The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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THE ILLINOIS SCHOOLMASTER, Illinois.
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Editorial.

The watchword during the late presidential canvass was "Reform"! It was echoed and re-echoed by both political parties from Maine to Texas, from Florida to Oregon. The throats of noisy stump orators were made hoarse through their frantic appeals for "Reform." The ears of the groundlings were split by the shouts of Democrats and Republicans alike for "Reform." And since both of these mighty champions of public morality came so near winning the race that neither yet knows which is the victor, we think it may be safely claimed that the people have rendered a verdict in favor of "Reform." There is no manner of doubt that honest people always desire a reform whenever or wherever there is dishonesty, either in public affairs or in private affairs. There is no doubt that the incorruptible desire a reform from corruption, and that the patriotic desire to be similarly relieved from that blind partisanship which would sacrifice everything at the shrine of faction.

But the question is how are these reforms to be effected? Where are they to begin? When are they to begin? How are they to be made the most thorough and complete? And last, but not least, who are to become the reformers? We are accustomed to say that parties are corrupt. How then are the dishonest and the corrupt to reform dishonesty and corruption? Do men gather grapes of thorns or figs of thistles? No more can corruption put on incorruption or dishonesty and wrong clothe themselves in the spotless garments of righteousness and purity. No; the simple truth is that political parties spring up from the mass of the people. Parties and politicians, however dishonest and corrupt, are of the people. They are the people organized for political conflict. When, therefore, parties and politicians are charged with corruption, it is implied either that the people are themselves corrupt, or that their self-constituted leaders are so. If the leaders, that is, the professional politicians, alone be corrupt, then it is a sad commentary upon the intelligence and virtue of the rank and file of both parties, that is to say, of the people themselves, that they permit them to remain in place and power.

That species of honesty which will wink at dishonesty in others is no honesty at all. It is a mere pretense. That sort of honesty which will not do its best to expose and defeat dishonesty wherever found is a delusion and a snare. That private citizen claiming to be upright in private affairs, who yet knowingly aids, abets, and upholds corruption and wrong in public affairs, is simply himself at heart a knave. He is worse. He is a traitor to the cause of morality and good government. He is a curse to society. The man who will swindle the Government will swindle his neighbor if he has an equal chance to escape detection. Public corruption is merely the outcropping of private corruption.

So then, since parties and party leaders are of the people, their dishonesty and corruption may be readily traced back to its real source. There are dishonest people who are neither politicians nor public officers, and there are politicians and public officers who are not dishonest. Dishonest citizens make dishonest public servants. Corrupt men in private life will be corrupt, still, in public life. On the other hand, the truly pure and honest in private life will be none the less so in public station. A genuine reform, then, must be secured by electing only the virtuous, the capable, the honest, and the incorruptible to places of responsibility and trust. If the great majority of the people be truly honest, truly intelligent, and truly capable of participating in public affairs, there will be little chance for dishonesty and corruption to creep into public places. Such a people will have the penetration to discern, the virtue, wisdom and patriotism to elect only the honest and the worthy to office. But with every fifth voter an illiterate, and with two-fifths more of those educated, it is evident that a people may be corrupted. Public corruption may be thus brought about, as it is now brought about, by the votes of the people. The work of reform must begin at home. It must begin in private life. The reformers themselves must be reformed. The work of reform must begin at the ultimate source of all political power. Public morality and virtue can have no secure basis but in private morality and virtue. The reform of parties, to be true and lasting, must necessitate the reformation of a large mass of citizens who ought to be better instructed and more wisely educated. It must begin with the children, that should be trained to be intelligent, prudent, honest, virtuous, clear sighted, self-reliant, patriotic, and brave. The foundation of good citizenship may be laid only in childhood. The habits then formed, the tendencies then developed, and the tastes fostered, whether for good or evil, are decisive of the whole
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future. The grand question then is, what shall be the character of the influences, the training, or in other words, the education of this seed time of human life? O for the statesmanship that can penetrate through shams, shadows, subterfuges, and secondary causes to the perception of this primal truth in social and political economy, and to the inauguration of a policy that shall put it into practice throughout the length and breadth of the great republic!

It cannot be too frequently or impressively affirmed that education is the chief moulding power of nations, as of individuals. As "a man is what he is principally through education," so nations, which are but aggregations of individuals, must shape their characters through a wise and generous education of their children and youth. What is the testimony of history as to the potency of this power? Everybody knows to what dire extremities Prussia was reduced by the wars of the first Napoleon. It is well known that at the battle of Jena, in 1806, her whole military force was annihilated; that within a week thereafter every scattered division of her army fell into the hands of the enemy; that the conqueror took up his quarters at Berlin, emptied the arsenal, and stripped the capital of its art treasures; that by the treaty of Tilsit the Prussian King was deprived of half of his dominions; that a French army, two hundred thousand strong, was quartered upon his resources until the end of the year 1808; that Napoleon exacted of Prussia a hundred and twenty millions of francs after her principal sources of income had been appropriated by him, either to himself or allies; that to meet these exactions, loans were made, while her own armies must be recreated, bridges rebuilt, and ruined fortifications repaired, and that so great was the public extremity that the Prussian ladies sent their ornaments and jewels to supply the royal treasury.

It is needless, however, further to describe the utter straits to which the prostrate nation was reduced. The point to which we desire especially to draw attention is the broad statesmanship that was able to rise superior to the calamities of the hour, and strike out the true path to national regeneration, and to a more than complete restoration of that material, moral, and political power which is embodied in the United Germany of to-day. The whole story is told in this single sentence: "The Minister of Public Instruction begs you to believe and to assure M. Pestalozzi that this cause is the interest of the Government, and of his majesty the King, personally, who are convinced that liberation from extraordinary calamities is fruitless, and only to be effected by a thorough improvement of the people's education." In accordance with this declaration, the most thorough and effective measures were inaugurated for the "improvement of the people's education." Schools were reorganized; teachers' seminaries were established; the most searching system of inspection and supervision was put in operation; and school attendance was made obligatory. The consequences were that the whole people were educated, the national resources were developed, prosperity restored, and within two generations of the humiliating events just narrated, Prussia returned to her enemy the bitter cup so mercilessly pressed to her own lips in 1806. The French territory was invaded, the empire was overthrown, the third Napoleon was a prisoner, Paris itself was captured, and the terms of peace were dictated to a prostrate foe. Is it possible for any lesson to be more instructive? Is it possible for the great republic to profit by it? As all abuses spring either from ignorance or wrong, so the reformation of all abuses, as well as recuperation from all disasters, must be effected by reforming and "improving the people's education."

Civil service reform has passed the conventions and found its way into presidential platforms, and into the letters of candidates; but it needs a much more powerful popular impulse to carry it through Congress. He is a poor student of human nature who expects Congressmen to vote away from their own control the very patronage by which they, in so many cases, obtained their nominations, and through which they expect to secure a renomination. The clear, fixed, and unmistakable demand of the people, can alone carry the measure through the national legislature. Besides its immense political importance, which every true statesman acknowledges, this reform has an educational value which ought to commend it to every friend of American schools. Let it be demanded that the sixty thousand men needed for the government service—the so-called "civil service"—of this country, shall be chosen from those who have passed a satisfactory examination in the branches of learning requisite for the several positions, and at once our incipient politicians, and would-be public servants, would find it important to frequent the schools rather than the saloons, and to study other arts than that of managing caucuses and conventions. Scholarship would be at a premium, and the impulse of a new and legitimate ambition would be felt in our high schools and colleges.

Why should it not be considered as proper for a young man to choose the civil service of his country as a profession, and to seek to educate himself for it, as to choose the law, or medicine, or engineering? A nation of forty or fifty millions, with an extent of territory as great as ours, must necessarily employ a large number of men; and if we add to officers of the national government, those required by the state governments, the numbers will, perhaps, exceed those of any one of the great professions. At least a hundred thousand men find employment in the public service. Take these civil employments out of the reach of civil service reform has passed the conventions and found its way into presidential platforms, and into the letters of candidates; but it needs a much more powerful popular impulse to carry it through Congress. He is a poor student of human nature who expects Congressmen to vote away from their own control the very patronage by which they, in so many cases, obtained their nominations, and through which they expect to secure a renomination. The clear, fixed, and unmistakable demand of the people, can alone carry the measure through the national legislature. Besides its immense political importance, which every true statesman acknowledges, this reform has an educational value which ought to commend it to every friend of American schools. Let it be demanded that the sixty thousand men needed for the government service—the so-called "civil service"—of this country, shall be chosen from those who have passed a satisfactory examination in the branches of learning requisite for the several positions, and at once our incipient politicians, and would-be public servants, would find it important to frequent the schools rather than the saloons, and to study other arts than that of managing caucuses and conventions. Scholarship would be at a premium, and the impulse of a new and legitimate ambition would be felt in our high schools and colleges.

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If it is true that the schools are maintained at public expense for the public good; if education is essential to public well being and safety, then why not make this demand on it to fit men for the public service? Education in the places of trust, in the places where the people's interests are cared for and the public work is done, must be doubly useful. To educate, at public expense, for the private calling and not for the public—to prepare educated men for the care of personal lives and fortunes, and not for life and fortune of the nation, is caring for the lower and neglecting the higher interests. Let the nation ask for itself the first pick from our schools. Let the Government show its faith in these schools which it ordains, by asking them to prepare men for its service.

The opponents of civil service reform seek to blink the true issue by asking, in a sneering way, if we expect to be able to
select a good postmaster, or treasury clerk, by a simple examination in geography, grammar and arithmetic? No, certainly not. But why ask a question so irrelevant? Let it be kept clearly in mind, and before the people, that a true civil service reform includes these three things:

1. The removal of civil service officers, only for proper cause, such as incompetency, dishonesty, or neglect of duty.
2. The filling of all vacancies as they may occur by deaths, resignation or removals for cause, with candidates of approved competency, elected by competitive examinations, not only in the necessary branches of learning, but in all the special information and training required for the place proposed to be filled.
3. A regular system of promotion from lower to higher positions, on a like competitive examination, and on proof of fidelity and marked efficiency in the lower position.

We will hold both parties, and whichever of their candidates may prove to be chosen president, to the pledges in their platforms. Let nation, state, city, and towns, choose their public servants (such as are appointed, not elected), in this way, and the rottenness and corruption which pervades public affairs in this country will soon come to an end.

AN AMERICAN MATHEMATICAL JOURNAL.

The following circular is being sent to those presumed to be interested in mathematical studies, in all parts of our country:

Baltimore, Nov. 8, 1876.

Dear Sir,--It is believed that a periodical of a high class, published in America, in which mathematicians might interchange ideas, and impart their investigations and discoveries, has been long felt to be a desideratum, and that the want of such a medium of communication operates as a serious impediment to the propagation and advancement of mathematical knowledge in this country.

This want it is proposed to supply by issuing, at regular stated periods, and probably in a quarto form, a journal, to be called the American Journal of Pure and Applied Mathematics. Previous attempts to found such a journal in the United States have been made, but without permanent success—a result partly owing, it may be supposed, to the want of sufficient contributions of a nature to attract subscribers, but still more to the expense and risk unavoidably attendant on an undertaking in which only a limited portion of the public can be expected to take an interest. It rests with the mathematicians of America themselves to obviate the first named cause of failure, although it should be stated that whilst to them the promoters of the undertaking look for their principal support, they confidently anticipate receiving valuable contributions from mathematicians of eminence in the old world. The financial difficulty, it is hoped, may be overcome through the public spirit of the Trustees of the Johns Hopkins University, who, there are grounds for believing, may be induced to afford to the proposed American Journal the same aid and "furtherance," as has for many years been afforded to Crelle's Journal of Pure and Applied Mathematics, by the enlightened government of Prussia, by bearing, for some time at least, the expenses of the publication, in the event of its not proving self-supporting. To in order to have a ground for making an appeal to these gentlemen, acting in their fiduciary capacity, to take upon themselves this responsibility, it will be necessary to prove to them that the want of such a journal is generally acknowledged and widely felt, and that the mathematicians of the country are disposed to give the one we contemplate conducting their adhesion and support.

In the event of our proposition to found an American Journal of Pure and Applied Mathematics meeting your approval, we shall be glad to hear from you at your earliest convenience to that effect, and to be favored with any suggestions that you may deem likely to be conducive to the success of the undertaking by letter directed to the Johns Hopkins University, to the address of any one of the undersigned:

I. I. SYLVESTER,
S. NEWCOMB,
H. A. ROWLAND,
W. E. STORY.

We give our most cordial welcome to the enterprise, and as the circular asks advice, we will give some reflections which the circular has awakened in our mind. (1) It is to be borne in mind that the number of mathematicians in this country, who have the leisure or the attainment to profit by such a journal as Crelle's, is exceeding small—by no means sufficiently large to afford adequate support to such a journal. (2) Every year is adding to this small number, and would add much more rapidly if there were some proper stimulus and helps. An American Journal of Mathematics can supply just this stimulus and just these helps, if it is directed to that end. (3) But if it shall be so fortunate as to secure something in the nature of an endowment, either temporary or permanent, from the fund of the University referred to, and if this shall be the occasion of a failure to feel the pulse, or come into practical connection with the body of our mathematical teachers, the journal will, we fear, exist but to embalm the thoughts of a precious few, rather than to elevate the many, and develop the mathematical talent of the country.

For the past four or five years the writer's correspondence with the teachers of mathematics in our country has been quite extensive, and judging from this there are certain features which would be absolutely necessary in such a periodical, if it is to take hold of our mathematicians and aid their advance. Perhaps no single feature would awaken at once a more widespread and lively interest in the paper than the assurance that the "History of Mathematics" would be ably and reliably treated in it. Then, as the larger part of those who should be the subscribers and readers of such a paper are overworked and poorly paid teachers, a department which would help them in their daily duties would be most gratefully received. In this department, broader, more thorough, rational, and modern views could be presented of those subjects which these teachers are daily teaching. Material, by way of problems and their solution, should be furnished; the methods of teaching, and the range of topics embraced in the schools and text books of other countries, should be set forth; and in all possible ways it should be the aim to acquaint the educational weekly.

H. A. ROWLAND.

Jan. 18, 1877]
A STATE SYSTEM OF EDUCATION. *

According to the last Annual Report of the State Superintendent the total valuation of public school property in the state is $4,979,169. The total amount expended in the public school service during the past year was $2,066,375. In round numbers, the sum of five millions of dollars is invested in school buildings, sites, and apparatus; and the sum of over two millions of dollars is annually expended for teachers' wages, building and repairing, apparatus, libraries, etc. This large investment, however, is for a large and preeminently important object—the education of nearly five hundred thousand children, the number of those of school age in the state.

Looking at our public school system in the light of its aggregate cost, and in the light of the ends to be secured by it, the question whether it is most efficiently working out the ends sought, is one of the highest interest and importance, alike to teachers, to legislators, and to the people at large. After careful consideration of this question, your committee would call attention to what they believe to be certain defects and weaknesses in the system, which largely impair its efficiency, and call for early correction.

The vast majority of the common schools of the state are ungraded schools in rural districts, each controlled by a board of three persons, subject to the general will of the district as expressed by popular vote in district meetings. These districts are small, not averaging more than the fifth part of a township, and are petty educational republics, independent of nearly all external authority. They determine the location and character of school buildings, select the teachers and text-books, decide for how many weeks the school shall annually continue, and vote what they deem proper for teachers' wages. Some of their laws are subject to limitation by general law; but practically the schools are good or bad, long or short, as the character and ability of the board may decide. An inspection of the schools supported by this system shows the prevalence of the following facts:

1. The immediate management of them is in the hands of about 15,000 district officers. A large proportion of these, who are supposed to represent the educational sentiment and intelligence of the people, are lacking in the culture and experience to perform wisely the duties of selecting teachers, courses of study, text-books, apparatus, etc., and of locating buildings, and equipping school-houses.

2. Representing three families of the petty neighborhood district, and governed by neighborhood partialities or enmities, extending to many or all of the other families, these officers are largely influenced in their selection of teachers by relationship and favoritism.

3. The teachers are too often unqualified for their work, in age, experience, and attainments; and they are perpetually changing, not remaining in the same schools, on the average, so long as one year.

4. Local and to a large extent voluntary taxation being the chief source of support of the schools, there is a great lack of uniformity in their cost as well as in their character. When on the one hand not infrequently a refusal to vote a reasonable tax is the cause of a poor school, a short school, or even (occasionally) no school; on the other hand in rural as compared with village and city districts, the poorer school is very frequently supported by the higher tax.

5. The schools are generally ungraded, without well defined courses of study, and uniform and sufficient text books.

6. Attendance is very irregular, partly from want of systematic efforts on the part of the officers to prevent it, partly from lack of excellence and interest in the schools, and partly from inconvenience of their location.

7. Statistical reports are of course defective, as much so that those of any given year may be considered of little value in themselves, their worth under the law of averages, being only comparative.

8. Supervision is defective. County Superintendents do much to remedy some of the evils here enumerated, but their power for good is greatly lessened from the following causes: (a) They are frequently persons without proper qualifications. (b) They are nominated and elected by political parties, and their continuance in office is too frequently dependent upon popular and political influence rather than upon a strict and efficient performance of official duties. (c) Their tenure of office is too short for anything like systematic work and progress. (d) The number of schools under their charge is too great to insure results of much value from personal inspection of the work of their teachers. (e) The salary paid them is so small that it does not secure properly qualified incumbents, or it secures such only temporarily, or it commands only a portion of their time and thoughts, the balance being given to some professional or other occupation.

Besides the sources of weakness in the school system already enumerated, your committee would call attention to the fact that at best the majority of children, from the necessarily brief period of their school life, obtain little more than the key of knowledge—the chief of which is the art of reading. To give children access to the world of recorded knowledge for which school life has simply prepared them, and in which they will largely find the elements of successful living and good citizenship, is no less the duty of the State—or at least a no less wise act on the part of the State—than to put into their hands the keys of preparation. Of what use is a knowledge of reading to him who has no books; or a knowledge of geography to him who never looks into the history of a country? Hence the library should supplement the school, as was believed by the founders of our state, for the constitution of Wisconsin expressly provides that the income of the school fund shall be applied not merely "to the support and maintenance of common schools," but to "the purchase of suitable libraries therefor."

Your committee would briefly sum up what they believe to be the serious defects in our present state system, as follows:

1. Excessive subdivision of territory and local independence.
2. Lack of uniformity in the burdens of cost.
3. Lack of uniformity in the character and amount of instruction.
4. Lack of intelligent, permanent, and authoritative supervision.
5. Lack of sources of supplemental knowledge and culture in widely diffused and suitable libraries.

Your committee have given mature consideration to the question of remedies for the evils conceived to abound in our present system, and already enumerated, and are prepared to recommend with substantial unanimity the following outline scheme of what they believe would prove a system at once more vigorous, economical, and effective. The recommendations are such as have been approved by experience in other states and countries, and as must commend themselves, it is believed, to the judgment of practical men, as suiting to accomplish the ends sought.

We recommend:

(a) That the entire educational interests of the state, including those of the University and the Normal Schools, should be managed by a State Board of Education, consisting of eleven members, nine of whom shall be appointed by the Governor, with the consent of the Senate, the term of one-third of their number expiring biennially. The State Superintendent and the President of the University shall be ex-officio members of the Board. In the appointment of members, the Governor shall not be influenced by political considerations, but solely by those of eminent fitness.

(b) The State Superintendent shall be appointed by the Board for a term of four years, and shall serve as secretary of the same, his duties in general being the same as now.

(c) County Superintendents shall be appointed by the State Board, to hold office during the pleasure of the same, for a term of not exceeding three years, to be paid by the State a salary fixed by statute, and graded in some just relation to the number of school children under their charge.

(d) Each town shall appoint a Supervisor, who shall have immediate supervision of the schools of the town, and shall act under the general direction of the County Superintendent.

(e) There shall be, outside of cities and incorporated villages, only three different units of educational territory—the State, County, and Township, the latter by the abolition of the present district system, becoming the smallest territorial division in school government. But for convenience, County Boards of Supervisors may, in certain cases of geographical difficulties, on recommendation of the County Superintendent, create joint township districts by the union of two or more, or portions of two or more, civil townships.

(f) In each school township, so far as practicable, there shall be a central high or grammar school, made obligatory by law. In this school, and in the primary schools of the township, there shall be well defined courses of study, absolute uniformity of text-books, and uniformity in methods of instruction and discipline.

(g) For all important work done by town educational officers, reasonable compensation, to be fixed by law, shall be paid, and strict accountability required for the faithful performance of every duty.
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secured at once, and even the wisdom of merely attempting to secure a portion of the means of education to carry out that policy is necessary. All the State should do is to suggest that there is a single one of these measures so related to education that if, as already intimated, the management of that school contributes to the general practice, it is a great advantage. But parents are prone to think that the drill. This is a great advantage. But parents are prone to think that the school is a great advantage. But parents are prone to think that the school is independent, above dictation, directly contributing to the best established rule, the fullest and fairest examinations throughout the State for teachers of the same grade shall be the rule, with such exceptions only as local or temporary circumstances may render necessary.

A system of township libraries, the joint creation, like the schools, of State and local action, the books to be selected from lists approved by the State, and to be purchased by the State, on low terms by contracts with publishers. Your committee are well aware that some of the changes herein recommend are, for Wisconsin, great and radical changes. Believing that they would all be useful changes, but recognizing the probability that they cannot all be secured at once, and even the wisdom of merely attempting to secure a portion at first, we here suggest that there is a single one of these measures so related to the others, and so important to the present welfare and future progress of our school system, that to secure this at the earliest day, the friends of public education ought to put forth immediate and earnest efforts. We refer to the recommendation of a general state school tax, and we offer the following reasons to show why this should be first secured, and should be promptly secured.

1. It is a centralizing and strengthening measure. The more the State directly contributes to the cost of every school, the clearer its right to a voice in the management of that school.

2. A more liberal amount of support for the schools furnished directly by the State would secure, as nothing else can, an approach to that "uniformity" in extent and character of school privileges, for which, as already intimated, our State Constitution seeks to provide.

3. A state tax is the fullest and fairest expression of the principle underlying the common school system, that education is a state concern, and that the property of the state shall educate the children of the state. A tax uniformly assessed and uniformly distributed throughout the State, is the most perfect means of equalizing burdens for the common good.

4. If the State annually distributes a good portion of the cost of maintaining the schools, it has, through the device of "payment by results," one of the strongest means of securing desirable results—great regularity in attendance, more accurate statistics, etc.

5. Most of the states of the Union give support to their schools by the state tax, even in those cases where the permanent school fund is relatively larger than our own. Its benefits are these fully demonstrated and recognized. And in the few states not thus supporting their schools, the highest educational authorities are earnestly recommending a change in conformity to the general practice.

Respectfully submitted,

JOHN BASCOM,
EDWARD SEARING,
JAMES MACALISTER,
W. H. CHANDLER,
E. B. WOOD,
W. D. PARKER (not present),
Committee on State System.

LARGE SCHOOLS.

Large schools are, as a rule, better than small ones, as large colleges are better than small ones. They are better furnished, more systematic, less subject to whims and caprices, more governed by the best established educational principles and practices. The great thing about a first-rate college is that there no respect needs to be paid to the ignorant prejudices of private patrons, to local requirements or individual whims. A great college has a life experience, and traditional and cumulative wisdom of its own. It has its own ideas of education, and it carries them out without consulting patrons or pupils. Small colleges must seek patrons and accommodate themselves to the whims of parents, and then to the whims of pupils. It is very much so with great and small schools. Great schools are independent, above dictation, discouragement, beat down private caprices, compel all to submit to their drill. This is a great advantage. But parents are prone to think that the more special the attention given to their own child the better the child's chance. This is a natural mistake, but a serious one. If every soldier in a company were drilled by himself, he would not learn the soldier's business half as well as when drilled in company. It is the compulsion of the common movement that carries each boy or girl in a class forward. Children's faculties are often blighted by too direct attention. Indirect pressure upon them as parties in a common movement is much the healthiest and most effective method. A school where the individual pupils need or require much direct attention is not a good school.—Liberal Christian.

THE FRENCH "DICTIOANNAIRE DE L'ACADÉMIE." *

Prof. Alfred Hennequin, University of Michigan.

Nearly every student of the French language has heard of the French Academy, that most influential of all European literary societies, founded for the purpose of refining the French language and style; nearly every student of the language is aware that Cardinal Richelieu's idea in founding the French Academy, has been, to a very great extent, realized; but very few students, I believe, have had occasion to see, in its progressive form, the great work of that body of learned men, I mean the different editions of the "Dictionnaire de l'Académie."

There have been seven editions of that standard work; and as each one has its particular features, showing the very growth of the language itself, I intend to give some general outlines of each edition, thus calling the student's attention to the changes the language has undergone since 1635—date of the foundation of the "French Academy."

The first edition of the French "Dictionnaire de l'Académie" appeared in 1694. Before writing the work, the first difficulty to overcome was to fix upon a certain plan. After several proposed plans had been discussed at length, the Academy determined to base French orthography upon classical Latin, and to place the words in etymological groups, instead of the now used alphabetical order of words.

The second edition was published in 1718. The whole plan of the work was changed. The alphabetical order of words was adopted on account of its practical advantages. Many new words were introduced into the language, most of which pertained to sciences and arts. French orthography was also much simplified by doing away with a large number of useless letters in certain words: voix became voie; neopè, neorse; matière, matières, etc., etc.

The third edition dates from 1749. This edition seems to give way to the then popular form of the language. Very great changes take place in the orthography of words derived from Latin or Greek; for instance, trièr for trois; file for phiole, etc. In fact more than five thousand words are changed, and in most cases written as pronounced.

Fourth Edition, 1762.—Finally the "Académie" sanctions the idea put forward by Sylvius, (1531) that of making a distinction between the letters / I and Y; L and V. These changes had, long before this date, taken place in Holland and England.

Fifth Edition, 1795.—A law, dated 1st day, year III, of the French Republic, authorized two firms—Smits, Maradon & Co., and Bossange—to publish the dictionary of the Academy, with marginal notes by the best authors of the day. The work did not materially change, as published by the Academy in 1795; but the two editions that appeared in 1799 and 1814, published by the above firms, made radical changes in the work. The dictionary followed the ideas of the time. After the Revolution, the Academy reconquered its right over the language.

Sixth Edition, 1835.—This edition does away with most of the changes introduced in the revolutionary editions; but finally accepts français for français; avoir for avoir; anglais for anglais, etc. Basin, a well-known author, had demonstrated the need of this change in 1692. Indeed, the Academy alone, for at least a period of fifty years previous to this edition, continued to use this old orthography. A few words, belonging to argot, were introduced in this edition. This was the first step towards truly allowing the nation to form its own language.

Seventh Edition, 1858.—It had been the custom of the Academy to publish a complete edition, but as a historical study of each word had been added to this edition, the new dictionary became a wonderful undertaking, and had to be published in parts. The first part of this seventh edition appeared in 1858. It is an in-quarto of 368 pages. The second part appeared in 1865. The third part has just been published. There will be 75 parts to the work. Each part costs $2.00. The complete work will therefore cost $150.

Eight years, at least, will elapse between each part, thus occupying 600 years for its completion.

*See J. Tell, Les grammairiens français.
THE EDUCATIONAL PROBLEM: LORD CHESTERFIELD’S SOLUTION.

ELLA G. IVES, CHICAGO.

There are educators and educators: the noble Earl of Chesterfield was one of the former. Why he trod so closely upon the heels of a great success that he made a magnificent failure, we may do well to consider.

The letters of Lord Chesterfield to his son rank high among English classics; many of them are epistolary jewels without a flaw. There are sentences which flash light; plain Saxon words polished into prisms that hold the rainbow. But the letters are more than models of diction; they contain a great man’s experimental solution of the educational problem. The subject of the experiment was an only son; the motive an absorbing love, mingled with that sin whereby fell the angels; the agencies, all the resources of a man royally dowered both by nature and by fortune; the aim, worldly success. In spite of this conjunction of favorable stars, he is dull who fails to read experiment was an only son; the motive an absorbing love, mingled with that sin whereby fell the angels; the agencies, all the resources of a man royally dowered both by nature and by fortune; the aim, worldly success. In

Between the lines the word, unlike other things, certainly, seem rather doubtful; represent, but do not pronounce, and, if you would convince others, seem open to conviction yourself. One is reminded, in passing, of Franklin’s resolve to strike the words, “certainly,” “undoubtedly,” out of his vocabulary, and to adopt in their place, “I apprehend, or imagine.”

From Leipsig, the young student goes to Berlin, that he may frequent the court, and begin the study of the world from which he is expected to derive the knowledge of mankind. Books are still his companions, but lest they alone lumber rather than furnish the brain, they are to be supplemented with travel and society—the most instructive of all pages to the ambitious. The three courts of Berlin, Dresden, and Vienna perfect their polish to the young traveler, and he is exhorted to “extract the spirit of every place.” Then follows travel in Italy, and a residence at Venice and Rome, where the useful and the ornamental are to be acquired. The Italian language is learned, and special study given to the government.

France succeeds Italy, that the language may be mastered, and a more important gain be secured, the “surface Christianity” in which the French excel. The tutor is relieved from his charge, and Stanhope, now eighteen years old, makes his débüt at Paris. That “immense folly, the world,” now demands the chief attention, and everything else is to subordinate to polish. Writes Chesterfield, “The solid and the ornamental united are undoubtedly best; but were I reduced to make an option, I should without hesitation choose the latter.” The precept, “savoir en modier, fortier en re,” furnishes the theme for every style of discourse, from grave to gay, of which the versatile pen of Chesterfield is master. The nobler element conspicuous in the earlier letters becomes infrequent. The grace of form remains, but the light is slowly fading, leaving but sombre grays in the character of this man who boasts that “the ruling passion of my life has been to please; my great object to make every man I met with like me, and every woman love me.”

The allurements to virtue, honor, right, as intrinsically lovely, grow rarer, and they are advocated, if at all, as matters of policy, mere factors of success. The father who acknowledges, “a thirst, a rage for applause,” seeks to make this ruling motive of his son’s life. No word or deed is omitted that may serve this purpose. Our admiration for the resources displayed yields only to our sorrow that they were not worthily employed. For Lord Chesterfield is still masterly. He even paints immorality with the delicate touch that disguises repulsiveness. His visé is so like virtue that it might deceive even the vicious. It is no rank up growth flaunting its green crown of warning. But these letters are veined with insidious poison, for the mind not proof against its subtlety.

“You have found out,” writes this shrewd analyst, “that every woman is infallibly to be gained by every sort of flattery, and every man by one sort or other?” “Practice all the arts that ever coquette did to please.” “Man or woman cannot resist an engaging exterior; it will please, it will make its way. You want it, seems, but quelques couche; for God’s sake, lose no time in getting them.” So supremely important is the conquest of the Graces, that even immorality is included in the allies that may hasten the victory. “Duty towards God and man,” the first rule for the boy of thirteen, is put last in the category for the man of twenty. The chord of Self gives no uncertain sound, when touched by this practised hand. Yet in the letters covering this period, there is much that has the true ring. The real nobility in this man’s nature, like a lingering twilight, seems reluctant to depart. Chesterfield’s loyalty to his mother tongue and zealous protection of her purity, are admirable, and welling from suggestion of unworthy motive. As regards books and authors, his advice is the best, but in the main, these finishing touches to the education of the boy are mere veneering; the two years at Parce are hollow years.

The Parisian training is succeeded by a residence at the electoral courts, and at twenty-one, young Stanhope takes his seat in Parliament. The first round of the ladder has been climbed, but the crucial test is yet to be met. Goaded on by his ambitious father, he speaks, falls, and forever after holds his peace. The further career of this much taught son is devoid of interest, save as it completes the failure of his remarkable training. The decadence in the instructor is rapid, and the springs of action partially hidden in his own manhood are bare and unsightly in his old age. Educating his son, Lord Chesterfield has shaped his own character, and given to all posterity the warning of a splendid ruin.

—There is a phase of education in the Government academies at West Point and Annapolis, which is worthy the attention of all educators. Those young men have large amounts of manual labor to perform. They have to slush decks, and tar ropes, and scrub and scour guns. There is no namby-pambyism there. A young man who is afraid of soiling his hands and boots, has a rude awakening when he enters these institutions. Nothing is too dirty or too hard for them to do, if it be within their powers. As a result we have, not a lot of educated helplessness; men who can plough their way through life, making a furrow of their own; men who can plane a board, or dig a rifle pit, as well as read French. We need more such men-producing institutions.

C. A. MOREY.
STATE DEPARTMENTS.

Minnesota.

The graduating exercises of the Saint Cloud State Normal School occurred on the evening of December 20th. The class numbered ten persons, of whom seven were ladies and three were gentlemen. The new term began January 3d. Rev. D. L. Kiehle, Principal.

Senator Liasaw, of the Minnesota Legislature, has signaled the first work in the session of that august body by the re-introduction of the famous school book bill, designed to set up the State in the publishing business, and appropriating $75,000 therefor. It is generally understood that the prime mover in this scheme is Ignatius Donnelly. Outside barbarians will look with some interest and no little amusement for the outcome of this new departure in the "Gopher State."

Iowa.

STATE TEACHERS' ASSOCIATION.—The Association met Tuesday afternoon, Dec. 26th, at Grinnell, and was called to order by the President, Supt. C. P. Rogers. About eighty teachers enrolled their names. During the enrollment, Prof. T. S. Parvin, who has been identified with the educational interests of Iowa since 1848, addressed the Association on the progress of education in Iowa, as shown by the exhibit at the Centennial Exposition, and by the annually increasing attendance at these meetings.

At the assembling of the Association in the evening, Pres. Magoun, of Iowa College, extended a cordial invitation to the teachers to meet at his house for social reunion and good cheer, after the close of the session. President Rogers then delivered his inaugural address. It was able, thoughtful, and practical. Prof. J. B. Young, of Davenport, followed with a scholarly and forcible paper. Subject: The Responsibility of the School, for the Personal Development and Culture of its Pupils.

WEDNESDAY, DEC. 27th, EVENING SESSION.

After the opening exercises, President Rogers appointed the following committees:


Committee on Resolutions: Mr. J. Valentine, Mason City; S. L. Maxier, Albia, and B. T. Truchblood, Oskaloosa. Committee on Nominations: Mr. H. H. Seely, Oskaloosa; M. E. Colby, Maquoketa; and Miss E. E. Finek, Tipton.

On motion the publication of the proceedings and papers of the Association was referred to a committee consisting of Pres. Gilchrist, Supt. Rowley and Prof. Eldon. Papers were then read by Miss Kate N. Tupper, of Marshalltown, on "The School Library," by Supt. J. R. Pickett, of Sigourney, on "The Spelling Reform," and by Supt. N. E. Goldthwaite, of Rome county, on "Political Science in the Public Schools." After a spirited discussion of these subjects, they were referred to special committees.

The afternoon session opened with State Supt. Von Coelln in the chair. Prof. Parvin, chairman of the committee on the President's address, presented a report. That officer's course in discussing a number of important topics rather than one general subject, met with the hearty approval of the committee.

County Supt. Abbie Gifford, of Marshalltown, then read a paper on "The County Superintendent," and Mrs. Helen R. Duncan followed with a paper on "County School Management." A spirited discussion followed.

Prof. Crosby offered the following resolution:

Resolved, That we, the State Teachers' Association of Iowa, are unqualifiedly in favor of county supervision as a permanent part of the school system of the state.

Pres. Magoun offered the following resolution, which was also unanimously adopted:

Resolved, That it is the sense of this State Teachers' Association, that County supervision should be made more efficient and the appointment to the office removed, if possible, from party politics.

Dr. Magoun, Supt. Thompson, and Pres. King, were appointed as a committee to report on means for securing these advantages.

Two papers were presented during the evening. Mrs. T. F. M. Curry, of Davenport, had chosen for her subject "The Footprints of The Centuries." This was one of the best papers read before the Association. It elicited the heartiest applause. Prof. Parker reported upon "The Unification of the School System." The report was adopted and placed on file.

The session opened Wednesday morning with music. The devotional exercises were conducted by Rev. Mr. Murphy.

Prof. N. R. Leonard, of the State University, called the attention of the Association to the subject of the metric system of weights and measures and carried the following:

Resolved, That this Association hereby expresses its gratification in view of the progress that is being made in the introduction of the metric system of weights and measures.

Resolved, That the teachers of our country have an important duty to do in preparing the way for its general adoption in the United States.

Resolved, That a committee of three be appointed to report upon the general subject of the metric system, and upon the best plan of preparing our state for its adoption.

The committee were, Prof. Leonard, Prof. Buck, and Prof. Bessey.

State Supt. Von Coelln reported that ninety-nine normal institutions had been held in the state during the past year, with an attendance of 9,489 teachers, and at an expenditure of $27,479.

Supt. W. W. Jameson, of Keokuk, reported upon the "Curse, Cause, and Cure of Text-book Change." His paper called out some sharp criticisms upon the manner in which text-books are often introduced. On motion the State Superintendent was requested to collect statistics in reference to changes of text-books in the schools of Iowa.

Presidents Gilchrist and Eldridge then presented very able papers upon the work of the Normal Schools.

The first business of the afternoon session was the election of officers. The first ballot gave the office of President to Miss F. W. Sudlow, of Davenport; Prof. E. R. Eldridge was elected member of the executive committee.

The Vice-Presidents elected were Supt. Johnson, Prof. Valentine, and Supt. Childs; The Recording Secretary, Prof. W. H. Pratt, of Davenport; Corresponding Secretary, Miss Kate F. Tupper, of Marshalltown; Treasurer, Prof. D. W. Lewis, of Washington.

The publication of the of the papers and proceedings of the Association was referred to a committee consisting of the President, Secretary, and Executive Committee.

Supt. Pickett reported that 177 names had been enrolled. The Finance Committee reported a balance of $245 in the treasury. The committee on Libraries reported in favor of recommending to the Legislature the enactment of a law providing for the establishment of school libraries. The committee on Spelling Reform recommended the appointment of a committee to confer with the Spelling Reform Association: Supt. J. R. Pickett, Mrs. T. F. M. Curry, Miss A. E. Packard; and Prof. Philbrick were appointed as such committee. The committee on County Supervision reported in favor of making such supervision more efficient by severing the office from the field of party politics; by causing candidates to pass a thorough examination; by giving superintendents more time for visiting schools; by making the office more than advisory; and by making the compensation more adequate. A committee consisting of Pres. Magoun, Supt. Thompson and Pres. King was appointed to embody these suggestions in the form of amendments to the law.

The committee on Resolutions, Prof. Valentine chairman, reported the following:

Resolved, That in this Centennial year we express to the All-wise Ruler our profound gratitude for the perpetuity of our free institutions, and we pledge ourselves to renewed diligence in doing all we can to preserve these, and to transmit them to the future generations unimpaired.

Resolved, That a knowledge of the history and principles of political science is essential to the intelligent performance of the duties of citizens, and therefore, that the elements of political science should be taught in our public schools.

Resolved, That we believe that much of the alleged complaint in regard to frequent text-book changes is without foundation, and results from a manifest lack of thorough investigation of the subject. That in keeping with the spirit of the change in text-books, especially in the physical sciences, becomes necessary from time to time, and that such changes generally can be effected without increasing the necessary expense.

Resolved, That we congratulate ourselves and the State on the final establish-
ment of a State Normal School, and that we will do all in our power to secure its prosperity and its efficiency.

Prof. J. M. Mansfield, of Mt. Vernon, read a paper on "A Plan for a Scientific Course," which was discussed by Prof. Bessey, of the State Agricultural College. Miss Wilson read Supt. Thompson's paper on "Drawing in Elementary Schools."

Prof. Fellows, Supt. Miller, and Supt. Todd were appointed to devise a plan for a Congress of Iowa Educators.

One of the most thoughtful and able papers of the session was read Thursday evening, by Supt. Sabin, of Clinton. His subject was "State and Schools!" and he was followed with a paper upon "The Proper Attitude of Denominational Institutions to State Schools." The retiring President made a few remarks and introduced Miss P. W. Sudlow, who was received with a hearty welcome of applause. The Association then adjourned.

Illinois.

THE following monthly report, for November, 1876, is a little late in its appearance, but hereafter we propose to publish a similar report regularly the last of each month. Principals of graded schools, in this state, are invited to send for blanks, that they may fill and return them in time for publication.

REPORT OF ATTENDANCE FOR NOVEMBER, 1876.

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*Lee's Academy* | 38 | 30 | 79.0 |

*Loza.*

The Secretary of the State Teachers' Association, Miss Mary Allen West, has sent us the following report:

The twenty-third annual meeting of the Illinois State Teachers' Association was held in Barrett's Hall, Champaign, Dec. 27, 28, and 29, 1876, Edwin C. Hewett, Normal, presiding. For the first time, each Congressional District in the state was represented, the aggregate attendance being about four hundred. These represented every department of our school work—County and Town Schools, Normal Schools, Colleges, and Universities—each department sending its strongest men and women to this Centennial Convocation.

The first session, Wednesday afternoon, was opened with prayer by Dr. Edwards, and much enlivened by capital music by the scholars of the public schools of Champaign. Mr. J. W. Langlely, of that city, welcomed us most heartily, and flattered us individually and collectively, after the most approved fashion.

President Hewett responded by promising that we would all behave ourselves while in Champaign, and remember her good people ever after.

After a month's song by the pupils, we listened to the President's Address. He sketched briefly the good accomplished by this Association during the twenty-two years of its existence, then took a broad outlook over the educational field, dwelling on those things Illinois needs to do to place her in the van of the educational army. He advocated, very warmly, a system of Teachers' Institutes, supported, at least in part, by the systems which have proved so beneficial at the East, and in Iowa and Wisconsin. After the appointment of various committees, and the transaction of other necessary business, the Association adjourned till 8 o'clock.

EVENING MEETING.—Dr. Swing, Chicago, had been engaged to lecture this evening, but failing to appear, Dr. Robert Allyn, Carbondale, was requested to fill his place, which he did most satisfactorily. He gave us an admirable lecture on "Educational Seed," rich in seed thoughts.

At its conclusion, Mr. S. H. White, Peoria, Normal, read a report on the "Exhibition of Illinois at the Centennial;" it was very full and satisfactory. It was referred to the committee on President's Address.

At the evening sessions of Wednesday and Thursday, Mr. E. A. Haight, Alton, favored us with songs, which were highly appreciated.

Thursday and Friday forenoon the Association met in sections, the College and High School section, J. H. Blodgett, chairman, meeting in Barrett's Hall; the Grammar and Intermediate section, Mr. S. L. Wilson, Champaign, chairman, in the Presbyterian Church; the Primary and Kindergarten section, Supt. Wells, Oregon, chairman, in the Congregational Church. The College and High School section was mainly occupied in discussing the report of a committee, appointed last year, to devise means for bringing the college and the high school into closer relations. The chairman of the committee, Supt. Eiter, being absent, the report was made by Prof. Beloitville, Princeton. It recommends:

1. That the colleges shall agree upon their requirements for admission, and suggest the following as the minimum: higher arithmetic, physical and political geography, U. S. history, grammar, algebra to quadratics, four books of plane geometry. In Latin, three books of Cesar, seven orations of Cicero, six books of Aesop, besides prose composition. In Greek, three books of the Iliad, and one of the Iliad, besides prose composition.

2. Equivalents.—If any applicant for college shall have completed, and shall pass a satisfactory examination upon any portion of the work of the college, legal secretary, the work thus completed shall be received as an equivalent for any omitted study of the preparatory course, which occupies a time equal to that spent in college upon the completed study.

3. System of Equivalents.—Each college is requested to arrange its course for publication, so as to show the time allotted to each study, and to specify the equivalents which seem best fitted to its plan of work; also to indicate its proposed plan for making up specified deficiencies, so that the pupils in the high schools may shape their work more intelligently.

4. Examination on "Profession."—We recommend that candidates for admission to college should be allowed to "make their profession" on certain portions of Latin and Greek, of their own selection; so that their examination may be based on thorough knowledge of principles, rather than upon the amount read.

5. Reception upon Certificates.—We recommend that colleges should not receive upon certificates of the preparatory schools. The colleges are able to maintain a more uniform standard of scholarship than the schools, and ought to insist upon their own standards.

6. Order of Collegiate Studies.—We suggest that colleges arrange their courses so as to bring botany, zoology, and physiology, which are studied in all high schools, early in their course, so that pupils who have completed these studies may take extra Latin and Greek early in their course, and be even with their classes as soon as possible.

The discussion on this report was long and spirited, participated in by Pres. Bateman, of Knox, Dr. Allyn, of Carbondale, Gregory, of Champaign, and Edwards, of Princeton, Messrs. Lewis, of Hyde Park, Roberts, of Indianapoils, Whipple, of Westfield, Mann, of Batavia, and many others. It is a matter of regret that the greatest opposition to the proposed plan came from high school men, who feared that its system of equivalents would lead to a "letting down" on the part of the colleges, and believed that any lowering of their standards would be suicidal, not only to the colleges, but also to the high schools. The report was finally adopted, and the committee continued for another year.
In this section, Mr. O. S. Wescott, Chicago, presented a paper of marked interest on "Reform in Methods of Teaching Languages, especially Living Languages."

In the Grammar and Intermediate section, the topic "How can Music be Taught in these Schools?" was ably presented by papers from E. A. Haight, Alton, and J. H. Brownlee, Southern Illinois Normal University. The subject was fully discussed by Messrs. Mason, Welch, Hill, and others.

The question, "What Changes are Desirable in Intermediate Instruction?" brought out Messrs. Harvey, of Paris, Williams, of Lawn Ridge, and others.

One session was held at the Industrial University, at which time Prof. Roos read a very interesting paper on "Drawing in Public Schools," and illustrated his methods of teaching by black-board exercises. Nothing during the Association excited more interest than this. At the conclusion, Dr. Gregory read a paper by Prof. Kenis, on the same topic.

In the Primary and Kindergarten section, the first morning was spent in the discussion of "Order and Methods in Primary Numbers." Mr. Seymour, Blue Island, led the discussion with a paper advocating the teaching of the fundamental principles of addition, subtraction, multiplication, and division, simultaneously; others followed, some advocating the same method, others preferring to teach these principles in couples—addition and subtraction together, then multiplication and division. Messrs. Wells, Raab, Leal, Hall, E. C. Smith, Mann, Walker, and Wilson, of Peoria, took part in this discussion.

Friday morning was occupied by the reading of a paper on "The Kindergarten a Part of the Public School System," by H. Raab, Belleville, and one on "How to Make Little Children Truthful," by Mary Allen West, Galesburg. Both, especially the first, elicited prolonged and spirited discussion. The following resolution was adopted:

Resolved, That the State Association be requested to refer to a special committee the subject of Kindergartens, with instructions to report at our meeting next year, upon their utility, their progress in this state, and the propriety of their further encouragement, especially by legislation.

At the meeting of the General Association, Friday evening, this resolution was reported, and the proposed committee ordered. Mr. H. Raab, Belleville, Miss Mary W. Whiteside, Peoria, and Miss Lou Allen, Champaign, were appointed said committee.

General Association, Thursday P. M.—Pres. Hewett announced the names of the following gentlemen as the committee before ordered on changes desired in the School Law: Messrs. Edwards, Princeton; Barge, Geneseo; Parker, Chicago; Thomas, Carbondale; Lewis, Hyde Park. He then read the following telegram:

"INDIANAPOLIS, INDIANA, Dec. 27, 1876.

"E. C. Hewett, Pres. Illinois Teachers' Association.—The five hundred teachers of Indiana, assembled at Indianapolis, send greeting to the teachers of their sister state, Illinois. Wishing you all the success you deserve, and assuring you of our purpose to keep even pace with you in your educational work, yours very truly, W. H. Willey,

Pres. Teachers' Association, Indiana."

The President was instructed to respond to this greeting, also to send one to the Michigan State Teachers' Association, then in session.

Mr. Pickard, from Centennial Committee, reported that they found trouble in settling with Mr. S. H. White, who had charge of our exhibits—that to their certain knowledge he had expended $225 of his own money, for which he presented no bill; that in the absence of a bill they could not refund this, without orders from the Association. On motion of Mr. Powell, Aurora, it was voted unanimously, that the committee be ordered to refund this $225.

Mr. Pickard also requested the appointment of an auditing committee, to examine and pass upon all Centennial accounts. On motion of Dr. Allyn, Messrs. E. L. Wells, E. A. Gastman, and J. P. Slade were appointed said committee. Mr. C. L. Parker, chairman of Nominating Committee, reported the following nominees, who were elected unanimously: President, Leslie Lewis, Hyde Park; Vice- Presidents, one from each Congressional District, our space forbids us giving the list; Secretary, Mary L. Carpenter, Rockford; Treasurer, J. P. Slade, Belleville; Executive Committee, O. S. Westcott, Chicago, N. C. Dougherty, Mt. Morris, E. A. Haight, Alton.

Dr. Edwards, from Committee on School Law, and Supt. Wells, from a similar committee, appointed by Superintendent's Association, reported various proposed amendments. These two committees were made a joint committee, to whom were referred these two reports for consolidation. Said committee was also instructed to report methods by which the Legislature should be reached on this subject.

(To be continued.)
Indiana.

Editor, J. B. Roberts, Indianapolis.

INDIANA STATE ASSOCIATION.—The Indiana State Association held its Annual Meeting at Masonic Hall, Indianapolis, Dec. 26th, 27th, and 28th. The attendance was somewhat less than in former years, though there was no abatement of interest and good cheer on the part of those present.

The most noticeable addresses were those of the President, Wm. H. Wiley, of Terre Haute; of W. P. Fishback, Esq., who made the speech of welcome; an who, in a very frank and hearty manner, presented the work of the public schools as it appears to an outsider or layman; of J. L. Fickard, of Chicago, who delivered the Annual Address, upon the subject of "Moral Training in Public Schools;" of the Honorable and Venerable R. W. Thompson, who discussed the theme, "Are our Public Schools in Danger—from what"? It was a satisfaction to know that to a public man and statesman of his high standing, the only danger seeming to threaten was from religious fanaticism, and that this was by no means a formidable one.

A very earnest and able paper was also read by Mrs. M. W. Thompson, of the Indianapolis High School, on the "General Culture of Teachers," in which all teachers were earnestly exhorted to make men and women of themselves, by mingling with people in other walks of life, and by keeping themselves in a constantly receptive attitude.

President E. E. White, of Purdue University, made his introductory bow to the teachers of Indiana, and a very fine impression, by the delivery of his finished lecture on "The Question of the Hour."

Prof. Campbell, Centennial Commissioner, and one of the fathers of the Great Exhibition, treated us to a very fine discourse on "The Centennial Exhbit as an Educator." Among the others who were prominent in the discussions of the meeting, were Lennel Moss, President of the State University; Wm. A. Jones, President of the State Normal School; J. M. Bloss, of Evansville; W. A. Bell, Geo. P. Brown, and J. J. Mills, of Indianapolis; Pres. Martin, of Asbury; J. H. Smart, State Superintendent, and others. On the whole, the meeting was full of interest and profit.

STATE NORMAL.—Two years ago the State Board, in connection with the Board of Education of Terre Haute (the city High School being in the Normal building), provided the building with an improved steam heating apparatus, at an expense of $12,000. It has proved a constant source of annoyance and expense for repairs, and now will have to be wholly overhauled or thrown out entirely. Its failure has been attributed to the ignorance or neglect of Terre Haute; of W. Evansville, made a donation of over $500,000 for the founding of a University, to be known as the Willard University. By mutual consent of donor and trustees, this magnificent donation has been diverted to the purpose of establishing a public park, a public library, reading room, and art gallery, all to be sufficiently endowed, and to be maintained for the purposes named, and to be forever free for the use of all the citizens of Evansville, subject to rules to be adopted by the board of trustees. A most wise and sensible diversion, assuredly. Let us have no more new colleges or universities for the next fifty years, but parks, libraries, galleries of art, and reading rooms, and better endowments for any really first-class universities already in existence.

PURDUE UNIVERSITY.—President E. E. White has just presented to the Governor his annual report of this institution. During the past year there were 66 students. The present number is 99. Current expenses for the year, $14,646.25; and improvements, $14,592.67. The University, as re-organized under its present management, embraces three departments; the academy, college of general science, and the special schools of science and technology. The special schools of science and technology contain the following departments: Schools of agriculture and horticulture, of civil engineering, of industrial design, of physics and mechanics, of chemistry and metallurgy, and of natural history.

Wisconsin.

OFFICE OF COUNTY SUPERINTENDENT,
MONTICELLO, Green County, Wisconsin, Jan. 2, 1877.

TO THE EDITOR OF THE WEEKLY:

THE first number of THE EDUCATIONAL WEEKLY is before me. I assure you it is a welcome visitor. I trust its work will be appreciated, and its influence felt wherever there is a man, woman, or child to be educated, throughout the whole country.

Green County is looking up in educational matters. Believing that a competent corps of teachers is needed more than anything else, just now, we are giving our attention more particularly to the educating and the training of our teachers. We have societies organized in different parts of the county, and so arranged that we have a teachers' meeting every Saturday, in some part of the county. At these meetings, everything pertaining to the profession of teaching is discussed. Methods of teaching receive particular attention. With good, progressive teachers in the field, our schools must improve. A teacher lacking energy, force of character, and good culture, even though placed in the best of schools, with all the conveniences that it is possible to furnish, will let the school run down; while an earnest teacher, with a just appreciation of his important work, and actuated by a love for that work, will build up and maintain his school almost anywhere.

In this work of educating and training teachers, I recognize the WEEKLY as an earnest co-worker, and as such, I most heartily welcome it, and can cheerfully recommend it to all who are interested in the subject of education.

For the benefit of those teachers who cannot avail themselves of the advantages of our normal schools, and higher institutions of learning, we intend to hold a two months' institute each spring and fall. Our first was held in Monticello last fall, and in our winter schools we see some of the results. The County has placed $100 at our disposal to defray, in part, the expenses of a spring institute. Those institutes, held in different parts of the county, awaken a very lively interest in school matters, and patrons, as well as teachers, may be benefited. Most truly,

T. C. RICHMOND.

Prof. J. Q. Emery, principal at Fort Atkinson, publishes a full term exhibit of the attendance, punctuality, conduct, scholarship, and rank of every pupil in the High School. It is the most complete thing of its kind that has ever been brought to our attention. It must be not only interesting, but valuable, to all connected with the school. This report, for the term ending December 15, 1876, shows that there were five classes in the school, numbering respectively fifteen, eleven, twenty-three, thirty-four, and forty-eight pupils, making a total of one hundred and thirty-one pupils in the school. Mr. Emery has two assistants, Miss Emma Jenkins and Miss Alice Ewing.

Supt. F. W. Isham, of Walworth county, will hold teachers' meetings this month as follows: the 15th, at Genoa Junction; the 20th, at Delavan; the 27th, at Vienna. The subjects which will be considered at the first meeting are: Fractions, Common and Decimal; Outline Map of North America, contour and relief; Presidential Elections; Colonial forms of Government; Conjugation of Verbs; Rules for Spelling; Marking of Vowels in unaccented syllables, and of Consonants; School Discipline. At the second and third meetings the following subjects will be discussed: Simple Interest; Railroads of Wisconsin; Process of Law-making in the State; French and Indian War; Infinitives and Participles; Geographical Names; Analysis of Thought; Recitations—Objects, Methods.

Mr. Prof. Rockwood is again at her home in Whitewater, having been materially benefited in health by her treatment at Delavan.
Notes.

The Educational Weekly.

The ignorance of some of the raw, uncultivated cab—-and even of many pretentious aspirants—who apply for admission to the great universities, in both the Old World and the New, is absolutely astounding. Several years ago, Prof. Moses Coit Tyler, of Michigan University, published a small selection from his notes of blunders in English orthography by members of the upper classes in that institution, many of which are of the most surprising character. Quite recently, Prof. Anderson, of the University of Glasgow, said, that if proof were needed of the necessity of a preliminary examination of candidates for admission, it would be found in answers given to questions submitted to candidates by one of the Examining Boards. Ex. gr.—"What is meant by the antiquity of man?"

Ans.—"The wickedness of man."

"The Letters of Junius?"

"Letters written in the month of June."

"The Crusades?"

"A war against the Roman Catholics during the last century."

"The first meridien?"

"The first hour of the day."

"To speak ironically?"

"To speak about iron."

"A Gordian knot?"

"The arms of the Gordon family."

"The Star Chamber?"

"Place for viewing the stars."

"To sit on the wool sack?"

"To be seated on a sack of wool." "A selectism?"

"A book on the sun."

"The year of jubilee?"

"Leap year."

—The Centennial Year, useful as it has been in prompting studies of American history and government, seems to have skipped some people with its improving influences. The Rev. E. E. Hale, late editor of Old and New, bears witness that within the last six months he has talked with an American lady, reputed to be highly cultivated, who did not know the difference between a Senator and a Representative in Congress. He also says that, visiting a public school and asking a class a question about the Battle of the Brandywine, he found that the class had never heard of it, and was merely amused at the dullness of the name.

—President Grant does not forget his own obligations to the common-school system of his native state, nor those of the country to it. In his recent annual message he recommends the compulsory support of free schools, and renewing his suggestion, that the election franchise should, after a definite time in the future, be allowed only to those who can read and write. The latter would be an admissible measure, but one inexcusable objection to it now is, that under it the education of the freedmen, so desirable on many accounts, would be hindered as much as possible by the Southern whites.

—The second triennial election of the London School Board, under the New Free School Act adopted for the United Kingdom in 1873, has just taken place. The Board consists of fifty members, elected from districts in numbers proportioned to population. They are voted for by the rate-payers—that is, householders or persons hiring lodgings or paying rent. Women may vote for members of the Board, or may become members themselves; and four were chosen at this election, among them Miss Helen Taylor, stepdaughter of John Stuigtt Mill. She was elected in spite of her violent onslaught upon the clergy during the canvass, in which she declared that the contest was one of school boards against clerical despotism. The clergywomen, she said, were merely anxious to get the schoolmaster to do the clergyman's work, but in that case they should give up the clergyman's pay. In consequence of the aversion of the late Board to all sectarian instruction in the schools, two parties had arisen, one siding with the Board, and the other with the denominational or church faction. A very exciting and spirited contest was had; but the result is the complete vindication of the Board, a large increase of liberal members, and virtual instructions from a large majority of the rate-payers to keep all dogmatism out of the schools. The result is a decided triumph for English liberalism and for anti-sectarian instruction in public schools everywhere.

—President Angell, of Michigan University, has lately come into possession of a copy of the Laws of Yale College, as they stood in 1707. Among the queer statutes of the President and Fellows, is one ordaining that, "Whereas, the marriage state is very incongruous with a state of pupilage in this college, it is ordered that if any undergraduate shall contract marriage he shall be dismissed from college."

—The famous Mount Holyoke Seminary has propagated itself with great success in various parts of this country; and now it has two hopeful daughters in South Africa. Two or three years ago a seminary, taught by its graduates and managed on Miss Lyon's plan, was organized in one of the coast towns of Cape Colony, which led to the establishment of preparatory schools in neighboring towns under similar management. Their success prompted the decision to found a second seminary in the interior of the Colony, at Graaf Reinet; and in July last Miss Thayer, of New Hampshire, and Miss Ayres, of Massachusetts, both graduated from the South Hadley institution, sailed for the Cape to begin their work at the new "Midland Ladies Seminary." The Graaf Reinet Herald, of Oct. 11th, publishes a cordial welcome to them. Buildings had already been erected for the school.

—The average state legislator is often successful in stultifying himself very thoroughly; but he seldom reaches such dizzy heights of success as that Virginia statesman who the other day introduced into the Legislature of his state a bill excluding from the public schools children whose fathers or guardians, from improvidence or dissipation, neglect to pay the capitation tax. This is visiting the sins of the fathers upon the children in a spirit not exactly Biblical. In fact it is an extremely silly and wholly improper bit of proposed legislation.

—Dr. Kneeland, Superintendent of the Indian School upon the Onondaga reservation, in Western New York, begins to despair of success in the preparation of the aboriginal tribes for American citizenship. He says in his late report:

"During the eighteen years of my care of the Indian school in this central portion of the famous Iroquois Confederacy, enough time has elapsed to enable me to take sight over the preceding years and get the range of progress. And candor compels me to say that the view is not flattering to the position of a superintendant, or to my proteges as specimens of human development. More than 200 years of trial has been made by devoted men, such as Brainard and Easton of New England, Kirkland, of Oswego county, New York, and many other devoted missionaries and teachers, to civilize and Christianize this singular race of men, and fit them for citizenship. But the testimony of our earliest Presidents in their messages to Congress differs very little from that of those nearly a century later. In the earlier ones—as that of Thomas Jefferson—we find more of hope and less of piety in regard to the aborigines than are found in the utterances of our last Presidents. After more than a century of missions and schools among the Indians, no chief magistrate of this eminently democratic nation, of which universal suffrage has become the chief corner-stone, ventures to recommend making the Indian a voter."

—We clip the following from the New York School Journal of December 23d.

"It is a custom pretty well settled in this country, that assistant teachers hold their places at the will of the real authority of the college or school—he, this president, principal, or trustees. This leads to hardship, but it is a part of our educational common-law. When a man finds he is to be put out of his place, the usual plan is to allow him to resign." The doctrine that subordinate teachers in an institution of learning cannot so demean themselves as to be subject to dismissal, is an original invention with the Normal School Board, or a majority of it, in Minnesota. This singular collection of novices in school management recently took the preposterous position that no such power resided in a principal whom it had left without funds, or other support, to operate a state institution, even though the offenders could have been proved to be raving maniacs. The absurdity of the doctrine becomes more apparent when it appears, from the action of the board, that the subordinates are in all cases selected by the principals, and may, in any case, be dropped from the rolls at the option of the executive officers above mentioned. This, and other similar cases in Minnesota, illustrate the folly of confounding, great public interests, with the hands of weak place-hunters, aspiring politicians, and worn-out clergymen, totally incompetent to deal with questions demanding the exercise of moral courage and practical wisdom. The Weekly insists that men disabled from duty in other callings are not the men to make a School Attractive; and..."
PUBLISHERS' DEPARTMENT.

Every article which appears in the successive numbers of the Weekly is paid for by the publishers, and no contributions can be accepted which are not worth paying for. We wish to emphasize this fact, as it is the best kind of evidence that what appears in the columns of the Weekly is of superior merit. A monthly journal of education can with difficulty pay the expenses of publication, and a fair salary to its editor. Its subscription list is limited, and its advertising patronage meager. The quality of the writing done for its columns must therefore be such as can be procured without cost, and necessarily less valuable than that which commands a price. Our readers may rest assured that in these columns they will find nothing that is printed simply to fill space; every line of every number is worth reading carefully.

That which costs the subscriber only two dollars and a half costs the publishers many times as much, and were it not for the fact that we have several thousand subscribers, who, in the aggregate, pay more than the cost of our contributions, we could not afford to furnish so good a paper every week.

In addition to this, the liberal patronage of advertisers enables us to print and publish the paper in the very best style. For all of which we are thankful. This, in addition to the very best style, makes the margin a very little narrower when the volume is bound, and were it not for the fact that we have several thousand subscribers, we could not afford to print so much, for all of which we are thankful.

The whole first of the weekly and a few copies of the second, were sent to subscribers with the edges uncut, but some few good publishers many times as much, and were it not for the fact that we have several thousand subscribers, who, in the aggregate, pay more than the cost of our contributions, we could not afford to furnish so good a paper every week. In addition to this, the liberal patronage of advertisers enables us to print and publish the paper in the very best style. For all of which we are thankful.

The plan is simple, and comprehensible. I have to-day read two of the largest numbers which I have had to look at before me, and I am satisfied with the result. I hope it will prove the success that it looks to be."

Wm. T. Harter, Editor of the Chicago Times.

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