The Educational Weekly.

THE EDUCATIONAL WEEKLY.

THE UNION OF
THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, Wisconsin.
THE MICHIGAN TEACHER, Michigan.
The ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
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CHICAGO, THURSDAY, DECEMBER 27, 1877.

Editorial.

With this issue the Weekly closes the first year of its existence. Considering the depressed financial condition of the country, such an enterprise could hardly have been started under circumstances more unfavorable to success. It must be conceded that, in view of these circumstances and of the too palpable fact that the great body of teachers and school officials throughout the country have not yet become confirmed patrons of educational literature, it required a degree of courage bordering upon audacity to venture upon the experiment of establishing in the "New Northwest" a weekly publication of this character. But our faith was strong, amounting to positive conviction, that there existed a vacancy yet to be filled in educational journalism. We believed that there was a clear demand for that independence in the expression of opinion and for that freshness in the style of discussion of educational topics which characterize the journalism of other departments of current intelligence and interest. We believed that there was a clear prospect of success for such an enterprise on its merits purely, and without resort to any of those questionable methods of stimulating support which are scarcely in keeping with the true spirit of modern education. We are decidedly strong in the conviction that an educational journal, to be worthy of true leadership, should conscientiously and faithfully illustrate the spirit, the principles, the motives, and the methods of the education it preaches to others. Those who are not sufficiently interested in the discussions and the information embodied in such a journal to subscribe and pay for it without extraneous and questionable inducements, will not be sufficiently interested to read and inwardly digest its contents. Hence we prefer to encourage support through the intrinsic excellence of the literary and educational intelligence that we lay before the readers of our weekly issues rather than through gift enterprises or Art Union expedients. If there be not intelligence and professional interest enough among our vast army of educational workers to support this effort on these terms, then we have greatly mistaken them in both respects, and must reap the consequences of our temerity and misjudgment in a victorious failure!

But we have no fears of such a result. The Weekly does not mistake the intelligence, the professional zeal, nor the enterprise of the grand army of educational reformers that are now marching on, slowly perhaps, but surely to a crowning victory. The experience of the first year is conclusive on this point. The enterprise has been successful far beyond our expectations. Our subscription list is steadily and rapidly increasing. The innumerable words of approval and commendation received from our best educational workers, from every portion of the country, afford the incontestible evidence that the Weekly is a fixed fact in the future independent journalism of the country. It will continue to advocate all those great reforms in education and in the civil service, that are so imperatively demanded by the best interests of the country. It will continue to be the champion of the rights of the teacher and his profession in the future as in the past. It will insist upon the doctrine of "educational offices for educational men," and upon a reform in the methods of constituting school boards, and therefore of their administration of the trusts reposed in them. It will earnestly advocate the necessity of national aid to education, of a more liberal support of the National Bureau, and indeed, of an enlargement of its scope and powers corresponding with its high importance and with the great demand made upon it. It will strive persistently, while dealing with these comprehensive measures, to remember also the needs of the two hundred and fifty thousand toilers in the school rooms of the republic, offering them its sympathy, encouragement, and professional aid. It will oppose incompetency and inefficiency in the public service everywhere. It will seek, in short, to promote the educational interests of the whole country as the surest method of practically realizing the truth that we are to be one people, with one constitution, one flag, and one destiny.

Under these circumstances we boldly and confidently appeal to the true friends of education for that continued and increasing support so generously bestowed during the past year. We ask the subscriptions of nobody but those who feel that they will receive a quid pro quo for their investment. We ask for the support of none who are afraid of a fearless yet just, merited, and necessary criticism, alike of public men and measures, so far as those men and measures come in conflict with the best interests of education. The first number of the new year will appear on the third of January. Subscriptions according to the terms of the prospectus published elsewhere are now invited. THE PRACTICAL TEACHER, our monthly publication, may be obtained with the WEEKLY on exceedingly favorable terms. The Teacher is rapidly increasing its circulation. It is adapted especially to the wants of the school-room and makes a specialty of primary instruction and the needs of the country schools, while its price brings it within the reach of all. County and city superintendents cannot perform a greater service for their schools than to form clubs among the teachers at the low rates offered in such cases. It is not our usual custom to deal with the business interests of our publications in the editorial columns. At the close of the year and on the eve of a new departure in this en-
terprise, we feel justified, however, in giving unusual prominence to matters more immediately personal to the publishers and their important department of labor. We look for a prompt response to this salutation.

The teachers of country schools, even more than others, need the help afforded by a good educational journal like the WEEKLY, or PRACTICAL TEACHER, because there are not, in the rural districts, those incentives to study and improvement that exist in cities. In the daily paper, the popular lecture, and the sharp competition of city life, there is a constant stimulus to thought and general intellectual activity among teachers, as well as other classes, which tells upon the life of the school. So, too, the vigilance of school committees and superintendents in cities acts as a constant spur to vigorous work in the school-room. In the country schools, however, official, like angels’ visits, are few and far between. The daily newspaper is rarely seen. The popular lecture is scarcely known, and there are many causes that tend to lead the teacher into a path of dull and monotonous routine. A vigorously conducted weekly educational paper, discussing practical school questions, will possess a value to teachers thus situated that is out of all proportion to its small cost. School trustees and superintendents will, ere long, feel justified in requiring teachers to take and read this class of literature as a condition of their employment. Strict justice demands that those who offer their services as instructors of the young, should give substantial evidence of a disposition to qualify themselves for their duties. It is preposterous to suppose that children have no rights in this matter which teachers are bound to respect. It is preposterous to assume that a teacher can be fit for his work who neglects to study the literature of his profession as embodied in the periodicals devoted to its diffusion. If the country teacher or any other teacher would grow and prosper in his work, he must read and digest the contents of the best educational journals.

ASTRONOMICAL GEOGRAPHY.—VII.

BIRD’S-EYE VIEWS OF THE SOLAR SYSTEM.

Prof. Easterday, Carthage College, Ill.

Our location upon the surface of the earth is not the most favorable for a prompt recognition of the music of the spheres as it is rendered in full chorus by the evermore moving members of the solar system. We agree that it is not so great a wonder that all humanity so long waited for Galileo to apprehend and announce the part performed so accurately in tone and time by the earth. The probability is that we, too, under the same circumstances, would have waited as long and as languidly. This “Columbus of the heavens” now invites us to follow him as, with one brave leap, he sweeps from the earth to the brilliant and ponderous sun. We turn and gaze. A sublime scene bursts upon our senses. Complexity has vanished. The mighty anchor which has been holding the earth so firmly is cut loose. Thus freed, she acknowledges the sisterhood of the planets, and, like them, whirls in an orbit around the sun. Epicycloidal gearing in the solar system is now no longer in demand.

From this central stand-point, we may, in imagination, examine the solar system with interest. If the sun were at rest upon his axis, we would find all the planets rising in the west and setting in the east. The orbits of the planets being but slightly inclined to each other, the celestial zone without which the planets would never wander would be very narrow. The sun’s equator also being inclined to the ecliptic by an angle of more than seven degrees, the maximum distance by which any primary planet might be found from the plane of the sun’s equator would be about fourteen and a half degrees. Each planet would be above the horizon half the time of its revolution and half the time below. The first, Mercury, would be seen to burst from beneath the western horizon, sweep across the firmament, and disappear below the eastern horizon, being visible during a period equal in length to about forty-four of our days. The second, Venus, would present a similar appearance, being visible about one hundred and twelve days. The third, the earth, would be visible about one hundred and eighty-three days; the fourth, Mars, about three hundred and forty-three days; the fifth, Jupiter, about six of our years; the sixth, Saturn, about fifteen years; the seventh, Uranus, about forty-two years; and the eighth, Neptune, about eighty-two years. The sun, however, revolving upon his axis from west to east in about twenty-eight days, a period much shorter than the periodic time of the fleetest of the planets, all these bodies would rise in the east and set in the west, apparently moving from east to west with different velocities. From this solar standpoint the satellites would be seen alternately in the advance and in the rear of their governing primaries, and the startling comets would be seen to sweep in from their undefined and far-away homes in space but to salute their commander-in-chief as they gracefully whirl in their wonderful flight to begin their eccentric retreat.

A better point still, from which to view this smoothly running machine, is one that is far without,—one from which not only half the members of the system, but all may be seen at a single glance. “The swift-winged arrows of light” are known to be eight minutes in passing from the sun to the earth, four hours in passing from the sun to Neptune, the most distant planet of the solar system, and three and a-half years in passing from the sun to the nearest fixed star, the “next-door neighbor” to our own system of “magnificent distances.” Let us now plume our wings and fly far to the north where the pole of the ecliptic nestles content in the embrace of the terrible dragon. Let us not venture too near, but pause at a point to which light would require one short week in which to pass from the sun. Let our resting place be a point from which, if a line be drawn perpendicular to the ecliptic, it will pass into the sun. We will now turn and gaze upon the solar system. Although in our journey we started northward and continued in a straight line, yet the sun and his interesting family seem to be directly beneath us. Although we are less than one one-hundred-and-eightieth as distant from the sun as is the nearest fixed star, yet we find the orbit of Neptune subtending a smaller visual angle than a circle one foot in diameter would subtend at a distance from the eye of twenty feet. Let us now turn our opera glasses down upon the scene below, taking in at one glance this wonderful perpetual motion constructed by Him of whom alone cometh “this kind.” Let us gaze and wonder; let us look and listen, for it is now that we may recognize the sweet, low, deep-toned and inspiring “music of the spheres.”

From this position we may see the planets and moons all swimming around in their wonted orbits, and in their appointed times. The planets are seen to revolve about the sun from right to left, their times of revolution being less and less from tardy Neptune to the fleet Mercurial messenger, the ponderous sun himself in still less time performing his gyration. The moons
of the various planets, too, are seen to move in the same order, the nearest making its round in the shortest time, but none so soon as the central body itself revolves upon its own axis. A careful glance at our earth may be of interest. We see one-half its surface. The center of the disk is ever in the Arctic Circle. All parts of the Tropic of Cancer are in view, one-half the equator, and a single point in the Tropic of Capricorn. The north pole is at a fixed distance from the center of the disk, but half the year it is nearer the sun than is this center, and the other half it is further from the sun. When the pole is directly between the center of the disk and the sun, the North Frigid Zone is all in light, and the ice and the snow of the north melt down to their minimum mass. When the center of the disk is directly between the pole and the sun, the North Frigid Zone is all in darkness, and the ice again extends its arms toward the equator. So we might examine each and every planet, and their respective moons.

From a position far toward the south, the phenomena would be similar. The solar system would again seem to be directly beneath us, but the motions of the planets and moons would now all be from left to right.

It is important that all students of astronomy, and even of geography should be capable of taking prompt and intelligent views of the solar system from any imaginary standpoint either within or without the system. Such examination, accompanied by the reflection that each of the myriads of stars in the firmament is itself a sun with planets and moons hovering faithfully around it, cannot but impress us with the thought that,

All are but parts of one stupendous whole,
Whose body Nature is, but God the soul.

"He stretcheth out the north over the empty place, and hang-eth the earth upon nothing."

THE OBJECT OF THE SPELLING REFORM AND ITS ELEMENTS OF SUCCESS.

Mrs. M. E. Walker, Chicago.

In a word, the object of the spelling reform movement is to furnish our spoken language with a perfect written representative. In detail, its desiderata are found in the following propositions, which may be considered as the fundamental principles of a perfect system of orthography.

Prop. I. - The basis of the written language shall be the sounds of the spoken.

Remark. - Strange as it may seem, our present writing contains traces of barbarism in word-signs and syllabic symbols. Less intelligible to the unintelligent, though furnished with our alphabet and all our laws of orthography, are some of our words, than those in ancient hieroglyphic. That this may not seem overdrawn I cite the words psalm, philem, physique, quack, etc.

Prop. II. - The alphabet shall furnish representatives: 1. For each elementary sound in the language. 2. For close diphthongal sounds.

Remark. - Orthoepists differ as to the nature of some of the vowel sounds. That is diphthongal is generally conceded, that a, o, and u are diphthongal is strongly supported. Be as it may, we could not afford to lose the present characters, and resolve the compound sound into its simple elements for representation, as the tendency would be to produce a drawl, and thus pervert the pronunciation.

As corollary to this proposition we deduce:

1. No sound, simple or compound, shall be furnished with more than one representative.

2. Quantity of sound is not a matter for alphabetical representation.

Remark. - Different characters are not needed to represent o in dome and home, why should they be for a in art and in fast, or oo in food and in foot, and so on throughout the list of long and short cognate sounds?

I speak of this, because a distinction is made by the proposers of phonetic systems, and separate characters are furnished to mark two degrees in the quantity of sound. The absurdity of this becomes evident when we consider that the quantity of sound allowed any vowel depends on its relation to the consonants in the word, accent, emphasis, and style. The "o" of joy or surprise compared with that of sorrow, will furnish as great a difference in explosion and the degree of prolongation as can be found anywhere in long and short Italian a. In a word, shades of sound are matters for lexicographers and rhetoricians.

Prop. III. - Laws for the use of the alphabet shall be definite and unchangeable.

Remark. - It is the abuse of the alphabet in our present methods, the indefinite rules burdened with exceptions, and the absolute want of law in some instances, that has made a new system the demand of the age.

Prop. IV. - Spelling shall be based on pronunciation.

Remark. - This is the gist of the whole matter, and the fundamental idea of a written representative language. The thing to be represented is the voice with its powers of sound and influence. The representatives are sound characters and syllabic grouping. When the symbol shall typify the thing, simply and perfectly, then shall the ultimate of perfect orthography be reached. It is useless to attempt to give the basis of the present orthography of words. Derivation cannot be claimed, as in many instances both the pronunciation and spelling are changed in the process of anglicizing. Pronunciation is surely not the basis or even a guide by the way. Science has no ruling power, for barbarisms are omnipresent. Anarchy reigns supreme. The result of this is constant error in spelling our words and constant doubt in pronunciation.

The result of any enforced phonetic system will be to establish an unquestioned pronunciation of every word in the language. Who does not desire this?

Prop. V. - In spelling, every letter shall be used to represent the sound assigned it in the construction of the alphabet and rules for its usage.

Remark. - This precludes all substitution of one letter to represent a sound belonging to another; e will not be represented by ee, ei, ey, ie, ea, i, j, etc., etc.; gh will not be found for f nor phk for t. Are there a hundred persons in Chicago who will combine in establishing a precedent for this step? a hundred educators, professors, teachers, doctors, lawyers, and literary men who will sanction a deviation, for science's sake, from the arbitrary spelling in present vogue? Are there a hundred editors, who will, after fifty, fifty-five, five-hundred years, who will devote space in their columns for the advancement, discussion, and development of a system which shall meet the demands of the people? Let old and young spell as they speak, and write as they spell. There is no anarchy in this, but one universal law that encourages, educates, and satisfies all. Spell though, thou; enough, enfuf; laugh, lat; comb, come, etc. Lexicographers will not be slow in granting their "written also," nor Richard Grant White in acknowledging America's last Americanism.
PROP. VI.—In spelling, no superfluous letters shall be used.  
Remark.—This includes doubling or repeating characters where the sound is fully represented by one.

Whatever the system or alphabet proposed, or if that in present use be retained, there seems to be no difference of opinion with reference to the want met by this proposition. But who are ready to begin? Who to announce that from henceforth, from the beginning of the New Year, they will use only such letters in spelling as the sounds in the word require? Undecided as to theories and the practicability of proposed systems though we may be, we must acknowledge, this pruning work is going on at the present and has been in the years past, and we may with impunity walk where sages have trod. It will not be more criminal to write gnaw without a g than potatoe without an e; to spell diphthong, diphthong, than phial, viat. It is wonderful how many words have changed, even in our day, and still more wonderful that the tide of change so inevitable could have been so long stayed by the barriers of prejudice and ignorance.

What is now wanted is a general uprising of the people, not to begin, but to accelerate this reform.

In the old easy times, no one thought much of change, when one might spell a word a dozen ways on the same page; it needed just these straight-jacket dictionary-days to show the inconsistencies of a hap-hazard system and the demand for a scientific one.

PROP. VII.—In spelling, the order of the letters shall correspond with the order of the sounds in the spoken word.

Remark.—The notable exception in present methods to this proposition is found in such words as who, where, etc., in which the letters w and h should be transposed in order to represent the sounds as they occur. In this proposition lies an objection to the adoption of phonography as a universal written language, as by its methods the mind is forced to select the vowel sounds, retain them while the consonantal stroke letters are being made, and finally discriminate as to their position in the word.

PROP. VIII.—Fixed laws for the adoption of foreign words shall be established.

Remark.—This need not compromise our rules of spelling laid down in the preceding propositions. For without underrating the importance of preserving the etymology of words, what if we make one more turn for the antiquated searcher, threading the aisles of philology, only so there is no “missing link” the path though a little longer may mark the footsteps of an age, who trod with unhackeaked feet, and the hoary-headed pedestrian may come out with joy from the dark labyrinths of chance formation, into the perfect light of science.

MINOR PROPOSITIONS.

PROP. I.—The alphabet shall consist of as many characters as the language has sounds.

Remark.—The writer’s views of this proposition are clearly set forth in the Weekly of Nov. 29, in which an American alphabet is proposed based on the present English alphabet.

PROP. II.—The names of the characters shall conform as closely as possible to the sounds which they represent.

PROP. III.—The long and short cognate vowel sounds shall be represented by the same character.

Remark.—An absurdity seems to have crept into our present system, and the short or explosive sound of a is not represented by a but by e; that of e is found in i. As before stated in the article above referred to, the educated public must decide if a change is at once practicable.

PROP. IV.—New characters, if any, shall show by their form their relation to those now in use.

(Concluded next week.)

A CAROL FOR THE NATIVITY—THE CHRISTMAS BELL

"The angels sang unto them:"

BREATH of the Angel, still
Winging its way
Far up the happy skies
Where angels stay,
Over this weary world—
What does it say?
Bell of all bells that keep
Death days—or birth—
Throbbing with human grief—
Laughing with mirth—
THIS is the grandest bell
Rung upon earth.
Ring it out, Angel!
From mountain to main,
Ring it out, Angel!
From upland to plain,
Ring! Till the War-god lies
Dead with his slain.
Ring! Till exaltation no
Coffers can drain.
Ring! Till the rich are not
Greedy of gain.
Ring! Till poor labor’s hand
Work not in vain.
Ring! Till sad sorrow’s heart
Break not with pain.
Ring! Till brave genius bear
No aching brain.
Ring! Till the All-True break
Forth from her chain.
Ring! Till the All-False go
Out with her train.
Ring! Till we all come, as
Children again,
Back to the Eden, Christ’s
Love doth retain;
And all the "wet" sob of earth’s
Bitter refrain
Be lost in the swell of that
Beautiful strain,
"Glory to God, and Peace,
Good will to men."
Ring! Bells of Heaven, ring!
Messiah doth reign.

VIRGINIA.

TARPLEY STARR.

THE RURAL DISTRICT SCHOOLS.—NO. II.

J. W. WRIGHT, Bellefonte, Ill.

THERE are few people, comparatively speaking, outside of the teacher’s profession, who are at all acquainted with the workings of our schools; indeed, there are few of the mass of those whom the country schools are intended especially to benefit, who would, if called to witness, be competent to judge of their efficiency or inefficiency, so little attention (be it said to their credit) have they given to the subject, particularly during the last fifteen or twenty years.

Go to that man yonder who sends five or six children to school and ask him as to the condition of the school, and hear him answer something like this, “Oh, I guess they’re gittin’ along very well down there; I don’t hear no complaint from my youngsters,” or, “You will have to ask the teacher about that; he can tell you,” or, “I don’t know nothing about it; I never go to the school, but I help pay a teacher to run it.”

This is a single example? Yes, but it fairly and truly illustrates how little the patrons of the schools, generally, know about them. The fact is, the people have tacitly put the schools in the care of the school officers and teachers, and, paying the expenses, trust them implicitly as to results. Is this true? Certainly. Who, then, are accountable? The answer is spontaneous. When I hear a teacher complaining that the people are so much to blame for the too evident want of interest manifested
in the school, or for the backwardness of the scholars, or the chaotic and altogether mingled state of the organization of the school, I seriously question that teacher's right to hold a certificate, hence, his right to the people's money, for which, from his words, I infer he is unable to render an equivalent. Should the farmer or the farmer's wife be able to organize the school and bring order and discipline out of chaos and confusion when the teacher, the organizer, himself fails? It is the teacher's business not only to organize and teach the school, but to teach the patrons to examine and accept better methods of teaching, even though they be new methods. The little children are not the only ones to be taught, and they are not always (though they are sometimes) the most ready to learn. Go to that father and mother who have sons and daughters attending your school, and see how attentively they will listen to your modest suggestions that by this or that method, by taking this or that study first, their children will be enabled to make really the more rapid progress. True earnestness of purpose coupled with manly or womanly firmness are the materials which must be inherent in the truly successful teacher.

A BOYS TRIP TO SOUTH AFRICA.

Written by a pupil in the Wicker Park School, Chicago.

I LEFT Chicago April 26, 1872, sailed from New York on the steamship Alysins for England; made a very nice voyage of eleven days. We passed Queenstown, Ireland, where we stopped about half an hour. We arrived at Liverpool, took the cars for London, which we reached the same afternoon. I must tell you about the cars; they are not like ours. The car is divided into apartments which contain two seats; each of these apartments has two doors, one on each side. There are three classes of cars, they are the first, second, and third class. The first class have very nice cushions on the seats and backs. The second class have leather cushions. The third class, in which workmen and emigrants ride, have only a bench. Each door is locked by a man whom they call the guard; at every station he comes around and looks in to see if any one wishes to get out.

We had had very nice weather so far. Every farm we passed was green with vegetables in the market. In London it rained all the time we were there; though we went to the Castle and were going to the Museum, but it happened it was not open. We went on the underground railroad; it was very dark except at places where it was open to let out the smoke. We bought our ticket here for Cape Town "South Africa." We went to Southampton where we took the steamship Europe, for Cape Town. When we passed through the Bay of Biscay it was nearly as calm as a millpond, though very rough at most times. The steamship we took was an old one, and during the voyage we had to stop twenty-four times on account of our engines. Once we had to stop a whole night.

It took us thirty-seven days to make the voyage. We stopped at Madeira two days to lay in a supply of coal. We went on shore and then horseback riding to see a cathedral which is built on the mountain side. The path is very steep, so steep that we had to hold fast to the horse's mane, the guide hanging on the horse's tail. We could not ride the horses down but came down in a sled; if any of the much noise is made, you hear a sharp "tap" of the slate pencil upon the teacher's desk, which means silence and attention; a second tap means seats and position. Teacher says "Work," and the school is again at work. General exercises are often engaged in at the close of this recess.

SCHOOL RECESSES.

I N the Aurora schools a recess of five minutes is held after each recitation. All pupils are required to leave their seats at this rest; the doors and windows are thrown open. The scholar can get any slate, pencil, or book wanted he can go to the teacher to ask a question. He can at this time whisper to his neighbor. The moving about the room is done quietly. If too much noise is made, you hear a sharp "tap" of the slate pencil upon the teacher's desk, which means silence and attention; a second tap means seats and position. Teacher says "Work," and the school is again at work. All recesses, some very fine, must be commended. It affords less opportunity for the good to mingle with the vicious. Less time is wasted in coming to order again. Less noise is made passing out and in, no bell must be rung, and the usual stampede is avoided; also the excitement of play and quarrels, and more things which might be mentioned—all of these when considered make the new practice now so successful in the Aurora public schools, seem well worthy of careful consideration.

Let us hear from others upon this subject.

A. H. P.
Notes.

General.—The London Builder says that it is a melancholy fact that popular science alone will not pay a dividend. "The Panopticon, where all sorts of manufactures were displayed in course of making, becomes the Alhambra, the educational courts of the Crystal Palace are insufficient without forces and fireworks; and an aquarium, whether at Brighton or elsewhere, to succeed financially, must provide music with the mollusks, and songs with the sea ions."—The President chose ex-Governor McCormick for Commissioner-General to the Paris Exhibition.—Russia is looking toward Constantinople.

—The Chicago Evening Journal says that it has recently received reports from county superintendents in Illinois and other states, one of which was signed with "his mark," set like cross-bones between the superintendent's Christian name and surname, which looked as if they had been scrawled by some illegible archin. Is there not need of an educational reform which shall place better educated men in educational offices? County Superintendents are elected by the people; who needs the education first?—It is not unlikely that the Indian Territory will have a representative in Congress. Think of it—an Indian addressing the House in Choctaw! Come home, Sitting Bull, there is hope for you yet.—The British are blustering around considerably, for fear that their interests in the East will be imperiled by Russia's farther advance, and a meeting of Parliament has been summoned three weeks earlier than usual, ostensibly for the purpose of seeking counsel for the government. —It has been stated generally in the papers of the North that religious exercises have been prohibited in the public schools of New Haven. This is not exactly correct. The Board simply made it optional with the teachers to open the schools with devotional exercises or dispense with them entirely, and probably there will be no change in the present practice. But the action of the Board seems to have been unexpected, and unprovoked by any agitation or previous discussion of the subject. The action seems all the more strange as it is at the seat of New England Puritanism, one of the professors of Yale being a member of the School Board, and voting for the measure, and no other New England town having taken a similar step.—A novel educational scheme has been projected and announced by Dr. Eben Tourjee, Director of the New England Conservatory of Music, and the New England Normal Institute, also Dean of the Department of Science at Harvard University, and organizer of the great Jubilee choruses of 1869 and 1872. It is nothing less than a grand musical and educational tour of Europe to come off next summer, while the great Paris Exposition will be in progress. The design of the excursion is to bring together a congenial company of persons, who are chiefly, or largely, engaged in educational work, musical or otherwise, for a visit to some of the great art and educational centers, and to some of the most picturesque and beautiful regions of the Old World. The party will leave New York on Saturday, June 29, 1878, and will return to New York by Sept. 1. The price of tickets for the trip is $50 (gold). This sum covers first class ocean passage both ways, all travel by railways, steamers, and carriages (all first-class), first-class hotel accommodations, omnibuses to and from railway stations, ordinary fees for sight-seeing while the party is with its conductors and pursuing the programme drawn up from day to day—in fact, all the necessary expenses for the round trip from New York to New York, excepting carriage drives in cities. —Stanley, the African explorer, has reached Arden, in Arabia, and in his interview with the Sultan Syed Bhashar, obtains his promise to suppress the slave trade now carried on by his subjects in Central Africa. In his little volume "Lessons in Electricity," Professor Tyndall earnestly urged the making of cheap electrical apparatus for the use of students, because without practical experimenting it is almost impossible to acquire any real knowledge of electrical phenomena profitably, while the apparatus of the lecture room is so costly that only large institutions can afford to purchase it. In accordance with this suggestion, Curt W. Meyer, of No. 14 Bible House, New York, has devised a set of apparatus, including everything needed for the making of all the experiments described in Professor Tyndall's work, which he offers to students and schools, singly or in a complete set, at an extremely low price. The complete set, with all the materials needed for experiments, is sold for fifty-five dollars, while those instruments which are needed for the principal experiments may be bought separately for much less. At the prices fixed, there is no profit, or almost none, to the manufacturer, but the schools and private classes which need the apparatus will get the benefit of the enterprise. We commend the matter to the attention of teachers and students in the belief that Mr. Meyer's undertaking will forward the cause of elementary scientific study.

Literary.—Scribner & Co., N. Y., will, send, for $5, all the numbers of Scribner's Monthly from August, 1877, to January, 1879, inclusive, and also the splendid Christmas Holiday Number of St. Nicholas for December, 1877, containing hundreds of pages—the largest number of a Christmas number ever issued in this or any other country, the whole containing more than 200 octavo pages of the best and latest illustrated literature. —A line from Miss E. P. Peabody, who has so valiantly advocated the kindergarten in America, informs us that she has decided not to continue the publication of the Kindergarten Messenger during 1878, but will occasionally write for Mr. Hallman's New Education, the prospectus of which appears in our advertising column. Volumes of the Messenger for 1877 may be had of Miss Peabody, Cambridge, Mass., for $1.00 each. It contains, among other valuable things, papers on the organization of the English and American Frobel Unions.—E. Steiger, 22-4 Frankfort street, New York, will send, on receipt of a three-cent stamp, his set of Kindergarten Tracts, the fifth of which tells the philosophy of motion plays, the ninth the use and connection of every "gift" and "occupation," the fourteenth the relation of the kindergartens to the school. —Messrs. J. B. Lippincott & Co., Philadelphia, whose popular series of Ancient Classics for English Readers is still in the lively remembrance of every collector of good books, have commenced the publication of a corresponding series, but dealing with much more modern authors, under the title of Foreign Classics for English Readers. Two handsome little volumes, upon Dante and Voltaire respectively, have already been published; and Goethe, Petrarch, Cervantes, Pascal, Montaigne, and others, are promised soon. These sketches of the lives and works of renowned writers are just the thing for the busy man in any vocation, who would add the invaluable knowledge of these things to his culture. —The enterprising young German publisher, E. Steiger, of 22-4 Frankfort street, New York, is adding in parts, another Kindergarten Guide to the rather scant stock of American literature on this subject. Judging from the three parts now issued, it will take rank as one of the best—and perhaps the only—comrades alongside the best—before the public. The authorship is shared by two gifted German Kindergarteners, Mr. John Kraus and Madame Maria Kraus-Bolte, and is the outgrowth of twenty years' practical experience of Frobel's methods in the Fatherland, in England, and in this country. It will be completed in five more numbers. All the numbers may be ordered separately or together, when completed.—A Book for the Beginner in Agle Saxon is a recent and very elegant issue of the Clarendon Press, Oxford, and is the work of John Earle, M. A., Professor of Anglo-Saxon in the University there. It comprises within the remarkably brief compass of ninety-five 16 mo pages, a grammar of language and some selections from the Anglo-Saxon gospels. Speaking from a moderate acquaintance with the subject matter, we should judge the book to be an excellent one for its purposes. Macmillan and Company, New York and London. The same publishers, in a book in the same series, the examination in the French language, gives a flexible manual, issue An Elementary English Grammar and Exercise Book, by the Rev. W. O. Hancock, M. A., Assistant Master of St. John's School, England. Notwithstanding his narrow limits, the author has made a very good presentation of the ordinary facts of grammar, and vithal finds room for much novel information, in foot-notes and the body of the text. Over twenty pages are judiciously filled with exercises and model-examination papers.—Prof. Joseph A. Turner's Hand-Book of Punctuation, published by Lippincott & Company, seems to us by far the best manual of the kind, for ordinary uses, that has yet appeared. It is a little book—not one tenth the size of Wilson's magnum opus, but includes nearly everything which even the proof-reader needs to know for the punctuation and capitalizing of the matter in hand. A new and revised edition has recently been issued. —A few months ago some person of taste and culture, whose name does not appear as editor or publisher, started at Springfield, in this state, a monthly magazine, called The Athenaeum, "devoted to the good, the true, and the beautiful, in educationary literature." We have examined with much interest a half-dozen of the numbers, and have been pleasantly surprised at the superior excellence of both original and selected matter in its pages—almost exclusively poetry, and admirably adapted for social and public reading and recreation. $1.50 per annum; The Athenaeum, Springfield, Ill.—Dwight's Journal of Music, now a veteran in years, holds its own superbly as the foremost publication in its specialty. Fortnightly, $2.00 per annum; O. Ditson & Co., 451 Washington Street, Boston. The second number of THE PRACTICAL TEACHER, devoted to the practical work of the school-room, shows marked ability, and thorough adaptability to the needs of the school-room. To the live teacher ever on the lookout for suggestions in the prosecution of his work, this monthly will prove of special value.—Exchange.
THE BALL FALLING FROM THE TOP TO THE BOTTOM OF A TOWER.

To the Editor of the Weekly:

Let $a$ represent the height of a tower, $L$ its latitude, and $r$ the radius of the earth. It is easily shown that the path described by the bottom of the tower each sidereal day on account of the earth's rotation upon its axis is properly represented by its $2\pi \cos L$; and it is as true that the path described by the top of the tower in the same is represented by $2\pi \cos r$ in the latter case. Letting $\delta$ represent the number of solar seconds in a sidereal day, it is clear that the lengths of the paths described by these two points in one second is $2\pi \cos L$.

We conclude that, if a ball at the top of the tower, having the motion of the top, were instantaneously transferred to the bottom without interference with its eastward motion, it would start out eastward with a velocity of $2\pi \cos L$, a second relative to the surface of the earth. If it should be similarly transferred to a horizontal plane equally distant from the top and the bottom of the tower, the velocity with which it would depart from the vertical would be one half the above expression. The latter supposition is equivalent to considering $a$, the height of the tower, half as great as before. It must be evident now that the above expression represents the rate of departure of the descending ball from the vertical when it is any distance, $a$, from the starting point.

Now, letting $v$ represent the constantly changing rate of the departure of the ball from the vertical at any point in the descent a distance of $a$ from the starting point, letting $t$ represent the time in seconds, $s$ the absolute departure of the ball from the vertical, and we have

$$s = \frac{\pi a \cos L}{b}.$$

From a simple principle established in Differential Calculus, we now have

$$\frac{dv}{dt} = \frac{\pi \cos L}{\cos r}, \quad \frac{d^2v}{dt^2} = \frac{\pi \cos L}{\cos r}, \quad \frac{d^3v}{dt^3} = \frac{\pi \cos L}{\cos r}.$$

Integrating, we have

$$s = \frac{\pi a \cos L t^2}{2 \cos r}.$$

We have in (2) the needed formula in solving the "vedex question." We see from (1) that, other things being equal, $v$ varies as $t^2$, and from (2) that $s$ varies as $t^3$.

Supposing $a$ to be 235 ft., and $g$ to be 32.18 ft., we find

$$t = \sqrt{\frac{2a}{g}} = 3.8271 - \text{seconds}.$$

If $L$ is zero, $b$ being 56.104 seconds, formula (2) gives us $s = 0.02183 \cdot \text{ft.} = 0.02183 \text{ in.}$

If $L$ is 45°, we have

$s = \frac{0.017631 \cdot \text{ft.}}{0.0000772 \cdot \text{in.}} = 0.02183 \text{ in.}$

We might rest here, but let us examine the question still further. We find from formula (1) that

- at the end of the first second $v = 0.0008688 \text{ feet}$,
- " second $v = 0.0017572 \text{ feet}$,
- " third $v = 0.0026456 \text{ feet}$,
- " fourth $v = 0.0035340 \text{ feet}$,
- " fifth $v = 0.0044224 \text{ feet}$.

From formula (2) we find that

- in one second $s = 0.00002966 \text{ feet}$,
- " two $s = 0.00005932 \text{ feet}$,
- " three $s = 0.00008998 \text{ feet}$,
- " four $s = 0.00012064 \text{ feet}$,
- " five $s = 0.00015130 \text{ feet}$.

From the above we find that

- in the first second $s = 0.00002966 \text{ feet}$,
- " second $s = 0.00005932 \text{ feet}$,
- " third $s = 0.00008998 \text{ feet}$,
- " fourth $s = 0.00012064 \text{ feet}$.

Adding these results we find, without being at all surprised, that, as above, $s = 0.000125171 \text{ feet}$.

The path of the descending ball relative to the center of the earth is elliptical, because the gravity of the attracting body is at this relatively fixed point, and because the attractive force varies inversely as the square of the distance from the center of gravity. The center of the earth is the remote focus of the elliptical orbit, the starting point of the ball is the apogee, the perpendicular to the plane of the equator. It thus appears that the descending ball will strike the earth at a point of very little nearer to the equator than is the foot of the vertical. In the above discussion, $g$ is considered constant, which, for short distances so far away from the center of gravity, is sensibly correct. At any rate it does not seem necessary in this connection to enter upon the interesting exercise, of computing the elements of the orbit of an imaginary moon.

See pages 131, 171, 235, 267, and 297, Vol. II., of the Weekly. I do not count further discussion of this question, but I would have at least an approximation to the truth legitimately established. The question under consideration is one of interest, and one a discussion of which I have never seen, except as it appears upon the pages to which reference has been made. I submit the foregoing to the interested readers of the Weekly, requesting that objections be stated by any objects, and that improvements be made by any improvers.

The lateness of the writing of this note is accounted for by my not having received No. 44 till some weeks after the date it bears.

CARTHAGE, ILL., Dec. 15, 1877.

L. F. M. EASTERDAY.

CHICAGO NOTES.

COOK COUNTY TEACHERS' ASSOCIATION, 2 P. M. SATURDAY, Dec. 8, 1877.

MEETING called to order by Prest. M. L. Seymour. Journal read by Secretary J. B. McGinity.

DISCUSSION: "What can be done to make our pupils talk better English?" Connected with the Tower of River Forest.

He was not prepared to say that the English language should be abolished. We should have, 1. Teachers who not only know but use good English. 2. Text-books that use good English. 3. Teachers are apt to be careless in their use of language. But few can make no mistakes. Superintendents are not far excellence in the use of good English.

Twenty mistakes were discovered in one page in a reading book. This reader may have the largest circulation of any in the country. Contenunence only those school books which are compiled in the King's pure English.

He would make this point emphatic. Accept no answer from your pupil that is not in full thought and in full rounded English sentences. Classes may be requested to note all grammatical sentences they hear. They will find the grammatical forms. Persons hearing the teacher's course—saying, they "knowed" grammar before he was born, and now to be brought up in this "ere" style was a "party" affair.

Prof. O. E. Haven of Evanston was next introduced, who spoke chiefly upon the same important subject. Persons who know but little can not expect to have much depth and variety of thought and speech. Learn first by example. It is found that those who speak and write the most correctly are those who hear the best speakers and read the best writers. Children are great imitators. To those who learn the English language is not learned from the dictionary and spelling-book.

To those just learning to compose, read a simple story and have the pupils write what they can remember of it. A poor teacher does all of the talking, a good teacher makes or leads his pupils to do the talking. For advanced pupils, the only construction of Latin or Greek into good English. This course will improve them in the art of speech. Memorizing passages from good approved authors is an excellent practice, but extensively neglected. A person should read good literature. Prof. Haven closed by saying that the one thing needful is practice, practice, practice.

Jonathan Piper followed in some extemporary remarks which were well received. He commended Scott's "Lady of the Lake"; it should be remembered that the style of Wendell Phillips's is the best in the language. He also spoke of proper pronunciation and lack of uniformity in the same. He does not pronounce words as they do in England. Out of 5,000 teachers, not ten per cent could tell how to pronounce words with a dictionary open before them.

Thickening the vocabulary, i.e., more meanings to the common words. Enlarged meanings should be made the custom of to-day.

A short recess was taken, after which Prest. Seymour recommended that the teachers subscribe for THE EDUCATIONAL WEEKLY.

Ed. Lewis reported question for next meeting as follows: "What relative amount of time ought to be given to the various branches taught in the primary department?"

J. M. G. Carter of Cornell School was appointed as Chief Disputant.

Prose discourse occupied much time. The names of actual members were then read by the Secretary as follows:


Prof. C. I. Parker said that the stated time of meetings of the association was the second Saturday in each month, and that any member knowing this could not excuse himself from attendance because he had failed to get a programme.

Supt. Lane sent his regrets, not being able to attend.

Ex-Supt. Plant was present and made some fitting remarks. He urged more effort to secure better attendance. Gave some history of the association. Thanked the teachers of Cook County (about 400 in all), for their kindness, and spoke in high terms of Supt. Lane. He paid a high compliment to Prest. W. F. Phelps, Editor-in-chief of the WEEKLY. Said that Prest. Phelps had made his mark. If he had already won the highest laurels of any educator in the Northwest.

He spoke of the great force of Cook County in the educational work,—a small state in itself. The great good secured to teachers by attendance at these meetings.

Vice President Parker took the chair and Prest. Seymour addressed the meeting, saying that he very much regretted parting with the teachers of Cook county, and presented his resignation, which was acted upon and reluctantly accepted.

Vice Prest. Parker was then elected president, and the association adjourned to meet the second Saturday in January at Bryant and Stratton's Lecture Room, 101 State St. Chicago.
The Educational Weekly.

STATE DEPARTMENTS.

EDITORS:

California: J. B. MERRICK, Secretary, State Dept. Sup't. Publ. Instruction, Sacramento.
Iowa: J. T. MERRICK, Principal Grammar School No. 1, Davenport.
Michigan: Prof. Lewis MCLOUGHLIN, State Normal School, Ypsilanti.
Kentucky: Dr. Gr. A. CHASE, Principal Female High School, Louisville.
Indiana: J. B. ROBERTS, Principal High School, Indianapolis.
Wisconsin: J. Q. EMBRY, Sup't. Public Schools, Fort Atkinson.
Missouri: M. Y. TOWNEY, Sup't. Public Schools, Minneapolis.
Dakota: W. M. BREITHOFF, Sup't. Public Schools, Yankton.
Ohio: R. W. STEWARTSON, Sup't. Public Schools, Columbus.
Nebraska: Prof. C. E. LAY, State Univ., Lincoln.
North Dakota: Prof. W. G. SCHLINGER, State Normal School, Grand Forks.

EDUCATIONAL NEWS—Home and Foreign:

Miss A. A. FORD, Kalamazoo, Michigan.
The East—Prof. EDWARD JOHNSON, Lynn, Massachusetts.
Musical Department—Prof. W. B. SMITH, East Saginaw, Michigan.

CHICAGO, DECEMBER 27, 1877.

Kentucky.

The Courier-Journal, commenting on the figures and statements of the Supt. of Public Instruction, pertinently says,—"It is a deplorable fact that the school attendance in Kentucky is so low. We value most highly the interests of our own citizens, but the citizens of Kentucky should not permit the school revenues to depreciate. Whatever sacrifices they make to secure ample facilities for public education will surely be returned to them in the decrease of taxes to pay for the results of crime in the state. Certainly, adequate provision should be made for the education of our colored population, the census of whose children of pupil age feet up 59,839, and the per capita of fifty-two cents is a beggarly and entirely insufficient sum for the necessities in this quarter. If we want thrift and industry among our colored population, these children must be educated as well as the whites. It will indeed be to our undoing if the 50,000 children of the state are not all amply provided with good school-houses and good teachers. Illiteracy permitted is a weapon destructive of the state's welfare which the state herself is fostering. Let us destroy it. The Superintendent devotes several pages to the subject of adultism, and he shows very conclusively that its general prevalence must be due to the positive indifference of parents or guardians. We regard this as one of the worst features of the situation. If parents care not for the education of their children, the prospect is gloomy enough unless the state compels them to send the children to school. There exists such a woful apathy, there is certainly ground for a strong argument in favor of compulsory education. The state must protect herself from illiteracy if individuals are persistently indifferent to its blighting influences. Additional state taxation is not necessary, but provision for local taxation to increase the per capita will do it. The youngest of the Northern States leaves the school at an early age, and at the close of his school life he has lost one-third of his childhood. More and more the problem is to be solved, not by the teacher, but by the state. The majority of the people are determined to bestir ourselves in the work of reform. The work of public education, however, is slowly progressing. Whatever sacrifices they make to secure ample facilities for public education will do it. The youngest of the Northern States leaves the school at the conclusion of the school year. The whole number of pupils is about four per cent of the population.

The Courier-Journal says: "It is a public building as there is in the United States." The number of pupils enrolled is 13,850, an increase of 200 over last year. The whole number of pupils is about four times that in Boulder. The number of girls is now one for every one. The number of pupils to each school averages about sixty. The "course of study is, with a single exception to be noted, a most excellent and comprehensive one. Beginning at six years of age—at which time the public instruction is begun—eight years of age are tenured. The course occupies four years; four years more—ten from fourteen—are occupied in the grammar department; after which the high school course, of four years more, occupies the four years been, either to enter the university, or to begin the active duties of life. These schools are justly honored to Den- ver and the pride of her people. Controlled by a Board of Education whose members are eminent for ability, financial acumen, and high personal and social standing, these schools are prepared to receive the brightest qualifications of far and wide, and among the character of the growing youth, and future citizens of the state."

Illinois.

The Teachers' Association of Bloomington, on Dec. 14, adopted the following resolutions relative to the death of Miss Clara B. Miller: WHEREAS, It has pleased the Father, in His infinite wisdom, to remove from us, by death, our friend and fellow-worker, Clara B. Miller; therefore

Resolved, We, the teachers of the public schools, express our appreciation of her noble character and untiring efforts for the good of the school in which she labored.

Resolved, Though we feel that our friend will develop in the atmosphere of a higher and better school, we can but express our heartfelt grief for the loss from our number of one who so bravely began life's work; and that we examine other of her sympathies for the memory of a fellow-worker.

Resolved, That we send a copy of the above resolutions to the family of the deceased, also that a copy of the same be furnished city papers for publication.

Capt. S. L. Wilson, the ex-superintendent of Champaign Co., has engaged in the insurance business in the Vincennes district. His friends are discussing the question of uniformity of text-books in that county. At a recent meeting called by Supt. Guy, for the purpose of considering the question, the following committees were appointed: Grammar,—T. B. Bird, Hospit- eel, Vincennes; History,—Wm. H. Chamberlain, Ridge Farm; D. S. Pheneger, Danville; A. L. Lapham, Danville. History,—F. N. Tracy, Georgetown; Ben. J. Poland, Bismark; Burt. Ankrum, Georgetown. Reading,—Mrs. F. N. Tracy, Georgetown; W. S. Bailey, Catlin; Henry J. Hall, Dunbar. The following named persons were added to the Committee on Reading: Miss Juleta Rich- ards, Georgetown; Mr. Oscar Hardy, Fairmount. Committee on Arithmetic:—W. J. Brinkley, Sr., Catlin; C. M. Taylor, Danville; Dr. T. A. Lamb, Ver- million Grove. Penmanship.—M. L. Connelly, Fithian; Wm. H. Fox, Oak- wood; Martin Bailey, Georgetown; Spelling.—Lincoln Fox, Oakwood; Mrs. Helen Drachall, Danville; Miss Laura Richmond, Georgetown. Few communities are so favorably furnished with institution workers as this section. At the last session exercises were presented by Dr. Bateman, Sup's. Cox and Andrews, Prof. Potter, Prest. White, and Prest. Bruner. Miss Hunhe presented a paper on "Grading Country Schools." She made the following points: "Four times the expense is necessary for grading country schools: 1 uniformity of text-books; 2, interest of parents and directors; 3, punctuality of attendance; 4, perman- ency of teachers." An effort is being made to print the paper for general circulation in the country.—On last Saturday evening an entertainment for the benefit of the S. W. Paisley was given in Lexington. It was under the direction of Mr. Blount, the principal of the schools. Smith assisted. The attendance was very large and the proceeds amounted to quite a handsome sum. Mr. Paisley, at last accounts, was among the mountains of Tennessie, endeavoring to reorganize the schools of the eastern counties. Miss Olive Rider, of Griggsville, has been appointed first assistant in the public school system. Miss L. Seymour has removed to Normal, and will enter upon his duties there at the beginning of the next term.

Educational News.

CALIFORNIA.—Miss MARYMEELE writes from Los Angeles that there is every prospect of success in her efforts to induce the Legislature to introduce kindergarten departments in the state normal schools. She says, "California has 9 colored schools, taught last year, and the interest in such schools is increasing among both races. The Superintendent thinks that the per capita would equal that of the whites, if a poll tax could be collected from the colored voters of the state. There are in the state 4,000 white school districts in which schools were taught last year; thirty-six in which schools were taught. Teachers' institutes were held in every county; five district associations and one state association. About 200,000 children enjoyed the advantages of instruction. Not less than 150,000 children "are growing up in absolute ignorance of the elements of an English education." The work of public education, however, is slowly progressing. Our great want is a large number of good school-houses, teachers, earnest and prepared to teach in them, and a general waiting up to the necessity and value of popular education.

Owensboro.—In this thriving city a well-grown system of schools has been developed. The public schools are well conducted. There are fourteen teachers employed—Superintendent—Prof. S. T. LOWRY.

RESOLVED, That we express our appreciation of her noble character and untiring efforts for the good of the school in which she labored.
the Centennial State."—It is said that in Boulder the public school-rooms are disinfects every Saturday with chlorine gas, and each day the floors are freely sprinkled over with salt. The school is now in charge of Miss M. A. Thomas, who is said to be doing excellent work as principal. About 425 pupils are in attendance. The school census taken last June gave Boulder 613 between six and twenty-one years of age. Music, drawing, and the tracing system of writing are taught in all the state; they have given sufficient encouragement to interested parties to pursue their work.

Mr. Sewall has begun the collection of a mineral cabinet for the University.

IOWA.—An evidence of the high rank of Iowa school teachers is to be found in their generous and common patronage of educational journals. Despite the ill usage which they have received at the hands of former publishers in that state, they have persisted in giving publication facilities to journals that attempt to establish three more within the past year. The Iowa Normal Monthly, published by W. J. Shoop & Co., at Dubuque, is an excellent magazine, and deserves universal patronage. The Inter-State Normal Monthly, published at Moulton, by W. H. Campbell, is less aspiring, and aims to be chiefly of local interest, and particularly to the friends of the normal school at that place. And now comes the Central School Journal, published at Keokuk by the Superintendents of Van Buren, Des Moines, and Lee counties. It is particularly in the care of W. J. Mead, who is both a man of great ability and a gentleman of large fortune, and he will help it to give a large circulation in southwestern Iowa. It contains twelve pages about the size of the Weekly. A letter from Supt. B. F. Hood, of Oscawena, accompanied by his monthly report, furnishes us with such news from that place as to the work they are in at since the school was graded. A class of ten received diplomas of graduation last June. As a consequence of this the High School is being crowded with advanced students. There is a live interest in educational matters in that institution. The Normal Board, and in putting up in about $100 worth of fixtures and improvements during the past vacation. The Normal Institute of three weeks was not only one of the largest in numbers ever held in the county, but also one of the deepest interest to those present. The work of the Institute was confined to a few subjects. Teachers were called upon to prepare and exhibit models which they would require of their pupils. Their work was criticised, and each teacher was assisted in preparing outlines of work for a term, including programmes, models for recitations, moral lessons, opening exercises, etc. The result has been an increased interest in the work throughout the county.

WISCONSIN.—The price of the Journal of Education has again been reduced. It is not now $1.00 if paid strictly in advance; $1.10 "if a bill is sent;" $1.25 after three months; and $1.50 after six months. Better have it all "strictly in advance," and then there need be no grudge against the printer. Mr. Letts has put in about $100 worth of fixtures and improvements during the past vacation. The price of the paper has been cut. Teachers were called upon to prepare and exhibit models which they would require of their pupils. Their work was criticised, and each teacher was assisted in preparing outlines of work for a term, including programmes, models for recitations, moral lessons, opening exercises, etc. The result has been an increased interest in the work throughout the county.

Official Decisions.

IOWA.

W. M. JENKINS, ET AL. VS. IND. DIST. METHODIST GROVE, ADAMS COUNTY.

The independent district of Methodist Grove is square in form, and includes six townships of land. The school-house is one-half mile east of the center of the district. On the 28th of June, 1877, W. M. Jenkins and others, living quite a distance from the school-house, presented a petition to the board of directors, asking a three months' additional time to accommodate their children. The board refused to grant their request. From this order, W. M. Jenkins and others appealed to the superintendent, who reversed the action of the board. From his decision, James Lemon and G. W. McDuffee, for the board, appeal to the Superintendent of Public Instruction.

It is the intention of the law to provide equal school facilities for all the youth of the state. This question is discussed by the Supreme Court in 24 Iowa, 266, in the case Clark versus Mascoutin. Sec. 1703, indicates that the distance of one and one-half miles is considered as the maximum distance to be traveled by school children, to provide them with proper school facilities. This rule, in some instances, is not applied; for a sufficient number to establish a school might not be found within the radius of one and one-half miles. The law also specifies the minimum number of children to constitute a school. Sec. 1725 provides that a school-house may be erected to accommodate fifteen pupils, and a room rented and a teacher hired for five pupils.

In this case, the distance is too great to secure proper school facilities by sending to the only school-house now possessed by the district, especially during the winter season. The district board held an examination of the ground, and decided that the distance from the school-house to the only school-house now possessed by the district, was large enough to entitle them to a school-house. The refusal of the board to grant additional school facilities seems to be a violation of the law. The plea with which the board urges, that other portions of the district will require the same protection, that has been so often evident to my mind, that a district of nine sections, in a region which is densely populated, is an unfortunate one. As no new independent district can be created since July, 1876, I suggest that such changes of boundaries be made between the different independent districts in Nodaway township, in conformity with sec. 1809, or such a consolidation by sec. 1811, as to provide for wards of about four sections each. But, for this winter, the petition of W. M. Jenkins and others ought to be granted, and the action of the county superintendent reversed. C. W. von ColUlln.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

DES MOINES, Dec. 11, 1877.

SUNDAY RULINGS.

1. No appeal can be taken from an incomplete action of the board.

2. The law does not contemplate any janitorial services from the scholars. A teacher who has willy-nilly carried into the school-room, records, copies, etc., in answer to many troublesome questions concerning the rights and duties of school boards, teachers, and tax-payers in the matter of "boarding around," State Superintendent Tarbell has written a letter in which he expounds the law: "A district has no legal right to instruct the board to have the teacher 'board around'; that is to say, a vote is advisory only. If, either with or without such a vote, any parties decline to board the teacher, nothing can be done about it. But if the district board contract with a teacher for so many dollars per month and board, it being understood that the teacher is to 'board around,' the district board must furnish boarding places for the full time to the teacher, whether a part of the district refuse to board the teacher or not. The district board can either take the teacher on such terms as will enable her to secure a permanent boarding place, without reference to the vote of the district to have the teacher board around; or they may engage a teacher with the understanding that she board around, and then furnish her a suitable boarding place at the expense of the district, for a term of time, on which custom is spent by her at the houses of those to whom she desires to receive her, etc., etc." In the matter of the University charity suit against Rose and Douglas, Judge Judgington has granted the prayer of the petitioners to have in consequence of newly-discovered evidence. The court ordered that petitioners cause proofs—that is to say, first, whether defendant Douglas testified before an investigating committee of Regents, as alleged in the first and fifth specifications of the newly-discovered evidence; second, whether ten checks only were given by Rose to Douglas, and whether or not upon settlements; third, whether on June 24, 1875, defendant Douglas had money to his credit in the National Bank, as alleged in the fourth; fourth, when defendant Douglas was paid to O. C. John, John's, and Hewell, and how it was paid to defendant Rose, as stated in the fourth specification of the newly-discovered evidence—to be taken before a Circuit Court Commissioner in fifteen days from this date. It is only that a day is allowed for twenty days to take proofs in reply, and three days' notice of the taking of testimony be given, the case to stand for rehearing at the next term without notice.
Spelling Reform Department.

Conducted by O.C. Blackmar, Director of the Northwestern Branch of the Spelling Reform Association.

THE SPELLING REFORM.—II.

The Alphabet.

Letters of transition ar in parentheses, letters merely suggested ar in brackets.

a father, far. ng [yn, y] king, ink.
a fat, fare. o no, obey.
a) c play. o not, what, nor, wall.
b bat. p pet.
c = k, q cat. (q) (quit) crwit.
ch (g) church. s so.
d did. (i) = ae.
(e) met, they. dh [f, fi] she.
(e, e) = j mb, hit. t tell.
f, fit, filosofer. th [p, b] thin.
g go. dh, th[d, d] then.
g) j gem. u full, rule, fool.
h he. (i, h) = in musical.
i it. u but, burn.
i) a frjrar. v vat.
j let. w wo.
k kin. (x) = cs wax.
l l, noble. y yu.
m m, f. z zone.
n no. zh [z] azure.

Necessary new Letters.

1. a is the common script and italic a with the curb righted. Printers may make it with a fil or pen-knife by cutting off the upper stem of d (a), or the lower stem of q (a); or they can tie italic or script a. Capital this sam, or inverted D (C1).

2. a needs a new script form. It may be mad like the figure 2 with the left hand loop well opend, or like a loop d, or like e with it added (a).

3. o is (o) with the short sign dropped into it. Printers may tie o for it, or a small capital q inverted (o). The script is simply. The capital has the sam form.

4. u is a round bottomed v. Printers may tie it for it a small capital u, or may cut off the lower right hand curve of u (v), or the top of u (o). In script the round bottom is the essential thing. Capital u must now be mad like small u (U).

5. ch, dh, th, zh, ng should be cast as ligature, but printers can tie separate typs. In script, dh may be mad like th, only looped to the left the bottom of the t.

Transition Letters.

1. a for a in fate is z with ; added. It needs a new typ. Script a is like the print. The capital has the sam form.

2. e for e in me is m with a loop added. It needs a new typ. Script e is a dotted e. For a capital fill away half the right arm of F (E).

3. i for i in mine is ai with this a subscript. It needs a new typ. In script a loop will do for the subscript a. For a capital fill the upper right arm of F, and invert it (I).

4. a is short for in. Printers may tie the common German letter, u for au. Printers can tie inverted h (u). The capital has the sam form.

5. x has the common French cedilla. Capital this sam.

6. g for g in gem may be distinguished in script by dotting g. Printers can tie italic g or j. Capital this sam.

7. a is a new typ. In script it is a without angle. The capital has this sam form.

Musical Department.

TEACHING MUSIC TO CHILDREN.—IV.

HAVING perfected the steps marked out in our preceding articles on “Teaching Music to Children,” the teacher may next proceed to introduce various kinds of notes. Having placed upon the black-board the following, or a similar exercise, it should be well learned by the pupils before another step is attempted.

Calling attention to the fact that all the notes are made alike, and, as we give to each one as we sing, one beat, the tones are of equal length, the teacher may explain that notes made like these are called quarter notes, and stand for short tones. Some teachers use the term “short notes,” instead of “quarter notes,” but we know from experience, that it is as easy for children to remember the correct names of notes, if taught them at once, as other names, which must afterward be corrected, and in doing which, much time is often consumed.

The teacher may now have the pupils beat time and listen while she sings, and notice if any mistakes are made. Proceeding to sing the exercise, the teacher sings in the eighth measure, one tone two beats long, instead of two tones each one beat long. If all are watching closely the pupils will immediately raise their hands, at which the teacher should stop, and have the pupils explain where and what the mistake was. Be sure that each one fully understands the mistake, after which explain that it is desired to sing one long tone in the eighth measure, instead of two short tones. A simple illustration may be used by taking two short strings of equal length, and by tying them together, form one long string. The teacher then proceeds to draw a curved line, which she says is called a tie, beneath the two notes in the eighth measure, thus:

and explain that, as the two short strings, when tied together, formed one long string, so, now, the two quarter notes, being tied together, will stand for one long sound; and as each quarter note is one beat long, so in singing this long sound two beats must be given. After these points are thoroughly understood by the pupils, and sufficient practice given in connection with this exercise to perfect the pupils’ knowledge of it, they will be able to write other exercises of the same form, still using tied quarter notes. The teacher will now be prepared to call attention to the fact that where a short tone is sung, but one sign, a quarter note,—is written, while, where a long tone is sung, three signs,—two quarter notes and a tie are required. Asking the children if they do not think it would be better to have one sign for one tone, instead of three signs, they will readily answer in the affirmative. The teacher may now illustrate the next step by taking two quarter-dollar pieces and one half-dollar piece,—or, if money is not at hand, two quarter-dollars of the same coin, or any other objects that are most convenient to serve the purpose,—and by this means illustrate that two quarters are equal to one half. Now, as two quarter notes have been made to stand for one sound, the idea that one half note can take their places, is quickly impressed, in this way, upon the minds of the pupils, and the teacher proceeds to erase the tied quarter notes, and substitute half notes. By having used the tied quarter notes, in this way, being careful to give to each one beat, or, as the long tone is sung, two beats, no trouble will arise in having pupils give the correct time to half notes.

“THE SCHOOL MUSIC PIPE.”

To the Editor of the Weekly:

IN THE Musical Department of the Weekly of Sept. 13, mention is made of the “School Music Pipe,” made and sold by Messrs. Wm. H. Clarke & Co., Indianapolis, Ind. I wrote to them, but received no reply. Inquiries have been made for it vain at Chicago music stores. I would like to know the price and where to obtain it. Will you please give the information in the Weekly, and oblige, Yours Truly, W. H. Smith.

Athens, Menard Co., Ill., Dec. 1, 1877.

In reply we would state that Messrs. Wm. H. Clarke & Co. are an established firm of Organ Builders in Indianapolis, Ind., and why they have failed to reply to our correspondent’s letter we can not say. Geo. D. Russell & Co. Wholesale Music Dealers, Boston, Mass., are general agents for the sale of these pipes. We cannot state the retail price, but think it is about $2.00. While speaking of these music pipes, we are pleased to say that they are in use in all the schools of East Saginaw and Saginaw City, Michigan, (in which schools the editor of this Department is employed as Musical Instructor) and they are giving universal satisfaction, being pronounced by all the regular teachers, as a great aid in their work.
Practical Hints and Exercises.

HOW GERMAN CAN BE TAUGHT IN THE PUBLIC SCHOOLS.

By Dr. Zito BRÜCKE.

To TEACHERS of the German Language.—By reading the preface to "German without Grammar or Dictionary," you will see at once that we can teach German in our public or other schools as a living language.

In two of the schools where German has been taught for the three years past, we have to-day over seven hundred pupils who are taught daily in the following manner.

In the primary rooms of one of these schools, containing 120 pupils, the teacher enters and stands before the pupils with folded arms; this is the signal for them to rise with arms folded, all saying, "Ich falle die Arme; Ich steh' vor dem Lehrer, (or, vor der Lehrerin.) These primary pupils use no book as yet, but can count, can describe every thing in the room, as for example, the windows, how many; the doors, how many, and where, the ceiling, the floor, etc., are, and the purposes which they serve.

They can tell all about the weather, whether it is angenehm, pleasant, or unangenehm, unpleasant; whether it is kalt or träge, cheerful or dismal; whether der Himmel ist klar, or, mit Wolken bedeckt, the sky is clear or clouded.

There can be no interference with other studies, as we consume but ten or fifteen minutes daily in an exercise, which is really only a profitable rest from other work, and a rest for the eyes as well.

In the next higher room, where we meet the A class transferred from the primary, we commence the use of the book alluded to, reading a dozen questions and answers, perhaps, with the class.

This exercise we vary by writing the words read, on the black-board, first with English letters, then in German hand-writing. All these written words are carefully spelled, both by individual members and in concert by all in the room.

Again; in the next room, super-primary, we read half of a page, developing every word and sentence, on one day, and on the next day reproduce the same words and expressions on the black-board, by the teacher, and on the slate by each pupil in this room.

As far as possible, all explanation, all questioning and answering is in German.

In the next room, a whole lesson is read one day, and the same is developed on the following day in every conceivable way, so that our pupils actually, when going home, voluntarily give a very correct account of their lesson in German for that day to their parents.

In the senior and preparatory departments, the pupils are enabled to enlarge upon the topics of the day, as for instance, the pupil in giving the substance of the 12th lesson; Ich trage Kleider; Ich trage einen Rock, eine Weste, und Bein­kleider, I wear a coat, a vest, and pants. Diese Kleider sind von wollnum Tuche gemacht, these garments are made of woolen cloth. Der Rock hat einen Kragen, zwei Ärmel, und Schossä, the coat has a collar, two sleeves, and skirts. Die Weste hat einen Kragen, aber keine Ärmel oder Schossä. Die Hosen sind lang und reichen bis zu den Füssen. Die Fäße sind mit (oder von) Strümpfen bedeckt. Man trägt wärmer Kleider im Winter als im Sommer, weil das Wetter viel kälter im Winter ist, als im Sommer.

In giving a résumé of each lesson, pupils will differ of course, some giving a better digest of the lesson than others. But all learn to speak, read, and write, and to such an extent as to be able to converse, to do business in the German language, to write orders, receipts, and letters. By this time, a pupil who has attended our school for several years, finds no difficulty in reading a German newspaper, or in reading German authors.

A teacher can teach according to this oral or object method, all the pupils in a large school, or in two smaller schools, each day, and if it be a female teacher, scarcely excelling that of a teacher in any of the primary departments.

QUESTIONS SUGGESTED BY A VISITING TOUR.—III.

1. Is it best to seat girls and boys together, i.e., allow both to sit at the same double desk?

2. What shall we say to visitors, who, by whispering, laughing, and talking, disturb the school?

3. Should we give a scholar leave of absence because some one calls at the door for him? Should we not know why he is called away, and use our judgment as to compliance with caller's request?

4. Is not chalk-dust doing great injury to the health of teachers and pupils?

5. Is it not better to open a door than to lower a window when ventilation is wanted?

6. Is it a good plan to call the roll aloud (after you have become acquainted with your pupils) allowing each present to respond?

7. How shall we keep an accurate record of time lost by tardiness?

8. Should we record a quarter of a day's absence or attendance?

9. Is it wise to have responsive reading of Scripture in mixed schools, when, perhaps, not more than two or three read?

10. Is a scholar the better for having an exhibition at the close of the term?

11. May not a boy lie large away from school and yet be always ready to go to a spelling school?

12. How shall we break up the passing of notes?

13. Is it best to have the water passed?

14. When should the boys "go after a pail of water?"

15. Should teacher or pupil knit, crochet, sew, etc., during intermissions?

16. Why do the majority of our teachers do the janitor work for nothing?

Answers are invited. E.D.J.

THAT ARTICLE ON EXAMINATIONS.

MRS. C. W. CAMPBELL, West Salem, Ill.

We NOTICE an article in the WEEKLY, 43rd number, which treats the subject of monthly examinations with a depreciation not exactly palatable to some of us. So far as the author refers to the daily records of class recitations, we agree with him. We cannot imagine how any teacher can give much instruction to a class, and keep, at the same time, an exact record of each one's standing.

But the subject of monthly examinations is quite a different thing. We who have used this method for several years—who have closely watched its effects upon the school and been satisfied that it was salutary, are not ready to give it up without good reason. The superintendent gives us a certain standard. He says it would be necessary to have a common measuring unit, which would be almost impossible. Now this necessity would of course exist in the one great object in these examinations were the comparison of schools.

But the prime object of the teacher should be, and we believe, with every honest teacher, to secure, not a favorable comparison with other schools, but the highest good of the school under his immediate control.

If it will stimulate the scholar to greater exertions—make him a more exact scholar, and none will deny that writing has that tendency, it is surely, so far, a benefit.

Again, Mr. Dirksmore says, that on account of their own reputation "nine out of ten of the teachers will see to it that the reports report favorably." We cannot think that so large a majority of those holding this responsible position are hypocritical frauds.

But he argues that all this time might be better employed in imparting instruction. This theory of continually crowding instruction, without seeing to it that it is accepted and retained, is certainly contrary to the general teaching of the WEEKLY as well as of all leading educators. And what better way is there of fixing truths firmly in the mind, than to require the scholar to lay aside books and write out in his own language answers to the more important points. And who does not know that these "foggy points" are made much clearer by writing upon them?

Then the working for "marks!" Why should that be so emphatically cried down? We confess to being too stupid to see the crime of using such an incentive. If the daily marking only was practiced, the habit of preparing a lesson simply for the time being might be easily fallen into. But when the student knows that at the end of the month he will be expected to make a summary of all, in a careful written examination, the truths will be lodged in his mind in such a way that after the written work, the thoughts will be truly his own. But where is the harm of working for "marks" for a standing?

To a child the grand object of an education cannot always be so evident, and to such an extent as to be able to converse, to do business in the German language, to write orders, receipts, and letters. By this time, a pupil who has attended our school for several years, finds no difficulty in reading a German newspaper, or in reading German authors.

A teacher can teach according to this oral or object method, all the pupils in a large school, or in two smaller schools, each day, and if it be a female teacher, scarcely excelling that of a teacher in any of the primary departments.

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there be some good marks in his favor, unless he have a fair standing? The standing a pupil takes, and the ambition with which he works for it, is, to a great extent, an index to the energy with which he will work for an honorable position in society.

But as regards the teacher’s time, our Kansas correspondent says: Experiences that the evenings of a week are required properly to go through the papers of a class of fifty. Would it not be better for the teacher to have the pupil employ this time in posting himself in methods and matters? Very well. What if it does the evenings of a week for this purpose? Are not teachers supposed to post themselves, to some extent, at least, in methods and matters? Before assuming the duties of a teacher? And as to a teacher reviewing the studies in advance of his class, can not any teacher of average intelligence pass over the work of his classes sufficiently rapid to gain one week in the month, and yet have it all fresh before him when he comes to his recitations?

Publishers’ Department.

Back Numbers of the Weekly, from one to twenty inclusive, will be furnished for five cents each. All published since No. 40, ten cents each. Any who have extra copies of Nos. 45 or 47 will confer a favor on us by returning them. We will extend their subscription one week for each copy returned. After Jan. 1, 1879, our closing rates will be $0.50 for five, $1.00 for ten, and $2.00 for twenty for any number.

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