling the sad regrets of many of the "Old Guard." Green be his memory. The grave covers the faults from our sight, and the virtues live in perennial brightness.

-Miss Whiteside, of Pooea County, is keeping the teachers awake, and the people interested in school matters by means of local Institutes. One of these, held at Brinfield, on Saturday, Nov. 18th, I found particularly interesting. About fifty teachers were present, together with a large number-of citizens. The day was stormy, and the roads bad, but everybody seemed to feel amply repaid for trouble in attending. Commendable class exercises were given by local teachers. Corporal punishment was not discussed, but a number of practical topics were. The floor was held most of the time by the big boys—Gowy, of Elmwood, McJanhan, etc. They wandered in their speech now and then, but were always brought back to the question by Miss Whiteside in a way which showed her to be mistress of the situation. Are there not some more of the older girls that can be made use of as County Superintendents?

-H.

-Many counties have organized Institutes that hold monthly meetings in different parts of the County. Whiteside County, among the foremost in good things, has one in an successful operation. We see by the Sterling Gazette that the last was well attended and practical questions were discussed. Irregular attendance, the hane of the district school, received the lion's share of attention. The plan of publishing attendance reports in the local papers is said to have a beneficial effect. The evening's exercises consisted of an excellent speech by Mr. A. Baylies, of the Second Ward school, Sterling; a short address by C. G. Glenn, of Prophetsow; readings, and a resolution of thanks to the people of the district for their hospitality. The next session will be held near Round Grove, Dec. 23rd. The exercises will consist of a class exercise, under the direction of Mr. Philmey. Discussion—Examinations, their object, frequency, and the best methods of conducting them. Discussion—Why do so many pupils leave our schools without acquiring the education necessary to carry on business, and what is the remedy? Opened by H. E. Hurr.

**Nebraska.**

**Editor, C. B. Palmer, Beatrice.**

**The NORMAL.—**The Board of Education met on the 6th inst. Prof. S. R. Thompson, State Superintendent elect, tendered his resignation as Principal, to take effect January 1st, and Prof. Robert Curry, of Pennsylvania, was elected to the position. Prof. Curry is a man of superior qualifications for the position, having been principal of a normal school for more than thirteen years, and Deputy State Superintendent of Pennsylvania for three years. The school has perhaps never prospered better than during the past year, under the principalship of Prof. Thompson, the number of students enrolled this term is unusually large, and everything about the school is in excellent condition.

One of the most noticeable things to a periodical visitor to the school, is the marked improvement in singing which has taken place. A full report of the incident of Prof. D. B. Wolery, who took charge of the musical department at the beginning of the fall term, is the fact that almost every student is with the greatest enthusiasm, and they all stand up and sing with vim and abandon that is refreshing to witness. Singing may not be the most important accomplishment in an education, but it is one that will afford much pleasure all through life, and to the teacher of real value. Singing in school seems somehow to lubricate the entire machinery. Other things being equal, the teacher who can sing is likely to have a pleasant and more successful school than one who cannot. —Chancellor Fairfield delivered his popular lecture "thirty-three days in Rome," in Normal Hall, on Saturday evening, Dec. 6th. The new officers of the Board of Education are H. S. Kaley, President, and Paren Eng-

-land, Secretary. The students of the Normal have arranged with the publishers of the *Iteaerian Student* for three pages of space in which to represent the interests of the Normal for the coming year.

—Another session of the Legislature is at hand, and of course somebody must set up a howl every time our law makers come together, about the county superintendence, demanding that it be abolished, etc. The busy *Bell* has taken time by the forelock and already had its say on the subject. In these hard times expenses must be reduced, you know, and the place to begin is, of course, the most vital part of the school system. Education costs money, hence it is an inviting field for the exercise of legislative economy. Dispense with superintendents, close up the normal schools, and reduce teachers' wages. Then taxes will be reduced, public officials will retain their perquisites, and politicians will be happy. By the way, we would like to ask the editor of the *Bell* whether the superintendent or foreman of a newspaper office is not the last to get together, and whether it would be good economy to "reduce expense" by "abolishing" the foreman? We would like also to know his authority for the statement that the county superintendence costs this state $150,000 a year. We can furnish official data to prove that it costs less than one-third that sum. The average is about $300 a county, and if the business of examining teachers, keeping records, making returns, dividing districts, etc., saying nothing of superintending schools, holding institutes, etc., if this purely business part of the work of a superintendent, which must be done by somebody, can be properly done for less than $300 a year, we would like to know how it is to be accomplished. It is noticeable that those who howl loudest for "abolishing" existing systems are the last to propose any intelligent substitute. *Somebody* must do the work now performed...
The Educational Weekly.

by county superintendents; if there is any way in which it can be performed more cheaply and efficiently than it is now done, we are in favor of that way. But until we see some prospect of bettering our condition by a change, we are in favor of the existing system. We agree with Nature in abhorring a vacuum.

-At the last session of the Legislature our Solons diverted a large amount of the common school fund from its legitimate use, applying it to the support of public institutions, the payment of salaries of public officials, &c., and then with wise forethought doubled the appropriation for the penitentiary. If any act of that Legislature has proved more unpopular with the people, it is this little measure of "Economy," or "Retrenchment," or "Reform," or whatever it was supposed to be. And it was in obedience to the popular demand that stringent provisions were inserted in the new constitution against such tampering with the common school fund in future. Now this little incident should serve as a warning to the new Legislature, not to enact any measure that will jeopardize the interests of the common schools. The people are strongly in favor of good schools, and any act that tends to reduce their efficiency, will receive public condemnation. "Look a leek out!"

-The teachers of Hastings are clamoring for more room. They have over 200 pupils in two departments. Prof. W. E. Wilson, formerly of the Normal, is teaching at Palmyra. He has been invited to deliver a lecture at the Normal on some subject connected with his European tour. Miss Anna Brown, of the last graduating class, has filled Miss Bell's place at the Normal this fall very acceptably during the sickness of the latter, and is now assisting Prof. Wilson at Palmyra. Prof. Church, of the University, intends to ask for a leave of absence at the end of the present year, for the purpose of cultivating an acquaintance with the literary societies. This will be a great convenience to the principals and teachers of the college. Prof. Church, Albion; music by the choir; address by Prof. L. F. Stearn; music by the Choral Society; address by the Hon. W. H. Brockway, President of the Board of Trustees. At 2 o'clock p.m., college day address by the Rev. Russell B. Pope, of the Detroit M. E. Conference. Social from 7 to 9 p.m.

-A commercial college has just started in Flint, under the management of Messrs. Fuller and Moore.

THE STATE PUBLIC SCHOOL.-The annual report of this charity, located at Coldwater, gives the following statistics: The institution employs thirty-one persons, including one superintendent, one clerk and steward, one matron, one hospital manager, nine cottage managers and five teachers. There are 255 children. The cost per capita for 1876 is $126.66. The cost for 1875 was $159.89. The entire receipts for the year ending September 30th were $35,425.60; expenses, $27,612.51. The whole number of children received is 413; number indentured, 117; number returned to the counties, 8; sent to the Reform School, 2; run away, 3; died, 27. Of the 255, 201 are males 54 females; white, 241; colored, 13; negroes, 168; foreign, 87; number whose parents are both living, 87; orphans, 45; half orphans, 127; number received from the poor house, 161; number whose parents were convicted of crime, 15; number whose parents are inemperate, 60; number whose parents are in the poor-house, 71. The teachers were paid $7,516; the farm products, $1,500 cabbages, 265 bushels of apples, 735 bushels of potatoes, 308 bushels of turnips, 28 bushels of onions, 90 bushels of cucumbers and 75 bushels of green corn. In the sewing-room 14 quilts were made, 95 dresses, 318 aprons, 242 skirts, 204 towels, 256 handkerchiefs, 152 sheets, 100 coats, 310 pairs of pant's and 166 vests. In the shoe shop, 248 pairs of shoes and 854 were repaired. In the bakery were made 40,906 loaves of bread. The Superintendent recommends that an agent should be appointed in each county to procure homes for the boys. This is not necessary in regard to the girls, as the demand for them is greater than the supply.

THE COMMON SCHOOLS.-The Detroit Board of Education has appropriated $800 to attach the wires of the district telegraph to the school buildings. This will be a great convenience to the principals and teachers of the several schools, and may, as in case of fire, become extremely important. The Board, however, refuse to authorize the purchase of a flower-stand for the teachers of the Wilkins School. A resolution, growing out of the terrible Brooklyn disaster, was adopted, inquiring as to the measures of the Detroit school buildings and their means of escape in the event of fire. Superintendent Perry, of Ann Arbor, had recently to deal with a part of his high school with the strong hand. A number of rowdyish students had been in the habit of stamping in school hours upon the slightest provocation, whereupon, unable to distinguish the offenders, he suspended a whole division, numbering about forty young men, promising reinstatement to all who pleaded not guilty. All but five were received as pupils again.

The Grand Rapids Board of Education are reported as having had a most satisfactory winter season. They are now engaged in making plans for the next year, with a view to increase the efficiency of their schools. The work of the Board has been most successful, and the schools are now in better condition than they have ever been. The apparatus is in good order, and the buildings are kept in a neat and tidy condition. The teachers are all well satisfied with their work, and the pupils are making good progress. The Board are now engaged in preparing the annual report, which will be ready in a few weeks. The report will be a valuable document, and will show the progress made during the past year. The Board are now preparing the budget for the coming year, and hope to have it ready in time for the session of the Legislature. The Board are also engaged in making plans for the new building, which will be ready in time for the fall term. The Board are doing everything in their power to improve the schools, and to make them more efficient. The Board are now preparing the annual report, which will be ready in a few weeks. The report will be a valuable document, and will show the progress made during the past year. The Board are now preparing the budget for the coming year, and hope to have it ready in time for the session of the Legislature. The Board are also engaged in making plans for the new building, which will be ready in time for the fall term.
very successful. About seventy-one registered in the night school at the Central Building, of whom nearly sixty attend regularly. At the Union Building about forty have been enrolled. It was the original intention of the Board to close these schools with the holidays; but their success and usefulness make it probable that they will be continued some weeks longer.

The Nile public schools, at the close of November, registered 852 pupils: high school, 128; grammar school, 223; primary departments, 501. Average number belongings, 734; average daily attendance, 611; percentage of same, 92. The average of tardiness was but 9. Non-resident pupils, 50. The Union School at Mackinaw is this winter in charge of Mr. S. C. Davis, lately of Watrous, Tuscola county, and formerly of the State Normal School. He is assisted by two ladies. The attendance of pupils is about 160. Mr. Davis expects to grade the school more thoroughly this winter. Some of the pupils of the Flint High School are giving a series of "musical recitals" under the direction of Prof. Fairbank, special teacher of music in the Flint School. Battle Creek has added a normal class to the superior facilities of its high school.

PERSONAL.—Prof. Harrington, of the State University, does not accept the appointment to China which it is understood was tendered him. He will return home as soon as he has finished his scientific work abroad.—President White, of Cornell, formerly of Michigan University, has gone abroad to spend a year. He was recently entertained at dinner, by the Lord Mayor of London.—C. W. Garfield of the State Agricultural College, has received the appointment of Professor of Horticulture and Forestry at the Iowa Agricultural College, with a salary of $1,800 a year. He is reported as eminently qualified for the place.—Mr. R. E. Kedzie, Assistant in Chemistry at the Agricultural College, is spending the winter vacation studying agricultural chemistry in the laboratory attached to the Bassey Institute, Harvard College. — Presidents Jocelyn, of Albion College, is delivering to students and citizens a series of Sunday-afternoon lectures on the evidences of Christianity, that attract much attention. —The Arions, a musical quartette of the same College, will give some public concerts in various parts of the state during the holidays.—Dr. H. C. Wyman, of Blissfield, has been appointed Professor of Pathology in the Fort Wayne Medical School.—Prof. C. L. Whitney, formerly a prominent county and local school superintendent, and one of the founders of the Michigan Teacher, suffered a loss of about $6,000 by the recent burning of his green-house, near Muskegon, with all its contents. Supt. Bernard Bigsby, now of Ishpeming, in the Upper Peninsula, issues the prospectus of the Northern Light, a monthly magazine of literature and science, devoted to the development of the resources and social advantages of the Upper Peninsula of Michigan, which he proposes to start in January. Subscription price $3 a year.—Mr. Isaac Bendle, teacher of the colored school in Ypsilanti, has been made Grand Master of the Iner National of Colored Masons. —Principal Gleason, of the Lansing High School, read a paper on Evolution, at the public meeting of the Lansing Scientific Association, on the evening of Dec. 5th.—Supt. Wogan and his wife have resigned their places in the Sheridan (Montcalm Co.) Schools, on account of the insults and other maltreatment offered them when they attempted to enforce the rules prescribed by the School Board.—A teacher named Cox, lately in charge of a school near St. Joseph, has been maligned for and costs amounting to $27, for undue punishment of a pupil. Such results are uncommon in this state, though trials of the kind are numerous.—Miss Eleanor Smith, formerly a teacher in the Detroit Public Schools, has been engaged to teach industrial drawing in the schools of Newark, N. J., at $150 a month.—Miss E. J. Clark, A. M., of Albion, late Principal of the High School in Lawrence, Kansas, has become assistant in the Hastings High School. Miss Amelia Mushler, a recent graduate of the Jackson (west) High School, has been appointed to the Secondary Department in the Central Building.—Toyama, a Japanese student at the State University, for some years and a very bright one, has been made Professor of Mathematics in a college of his native land, at a very high salary.—A teacher at Green Oak, Livingston County, resigned his place rather than not read the Bible in his school.

MISCELLANEOUS.—The annual meeting of the Lenawee County Teachers' Institute was held in Adrian Dec. 1st and 2nd, with large attendance and interesting exercises. Supt. Bateman, of Hudson, was elected President for the year, and Miss Ella Bateman Secretary.—On the same days a teachers' institute was held at Brighton, Livingston County. The chief and most exciting discussions were upon the questions: "In extreme cases shall we resort to the rod or expulsion?" "Is it the reading of the Bible in our schools that Catholics object to, or do they wish separate schools for sectarian purposes?" —The Allegan Journal puts a question that is equally pertinent in any other part of the state: "Can any one tell us of a school-district in Allegan county where the compulsory education law is enforced? Don't all speak at once?" —The Bay City High School has been furnished with 61 new and improved seats.—The first scientific book issued in Ann Arbor has just been published by Sheehan & Co. It is entitled, Osteology and Myology of the Domestic Fowl, by Victor C. Vaughn.—The Central Building in Ann Arbor has been fitted with a low pressure steam heater, at a cost of $2,500.—The Port Huron Board of Education has just ordered 160 volumes for the school library.—The pupils of the Dowagiac Union have raised a $20 flag over their main building.—The graduates of the Manchester High School have formed an alumni association.—The State Superintendent has sustained the action of the School Board at Hentz's Corners, near Benton Harbor, in hiring a teacher for an evening singing school with the assent of the district, voted at a special meeting.—A school house was recently burned in Genesee County in consequence of proscribed litigation about it.—The Ann Arbor Courier gives the following as a scene in Prof. Kent's law class at the University, after his delivery of a lecture on evidence: Prof.—Mr. B., what is an oath? Mr. B.—It is a call upon the Supreme Being to tell the truth. The solemn limbs almost raised the roof with shouts of laughter, in which the professor joined.

Minnesota.

[Our Editor for the State of Minnesota is Mr. O. V. Tousley, Superintendent of Schools in Minneapolis, but owing to the burning of one of his school-houses, his hands are "too full for utterance" this week. Look for his "salutatory" in our next number.]

ONE eighteenth of the territory of this young state is set apart for its common schools. This gives over 3,000,000 acres of which the average selling price has thus far been six dollars per acre.—The basis of distribution for the school fund was, at the last session of the Legislature, changed. It is now the actual attendance in the schools, instead of the number of persons between five and twenty-one years of age.—In spite of the failure of the Legislature to appropriate funds for the current expenses of the Normal Schools, they have maintained their organization and work. The Legislature of this state will be asked to make permanent appropriations sufficient for their proper support.—The State Normal Board at its last meeting unanimously confirmed the appointment of Professor Charles A. Morey as Principal of the Winona Normal School, and his salary was fixed at $2,000 per annum.

Notes.

—Kiddle and Schenck's Cyclopaedia of Education will be published by E. Steiger, New York, early in January next. It will be comprised in one large octavo volume, of about 860 pages, issued in styles of binding at prices varying from five to ten dollars. The preparation of this volume has been a work of great labor, and has required the co-operation of educators in every part of the country. It will be a necessity to every teacher and school library.—Mr. Steiger has also recently issued Scheller's Map of Turkey and Greece, with special maps of the Black Sea, Constantinople, and the Bosporus. Size, 19x24 inches, lithographed and colored. Price, folded and in cover, 25 cents. Also an edition printed on heavier paper, in three colors, supplemented with a map showing the relative predominance of nationalities in Turkey. Price 75 cents.—An interesting "educational antique" has been unearthed by Dr. Jessop, at Norwich, England, in the archives of which place he has found the constitution of the grammar school existing there in 1558, or nearly three centuries had a quarter ago. The following extract catalogues the classics to be studied: "Of Authors to be read in the School.—The High Master shall read in the Highest Form [called the Sixth] these Greek Authors: Grammarium Cepori, Novum Testamentum, Cebetis Fabulas. Epodi Fabulas, Dialogos Luciasti, Hesiodum, Homerum, Euripidem. And for the Latin tongue every one of these Authors.—Of Poets: Virgilium, Ovidii Metamorphosam, Horatium, Jovianum, Petrum. Of Orators: Tullium ad Herennium, Quintilianum, Andhoni Prognymatterum. Of Historiographers: Commentarii Casariss, Sallustium, Valerium Maximum. Of other Books of Humanity: Officia Ciceronis, or every [250] other part of his Philosophy; Buiulden Oratio, Epeisodum Epistola ad Atticum. Of Grammarians: Thoman Linacreum de Figurius, Erastum de Copia Verborum et Rerum. Note without—

Woman’s right. Johnson says, the princes of Abyssinia were placed for safe keeping, at the wishing to aid in the circulation of the said school, of this city. The latest appointment reported is that of E. A. Lindsey, of the female department, one-half to two-thirds as long a time as the former state, a local court having decided women ineligible to any school office, before night of the next day the Legislature of the state passed an act giving them undoubted right to serve in that capacity.

Mr. W. W. Whitney, of Toledo, Ohio, is a representative music publisher, and his Musical Guest is one of the best of the monthly musical publications. The December number is especially full of fresh and enjoyable music, as well as good literary matter.

The newspapers of South Bend, Ind., report the lamentable case of a little girl of eight years, in the public schools of that city, who has contracted curvature of the spine, from sitting upon a seat too high to allow her feet to rest upon the floor, unless she sat upon its extreme edge, and then she was not allowed to violate a general rule forbidding pupils to lean upon the desks in front of them. The result, after hours and days of discomfort, amounting often, no doubt, to being suffered, is lifelong deformity and disease. The case is a sad one, and a tremendous responsibility for it rests somewhere. We trust the careful age will soon be past when children, in the schools of country or town, can be hung by the middle, resting in mid-air, like Mahomet’s coffin—or rather as Mahomet’s coffin is represented to be—between heaven and earth.

The editors of The Eclectic Teacher, a new magazine published for the last six months at Carlisle, Ky., think of so enlarging its field as to include most of the Southern States, and changing its name with the January number to “The Eclectic Teacher and Southwestern School Journal.” There is a large sphere of usefulness awaiting a live and truly practical school journal south of Mason and Dixon’s line.

The American Architect notes the fact that an increasing interest of the public mind in architecture is gradually putting chairs of architecture into our colleges. Michigan University now has a School of Architecture and Design in successful operation, under the immediate charge of Mr. W. L. B. Jenney, of this city. The latest appointment reported is that of E. A. Lindsey, a Harvard graduate and student in the École des Beaux Arts at Paris, who is to fill the new Chair of Architecture and Applied Art in Princeton College.

School rooms in New York city compare badly with some of the prisons in sanitary conditions. A recent investigation, made by Dr. J. Jones, shows that the air in the male department of “the Tombs” contained 14.7 parts of carbonic acid in 10,000; the female department 8.45 parts. The air in seven schools named in the report of Dr. J. Jones, contained from 14.6 parts to 28.1 parts, averaging 20 parts, against 14.7 parts in the prison of the male “jail-birds.” This is shocking, indeed.

Those who have read Johnson’s “Rasselas” remember his description of the Happy Valley in the Kingdom of Amahara. In this delightful valley, Johnson says, the princes of Abyssinia were placed for safe keeping; at the death of the Emperor one was called thence to the throne.

Milton, in Paradise Lost, vii. 280–284, speaks of the custom, and of the place of confinement, as follows:

“Nor where Abassin kings their issue guard,
Mount Amara, though by some thus supposed
True Paradise under the Ethiop line.
By Nilus’ head, inclosed with shining rock,
A whole day’s journey high.”

Comments on Milton repeat the story substantially as told by Johnson.

Who has not wished to be a prince of Abyssinia, that he might dwell, as Rasselas, in such an Eden of delight? But what is the fact as reported in history?

On the confines of Amhara was a mountain called Gueyeen, or Ambagueexen, very high, and so steep that the few cattle which were allowed upon the summit had to be lifted there by means of ropes and pulleys. On the top of this rugged mountain, amongst shrubs and wild cedars, were a few poor huts of stone and dirt, covered and lined with straw, and with scarcely any tolerable furniture, beside, in which under guard were confined the unfortunate princes of the blood. Here, with allowance of food barely enough to keep them alive, they were obliged to remain till raised to empire or set free by death. No one was allowed to come near them, nor could a message or letter reach the top of the mountain till it had been examined by the jailor. There was for them no “Happy Valley,” or “Palace,” or “Paradise.” Who would be a prince of Abyssinia? Milton, the poet, comes nearer the truth than John, the romancer, for he places the princes on a mountain.

Milton’s knowledge of geography was extensive and minute. Witness: L. x. 695–700:

“Now from the north of Nornumbega, etc.”

“Nornumbega,” puzzling the commentators till Whittier called attention to the fact that it was the Indian name of Bangor, Maine. That name will be found upon a map of Maine published quite early in the seventeenth century.

The Educational Weekly.

We invite all who have mature thought to express to communicate with us. We are happy to say that in this as well as in the gathering of subscriptions, we stand ready to pay for what we get. We do not wish to take the advantage of good writers by swamping off subscriptions for their valuable articles.

According to custom, this first number of THE EDUCATIONAL WEEKLY is sent to many who are not entitled to it, but whose subscriptions are in that way mildly requested. It goes east as well as west, south as well as north, and the real educator in whatever part of the country, will not fail to see the value to him of possessing the successive numbers as they appear. A second number will not be sent unless the subscription price is received, with an order for the continuance of the journal.

The publishers of this journal have resolved at the outset not to furnish gratuitous subscriptions to any party whatsoever. Specimen copies will be sent to those applying for them, but no person will receive the journal regularly without paying for it. We shall be glad to employ the services of competent and reliable agents, with whom we will make very liberal terms, but we cannot afford to pay even two dollars and a half for any indirect service. Those wishing to aid in the circulation of the WEEKLY will please address the publishers for terms.

THE EDUCATIONAL WEEKLY will be sent from this date to subscribers who have paid in advance for any of the journals entering the consolidation, from one-half to two-thirds as long a time as they had subscribed for, according to the price of their journal. If this is not satisfactory to any one, the publishers of the WEEKLY invite such subscriber to send in a notice to that effect, and the WEEKLY will be sent the full time, or the money refunded. It is our intention to supply not less than one volume—twenty-five numbers—of the WEEKLY in place of any volume of the monthlies, and in cases where the subscription price has been $1.50 a volume, we shall send thirty-three numbers of the WEEKLY. The number following your name on the wrapper indicates when your subscription will expire. We hope all will renew promptly.

That the establishment of THE EDUCATIONAL WEEKLY has not been premature, and that it has an army of valiant supporters throughout the West, may be seen from the following quotations from letters received from representative educators:

I heartily rejoice that you are to undertake so good a work, one which I recommended to several gentlemen in Chicago last spring, and an enterprise which in the hands of one possessing your ability and energy, will undoubt-
edly prove a great success in the western field. We greatly need such a paper as you will make, to satisfy the demands which already exist for first-class educational journalism, as well as to aid in the creation of a larger reading class in our profession. This field is so large that when you and I have done our best, others may be able to say, “Still there is room.” I doubt not your success will be large and merited. I most heartily bid you good speed and God speed.—T. W. BICKNELL, Editor of *New England Journal of Education*.

Such a publication is very much needed in the West, and can but receive a most hearty welcome from every live teacher. The plan of a consolidation of the several monthlies is most excellent.—Prof. H. N. CHUTE, Ann Arbor High School.

Wishing you all success in a worthy enterprise, and assuring you of such assistance as I can render toward its firm establishment, I am, etc.—Supt. J. L. PICKARD, Chicago.

I am glad to hear that you expect to enlarge your borders. I shall cheerfully contribute when I can.—Prof. W. C. SAWYER, Lawrence University.

I see nothing but success in your enterprise; and you know I will win it if labor and intelligent zeal can do it.—Prof. EDW. OLNEY, University of Michigan.

I fully endorse the idea of consolidation, and am glad that you are going to bring it about. May success attend you in your enterprise.—Prof. S. H. WHITE, Poria, Illinois.

The enterprise seems to me especially timely. There is no doubt that the educational interests of the West greatly need just such a journal as you contemplate—a journal that shall contain the best home-work and heart-work of the best educators we have. Such a journal will, I believe, in one year, more than double the amount of educational reading done by teachers in this state.—Supt. W. S. PERRY, Ann Arbor, Mich.

If several monthlies could be combined, so as fairly to open up a field, I should think well of the project.—JOHN BASCOM, President University of Wisconsin.

I strongly favor the proposed consolidation of educational periodicals.—Pres. W. W. FOLWELL, University of Minnesota.

The time seems to us ripe for just such a consolidation as you propose, and we go into it most cheerfully. Your arrangements, so far as we are informed of them, seem everywhere admirable, and we cannot doubt that the enterprise will be a grand success.—H. A. and KATE B. FORD, Publishers, *Michigan Teacher*.

I would rejoice to see a live, well-edited weekly replace our monthlies, if it could really replace them so as to reach anything like the same number of readers. The great army of teachers about us needs encouragement, inspiration, and guidance, and I should hail any project that promised better results in this direction.—Prof. ADELAIDE ADEKIN, Chicago University.

In general, I believe in concentrating journals, but care must be taken not to have them so far apart that local wants cannot be fairly met.—Pres. J. B. ANGELL, University of Michigan.

The idea of publishing a western educational journal is certainly an excellent one.—Prof. G. CAMPBELL, University of Minnesota.

A strong, well-edited weekly would be worth more than twenty times the number of feeble monthlies that are now struggling for existence, and I am willing to do all I can to support just such a paper.—Pres. D. C. JOHN, Wisconsin State Normal School, Milwaukee.

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