Editorial.

In the Weekly of January 17, some suggestions appeared concerning the relations of the normal schools to the common school system, in which an attempt was made to point out the true aim and scope of the latter. It was also affirmed that the real function of the teachers' seminaries is to promote the work of professional preparation, exclusively. We now add that the amount of such work actually and thoroughly done ought to be considered as the just measure of their success and usefulness. Supreme end.

The normal schools should become the central luminaries of the public school system, radiating their light in all directions among the people. They should seek to lay the broad and deep foundations of that professional knowledge and skill, without which there can be no real progress in education; or, any other reform of a permanent character. They should send forth a continuous procession of those who cannot only teach the schools but preach the gospel of true education to every creature. They should be freed from every entangling alliance and inco-

The Educational Weekly.

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Chicago, Thursday, January 31, 1878.

One thing in this connection is certain. Our public school system cannot advance very far beyond the public sentiment that must sustain it. If that be crude and ill-informed, if it be lacking in that faith that is born of earnest conviction, if it be inclined to count the cost without duly considering the gains of an efficient system of education, then we have little to expect unless the reforms of which we speak can be realized. There are thousands of well-intentioned friends of education all over the country, who from the lack of educational information, and of the details of our school system are both incompetent to defend, and disinclined to give it that hearty support so essential to complete success. That system has become so expanded and differentiated in its details that many who may be considered leaders of opinion in some respects, can neither comprehend nor explain some of its most important provisions. Members of grave legislative bodies called upon to enact or repeal laws of vital necessity to the welfare of the schools and of the people; editors of leading newspapers whose chief aim should ever be to inform public sentiment in all that pertains to the public interest, are lamentably wanting in that knowledge of educational subjects so indispensable to wise action in their respective spheres.

The normal schools should become the central luminaries of the public school system, radiating their light in all directions among the people. They should seek to lay the broad and deep foundations of that professional knowledge and skill, without which there can be no real progress in education reform, or any other reform of a permanent character. They should send forth a continuous procession of those who cannot only teach the schools but preach the gospel of true education to every creature.
brance that tends to embarrass or prevent the accomplishment of their simple, yet grand design of elevating and improving the common school through the elevation and improvement of the teacher and the school officer. Since they exist only for the purpose of providing skilled laborers in the educational field, they should be stripped of every other pretense and relieved from every other duty that they may perform their exclusive function without let or hindrance, and without fear or favor. They should be placed beyond the reach of greedy politicians and soulless demagogues that they may elevate the people above the machinations of both.

The relations between the normal schools and the common school system are thus easy to be discerned. They are indeed intimate, important, and inseparable. They are the relations of the fountain to the stream, of the cause to its effect. As the power of the stream must depend upon the height and depth and breadth of the fountain, so the efficiency and beneficence of the common school system must be largely dependent upon the full development of these teachers' seminaries in the direction of their special and peculiar work. To this problem we should address ourselves with all the earnestness and wisdom that the gravity of the situation and the importance of the interests involved demand. Wherever the common school goes the normal school must eventually be planted. Wherewith the people are to be properly educated, the teachers must be carefully and wisely trained and prepared for their duties. Ignorance can only reproduce its own hideous likeness. Teaching is the highest of all arts and the most important of all public functions. Like all other arts, and more than all others, it demands special study and training to win real success. Many there are, it is true, who have traveled the long road to eminence without the advantages of early special training. But there is not one of them who will not candidly acknowledge that with such advantages at the outset many grievous errors might have been avoided and a far higher eminence achieved. The real principle involved is that a supply of skilled laborers in the educational field can be secured only by measures adequate to the magnitude of the work in hand, and that normal schools universally established and carefully perfected in their plans and methods afford the best means hitherto devised for the solution of the problem. Some practical suggestions growing out of this discussion will be presented in a future number.

VILLAGE AND CITY SCHOOLS—III.


THE relation of the principal to his associate teachers must be much the same in all schools, whatever be the surroundings. "Union is strength" is as truthful of school as of national economy. Board of education, principal, and teachers must, so far as the public know, be united in sentiment and in practice; one disseminator from either of the classes mentioned is likely to cause much opposition. It cannot be expected that each teacher will believe just as does each other teacher, in the management of pupils. It is fortunate for our schools that this difference exists. When, however, a difference of opinion in management arises, and the results are likely to affect the whole school, it becomes the duty of the principal to make a decision which shall be final. This is not one of the pleasant duties of him who has charge. When of two young teachers whose notions are opposed, both are equally correct, and either is ready almost to rebel, if her opinion is not ratified, nothing but excellent judgment in the apppellate power can prevent trouble. I am inclined to believe that teachers who work in communities do not give sufficient heed to this; that principals do not call the attention of their co-workers to the fact that each needs the help of all the rest. Any word, or look, even, given by the principal, or teacher, or member of the board, that can be understood as condemning an associate, is received as from semi-official authority, and re-stated with the ordinary exaggeration. I must not be understood as urging the concealment of flagrant evils, when they exist, but as stating my belief in the excellence of the practice of talking little unless that talk be of pleasant sort.

Instructions to subordinates should never be given in the presence of the pupils. No class exercise should be interrupted by the principal without first asking the consent of the teacher, in a manner noticeable by the school. The principal should be careful at all times in addressing his teachers, to show the same respect and deference that he wishes the pupils to show. All these things help the teacher in her discipline, for the boys and girls are usually willing to be as modest and deferential as they perceive the schoolmaster to be. All directions from principal to subordinates should be passed through the proper channels. Those who are familiar with military discipline will understand at once the importance of this. If the president of the board passes to some ward school and gives definite instruction relative to a point of management, and the superintendent knows nothing of it, confusion must ensue; the same is true if the principal issues general instructions to the teacher of a room without passing them through the principal of the building.

In most schools of which these papers treat, but one man is among the corps of teachers. The girls of the village have for their models (?) in conversation, deportment, and dress, several individuals. The boys have only one. This one is often closely watched. Does he wear his hat in the school-room during intermission? does he pare his nails? does he neglect to clean and black his boots, or to wear a clean collar? is his hair uncombed and his coat unbrushed? then will his boys from highest to lowest grades through all the schools in all the buildings, be inclined to do likewise.

I know I am treading on well-worn paths, when I speak of these last, but the teacher of the country school, or the teacher of the room, has not the power, in this direction, that the master of the village school has. It will bear repeating, as long as our free schools live. Principals need to have it thrown at them once a month every year; for it is not so much what we do not know as what we neglect, that materially affects our management.

THOU SHALT NOT BEAR FALSE WITNESS.


In the 43d number of the Weekly, I denied the truth of the statement recently made by Dr. C. H. Fowler at Princeton. In the 47th number, Dr. George F. Magoun took occasion to attack my article somewhat fiercely. I do not propose at present to answer his attack, nor even to inquire if it 'was fair,' if "it was candid" if "it can possibly be well-founded at all." Let readers who are acquainted with the facts read the two articles, and judge for themselves. I will merely say that I have no word in that article to take back, nor to soften. But, in regard to Dr. Fowler's "false witness" I have something more to say; and, if Dr. Magoun chooses to stand with him in his position,
then I have another to add to "the few gentlemen" I quoted before.

That I might not "generalize too broadly and rashly" this time, in my denial of Dr. Fowler's assertion that the high schools tax the poor people to educate the children of the rich, I have gathered some facts. About three weeks ago, I sent circulars to the school authorities in ninety-four of the principal towns of Illinois, lying south of the C. B. and Q. railroad. These circulars contained the following questions:

1. Have you a public high school?
2. How many pupils did you graduate last year?
3. The parents of how many of them might be considered wealthy? (Worth $10,000 or more)
4. The parents of how many are in moderate circumstances?
5. The parents of how many are poor?
6. How many had no father living?
7. How many in your present senior class?
8. How many of their parents are wealthy?
9. How many of their parents in moderate circumstances?
10. How many of their parents are poor?
11. How many have no father living?
12. Any remarks?

I have received replies to most of these circulars; in several cases, the report is that there is no public high school in the town, but there lie before us the reports from forty-two towns and cities in which there are high schools, or the upper grades are pursuing high-school studies. These reports include returns from nearly all the larger cities and towns in the region of country indicated. And their almost unanimous testimony is that a large majority of the graduates of our public high schools are the children of parents who financially are in moderate or in poor circumstances, a very large proportion belonging to the last class.

I submit two or three of these reports as specimens. From one of the smaller cities, the following were the answers; I give them as numbered to correspond to the queries:

I. 1, yes; 2, 12; 3, 4; 3, 1; 2, 12; 5, 6; (two objects were charity) 6, 2; 7, 6; 8, 9; 3; 10, 3; 11, 2, 12, one of the class is an orphan, living on the charity of a relative, and he is so poor that the Board authorized me to permit him to use the desk-books, he being unable to purchase. He is at the head of the class.

II. From another city of about the same size, the report is as follows:

I, yes; 2, 1; the parents were poor; 7, 10; 8, 2; 9, 6; 10, 2; 11, 2, 12.

As I review in my mind the list of graduates of the High School, I am forced to the conclusion that it has been peculiarly the "poor man's college." Of the six who graduated one year before last, five are the children of poor parents, comparatively speaking. One is the daughter of a coal-hauler; another of a grocery clerk; another of a farmer much in debt; another, the son of a carpenter in poor circumstances. The graduate of last year is the daughter of a blind man, whose wife supports the family by hard work. Three others, who lacked a term's work of finishing the course, are the daughters of poor people, the mothers of two being widows who support their families by doing plain sewing.

Of the ten who are expected to graduate next June, one is the daughter of a tailor, another of a carpenter; another still, a milliner, (widow); one supports herself by working in a family; the only boy of a widow is still another.

The claim made by some, that the poor support the high schools for the benefit of the rich, does not find anything to stand on in the conduct of our High School. Very few have paid a tax equal in amount to the tuition in any other way or any amount.

III. The answers from another place, somewhat smaller, are the most favorable to the truth of Dr. Fowler's statement of any report included in the whole number of 42; these answers are given below:

1, yes; 2, none; 7, 4; 8, 2; 9, 2; 10, 9; 11, 12. I think our high school, now numbering 47, is composed of pupils whose parents are wealthy, or who are doing a mercantile business. Very few pupils of poor parents will ever reach it. The children of parents in moderate circumstances are sometimes forced to do the first, or perhaps the second year's work. The influence of the high school over the lower departments is worth its cost.

The inevitable conclusion from the reports received is that the high schools, of this part of our state at least, are the seminaries of the middle and lower classes, speaking financially, and of the orphans. Let such Doctors of Divinity as wish to deprive these young people of their privileges for the sake of building some pet institutions of their own enjoy the comfort of their position if they can. But "I believe I know enough of the opinions of our people to predict that the outcome" will not add to that comfort.

GRUBE'S METHOD.-III.

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

I. Applied numbers.

How many gallons are 2 quarts? Charles had 5 dollars; he bought two copy-books, each of which cost 2 dollars. What money did he keep? (This the teacher must make plain by means of lines and dots.)

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Henry read a lesson three times, Emma read it as many times as he did, and two times more. How often did she read it? Father had five peaches, and gave them to his 3 children. The youngest one received one peach; how many did each of the other children receive?

SIXTH STEP.


aa with 1
bb with 2
Each process illustrated by six lines, of which as many are placed in a row as is indicated by the number by which dd with 4
ee with 5
ff. Miscellaneous examples.

b. Rapid solution of Problems.

c. Combinations of Numbers.

II. The applied number.

Grube thinks that one year ought to be spent in this way on the numbers from 1 to 10. He says: "In the thorough way in which I want arithmetic taught, one year is not too long for this most important part of the work. In regard to extent, the scholar has not, apparently, gained very much—he knows only the numbers from 1 to 10. But he knows them." In reference to the main principles to be observed, he demands, first, "that no new number shall be commenced before the previous one is perfectly mastered;" secondly, "that reviews should frequently and regularly take place," and finally, "that whatever knowledge has been acquired and fully mastered by illustration and observation, must be thoroughly committed to memory." "In the process of measuring, pupils must acquire the utmost mechanical skill." It is essential to this method that in the measuring which forms the basis for all subsequent operations, the pupils have before their eyes a diagram illustrating the process. It matters not by means of what objects the pupils see the operation illustrated, whether fingers, lines, or dots, but they certainly must see it. It is a feature of this method, that it teaches by the eye as well as by the ear, while in most other methods arithmetic is taught by the ear alone. If, for instance, the child is to measure 7 by the number 3, the illustration to be used is:

If lines or dots are arranged in this way, and impressed upon the child's memory as depicting the relation between the numbers 3 and 7, it is, in fact, all there is to know about it. Instead of teaching all the variety of possible combinations between 3 and 7, it is sufficient to make the child keep in mind the above picture. The first four rules, as far as 3 and 7 are concerned, are contained in it, and will result from expressing the same thing a different way, or describing the picture in different ways.
Looking at the picture, the child can describe it, or read it as:

\[3 + 3 + 3 = 9, \text{ or } 2 \times 3 + 1 = 7, \text{ or } 7 - 3 - 3 = 1, \text{ or } 7 - 3 = 4 (1).\]

The latter process to be read: From 7 I take away 3 twice, and 1 remains.

Let the number to be measured be 10, and the number by which it is to be measured be 4; then since the way to arrange the lines or dots for illustration is to have as many dots or lines as is indicated by the larger number, and as many of them in a row as is indicated by the smaller number, we write:

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\text{O} & \text{O} & \text{O} & \text{O} \\
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The child will be able to see at once, by reading the diagram, as it were, that

\[4 + 4 + 2 = 10, 2 \times 4 + 2 = 10, 10 - 4 = 6, 10 - 4 = 6 (2),\]

and to perceive at a glance a variety of other combinations. The children will, in the course of time, learn how to draw these pictures on their slates in the proper way. Nor will it take long to make them understand that every picture of this kind is to be "read" in four ways, first using the word and, then times, then less, then, from . . . can be taken away . . . times. As soon as the pupils can do this, they have mastered the method and can work independently all the problems, within the given number, which are required in measuring. It would be a mistake to suppose that, in teaching according to this method, memory is not required on the part of the child. Memory is as important a factor here, as it is in all instruction. This should be emphasized, because with some teachers it has become almost a crime to say that memory holds its place in education. To have a good memory is, in their eyes, a sign of stupidity. Grube was too experienced a teacher to fall into this error. While by his method the results are gained in an easier and more natural way, whatever result is arrived at must be firmly retained by dint of memory assisted by frequent reviews.

(End of First Essay.)

TAX THE MOST FOR THE BEST OBJECTS.

L. W. HART, Brooklyn, N. Y.

No tax can be laid that somebody may not object to and condemn. No tax-law can yet be framed or drawn, so correct as not to inflict more or less of practical injustice, because all such attempts to embody and formulate perfect justice or equity are only clumsy devices at best, like an elephant's proboscis compared to the movements of astronomical machinery at Mitchell's observatory. Still we must take the best we can get, and yet reach forth for improvements in future.

No tax for merely material objects is as desirable as a tax that is to secure intellectual, moral, or social benefits, as it is not so important to provide better spectacles for the eyes as to improve the eyes, and, again, it is not so important to give a boy a good time-piece as to make him value and economize time, nor so important to have an excellent road and no horse, as to have a very fine horse and rather a common road. "The life is more than meat; and the body, than raiment."

Next, it is true economy and the best policy, when other things are equal, to get not only the best article, but also the most durable—a conviction on which men universally act as economists in matters of daily life, buildings of public or private nature, and works of public utility.

If we apply these two principles to the laying of taxes, the force of them will lead us to the conviction that good citizens are better than most other objects for which we endure taxation, and the benefts are more lasting, are self-renewing and perpetual. It is better to gain in any community an accession of five or ten per cent to the number of voters if the newly admitted citizens are of the highest grade in character, habits, and intellect, than to gain any special measure of reform, because these good citizens will be reform in every way. It is better and a more enduring advantage to have a good factory well started than a year's manufactures merely imported, because the factory will be a source of yearly supply and of employment of hands. While we welcome a beautiful park—like Prospect Park, in Brooklyn, N. Y., even at a cost of ten millions, yet it is less welcome than the good health of the community, and is a mere means of health as well as pleasure.

Man is lord of creation. The more we can do for man in bodily welfare, in property, in safety, the better. Yet this is only the body, or mere outside case of the real man, and is but second-rate or subsidiary, compared to the inner life and growth of the spirit and mind. As a mother would be despised who treated her child like a doll or an animal, so is all legislation short-sighted that neglects the permanent and highest interests of the young. It saves on the young, and spends on the older more than it saved. It saves on education, but loses in punishments. It cuts down salaries of teachers, but has to expend more for policemen and courts. It grudges the ounce for prevention, and spends the pound for cure, when cure is too late.

TEACHER AND DISTRICT—V.

C. M. WOODRUFF, of the Michigan Bar, Detroit.

III. OF THE CONTRACT BETWEEN THE TEACHER AND THE DISTRICT.

Sec. 1. The General principles of the law of Contracts.

The general principles of the law of Contracts are, of course, applicable to contracts between the district and the teacher, and a brief synopsis of them is therefore given.

This is a broad subject including nearly everything in civil jurisprudence, a contract being, in the legal sense, any "agreement" upon a sufficient consideration to do or not to do a certain thing. All contracts are either "of Record," "by Deed," or "Simple."

A contract of Record is one entered into through the intervention of some public authority, as for instance a justice court, and consists of judgments, recognizances of bail, and the like.

A contract of Deed is an instrument written upon paper or parchment, and sealed and delivered.

A simple contract is a contract not of record or of deed, whether it be "express," "implied," "written," or "verbal."

We say a contract is "expressed" when all of its terms have been agreed upon expressl y, leaving no room for any implication. If A should tell B, "Send me two bushels of wheat, and I will pay you one dollar for it," that would be an express contract, providing of course B should consent.

But if A should merely say, "Send me two bushels of whea t," there would be an "implied contract" on A's part to pay for the wheat whatever the market price is. In the former case the promise is expressed, in the latter only implied.

Every contract is founded upon a promise, either written, verbal, expressed, or implied, as above illustrated. It may be said therefore that a contract is governed by the nature of the promise.

The legal effect of a simple contract is the same whether written or verbal, unless it is effected by the Statute of Frauds. This is a statute declaring among other things that in the following cases specified, every agreement, contract, and promise shall be void, unless such agreement, contract, or promise, or some note or memorandum thereof be in writing, and signed by the party to be charged therewith, or by some person by him thereunto lawfully authorized, that is to say:

1. Every agreement that, by its terms, is not to be performed in one year from the making thereof.
2. Every special promise, to answer for the debt, default, or misdoings of another person.

3. Every agreement, promise, or undertaking made upon consideration of marriage, except mutual promises to marry.

4. Every special promise made by an executor or administrator to answer damages out of his own estate.

Also that no contract for the sale of any goods, wares, or merchandise, of the price of fifty dollars or more, shall be valid, unless the purchaser shall accept and receive part of the goods sold, or shall give something in earnest, to bind the bargain or in part payment, or unless some note or memorandum in writing, of the bargain be made and signed by the party to be charged therewith, or by some person thereunto by him lawfully authorized.

A contract required by this statute to be in writing cannot be partly in writing and partly by parole; still the contract may be gathered from different papers. A written proposal may be accepted by parole, and the acceptance proved by parole evidence. It must be signed by the party to be charged therewith, and the name of the other party should be in writing. The signature may be written, or printed, in pencil or in ink. Any signature which would be sufficient in a note would be sufficient in any other simple contract.

"Every special promise made by an executor or administrator to answer for the improper restraint or punishment of any inmate, for the price of goods furnished an inmate to enable her to carry on her business. This of course, where the man is a party to the purpose of the consideration. But a man who innocently rented a house, or sold such goods, being unacquainted with the purpose, could collect.

Contracts against public policy are also illegal. Such are contracts which interfere with the ordinary course of justice, contracts compromising felony or misdemeanor, contracts to exercise undue influence on legislation, contracts for the improper restraint of trade, marriage brokerage contracts, contracts to aid elopements, contracts in consideration of future separation of husband and wife, contracts to indemnify another against illegal acts, contracts for soliciting presents in wills, all bets and wagers, etc., contracts made on Sunday, or to be performed on that day, are illegal (excepting works of necessity and charity).

Contracts made by a corporation, which has no power to make, are illegal and void. Contracts made by infants, idiots, insane persons, and spendthrifts when under guardianship are void, except in certain cases when the contracts are for necessities.

Contracts are sometimes said to be voidable only, that is, they may be at a longer period than one year, or for the sale of lands, void, unless the the contract, or some note or memorandum thereof, be in writing, and signed by the party by whom the lease or sale is to be made, or by some person thereunto by him lawfully authorized in writing. The consideration may not be expressed, but may be proved by any other legal evidence. Where there has been a past performance of a parol contract, however, a court of equity can compel a specific performance.

Sec. 2. Illegal Contracts.

If there is anything unlawful in the purpose or the matter of agreement, it is void on the ground of illegality, whether it is illegal by statute or by common law. No such contract can be enforced, whether the illegality lies in the consideration or the promise itself. If only a portion of the consideration is illegal, the whole is void, but where the consideration is legal, and part of the several promises only, illegal, the legal promises may still be enforced.

Contracts the consideration of which are founded in immorality are illegal; for example, contracts in consideration of improper co-habitation. A man could not collect rent for a house rented for the purpose of prostitution, nor the price of goods furnished an inmate to enable her to carry on her business. This of course, where the man is a party to the purpose of the consideration. But a man who innocently rented a house, or sold such goods, being unacquainted with the purpose, could collect.

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Contracts are sometimes said to be voidable only, that is, they may be at a proper time ratified and confirmed by the party bound by them, or they may be repudiated by him; and until they are properly confirmed, can not be enforced. Such are contracts made by an infant, by persons while thoroughly drunk, contracts made under duress, and the like.

One is said to be "under duress" when he is under legal arrest for improper purposes, or without just cause, or when under arrest for just cause but without lawful authority, or when under arrest for just cause, with lawful authority, but for an unlawful purpose. It is not necessary to be imprisoned in order to be under duress. Threats of imprisonment or threats of violence may be sufficient.
Notes.

GENERAL.—Samuel Bowles, editor of the Springfield Republican, died the 16th inst. He had been ill over three months, and had not been expected to recover since about the first of December, when he was attacked with paralysis of the brain. He declared during his illness that nothing was the matter with him except thirty-four years of hard work. — Prof. W. N. Hallmann, of Milwaukee, Wis., has prepared four lectures on the subject of Kindergarten Culture, which he offers to friends of education. They treat: 1. Laws of Childhood; 2. The Soul of Freedom's gifts; 3. What is the Use of Kindergartens? 4. A High School for Moderns. Prof. Hallmann starts on his lecturing tour early in February. — Dr. Schlieffen recently delivered a lecture in regard to the facility of learning Greek and other dead languages from derivatives. He remarked that a modern Greek can read the text of Thucydides as fluently as a Dutchman reads the German of Gesell at sight. — Fraser's Magazine acknowledges that Englishmen do not know how to speak the English language correctly, and advocates the establishment of normal schools from which should issue a single pronunciation for the whole kingdom. Londoners, who now say cawn for corn, pawk for pork, land for lard, witch for which, wheel for wheel, would, under direction of the schools, be taught to speak the language as it is spoken in the United States.

Scientific.—The Bell telephone has been styled a "fremmeprecher" in Germany. — Secretary Schurr recommends appropriations for the laying out of roads and support of other measures calculated to render the natural wonders of the Yellowstone region attractive and accessible. — A bill has lately passed the Legislature of New Zealand having for its object the protection of the indigeneous birds of the country of which any specimens still remain. Among the rarer native varieties included in the schedule are the ibis, lyre bird, satin bird, and bower bird; but robins, wrens, finches, larks, water rails, and cuckoos are also placed under the protective clauses of the act. — The latest innovation in deep sea dredging is submarine ploughing, which is now being carried on successfully in Belfast Harbor, Maine. — A large Michigan plough is used, and is drawn by steam power located on shore, the direction being guided by a man in diver's armor. — At Aurora, Ill., it is claimed that a milkman left a milk can turned bottom upward on a table near his house, in such a way that it reflected the rays of the sun on a window, causing sufficient heat to set fire to a blind, and but for the timely discovery of the flame the house would have been consumed. — Cooking by means of solar rays has been tried successfully at Bombay, and an apparatus has been contrived to cook chops and steaks in the open air as well and expeditiously as over an ordinary fire. The apparatus consists of a copper vessel, lined inside and painted black outside, with a glass cover enveloping the vessel with an inch of hot air, and fixed on to the bottom of a concical reflector lined with common silvered sheet glass. If properly covered over it will retain the heat for full three hours and a half. — The possibility of employing gun-cotton instead of gunpowder for the charges of heavy guns has become more remote through the scientific researches of modern artillerists have effected such great improvements in the service explosives. A recent experiment was made in England with gun-cotton in an eight-inch experimental gun. The crusher holes were closed with metal plugs, and the bore was filled with water, into which a charge of two pounds of gun-cotton enveloped in a waterproof bag, was lowered to the bottom of the bore. It was there fired by detonation, when so violent was the shock that one of the plugs was blown out. As the expense of closing the crusher holes so securely that the plugs could not be blown out would have been very great, it was not considered desirable to repeat the experiment. — Insoluble writing paper has been invented by two Salamanca savants which is warranted to resist the most intense heat. A single sheet will carbonize, but will not burn, while if a roll of prepared paper be placed in the fierce fire, although the outside leaves and the extreme edges may carbonize, the interior will remain unaffected, and the writing or printing will be perfectly legible. Papers already written or printed upon may undergo the process of preparation without injury. — A material called "indestructible glass" has been patented in France, and the patentee uses it for making printing types that have been introduced into practical use among his countrymen, in Germany, and elsewhere. They are said to be preferable to metal types in many respects, and in no respect inferior to them. They are cast in the same moulds, and make as equally clear and defined impression. They suffer less from wear, cost less, and are healther for the compositors to handle. — The royal astronomer at Greenwich, England, has figured up the transit of Venus calculations handed on by the English observers, and makes out the distance from the sun to the earth to be 93,375,000 miles. The figuring from France and America has yet to appear, and it is thought that it will prove more accurate. Up to the time of the transit, the best methods pointed out the distance to be 92,350,000 miles.

Literary.—The Combination Almanac Calendar, "Ephemera Edition," comprises new and novel features which render it a very valuable article for the office, or library, or school. Price, twenty-four cents, Garret Bergen, Union Steam Printing Establishment, P. O. Box 51, Brooklyn, New York. — About April 1st, Mr. E. D. Gerstle, of New York, will have ready the latest number of the Educational Year Book, edited by Means, Kiddle and Scheme, designed to supply the place of a supplement to the Cyclopaedia of Education, recently prepared by the same editors. It will be a most important publication.

Means, Hallmann and Dorrflinger, Milwaukee, are publishing a series of "New Education Tracts." Nine numbers have been published, as follows: No. 1, Public Kindergartens of St. Louis; Nos. 2-5, Letters to a Mother; No. 8, Miss Coe's American "Kindergarten"; No. 9, Dr. Seguin's Report on Education. — The current number of Spectator, of which 100,000 copies are printed, is called the "Midwinter Number," and is thought by the publishers to exceed in attractiveness the Midsummer Numbers of 1876 and 1877. Among the notable features is a full-page portrait of Lincoln, by Wyatt Eaton, from the last and little-known photograph. This view of Lincoln is here engraved for the first time, by Cole, to accompany Noah Brooks' "Personal Reminiscences of Lincoln." A season to Lincoln, by R. H. Stoddard, faces the frontispiece.

— The number of Littell's Living Age for the week ending January 19 contains The Ninety Years' Agony of France, by Prof. Goldwin Smith; an installment of "Erica," translated from the German of Frau von Ingersleben; The Story of Maximilian at Miramar and at Queretaro, a very interesting sketch translated from the French by Victor Tissot; Modern Life and Insanity, from Macmillan; Macacle of Dare, by William Black, from advance sheets; The Celt of Wales and the Celt of Ireland, Cornwall; Smith's Poor Kids, Spectator; Valentine's Day, an unpublished poem by Charles Kingsley, with other short articles and poetry. — The back numbers containing the first installments of "Erica" and a story by Miss Thackeray, are still sent to new subscribers for $1.50. — Lippincott's Magazine for February contains a number of articles of special interest to teachers. "With the Russians in Bulgaria" is the first of a series of papers, by Edward King, describing the seat of war, the Russian army and its leaders, and the Bulgarian people from personal observation, with illustrations from original drawings by an artist of the London Graphic. Alfred T. Bacon's account of Syracuse, which forms the concluding paper of his "Month in Sicily," and Prof. James A. Harrison's "Glimpses of Sweden," are equally vivid and instructive, and are copiously illustrated. — Messrs. J. B. Lippincott & Co., Philadelphia, in connection with the English publishers, commence this month the issue of Industrial Art, a monthly review of technical and scientific education at home and abroad. Each number will be profusely illustrated with a series of engravings representing fine examples of articles of use and ornament. $4.00 per annum. Specimen numbers will be mailed on receipt of $1.50. — The Lancaster School Mottoes contains two sheets with the salmon and black, seven and a half by fifteen inches, on each side of which are plainly printed some of the best school mottoes. The price of a set is one dollar and ten cents when sent by mail. Such mottoes should be displayed in every school room. Send to J. H. Butler & Co., Philadelphia, or to the publishers of the WEEKLY.

REOUWS.

THE Kindergarten Guide. By Maria Kraus-Bolte and John Kraus. (New York: E. Steiger.) — The Kindergarten Guide is issued in three numbers of convenient size for frequent reference, neatly and substantially bound. The price is $1.00 per annum, payable in advance. — The first plan was to issue a work solely for the use of mothers, but it was ultimately enlarged so as to give some aid to those engaged in actual kindergarten work, and for the use of persons who have no opportunity of learning from actual observation. — The first number gives instruction concerning the first and second gifts, the manner of presenting them to children, and the ideas their use is intended to develop. A number of songs are given, but as they are published without music, they would hardly be available to mothers or nurses that have access only to this work. The first number closes with "A Few Words to Parents," a practical essay on the value of Kindergarten training.

Number Two takes up the third, fourth, fifth, and sixth gifts. Numerous exercises are given, amply illustrated by examples and cuts showing the various ways of using the gifts.
Number Three is devoted entirely to the seventh gift. This gift is exceedingly interesting to children, as very striking and often unexpected forms are developed. This number is also amply illustrated, showing the various ways in which combinations may be formed by the use of the tablets. The *Kinder-
ten Guide* cannot fail to awaken an interest in Froebel's system, and should find a place in every home.

**Elements of Descriptive Geometry, Shadows and Perspective;** with a brief Treatment of Trihedrals, Transversals, and Spherical, Axonometric, and Other Projections. For colleges and scientific schools. By S. Edward Warren, C. E. (New York: John Wiley & Sons.)—The subject of descriptive geometry has not, until recently, received the attention in this country that its practical importance demands. In European countries, in France especially, it has long been considered an indispensable element of a scientific education. Its intimate connection with the work of the civil engineer and architect, and the facilities it affords in all graphic representations, render its acquisition exceedingly desirable to those who are ambitious to rise in these pursuits. As a valuable and invigorating exercise of the mind, it is equally worthy of attention.

Professor Warren is the author of half a dozen or more works on industrial and scientific drawing in its different departments. Some of them are elementary and others are quite advanced. The present work is intended to be briefer than his larger works on the same subject, though not an abridgment of them. The present, as well as all of the other works, gives evidence of being prepared by a close and careful student.

A valuable feature of the book now under consideration is, that it contains examples for practice under each problem. The explanations seem tedious sometimes, and the divisions and sub-divisions, while they may be logical, seem so numerous as to produce confusion, having a tendency, we think, to prevent the student's obtaining a comprehensive grasp of the subject. We can hardly commend the work to teachers. For a text-book to be placed in the hands of students, we would prefer a briefer one still, such as 'Church's of West Point.' Prof. Warren explains several methods of making perspectives. Our experience is, that learners more readily take up the subject in a practical way, by what he calls indirect or artificial methods.

**Pamphlets Received.**

**PROCEEDINGS of the Teachers' Institute of the City and County of Phila-
delphia, for the year 1876.** James F. C. Sickel, President.

The Independent School District of Des Moines (West Side). Fifth An-
nual Report of the Board of Education, for the school year ending Septem-
ber 15, 1877. J. H. Thompson, Superintendent.

Catalogue and Rules and Regulations of the Public Schools of Griggs-
ville, Illinois, for the school year ending May 4, 1877. R. M. Hatch, Principal.

Third Report of the Board of Trustees of Public Schools of the District of
Columbus, 1876-77. J. Ormond Wilson, Superintendent of Schools.

A Catalogue of the Officers and Students of Tufts College, 1877-8 and Tri-
ennial. Elmer H. Capen, President. The full college expenses for a student
vary from $350 to $475 per year.

**Home and School.**

This department is designed for the instruction and entertainment of parents and children. Original contributions and translations are solicited.

**WATER LILIES.**

S. P. Bartlett, Massachusetts.

Do you think this bright winter day, when all our little lakelets are sheeted with gray ice, and when there is not a leaf in the wood but upon the pines, and creeping evergreen vines, a wrong time to talk about the tender and beautiful Water Lilies? But let us see.

In the first place, what do you think our summer Lily plants have done with themselves for this icy winter?

They are not dead, but sleeping. Away down below the thick pond-ice, below the reach of frost power, the Water Lily hides its roots deeply away. Next spring it will send up lovely shield-like leaves of green, and shading purple, to unroll upon the soft waters of the pond. You call them lily-pads. Then, as summer warms, and smiles, will come the pure white and golden lily cups themselves, so richly sweet.

But these are not all the Water Lilies of the flower world. In fact it is a pretty large family, distributed through most temperate, and many tropical coun-
tries,—and though you may have scarcely thought there would be any difference in all its Lilies, you must know that related flowers are as unlike as related persons, and the Lily cousins of other countries are surprisingly different; all very beautiful and some of them wonderful beyond description. They are all called by one family name, given them many long years ago, because of their pure loveliness, which means nymh of the waters. They are every one floating plants, with fleshy, shield-like, or heart-shaped leaves, arising from thick, prostrate roots, growing in still waters. Some have delicately fragrant flowers, with a delicate tinge of purple; others bear yellow, clustered caps, like floating stars, upon a shady stream. In Egypt, we should find the richly-
scented blue Water Lily, which the ancient Egyptians considered sacred; and the exquisite Lotus Lily, which they worshiped, and consecrated to the son. It has large white flowers, whose outer petallets, or sepals, are beautifully bordered with red. Its seeds and roots were dried, and made into bread for those old Egyptians. They loved to carve rare vases in the form of its transparent cups, and cut its flowers and leaves about their massive pillars, which have endured through ages uncrumbled. Still in those Eastern sluggish streams, and rice fields, blooms the creamy *Nymphaea lotus*.

There is a Water Lily of India whose root is full of starch, and is largely eaten, and very useful. I suppose the stems of our own, if washed free from their astrigent principle, could be used for food.

But the most wonderful and elegant of all the Water Lilies of the world—one of the most magnificent of plants, is the *Victoria regia*. There is no win-
ter where she lives, in all the year, and we should find her to-day in the full tropic summer-land of South America, in all her superb luxuriance of bloom and leaf. Where Brazilian streams wind through gorgeous forests of satchly trees, wreathed with a profusion of linked vines, and brilliant blossoms, this queenly plant spreads her glorious flowers and wondrous leaves, a miracle of color, and bloom, and fragrance. Above her arches the flowering canopy of vine-hung branches, and into her retreat bright birds and insects flit; but out of the warm stillness no hand gathers her crown of bloom. Perhaps we should be puzzled indeed to pick so glorious a flower if we could penetrate to her bower, when we know each blossom measures about forty inches around its corolla, or cup. The stem is an inch thick, and studded with prickles. The calyx, supporting the flowers, consists of four floral leaflets, each one seven inches in length, and four broad. The corolla of this superb flower spreads over the calyx hundreds of petals. Those first opening are of a delicious white; but the innermost are of a beautiful rose-pink, which gradually

**ADVICE TO BOYS.**

**Whatever you are, be brave, boys!**

The man gentle in mien, though clever at ruses.

I hate his coward and slave, boys;

And sharp at excuses,

But whatever you are, be brave, boys!

He's a sneaking and pitiful knave, boys!

Whatever you are, be frank, boys!

'Tis better than money and rank, boys;

Be gentle in manners and mind, boys!

Still leave to others the shamming,

Be visible through and through, boys!

He's a sneaking and pitiful knave, boys!

Whatever you are, he kind, boys!

I will show you the curious stem, the buoyant

Whatever you are, be frank, boys!

Hatever you are, be brave, boys!

It is to the right, the

Be gentle in manners and mind, boys!

Whatever you are, be kind, boys!

Leaves and love;

Be visible through and through, boys!

Be kind, boys!

But whatever you are, be brave, boys!

Words and temper, I see,

Be visible through and through, boys!

Is the gentleman truly refined, boys?

The gingerbread and "crumbling,

Be gentle in manners and mind, boys!

In fun and in earnest, be true, boys!

—Leisure Hour.
Educa tional Intelligence.

Editors:

Maine: Prof. Marshall Hawks, Principal Greely Institute, Cumberland Center.
Colorado: Hon. J. C. Shway, State Sup't Public Instruction, Denver.
Iowa: J. M. DeAmore, Principal Gymnasium School No. 5, Davenport.
Ohio: Prof. J. B. Carpenter, College, Wooster, Ohio; Prof. J. W. Steverson, Sup't Public Schools, Columbus.
Wisconsin: Prof. J. W. Steverson, Sup't Public Schools, Port. Atkinson.
Indiana: J. B. Roberts, Principal High School, Indianapolis.
Minnesota: O. V. Tousley, Sup't Public Schools, Minneapolis.
Oklahoma: Prof. C. W. Cook, Public Schools, Yanceyville, N. C.
Kansas: H. C. Davis.
Arkansas: William S. Sabin, Supt.
Nebraska: Prof. C. E. Brust, Sup't Public Schools, Columbus.
North Dakota: Prof. F. A. lockwood, Indianapolis.
South Dakota: Prof. J. C. Gilchrist, President of Iowa State Normal School, who, in a very clear and able manner, spoke of the disputed questions relating to normal school work. Prof. W. J. Shoupe, of Dubuque, read a short but pointed paper on "The Philosophy of Education," and at the same time eminently suggestive to principals and superintendents. Prof. A. C. Ross, of Tipton, discussed the subject, advocating, among other things, the abandonment of the time-honored spelling book. Mr. J. C. Gilchrist, president of Iowa State Normal School, who, in a very clear and able manner, spoke of the disputed questions relating to normal schoolwork, presented a comprehensive view of the "Intermediate Grades," and at the same time eminently suggestive to principals and superintendents. The paper was listened to with much favor. Prof. Barlett, chairman of finance committee, reported $800 in the treasury. On motion of Prof. Philbrick, a committee was appointed to report on resolutions. The committee on enrollment reported 168 names of members who had paid the annual enrollment fee. The committee to whom was referred the president's inaugural address made a very brief report to the effect that in opinion the committee should take no action. The committee on legislation reported several changes in the existing school laws of the state. They also recommended the creating of a State Board of Examiners. These questions were ably and fully discussed by State Sup't. of Schools, Hon. J. C. Gilchrist, president of Iowa State Normal School, who, in a very sanguine manner, declared that the next session of the legislature would seriously consider the matter. The committee was adopted, and a committee consisting of Hon. C. W. von Collean, Prof. C. P. Rogers, of Marshalltown, and Supt. N. W. Royes, of Dubuque, was appointed to bring the recommended changes before the General Assembly at its next session.

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

Chicago, January 31, 1878.

The twenty-second annual meeting of the State Teachers' Association, which was held at Cedar Rapids during the holiday season, was largely attended, 168 members being present. Miss P. W. Sudlow, the President, delivered an address full of good thought, presenting a comprehensive view of popular education. In his report to the Board of Education, Prof. Philbrick, of Chicago, delivered an eloquent address on "The Education of Women," and the discussion was pleasant and profitable, as the most of Iowa's prominent educators were present and participated in them. The meeting was productive of good. It did much to quicken and intensify the interest of all the leaders in the cause of the public schools, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one. The resolutions adopted were pointed and sound, recommending the teaching of social and political science in the schools, "demanding" the teaching of morality, combating public schools and colleges, commending the normal school and normal institute, educational and sound, recommending the teaching of social and political science in the schools, which are agitating the public mind, and it is pretty certain that the next meeting will be an enthusiastic one.

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follows the excellent condition of the public high schools of the state: "I cannot repeat with too much emphasis my testimony to the fidelity and earnestness of the superintendents and teachers of our principal high schools in directing the work so well, that the work shows a steady and rapid increase in its thoroughness and range, and that the schools are in every respect worthy of the pride which is felt in them. Whatever success the University is achieving is due in no small degree to the superior office of the schools which give their pupils so good a foundation for their studies here. It is to be hoped that no unwise and false ideas of economy will lead to the weakening of the high schools of Michigan."

Mr. Gordon, in the face of the facts at Ann Arbor and Wabasso, has found a third high school principal, W. C. King. He was employed for nine weeks last spring by the Battle Creek High School. -- A new central school building is to be erected in Jackson the coming season. -- Prof. Alvin Wilsey has resigned his position as teacher of music at the high school at Waukesha. -- Miss E. C. King has been appointed superintendent of the city schools at Charlotte, at a salary of $900.

MAINE. -- Mr. Cordth, State Superintendent, is making an effort to have a more thorough and efficient examination of teachers of the public schools. We understand that a superintendent of education in one of the States has organized and rewarded; the rest.

Wisconsin. -- George Keppen, editor of the Germania, Milwaukee, has been appointed one of the directors of the school, which has been chartered. -- Hon. Stephen Taylor died at Philadelphia Dec. 8, 1877. In his will he bequeathed the sum of $1,000 to the Wisconsin Historical Society, of which he was an honorary member. The money is to be paid after the training of no training at all, and no certificate can supply such natural qualifications as but few persons possess. Yet it is a step toward a thing better—more education, and more training, we hope.

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COLORADO.--At a meeting of the college professors and presidents, a legislative bill was formed, with Dr. Joseph Tuttle, of Wabasha, college president. -- Supt. R. I. Hamilton, of Madison county, has issued a pamphlet which contains in full the lessons, lectures, philosophical experiments, resolutions, etc., of the institute at Athens last August. The pamphlet has been circularly sent to all the schools. -- The Ottawa school has a new set of textbooks, and the school is making rapid progress. -- Dr. R. L. Grosvenor has been appointed inspector and examiner. -- The average salary of teachers in the state is $500 per year; that of cutters is $1,200. -- The Boston Traveler says: "The experiment of having two weekly sessions of the public schools on Wednesday and one on Saturday is not giving satisfaction. People have found that they feel better on Wednesday, and when they have two half-days for play than to have them play only one day. But it is the teachers who are most displeased with it, though it was thought the change would commend itself to them. They find that two days of continuous instruction is more to the children's health and strength, and that they become very restless and inactive by Friday, and that being absent from Friday until Monday, it takes some time to get them again into the mood for work."

ILLINOIS.--The Board of Education has determined to study the subject of the centralization of the educational institutions in the state, in place of Milledgeville. -- The Governor of Kentucky, in his message, calls attention to the working of the colored school system of that state. The colored law is supposed to be the only satisfactory law in the country, and that it is a system to which the people of the state bear a duty. -- Mr. S. H. Whipple has made an addition of $500 to the society's treasury fund. The Regents of the State University, at their meeting Jan. 15, established a professorship of rhetoric and oratory, the chair to be filled at the June meeting. -- A bill was introduced in the legislature the 15th inst. aiming to cheapen the cost of supporting the common schools of the state. -- Ex-Governor Washburn has tendered his residence at Woodstock as a gift to the state, for the establishment of an industrial school for boys, like that for boys, at Waukesha. -- In his "Introduction" to the "Education of Superintendents," Dr. Taylor says: "It seems to me that the highest obligation just now resting upon our educators is to improve and strengthen, permanently, the country schools with all the appliances in our hands. A large share of the "JournaI" will be used in the endeavor to accomplish this object. In this article, the writer directs attention to the individual and the public."

INDIAN TERRITORY. -- It is stated that in the Cherokee tribe, the principal one of the territory, there is a larger percentage of the school population enrolled in the schools than in either of the states of Arkansas, Missouri, or Texas, as stated by the Cherokee National Intelligencer. -- Pop. 19,000.

KANSAS. -- Besides the Educational Calendar, published at Topeka, there are the following journals published in this state by or for the benefit of the pupils of the schools with which they are connected, viz: "The Industrialist," at the State Agricultural College, Manhattan; "The Union Public Schools Re-
Spelling Reform Department.

To the Editor of the Spelling Reform Department:

Being very much interested in the "Spelling Reform Department" in your columns, and as you invite discussion on the different subjects noticed, I would like to mention a few points in the two articles found in Nos. 49 and 50 of your paper.

The first starts out with this proposition: "The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound." In this statement I notice that silent e is omitted in the word have, and in the words own, should, and sign, the silent letters are not omitted. In the second article of the Constitution of this "Spelling Reform Association," I see that a silent letter is not omitted in the words secure, circulate, introduce, irony, and people. In the word alphabet, for the digraph ph, its equivalent f is substituted, while in the words addresses, articles, schools, ways, means, the final f has the sound of s, but no s is taken of it. Why, in one instance, drop silent letters, and then use them in other places, and why use substitutes in some places, and not use them in other places where th sound demands them? In the words mention, nation, transition, etc., no substitute is used for the sound of as. In the words Philological and eighteen, no substitutes for ph and sign. Now, I do not understand why this is so, and if you will explain, I will be very truly grateful. Respectfully,

Dexter, Ia., Jan. 5, 1878.

M. Foster

In reply to the above, we should say that a silent letter should not be omitted from a word, where such omission would make a new word, or would lead to mispronunciation. If, in the words mentioned, "own," "should," and "sign," we omit the silent letters, we have "on," "shod," and "sans," which are certainly not the words required. We can omit final e in such words as "have," "gave," and "live," but if we omit final e in "circulate" and spell it "circular," who shall say what is the sound of the a in the last syllable?

We are thus brought to the necessity of introducing a few new letters, before we can make much headway in omitting silent letters. If the reader has followed the articles in this Department, he has seen that such new letters have been developed not by the American Philological and Association, and are now in use by the Spelling Reform Association.

It does not seem possible that perfect phonetic spelling can be adopted at once, but there is no reason why one may not make a beginning in private correspondence, and in the matter he may prepare for the press. The following rules may be followed without the use of new letters and with no detriment to the pronunciation.

1.-Omit a from the digraph ao when pronounct as c - short, as in hed, helth, etc. 2.-Omit silent e after a short vowel, as in hav, giv, etc. 3.-Write f for ph in such words as alphabet, fantom, etc. 4.-When a word ends with a double letter, omit the last, as in shal, elfr, etc. 5.-Change ed final to t where it has the sound s as in last, impress, etc.

The fear of being thought ignorant deters many persons from omitting silent letters in their correspondence, who would be glad to help in this great reform. But if such should have a printed letter-head something like this: "Any variations from the usual mode of spelling arise from a desire to help in the efforts now making to reform our inconsistent and irregular orthography." he might easily omit silent letters, or change his spelling to pure phonetics.

If any one wishes a copy of the fonetic script letters it will be sent on application.

The greatest assistance which any one can give to the reform is to use the new spellings himself.

Supt. W. T. Harris said in his recent address before the Spelling Reform Association: "In this matter we of St. Louis can speak with positive experience. In the fall of 1866 the phonetic modification of the alphabet, as invented by Dr. Edwin Leight, was tried in one of our public schools as an experiment, and the following year it was adopted throughout the public schools of this city, where it has ever since retained its place. By this system the child has a perfectly phonetic alphabet in so far as "one sound for each character" is concerned, although it violates the third law of Latham in having more than one character for the same sound. Yet, even with this, we find the following advantages in the system, which is still in use with us after ten years: 1. Gain in time — a saving of a year out of the three years usually occupied in learning to read. 2. Distinct articulation, the removal of foreign accent and of local and pecular intonations. 3. The development of logical power of mind in the pupil. He can safely be taught to analyze a word into its sounds and to find the letters representing them, whereas, with the ordinary orthography, his reason is so insulted by the jargon that it is represented by any particular letter. Hence, analytical power is trained instead of mere memory from the day of his entrance into school — and analytic power is the basis of all mental activity."
### A LETTER FROM PEARL MONTROSE TO A FRIEND.

**My Dear Friend:**

You ask me if I believe what I write. I answer, "I believe." Yet away down in the farthest corner of my heart, I am conscious of the old prayer arising "Help Thou mine unbelief."

I know our profession is a grand, a glorious means of shaping the destiny of the human race; I know the pure unsullied child-love is very sweet reward; yet somehow those self-same kisses get wearily mixed up with bread and butter, and bad colds.

Yet after all, my friend, we believe in sentiment. It is to our life what Indian summer is to autumn. No matter how royally beautiful the forests grow and glow, unless the skies grow dim and bending down to kiss the earth, and we feel our hearts grow gravely glad in harmony with nature's symphony, we feel as if we were defrauded of our rights. Indeed I've not yet forgiven 1879 for withholding our Indian summer.

So our "foolish fancies" and "fine spin theories," so strenuously denounced by the strong-minded, thoroughly practical person, soften and beautify our tasks, and leave us all the better for indulging our imaginations.

One rule for the treatment of our pupils, the Golden Rule. Always speak to them, from the least to the greatest, just as you would speak to a guest in your home. The most scrupulous politeness is due to them, and the teacher who gives this cannot fail to secure an equal valent return.

Yet by no means fancy that you will escape the thousand petty annoyances incident to your calling. One by one the difficulties approach; deal with them gently, yet firmly. Never act hastily; yet when, after mature consideration, you decide on a course of action, be as fixed and unchangeable as the universal laws of nature. Only thus can you secure success.

Yours sincerely,

PEARL MONTROSE.

### HOW TO TEACH SPELLING.

**To the Editor of the Weekly:**

I HAVE noticed in some of your recent issues articles relating to methods of teaching spelling in our common schools. As this is usually an uninteresting study, any suggestions that will aid in securing accuracy and at the same time afford variety may not be out of place. One of the greatest difficulties teachers meet in relation to spelling is the correct use of words in sentences, after the pupil has mastered the orthography. To obviate this, I require my pupils to prepare sentences containing five or six of the words to be spelled. These sentences may be connected in idea, or otherwise. This has proved quite interesting, and most of necessity aid the pupil in fixing the word in his mind, with its meaning.

As an occasional exercise, I select a list of ten or twelve words, and ask them to write a story containing these words. I gave to a class the following list: England, daughter, grandfather, living, Indians, coffee, excitement, adventure, wigwam, and I will copy a paper which was written by a boy thirteen years of age.

"AN INDIAN ADVENTURE.

"In the early part of the eighteenth century, a family by the name of Dobbin emigrated from England to Maine. The family was composed of the father, mother, three sons, and one daughter of sixteen summers, named Ellen, who was very beautiful and good. Mrs. Dobbin's father came over the water a little after the family did, and the children boasted that they had a living grandfather over ninety-seven years of age. There was a young man living near them whose name was Arthur Ferguson. He was deeply in love with Ellen, and Mr. Dobbin did not object to his advances. Every time he dined with them he would let nobody put sugar in his coffee but Ellen. At this time, the Indians were very troublesome. Great excitement prevailed, and the people were all arming themselves, for they did not know at what moment the Indians might fall upon them. Now occurs Ferguson's adventure.

"The Indians came to his house in the night, and, before he knew they were near him, they bound him, and told him that if he gave an alarm they would kill him instantly. They tied him to a horse and rode all night, coming at last to their village, where they left him in a wigwam, for they had resolved to make him run the gauntlet the next evening. In the morning John Dobbin went over to Ferguson's house to see him, and when he saw the marks of the horses' hoofs, and of the Indians' moccasins, the truth flashed upon him. He aroused the neighbors, and in less time than I can describe they were off on the trail, and Ellen was not left behind, either. It was several hours before they came in sight of the village, and they waited until dark before approaching it; then they rushed in and took the Indians completely by surprise. They set fire to some of the wigwams and killed several of the Indians. Then all at once Ellen made a sudden dash toward one of the wigwams, and cut the cords that bound Ferguson's hands. Arthur afterward acknowledged that he owed his life to Ellen, as an Indian was just then entering the wigwam to dispatch him.

"The Indians were completely subdued. Arthur married Ellen, and they both lived to see the Indians driven to the far West."

Of course, more difficult and less suggestive words can be given in time. Will not others give us some different methods for teaching this subject?
NOTES BY THE WAY.

AT Watseka there resides a Washington family who have in possession several highly valuable relics or heir-looms of their honored ancestor, Generals George and Israel Washington. It is a great source of satisfaction to see the relics being collected and preserved. From 50 to 150 feet boring will bring water to the surface. There are no liquor saloons at Watseka.

Mr. Payne, at Gilman, is the author of Payne's Chalk Book, published by Geo. Sherwood & Co., Chicago. At Gilman are found Limed Oil Works. At Loda E. B. Perry is principal, assisted by three ladies. Miss Sannard assists in the higher department.

Mr. E. E. T. Davis, principal, is assisted by seven lady teachers. The Aurora system of grading and course of study are followed. Biography, one of the finest features of the course, receives due attention. Some of the best books that make up a library are furnished to the school. French's Arithmetic is followed. Other satisfactions to the pupils are just being added. Miss Craven, formerly of Urbana, is meeting with excellent success as a teacher of an intermediate school.

At Rantoul, Mr. Bingham is at the helm. He has an excellent corps of teachers. Miss Hilly and Mrs. Vincent have charge of the primaries, Miss Abbie Hall of the intermediate and grammar school. Miss Hall is from Champaign, and has a sister teaching with Supt. De Bur in the East Side schools there. Both of these ladies are widely known as being very successful instructors. Miss Baily is a music teacher, and the little ones are made better, wiser, and happier by the songs they sing.

In a fine wooden building on the East Side at Champaign we met Supt. Eugene De Bur, who has steadfastly brought the public schools of that district up to a level with other schools of the county, so that the East Side may well feel the pride of the attainment. The study of language is made a specialty. A corps of seven lady assistants is employed. The salaries paid are rather below the average. On the West Side, Supt. L. A. L.Annotation.-“The Washington, Jay, Madison, and Hamilton were leaders in the Federal party.”—Ridpath.

“The election of Madison was a triumph of the Federalists.”—Stevenson. Will some one explain? S.

25. The mouth of the Mississippi river is said to be some four miles higher from the center of the earth than from the earth. Why, then, when the river flows southward? Does it not run up hill? H.

26. What days are legal holidays for schools in Michigan? H. G. HIPP.

27. Why are quotation marks used in the Bible?

H. G. HIPP.

NEW BOOKS FOR TEACHERS.

[An index name in this list may be obtained by forwarding the pri to the publishers of THE EDUCATIONAL WEEKLY.]


MOORE.—Friendly Sonnets, from the Sources. (No. 4, Economic Monographs.) 18mo, Paper. G. P. Putnam's Sons. 10c.

OTT.—Action of Medicines. By Isaac Ott. 8vo, pp. 160. Lindsay & Blakiston. 2.50.


SCHUMANN.—A Manual of Heating and Ventilating in their practical application, for the use of Engineers and Architects, embracing a series of Tables and Formulas, and three manuals' contents. Publication limited. 75c.


Publishers' Department.

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—Call the attention of your friends to our really extraordinary offer of Webster's Unabridged Dictionary on page 79.

—Maplewood Music Seminary, advertised in our columns, is highly recommended by those who have attended there.

—We invite attention to the advertisement of "Family Bibles." If the testimony of their patrons is reliable, the advertisers offer a fine bargain in bibles.

—A few of our Illinois club lists were missed last week. If any subscribers who received papers address us to that effect, other parties will return them, we will see that the proper correction is made.

—We have thoroughly tried every kind of ink in the market and are satisfied that the old standard article made by Maynard & Noyes, in Boston, is not excelled in any respect.

—The February number of THE PRACTICAL TEACHER is now ready. Subscriptions are coming in in large clubs. Mr. Porter, our general subscription agent, took forty-five subscriptions for the Teacher alone at Bloomington, Illinois, last week.

—Our exchanges will do us and the cause no more than simple justice if they will be a little more careful to give THE EDUCATIONAL WEEKLY credit for original matter selected from its columns. We are glad to see these reprints, but we believe it will do no paper any harm to give due credit for all selections found in it, especially if the selections are made from respectable journals.

—Send us postage stamps in payments of small amounts, but postal orders for large sums. We can use one, two, three, and five cent stamps in almost any quantity, but larger denominations are seldom available. We have a few thirty-cent stamps yet on hand, also some Canada stamps, and by chance some official stamps of the government, all of which are useless to us, but sent by our friends.

NEW ADVERTISEMENTS THIS WEEK.

New Text-books, Jansen, McClurg & Co.

Evergreen City Business College, Marquand and Baker.

Springfield Business College, S. Bogardus.

Vick's Illustrated Monthly Magazine, James Vick.

Bradbury's Geometry and Trigonometry, Thompson, Brown & Co.

Grand Educational Excursion to Europe, Eben Tourgee.

Standard School Books, Tainter Brothers, Merrill & Co.

Pennsylvania Song Collection, J. P. McCaskey.


Chicago Kindergarten Training School, Mrs. Putnam and Miss Eddy.

Visiting Cards, P. W. Wanner.