Editorial.

With the present issue, the Educational Weekly enters upon the second year of its existence. What may have been considered one year ago measurably an experiment is today an accomplished fact. The trial year is past. It has been settled that courage, vigor, and independence in educational journalism are in accordance with the "spirit of the age," and that this spirit will not permit an enterprise of this kind to become a corpse. It has been settled that live issues and not state platitudes are the things demanded by live educators. It has been proved that freshness and fearlessness of style are possible in the treatment of educational questions as well as other questions, and that such treatment is the most likely to arrest attention, and stimulate to that hearty and united action so clearly demanded by the best interests of the republic. Nor is it any longer a question that these grave topics may be so presented as to challenge the consideration alike of the professional and the general reader. Education being a matter of universal concern, being linked inseparably with the individual and the national welfare and destiny, should ever be a subject of absorbing interest to all. That its supreme importance is yearly becoming more apparent is, we think, attested by the increasing prominence it receives in the daily press, in the periodical literature of the day, on the rostrum, in popular deliberative assemblies, in social science associations, and in the halls of legislation both of the state and the nation.

In this grand onward movement educators themselves should be prepared to become the worthy, trustful leaders and guides. The rights and prerogatives of the profession should be claimed and exercised. The talents, character, and attainments of those who teach and those who superintend should be as much as to command respect, inspire confidence, and secure hearty cooperation. The knowledge, professional skill, and potent influence of the expert in educational science should be made to permeate every department of administration and effort from the local school board to the head of the system. Until this condition shall be fulfilled, incompetency, inefficiency, and comparative failure must continue to discourage and depress. To this cardinal doctrine the Weekly will ever be loyal, and to the necessity of a radical educational service reform it will in the future, as in the past, give the most earnest heed. That in these efforts it will be cordially and generously supported, there remains no longer a reasonable doubt. It will seek its own interests in honestly and faithfully endeavoring to serve those of educators and of educators. Believing that the use of the best materials and the exercise of good taste in the mechanical execution and in the arrangement of the matter will themselves prove to be valuable educational forces to those who read its pages, the Weekly will seek every legitimate means of beautifying and perfecting its outward appearance, as well as of invigorating and strengthening its animating soul. With these convictions and purposes, and with the sincere salutation of "A Happy New Year" to its noble army of readers and friends, it moves forward to the struggles and the victories of another campaign.

No relations of a public nature can be more intimate than those of a teacher to his pupils, and none can be more important than those which he sustains to the agencies and influences that prepare him for his work. Hence no relations ought to be more cordial than those between the normal schools and every part of that common school system whose mission and purpose are "to secure competent instruction to every child that shall be born." In the absence of such relations, the normal school as a public institution has no justification for its existence, or if they be merely nominal, if they exist only in theory, then will both the teachers' seminary and the common school system be shorn of their strength. Said the eminent French statesman, Guizot, in speaking upon this identical subject, "The prosperity of the teachers' seminary will be the measure of the success of the people's schools." He further declares that without ample provision for the training of teachers, nothing can be done to improve elementary instruction.

The importance of this subject is not so thoroughly appreciated either by the school officials or the people as it should be. In some communities, indeed, the normal schools are regarded as excrescences upon the common school system, and have been thus characterized in legislative bodies called upon to act in their behalf. In other places it has been asserted that they are hostile to the interests of the public schools and are treated as competitors with them for the public support. Superintendents have misrepresented them in their official reports; political conventions have anathematized them as frauds; demagogues have denounced them as expensive luxuries; and "high-toned" journalists as "horse-leeches" and cheats. Within the last two years their very existence has been menaced even in communities where their status has been regarded as the most perfectly and permanently assured. Nearly forty years of reasonably fair success in our own country, with more than a hundred and fifty years in Europe, have not sufficed to make their merits appreciated and their necessity felt by the average citizen of the "Great Republic." It is important, therefore, that the relations really
existing between the teachers' seminary and the teachers' work, between the normal and the common school, should be carefully considered and fully understood. To this end a brief discussion of the subject will be undertaken in succeeding numbers of the *Weekly*.

The educational meetings at Madison, held December 26-28, were well attended, and there was a good interest throughout. The various reports and papers were carefully and ably prepared in accordance with the programme published in the *Weekly*. These reports and papers were followed by thorough and vigorous discussions. One very sensible and important feature was the consideration given to the subject of our country schools, and a course of study for the same. The paper on "Compulsory Education" presented the subject in a fresh and candid manner. The report on "Exhibitory Department of the Association" was favorable to that scheme, and it was decided to make a trial of the same at the next annual session, next summer. There was no written report on kindergarten culture, but the subject was discussed at the meeting. The paper on "Relations of the Normal Schools to the Common School System of the State," was a carefully and ably prepared document. The "Report on Drawing in the Common Schools" was pronounced by competent judges as an unusually able paper on that subject. We were not present at the remainder of the session, but we learn that it was of the same high order as that mentioned. The Convention of County and City Superintendents was the best meeting of that body that we have attended for years. Notwithstanding the difficulties and disadvantages which the Principals' Association had to meet, the meeting was, nevertheless, profitable. E.

THE SPELLING REFORM—ITS ELEMENTS OF SUCCESS.

*MRS. M. E. WALKER, CHICAGO.*

HAVING set forth last week the objects to be obtained as the result of the spelling reform, we next note its elements of success.

Clearly comprehending the gigantic work before us, we ask what elements of success does it contain?

First, we claim that the origin and growth of language insure the simple representation of the spoken word.

When man was made a social being, to him was given the power of speech, by him was understood the revelation of speech. That musical instrument, the voice, set in the hands of man, and its coupled companion, the ear, had to meet, the meeting was, nevertheless, profitable. E.

Recognizing the voice as the instrument of speech, its powers become the matters of representation. Indeed, in the enlightenment of the nineteenth century, no system but a phonic system of writing would be deemed practicable. Based on such a system our English writing is supposed to be. Why then shall it not follow the lead of its companion, and as the voice rings out its melodious changes, the hand keep time with its faithful symbols? It will. Down before the march of simple representation must fall the barriers of ignorance, the idols of prejudice, and the bulwarks of conservatism. The only question for us is whether we will march with the triumphal procession, or be trampled in the ruins of our tottering fortifications. There is no delusion in this. When we trace the line of the past and the course of the present we have two points in establishing the line of the future, and sooner will the proposition for a straight line fail than the immutable laws of progress. Again, the times are auspicious for the great work of purifying the English language. The present advancement of the work gives a precedent for future action. Statistics can be furnished showing the cor-
rection of hundreds of words within the past century. It shall be my effort at some future time to give the public a list of these changes. Let the incredulous refer to the prefaces of Webster's Dictionary, and see what one man accomplished in this work; and let the still incredulous compare Webster's first dictionary with the volume that now bears his name. When the conviction once comes home to us that we are not undertaking a new thing, but that we may aid in accelerating the speed of this glorious work, we shall be heartily ready to join hands in the movement.

Again, the attention which has been called to this subject for the last twenty-five years has convinced the minds of our eminently practical people of the inconsistencies of this present system. The mind of the nation, as it were, is directed to the tax imposed on childhood by the one study of the orthography of the words of our language; not as a science, but merely to memorize the spelling. Some one has estimated that eleven years of the student's life must be devoted to this work. And then how unsatisfactory the results! For whether he write or speak, the dictionary must keep him company. From the first lesson at school, to the grave, he is never a success in the one thing, of being master of his vernacular. Educators, to remedy this evil, to outflank the enemy as it were, have within the last twenty years laid particular emphasis on phonetic drill as the basis of primary instruction. This becomes at once a factor in the accomplishment of a reform in spelling. Our schools now present a rising generation not unacquainted with the simple sounds which unite to form words—or the processes by which they are discovered—and the phonic analysis which once sounded so strangely to our ears has become as familiar as the abc's.

The glory of the originators and promulgators of this work brightens as we see the result to which it tends. By a careful survey and comparison of our words, we also discover that etymology, rather than hinder, helps on to the consummation of this work. The Latin, from which directly or indirectly such a large proportion of our words are taken, is far ahead of our language, in adherence to the principles which we have shown to be fundamental in spelling. Its clear intelligible words will suffer no material change in this reform.

Again, the times are auspicious because of the peace relations between the nations that speak the English language. Liberty of free thought and speech guaranteed by the Constitution of the United States, the republics of Germany, France and Italy, the great English-speaking nations, both North and South, the free and unfettered press of this country, the great confidence of the nations that speak the English language in the solution of problems and the establishment of rights, and the general confidence in the prosperity of the country, all conspire to make this a fitting time. The adoption of the phonetic alphabet, which has been adopted by the armed forces of the United States, is a matter to be commended and urged upon our public schools, and the United States Commissioner of Education, Louis C. Grube, has made a special report on the subject to the educational weekly.

It purports to be based on the representation of the voice, but it ignores its impulses, and grants the license of substitution or interchange to the characters which represent its sounds, and this without rule or law, or conformity to the genius of any language. It proposes to furnish an alphabet for writing these sounds, but this is both redundant and defective. It contains some rules for the use of the alphabet, but these are rendered powerless by outweighing exceptions. It makes a faint show of law in the adoption of foreign words, but admits the grossest barbarisms and vacillates between pronunciation and spelling.

Is it not thus shown that speech as the gift of God must find a counterpart in the art of man? That the two powers of the voice, sound and impulse, are the matters for representation, the latter the guide to syllabication, the former to spelling? That the work of purifying the English language, begun and carried on so effectively by our ancestors, now devolves upon us? That we may at once attack the grossest errors, I offer the following resolutions and ask the attention of educational meetings everywhere to the points which they cover.

Resolved, That we acknowledge the propriety of discarding all superfluous letters in spelling, and that such a practice is hereby recommended.

Resolved, That the substitution of one letter to represent the sound of another is detrimental, and that the abandonment of such a practice is hereby recommended.

GRUBE'S METHOD.—II.

II—EXERCISES ON EXAMPLES WITH APPLIED NUMBERS.

Prof. Louis Soldan, Principal of the St. Louis Normal School,

I THE following, Mr. Grube gives but the outline, the skeleton as it were, of his method, trusting that the teacher will supply the rest. The sign of division, as will be explained below, should be read at the beginning: "From ... I can take away ... — times." By this way of reading, the connection between subtraction and division becomes evident.

FIRST STEP.
The number One.

"As arithmetic consists in reciprocal measuring (comparing), it cannot commence with the number 1, as there is nothing to measure it with, except itself as the absolute measure."  

I. The abstract (pure) number.

One finger, one line; one is once one.

The scholars learn to write:

1+1=2

II. The applied number.

What is to be found once, in the room, at home, on the human body?

SECOND STEP.
The number Two.

I. The pure number.

a. Measuring (comparing).

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<th>2</th>
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<tbody>
<tr>
<td>1</td>
<td>1+1=2</td>
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<tr>
<td>2+1=2</td>
<td></td>
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<tr>
<td>2+1=2 (Read: From 2 I can take away twice)</td>
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2 is one more than 1.
1 is one less than 2.
2 is the double of 1, or twice 1.
2 is one-half of 2.

b. Practice in solving examples rapidly. 1+1=? 2+1=? 2+1=?

1+1=1×2=2 etc.

c. Combinations. What number is contained twice in 2?

I. What number must I double to get 2?
2 is the double of what number?
Of what number is 1 one-half?
Which number must I double to get 2?
I know a number that has in it one more than one. Which is it?
What number have I to add to 1 in order to get 2?

II. Applied numbers.

Fred had two dimes, and bought cherries for one dime. How many dimes had he left?
A slate-pencil costs 1 cent. How much will 2 slate-pencils cost?
Charles had a marble, and his sister had twice as many. How many did she have?
How many one-cent stamps can you buy for 2 cents?

THIRD STEP.
The number Three.

I. The pure number.
a. Measuring.

(1) By 1.

<table>
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<th>1</th>
<th>1+1=2.</th>
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<tr>
<td>4</td>
<td>1+1+1+1=4.</td>
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<tr>
<td>3</td>
<td>1+1+1+1=4.</td>
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<tr>
<td>2</td>
<td>1+1+1+1=4.</td>
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<tr>
<td>1</td>
<td>1+1+1+1=4.</td>
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(b) Problems for rapid solution.

$$2 \times 3 - 3 \times 1 + 1 - 1 - 2 \times 2$$

$$4 - 1 + 1 + 1 - 1 - 3$$

(c) Combinations.

1. What number must I double to get 4? 2. Four is twice what number?

(1) By 1.

$$5 \times 1 = 5.$$ 2. $$5 \times 1 + 5.$$ 3. $$5 \times 2 = 10.$$ 4. $$5 \times 3 = 15.$$ 5. $$5 \times 4 = 20.$$ 6. $$5 \times 5 = 25.$$

b. Measuring.

(1) By 1.

<table>
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<th>1</th>
<th>1+1=3.</th>
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<td>4</td>
<td>1+1+1+1=4.</td>
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<tr>
<td>3</td>
<td>1+1+1+1=4.</td>
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<td>2</td>
<td>1+1+1+1=4.</td>
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<tr>
<td>1</td>
<td>1+1+1+1=4.</td>
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II. Applied numbers.

Caroline had 4 pinks in her flower-pot, which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep?

How many dollars are 2+2 dollars?

Three apples and one apple = 4 quarts = 1 gallon.

Annie bought a gallon of milk, how many quarts did she have?

She paid 1 dime for the quart; how many dimes did she pay for the gallon?

a. Measuring.

(1) By 1.

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<td>1</td>
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FIFTH STEP.

The number Five.

1. The pure number.

(1) By one.

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<th>1</th>
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<tr>
<td>4</td>
<td>1+1+1+1=4.</td>
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The fingers are the best means of illustration here: "Hold up your left hand. How many fingers are you holding up? Hold the thumb away from the other fingers."
The East.

BOSTON LETTER.—No. VI.

THERE is nothing, with the sole exception of genial friends, which so enlivens and cheers and enhances the value of a home as a collection of well-chosen books, placed in a comfortable room, and made accessible to all. They yield volumes for the inquisitive, culture, large-heartedness and hospitality of their possessor; for only an intelligent man cares for many books; none but a man of culture can select them; none but a generous one will invest his money where so little hard profit is returned; and a hospitalizable man alone will provide for his guests so unusual and unexpected a treat.

A large house and rich furniture suggest no more than wealth. Pictures indicate taste, and feed the mind of an appreciative Jew. On the other hand, we occasionally find a man with many books; but at a glance we see that his selection constitutes the library of a pedant and an intellectual sham, and is in no sense the exponent of a cultivated mind. So we cannot make a universal rule, that the character of a man’s mind may be estimated by his books; but it is a good general rule. If we knew what books a man likes, and desires, and seeks for, we could gauge him better. But in this land of diffused wealth and of low-priced publications, nearly all can possess the writings of the authors which they especially value. If a man has not books, it is usually safe to infer that he cares not for them. If he has one class of them, the books of others, we cannot assume his preference guides him. If his collection be miscellaneous, we think his mind is so; and if such a miscellany includes good works, outside of his own probable reading, we presume that he is liberal enough to think of others, and provide for them.

How often we have thus deciphered the character of a man about whom we had little previous knowledge. Chance brought us to his library. This was better than a phonological chart. Every book was an organ, the size of which we could easily make out. But, unlike the phonologist, we could tell little by isolated examples, whether we call them organs or books. We must both analyze and combine. A pedant might have Emerson but he would not have Herbert Spencer, and so would the profound scholar; but the latter would have Plato, also, and Sir William Hamilton. He might have Scott, but would not be quite so likely to have Kingsley, nor even Thackeray. He would sooner have Byron than Spenser, Tenayson than Mrs. Browning, Poe, or Bert Harte than Whitier.

Every book-collector is to some extent a bibliophile. Some are almost wholly so. They analyze books externally, as the mineralogist, who is not also a chemist, does the minerals which he finds. They value a book for its age or for its rarity, or for its mechanical excellence. They would rather not use these pets than to sell them. They love rather to look at their books, as they are arranged in tasteful lines upon the shelves, than ever to look into them; but if they take them down and open them, the illuminated title-page is what gives them the most satisfaction. They love to talk about books, as books, and about the treasured wisdom they contain.

Such a library reveals its author as quickly as any other. It shows him neither a pedant nor a scholar. His specialty necessitates a certain kind of very respectable information. He is at the same time the favorite and the terror of book-sellers; for he dishes his money upon books that he values for their market value too well to allow for them more than their actual worth. To the close inspection of such a cabinet of literature, none but the connoisseur feels welcome. Indeed, such a collection is not often placed in the way of folks; but in some more retired corner of the house. If, however, in consideration of its value as an ornament, it be less secluded, the glass doors are securely locked; nor would any one uninvited wish to take a book, lest by dropping it an in calculable value might be extinguished.

Evidently a book’s true worth is in direct ratio to its actual service to the mind; but that every studious man should almost personify to himself these wonderful repositories of the world’s wisdom, and make them the objects of a sentimental regard, akin to the affection we feel for our own writing, looking upon them as naturally love whatever intelligently and freely blesses us. We love the edifying and helpful minister. We love the brave soldier who has saved our land. We love him who guides us to any desirable truth, though the only enrichment of his intellect and heart which the world possesses be a book. It is natural and reasonable, then, to cherish and almost love a great man’s book for what it contains; not because it is rare or beautiful; but because it brings instruction to the mind, and liberty, love, and life to the heart.

Entire communities can be very accurately judged by the number and kind of books scattered among them. Villages or towns can be compared in this way in respect to culture. I know some large and pretentious places where scarcely anything which may be called a library is to be found. I know other communities, where almost every house has a handsome collection of good books. A public library may owe its origin and support to the enterprise of a few, or even one unmanly citizen. Such an institution may long remain in a place where it is not appreciated nor respected; yet a community so favored would to the general observer far out shine others too poor to have such a public possession, but whose small and choice libraries in nearly every house proclaim a higher state of refinement. It is not difficult to see that a man who is curious to know is likely to have many books. If the pedant’s book must always be as sudden as came the whim to proclaim himself a scholar. To the man of wealth and fashion books come with other things which adorn a gentleman’s house. The mere book-fancier gathers his treasures rapidly or slowly increases them, and regards them as a collection. The true bibliophile, he lavishes his money upon books, he makes his library a wonderful repository of the world’s wisdom, and freely blesses us. We love the edifying and helpful minister. We love the brave soldier who has saved our land. We love him who guides us to any desirable truth, though the only enrichment of his intellect and heart which the world possesses be a book. It is natural and reasonable, then, to cherish and almost love a great man’s book for what it contains; not because it is rare or beautiful; but because it brings instruction to the mind, and liberty, love, and life to the heart.

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Notes.

GENERAL.—The youth who study science now have a great advantage over their fathers. Books on scientific subjects are written more simply, and the experiments suggested are less costly than the older ones. A further improvement has been devised by preparing cheap sets of apparatus for the illustration of an entire branch of science. In carrying out this plan with respect to electrical science, the well-known work of Professor Tyndall has been followed, and apparatus is provided to execute each of the experiments he describes. Any of the pieces of the apparatus can be bought separately at an average of about a dollar apiece; the whole set for that science costing $5. With such apparatus in his hands, a student learns to think and operate far more effectively than with costly machines which he is rarely permitted to use.

The system has been developed in New York and already has been found of good service in the furtherance of intelligent educational work; the apparatus being neatly made, presents an attractive appearance, and helps to interest the scholar in the care and management of the tools of science. A whaling steamship, the "Governor," of the U.S. Navy, will be supplied with sufficient provisions to serve for three years. Captain Landsman will be in command; less than thirty persons will be on board, in all; three or four will constitute the scientific corps.

A whaling steamship, the Vega, has been bought for the Swedish Arctic Expedition, which is to start next July from Gothenburg. The vessel is very strongly built, and can carry coal enough for a cruise of 8,000 miles; she is to be supplied with sufficient provisions to serve for three years. Captain Pander will be in command; less than thirty persons will be on board, in all; three or four will constitute the scientific corps. The King of Sweden, the Government, Oscar Dickson, of Gothenburg, and Mr. Sibariakoff (a Russian), conjoinly defray the expenses. The projected voyage will be eastward from Novaya Zemlya, along the Siberian coast, down through Behring Strait; coming back around Asia and via the Suez Canal. This will circumnavigate both Europe and Asia.

LITERARY.—One of the latest devices of A. H. Andrews & Co., of this city, is a series of designs in drawing published first, with neatness and precision, on the wide frames of some noiseless slates which they manufacture, and then in a handsome little book, in which, as in case of the four slates, the designs are carefully graded to suit the progress of the pupil; and one of the wonders about these beautiful designs is the extremely low price at which they have been offered to furnish them—only 25 cents for the Drawing Book and Stone No. 1, 75 cents for the Book and either of the two other slates; or $1.70 for a set of three slates. They are all sent with postage or express charges paid in full. There are over 150 pictures in outline on these slates, after drawings by A. F. Brooks. The first is elementary, the second present the outlines of common objects, and animals, the third architectural outlines, and the fourth classic and floral.

Pamphlets received.

I HAVE ever had the profoundest respect for bureaus.—My mother's bureau, with its ponderous glass knobs, is one of the first objects of my recollection. The greatest veneration that I have ever felt for any institution that very largely grew out of the inherent power of those knobs promptly to overcome the momentum often generated in my little head, and measured by the product of its mass and its velocity. Insignificant as are the factors of this momentum, my respect for the bureau became great. Various and valuable were the offices performed by that revered institution. I am sorry now to realize that a change has come over "the spirit of my dreams." Not that I love that old familiar bureau less, but rather that other institutions much less lovable and of much less worth have assumed the same honored name.

Of one of these I should now make mention. It bears a formidable name—"the Western Literary Bureau." It presumptuously thrusts its private confidential into the hands of students whose names it can secure from printed catalogues of our literary institutions. Thus it flaunts before unsuspecting youth its wonderful "inwardness," fostering the disastrous irregularities of those who are ill-disposed, and leading into temptation those who are not. It addresses itself especially "To Students." It magnanimously offers them "graduation essays or orations" at "reasonable rates," and, further on, "at a liberal discount!" "where the services of the Bureau have been employed during the school course!" "The Bureau is pledged not to betray the confidence of its patrons," in "small caps." The happy student patron, whose "acceptance of talent is recognized," and who has "made the necessary discipline," is charged to inclose with his order his "last or original essay" that "his style may be studied." The circular itself might appropriately be sold as an illustrative essay on "Beauty," "Terms invariably in advance!"

Now, Mr. Editor, in the name of "Western Education," I do most respectfully suggest to the proprietor of this "Western Bureau" that he, at his earliest convenience, do tack securely upon the face of this piece of furniture his best funeral "sermon," crawl quietly into its smallest drawer, stretch himself out therein at full length, placing upon his forehead a "name, fictitious if desired," pillow his head upon his essay entitled "Greatness," let one heel rest upon "Perverted Gifts," and the other upon "Soul Power," and employing as his winding-sheer a blanket fabricated out of his essay on "Discipline," "Elloquence," "Inspiration," and "Progress," with "Little Things" as a center piece.

For additional gratuitous information apply to the "Bureau.

Respectfully,

J. B. W. E. A.
NOTES BY THE WAY.

DOWNER'S GROVE—NAPELLE—SANDWICH—LINDAL—MENDOTA.

Downer's Grove is a flourishing little village in Du Page county. Dr. J. R. Haggard has lately been elected Superintendent of the public schools. He is thoroughly alive to the work of teaching and will do good service in the new position. He has taught in the public schools here. Mr. J. K. Rassweiler, a graduate of the Northwestern College, is principal. The schools are among the best in the county. An institute was recently held here which was attended by about 60 teachers. Pres. Newton Bateman and others lectured.

NORTHEASTERN COLLEGE.

Naperville used to be the county seat of Du Page. This is the town that contains the institute known as the Northwestern College, under the auspices of the Methodist Evangelical Association.

There were four hundred students in attendance last year, and this year the number will exceed that. The faculty is as follows: Rev. A. Smith, Rev. W. W. Metcalf, Rev. H. C. Master, Rev. H. H. Huesler, C. F. Rassweiler, G. W. Sindlinger, Rev. J. G. Cross, Edith A. Gibbs, C. D. Wilbur, Minnie P. Cody, and Mrs. N. C. Knickerbocker. Rev. Wm. Huesler is treasurer. Prof. Heidner is the author of the German textbooks used in the Chicago public schools. He is making a careful revision of his two books published. No extra charge is made to students for instruction in German. Prof. Smith has lately published a work on psychology. Rev. J. G. Cross enjoys a wide reputation as an artist. The gentlemen students of the College maintain a library and reading-room. The ladies have a similar apartment given up to fine art and wholesome literature. Many of Illinois' best teachers go out from this institution. Eight different societies are maintained among the students. Two of these are German. The Y. M. C. A. is doing a good work. We have not space to mention the many fine features of this flourishing institution.

At Sandwich, Leigh's Pronouncing Charts are used, by those who do not believe in this kind of reform have patronized a private school, taught by Mrs. DeMcInnes. Supt. Bourne is an advocate of the phonetic reform, also of the metric system. He is not alone in his convictions. Let us have more of this work in our schools.

At Leland we met the genial Bathurst who made our stay home-like. Prof. L. B. Hudson, the elocutionist, gave a reading that evening. Prof. Bathurst is fortunate in having three well qualified assistants. Not often in a village of this size do we find all of the needed virtues which make the true teacher. Miss E. Sadie Hughes has charge of the intermediate school. Much of the work is original. Miss Hard, who has already acquired fame as an elocutionist, teaches the grammar school. Prof. B. is a good disciplinarian. He has occupied this position for more than seven years.

At Mendota, J. R. McGregor is principal of the East-side public schools, and on the West-side, the Blackstone school is under the principalship of Wm. Jenkins, formerly of Ottawa, Ill. There are eleven teachers employed upon the East-side, including a teacher of German. In the primary and intermediate departments a critic or supervisory teacher is employed, who assists, directs, suggests, teaches, etc. Three teachers are employed upon each floor; the critic being one of the three (most experienced) has a room which opens into both of the other rooms which adjoin it. Miss Mary A. Vincent has charge of the primary work; Miss Mary J. Stevens of the intermediate school. Prof. McGregor believes in method and system, as is everywhere apparent. At the Blackstone school we were cordially met by Prof. Jenkins who introduced us to his efficient corps of lady assistants, eight in number. The school goes like clock work. The system of monthly examinations pursued is an excellent one. The principal enters largely into this work. A German teacher is kept at work teaching German the full school day. A fine chart, giving the metric system complete, was found in use in one of these rooms. Miss M. E. Vaughn and Miss A. I. Love are teachers in the higher department. Miss Maggie M. Kane, who has taught several years in the primary, now has charge of the third room. Prof. Jenkins has one of the best teachers' libraries in the state. He is highly in earnest in the work of teaching and the good results attest the success of his labors thus far for Mendota. Thirteen copies of the WEEKLY are taken here.

A. H. PORTER.

—There are 15,000 children between four and six years of age in the public schools of New York city.

QUERIES AND ANSWERS.

To Correspondents.—Make your answers as brief as possible and not sacrifice clarity.

Never send an answer or a question on a postal card. Never use any incensation marks in your signatures. always type your name and address on your papers, or send it to me for publication. Always try to make your answer brief. I am not able to answer every query when 100 are received. When it is possible, send your own answer when you send the query.

QUERIES.

JANUARY 3, 1878.

1. What sea was formerly the commercial highway of nations, and what nation performed so now?

2. What are the latest discoveries made in exploring the unknown regions near the North Pole? the South Pole? Give dates of discovery and by whom made. Why is the region around the North Pole more an object of investigation than that around the opposite part of the globe?

3. What is the difference of pressure increases, also as the surfaces in contact are more extensive. So says philosophy. Is this so when both the surfaces in contact are hard and smooth? To draw a block of marble 4 feet long, 6 feet thick, 3 feet wide, which side should be placed down to need the least power, both surfaces being smooth?

4. Four persons live at the respective contiguous corners of a public square on which stands a school house to which A has 30 rods, B 40 rods, and C 50 rods. What distance does D live from the school-house?

5. Where, when, and by whom was the first vessel built in America?

6. Does the Society of Cincinnati exist at the present time? Who is its president now?

7. Who was the author of the so-called Monroe Doctrine?

8. Where, when, and by whom was the first dog to a public school founded? Give dates of discovery and by whom made. Who introduced us to his efficient corps of lady assistants, eight in number?

10. When did we acquire Florida?

J. M. D.

ANSWERS.

E. M. Glasgow, p. 343 of WEEKLY asks for a rule pronouncing family names in zoology. Such names have always the accent on the antepenult, the long vowel being pronounced in that syllable. E. M. Gibson, D. Edb. Edb. etc.

O. S. W. S.

77. The plane of the ecliptic is oblique to the plane of the equator, and consequently oblique to the plane of every parallel of latitude. And though the angle of inclination (23½°) is less than that around the opposite part of the globe, yet so great is the distance of the sun from the earth, that the direction of a line drawn from the beholder to the point in the ecliptic where the sun is setting, is north of west.

A small deflection (23½°) produces a great departure in the long distance of 92,000,000,000 miles, and this departure is northward when the sun is north of the equator.

In his solution of No. 60 "Cedar" asks, "Are there no new ones?" Now my idea of the object of the "Queries and Answers" column was not to show how much we could puzzle each other, but to obtain better solutions and explanations for the difficult problems we now have, in order that we may present the best methods to our pupils. Now I have a problem which I cannot solve in a manner satisfactory to the men who find the problem in Robinson's Practical Arithmetic. It is this: A man bought a farm for $3,000, agreeing to pay principal and interest in five equal annual payments, what will be the annual payment if he pay interest at 7 per cent? Now the problem may be easily solved by this formula:

\[ a = \frac{r(1 + r)^n}{(1 + r)^n - 1} \]

which I find in my higher algebra, but are pupils just finishing practical arithmetic supposed to be able to deduce formulas like that? Or, is there a simpler solution? If not, I think the author made a mistake in introducing the problem.

L. H. CONWAY.

LAKE SUPERIOR, Dec. 26, 1877.

ANSWER TO QUERY 71, VOL. II.

I S THE solution of 71 as given by A on page 359, vol. II., general, or will it apply only in a few special cases where the lines connecting the tops of the towers happen to form an isosceles triangle? Suppose we take the heights of the respective towers at 30, 50, and 60 feet, the triangle which he terms A will then not be isosceles, and we think his method of solution will have to be essentially modified before he can find the length of ladder to reach the top of each.

A general solution may be effected as follows: Let \( x \) be the length of ladder. Then the formula for finding the length of ladder is given by:

\[ x = \sqrt{\left(a^2 + b^2 + c^2\right) \left(a^2 + b^2 + c^2\right)} \]

Taking the numerical values of the letters as given in the original query, we readily find \( x = 122.401 \) feet.

If we take the heights of the respective towers at 30, 50, and 60 feet, we find the length of the ladder to be 122.9313 feet.

D. H. DAVISON.
Educatioal Intelligence.

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Nebraska: Prof. C. F. PALMER, State Univ., Lincoln.

The East—Prof. Edward Johnson, Lynn, Massachusetts.
The South—Dr. Geo. A. CHASE, Principal Female High School, Louisville.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JANUARY 3, 1878.

WISCONSIN.


WEDNESDAY EVENING.—The Association convened at the Capitol, in the Agricultural Rooms, and was called to order by the president, James W. Richardson, of Madison. The session was opened with prayer by Pres. W. C. Whitford of Milton.

Pres. Whitford presented the first paper on the programme, subject, “Our Country Schools.” The paper described the condition of the average country school in terms that were plain and unmistakable. The schools are in a most deplorable condition of inefficiency. The great question to be solved is how to remedy this inefficiency and place the schools of the rural district in a state of prosperity.

The reading of this paper was followed by a discussion which was opened by Supt. Searing. Prof. Searing subscribed to all that had been said by Pres. Whitford, but was disappointed that no suggestions for a practical reform had been made. The average country school is worse now than it was a quarter of a century ago. Teachers are apt to teach now than then. This condition of affairs is partly brought about by the action of the graded schools in taking the best of the teachers from the country to the cities and villages. How can these abuses be reformed? 1. Would have the teachers' wages raised, to a large extent by a state tax. 2. A stricter supervision must be made to protect teachers now existing between the good and the poor teachers.

Supt. Walker of Maniwoc thought that was impossible for county superintendents to get along without encouraging poor teachers and discouraging good ones by issuing licenses to teach without qualifications. There are none granted in Maniwoc county. There are only teachers enough to fill the schools.

Mr. Reynolds, New Lisbon, thought that the want of organization is responsible for the poor schools; that the want of funds as at present, that the want of funds as at present, and that the encouragement and management have been too great. P. J. Reynolds thinks that the best way to remedy the defect of mind culture is to best carry on the work of education in the classroom, and that the kindred system of schools has the advantage of education in the classroom.

Mr. Bewley, thought it was a hard question, but that the schools are not so bad as they are said to be.

Supt. Pradt said, we must look at the question as it exists in Wisconsin and not as it is in New York or elsewhere. The antagonism of individuals is in the way of improving the system of education. The system must be improved in all the states.

Mr. Somers, of Madison, thought the question of the primary school is the one to be considered. The state is in the way of the primary school. The state of Wisconsin is in the way of the primary school.

Mr. Emery, of St. Atkinson, thought the question of the primary school was not adopted and was unsuccessful because the law was made permissive instead of obligatory.

Supt. Searing approved of the primary system but considered it hopeless; where it has been tried it has not been of such service.

Mr. Buell, of Whitewater, said that legislation would never solve the problem. The work must begin at school. The work at school must be personal, persistent effort with the masses of the people. Let the superintendents, teachers, and institute conductors do this work.

Mr. Walker was not in favor of a compulsory law such as might be sent in by the different schools of the state. The county of Racine is in favor of the primary school being made compulsory. The best of the teachers from the country to the cities and towns of the state are going to the cities and towns of the state.

Mr. MacAllister, of Milwaukee,viewed the future of the public schools with a great deal of optimism. It was the opinion of the authors of the law that it was the only way to keep the child in the public schools.

Mr. Hutchins of Fond du Lac was in favor of a compulsory law in his district. He has never seen a teacher who could draft such a law. He thought the question of a compulsory law was a question that teachers, as such, should not meddle with.

Mr. Clark thought that if schools are provided, education should be compulsory. He was willing to pay his taxes if children are obliged to go to school. The only thing sure is that the school system must be reorganized before any compulsory law can be successful.

Mr. Maryatt favors the passage of a compulsory law, and Mr. Walker was not in favor of a suffrage limitation. He asked how a law could be effective unless it was supported by a suffrage limitation. Mr. Walker was not in favor of a suffrage limitation. Mr. Walthers, of Milwaukee, said that suffrage would be impossible and strongly endorsed Supt. Searing. Voluntary association must diffuse public sentiment, and then there will be no necessity for a compulsory law.

Mr. Richardson, of Milwaukee, said the people are not interested in the subject. He hoped all the points of the case would be well considered. The statistics of Wisconsin do not show whether or not an alarming illiteracy exists.

Mr. McGregor, of Platteville, thought that not much would be gained by such a law, considering the insufficient condition of the country schools. Mr. McGregor, of Platteville, thought that not much would be gained by such a law, considering the insufficient condition of the country schools.

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The Educational Weekly.

Jan. 3, 1878

quate endowment, while encouraging initiative to the state. 4. The local
taxable value of the school estate is enormously unequal, varying
from 1.5 mills per dollar of the assessed value in Milwaukee to ten or more
per cent of that value in some of the newer districts of the state. 5. In con-
sequence, many schools in county districts are entirely unable to
meet the demands of their respective school districts. 6. The state,
economically, and effective means of enforcing such requirements as the good of the school
system demand such a means as is found in the distribution of the public
money on condition which would considerably enhance their efficiency, pro-
voking a means of securing better teachers; greater equality in the length of school terms; better attendance;
unified effort in books, and other conditions upon which the welfare of the school
system and of the whole state largely depends. The example and experience
of many other states fully support the recommendations herein made, as is
shown in the last three annual reports of the State Superintendent.

EDWARD SEARING.

Ordered that discussion on the report be made the second order for to-morrow
morning. The president was invited to instruct Prof. Ha-kuis, of the North-
western Telegraph Company, to address the Association on the "Telephone.
Adjourned to meet in the Supreme Chamber at 9 A.M.

(Concluded next week.)

CALIFORNIA.—The Superintendent of Public Instruction reports that the
number of children in California of school age (between 5 and 17 years)
is 206,067; the number enrolled in the public schools, 135,335; the daily
average attendance, $9,539; the number of teachers in the public schools, 3,167,
of whom 2,883 were men, and 284 women. Of the number enrolled, 138,687 paid
in California than in any other state. The average salary of men, $48.93
per month; of women, $68.01.

ILLINOIS.—Superintendent Smith, of McLean County, contributes a sensible article to The fortnight, "Stalling the Teacher." Those
of our readers who teach in the country schools understand the signifi-
cance of the expression. No sooner does a new teacher appear upon the scene than
the old puzzles that adorned the last few paragraphs of the school
metamorphosed into a local question. The teacher-dee is made to
realize that a general tax for school purposes be imposed upon
the property of the state in amount sufficient to yield annually at least as much as
the taxes derived from the contributions of the state. The producer is
commenced? Where had this body met? When did they meet? What called
I should try to
make it as clear as possible, read the Declaration of

INDIANA.—The reports from county superintendents of the public school
statistics for the year ending September 1, 1876 give a great amount of
information in regard to the condition of the common schools of the state; and
the following synopsis and comparisons with former years comprise all points of
great interest: There has been a decrease of 17,544 in the number of children
enrolled in public schools, as compared with last year. This year the
figures range as follows:

<table>
<thead>
<tr>
<th>White</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>261,566</td>
<td>230,419</td>
<td>491,975</td>
</tr>
<tr>
<td>3,375</td>
<td>3,376</td>
<td>6,751</td>
</tr>
</tbody>
</table>

Pupils enrolled during the year.

Children are considered eligible to attend public school from the ages of 6
to 21. Of the total number in the state 76 per cent were enrolled, about the
same as in the corresponding period in 1875. There being 36 districts in the state,
leaving out of the calculation all miners over 16 would give a percentage
at the public schools of nearly 70 per cent of the entire juvenile population.
The counties having the best attendance at common schools, in proportion to
the number of children enrolled, are: Parke, Grant, Vigo, Tipton, Posey,
in each of which counties four out of five of the juvenile population receive
education in the common schools. The average daily attendance throughout
the state is 208,324 children, equal to 62 per cent of the number enrolled,
and 46 per cent of those entitled to school privileges. Vanderburgh county
shows the best daily average of attendance, being nearly 75 per cent of the children
enrolled, while the lowest averages are found in Martin, Morgan, Pike, Crawford,
and Daviess counties, all of them below 50 per cent. There are 9,325
districts in the state, the sum of the number of children in the various counties
having the largest number being Allen 180, Kosciusko 155, Wabash 140, while
Ohio county stands at the bottom of the list, having only 30 districts. In 36
districts his school was taught last year, four of them being in Huntington
county and one in Posey. In the country schools, of which 95 are colored; 8,109 teachers are males and 5,465 females.
Around 3,000 of these have commenced the work of teaching during the
current year. The average compensation of teachers is as follows:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13.90</td>
<td>$1.38</td>
<td>$15.28</td>
</tr>
</tbody>
</table>

In townships.

The number of colored schools in the state is 110; of district graded schools
344, and of township graded schools 164. There are 9,478 school houses
in the state, of which 83 are built of stone, 1,898 brick, 7,604 frame, and 153
are in the process of construction. Of the houses erected during the past twelve months
are valued at $501,739. The total estimated value of school property is
$11,376,799.
**Spelling Reform Department.**

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

**The Spelling Reform.—III.**


New letters ıd only for those they resemble in form.

11 Q certain man had two sons:

12 And the younger of them said to his father, Father, give me the portion of goods that falleth to me. And he divided unto him his living.

13 And not many days after, the younger son gathered all together, and took his journey into a far country, and there wasted his substance with riotous living.

14 And, when he had spent all, there arose a mighty famine in that land, and he began to be in want.

15 And he went and joined himself to a citizen of that country, and he sent him into his fields to feed swine.

16 And he would fain have filled his belly with the husks that the swine did eat: and no man gave unto him.

17 And, when he came to himself, he said, How many hired servants of my father's have bread enough and to spare, and I perish with hunger.

18 I will arise and go to my father, and will say unto him, Father, I have sinned against heaven and before thee,

19 And am no more worthy to be called thy son: make me as one of thy hired servants.

20 And he arose and came to his father. But when he was yet a great way off, his father saw him, and had compassion on him, and ran, and fell on his neck, and kissed him.

Webster's Pronunciation in the alphabet of the English language.

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20 And he arose and came to his father. But when he was yet a great way off, his father saw him, and had compassion on him, and ran, and fell on his neck, and kissed him.

So the teacher (?) goes on her way rejoicing, and "No. 5" saves a few dollars by hiring her cheaply. A most lamentably false economy, for the children learn nothing useful, and drift into habits of listless indifference, or sly mischievous meanness, that will cling injuriously for years, possibly for life.

It may be that a teacher with a poor certificate can become a superior primary teacher, but give up the idea that they are fit to take charge of a country school. Give them positions in graded schools if you will, but send out to our rural districts men and women with good strong constitutions, cultured minds, and full to overflowing with the "milk of human kindness." If ideality is large, so much the better.

Beneath the rough exterior of the "bare-foot boy with check of tan," they can see if not a statesman, something far better, nobler, grander; they can see a true man, strong in future years to battle with error, to defend the right, a determined, self-reliant man, brave and generous, loving his country and reverencing the name of woman and of God, a man whose every impulse leads to noble action, to earnest thought, to pure words, a man who is not enslaved by tobacco, and is too brave to trifle with strong drink.

All this the teacher can hope for, and for all this he can labor with an intense earnestness that conquers destiny, and brings success in spite of every obstacle.

Knowledge there are districts where any refined man or woman would be as a missionary in a heathen land.

If, O teacher, you feel the utter fruitlessness of your toil; if you grow heartstirring contemplating the ignorance and vice of the community in which you are laboring; do not slacken, but renew your zeal. Your efforts are not wasted.

Yet to succeed you must be thoroughly qualified for your work. The branches to be taught must be thoroughly understood by the instructor, or the blind leading the blind will result in ignominious failure.

Possibly some "new teacher" has discovered that he has mistaken his calling, and heroically sets to work to steer around all difficulties, exonerating himself by blaming former teachers with neglect of duty, thereby reducing the school to a condition beyond hope of redemption. A glance at the daily register will convince you that not all the fault rests upon your predecessor.

The roll for summer contains the names of 25 or 30 pupils while you enroll 40 or 45 for the winter term. You are pledged to instruct them. You are not entitled to pause? Who is to blame for a teacher being in charge of a school without the necessary qualifications? Why are good, experienced teachers liable to be discharged and inferior teachers appointed to fill vacancies? Careless superintendents and ignorant directors.

Are you willing now to shake hands with me, "C. H.?"

**How to Teach German.—VIII.**

By Dr. Zurr Brücke.

A KINDERGARTEN EXERCISE. (A.) The little class, six boys and girls, sit before the teacher, saying, "Ich falle die Arme; ich stehe auf!"

I fold the arms; I stand up. Now the teacher holds his hands, open one half of a foot from the breast, the open hand being one inch apart. The teacher looking at his hands in this position, says, "Ich halte die Hände so!"

All the pupils repeat, "Ich halte die Hände so!" until every one can say distinctly, "Ich halte die Hände so!" I hold the hands thus.

Again the teacher says, "Ich klcetsche in die Hände," all repeat, "Ich klcetsche in die Hände," till every member of the class can articulate distinctly, "Ich klcetsche in die Hände!" I clap into the hands. At the word klcetschen all clap, till the teacher says, "halt!" Now the pupils may fold arms for a rest, saying, "Ich falle die Arme!" Again the teacher holds his hands open, and an inch apart as before, repeating, "Ich halte die Hände so!" All repeat after the teacher. "Ich reibe mit den Händen!" I rub with the hands; this is repeated till each pupil can say, "Ich reibe mit den Händen!" Then at the word "reiben!" all rub the hands briskly till the teacher says, "halt!"

The class, after being drilled in this way only five minutes, imitating the teacher, repeat, "Ich falle die Arme," "Ich sitz still auf meiner Bank." I sit still in my seat. "Ich gebe Acht auf das, was der Lehrer sagt!" I give attention to what the teacher says.

Under my instruction, Miss Quackenbush teaches one hundred children, primarily, daily, in the Englewood school, and with the most gratifying success. This class in one year has acquired several hundred words.

Turning over recently the handsome and excellently compiled Catalogue of the Muskegon (Mich.) public schools, we fell upon the following unique and striking suggestion: "To some the matter in a reading
book soon becomes old and devoid of interest; and when this is the case, these pupils lose interest in their reading. The only remedy I can suggest for this is a recommendation that additional reading matter be provided by the Board and furnished to certain classes of the lower grades without expense to the pupils. It has not escaped the observation of any teacher of reading classes in the primary schools that they can do much more than they are required or even allowed to do. It would be much better if pupils could read two or three Second Readers, instead of one. Again, there is so much difference in the ability of the teachers to instruct and pupils to learn, that in some cases two or three Readers could be completed in the same time where in others it is being operated. The cost of providing a sufficient number of duplicate Readers would be comparatively little. By changing such Readers from one school to another, a variety of reading matter can be provided which will greatly add to the efficiency of the teaching and to the pleasure and profit of the pupils. I therefore recommend the purchase of one hundred Second Readers, to be divided equally among four different series. This seems to us to be an excellent plan. Teachers too generally forget that reading is more than the recognition and pronouncing of words, and that reading closely "to the sense" is the main thing in the preparation of the child for busy life. The scheme suggested commends itself for general adoption in graded schools, as tending strongly to increase and maintain interest in the subject-matter of reading-books, and so in time, of all worthy literature.

H. A. P.

A THOROUGH STUDY OF NATURAL PHILOSOPHY.

Scientific authorities have always been much in favor of a more general introduction of the study of natural philosophy into our schools. Prof. Tyndall's efforts in this direction are taking the first rank. His popular lectures and his various scientific manuals have added much to the general culture of our younger students. Prof. Tyndall, the worthy successor to Faraday, delivered about four years ago in New York some most interesting lectures on Light, Heat, Sound, Electricity, etc., which attracted the attention of the more refined and cultivated citizens. His easy way of writing, as well as his clear demonstrations, comprehensible even to unscientific minds, we are familiar with, but in his late guide book, "Lessons in Electricity," his effort is to be even clearer before them, in order to make natural science suitable to the comprehension of children.

There can be no doubt that Prof. Tyndall has noticed a great lack of a thorough study of natural sciences in our country. Our schools indeed have not provided as yet for the proper method of introducing the almost indispensable study of Natural Philosophy. Prof. Tyndall points to the loss the world has suffered from a neglect of the art of experiment. It is desirable that our schools should adopt a course of studies, properly taught, such as are of unquestionable importance in practical life in our advanced days. The study of natural philosophy (physics) or the science of matters and powers which cause the various phenomena continually occurring in inorganic nature, will serve to lead to common sense. Old and young in general seem to take a remarkable interest almost instinctively, and ask for causes of these natural phenomena. Why not encourage such a desire of knowledge? A child naturally asks for the reason of thunder and lightning or other phenomena which happen to present themselves; are they always properly explained to the child?

As important and necessary as the study of physics is, this study has been much neglected. Experimental study is the only real study of this branch of science. The purchase of the costly apparatus necessary for illustrating various phenomena is no doubt a cause of the neglect to introduce more thoroughly this important study in the schools. Many of our higher schools teach natural philosophy in the higher classes, but are unable to illustrate matters properly from lack of necessary apparatus, and much valuable time is consequently lost. Many matters may be easily explained without the aid of costly apparatus, but a thorough study is almost impossible. In his little volume, "Lessons in Electricity," Professor Tyndall earnestly urges the making of cheap electrical apparatus for the use of students, because without practical experimenting it is difficult to pursue the study of electrical phenomena profitably, while the ordinary apparatus of the lecture room is so costly that only large institutions can afford to purchase it. The cost of providing such work will serve as an element of a guide-book for teacher and student, leading them to make their own instruments. As a valuable aid for self study, Tyndall's Lessons in Electricity must soon recommend themselves to all who are interested in this branch of natural science, and to all schools not prepared, as yet, for this important study. To attain that object the better and to make sure that no one shall throw aside the experiments for want of proper instruments, Tyndall has selected the cheapest articles to use in the investigations proposed. A price-list containing 58 various instruments and materials to accompany his Lessons will be found in the appendix of his volume and the whole collection of instruments for the complete illustration of every experiment described therein is sold for $15.00. In accordance with this suggestion, Curt. W. Meyer, of No. 14, Bible House, New York, mentioned in Tyndall's price-list as the manufacturer, has devised a set of apparatus, including everything needed for the making of all the experiments described in Prof. Tyndall's work. Curt. W. Meyer offers these cheap instruments to students and schools, singly or in complete set, at the above low price, so as to be in reach of almost every one.

Is it to be expected that a large interest will be taken by all in favor of advancement of natural sciences, especially by all our institutions not sufficiently provided with instruments. It is further desirable that such a laudable enterprise should soon find its deserved support, as at the prices fixed there can be almost no profit to the manufacturer, but the schools and students which need the apparatus will get the benefit of the enterprise. We ourselves 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.

W.

FREE TEXT-BOOKS.

Free text-books means, virtually, a uniformity of text-books. By long experience and careful investigation, the Batavia, Ill., public schools upon both sides of Fox River have never had a desire to go back to the old method, but speak in the highest terms of their present system. For upward of sixteen years this method has been successful in educating the pupils in their public schools. They have an average attendance of 300 pupils; this would cost the school at a tax of $150 to pay for their books. The same book does for many different pupils, each leaving it for his successor, as he is promoted to a new class. The books are well taken care of, and very seldom is one lost. Supt. Barry on the west side speaks in the same high terms of the system. No rental is charged the pupil for use of books.

Having a school-book library seems to make an easy introduction to a general library of miscellaneous books which are of so much service in school work. We visited these libraries and schools and can pronounce the system excellent throughout.

A. H. P.

A teacher in Akron, Ohio, teaches little children to read after a new method, thus: The teacher prepares on some slips of cardboard some words which may be made the principal one in a short sentence, as, for instance, "dog." The word is written and printed upon the slip so that the pupil may learn the elements of penmanship with reading and spelling. The scholars are taught to read, spell, and write this word until they have learned it thoroughly, and then another slip with the word "the" upon it is given them, and they are taught its meaning, use, and relation. Then the pupils are taught other words in the same way, and are taught to put the words together to make sentences. Thus in each new word that comes up the scholar is interested, and his interest is preserved all through.

A CROOKED STORY. Who will straighten it?

The buoys were at play over in the lieu, rolling their whoops and tossing their bawls, and calling in their kites, for thee wind blue to hard too fly them heel. Some of them began to chide with beaux and arrows at a whole in the waul, and sum at the rose of current bushes near bye. Tom fell down and bumped his noes and hurt his 1. Will pick his hymn up and sett hymn on his feat and tolled him to bee more careful. They have an average attendance of 300 pupils; this would cost the district a tax of $150 to pay for their books. The same book does for many different pupils, each leaving it for his successor, as he is promoted to a new class. The books are well taken care of, and very seldom is one lost. Supt. Barry on the west side speaks in the same high terms of the system. No rental is charged the pupil for use of books. Having a school-book library seems to make an easy introduction to a general library of miscellaneous books which are of so much service in school work. We visited these libraries and schools and can pronounce the system excellent throughout.

A. H. P.
OFFICIAL DECISIONS.

ILLINOIS.

SUPERINTENDENT LETTER, in response to letters of inquiry concerning the construction to be placed upon the school law, has rendered the following decisions, which are of general interest. The substance of the inquiries and decisions is given:

Q. Can the Superintendent of schools date a certificate back of the time of examination?

A. A teacher's certificate must bear the same date as the examination, and cannot legally bear any other. The date of the examination and that of the certificate must agree on the books in the office of the Superintendent.

Q. Can a teacher be paid from the school fund for services rendered without a legal certificate?

A. No. A teacher's certificate is a legal document which authorizes the payment of teachers from the public funds. Every teacher must possess a legal certificate, as a license to engage in the work of teaching in any public school.

The law carefully guards the people's money, and both Directors and teachers must comply fully with its provisions before they can perform their several duties legally.

WISCONSIN.

Questions answered by State Superintendent Edward Easing.

Question—Can a district obtain a site needed, when the owner of the land is too sick to do business?

Answer—The law provides for the records of the township and in the office of the Town Board can act in such cases. The Board of Directors in this state, who shall not, at the time of his employment, have a legal certificate, must agree on the books in the office of the Superintendent.

Question—Can a teacher be paid from the public school fund for services rendered without a legal certificate?

Answer—No. A teacher's certificate is a legal document which authorizes the payment of teachers from the public funds. Every teacher must possess a legal certificate, as a license to engage in the work of teaching in any public school.

The law carefully guards the people's money, and both Directors and teachers must comply fully with its provisions before they can perform their several duties legally.

INDIANA.

A Justice of the Peace is not barred from teaching.

A teacher has the right to improve his knowledge of study, with the consent of the trustee, and compel a pupil to conform to it. For refusal to obey the rules a pupil may be suspended by the teacher, with the consent of the trustee.

THE GERMAN LANGUAGE IN PUBLIC SCHOOLS.

TO THE EDITOR OF THE TEACHER:

In a certain school district in this county the school is conducted in the forenoon in English, and in the afternoon in German. This course caused dissatisfaction on the part of American families, and consequently complaint was made to the township treasurer, who was asked to withhold the teacher's salary until the affair could be adjusted. The treasurer referred the matter to me, whereupon I made a statement of the case to State Superintendent S. M. Ewer requesting his decision, which I have to-day received, and it is as follows:

The school must in every respect be an English school, and cannot be converted into a two-year school for a portion of the day. German can be taught under the law in the schools, and while the recitations are held in English, the German language can be used, but to make it entirely German for one half the day is not legal.

Thinking that might, perhaps, be of general interest to teachers and school officers throughout the state, and at the suggestion of your general agent, Mr. Porter, I submit it to you for publication.

J. R. HAGGARD.
Co. Supt. Schools.

DOYER'S GROVE, DU PAIS CO., ILL., DEC. 14, '77.

FACTS FOR TEACHERS.

The population of Richmond, Va., has doubled since the war, and her manufacturing establishments now number 2,617, the value of which has reached the sum of $2,424,800, her wheat and corn mills producing $2,857,000, her forty-one tobacco factories $12,297,300, and her iron works $2,032,780.

—Barbadoes, first settled by the English in 1644, is described by a recent very observant visitor as the only West India colony where British stock has taken firm root and where British institutions have thriven. Of its 177,000 souls, there were reckoned in 1871 16,650 whites to 95,715 mulattoes and 105,904 blacks; which is at the rate of nearly 1 white to 6 blacks, while in Jamaica the rate is 1 to 30, and in British Guiana 1 to 100. Nearly all the whites are natives, and many can trace from sent of the time of Charles I. Veterans here, with a dry, salubrious, breathing climate, unvisited by malaria and refreshed by constant northeast winds, the Anglo-Saxon degenerates without frequent reinforcement of blood from England. In the other West India islands he is seen to far less advantage. It is to be borne in mind that in the first days of Jamaica the planters were unusually absentees during at least a third of their lives.

—An exchange says that four-fifths of the population of Spain are unable to read.

Publishers' Department.

TERMS OF SUBSCRIPTION.

$2.50 per year (50 Nos., $1.50 per volume (45 Nos.). In clubs of five $5.00 and $1.60 per volume. Public Libraries and Reading Rooms for 500 a year. Payment invariably in advance.

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Address all communications to THE EDUCATIONAL WEEKLY, 170 Madison St., Chicago.

OUR CLUBBING LIST.

The clubbing list published in the advertising columns of the Weekly furnishes an index to the most valuable American periodicals. Subscriptions are being sent in at clubbing rates quite freely, and it has occurred to us that a word of information or opinion respecting such as have been received at our office during the past year may not be unacceptable to our readers.

Of the educational periodicals, the list contains only the best. Each has a local character except Bemare Educational Monthly. The Eclectic Teacher is not confined to a single state, but represents the whole South, and is included in the list because it is the only really southern journal devoted to the interests of teachers. If a teacher can afford it, he should take, besides one of the weeklies, either Bemare Educational Monthly, The Primary Teacher, or one of the state journals. The American Journal of Education is less local in its character, and is a very vigorous and lively journal, as is indicated by the selections we have made from its columns. Of the magazines, we have received all except the Eclectic. Those of a popular character are pretty well known, Harter's is most popular; we cannot give space for the others. The North American Review makes a good library. The Popular Science Monthly every teacher should have, as well as every high school and academy. St. Nicholas, Wide Awake, and The Young American are new-comers to our table, but their value is unquestioned—the latter being a weekly of large circulation. Both are finely illustrated.

Every one will select his own religious paper in spite of our advice, and probably also his political, though there are certain features of those named in our clubbing list which make them particularly valuable to teachers. The Chicago Weekly Journal has a column for educational work which is conducted with ability. The Inter-Occasional is the most popular west of New York, and has an immense circulation. Notice our special combination with that and Western Literary. We have the Chicago Journal and Star, how long held a rank among the best of political weeklies for teachers. Littell's Living Age is a weekly magazine of selected and original literature, which very many will have in spite of its high price. It is first class in every respect.

There are other excellent journals not included in the list because they are new and not yet much in demand; of an elocutionary character are the Athenaeum, of Springfield, III., published monthly at $1.50 a year, and Good Times, a monthly of less dignity, but more variety, especially for schools. The New English Weekly devoted to foreign instruction, the only journal of its kind now published in this country.