The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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Editorial.

"If the character and conduct of the individual be only the expression of his education en dernier résultat, so also, but far more strongly, is the national conduct the expression or result of national education.

"It is surely, then, a matter not only of interest, but of safety, —of duty—the paramount interest beyond all others to every nation, to every individual of every nation—but above all to its rulers—to whose guardianship what the nation is, and what the nation may become, is confided—to see that the education of the nation shall, in all things, be such as most to favor the national intellect and virtue."—Wise on Education Reform.

In previous issues, the Weekly has endeavored to draw attention to certain figures necessary to an understanding of the actual educational condition of this country. It has given a partial view of the facts relating to the vast amount of illiteracy within our borders. It has supplemented that view with an array of the percentages of non-attendance of the school population in a large proportion of the states. There are the best of reasons for believing that the statistics of illiteracy actually reported are far below the reality, but we have preferred to speak entirely within bounds, for the figures are bad enough at best. High authorities have claimed that thirty-three per cent. should be added to the reported results in order to arrive more nearly at the truth. It does not come within the scope of our present purpose to justify this addition by appropriate and convincing citations. That easy task may be performed hereafter. The enormous proportion of the school population not attending school, in many states, even after making all proper allowances and reductions from the reported figures, is a fact no less appalling and significant than the actual illiteracy. It indicates how the ranks of ignorance are in part recruited. It affords a clue to the inadequacy, not to say the inefficiency of our educational measures as a whole.

It will not do for us to forget that we are a nation, and not a mere federation of states alone. It is not enough that certain states of the North excel certain other states of the North in the munificence of their provisions for education, or in the zeal with which the work is carried forward. Nor is it enough that the Northern states as a whole, are far in advance of the Southern states as a whole. Nor have we a right to assume that the Northern states, or any portion of them, have reached the limit of their expenditures and their efforts for the education of the people, even within their own boundaries. The percentage of illiterates, ten years of age and over, to the total population of the same age, including both sexes and all classes, in fourteen of the Northern states, ranges from 3.81 to 8.86, while the average for the whole is 6.98. If, now, we bring into account the fact that a large number of those reported as attending schools are under instruction but a few weeks in each year; that they are taught (?) by young, inexperienced, and incompetent teachers; that they thus gather up but a few scraps of ill-digested knowledge; that they gain little or none of that real discipline which makes the pupil a student and life a perpetual school, and that they come far short of reaching even Governor Robinson's standard of citizenship in being able "to read and understand the laws, the constitution, and the ballot that they vote on election day," we shall discover that the Northern states have done little more than make a fair beginning in the discharge of their primal duty of giving to the whole people a wise and generous education, befitting the needs of a nation of sovereigns. With due respect to the Governor of New York, we venture to doubt whether he has fully analyzed the import of his own standard of citizenship. Have not our constitutions, state and national, and their true import, been the objects of dispute by the ablest minds in our land almost from the day of their adoption? Does not the true interpretation of our laws tax the highest powers of the best students of jurisprudence in the land? Does not a proper understanding of the ballot voted on election day imply a knowledge of men and measures far beyond the capacity of a large proportion of the graduates of our common schools, as they are? We do not need to pause for a reply. These questions have been answered beforehand in the promotion of so many incompetent, corrupt, and unworthy men, to places of responsibility and trust through "the ballots on election day."

Another view of the extent to which ignorance prevails in the South is afforded by the percentage of illiterates of both sexes and all classes over ten years of age, to the whole population. These figures also furnish the basis for a comparison of the educational condition of the two sections. The highest percentage of these illiterates is in South Carolina, where it mounts up to 57.64. The lowest is in Maryland, where it is 23.55. In Alabama it is 54.19; in Georgia, 56.06; Mississippi, 53.91; Louisiana, 52.46; Florida, 54.76. The average percentage for fourteen of the Southern states is 45.27.

This brings us to consider the bearing of these and other facts herefore presented, upon the national welfare. No reflecting mind, we apprehend, will be disposed to question the truth of the citation at the beginning of this article, that "the character and conduct of the individual is only the expression of his education.
in its last result, and that, far more, is the national conduct the expression or result of national education." The same truth may be formulated in the sentence that the characters of men and of nations alike are what their education makes them. Whosoever, therefore, you would have a nation become, that you must make it become through the moulding power of education. As the child is father of the man, so the men and women may be said to be the parents of the nation. Here is the key to all true and far-reaching statesmanship. We have no right to expect a united and homogeneous people, without a system of homogeneous education universally diffused. With forty-five per cent. of illiteracy at the South, and ninety-three per cent. of intelligence, in its various grades, at the North, we have no good reason to look for universal liberty, equality, and fraternity in the nation. With a strong party in the South opposed to common schools, there is no hope of any relief from the burden of ignorance which oppresses herself and the nation, unless the nation shall itself grapple with the problem and practically enforce its cardinal principle that since all men have a right to freedom, so all men have a right to be educated in order that that freedom may be, by them, enjoyed. In equal educational advantages for all, is involved the problem of equal rights and equal protection for all, as well as of that unity of sentiment, purpose, and aspiration among the people, which is to be the strength, the salvation, and the glory of the republic.

One of the first transactions of the Michigan Legislature, now in session, was to listen to a memorial from the National Board of Trade, setting forth that there are in the United States large numbers of youths who would be glad to secure a thorough knowledge of the mechanical arts; that they are debarred from that privilege owing to the well-known regulations of trades-unions as to the percentage of apprentices to journey- men, who claim the right of dictating to employers; and that this is done while all branches of mechanics are largely supplied with incompetent workmen. The memorialists therefore pray that the subject be referred to an appropriate committee where it will receive such consideration as its importance demands, and suggest that provision be made for the establishment of art and science schools where workmen and their children may receive such technical instruction as will improve and create skilled labor. The memorial was referred to the committees on education, and we hope it will be heard from again.

A plan is on foot, headed, as we understand, by W. L. B. Jenney, of this city, Professor of Architecture in Michigan University, to make a scientific expedition round the world. It is proposed to charter a first-class steamship, fit it up for study and work, engage a scientific corps, and then take students for the trip. These will be drilled in military style, trained in naval discipline, given extraordinary opportunities for study and exploration, and expected to do their own fighting should occasion offer. The expedition will start from New York next July, to be gone two years. Students who desire to go should address Prof. Jenney. W.

The latest exhibition of medical bigotry is on the part of the medical faculty of Bowdoin College. Dr. A. B. Palmer and Prof. Burt G. Wilder, lecturers at this college, and also at Michigan University, have been notified that they must sever their connection with the latter institution, or be thoroughly proscribed at the former. The reason is that a homœopathic school is now attached to the University. For shame! When will the medical men ("regulars") become modernized and liberalized? W.

Several numbers of the Metric Bulletin have been placed upon our table. This publication is the official journal of the Metric Bureau, of Boston, Mass. Its objects are "to disseminate information concerning the metric system; to urge its early adoption, and to bring about actual introductions of the system wherever practicable." That this system of weights and measures must eventually supersede the present cumbersome, illogical, and unwieldy method does not admit of a doubt. What the decimal system has done for our currency, the metric must do for our measures of length, weight, and capacity. In view of the time to be saved in the mastery of the system in our schools, and of the simplicity it must introduce into ordinary commercial transactions, we believe it to be the duty of all classes to urge its general adoption in business as well as its introduction into our school courses. We shall hereafter recur to this subject frequently, believing that in the earnest advocacy of its claims, we shall be helping forward one of the most beneficial reforms of the day.

LEGISLATION RUN MAD.

THERE is now before the Legislature of Michigan one of the most infamous schemes for securing a monopoly, which could well be devised. It is nothing less than a plan to throw the entire school-book trade of the state into the hands of the two or three publishing houses which will pay the most for it, or which can manipulate the most sharply. We refer to Senate Bill No. 26, "A Bill to provide for a uniformity of text-books in primary and graded schools."

This bill provides, first, that prior to Jan. 1, 1878, the State Board of Education shall decide what text-books shall be used in all primary and graded schools in the state; second, that they shall make a contract with the publishers of these books to supply the state; third, that after Jan. 1, 1878, "Any member of a district board, superintendent, or teacher, who shall purchase for any school, or cause to be purchased, or who shall permit the use of any school book other than contracted for and purchased as provided for in this act, shall be punished by a fine of not less than five dollars and not exceeding one hundred dollars."

We can think of but two things which can be urged in favor of this bill—especially as in preference to a plan for township uniformity, viz.: that it will save a trifling expense to such families as may move from one township in the state to another, and that, by buying in the way proposed, books can be obtained at lower rates. On the other hand there are numerous and weighty—insuperable objections to it. And first of all, no such law can possibly be executed. It is so thoroughly absurd that when put to practical working it must fail. How absurd to suppose that the State Board of Education, consisting of three men elected to manage the State Normal School (this is the sole business of this body) can judge better what text-books are adapted to the graded schools of Detroit, Grand Rapids, East Saginaw, Ann Arbor, Kalamazoo, etc., than can the local authorities; or that there is "a ghost of a chance" of making these schools adopt such text-books as may be thus selected. In fact, the work which these schools have to do is so diverse that the books which may be essential to success in one are most ill adapted to another. Nor will the putting of several text-books on the same subject upon the schedule relieve the matter; this does not secure "uniformity," but nullifies the law in its execution.

Again, this scheme creates a large class of natural enemies to it, which can not fail to destroy it. These are the local book dealers, all publishers whose books are not in the list, the teachers,
and all graded schools. That the great majority of teachers will oppose it no one with common sense or common honesty, it would seem, could question. Observe that any schedule which might be adopted would have upon it more or less books which would be obnoxious to any particular teacher,—in other words, no teacher in the state who had any independent, intelligent judgment, would be satisfied with the list of text-books thrust upon him. The writer of this has consulted with the half dozen leading teachers in the state whom he has chanced to meet since he saw the bill, and every one of them considers the measure in the light here presented.

But where does the bill come from? Have the legislators been overwhelmed with petitions asking for it? Have the teachers and educators of the state been clamoring for it? Where did so much wisdom and philanthropy originate? All conversant with such movements know well enough where, and the practical working of such a law would soon show why. Indeed, the history of similar measures in other states has already shown who the interested parties are. We commend to these legislators the experience of Vermont and Minnesota. We do not say that the State Board of Michigan is not immaculate; but we do say that no such Board, in any state, could discharge the duties imposed by this law without being accused of bargaining and corruption, nor without a large part of the citizens being convinced that the charges were true. To the truth of this statement the states referred to afford abundant evidence.

Finally, who is the natural prosecutor of the violators of this law? Certainly the penalty clause is sweeping enough: "Any member of a district board, (any) superintendent or teacher who shall purchase, or cause to be purchased, or who shall permit the use of any school book other than contracted for and purchased as provided in this act, shall be punished by a fine of not less than five nor more than one hundred dollars." Of course the natural prosecutor is some one interested in protecting the monopoly. But let there be a few prosecutions of this sort instigated directly, or indirectly, by any publishing house, or let the opinion prevail, to any considerable extent, that any house was disposed to use such means to secure its "job," and the books of that house would fall into utter detestation; and, if there was any foundation for such an impression, the detestation would be richly merited.

SELECTION OF TEXT-BOOKS.

Our graded schools are the natural agencies for determining the question of the text-books to be used in the schools of their vicinity. These schools are under the management of the best qualified and most experienced teachers, and are the best representatives of the educational intelligence of the city.

Moreover, these schools have an influence which, of itself, commands the text-books used in them to their respective vicinages. Then, again, pupils from the surrounding districts are constantly coming in to the central schools, and the advantages to them of having been trained in their home school in the same books which they find in the graded school, as well as the fact that they will not have to purchase new text-books on the subjects which they have not finished in their old ones, are considerations which commend this method.

Wherever the township system is in operation, uniformity throughout the schools of a township becomes practicable. In such a territory there will not be more than one graded school of commanding influence; but in a county there may be several.

Township uniformity is every way feasible and desirable; but the practicability of even county uniformity is questionable. A law to establish county uniformity of text-books was enacted in Ohio, prior to 1850, and could not be enforced. After a lapse of only two years it was repealed, and the present township law enacted, which has now been in satisfactory operation about eighteen years. This township boards in Ohio comprise the township clerk, and one local director from each school district. It is believed that to secure the exclusive school book patronage of so large a territory as a whole county, for a fixed term of five years, would be such an object to competing publishers that the members of the county boards, however honest and discreet, would be unable to avoid suspicion.

ANCIENT VS. MODERN LANGUAGES. I.

O. S. Westcott, Chicago.

The remark is frequently made that nothing but a critical study of the dead languages will fit a person for the proper understanding of our English vernacular. It is one object of the writer to show that this sweeping claim has too little foundation in either fact or reason, and such being the case, that the undue amount of time usually given to the pursuit of the Greek and the Latin languages should be curtailed to more reasonable proportions, and that the time now allotted to the German, the French, and other modern languages should be correspondingly increased.

Further it is believed that a large measure of responsibility for the standard belief in almost unlimited amounts of time for equally unlimited amounts of Latin and Greek, compared with possibly from twenty to thirty-six weeks of French or German, is fairly attributable to the unphilosophical modes of presenting living languages as though they were dead, and thus unnecessarily creating in the mind of the student a distaste which only years can eradicate. By the standard mode, to be sure, such a knowledge of a language may be acquired, as will enable one by strenuous efforts and with the constant aid of both grammar and dictionary to pick out something which remotely resembles the meaning of a foreign author, but such a knowledge as really puts one en rapport with the language itself, or with those accustomed to its use, the student by this process acquires—never. It shall then be a second design of the writer to briefly elucidate in a succeeding paper, what is believed to be the only rational method of presenting modern languages to the learner; a method which not only accomplishes the object aimed at but never attained by the common method, viz., a thoughtful familiarity with the real genius of the language and those who employ it as a means of communication, but also brings about a result rarely or never even contemplated by the old plan, viz., that the student shall be able to express himself fluently, vigorously, and intelligibly in the language of his adoption.

What then are the claims of the ancient classics to the prominent, nay foremost position which they continue to hold in the course of study as pursued at our best colleges and high schools? The unanimous opinion of the most competent judges of the matter appears to be that the study of the ancient languages accomplishes for the student:

1. A familiarity with the exalted type of Greek and Roman civilization and high art.
2. The acquisition of such a discipline of mind as fits the student always afterward more readily to grasp and more easily to retain anything in the vast range of human research to which he may be inclined to turn his attention.
3. A familiarity with the significance of the roots of the vast numbers of words in our vernacular which have been wisely or unwisely culled from the store-house of the ancients. The first of these somewhat specious plies may be answered with a word, viz., that ancient art and civilization are for the consideration of the English or American student now well presented, in an English dress, and the toilome and rugged road which alone has herefore led to the accomplishment of this desideratum rarely be no longer trodden. The second consideration demands thoughtful attention. Imprimis, everything is willingly admitted which the strongest adherents to our classical courses can possibly say in their behalf; so long as they refrain from invidious comparison. Nay, we will go even farther. We will admit that, so far as our experience is concerned, two years' study of Latin as against two years' study of German has always heretofore resulted in so wide a variation of scholastic ability, that shrewd educators can easily separate the Latini from the Germani; by hearing them recite four weeks in any branch of mathematics, and with no more than
from three to five per cent. against their judgment as allowance for exceptional cases. We do not at this point propose to inquire why this is so, but state it simply as a fact and recur to it further on. We make the statement only to give possible opponents all the advantage that present methods may warrant, believing that their own judgment in the matter will all the more loudly call for reform. Why is it assumed without investigation, that the German does not have within it such germs of disciplinary power as are at once admitted for the Latin? May it not be that the instructor himself fails properly to appreciate or deftly to handle the modern language by reason of his own neglect of the same for the undue cultivation of the other? Why should there be so much hidden virtue in the variations of the Latin third declension of nouns, or in the ramifications of the conjugations of the Greek verbs, while in the inflections of the corresponding parts of speech in German, no such subtle force is found? Surely such a belief is paralleled only by the superstitious belief in the subtle influence transferred from the sword-hilt of story to the mythical hero, who should thereby invariably conquer his unwitting opponent, unbeast with the miraculous gift of the Norse gods.

But, further, what shall be said of the familiarity with the numerous roots in our multiform language, which plainly point to a Greek or a Latin origin? Granted that a knowledge of their significance is essential to a proper appreciation of our numerous English derivatives therefrom, and will it be said that other derivatives are of less importance? When our best authorities asseverate without contradiction that three-fifths of our English roots are from "Platt Deutsch" surely there is no reason in the eternal fitness of things, or from pure democratic principles why the three-fifths should yield to a fraction of the two-fifths.

IRREGULAR ATTENDANCE AND TARDINESS IN SCHOOL.

G. P. Pedicord, Walnut, Illinois.

Among the evils that may be connected with a school there are none greater than that of irregular attendance. The effects of this evil are not only felt by the school as a whole, but extend, in a still greater degree, to the individual pupil. We are sure that much of the irregular attendance in our schools is caused by the misunderstanding of its evil effects on the part of many who have a large control of the matter. In consequence of this fact, many pupils are absent from school through an indifferent view of the results. Parents are often to blame for the backwardness of their children in school, and it is not to be wondered at that sometimes pupils fail to keep their places in the class. Experience shows that the most of those pupils who are degraded or put into lower classes, are put there through the effects of irregular attendance.

A chain having a link lost may be patched and put together in some way; but where the lost link should be there will always be found a weak spot. So it is with the pupil who is absent a day here and a day there: he has left a link in the chain of reasoning that must be kept up from lesson to lesson; he is conscious of weak places in his recitations. The loss of one or two recitations might be remedied, to a certain extent, by extra exertions on the part of the pupil; and yet he is lower. He loses the enthusiasm that a class gives him, from not being present to recite with them. In almost all classes there are new thoughts and ideas developed in the recitations. He loses these. The pupil who is absent several days in a month, losing a number of recitations, becomes hopelessly discouraged eventually, unless he be of an unusually hopeful disposition. Soon all is darkness and blank. He doesn’t see why “this is so” or “that is so.” He says, “I don’t remember reciting on this before.” No, my boy, you were absent when the class recited on that subject.

What is to be done? The teacher cannot take the time of the whole class to clear the boy’s mind of this seemingly mysterious subject. The good of the majority is the object for which the teacher must work. No, the pupil must do the best he can, and in ninety-nine cases out of every hundred he will not be able to regain his footing in the class. The result is, he soon loses all his interest in his studies. The time which should be spent in preparing his lessons is spent in idleness or in mischief. We admit that there are times, possibly, when it seems necessary to keep a pupil from school a day or two. In cases of sickness it is always necessary. It is not policy to have pupils attend school at the risk of health. But are there not often times that “Johnny” is kept home for this little thing and that little thing, when it would be better for all concerned that he should be in school? It is convenient, we know, to keep “Johnny” at home to do this and that, but think what evils are entailed upon him, when, by a very little inconvenience and effort, he might be a happy boy in school, keeping pace with his wide-awake classmates.

What is the influence of such a pupil on the school? It can hardly be told. He exerts an influence that permeates the whole school; even the very best pupils, those on whom the teacher most relies, are often led to do things very foreign to their usual conduct. Time that should be given to those pupils who are striving to do right, must be given to these victims of injudiciousness and thoughtlessness. In such cases what should be done? Many school boards adopt the rule that so many unexcused absences subject the pupil to suspension; said pupil to be re-admitted only on the promise of the parent that he shall be prompt and regular in the future; but this measure is not now available to the teacher, as two of our leading Illinois judges have decided that a pupil can not be suspended for irregular attendance. A number of leading schools have adopted the following, and the writer has found it by experience to be next to suspension rule in effect: “Every pupil in the High School who shall be absent four half days, and in the Grammar and Intermediate schools who shall be absent six half days, and in the Primary schools who shall be absent eight half days, in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by sickness or other satisfactory cause, shall be reported to the Superintendent for a special examination, to determine whether the irregular attendance has so affected his standing in the class to which he belongs as to make his transfer to a lower class necessary.”

Tardiness is scarcely less an evil than irregular attendance. It begets in the pupil a habit of being behind. A pupil who continues to be tardy is usually found behind in his whole school work. He seems to feel that his place. His ambition to achieve success is like that of Shawndasee, in Long-fellow’s poems, who wishes to win the idol of his heart, but by reason of his laziness, and being behind, his prize was gained by Kabbonokka the prompt. In conclusion, we would say that there is no power so potent for these evils as the united efforts of the parents and teachers.

EVERY DAY ASTRONOMY.

Prof. L. F. M. Easterday. Carthage College, Ill.

A LITTLE learning is sometimes a dangerous thing. Not unfrequently do we find persons pronouncing with great assurance upon the correctness of a proposition, which, unhappily, a more careful investigation clearly proves to be absolutely false, and its adoption to be most disastrous. Hence it is that we all, as students and educators, should strive early and most earnestly, to learn to know that we don’t know what we don’t know.

The matter especially in mind at this time, Mr. Editor, is the fourth of the questions in Astronomy, as presented to the candidates for state certificate at the examination in August last, held in our own state of Illinois. The following is the question to which reference is made:

“Does the local time of the rising and the setting of the sun, on a given day, depend upon the latitude, or upon the longitude, of the location of the observer?”

I am persuaded that it would not be safe for me to assert, thus publicly, that all those who answer in favor of the longitude possess only a “little learning,” astronomically. The impending danger, however, you know, Mr. Editor, would largely grow out of the magnitude of the confronting army.

That the local time of the rising and the setting of the sun, on a given day, depends upon the latitude, and not upon the longitude, of the location of the observer, is most certainly true. In various ways, too, this proposition may be made clear.

The simple mathematical equation, by which is determined the angular distance between the sun at the rising or setting, and what is known as the six o’clock hour circle, is the following: Sine of the tangent of sun’s declination multiplied by tangent of latitude of the observer.

The factors figuring, then, are simply and solely the latitude of the observer and the declination of the sun. Not only does the observer not enter into the computation, but the sun’s declination being sensibly fixed by the giving of the day, the latitude of the observer is the variable upon which alone depend the times of the rising and the setting of the sun on any given day of the year.

It may be noted that the declination of the sun is not precisely the same when it rises at Greenwich as when it rises at a point in Illinois; but the difference is altogether less than that between the declinations at two successive risings at any given point. Consequently, at no two points upon the same parallel of latitude can the times of rising and setting of the sun, upon any day of the year, differ by as much as they differ at the same point upon two successive days at this same time of year.
It may be noticed, too, from the general equation that, when the latitude is 0, whatever be the sun’s declination,—or when the declination is 0, whatever be the latitude of the observer—the correction to be made to six o’clock is 0. Also, it is true that, the latitude of the observer being north, if the declination is north, the correction must be subtracted from six o’clock for the time of the rising, and added to the time of the setting of the sun; but, if the declination is south, the reverse of this must be effected.

Again, apart from a mathematical investigation, it is clear that the sun constantly shines upon one-half the surface of the earth, and that this half always includes precisely one-half the equator. The fractional part of a parallel of latitude that is illuminated depends upon the declination of the sun. If the declination of the sun is 0, one-half of every parallel will be in light, and one-half in darkness. If the declination is north, more than half of each parallel in the northern hemisphere will be in light, and less than half of each in the southern. If the declination is south, the reverse will hold. The amount by which this fractional part differs from one-half upon any given day, depends alone upon the distance of the parallel from the equator. Now, the same fractional part of 24 hours that the illuminated part of any parallel is of the whole circle furnishes the length of time from sunrise to sunset, as it appears to an observer located at any point of that parallel. The times of the rising and setting of the sun depending upon the relative lengths of day and night, it becomes evident that they do not depend upon the longitude of the observer; but, the declination of the sun being given, that they do depend alone upon his latitude.

All who would answer the above question in favor of the longitude, and their name is Legion, would of course, in consulting an almanac for the time of the sun’s rising upon a given day, promptly seek the column computed for a point whose longitude is nearest their own, whether that point be near the equator or near the pole. If that point should be at the equator, they would discover their sun to be rising ever at six o’clock, even from December to June. We would insist upon each making use of that column which was computed for a point whose latitude is nearest his own, whether that point be in the new world or in the old.

After all, it is not so very strange that this mistake is frequently made; for in our discussions of “Longitude and Time,” we become familiar with the statement that, the farther to the west a point is, the earlier the time at that point. In such discussion, however, we compare local times as they are noted but, the declination of the sun being given, that they do depend alone upon his latitude.

Pursuing this mistaken idea, we would be led to conclude that, at all points upon the meridian 90 degrees west of Greenwich, which passes through Illinois, the sun would seem to rise six hours earlier than at Greenwich. Now, since the sun, during half the year, rises before six o’clock at Greenwich, during the same half year it would unhappily rise upon the happy inhabitants of Illinois before the time usually designated as a.m. Monday is to be aroused from their slumbers six hours before the time, and for women to be required to ring the dinner-bell six hours before twelve o’clock, you will agree, Mr. Editor, would be disastrous.

After receiving a response from Springfield, I will hope to indicate the ratio existing between the correct and the incorrect answers to this question, as given by the candidates for state certificate, to whom it was submitted.

“THE CHILD IS FATHER TO THE MAN.”

Prof. John Ogden, Worthington, Ohio.

Whatever, therefore, we would appear in the man, we must cultivate in the child. Whatever is lived in the child-life, is only enlarged, intensified, utilized, it may be, in the man-life. Whatever the individual man is, that will the aggregate man be; and whatever the aggregate man is, that will the state be. Society is what this blending of individual peculiarities makes it. It is the sum total of individual characteristics, good and bad, combining in every conceivable proportion, and lending every imaginable hue to the compound. This compound is the result of all antecedent influences, and constitutes the controlling force in society.

The world to-day is governed, so far at least as human agencies are concerned in it, by the whole forces, begotten, and nurtured, and wielded in early childhood. All subsequent acts and agencies are tinged by them, as the rose is tinted by the sun-light, or by the soil that nourishes it. The great political complications which to-day are distracting this nation and testing its ability for self-government, have had their origin in influences, operative two hundred years ago. But where justice lingers long, her reckonings are more fearful. Silently have these influences been storing away the stuff that is now feeding the fires of civil strife; and well will it be for us, if we can command moral force enough to rise above our selfishness.

Influences are ever-operative, but they do not move backward. Their course is ever forward. Active agencies spring only from the past, and the living present is the field in which they display themselves. They are born as occasion begets them. They come seemingly by chance; but they depart not thus. They go on eternally into the future; never backward into the past. The past is the dead past. It can be remembered, but never revised. “What is written, is written,” beyond recall, in our individual lives, as certain, as unalterable as the unintentional truth, written by Pilate on the Cross of Jesus.

What if influence, begotten by our acts, or words, or thoughts, passes instantly and irrevocably beyond us, on to the near future, to beget others in their turn; so that our whole lives, and the lives of all that shall live after us, as well as all that have lived before us, are but the several reflections, the results of antecedent causes, which go on continually repeating themselves, till they shade off into the infinite and the unknown.

The lives and souls of our children, therefore, are but the receptacles of our acts and influences, the garners of our thoughts, the dispensers of our charities or failings, by which they themselves are nourished or hindered; and these influences are handled on to others, and these, again, to others still.

The generations, therefore, following us, will be, largely, what we make them. Upon us rests the duties and responsibilities; and we cannot escape them if we would. No truth is, perhaps, more generally admitted theoretically, or more universally neglected practically than this one—the potency of early influence. We are inconsistent in nothing else so much as with ourselves. We seem to forget that we ever were young. It may be that in our haste to grasp the present, and to reach the future, we forget our own experience, our own youth, its struggles, its trials, its failures, its conquests; our past, its spontaneities and possibilities; the past with all its progress and potency; the past not as mere fact, nor history, but antecedent power; the inevitable and unerring ideas, index to the future; whether of life or fortune, failure or success.

In brief, our present is but the mirror that reflects our past; our future, as it unravels into the present, will be what these multiplied reflections make it; our whole, a chain, unbroken till the last link, the child of all the preceding ones, which, snapped, lands us beyond mortal ken, into the spirit land; there to resume our existence as God appoints.

THE SCHOOL SYSTEM OF BOSTON.

I SUPPOSE that I shall lose none of my reputation for veracity by asserting that there is such a city as Boston. At any rate the assertion shall be made. It is to me an undisputed fact. I have been there; have wandered through its tortuous windings called streets; have traveled steadily in the same direction for fifteen minutes, and have then found myself just where I started. All this and more. I have seen the Moody Tabernacle (where the people say Moody must have anything he has ever done elsewhere), have heard Rev. J. Cook, have followed him, to use a Boston phrase, “through the labyrinthine amusements of metaphysical discussion,” and, and—but that phrase has bothered me; I did know what I was to write, but now I am going over these words in as dazed a manner as Mark Twain in his famous “Punch-Brothers.”

Those who have heard of Boston know that she has a school system, and that the said system is so accurate and so nicely arranged that a boy or girl once in the hopper is, without effort, ground over, mixed up in a more scientific way, baked "nice," as cooks say, and turned out a finished scholar.

There is nothing like it. The machinery is so well adjusted that no effort is needed on the part of teacher or pupil. You have seen the Elgin watch factory? Well, there is nothing more like this system—unless it be the Wallah, Wallah, which, being nearer Boston, is of course a little nearer perfection. The steam is let on, the machinery begins to move. The Superintendent, Supervisors, teacher, et al., sit quietly here; the different parts are made and applied. These parts are passed from one room to another, and from one school to another, until the “Bit of Parchment” is clapped on and the graduate is as ready to go out into practical work, and struggle and fail, and struggle again, as anyone who has gone before.

Of course, in your imagination you hear the whir and buzz of the monster machine, as the work goes on, but here you are mistaken. The machinery is well greased. Boston has been quite economical in many respects, but when it came to her schools she said, “They are worth all we pay!” and so it happened that the salaries remained in status quo.

First in this system comes the School Board, which formerly consisted of...
126 members, elected by wards, but has now been reduced to 24, who are chosen by vote from any part of the city. The old Board was unwieldy, and less care was taken to have all good men. As at present constituted, the Board is an honor to Boston. No city can boast of a School Board composed of better men and women, and when I say “better” I mean better fitted to run the schools, and more honest and conscientious in the performance of duty.

Next to the Board stands J. D. Philbrick, Superintendent. Salary, $4,500. He is an able man, but just now no one seems to know what his duties are, for after him, “equal but not like,” come six Supervisors, at salaries aggregating $24,000, whose pay you see is as delightfully definite as their duties are indefinite.

Mr. Philbrick, you remember, was for nearly eighteen years the real head of the Boston schools. After his resignation, the powers that be determined to let the machinery run on of itself for awhile, which it did without much injury, until Mr. Philbrick again became a candidate for the “work and wages.” Superintendent Harris, of St. Louis, was nominated for the position by the opponents of Mr. Philbrick, but promptly withdrew his name, and Mr. Philbrick was declared elected. “Uneasy lies the head that wears the crown.”

Scarcely was the crown won and worn when the thorns became apparent. The duties assigned the Superintendent did not, in all respects, harmonize with the duties of the Supervisors, and, in a communication to the Board, Mr. Philbrick complained that he was not properly supported by the Supervisors, while the Supervisors, in turn, seemed to think that the fault was in Mr. Philbrick. Something must be done, and the Board appointed a committee to define said duties. A majority report favored one thing, viz., that matters should remain as they were, only more so; while the minority would rather increase the power of the Superintendent, and diminish, correspondingly, that of the Supervisors.

Your correspondent, during his brief stay in Boston, was unable to learn whether it was determined to have the “dog waggle the tail or the tail the dog,” but he is happy to state that the six Supervisors and the Superintendent still continue, with remarkable regularity, to draw their respective salaries, and that, excepting during vacation, and on very stormy days, the schools move on the even tenor of their way. The only thing definitely settled—is, “that neither the Superintendent nor Supervisors have any authority over teachers.” They can advise; “Only this and nothing more.”

Undoubtedly it was the design of the framers of the present system to choose one man who should be really the head of the Boston schools, while the Supervisors would become Assistant Superintendents. The charter does not quite carry out this plan. Under it the six Supervisors and the Superintendent constitute a “Board of Suggestors,” of which the Superintendent is chairman and executive officer. This Board will meet, propose, discuss, and agree upon plans for the good of the schools, which plans will be carried out about as such plans usually are. In fact, as I understand the present purpose of the School Board, it is intended to have this Board of seven act unitedly as a single Superintendent.

None of these have special departments. There are, however, fourteen supervisors, and special teachers in Music and Drawing, at an aggregate salary of $39,600.

The Grammar Masters do little actual teaching, but supervise all the grades in their district. Add a few supervisors or special teachers of gymnastics, sewing, etc., and my article on Supervision in the Boston Schools is complete.

S.

THE USE OF FAILURE.

EVA C. KINNEY, Whitewater, Wisconsin.

No matter how carefully we may plan, how cautiously exercise, or how circumspectly regard possibilities; no matter how earnest, persevering, or plucky we may be in attempting or carrying out designs, failure from some unforeseen or unavoidable source may yet attend us in any path in life. The carpenter builds his house strongly, and the fire consumes it. He builds it fire-proof, and a flood destroys it, an earthquake shatters it, or a tornado sweeps it away. The farmer sows his seed in well prepared ground, cultivates the soil around it, watches and guards the tender young shoots, uproots the thorns and the weeds, patiently performs each task required to bring forth the desired result, and then what? The drought, the grasshopper, the chinching rob him of his reward. The merchant buys goods. The fashion changes and leaves them on his hands. The author writes his book, and after a year's hard labor he finds he is one month too late, a more fortunate man has preceded him on the same subject, and his book finds no sale. The mechanic boards his savings only to have them swept away in some great financial crash. As it is with men, so it is with nations. The wisest of statesmen cannot save them from wars, rebellions, and anarchy. There is no human law so perfect that the offender does not sometimes escape and an innocent man suffer in his stead.

In all human undertakings there are defects. All human power lacks omnipotence. All human knowledge lacks omniscience.

From the lips of the experienced these facts are continually dropping as long-accepted axioms, and the young echo them without thought. But when some startling and unexpected failure of a favorite scheme brings these facts home to our experience, when we find ourselves suddenly thrown out of a long trodden path we judged secure, when the object for which we are planning, hoping, waiting, working, suddenly takes flight, vanishes into thin air, or proves itself to be but chaff where we had sought wheat, when an earthquake shock shatters the results of all our patient toiling, and strews the ground with the ruins, then it is that keen disappointment takes possession of our hearts, and we feel that it is folly to hope, to plan, or to work.

Such moments oftentimes come to the teacher. He is sure that his scheme was just, his plan wise, his aim sure, yet he has failed, and bitterly he mourns. Engrossed with love for his pupils, filled with thoughts of their future, anxious to see them develop into pure and noble mankind and womanhood, he is suddenly aroused to the fact that his motives have been misconstrued, the truth misapprehended or perverted. Ambitious parents or over-zealous friends have put forth a hand at an inopportune moment and paralyzed his efforts. Or perchance a sudden change of fickle public opinion throws him out of his place just as a great result was to have been achieved.

Then the discouraged one looks about and sees failure everywhere. Half the buds of spring wither ere they bloom. The fairest of summer's flowers bring forth no fruit. The most promising child sinks in desperation ere he becomes a man. Nothing fulfills its promise, and for the time being it seems as though it would be better to give up high ideals, noble aspirations, and pure aims, and join the general scramble after money, fame, and power.

But hold! have all these failures no use? Are there not some plants which must needs be transplanted before they come to full fruition? And what are we but plants placed here to develop to our utmost? Failure! It is a spade, sharp, keen-edged perhaps, thrust down through the crust of self-confidence and complacency, breaking up the egoism and the selfishness.

Failure stunts one's growth! If the plant be a healthy plant, it will enrich and increase it. Failure is the finger of God pointing to a new and broader path, the flash of lightning showing a mistake in the dark. Great things have been accomplished, great battles fought, great victories won, great objects achieved. Still greater things have been attempted and defeated. Greater victories dreamed, greater objects only projected. Great heroes have lived and greater ones died unhonored and unknown. But have they lived, and dreamed, and hoped, in vain? Who shall say? Some buds must wither, some blossoms fade, some fruit decay. But as they fall, do they not help enrich the soil for the benefit of the tree? The world looks only at success, but who can say that the thought of one man is not bequeathed to another who comes after?

There are no waste forces in nature. Turn a wheel swiftly for some time and then stop it, and the force which was used to generate mechanical motion is instantly converted into heat, electricity, etc. So that power of the mind which accomplishes nothing visible, may wield a more potent power when invisible. We do not know that ever a noble thing has been accomplished, or a brave act performed that had not already been dreamed or planned by some soul whose life had seemed a pitiful failure. And who would take the failures out of his life? Who can tell the grand temples that may be reared upon ruins? Who dare say that an ignominious failure may not in the end prove the grandest success?

It is the use we make of failures which makes them to us the greatest of misfortunes or the most profitable lessons. Our duty is to grow strong and good. Why should we be disheartened if life does bring to us more rain than sunshine, when perhaps the rain is better for our growth?

The pond lily thrives best in mud and water. If one were born to be a pond lily, would he wish to change his lot for that of a sunflower?

LAKE VIEW HIGH SCHOOL.

The Lake View High School was organized in May, 1874, and has been under the charge of Prof. A. F. Nightingale since its establishment. It is one of the most thorough high schools of the state, as is partially attested by the following questions used in a recent examination in Latin, in a class which had pursued the language less than two years and a half. The ques-
The Educational Weekly.

Correspondence.

To the Editor of the Weekly:

I sincerely wish that your excellent journal might reach every intelligent man and woman in the South; the facts contained in the last number relative to the educational interests of our states should be known from here to the Gulf, and thence east and west.

The four years "abomination of desolation" left behind them a ruin which is not yet repaired, but the people are only poor in purse. "The spirit indeed is willing" but the "pussie" is weak. Keep the matter stirred up; if it be possible, make the whole people realize that an earnest and resolute effort must be made to improve the condition of educational matters in the South. There is hardly a board outside of the large cities that ever really investigates educational questions by appealing to educational authorities, but they administer their schools in direct violation of the laws of the state, and our principal, in particular, is often found in the line of their lives' work, and the better judgment of the principal, or of the board, is left to improve the condition of educational matters in the South. To this end it would be well to have a book on morals and manners. Text-books of this kind should not be charged up on teachers, though they are guilty enough, but that which was last shall be first! E. O. wrote upon an important subject. He said none too much and expressed himself too emphatically. The matter should have received careful consideration years ago, for the organization and administration of our high schools, has, no doubt, prejudiced many men against those institutions. Too much is undertaken in the small cities and villages. Their courses of study are too narrow. Good results are not obtained; the time of the principals is bestowed upon too few pupils, while the great mass of the pupils receive but part of the attention to which they are entitled, and consequently the people become dissatisfied, and general high schools in general as a failure.

Now, I say that "E. O." said none too much on this subject, but half enough, but what he did say implies that the fault lies wholly with the principals of these schools. That may be in part, but not wholly so by any means. If the principals should decline to give the time to these two or three pupils who wish to pursue the higher branches, the cry of incompetency would be raised in an instant, and, no doubt, they would soon lose their positions as a consequence. Then, too, in all these villages, there is a very small number of wiseacres, who have somehow in the course of their lives' work, a district school with good or indifferent success one or two terms, and who control the educational sentiment of the place, and every principal must adjust himself to their standard, or find himself in hot water at once. Everything goes as this little clique thinks and say, notwithstanding what may be the opinion of the principal, and they often mark out their line of policy in direct violation of sound wisdom or the better judgment of the principal.

We are many in the South in charge of the public schools, who know but little of organization, principal, classification, and the economical administration of the schools, and in nine cases out of ten the boards know less than they, and therefore the whole management of the schools is empirical, and consequently variable and unprogressive. There is hardly a board outside of the large cities that ever really investigates educational questions by appealing to educational authorities, but they administer their schools in direct violation of educational laws, as well as the laws of mind and practical economy.

W. S. would suggest in this matter, that all the fault of our public schools should not be charged up upon teachers, though they are guilty enough, but that a portion of it should be charged upon boards of education, to whom a large part of the fault is due.

B. M. REYNOLDS.

La Crosse, Wisconsin, January 27, 1877.

To the Editor of the Weekly:

I am familiar with the Superintendent of Education in the county with which I am familiar, the Superintendent has never, in his numerous visits, heard a teacher censure the use of alcohol or tobacco, though some of them may do so. He has never heard an allusion to the subject of manners except what is implied in the command, "Say yes sir to a gentleman, and yes ma'am to a lady." Many of the teachers are refined, and they are all beloved to be moral, but they dislike to encounter the criticism which would be made were instruction in ethics to be given. They live in dread of the man who wants his boy to do sums, and the woman who doesn't want her girl to be filled with "new-fangled" notions. Every teacher at least should have a book on morals and manners. Text-books of this kind are now published. We live in an irreverent and self-sufficient age, and in a peculiarly irreverent country. The young man speaks of his father as the "old man!" of his mother as the "old lady!" Scholars call their teacher by his given name. The minister of the gospel, whose calling was once reverent and respected to a degree that is hardly credible, is not now treated with the deference that is due to him. Men in authority everywhere are freely criticised and abused by "Young America." Old age is no longer venerable.

In many schools the intellect only is cultivated. The astronomer who can calculate the perturbations of the heavenly bodies, and by analysis locate a hitherto unseen world, is respected and praised for his great achievement, but no commendations are heard for the moneyless senator who refuses a hundred thousand dollar bribe. The metropolitan sculptor who makes a fortune is extolled, but the country store-keeper who sells a good article and does not overreach is called a slow-coach.

The plain preacher, the honest mechanic, the conscientious teacher, pass away and are forgotten; but the brilliant scholar, the magnetic orator, the rich capitalist, the successful soldier, are held up as models for the young, and their names are graven on brass and marble. We would not belittle intellectual education, but we would raise moral education to its proper level, and we would begin in the common schools. If we would have moral education in the common schools, we must introduce a carefully prepared text-book on morals, and give systematic instruction. We must teach that it is better to be honest than it is to be intellectually brilliant. A little time should be devoted to the study of civil government, say ten minutes daily.

CLARA CONWAY.

Tennessee, Jan. 27, 1877.
The commo ns chool, as an Am erican in sti tution, is un able to do covered, taking care not (unwittingly) to contradict his idea by what we do in hygiene! A few minutes daily devoted to this branch would be worth more than the hours given to arithmetic and grammar. The time may never come when we can dispense with the services of specialists in medicine and surgery, but we look for a time when men will know better than to go to sleep in a small room as tight as the "black hole of Calcutta," and then try to purify their poisoned blood by nostrums whose base is poor whisky, and whose principal ingredients are poisons. A thousand reforms in dress and diet are needed. If the study of physiology cannot be thorough and extensive in common schools, it will at least be suggestive.

DAVID KIRK.

In thinking with the assistance of words, we can pass far beyond thought conducted by mere mental signs, as by numbers we go beyond counting with the fingers, and by algebra beyond arithmetical computations.—McCosh.

It is one of the special advantages of language that it helps thought to make progress. Sir W. Hamilton says: "A sign is necessary to give stability to our intellectual progress—to establish each step in our advance as a new starting-point for our advance to another beyond. Words are the fortresses of thought. They enable us to realize our dominion over what we have already overrun in thought—to make every intellectual conquest the basis of operations for others still beyond."

DON'T TALK TOO MUCH.—We have often seen a school ruined by the continual "talk, talk, talk," of the teacher. The less you say the more you will do. Say nothing at all about order; act as if you expected it and it will come and come to stay. Don't preach; don't urge your pupils to be good; but be good yourself and they will be apt to imitate. Of course, you must open your mouth sometimes, as when you are teaching, or singing, but always use the fewest words possible. A good rule to observe is to imagine you have the toothache and to act accordingly. A simple gesture is always better than a spoken command.—Carolina Teacher.

The common schools, as an American institution, will live while America lives. Not only this, but the signs are unmistakable that it is to be more far-reaching in its efforts and results than it ever has been. Popular education is one of the primary functions of the State's life. No democratic government can long exist without it, and our best people are thoroughly confirmed in this conviction. We have taken up the subject simply to show that the State cannot "go back on" its record without the surrender of the policy which grows out of the instinct of all living organizations for self-protection and self-preservation. To surrender this policy would be not only foolish, but criminal; and there is not one American institution that American people would sooner fight for and die for, than that which secures an educated and intelligent nationality.—Dr. J. G. Holland.

PRACTICAL HINTS AND EXERCISES.

Editor, Mrs. Kate B. Ford, Kalamazoo, Mich.

**KINDERGARTEN SONG.**

Words by C. E. C. W.

1. Tick, tick, tick, how the hours fly. All the time the watch is saying,
2. Tick, tick, tick, time is swift in flight. For we're happy when we're working,

While we're working, or we're playing, Hours are passing by. Tick, tick, tick, tick, tick.
Sewing, warming, never shrinking. And we're doing right. Tick, tick, tick, tick, tick, tick, tick.

MOSQUITOES.

**Thoughts.**

A WELL-GOVERNED school will teach young men and women how to govern themselves.

C. A. MORY.

The teacher should be able to talk intelligently with citizens on all financial matters pertaining to the management of his district. As a class, we are unable to do this, and when attacked, not equal to defense, are compelled to stand by like mummies and hear a subject misrepresented, because, alas, we are ignorant of this part of the foundation of our work. It is quite as much the duty of the scholar as of the teacher to be familiar with the fiscal conduct of the district.

AARON GOVE.

What a good thing it would be if the rising generation could be instructed in hygiene! A few minutes daily devoted to this branch would be worth more than the hours given to arithmetic and grammar. The time may never...
you neither see, hear, nor feel 'em, you may know they've been around, because they've made their mark. We all love mosquitoes so well that we offer them our hand, and are always wanting to squeeze them. And, although they like us, being shy, they reject our proposals at first, and then take us when we are least prepared for them. Mosquitoes are well-educated. In music they use the Italian school of singing—trills, shakes, quavers, flying notes, and words not understood. It is decidedly sensation-music; and, like sensation-music generally, it is thrilling in its effect. But soon tires of it. Lying in bed, you hear the distant sound of the mosquito. A feeling of dread comes over you, succeeded, as the song-sounds come nearer, by a thrilling of the nerves; and when close to your ears, the excitement becomes such as to cause your blood to boil, and your hands to strike forcibly your own head and ears. Such is the effect of a single mosquito's song on a single individual, what a perfect furor of excitement might be created by a singing band of mosquitoes, over a Boston Music Hall audience. Operatic impressionists are welcome to this hit. Everybody knows mosquitoes draw well.

Mosquitoes are philosophers. They understand gravitation. If a hand or other weighty substance should fall, they know there's danger, and get out of the way. And they understand suction so well that they put a steam engine to the blush.

Mosquitoes are educated in the Allopathic School of Medicine. They believe in bleeding. They differ from men in supplying the theory. They first present their bill, and then bleed you. They don't understand human nature enough to know that no man likes to have the bill presented before the work is done. Mosquitoes also know how to develop humor—or bad humor. They will ply a man so much in one night that his face will look very humorous next morning. As mathematicians, mosquitoes understand subtraction, and also multiply very fast.

As base-ballists, mosquitoes are a success. They always come in on a fly, and rarely go out on one. As pitchers, they always pitch in, never mind who their opponents are. As catchers, they often catch their opponents napping, and rarely get caught themselves. Everybody likes them in the field, and they often make home runs. They fall at the bat, but get a good many bats. As tailysists, they make their innings; but they are not good umpires, being apt to raise a row.

 Mosquitoes, like dogs, have their days. In dog days, dogs are expected to go mad. Mosquito-days begin with dog-days, and end with the first frost; then they die happy. They gather in large bands under the trees, and there, flying up and down, sing their death-song. Man exults in their death. The mosquitoes exult. All is exultant; and soon after the Governor appoints Thanksgiving.

"K. K.," in Baker's Handy Speaker.

BABY MOSQUITO.

Rain-water barrel in the sun, Little mosquito life just began; Mother has left her baby alone To swim by itself until it is grown; And there we find it, wriggling and brown, Its tiny tail up, its poor head down; Breathing away as best it can, Drearily scared at even a man. And Johnny and Jane laughing to think How it dives to the bottom as quick as a wink; While we are only waiting to see What a funny fellow he will be When he grows so large—the cunning elf— That he splits his skin and crawls out of himself. Then if you listen—hum! hum-n! You'll hear his music, and see him come. For he'll be as starved as a polar bear, And who gets eaten he does not care. —Kate B. Ford, in The Wide-Awake.

—No better time than the present can offer for explanation to the schools of our system of electing the President and Vice-President of the United States, and the method now adopted for counting the Electoral votes. Washington's Birthday should also be properly noticed.

"Any one who pretends to teach, and does not read an educational paper or magazine, is not worthy of the name of teacher, and should leave the profession at once to make room for some one who will do what he should."—Prof. A. Earleman, in Wisconsin Journal of Education, 1873.

**STATE DEPARTMENTS.**

**Nebraska.**

Editor, C. B. PALMER, Beatrice.

STATE OF NEBRASKA.

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

To the Honorable J. F. Weston, State Auditor:

As appears from the certificate of the Hon. J. C. McBride, State Treasurer, made on the 11th day of December, 1876, there is now in his hands and subject to apportionment school moneys which were derived as follows:

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<th>Item</th>
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<tr>
<td>Interest on State Bonds</td>
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<td>Rents of school lands</td>
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<tr>
<td>Interest on State Loans</td>
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<tr>
<td>One mill tax</td>
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Total amount subject to apportionment $24,926.12

In compliance with the provision of section 73, of the school law, I have apportioned the same to the several counties, as follows:

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<td>Furnas</td>
<td>533</td>
</tr>
<tr>
<td>Jefferson</td>
<td>1,595</td>
</tr>
</tbody>
</table>

Total amount apportioned $1,541,117.

Dedicated to the schools of singing-trills, shakes, quavers, flying notes, and words generally, it is thrilling in its effect. But one soon tires of it. Lying in bed, us, being shy, they reject 'our proposals at first, and then take us when we are blood to boil, and your hands to strike forcibly your own head and ears. Such is the effect of a single mosquito's song on a single individual, what a perfect furor of excitement might be created by a singing band of mosquitoes, over a Boston Music Hall audience. Operatic impressionists are welcome to this hit. Everybody knows mosquitoes draw well.

Mosquitoes are philosophers. They understand gravitation. If a hand or other weighty substance should fall, they know there's danger, and get out of the way. And they understand suction so well that they put a steam engine to the blush.

Mosquitoes are educated in the Allopathic School of Medicine. They believe in bleeding. They differ from men in supplying the theory. They first present their bill, and then bleed you. They don't understand human nature enough to know that no man likes to have the bill presented before the work is done. Mosquitoes also know how to develop humor—or bad humor. They will ply a man so much in one night that his face will look very humorous next morning. As mathematicians, mosquitoes understand subtraction, and also multiply very fast.

As base-ballists, mosquitoes are a success. They always come in on a fly, and rarely go out on one. As pitchers, they always pitch in, never mind who their opponents are. As catchers, they often catch their opponents napping, and rarely get caught themselves. Everybody likes them in the field, and they often make home runs. They fall at the bat, but get a good many bats. As tailysists, they make their innings; but they are not good umpires, being apt to raise a row.

Mosquitoes, like dogs, have their days. In dog days, dogs are expected to go mad. Mosquito-days begin with dog-days, and end with the first frost; then they die happy. They gather in large bands under the trees, and there, flying up and down, sing their death-song. Man exults in their death. The mosquitoes exult. All is exultant; and soon after the Governor appoints Thanksgiving.

"K. K.," in Baker's Handy Speaker.

**BABY MOSQUITO.**

[For Young Speaker.]

Rain-water barrel in the sun, Little mosquito life just began; Mother has left her baby alone To swim by itself until it is grown; And there we find it, wriggling and brown, Its tiny tail up, its poor head down; Breathing away as best it can, Drearily scared at even a man. And Johnny and Jane laughing to think How it dives to the bottom as quick as a wink; While we are only waiting to see What a funny fellow he will be When he grows so large—the cunning elf— That he splits his skin and crawls out of himself. Then if you listen—hum! hum-n! You'll hear his music, and see him come. For he'll be as starved as a polar bear, And who gets eaten he does not care. —Kate B. Ford, in The Wide-Awake.

—No better time than the present can offer for explanation to the schools of our system of electing the President and Vice-President of the United States, and the method now adopted for counting the Electoral votes. Washington's Birthday should also be properly noticed.

"Any one who pretends to teach, and does not read an educational paper or magazine, is not worthy of the name of teacher, and should leave the profession at once to make room for some one who will do what he should."—Prof. A. Earleman, in Wisconsin Journal of Education, 1873.

**State Teachers' Association.**

The annual meeting of this body will be at Fremont, on the 27th, 28th, and 29th of March next. The programme is not yet fully made up, but will include evening addresses by Chancellor Fairfield, of the State University, Dr. Drake, Curry, Principal of the Normal School, and papers on practical educational topics by many of the leading teachers of the state. A part of the session will be devoted to an informal and full discussion of the improvements desirable and practicable in school matters in the state. Reduced rates on all the railroads of the state have been arranged for, particulars of which will be published at an early day.

S. R. THOMPSON,

Ch. Ex. Com.

**Illinois.**

Editor, JOHN W. COOK, Normal.

**Graded School Principals.**

**Green County.**

Carrollton, E. A. Doolittle.

[Greenfield, H. H. Montgomery.]

Whitewater, E. M. Prindle.

Done at Lincoln, this 25th day of December, 1876.

J. M. MCKENZIE,

State Superintendent of Public Instruction.
Henry County.

- Annawan, E. A. Allen.
- Atcher, A. E. Mills.
- Aurora, D. R. Hargrave.
- Orion, W. H. Mclcher.
- Colona, H. S. Comstock.
- Woodhull, J. R. Magrure.
- E. A. Buck.
- Cleveland, F. P. Olmstead.

Johnson County.

- Vienna, A. B. Garrett.

Kankakee County.

- Kankakee City, A. E. Rowell.
- Manteno, Miss M. J. Phelan.

La Salle County.

- Seneca, W. A. Bailey.
- M. S. J. Cook.
- Marseilles, W. W. Johnson.
- Warner, A. Brady.
- Utica, J. M. Day.
- La Salle, Charles E. Works.
- Peru, George B. Stockdale.
- Mendota, Wm. Jenkins.
- Ottawa, W. W. Schreel.

Perry County.

- Tamaroa, J. H. Thornton.
- John B. Ward.

Stark County.

- Toulon, Frank Matthews.
- South Wyoming, Win. Sandham.
- Laayette, Win. S. Sherman.

Tazewell County.

- Pekin, George Colvin.
- Groveland, W. H. Buchanan.
- Tremont, Miss R. C. Fenner.
- Peoria, E. J. Henderson.

Whiteside County.

- Sterling, 1st Ward, M. R. Hanna.
- 2d Ward, Alfred Bayless.
- 3d Ward, J. M. Piper.
- Fulton, George W. Loomis.

- A list of the paying members of the Illinois State Teachers' Association, at the Champlin meeting, December 27-29, 1876.

1 Miss Mary A. West, Galesburg.
2 " Mary W. Whiteside, Peoria.
3 " E. Wels, Ogle.
4 " S. F. Mickey, McLean.
5 " Mrs. Mary L Carpenier, Rockford.
6 " Miss Nettie M. Sinclair, Kankakee.
7 " D. Kerr, Gilman.
8 " Henry Higgins, Jacksonville.
9 " C. E. Mann, Geneva.
10 " J. Marshall, Yorkville.
11 " John Gore, Virginia.
12 " Daniel Carey, Rockelle.
13 " Charles V. Guy, Danville.
14 " Owen Scott, Effingham.
15 " H. F. Hall, Sycamore.
16 " John Higby, Lanter.
17 " A. A. Suppper, Highland.
18 " James P. Slade, Belleville.
19 " W. A. Smith, Bloomington.
20 " E. B. Earp, White.
21 " John Stapleton, Oconee.
22 " R. Williams, Ottawa.
23 " C. T. Stratton, Nashville.
24 " E. R. Wagon, Rockelle.
25 " John W. Cook, Normal.
26 " S. C. Bond, Chester.
27 " W. H. Downing, Riverside.
28 " C. H. Homans, Tamaqua.
29 " J. H. Loomis, Chicago.
30 " A. Stetson, Normal.
31 " James Colegrove, Chicago.
32 " E. N. Denison, De Kalb.
33 " Dr. Cyrus Thomas, Carbondale.
34 " John Hurl, Carbondale.
35 " O. S. Cook, Chicago.
36 " C. Parker.
37 " S. H. White, Peoria.
38 " O. S. Westcott, Chicago.
39 " W. B. Powell, Aurora.
40 " T. H. Clark.

- 1st. Miss Mary A. West, Galesburg.
- 2d. Miss Fannie E. Wight, Utica.
- 3d. Miss L. M. Higger, Chicago.
- 4th. Miss L. L. Howes, Mendota.
- 5th. Miss L. L. Howes, Fatston.
- 6th. Miss L. L. Howes, Manteno.
- 7th. Miss L. L. Howes, South Christmas.
- 8th. Miss L. L. Howes, Minier.

- 1st. Miss Mary A. West, Galesburg.
- 2d. Miss L. M. Higger, Chicago.
- 3d. Miss L. L. Howes, Mendota.
- 4th. Miss L. L. Howes, Fatston.
- 5th. Miss L. L. Howes, Manteno.
- 6th. Miss L. L. Howes, South Christmas.
- 7th. Miss L. L. Howes, Minier.

Wisconsin.

Editor, J. Q. EMERY, Fort Atkinson.

In his annual report to the Board of Supervisors, Superintendent Collier of Jefferson county says:

- "The schools as a whole are making progress, but a few wholly beyond the control of any person, except the patrons and school boards, are failures. With the exception of the statistical irregularity of attendance, shortness of time, condition of school-room, tardiness, lack of cooperation between teacher and school boards, and, in a few instances, between the members of the board, the tendency to secure the teacher that will contract for the least wages, are some of the causes of these failures."

- "Eleven examinations have been held, at which there were 245 applicants, of whom 257 have received certificates as follows: 7 first, 23 second grade, and 227 third grade. Four of the examinations continued three days, the remaining ones from two to four days. Held one institute, commencing August 21st, and continuing two weeks. Visited 116 schools between January 1st, and August 31st, 1876. Made 143 visits, averaging two hours and forty-five minutes to each visit."

- "Only about 60 per cent. of the scholars in the county have attended school at all during the year, and, comparing with the time taught and the daily attendance, less than 40 per cent. of the pupil's time has been spent in the school room."

- The Janesville Gazette says that, under the very able and discreet management of Mr. Little, the Institution for the Blind has made more valuable in the promotion of good among the unfortunate blind, than during the past year. Her superintendency has been marked with signal success, both to the State and to those who are placed under her care and instruction. A visit to that institution, not long since, convinces us that the Advocate has not overrated Miss Little's efficiency.

Referring to Beloit College, the Wisconsin State Journal says: "The classes stand as follows: seniors 20; juniors 18; sophomores 13; freshmen 29. The college library contains over 6,000 volumes, and the libraries of the libraries societies about 1,000. The faculty of this college is a very able one, and the course of instruction is complete. It ranks well among the colleges of the country, and its graduates are filling high positions in different parts of the United States. Dr. Chapin, the President, stands deservedly high among the educators of the country, and he gives this college his undivided attention. It is under the especial charge of the Congregational denomination, and is an honor to it."

- The following regular monthly meetings of different departments of the teaching force have been organized in Milwaukee: Principals' meeting, Special Teachers' meeting, Principals' Teachers' meeting, High School Teachers' meeting, and Normal Department Teachers' meeting. Each of the sections meets regularly, once a month, at the Superintendent's office, for the discussion of such matters as are brought before them, and the transaction of business relating to schools.

The Washington County Teachers' Association held a meeting at Cedar Creek, the 27th ult., which is pronounced the largest and best meeting ever held in the county. The next session will be held in West Bend, February 4th.

- The Prospect school, Prof. Reed, principal, is pronounced a success by Superintendent Baker.
to them to know that their young friend passed away without a murmur of regret, and entered the new world beyond with the exultant hope and faith of the Christian.

-During the fall term of the Eaton Rapids public schools, 400 pupils were enrolled—70 in the High School, 111 in the Grammar School, and 219 in the lower grades. Only 35 pupils were tardy, and the per cent. of attendance was 91. The winter term is now fairly opened with an increased enrollment, and the Superintendent feels that by indicators before him, the work is now and ever will be in this state. This phase of affairs tells very favorably for the young principal, Mr. May, who, though having already considerable experience, is serving his first year at the head of so large a school.

-From the Escanaba Tribune we learn that during the last term there were enrolled in the public schools of that place 350 pupils, that the average number belonging was 226, and the average attendance 273. The number of pupils not absent during the term was 246, and the whole time lost by tardiness was 66 hours. There are six teachers employed. Mr. R. D. Hall, the principal, is a graduate of the Normal School, and his management, according to the Tribune, is giving general satisfaction to pupils and to parents.

-The total enrollment in the Hancock public schools, last term, was 710. Mr. George Conway, teacher in the Grammar Department, has 50 pupils, and is doing good work with them, though his scholarship and his experience enable him to a better place. We have good reports of the Whitneys at Hancock and Houghton, and of the Patons and Nowlins at Calumet, and of Rosenberry at L'Anse. The upper peninsula is very alive in educational matters.

-A note from Lansing states that at a recent meeting of the State Board of Agriculture, C. L. Ingerson was appointed Professor of Agriculture, and A. H. Hendrie, of Muskegon, Professor of Domestic Economy in the Board of Education. The Board of Education has also authorized the establishment of Superintendent of the Farm and Gardens, with no duties in the line of teaching.

The attendance at the College during the past year has been 165 students, five of whom were ladies. Over ninety-five applications were made, last February, for admission to the college, and a list of the twenty-five of whom the Board of Education has passed the examination. The last graduating class numbered seventeen members; their commencement exercises were held November 30th. The College year for 1877 opens February 27th, and continues, with two short vacations, until the commencement of November. Prof. W. H. E. Kellogg is spending the winter in the laboratory of Harvard College; Prof. R. Carpenter in the Ann Arbor observatory.

**Michigan.**

**Editor, Lewis McLoUcht, Ypsilanti.**

MISS JULIA M. STANCLIFT, graduate of the Normal School, class of '73, is now serving her second year as principal of the Normal Department of the High School, and seems in that capacity to be doing an excellent work, as she is certainly able to do. Last year the deposit enrolled 36, of which number 14. Miss Stanclift, besides being very intelligent and doing good work with them, though her scholarship and her experience enable him to a better place. We have good reports of the Whitneys at Hancock and Houghton, and of the Patons and Nowlins at Calumet, and of Rosenberry at L'Anse. The upper peninsula is very alive in educational matters.

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**Dakota.**

**Editor, W. M. Bristol, Yankton.**

Dakota gratefully accepts the invitation to place a wish at The Educational Weekly's table. As one of the little sisters of Uncle Sam's large family, it is pleasing to receive this individual recognition, and to be no longer referred to only under the general title of the Northwest.

Dakota is approaching her sixteenth birthday, but seems scarcely known to her aged sisters of the Atlantic border. They frequently address her letters to "Dauc,ah," and refuse to be corrected.

"How can we know how large a town is Dakota?" is a question recently asked an intelligent Layman of Massachusetts one of our home missionaries. How little he appreciated Dakota's magnificent inheritance! Although Montana, Idaho, and Wyoming, younger members of the family, are grazed more than half her original domain, the Dakotas have yet nearly one million acres, or half of this acreage away, yet enough will be left for a grand empire.

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We are, however, a little people, only seventy-five thousand persons, and of these, one-third of copper hue and largely uncivilized and wild. We are growing, though, and, on coming of age and reaching statehood, shall be no mean member of the lovely family circle.

The assessed value of Dakota this year reaches seven millions of dollars, of which Yankton, the capital, owns more than one-seventh. This is poverty by the side of the wealth of her grown-up sisters.

As young, little, and poor, Dakota will not be expected to be prominent at the crowded table set by the Wazjees. If she speaks once to the three or four utterances of her elders, she will, perhaps, have full as much attention as she deserves.

In the issue of the National Journal of Education, for January 25th, appeared a list of Superintendents of Public Instruction for the several states and territories of the Union. Its compiler seems not to have been informed that an election took place in Dakota in November last, at which Hon. J. J. McIn-"
THE Third Annual Report of the Boston University is at hand, for which we are indebted to President Warren. It shows a degree of prosperity which, for an institution of its age, is surprising. Established in 1839, it is but seven years old, and yet the total number of students during the past year was 627. The departments of the University already organized and in successful operation are: College of Liberal Arts, College of Agriculture, a School of Theology, a School of Law, a School of Medicine, and a School of Oratory. Of these, the Schools of Theology, Law, and Medicine seem to be the most fully developed as to numbers in attendance, there being a total of 414 reported. It is a remarkable fact that for the past two years no other American university has had in the same three departments an equal aggregate attendance. Single schools have equaled or even surpassed each of these, but neither of the other two American universities having all three departments reported, has had the aggregate attendance of those three departments with as many students. Many of the facts stated in the President's report will surprise the public, to whom the Boston University is as yet a comparatively stranger. One interesting fact is that nearly half the students thus far admitted to the College of Liberal Arts and Science, and thus far admitted to the School of Theology, have been female students. An equal aggregate attendance in number of students is an educational monthly, published by an association of American universities having all their departments reported, and thus far has had the aggregate attendance of those three departments with as many students. Many of the facts stated in the President's report will surprise the public, to whom the Boston University is as yet a comparatively stranger.

The Rocky Mountain Locust is, according to the Professor, indigenous to the sub-Alpine heights of the Northwest, and its individual life is bounded by the spring and autumn frosts. Seasonal insects are sometimes found to be limited in a wonderful way to certain areas, and it cannot be explained why some can and others cannot adapt themselves to different conditions. The genuine Colorado potato beetle, for example, spread eastward through man's agency as far as Maine, but never established itself there. The common Colorado potato beetle, however, did not, and does not thus spread, since it cannot subsist on the cultivated potato. Former experience has proved the inability of the locust to thrive in this climate. Specimens hatched in Pennsylvania as well as Nebraska failed to become established, and we hope these theories will soon be verified by the disappearance of the "grasshoppers," in accordance with laws of the geographical range of species.

The Western is an educational monthly, published by an association of teachers in St. Louis, and edited by Prof. H. H. Morgan, Principal of the St. Louis High School. Its aim is different from, if not higher than that of other educational journals. It is more literary and aesthetic. Papers of immediate practical interest are not wanting, while studied, critical, and philosophical articles are not wanting either. History may be found Profs. Sidler's critical essays on the plays of Shakespeare, choice specimens of philosophical criticism, and superlative regardless of the latter we have seen this side of the Atlantic. The editor is publishing, in a series of numbers, his "Topical Shaksperiana," the result of laborious and protracted research. We hope these theories will soon be verified by the disappearance of the "grasshoppers," in accordance with laws of the geographical range of species.

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Minerals, Shells, Birds, ETC.

The Naturalists’ Agency has been established at 325 Lancaster Avenue, Philadelphia, for the purpose of collecting and objecting of Natural History at an opportunity of buying, selling, or exchanging their duplicates or collections. Please state where you saw this advertisement.

Specimens sent to any part of the world by mail. A monthly bulletin of 8 pages sent free.

I received the highest award given to any one at the Centennial Exhibition of 1876, and the only award and medal given to any American for “Collections of Minerals.”

My Mineralogical Catalogue and table of species, by which most minerals may be identified, illustrated by over four thousand engravings, is now ready for distribution. It is an excellent check-list, containing in the price-list every species, and will prove convenient to the student, with its compiled and indexed, and concluded by the species number. The species number indicates the place of any mineral in the table of species, and for the same purpose as the list of the species, after it will be found the species name, composition, streak, hardness, hardness of the minerals, etc.

I have now over 38 tons, and the complete collection of 1,000,000,000 worth of minerals on hand, which has been increased $3,000 worth since the first of Jan., when the first box was put into my establishment. November 15th, my cash sales were over $8,500, and cash receipts over $1,200.

I have the best specimen ever seen of Amethyst, Lapidolite, and all the minerals of the world. I have secured the services of one of the best taxidermists in the country, a gentleman who was employed by the Smithsonian Institution, in South America, for three years. I have a large stock of Western and Southern Insect Invention, in South America, for three years.

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CELEBRATED STEEL PENS.
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

Every Packet bears the Fac-Simile
of his Signature.

Manufacturers' Warehouse, 91 John Street, New York.
HENRY HOE, Sole Agent.

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