The Educational Weekly.


EDITORS:
Prof. William F. Phelps, President State Normal School, Whitewater, Wis., Editor-in-Chief.
Prof. Edward Olney, University of Michigan, Ann Arbor.
Hon. J. M. Gregory, President Illinois Industrial University, Champaign.
Hon. Newton Bateman, President Knox College, Galesburg, Ill.

MANAGING EDITOR:
S. R. Winchell, 170 Madison Street, Chicago.

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Editorial.

The Chicago Evening Journal has inaugurated a movement that deserves the commendation and hearty support of every friend of education in the land. It is entitled to the credit of having established a precedent which we hope will be followed by the other leading journals of the country, as well as by the local press, in providing a comprehensive plan for collecting and disseminating educational intelligence among the people. It has, in fact, organized an educational department in its columns, with a special editor, Prof. W. F. Jones, "a practical and accomplished teacher," at its head. In its issue of November 14, five columns are devoted to educational topics. By special arrangement with the school departments of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Kansas, and Nebraska, it is to receive and publish at the earliest practicable dates the official opinions and decisions of the departments on all disputed questions arising under the school codes of those states. In the language of the editor, "the Journal's ambition is to be hailed as the news-gatherer and news-dispenser," leaving to the special educational publications like the Weekly the work of expounding the science of teaching and discussing the practical problems of education. In the number before us, more than three columns are occupied with items of intelligence concerning the schools of the eight states represented by the department, and nearly two columns with the official opinions and rulings of the superintendents. The matter thus collected is to be published in the Saturday supplement of the Journal and also in the regular weekly issue on Wednesday.

This new departure, as will be seen, contemplates the dissemination of the latest news concerning schools, colleges, and educators, and giving it equal prominence at least with the current religious, political, and commercial intelligence of the day. The Journal claims that "if professional and business men see educational news arranged in columns parallel with commercial, political, religious, and other leading subjects of energetic daily inquiry and report, parents will be inspired with a livelier interest in the cause of education." When the magnitude and importance of this cause in this country are considered, it is surprising that the secular press, so full of enterprise in every direction, and so alert to gather up every item of intelligence of interest to the people, has not before conceived this idea and carried it into execution. With 150,000 schools, employing 250,000 instructors, and expending more than $75,000,000 annually, with school property valued at nearly $200,000,000, and above all, with the vast social, moral, material, and political consequences involved in the right education of 15,000,000 children and youth, it is simply amazing that the press and the statesmanship of the country are not more thoroughly aroused to the transcendent importance of the work in hand.

There is no way in which the press can more truly increase its influence and usefulness than in giving special prominence to that cause which possesses the deepest interest to all the people, since all the people, under our theory of government, must be educated. As we have ventured heretofore to suggest, if our leading newspapers will give the same prominence to educational as to political discussion, if they will secure the services of writers as capable in this department as in those of politics and finance, a sentiment will soon be created throughout the country which will sweep away illiteracy and secure to every citizen such an education as will fit him for the wise discharge of his duties as an individual and as a member of society. We congratulate the Evening Journal that it has had the sagacity to appreciate the importance of this subject and the enterprise to lead in a movement which we hope will become universal with the newspapers of the country. It should never be forgotten that our educational institutions are dependent for their material and moral support upon the appreciation of an intelligent constituency. There is no subject upon which the whole people should be better informed. Strange to say, there is scarcely any subject of public concern upon which they are not better informed. Vast numbers of the nominal friends of education are too ignorant of its nature, needs, and details to be able to defend its institutions when attacked, or to yield them that hearty support that is absolutely essential to their highest success. Let the light shine, therefore, upon these great sources of light. Keep them before the people. Welcome every measure calculated to promote the elevation of the race. From purely selfish motives alone the press can well afford to speed the progress of intelligence. Newspapers can never flourish in an atmosphere of ignorance. They can in no way more effectively promote their own interests than in joining hands with the teacher, and in magnifying his office as among the most useful and honorable in the community. We extend to the Journal and its Educational Department the right hand of fellowship, and beseech for both the hearty co-operation and support of teachers and school officers throughout the Northwest.

We herewith reproduce a circular to students, recently issued by an infamous concern styling itself "The Western Literary Bureau," and hailing from the city of Chicago. As a piece of brazen-faced effrontery and downright knavery we think
this manifesto is entitled to a premium. A perusal of the circular will reveal its true character quite as well as we can delineate it. Of all the late devices for seducing young persons, especially students in our institutions of learning, from the paths of honor and rectitude, this invention must bear off the palm. When human ingenuity cooly sets itself up in the business of making merchandise of deception, trickery, and falsehood, by invading our schools and tempting the young to practice such ruinous vices, we think depravity has about reached its climax. If these nurseries of virtue and intelligence are thus to be turned into agencies for the encouragement of dishonor and incipient crime, then there can be no hope for the republic, or for a society based upon the universal intelligence and rectitude of the people. We presume that thousands of these miserable missives have been merchandise of deception, trickery, and this manifesto is entitled to a premium. A perusal of the circulation.

In connection with this subject we desire also to call attention to the very common practice of certain classes of obscure persons at a great distance from many of our leading institutions, of requesting copies of late catalogues, evidently for purposes entirely foreign to the objects of such institutions. In many cases circulars and other publications of an infamous character are addressed to those whose names are recorded in the catalogues, with the deliberate purpose of corrupting their morals and leading them by stealthy appeals into the broad road to destruction. Whenever applications are made for catalogues by distant and unknown correspondents, it would be well for the officers of our institutions of learning to require responsible references, or else to decline a compliance with requests made under such circumstances. We cannot too carefully guard the avenues of approach to our schools and seminaries while so many crafty villains are lying in wait to corrupt and destroy.

**OFFICE OF WESTERN LITERARY BUREAU.**

**To Students:**
The custom of requiring all students to present graduation essays or orations is arbitrary. All are not easy or natural writers; and even those otherwise prepared for graduation have not had the discipline necessary to render their efforts creditable.
The failure to meet this arbitrary requirement acceptably always stamps the student as inferior, no matter how brilliant his class record.
No amount of discipline can make it possible for some to write even a mediocre essay, at any time during their school years. For such, the time spent in forcing themselves to meet the demand is worse than wasted. In all other arts, the absence of talent is recognized, and the forcing process is never used, and no disgrace attaches to the student.
The above holds good in regard to appointments on the programmes of Literary Societies and Entertainments.

**The Educational Weekly.**

There is no duty more incumbent upon parents than the systematic visitation of the schools. In placing their children under the care of a teacher, however competent, or faithful, they do not relieve themselves of that weighty responsibility which belongs to the relation of parent. They rather take upon themselves increased obligations, for it is their business to know both sides of every question or controversy that may arise in the administration of discipline. It is their business to sustain him in all just measures for the improvement of the school. It is not their business to listen to, much less to act upon the ex parte statements or complaints of their children. It is their business to know both sides of every question or controversy that may arise in the administration of discipline. It is their business to see that their children are promptly and regularly at school. It is their business to counsel and enforce obedience, to encourage study, to insist upon courteous and respectful deportment. It is their business promptly to provide their children with the necessary books and other material aids to instruction. It is, in short, their business at all times and in all places to exercise that watchful care over the mental and moral development of their children that inheres in the office of parent and renders the cooperative efforts of the teacher in the same direction in the highest degree effective. Let these truths be proclaimed from the tops of the houses and enforced from the bottom, and the “good time coming” will not be long delayed.
THE GRUMBLER.

HIS YOUTH.

His coat was too thick and his cap was too thin, He couldn't be quiet, he hated a din; He hated to write, and he hated to read, He was certainly very much injured indeed; He must study and work over books he detested, His parents were strict, and he never was rested; He knew he was wretched as wretched could be, There was no one so wretchedly wretched as he.

HIS MATURE.

His farm was too small and his taxes too big, He was selfish and lazy, and cross as a pig; His wife was too silly, his children too rude; And just because he was uncommonly good, He had no money enough or to spare, He had nothing at all fit to eat or to wear; He knew he was wretched as wretched could be, There was no one so wretchedly wretched as he.

HIS OLD AGE.

He finds he has sorrows more deep than his fears, He grumbles to think he has grumbled away His home and his fortune, his life's little day. But, alas! 'Tis too late,—it is no use to say That his eyes are too dim, and his hair is too gray. He knows he is wretched as wretched can be, There is no one more wretchedly wretched than he.

—Doro Goddard (50 years old), St. Nicholas for Dec.

MOONSHINE.

Prof. EASTERDAY, Carthage College, Ill.

The prevalence of the idea that the moons of Mars may be seen by the aid of an ordinary mirror is startling. Why these moon-eyed astronomers are willing to keep their moons standing still, stiff and stark, one on one side of the planet, and one or more on the other, without allowing them to wheel freely around their central orb, surely cannot easily be accounted for on scientific principles. By such procedure they of necessity deprive themselves of the enjoyment of the "music of the spheres;" for celestial bodies sing and shine only as they move unhindered in their way.

If a pin-head be placed near a glass mirror, and an observation be made from a position to one side, so that the line of vision may be considerably inclined to a perpendicular to the surface of the glass, the image of the pin head accompanied by two or more happy satellites will be distinctly seen. It is well that these moons do not even more revolve about the pin-head, otherwise the practical utility of the pin would largely be diminished.

The facts are simply these: The first dim image is formed by rays reflected from the front surface of the glass, without at all passing into the glass. The second, which is the image proper, is formed by rays reflected by the back surface of the glass, passing twice across the thickness of the glass. The third image is formed by rays reflected by the back surface, and on reaching the front surface are again thrown upon the back, and then sent out to the eye, having passed through the thickness of the glass four times. If the object is sufficiently brilliant, still other images may be seen formed by rays which are thrown from surface to surface of the glass still more frequently before their emergence. In case of experiments with the plain mirror, images seem precisely as far as the eye as the distance through which the rays have passed after leaving the object and before reaching the eye. It is easily seen, then, that the first dim image will seem so near the principal one by about twice the thickness of the glass in use. The second dim image will seem the same distance beyond the principal one; the next as far beyond this, and so on till the images become too faint to be recognized. Thus, we may always depend upon finding one moon upon one side of each object under examination, and one or more upon the other side. The distance from one of these bodies to another may be regulated by the thickness of the glass in use. In the use of a metallic mirror no such moonshine will ever greet the vision of the unhappy observer.

Again suspend your mirrors, then, upon their rusty nails, and let them revert to their humble and legitimate use. Be assured that it is as impossible to see the moons of Mars by use of a looking-glass, as it is by the use of that optical instrument, from a position "up in a balloon" above Chicago, to take a scientific diagnosis of the eye of a great fast asleep upon the pinnacle of the capitol at Springfield, on the darkest night, provided the object under examination be illuminated by the brilliant extremity of a lightning bug situated at a distance from it of three centimeters.

THE SPELLING REFORM.—WITH NO NEW OR MUTILATED LETTERS.

I

In the conception of a perfect orthography a few principles seem fundamental, which are at variance with our present system.

1. Each sound should have a single representative.

2. The same character or combination of characters should invariably represent the same sound.

3. The letters of a word should represent each sound heard in the word in the order in which they occur in its utterance.

4. In spelling, no superfluous letters should be used.

The first two of these principles point directly to the construction of the alphabet; the remaining two to its use.

After a careful inspection of our written language as it is, with especial reference to the representation of sounds by letters, I believe the alphabet contains a sufficient number of characters to faithfully represent the forty or more sounds known to the English tongue. Its fault is that it provides more than one representative for some sounds.

Thus the sound known as "e hard" has the representatives e and k; "e soft," e and s, etc., while combinations of sounds already provided for are represented, not by the combination of their characters, but by new characters, as; and as, etc. This last feature of the alphabet might find an excuse and even claim a virtue in expediency, if the combinations of sounds thus provided for were of such frequent occurrence in words, as, for the sake of facility, to demand a single character. However, as now used, x and g are not only unwarrantable but a source of embarrassment.

For reasons thus based, we believe that to establish e or k to represent "e hard," e or s "e soft," and so on throughout the whole list of interchangeable letters, both vowels and consonants, is a step at once acceptable to, and desired by, the people, and a long stride toward a scientific orthography. All of those arbitrary combinations, as, "ough," "phth," "eaux," "eigh," etc., etc., will disappear; those puzzling e's and a's will lose their consequence, and the simple characters representing the sounds heard in the word will fall in line as easily and naturally as the word is uttered.

Dropping then the letters k, g, and x, we shall have twenty-three letters, which, with powers properly defined, will be found quite sufficient for an American Alphabet. The following is the scheme for representing the sounds of our language by this alphabet. To indicate the sounds, the markings used in Webster's Dictionary are employed.

Alphabet. Sounds.

a = a, å
b = b, th
ch as in chair

th as in thin.

c = c hard
ce = ch
( = ch crossed as in Webster's Dict, & in thine.
d = d

e = e, e
f = f
gh = gh

hard

ng (underlined)
in

finker

gh

hard

oo

long and short

Italian a long and short

I = i

au or aw

Broad a

I = l

a long before r loses its "vanish in r" and becomes ä as in care.

m = m

n = n

u short before r blends with the vocal element

in r and becomes obscure ä.

O = o, 0

p = r

oi or oy

f in oil

s = s

t = t

ow or ow

w = w or ow

Y = y

z = z

Rules of position governing the long and short vowel sounds, based on the relation of consonants to vowels.

1. A vowel has its long sound when final in a syllable, or when it is the principal vowel of a syllable ending in final e.

2. A vowel has its short sound when the syllable ends in a consonant.

Note. In the fluent pronunciation of a word the vowel sounds in the unaccented syllables are uttered with less force than in the accented, and are allowed to become more or less obscured and verge toward the neutral vowel a. This fact, however, does not affect the representation of the sounds, as the orthography of a word is based on the distinct enunciation of each sound in the word. The quantity does not change the character of a sound, hence, strictly speaking, long and short Italian ä, long and short oo, e, i, and each pair of cognate vowel sounds needs but a single representative.
In this scheme a few of the letters retain special powers which they have acquired by long usage, and which are not inconsistent with the fundamental principles of orthography. Thus "e mute" is used final in a syllable where it is not the principal vowel to restore the long sound to a vowel shortened by a following consonant. It is then claimed to be in combination with the vowel, and is known as final e.

'y' is used final in a syllable to represent i, as the vowel i when final does not generally follow the rule so nearly universal with reference to the long and short sounds of vowels. Such a use of y, already established, does not conflict with its consonantal representation, and is for the present allowable. It is the only substitution or interchange of letters given, and its use is governed by a fixed rule of position. When thus used it is known as "final y."

The method of representing sounds by digraphs finds its precedent in the already acceptable use of ch, th, and sh, from which no inconvenience or confusion, either in the writing, spelling, or pronunciation of a word, has arisen. If we add to this list zk for z in azure; ng with n underlined for n in tinder, and, for the present, ss for ss long and short; a (or dotted a) for Italian a; and au or aw for broad a, usages already familiar in hundreds of words, the pronunciation of which is always determinable from the orthography, we avoid the seeming necessity for nine new characters, at least, for the present, and still adhere to the principles laid down as fundamental in framing an alphabet.

The representation of the cognate vowel sounds, as, a, and e by the different characters now used, instead of by the same character, as it is more theoretical, may be a question worthy of future reconsideration. We leave it to a discriminating public if the change is at present practicable. The fewest possible changes in our present system that will insure the correct pronunciation of the written word, and the correct spelling of the spoken word are all that should be now attempted, and all that if attempted, we can hope to see established. One step at a time and that the most desirable one, will fall in the line of the laws of change and progress.

Thus may we not hope, speedily, in spelling, to be enabled to follow unchanging rules based on distinct pronunciation and correct syllabication? These must be furnished in a perfect pronunciation. The discussion of these essential points would be too lengthy for the present paper, but may furnish the subject matter for a succeeding one, the object of this article being rather suggestive than instructive.

That the proposed plan is at once available, in that no new type is needed, is decidedly much in its favor. That it is based on an alphabet, rules, and usages already established makes it at once acceptable.

That it remedies the two greatest evils of the present system, viz.: indistinguishable representation and the use of silent and superfluous letters makes it practical.

That thousands of words already follow the plan, especially those derived from the Latin, proves its feasibility.

That it leaves work for the future should not condemn it.

I therefore ask the attention of educators, the Spelling Reform and Philological Associations, and thinkers everywhere to a careful consideration of the subject.

M. E. W.

CHICAGO, Oct. 1877.

NOTES ON THE PUBLIC SCHOOL SYSTEM OF LONDON.—I.

Prof. J. H. Hooff, Prin. State Normal and Training School, Cortland, N. Y.

THE Educational Department is the Committee on Education appointed by the Crown.

SCHOOL SUPERINTENDENTS, OR MANAGERS.

The public schools of London are organized under the general school code of the Empire of Great Britain. The public schools of the city are managed by the School Board for London, which has adopted a code for its guidance, originally adopting it, as it now is, on Feb. 2, 1876. The city is divided into divisions which are properly represented in the School Board. Divisional members are ex-officio managers of all schools in their own divisions. Managers may be appointed other than divisional members in cases when it is considered necessary. These managers constitute a Board of Managers. The members of the London School Board are elected by the voters determined by law. This Board of Managers recommends the school-fees to be charged, selects from among the candidates suitable persons to be recommended to the Board for appointment as school-keeper (janitor), and for appointments as head teachers, assistant teachers, pupil teachers, and candidates. The Board of Managers elects a correspondent who reports the minutes of that Board to the clerk of the School Board, which holds its regular meetings quarterly and is composed of about fifty members.

These Managers of Board Schools nominate teachers for appointment by the Board, visit the schools whenever convenient, to see that the instruction is given in accordance with the regulations; examine periodically the teacher's returns; and exercise a general supervision over the property of the Board. The Educational Department also requires that the Managers shall attend in person, without notice, and from time to time, to see that the pupil teachers are instructed by the certificated teachers according to the regulations of the Department.

CORRESPONDENTS.

Every school under the Board must have some officer, not a teacher, who shall be the medium of communication between the managers on the one hand, and the Department, the Board, and the teachers on the other. This officer is called a correspondent, and he is, hence, required to visit the schools frequently. All teachers' returns require the signature of this officer. Reasonable traveling expenses are allowed him, except in going to and from home.

GOVERNMENT INSPECTORS.

The inspectors are officers appointed by the Crown, on recommendation of the Department, to report concerning the fulfilling by the schools of the requirements of law, to enable them to claim government aid.

ESTIMATES FOR THE STAFF OF TEACHERS.

The number of teachers allowed in the public schools is as follows: For the first thirty pupils in average attendance during any quarter, one certificated teacher; for each succeeding thirty pupils, one pupil teacher or candidate; but one certificated assistant teacher may be employed for sixty children in the place of two pupil teachers or candidates.

CLASSES OF TEACHERS RECOGNIZED BY THE BOARD.

They are:
1. Certificated teachers who have passed the required government examination, and who have also received therefor their certificates of merit for two successive years of successful service in teaching. This entitles them to a pension.
2. Probationers, who have passed the examinations, but who have not yet received their certificates of merit.
3. Ex-pupil teachers who have completed their term of apprenticeship with credit. This term is five years of consecutive teaching, joined with a prescribed course of study, partly optional in science, languages, mathematics, and literature, during the time, and begun at an age not less than thirteen years, being taught in recitation one hour daily the while by a certificated teacher.
4. Teachers who have passed the government examination required to enter any of the normal training colleges or approved by the Department. This examination is prescribed, as to subjects, by the Department, the colleges establishing the standard of passing thereon.
5. Pupil teachers who must have served a previous period of probation. This term of probation consists of one month of successful teaching without pay, and a further service of six months as candidates. They must not be under 14 years of age. They are not placed as responsible teachers of classes until they have entered upon the last three years of their apprenticeship.
6. Candidates who must intend in due time to become pupil teachers.

APPOINTMENT OF TEACHERS.

The Managers are allowed to nominate to the Board only one candidate for each post of head or assistant teacher.

The names of the other candidates, if any, are kept on file for future reference.

The name of the candidate is accompanied with inspector's reports and testimonials from Managers. A personal interview is also necessary with the School Management Committee.

SALARIES OF SCHOOL TEACHERS.

The salaries of teachers employed by the Board are made up from the following sources:
1. A fixed salary, paid monthly— independent of grants, etc.
2. A share in the amount of the government grant upon examination or upon presentation, payable at the end of the year, upon reports.
3. A payment to head teachers, or principals, for giving instruction to the pupil teachers, payable at the end of the year.
4. A payment for giving instruction in drawing.
   (1) Fixed Salary:—
   (a) For Assistant Teachers. (Ex-pupil teachers receive, for the first year of service, $275 if a gentleman, and $250 if a lady; for the second or higher year, $300 and $275 respectively. (b) Teachers under probation receive as follows: Those who have passed the certificate examination, but who have
not been pupil teachers nor trained, if of the lowest or third grade, receive $300 if gentlemen, and $275 if ladies; if of the second, or grade higher, $325 and $300 respectively; if of the first or highest grade, $350 and $325 respectively.

Those who have been pupil teachers, and who have passed the certificate examinations but have had no training; or those who have been trained for one year; or those who have been trained for two years, but have not yet passed the examinations required at the end of the second year, all of them, if of the lowest grade, receive, each, $325 if a gentleman, and $300 if a lady; if of the next grade higher, each receives $350 and $325 respectively; if of the first grade, $375 and $350 respectively.

Those teachers who have been trained two years, and have passed the examinations for the second year, receive, if of the lowest grade, $350 if gentleman, and $325 if ladies; if of the second grade, $375 and $350; if of the first grade, $400 and $375 respectively.

Those teachers who have parchments, or diplomas, are allowed an increase, upon receipt of it, of $25 if gentlemen and $15 if ladies, and a like additional increase for each subsequent "good report" from the government inspectors, always provided that the maximum amount shall not exceed $550 for gentleman and $450 for ladies.

(4) For Head Teachers. To secure, ordinarily, the situation of head teacher in the Board Schools, it is necessary that the candidates shall have been trained for two years, shall have passed the required examination at the end of two years, and shall have actually received their diplomas.

It is provided that the salary of a head teacher shall in no case be less than $350 if a gentleman, and $450 if a lady, and that this amount shall be increased, upon approved passing of certificate examinations, together with the increase for a diploma, to $50 if a gentleman, and $30 if a lady; and that a further increase, because of valuable experience, of approved superior ability, as reported by the Management Committee, in each case, considered on its merits, shall be allowed of $30 to a gentleman and $200 to a lady, which amounts must not be exceeded; and that, after appointment, the increase for each "good report" is $50 to a gentleman, and $30 to a lady, provided that the maximum salary shall not exceed $1,050 for gentlemen, and $750 for ladies.

(c) A Further Increase of Salaries to assistant and head teachers will be made for these qualifications: Ability to teach the full drawing course, $25 to both ladies and gentlemen; for possessing three or more certificates for subjects passed in science, $25 to both; and for one advanced science certificate to ladies only, $12.50; and a Bachelor's Degree of Arts in any University of Great Britain or Ireland, or, in the case of ladies, five special certificates of higher proficiency, only two being for languages, granted by the London University, these shall entitle to an increase of $50 to gentlemen and ladies alike.

(4) For Candidates and Pupil Teachers. Candidates, if boys, receive $1.50 per week, and $1.00 if girls. Pupil teachers who have passed the required examinations at the end of the first year are allowed $2.25 per week if boys, and $1.25 if girls; if they have passed the examinations for the second year, $3.75, and $3.00; if the third examinations, $3.75 and $3.00; if the fourth, $4.00 and $2.50 per week, respectively.

To the above rates there are additions for a full-drawing certificate of $25 per year to both sexes, and of $25 per year to both for the possession of three or more advanced science certificates; and of $12.50 to girls only for one certificate of science, selected from the list approved by the Department.

By "good report" in the foregoing is meant a report which the School Management Committee considers good, and has reference not only to the records of scholarship and standing noted on the teachers' diplomas, but also to the annual reports of the government and of the inspector. In the case of a head teacher, the report will not be called good unless the percentage of passes by the pupils in reading, writing, and arithmetic, respectively, shall be satisfactory to the Committee. The Committee also regards the number of subjects which are taught in the school. Teachers who give evidence of improved qualifications by reexaminations will be allowed additional salary due therefor. Teachers with third grade certificates, under probation, are not regarded at all—they must have their diplomas first. If for any reason, a teacher's salary exceeds at any time the amount which the scale awards, this salary continues until the yearly increases shall bring it up to the point.

(2) Government grants for salaries:—

An augmentation amounting in the aggregate to one-half of the examination grant, or the grant upon presentation (be it more or less), is divided among the assistant (not pupil) teachers, in proportion to the time each of them has been employed in the school,—provided that not more than one-fourth shall be given to a school where only one assistant is employed.

An augmentation amounting to one-half of the examination grant, or allowance for attendance and for classes taught in school with other pupils or in a room by themselves, or upon presentation for attendance, studies, condition of the school, list of specified subjects taught during the year, including the number of passes therein as fixed by regulation; for the above conditions, the half of the total is given to head teachers.

When the Department makes a deduction from the whole grant on account of faults of instruction, discipline, or registration, the same proportionate deduction will be made from the examination or presentation grant to be paid to the teachers. When the grant is withheld for an absence of singing upon the course of studies (twenty-five cents per pupil), or for a failure in the report of "excellent" in organization and discipline (thirty cents per pupil), or of "good" therein (twenty-five cents per pupil), the total amount disallowed is deducted from the examination or presentation grant allowed the teacher. When the deduction is because of imperfection in the building—no portion of the sum deducted is taken from the grants upon examination or presentation.

(3) Payments for Instructing Pupil Teachers:—

Head teachers are allowed $25 per year for giving instructions to each pupil teacher if a boy, or $20 if a girl, provided they pass the examination at the end of the year, that is set by the government inspector. The same is allowed on account of candidates, under like conditions. It is provided that no head teacher shall teach more than six pupil teachers or candidates per term, and under no circumstances shall be allowed pay for more than six.

(4) Payment for Instruction in Drawing:—The whole of the grant for drawing, with the exception of $5.00 deducted for expenses in conducting the examinations in the Science and Art Department, is divided among the actual teachers of drawing, other than pupil teachers, in proportion to the amounts earned by their pupils respectively, provided always that the teachers are qualified by the Science and Art Department to teach in respect of the branches of drawing which they have actually taught.

In the matter of the increasing of salaries, teachers must have served at least one full year in one of the schools of the Board. In estimating the amount of the increase noted is taken of the "good reports" of the government inspector, of the regular and punctual attendance of the pupils, of the qualifications to instruct the boys in music and in drill and calisthenic exercises, and of giving instruction, if an infant-school, in music and kindergarten exercises.

FEES PAID BY THE PUPILS.

The local managers, having regard to the social status and condition of the people residing in the neighborhood of a school, recommend the amount of the school fee. This recommendation, if first approved by the School Management Committee, then by the, the divisional members, and lastly by the Education Department, becomes the legal rate for that locality. The minimum weekly fee is two cents, and the maximum eighteen cents. The fee for each child in one department must be the same. Pupils attending as half-timers pay half-rate fees, if they do not below two cents per week. The managers of a school may recommend the fee and for any attendance of a school. When two or more children of the same family attend the same department of a school, the second and further children shall be admitted at half fee, except when the fee is two cents. If this is approved, it guides the collections.

The Divisional Committee may consider, upon application, the cases for remitting fees, and the duration of such remission.

The fees are collected by the teacher on Monday morning for the ensuing week, and by him paid monthly to the Pay Clerk on his visit. Two weeks in default causes a notice to be sent to the Committee and to the parents. The children of out-door paupers attend school upon tickets of admission issued to them by the guardians of the poor, who thereby become responsible for the fees of the children.

If every teacher in the country would subscribe for this or some other equally valuable aid, in his or her own work, the results would be most gratifying. In deed, we have often thought that it would be a judicious investment for country school districts especially, to appropriate a few dollars annually to be expended in publications intended for their teachers' advancement.—Independent Republic, Plainwell, Mich.

It is to be noted what its name indicates, and if the succeeding numbers are like the first, the journal will be worthy the attention of all teachers.—Supt. H. S. Baker, Pierce Co., Wis.

Read the note in Publishers' Department this week referring to last week's issue.
Reviews.

The Coquette. A Tale of Love and Pride. By the author of "Miserrimus." (Philadelphia: T. B. Peterson & Bros. Chicago: Hadley Bros. & Co.)—This is a curious literary concoction. The general plan is after the usual recipe for sensational novels. Take as large a number of lords and ladies as can by any possibility be made use of, give them the necessary amount of vanity and silliness as a lightening quality, add a spice of wickedness and affectation, the fruit of knowledge and virtue, then stir in as many unusual quotations, historical allusions, adjectives, and exclamations as it will hold, interspersed with a little wit, and serve with a sauce composed of the author's pet whisins, and you have the thing complete. Persons who confine themselves to this sort of mental and moral diet are apt to lose relish for more substantial things to be considered handsome, and, on account of the termination of his pire; The Roman Empire and the German Kingdom; as an International Power; the Character of the Empire; The Reformation and the Papacy; The Emperors in Italy: Frederick Barbarossa; The Hohenstaufen; The Germanic Constitution—the Seven Electors; The Empire as an International Power; The City of Rome in the Middle Ages; The Renaissance; Change in the Character of the Empire; The Reformation and its Effects upon the Empire; The Peace of Westphalia; Last Stage in the Decline of the Empire; Fall of the Empire; Conclusion: General Summary. Following these is a supplementary chapter on The New German Empire, and an appendix. It will be seen from these that the object of the writer was less to give a detailed narrative of historical events than to present a view of the Holy Empire as "an institution or system, the wonderful offspring of a body of beliefs and traditions which have almost wholly passed away from the world." The supplementary chapter, though sketching the rise of Prussia, the state of Germany under the Confederation which expired in 1866, and the steps whereby the German nation has regained its political unity in the new Empire, yet seems to properly belong to the whole, as the great events of 1866 and 1870 reflect back so much light upon the previous history of Germany, and need, in order to be properly understood, to be viewed in their relation to the character and influence of the old Empire. The work in its present form is one of great value to the real student of European history. It is refreshing to read from such a book after following through the pages of a mere historical narrative. In this one may see the philosophy of history, while the mere details are made subordinate,—are shown rather as results than as causes of governmental changes in the nations. It is a work which every scholar, especially every student of history, will be sure to possess.

An Outline of General History for the Use of Schools. By M. E. Thalheimer. (Cincinnati: Van Antwerp, Bragg & Co.)—The excellent Manuals of history already written by Miss Thalheimer and published by Van Antwerp, Bragg & Co., have given her a rank among the historians of the day. But as these Manuals, one of Ancient History, and one of Medieval and Modern History, and also her History of England, are too large for use in the common schools, and as there is said to be a need of a book of sufficient size and comprehension to give the common school student some general knowledge of the world's history, this Outline has been prepared chiefly to meet that want. It is designed to furnish a system of classification for future reading, or to afford "needed intelligence concerning nations whose present movements con-

stitute a chief interest of our times." The style is simple and plain, and the arrangement of the whole is very clear, so that any pupil who is prepared to undertake the study will find no difficulty in conceiving and retaining a correct idea of the history of the world as here given.

The book consists of 355 pages, of which 126 are devoted to "The Ancient World," 70 to "Medieval History," and 128 to "Modern History." "American Affairs" are not given a very prominent place, only seven pages being allowed for that subject, one of these seven being given (and no more) to South America. Miss Thalheimer has done just what several authors have done before her—undertaken an impossibility, the writing of a history of the world within the compass of a common school book. The omissions must be too numerous to permit it to pass as a perfect work, and the judgment of the author will not at all times agree with the judgment of critics and teachers as to the relative importance of historical events.

The publishers have brought out the work with their usual skill. No publishing house in this country can excel them in the engraving and printing of maps, and in this book to be found some of their finest work. The maps are large and numerous, and form a very valuable part of the volume.

A Song and a Sigh. By Rose Porter, author of "Summer Driftwood"; "The Winter Fire"; etc. (New York: A. D. F. Randolph & Co.)—This little volume is a pearl of price amidst much worthless and worse than worthless fiction of the season; and it is good to commend its price and beautiful pages to every fireside. The tale is meaning-full, and full of interest, pressed home in the tenderest way, as many a heart with silent acknowledge. With this, we have an outgrowth of all good, and beautiful, and true illustrations, strewing every page with rich and attractive meanings, so that, as it lies upon the table, one may turn any leaf and find mosaics of excellence, sure to set themselves in the heart and memory. No one can read and love Miss Porter's works, sweet with mingled story and Christian teaching, without a better and more earnest purpose in living. Certainly for young people they are the very best of books, inciting, elevating, winning, and guiding unto the truest aims, and surest happiness.

Johnson's New Universal Cyclopaedia. The first three volumes of this great work have been separately noticed in these columns. The fourth and last has for several weeks lain on our table. It is comprised in 1,556 pages of the cyclopaedia proper, an appendix of 204 pages "embacing supplementary articles, and articles received too late for insertion in their order," and 31 pages of testimonials. The testimonials, though not exactly of a cyclopædic character, are indicative of the general—almost universal favor with which the work has been received by the leading scholars and journalists of this country. It is concealed that the work contains several thousand more subjects than any other work of the kind published in this country, but it is claimed, with some propriety, that as a cyclopaedia, the cataloguing of all the townships and post-villages in the United States cumbers the volumes and swells the aggregate list of subjects to the sacrifice of convenience in handling and perhaps cheapness in cost. While it would have been possible to add still many thousand subjects and names to the list already contained, it in ght have been possible al-.

so to leave out many which are to be found in each volume, and still not have impaired its value and completeness as a cyclopaedia proper. The difficulty of editing such a work with consistency and propriety is immense, and whatever lack of unity or harmony there may be in the treatment of subjects of relatively greater or less importance is easily overlooked, from the fact that the work is not thus rendered any less complete, but is made to fill a greater want of the people,—that of a universal popular cyclopaedia. The convenience of having a dictionary, gazetteer, and cyclopaedia in four volumes which may lie within easy reach is highly appreciated by every student and writer, and it is not improbable that in actual use Johnson's will be resorted to far more frequently than any other, though they may all be shelved together.

Among the noticeable articles in this last volume are several on scientific subjects, particularly that on the Transits of Venus and Mercury, by Prof. S. Alexander; and one on Twilight and Twilight Bow, by the same author; the Ordinary Theory of Light (17 pages), by Prof. F. A. F. Barnard, the Editor; Vegetable Histology and Physiology, by Prof. C. L. Goodale of Harvard University; Water (18 pages), by Prof. C. F. Chandler. The article on the United States was written by Prof. Francis A. Walker, and covers 28 pages. An interesting article on George Washington was written by Alex. H. Stevens, and is a longer one on Washington City, by A. R. Spofford, Librarian of Congress. This latter is finely illustrated. Woman's Rights is written up very minutely by Susan B. Anthony.

The Supplement, or Appendix, presents the latest discoveries and investi-
Correspondence.

FROM AURORA, ILL.

TO THE EDITOR OF THE WEEKLY:

I

An editorial of November 8 you say: "It is creditable neither to the common schools nor to the intelligence of this country that fifty per cent of the candidates for admission to the Military Academy and fifty-eight per cent of those at the Naval School at Annapolis are rejected for incompetency, when it is known that the requirements are only of the most elementary sort."

There are some common schools to which your percentage does not apply, and one of them is the West Aurora school, in the Fourth Congressional District, one hundred per cent of whose candidates have passed the required examination and been admitted to West Point.

Robert Hall, now Major and Adjutant at West Point, was formerly a pupil in this school.

Adam Slaker, recently appointed a Lieutenant in the regular army, who graduated at West Point in the class of 1877, standing the eleventh in rank, was a graduate of the West Aurora school in 1871.

Will H. Allaire, recently admitted to West Point from the Fourth Congressional District, is a graduate of the class of 1877 of the same school.

I call your attention to the foregoing facts, believing that you desire to give honor to whom honor is due.

F. O. W.

AURORA, ILL., Nov. 19, 1877.

COUNTY TEACHERS' LIBRARY.

TO THE EDITOR OF THE WEEKLY:

YOUR Richland correspondent is justly proud of the work in the direction of county libraries; but I claim for Waukesha County, Wis., the precedence in time. In the fall of 1874 and spring of 1875, subscriptions were received at the teachers' examinations and meetings, and the money was expended in books for a library to be kept in the County Superintendent's office. I believe there were 40 or more volumes on hand and in use during the fall of 1875. Of its present condition I am not informed. This work was, I believe, done in the same spirit and in the same kind of the state. It grew out of suggestions at the Madison meeting.

I. N. STEWART.

TO THE EDITOR OF THE WEEKLY:

I see in the last week's issue, just received, a communication from Wisconsin describing a teachers' library. Macion County, Ill., has a similar institution. For a year or more a County Teachers' Association, meeting once a month, has been sustained. Last spring, in connection with this Association, a teachers' library of professional books was started. It now numbers about fifty volumes and is kept in the room of the Decatur City Library. Each teacher paying a dollar is entitled to draw books therefrom. For the convenience of those living at some distance, the books drawn out may be retained for four weeks.

The Association has just entered on a new venture in editing an educational column in the city papers. The attempt bids fair to be a success.

Respectfully yours,

J. E. BROWN.

DECATURE, ILL., Nov. 13, 1877.

ANSWERS.

TO THE EDITOR OF THE WEEKLY:

No. 44, on page 301, I find among questions—

1. "Should the teacher talk very loud?"

The teacher should be natural. His tone should be free.

2. "Should we keep pupils after school to learn lessons?"

No. Pupils fail, because they can not or will not learn. If the former, then they deserve no punishment; if the latter, then pay your attentions earlier in the day.

4. "How may we best secure good order in going down stairs?"

10. "Is a very slow movement in order to secure quiet to be recommended?"

The answer to 10 will cover 4.

Establish your school step to be taken at all times while in the school-building. It need not be very slow, but it must be deliberate, and must be adhered to.

9. "Is it well to have a Roll of Dishonor?"

Would you kick a man who has fallen?

13. "Is not a two-hour session without a recess too long?"

It depends upon the age of the pupils. Primaries ought to have a ten-minute recess cut out from each hour.

15. "Should examination papers be preserved?"

Yes. Why not conduct the affairs of a school on a business basis? Keep exact, complete records.

16. "Why do we find so much school apparatus out of order, and yet not very expensive?"

Lazy teachers.

L. W. BRIGGS.

MANITOWOC, WIS., Nov. 22, 1877.

TO THE EDITOR OF THE WEEKLY:

Have received two numbers of your valuable publication. I am pleased with the ability displayed in its editorial management and its tone. Am something of a novitate; for this reason I am constantly on the alert for suggestions whereby I may improve my methods. In this school we are daily embarrassed by tardiness. Despite all diligence, enthusiasm, and devotion, it exists and increases as the days "shorten." What all our teachers take THE EDUCATIONAL WEEKLY and admire it.

G.

QUERIES AND ANSWERS.

ANSWERS.

(The answers are numbered to correspond with the queries which have preceded.)

52. The solution of No. 52 on page 265 appears to me unsatisfactory from the fact that it is not evident that the result obtained must meet the requirements. I suggest the following: The L. C. M. of 3, 4, 5, and 6 is 60, and 60 is 4 more than a multiple of 7. By inspection we see 5X4+1 = a multiple of 7; hence 5X60-1 is a M. of 7 and also a C. M. of 1, 3, 4, 5, and 6. 5X60-1=301. By the continued addition of the L. C. M. of 2, 3, 4, 5, 6, and 7 (240) we obtain a series of numbers, each of which fulfills the conditions of the problem,—301, 721, 1141, 1561, etc.

B.

The problem may also be solved by the use of the tests for divisibility by 2, 3, 4, 5, 6, and 7. Thus the tests for 2 and 5 give us the unit's figure for 4, 2, 4, 6, 5, or 4 for the tests, etc.

B. B. BRIDGES.

70. It becomes your Carthaginian servant, Mr. Editor, to answer query 70. In Prop. 29, Bk. 4, Loomis' Geometry, we find this caption: "If from a point without a circle a tangent and a secant be drawn, the square of the tangent will be equivalent to the rectangle contained by the whole secant and its external segment." Now, we conceive of a great circle of the earth whose plane are the summit of the mountain and the floating light. The summit of the mountain is the "point without the circle." A line from it to the floating light is the tangent "to the circle," and a line from the same point passing through the center and extending to the opposite side of the earth is the "secant." Letting $d$ represent the distance from the summit to the light, $b$ the mountain above the level of the sea, and $x$ the diameter of the earth, we have, from the proposition:

$$d^2 = (x+b)^2 - (x-b)^2$$

whence,

$$x = \frac{a^2 - b^2}{h}$$

Q. E. D.

L. F. M. E.

The following solution of D. H. Davison's example was furnished by Theo. J. Smersh, a lad fourteen years of age in the Maquoketa, Ia., High School.

Adding (5) to subtracting $2x$,

$x^2-2x+y=70$ (3)

Squaring (1) and subtracting $2x^2$,

$x^2-2x^2+y^2=70$ (5)

From (2),

$$x = 5, \quad y = 10$$

Adding (4) to (5),

$x^2-2x^2+y^2=116$ (6)

Extracting square root of each side of (6),

$$x-\frac{x}{y}=\sqrt{116+\frac{4x}{y}}$$

Adding to (7),

$2x=9+\frac{4x}{y}$

Transposing and squaring in (8),

$$4x^2-20x+25=116-\frac{4x}{y}$$

Solving of (9),

$$4x^2-20x+9+\frac{4x}{y} = 116$$

Factoring in (10),

$$x = \frac{9+\frac{4x}{y}}{2}$$

Reducing,

$$x = \frac{9+12x+9}{2}$$

But as all the unknown quantities enter into the equations in the same manner or symmetrically, the three values of $x$ represent the values of the unknown quantities $x, y, z$ taken in any order.
Colorado.

LAST Friday the teachers and friends of education generally, in Jefferson county, met at Golden and organized a Teachers' Association, the first session of which was held on Friday and Saturday. Prof. Shattuck, State Superintendent of Schools, was present and assisted in the organization. Rev. R. L. Stewart took the chair and G. W. Buell, L. S. Smith, and Miss Mary Harrison were appointed a committee on organization. The committee reported that the name of "Teachers' Association of Jefferson County" should be adopted; that its object be the mutual improvement of teachers throughout the county, and promoting free and universal education; that all teachers and friends of education may become members.

Their report was adopted, and the following officers were then chosen: President—Rev. R. L. Stewart; Vice President—G. W. Buell; Secretary—Miss Mahan. The exercises of Friday were "Practice in Reading" (illustrated with a class of fourteen pupils), by Miss Clark, of the Westminster school, "The entertainment of Arithmetic," G. W. Buell; "History," Miss Mary Harrison; and the reading, by Miss Darrow, of an essay on "American Public Education." The discussion of the subject of schools, by the appointed committee, was treated; "Pennmanship," by G. W. Buell; "Grammar," Mrs. C. M. Jones; "Drawing in Public Schools," Miss Emma Butcher; "Geography," Miss Mahan; "Arithmetic in Primary Schools," Miss Lizzie Ewing; "Comparison of Number," Miss Emma Butcher. State Superintendent Shattuck enlivened the exercises by a reading, and also answered off-handed and satisfactorily the written questions sent in through the medium of a hat passed around for that purpose. The discussion of subjects relating to school matters, and the election of an executive committee, composed of the President, Vice-President, and Secretary of the association, closed the session. The exercises throughout both days were very interesting, and each subject, as it came up, was ably treated and elicited the fullest discussion. The people of Golden hospitably entertained all members who came from a distance, and gave them cordial invitations for the next year. Altogether the initial meeting of the Jefferson county teachers may be regarded as very successful, and their association seems to have fairly entered upon a long career of usefulness and usefulness.—Denver Tribune.

This was by far the most successful association yet held in the state,—best in point of numbers, best in interest shown by teachers and citizens, and best in the promptness and ability with which every part of the programme was carried out. A gentleman, lately arrived from New England, who was present, said: "I get a very exalted opinion of your teachers from what I have seen and heard here.

Sept. 3-7, and is heartily welcomed among us as a leader in our educational affairs.—Territorial Supt. Caton is magnifying his office this fall in favoring and attending county institutes. Four of these, one at Yankton, another at Swan Lake, a third at Canton, and the fourth at Elk Point, have been already held with good results to the cause.—Sioux Falls, Canton, Elk Point, Vermillion, and Yankton schools now have made the specification that one year ago, of but two of these places. This fact shows that these schools are increasing in numbers and that the people are spending more money upon them, which is not necessarily to say that taxes could be secured, the readers of the Weekly should see the enrollment and attendance at these five points. As it is, we can only tell of the growth at Yankton in the past twelve months: 553, 509, and 482, the total enrollment, average enrollment, and average daily attendance for the first month of the fall term, being an increase of 111, 124, and 119 respectively, in the three items, over the figures for first month of fall term, 1876.—A very successful institute was held at Elk Point during the past week, under the management of Miss Emma Butcher and Rev. Mr. Akenson. The institute was conducted by Territorial Supt. Caton, Supt. Barber, of Yankton county, and Supt. Bridge, of Clay county. A large number of wide-awake teachers were in attendance and an earnest and harmonious feeling prevailed throughout.

Arkansas.

The extract from the Spirit of Arkansas published in The Educational Weekly of Oct. 25 is liable to wrong impressions concerning education in this state. To one who has some acquaintance with the school system of other states, the assertion that this state has "as good a school law based upon as good a system, with as good, earnest, and hard working a State Superintendent as any state in the Union," requires some qualification. Even if the law were the best possible in every other particular, it lacks in one vital point; it not only does not make ample provision for the support of the public schools, but actually prevents the people from doing so if they wish to. The tax limit is limited to the specified amount, and we are not allowed to tax for public schools in any other way. Considering the low assessment, in many districts this is not sufficient to maintain a six-weeks' school during the year, allowing the minimum salary for a teacher, and that to be paid in state script worth sixty six or sixty-five cents on the dollar. This limit, which cannot be exceeded even by the unanimous vote of the district, virtually abolished public schools in many districts, and made good ones impossible in many others.

In making a comparison between the system of to-day and that under the old system of the state, we are driven by circumstances to do this. As a general rule, the present law leaves it optional, and it is reasonable that this should be so. In the old system the schools were at the mercy of the legislatures, who could not have been expected to provide adequately and fairly for the education of the people. In the present system we are driven to what is sometimes called a "self-limitation of local taxation for school purposes," and not reduce the general school tax one half as was done by the last general assembly; that our school officers shall be anxious to obtain the best teachers whether they come from Massachusetts or Arkansas; and that our legislature shall encourage advancement of educational attainment, rather than to please audiences with high-sounding lectures, or papers on abstruse, profound subjects. We need first principles well taught in all our schools.

Notwithstanding the difficulties with which we must contend, there are men in the state who labor earnestly for the desired end—a good superior school system. A few excellent schools show the result of their labor. M.

Dakota.

The dedication of the new High School room at Yankton occurred on the 3d of Nov., with appropriate exercises, the chief of which was an address by Rev. Charles Seacombe of Green Island, Ncb, at one time Professor in Carleton College, at Northfield, Minn, on a "Liberal Education," showing what it is and emphasizing its value.—Prof. G. E. Calver, recently an instructor in Whitewater, Wis., Normal School, is in charge of the graded school at Vermillion the present year, and is credited with excellent work in organizing and in conducting it thus far. He has four departments and the following named assistants: Miss C. E. Bradford, Primary; Miss F. E. Daboll, First Intermediate; Miss Della Shirk, Second Intermediate. Prof. Calver made a very favorable impression at the Territorial Institute, held at Yankton,
Iowa.

The public school building of Chariton was burned on the evening of the 29th ult. This building was the finest in the city, having cost whole built, some ten years ago, over twenty thousand dollars. The insurance, $10,000, will almost replace the building. Temporary quarters have been secured in several of the public halls. A good portion of the furniture, apparatus, and books have been saved. The orphan asylum is a mystery-pro. A. C. Ross, of Tipton, is managing editor of an educational column of The Tipton Advertiser.—Miss M. M. Jerman likewise conducts an educational column in the Washington Miss Jerman is the highly esteemed county superintendent of Washington county.—The teachers of Mahaska county have a Teachers' Library which has been in successful operation for over a year. This is a grand move in the right direction—one that must be of incalculable value to the progressive teachers of the county.—Miss Kate Hudson, graduate of the University of Michigan, has opened a parochial school designed to secure uniformity in methods of teaching and branches taught in the public schools of the county. It embraces history, government, including the arrangement and management of school-rooms; hints on teaching; and a course of study for each grade. Miss Hudson distributed these pamphlets gratis, and at the request of many school officials. It is an obligatory study during the winter months. Don't fail to get impulse enough to stir you for the next six months. Don't fail to go if going is among the possibilities.

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NOTES BY THE WAY.

TILTON SCHOOL—TURNER JUNCTION—WAYNE—ELGIN—HUNTLEY—GENEVA—WHEATON COLLEGE.

R. C. SMYER is principal of the Tilton School in the town of Cicero, Cook county. Miss Alice Money is teacher of the intermediate department, and Miss Ella Hunt, of the primary; 109 pupils are enrolled. The building is not large, but there is plenty of room for the present needs. Miss Money is doing good work, although her predecessor is giving her some annoyance.

The teachers at Turner Junction are Misses H. F. Vakeley, L. Lunn, M. E. Boor, Misses L. B. Trimble and J. M. Kimball; 114 pupils enrolled. The principal, Miss Vakeley, is a teacher of large experience, having taught several years at Comins, Michigan, also at Kankakee and Delavan in this state. Much attention is given to natural science. Through her efforts the experiments which are made are valued and made to the library and apparatus. Miss Smith is now teaching the grammar school in the temporary absence of Miss Lunn. A spirit of promptness pervades the school work throughout and leaves a favorable impression in the mind of the visitor. We were much pleased with the exercises in the primary school under Miss Daniels. The work done in Miss Beach's department was no less satisfactory.

At Wayne we met Miss E. L. Huf, a teacher of much experience in Rockford, Aurora, and other schools. The people of this pleasant little post-village are fortunate in securing her services for another term.

Elgin is a beautiful city situated on both sides of the Fox River in Kane county. It contains upward of eight thousand inhabitants. Its churches, banks, business blocks, and mills present a grand appearance. The school-buildings are not the pride of the town, but the schools that are being taught in them are of such a character that one loses sight of the brick edifices and reflects upon the mind-culture, the moral stamina, the thorough discipline which is being maintained. By the head of this high school is Miss K. Allen's room were of a nature calculated to make well informed pupils. We saw little to criticise and much to commend in all of the departments of this school. We recommend those persons who would like to see a model primary school to visit the one taught by Miss Eva L. Lanning in another building. We will give a separate report of this school at some other time. Misses Ferron and Roberts are teaching the northwest school. A written examination was being held here. The questions were prepared by the superintendent. Mrs. S. S. Menninger teaches the intermediate department. She has an additions have been made to the school-room which is admirably furnished. A small room is attached to the school-room. This is the office and a very pleasant place for the pupils. The building is a very pleasant one. The school is properly spoken of and well sustained. Many teachers of good standing go out from this institution each year. Teachers of superior talent make up the faculty.

The Public Reading Room of the city is well filled with papers and good books. It is largely patronised. The Northern Illinois Asylum is located in this place. There are nearly 700 inmates. At Huntley there are four teachers. The school-building, of cream-colored brick, was erected in 1875.

At Geneva live teachers are employed. Mr. C. E. Mann is principal, also superintendent of schools in Kane county. Prof. Mann had no opposition at the late election, his name appearing on eight different tickets. Mrs. M. P. Graves teaches the grammar department in the Geneva public schools; Miss L. M. Hooks, principal of the intermediate department. An exercise in forms, with a large class at the blackboard, was very interesting. A gentleman teacher is employed for the grammar school. On the east side of the river Miss Todd teaches the only school room in the village. She has about 20 pupils and is well spoken of and respected.

Practical Hints and Exercises.

HOW TO LEARN GERMAN.—NO. V.

BY DR. ZUR BRÜCKE.

D Er gläserne Wasser-Behälter, the glass fish-tank. A glass aquarium eight or ten inches in diameter is placed before the pupil. Two or three golden fish are swimming in the clear water; at the bottom of the tank there is sand and gravel. The teacher introduces the subject of the lesson as follows: "Ich sehe vor mir einen Wasser- Behälter," I see before me a water-container (an aquarium). Zweie goldene Fische schwimmen in dem Wasser, two golden fishes swim in the water. "Unen auf dem Boden des Wasser- behälters ist Sand und Ries, below, at the bottom of the tank, there are sand and gravel. The teacher may now question his pupils as follows: "Ist (there) in dem Wasser- behälter?" "Ja, ich sehe in dem Wasser- behälter." "Die Fische schwimmen in dem Wasser- behälter." Lena asks a question, Lena asks a question, "Herr Lehrer, schwimmen die Fische im Wasser, oder im Wasser- behälter?" "Ja, Herr Lehrer, ich sehe in dem Wasser- behälter." "Die Fische schwimmen im Wasser und das Wasser ist im Wasser- behälter; verstehst du das?" You understand that? "Ja, Herr Lehrer, ich verstehst das; die Fische schwimmen im Wasser und das Wasser ist im (dem) Wasser- behälter." The teacher asks, "Karl, mein Freund, verstehst du das?" "Ja, Herr Lehrer, ich verstehst das."
The ladder of fortune is a work fraught with difficulty and teeming with danger - Emerson. The successful men of the world are those who can accomplish the ends of life, who can, by their own energy and skill, bring about grand and useful results.

J. M. De Armond.

WHISPERING.

Everywhere the query comes to me, "How would you stop whispering?" or, "What would you do with whispering?" and, from its universality and frequency, I should judge it to be the one trial of the pedagogue's life. At the outset I should not deal with it as a sin. It is an annoyance, but it requires very different handling from lying, stealing, slander, etc. To begin - I should exert myself, to the farthest extent, to make my school, from morning to night, interesting. I would leave nothing undone that I could do to render my school-room, myself, and my classes attractive. I would see to it that my boys and girls are busy all the time.

Then I would not expect to bring my school to perfection in a day or a week. I would work away on these more necessary matters for a while. And then if whispering or other disorder seemed in the ascendant, I would try putting the golden rule, "Whatever ye would," etc., on the board, in full sight of everyone, and reducing all short-comings to a violation of this most comprehensive law. With a large percentage of the offenders a few arguments will suffice; and I know of no better argument to follow this than the clear necessity there is of all of us learning concentration of thought. Emerson says a want of this is the sin of the American nation. Our pupils want to learn very soon, that when they have become capable of studying earnestly and continuously for an hour, without thought-wandering, they are making the best of progress, whether they have finished many books or not. I would therefore teach them kindly, but firmly, the need of being no communication during study-time; however great the necessity may seem to be.

By and by, for persistent disobedience and the annoying of those about him, I may find it necessary to do something more. Frequently the teacher says to a boy, "Were you whispering?" or to the entire room, "Who is whispering over in that corner?" Now the teacher is in fault, and will probably be heaped upon by such answers as much as we want great learning and high culture. The successful men of the world are those who can accomplish the ends of life, who can, by their own energy and skill, bring about grand and useful results.

K. B. F.

In the Weekly of Nov 1, C. C. inquires regarding whispering, asking experience. Teaching is primary, keeping order secondary. I believe in self-government acquired under the supervision of parents and teachers. The
child, young or old, should not be educated as if it were intended that he should be a slave, yielding a blind, enforced obedience to the judgment or caprice of another, but as a free, rational being, to distinguish for himself what is necessary or proper under given circumstances. Between the bounds of good manners and legal offenses there is room for a great deal of ill conduct, and the child accustomed to restraint, on finding himself in church, lecture-room, or social gathering, with no "Thou shalt not," sounding in his ears, renders himself obnoxious by turning his freedom into license. I have no rules whatever. It works well. Give all plenty to do, but let it be varied, especially for the younger pupils. Show them they can not do two things at once—whisper and learn. Tell them what is proper—better still, act so yourself. Call their attention to misconduct regretfully, not angrily. Ask their personal opinion of certain conduct. Inconsolable ones talk to kindly, privately; if this fails, punish them, not the whole school, by making liars of them, for that is the common way of evading such rules. You will have some whispering, but much less lying, and pupils taught to think for themselves. Experience confirms practice. My pupils, as a rule, ask permission to speak.

DISTRICT TEACHER.

TWO WAYS.

BY PEARL MONTEGO.

"WILLIE WHITE, go back and shut the door."

Wille goes back, and although he conquers his desire to bang it, he makes noise enough to cause the teacher to frown more deeply. Then he strides with the air of a victor to his place and takes out his books with a triumphant expression.

"Will you please close the door Willie? You forgot it.

The door is cheerfully closed, and with no angry thoughts to occupy his mind, Willie quickly and quietly commences study.

"James, as you seem to have no lesson to learn, you may as well fix the fire."

The boy's face flushes perpendicularly with shame, more probably with anger, for the teacher's tone indicates tinnymy, and he draws a book from the desk.

"James I told you to fix the fire."

James seizes the poker and pokes the fire viciously, wishing he dared use it.

"Thank you James," he passes, more than repaying for the trouble.

Somehow the lesson grows interesting and the "Thank you James" lingers pleasantly in his ear. The boy's rough voice catches the mild intonation of his teacher, and although the mental comment, "He's a brick: knows how to treat a teller"—may not be particularly elegant and refined, it is at least very heartfelt and sincere.

We need not multiply illustrations before presenting the rule:

Never issue in a command what you can embody in a pleasant request.

The Spirit of Liberty is so frequently confounded with his twin brother, the Spirit of Rebellion, by men and women, we can scarcely wonder that boys and girls fall into the same error. And when a teacher's conduct challenges opposition, can we wonder when their youthful charge cry out with all the vehement ardor of their forefathers—"Down with Tyrants!"

THE OBJECTS OF THE PUBLIC SCHOOLS.

Supt. E. S. CARR, of California, said in his address before the State Educational Convention of that state in October:

"Do our schools aim to confer either the ability or the distinction to earn an honest living, to look upon labor as honorable, to detest vice and crime? I hold it to be a fundamental principle that while the common school does not aim to make farmers or mechanics, but leaves this to special schools, that it is the business of the common schools (which educate the masses of the industrial population) to teach the elements of technical knowledge, both scientific and artistic. And I hold it to be as much the duty of the state and municipal governments to provide special schools of an industrial character as to support high schools. And I hold that unless we can put a solid respect for useful labor into our schools, bring intelligence and moral power into direct relation to the necessary occupations of our people, we can hardly escape the conclusion that our influence as a teacher is shown upon the opposite side of the question."

We may teach by a negation that labor is menial; that it is creditable to live upon the earnings of others; that certain kinds of theft and robbery are in the line of social and political preferment. Let the lack of moral education account for the fact that in our schools, in the daily pandemonium on California street, the gambling pools and games which degrade our agricultural fairs and church festivals, each take its share in the responsibility of debauching the children of California. Let the press take its rightful share, and cease to be the enemy of the schools, and the opposite side of the question is at our mercy."

"But let us purify ourselves of all blame. It is a delusion and a snare to expect a one-sided education to give a complete manhood and womanhood. It is delusion to expect our tax-payers to keep on paying (aside from the cost of text-books and graduation interest on school property) $3,343,553.82 for schools, while jails, asylums, almshouses, and prisons are crowded with the incapable, the criminal classes, without asking does public education pay in industrial power, in civic ability, in public and private virtue? If it does not pay, what then? Will more classics, more abstract mathematics, more knowledge of African capes and ancient wars mend the matter? Let us, for a time at least, take a new departure and direction, give more training and less cramming, impart more knowledge of things necessary to be known, assist the public mind to a clearer conception of the work to be done, and, above all, instill upon a well organized, well paid, intelligent body of professional teachers to do it."

INSTRUCTIONS TO TEACHERS.

THE following was omitted through oversight in publishing the instructions to students at the Whitewater Normal School a few weeks ago:

"The Teachers of this Institution are urged to bear in mind that the teacher has a share in the responsibility of promoting the moral and social, as well as the intellectual and professional culture of its pupils. To this end, they are requested to observe the following suggestions:

1. Be particular to see that order, neatness, and propriety in all things are observed by the students in the class rooms and while under your particular care.

2. Permit no loitering in the seats. Exercise and require courtesy in intercourse with the students, in the class room and elsewhere. Embrace every suitable occasion for inculcating sound precepts in respect to habits and conduct. Bear in mind that the conduct of these pupils is to be formed as well as their minds trained and instructed.

3. Please see that there is no lack of system and order in the arrangement of the furniture and apparatus employed in your rooms. Insist upon neatness on the part of the students. Be orderly in your own work.

4. Be cheerful, prompt, and vigorous in your manner of conducting your exercises. Allow no time to waste. Act upon the theory that the class room is not the place to learn a lesson, but rather the place to prove that it has been already learned. Avoid lengthy dissertations. In the main, let yourselves do the work.

5. Promptly report all cases of confirmed negligence, lack of courtesy, or other conduct unbecoming a student, at the faculty meetings, or to the President, to the end that proper corrective measures may be applied.

6. Begin and close your recitations promptly. Assign the work for the following day on the striking of the first signal, and never detain the class a minute after the school bell.

7. Absence from recitations and from school is not expected except for the most imperative reasons. Visitors should not be allowed in any manner to interrupt your work.

8. All teachers are expected to be in their respective rooms at least twenty-five minutes before the beginning of the morning session, to confer with such students as may desire consultation and to exercise all needful supervision over them."

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the Weekly, from one to twenty inclusive, will be furnished for five cents each. All published since No. 20, ten cents each. Any who have extra copies of No. 45, or 31, or 25, or 20, or 15, or 10, or 6, or 3, or 2, or 1, or 4, or 8, or 11, or 13, or 14, which you wish to dispose of, may return them to us by mail or express, and we will pay the postage. We will extend their subscription one week for each copy so returned.

If you are a subscriber, and desire to lose the number you now receive, the paper will be accepted for you without charge. We will extend their subscription one week for each copy so returned.

If you are not a subscriber, and will not pay for the paper, you have no claim to the paper, and we will not send any to you.

We particularly request the return of any copies of No. 45 of the Weekly which our subscribers do not wish to preserve. We will extend the subscription of any one who will do us this favor. The remarkable increase in our list last week was caused our mail to fall short, this time 121 copies. If those who failed to receive No. 45 will wait a week or two we hope to be able to send the missing number so that all may have a complete file. We have the names of all to whom we did not send the paper.

New subscriptions received after this date will be credited with the numbers for December free.