The Educational Weekly.

The Educational Weekly.

THE UNION OF
Seven Leading Educational Monthlies in the Western States.
S. R. WINCHELL, Managing Editor, 170 Madison Street, Chicago, Ill.

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CHICAGO, THURSDAY, APRIL 18, 1878.

Editorial.

THE different volumes of Proceedings of the National Educational Association may be obtained by addressing the Secretary, W. D. Henkle, Salem, Ohio. They are of permanent value to teachers, and cost only two dollars each. Two dollars invested in such a volume will return a higher interest than ten times as much paid for bonds or stock in something extraneous to the profession. If a teacher looks forward to a life of study and labor in the field of education, he should have at his command any such volume which contains full and able discussions of living educational questions. It is ignorance of the experience of others that most frequently causes our own discomfiture, and perhaps the greatest effort of the teacher's mind is to overcome this prejudice in business or teaching. If we do not keep ourselves informed of the means used and the results obtained by others aiming at the same end as we, we are likely to meet with the same delays and embarrassments which beset their path in the earlier part of their career; but if we study carefully the views held by others, and learn from their experience the lessons which cost them so dear, it may be in our power to obtain results equally satisfactory, though with less experience and at less cost. In the meetings of the National Educational Association, the ablest, most experienced, and most successful educators discuss the problems which younger teachers are struggling with in their schools, and it is frequently the case that definite conclusions are reached and important problems are solved by these discussions. The record of these discussions, accompanied by the papers in full which are read at the meetings, forms a volume which no successful teacher can hope to dispense with. They are a guide in instruction; they furnish food for thought; they inspire to a higher grade of work; they educate the educator, and are, in a word, the teacher's best exposition of his daily work.

The great educational convention of New England—the American Institute of Instruction—will meet this year again in the White Mountains, July 9, 10, 11, 12. The Secretary of the National Educational Association, an institution more nomadic in its habits, suggests that western teachers attend the American Institute this summer, and that next year the whole mass of teachers—east and west—unite in the great meeting announced for the National Association. The American Institute has for forty-eight years held its sessions in New England, with one exception, 1852, when it met at Troy. In the South, an educational association has been organized for the Southern States. In the West, there is none comprehending more than a single state or portions of contiguous states. The National Association is of eastern birth, but has frequently met in the West, and is largely officered by western men. As its officers have announced that no meeting will be held the present year, it is wisely suggested that all sections unite next year in a session of unusual importance, as the discussion of grave questions by the press and subordinate associations for two years will render such a meeting a very significant and influential one in the results which will be arrived at.

"There are teachers who say they are too poor to subscribe for an educational periodical. If this is true, they are too poor to teach, and should quit the profession. Indeed, such a statement suggests, whether properly or not, that such teachers are poor in two senses. 'There is a will there is a way.' Poverty is too often urged to cover up the want of a strong inclination. When a teacher is determined to rise in his profession, he will in spite of his meager pay, and some way to supply himself with educational food. There are some teachers in this country whose pockets are for months at a time free from the touch of money, that never fail to keep up their subscriptions to school journals, while there are others whose pockets are never entirely empty, that never subscribe at all for school journals. It is certainly a sad commentary on the profession of teaching to say that of the 50,000 teachers in the United States, the names of probably less than 50,000 are on the subscription books of the educational periodicals of the country.

The above is from the editorial department of the Ohio Educational Monthly for May. It was written by an eminent educator. It is the expression of a teacher's journal in its twenty-seventh volume. It is but a repetition in other words of what has been said and written by the best teachers for a half-century in this country, and what will be said and written in all future time, while the profession of teacher remains and the discrepancy between 50,000 subscribers and 250,000 teachers continues to exist. What is said in another place about educational annuals like the volumes of Proceedings of the National Educational Association may be repeated here with added emphasis. The annual is valuable—probably, as far as it goes, more uniformly so than the monthly or weekly periodical, but no true teacher will desire to, and no successful teacher can dispense with at least one educational journal which presents the latest and best thoughts on educational subjects. No teacher has a right to a certificate who does not take means to avail himself of such periodical, and the conviction is fast approaching a conclusion among examiners.
that no such teacher shall be permitted to hold the place of instructor in the public schools of the land. There are enough teachers in each state to afford a handsome support to a weekly journal, and it ought to be done. We hope to live long enough to see that day.

AN INCIDENT WORTH RECORDING.

As one of the steam palaces, which more than twenty-five years ago plied between Galena and St. Paul, touched at a landing upon the Iowa shore, a large party of intelligent young men and women came on board for a pleasure trip. They evidently moved in the best society at home, and were gentlemen and ladies while journeying. Among them was one who would attract attention in any society. He was of fine figure, erect, compact, and his warm-hearted sincerity. His real worth was destined to a woman wrinkled with age, but as straight as her race has ever been. Her dress ill-fitting, faded, and worn, was an evidence of her work, she was the center of attraction to the party of friends. All others admired his noble bearing, his dignity, and his warm-hearted sincerity. His real worth was destined to a test. At noon of the second day, as the boat touched at a point in the wilds of Wisconsin for wood, there came to the bank a woman wrinkled with age, but as straight as her race has ever been. Her dress ill-fitting, faded, and worn, was an evidence of attempted civilization. She was evidently less at ease than she would have been in her blanket and moccasins. The young man saw her, hurried to the landing, procured her a ticket, and was soon seated by her side in the cabin talking in a language unknown to any but themselves. His delicate attentions were no longer sought by his young companions of a few minutes before, for they withdrew from him as if their pride had received a mortal wound. In the cabin, upon the guards, at the table, he seemed forgetful of his former friends and careless of their scorn, for he was completely absorbed in his attentions to one whose face was lighted with joy in his presence. The key to this strange conduct was found in the word which often passed his lips interpreted "mother." No incident has left a deeper impress upon my mind. Admiration of external beauty deepened into sincere respect for sterling worth of character. What a rapid movement in Christian civilization must this truly filial act have produced! He may never know the deep insight into a true heart he gave many strangers who were made his fast friends. Could I see him again, I would tell him of the deeper love I bear my mother for his devotion to the forest matron honored as his mother. How many of us can say with Mrs Osgood:

"Sweet mother! too fondly your darling you cherished, For me to forget you wherever I go—
Ah no! not till memory's power has perished;
I love you too dearly to turn from you so."

J. L. P.

THE OLD AND THE NEW.—V.

Supt. II. F. Harrington, New Bedford, Mass.

When I had finished the comparison of the modern primary school with the corresponding schools of former days—so far as any correspondence can be traced—I called attention to the fact that every change which had been made in the principles and methods of primary teaching originated in a reaction from defects so serious as to cripple the usefulness of the old time schools and compel reform. I called attention, also, to the influence which this fact ought to exert over the spirit of whatever criticism may be leveled at modern schools of this grade. I have now finished a comparison of the modern grammar school with the corresponding schools of former days, in relation to the customary studies of those former schools; and here again I emphasize the fact that every one of the changes which has been wrought grew out of a defect or an abuse, and was a movement for a reform. Who, in face of the proofs of this fact will venture to indulge in vague, generalizing praises of the old-time schools? Representative modern grammar schools have their faults; but in all essential particulars they are immeasurably in advance of the corresponding schools of the past.

Am I traducing those old-time schools while knowing but little about them? I began my education in the public schools of Massachusetts more than fifty years ago; and they were then just what they had been for fifty years before. My earliest experience took place in one of the historic red school houses at the fork of the roads in a farming town. Subsequently I spent the school time of several years in the winter and summer schools of the town of Roxbury, now a part of Boston. In my early manhood,—while in college and after graduation—I taught in public schools in city and country. I know therefore how to value the present in comparison with the past.

Now I pass from the limited curriculum of the grammar schools of the past into a broader field of instruction. The time gained by utilizing the waste in those schools has been applied not only to the production of better results in the studies already pursued, but also to branches formerly unknown. There are Music, Drawing, and what are technically known as Oral Lessons. A few words about each of them.

Music first,—because it was the first to be authorized by the legislature of our state. It cannot be said to be in a strict sense an essential study. But when the grand object of all public education is taken into view, viz.: to make good peaceable citizens, it becomes a factor in the operation that is of immense importance. The poet truthfully sings:

"The man that hath not music in his soul
Is fit for treasons, stratagems, and spoils."

And the converse is equally true. The community which is versed in music possesses a more potent resource to secure social order and balk the schemes of the demagogue than the club of the police officer or the musket of the soldier. The benign influences over character and happiness of the exercise of music in our schools are simply incalculable. It has infused a new, pure, and dominating element into the public taste; our churches and Sunday schools have disciplined and ready resources for the exercise of music. And the whole string of osophies and elogies from elementary schools; but from very few lips is heard any protest against the exercise of music.

Still, care is taken to prevent even so useful an agency from trenching on the time required by the solid branches. The maximum of time prescribed to be devoted to it, in well ordered schools, is only an hour and a half per week.

Drawing is an imperative study in Massachussetts. It has been placed by the legislature side by side in importance with reading and arithmetic. It is unpopular with those only by
whom its objects are misunderstood. I mean that class whose
notions of what is proper to be taught in a school are limited to
studies which are held to be practically useful; and their idea of
drawing is, that it is a system of training to render our scholars
expert in making pictures to please the eye; and such a sort of
fancy work offends their sense of propriety. It seems to them a
criminal misuse of the precious time and opportunities of a school.
This conception however is entirely false. There is not one stroke
of a pencil made in the study of drawing throughout the whole
school period, where the exercise is properly regulated, which
has such an aim. On the contrary, these two objects alone are
held in view: first, to discipline the eye into discriminating ac-
curacy and truth of observation, and the hand into graceful dex-
terity of manipulation, without reference to specific objects—
and second, to secure ingenuity and skill, specifically, in those arts
design which will enable the student, when he passes from
school into active life, better to earn his daily bread. The course
of instruction is expressly adapted to produce these results; pic-
torial studies are excluded; and that success will follow, just in
proportion to the amount of time and attention devoted to the
exercise under such regulation, is as certain as that an extended
and faithful apprenticeship to any practical art develops profi-
cency in its execution.

Still, even in this connection, the fundamental branches are
carefully guarded from undue encroachment. The maximum
time prescribed for drawing is about the same as for music:
namely, an hour and a half per week.

The only remaining branch of study to be considered is the
systematized series of exercises in the elements and commonplace
applications of some of the sciences, which goes by the name of
"Oral Lessons."

These exercises are the subjects of severer criticism than any
other in the grammar school course. Most of the defects and
short-comings of grammar schools are laid at their door. Be-
fore I speak in their defense, I will briefly answer the question,
What induced their introduction?

There is not a movement of nature nor any one of the num-
berless contrivances in use for purposes of convenience, comfort,
or profit, which is not an illustration of the principles of science
or of art; and it is the prevailing ignorance of those principles
which is the source of many of the popular superstitions and er-
rors of conception about common things, that are known to be
productive of numberless mistakes and discomforts; of defective
household arrangements; and of errors in regard to the body
and the health, which are entailing disease and death every day.

And are our schools to do nothing for the masses of the
people in this great regard? Is it enough that a few score of our youth
are taught something of science and mechanism in the high
schools while the grammar schools, in which thousands obtain all
the knowledge they will ever enjoy, ignore this whole range
of instruction? Is it enough for our grammar scholars to be drill-
ed in arithmetic and grammar, while these points of practical in-
terest, which concern equally the home, the workshop, the store
—yes, everything which has to do with comfort, convenience,
health, and happiness, life itself—have no place in the list of
studies?

Such are the estimates of universal need which led to the in-
troduction of the line of instruction in grammar schools which is
technically termed "Oral Lessons." It has three distinguishing prin-
ciples: one that the instruction given shall be mainly oral, mak-
ing no demand on the scholars for delving text-book study; the
second, that the topics treated of shall be confined to applied, to
the exclusion of theoretical science; the third, that those topics
shall be abundantly illustrated by apparatus and appropriate ob-
jects.

The value of such lessons is greatly dependent on the culture
and aptitudes of the teachers; but when given by those who are
possessed of the requisite capacity, they are grandly successful.
When our scholars are told about the why and wherefore of the
steam engine and its various uses, the telegraph, the mechnical
inventions whose buzz and whirl are heard in our mills and work-
shops; of the play of the atmosphere, the lifting of weights, the
manipulation of metals, the formation of clouds, the as-
cent of smoke, the growth and products of vegetation—
these and more, out of the thousand and one facts in science
and art which are inwrought with every day's experiences—all
profusely illustrated to eye and ear—many a mind is set astart in
the broad high road to the profounder knowledge which is power.

I have intimated that I will speak in defense of these "Oral
Lessons," taking up in detail the objections urged against them.
But I must forego the purpose, for I have not room to accomplish
it within the limits to which I must restrict this paper. I must
content myself with the assertion that there is not one which has
force enough to make an intelligent teacher waver in support of
this branch of instruction for a moment.

Here I close the discussion of the subject, for I have com-
pleted what I undertook. It seemed to me important to meet those
who assail the condition of our schools, and draw damaging com-
parisons between them and the schools of the past, by bringing
the question down to actual details, taking up the work of the
schools step by step, and demonstrating in connection with every
study its vast superiority to that which characterized the schools
of the past. If I have failed to carry conviction, it is because of
the unskillfulness of my treatment, not of the weakness of my
cause.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Purdue University.

LESSON XXXIX.

Place dots as in Lessons XXI. and XXII. Then place dots as follows: a
dot half an inch to the left of the upper dot, and another one half an inch to the
right of it; a dot half an inch to the left of the lower dot and another one
half and inch to the right of it; a dot half an inch above the left dot and
another one half an inch below it; a dot half an inch above the right dot
and another one half an inch below it. Draw straight lines as follows: a straight
line from the right upper dot, through the centre, to the lower right one;
other, from the left upper dot, through the centre, to the right lower one;
other, from the upper left dot, through the centre, to the lower right one;
other from the lower left dot, through the centre, to the upper right one;
other from the left upper dot to the right upper one; another, from the left
lower dot to the right lower one; another, from the upper left dot to the
lower left one; another from the upper right dot to the lower right one.

Remarks. The result is a figure composed of four triangles, each having
an angle at the centre. When a figure like this, and some others of the pre-
ceding lessons, is finished, it is a good exercise to have the children point out
and name the different angles found in it.

LESSON XL.

Place dots and draw lines as in Lesson XXXVI. Then place a dot half
an inch above the upper dot and another dot half an inch below the lower
one; a dot half an inch to the left of the left dot and another dot half an
inch to the right of the right one. Draw lines as follows: a straight line from
the highest dot to the left upper point of the star; another, from the same dot
to the right upper point of the star; another, from the lowest dot to the left
lower point of the star; another, from the same dot to the right lower point
of the star; another, from the dot farthest to the left, to the left upper point
of the star; another, from the same point to the left lower point of the star;
another, from the dot farthest to the right, to the right lower point of the circle; another, from the same dot to the right upper point of the circle.

Remarks.—Call attention to the fact that the result is composed of four rhombi, two vertical and two horizontal. Lesson XL closes the series of straight line dictation exercises intended for the first year.

CURVED-LINE FORMS.

INTRODUCTORY.

Having previously given a series of forty Lessons in Dictation Drawing, using only the straight line, we now propose to give a second series of forty lessons, using curved lines. As the former series was intended for first year pupils, in the primary grades, or older children who have never had any instruction in drawing, so this second series is intended for second year pupils and should follow the first series. In the use of both series, it is supposed that the pupils are receiving instruction in drawing from copy and from memory, in connection with these dictation exercises.

Before the first lesson which follows can be given, the children must know what a curve is. They must be able to call it by name when they see it, and to make it when its name is called. They may be, or may not be, able to understand that a curve is the path of a moving point which constantly changes its direction: They should also be shown that a simple curve has two sides; that one side may be called the hollow or concave side, and the other the round or convex side. They should be taught to see the difference between a curve that is nearly straight, which may be called a slight curve, and one that bends a great deal, which may be called a full curve. Other degrees of curvature may be indicated by the terms very slight, very full, rather full, etc.

They should be taught, further, to know the difference between a simple or single curve, which bends only in one direction, and a double curve, or wave line, which bends in two directions. They should be able to tell when a curve bends or curves regularly throughout its whole length, as in their first attempts they are apt to bend the curves more at the ends than in the middle; although they sometimes commit the opposite fault. The following lessons are supposed to require regular curves or arcs of circles.

LESSON XI.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot and another one inch below it. Place a dot one-fourth of an inch to the left of the centre dot, and another one-fourth of an inch to the right of it. Begin at the upper dot and draw a simple regular curve, passing through the left dot and ending at the lower dot. Begin at the upper dot and draw a simple regular curve passing through the right dot and ending at the lower dot. The curves should be united at the upper and lower dots so as to form points and not round turns.

Remarks.—The result of the above directions will be a form called a lens and frequently used throughout this second series of lessons. It will be difficult for the children to make the second curve in the above lesson without turning the paper. They may be allowed to do this in making any curve, if the students are required to keep the paper in its original position while the directions for such curve are being given. The easiest and most natural position for the paper in making a curve is to place it in such a position that the hollow or concave side of the curve shall be next to the pencil and hand.

LESSON XII.

Place a dot at the centre of the space to be used. Place a dot one inch to the left of the centre dot, and another one inch to the right of it. Place a dot one-fourth of an inch above the centre dot, and another one-fourth of an inch below it. Draw a simple regular curve from the left dot, through the upper one, to the right one. Draw a simple regular curve from the left dot, through the lower one, to the right one.

Remarks.—The result of this lesson will be a horizontal lens, the result of Lesson XI. being a vertical lens. The curves should be joined at the left and right so as to form points or angles.

TEACHER AND DISTRICT.—VII.

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

IV. Concerning the dismissal of teachers before the expiration of the teacher's contract.

UNLESS empowered by statute, or some condition in the contract itself, teachers cannot be dismissed before the term for which they have been employed to teach expires. In several of the states, the officers authorized to employ teachers are also authorized by law to remove them at pleasure, and these statutes enter into and form part of the contract made by the district with the teacher, and he may be discharged before the expiration of his contract, notwithstanding the terms of his employment. It has also been held, that where a school teacher's salary is payable quarterly, if dismissed in the middle of a quarter, by virtue of some statutory provision, although for no misconduct on her part, she can not recover salary for subsequent time; and an action in the case by a school teacher will not lie against the school directors for removing her, when they acted within the scope of their authority, unless malice and injury were the impelling motives, although no reason was assigned for the removal.

In Indiana, where there is no statute requiring or authorizing school trustees in incorporated towns or cities to dismiss teachers, still if a school teacher, employed to teach in a public school for a definite length of time, proves to be incompetent and unable to teach the branches of study which he or she has engaged to teach, either from lack of learning or incapacity to impart learning to others, or if in any other respect there is a failure to discharge the obligations assumed by the contract, or implied by the nature of the employment, the school trustees of the town or city may dismiss the teacher from such employment. But if a teacher is employed for a definite length of time, and has in all respects fulfilled her contract, such teacher cannot be discharged.

This decision is uniform with others rendered under the same circumstances, to-wit: the lack of any statutory provision authorizing a removal before the expiration of the contract in various other states.

In Maine, for instance, a teacher cannot be dismissed unless for some cause mentioned in the statute, and this must be by writing, under their hands (of the committee), specially assigning the cause of dismissal.

It is conceived that in no state can a teacher be dismissed before the expiration of the contract, except for some good and sufficient reason, unless by virtue of some statutory provision, and even most of these statutory provisions require some reason to exist before a teacher may be so dismissed. What, then, is a sufficient reason for dismissing a teacher before the expiration of the contract? That a teacher has no certificate is surely one, while the violation of any condition in the contract by him is another. And when a teacher contracted to "faithfully and impartially govern and instruct the children" to strictly conform to the rules established by the board of directors; to perform all duties required of her by statute, etc., and it was provided in the contract, that if she should be dismissed by the sub-director for a violation of any of the stipulations therein, that she should not be entitled to compensation after such dismissal; it was held, that the sub-director had a right to dismiss her for a failure to control the school, even conceding that she was not unfaithful in the discharge of her duties. So a clause in a contract reserving the right to discharge the teacher whenever she failed to give satisfaction, was held valid, and the teacher might be discharged by virtue of it.

In Illinois, under the statute, the school directors can, at any time, discharge a teacher employed by them, for incompetency, notwithstanding the fact that they have been employed for a definite term to teach, but in a suit for wages due her for the entire term, the burden of proof is upon the directors to show the fact of incompetency, if that be their defense.

In Vermont, only unfaithfulness or incompetency will justify the removal of a public teacher, and therefore evidence of general dissatisfaction is inadmissible to determine whether a teacher was properly removed; and in the same state, where a contract contained a stipulation that the teacher "should leave, if the school was not satisfactory," it was held, that dissatisfaction with the school, and not personal unpopularity in the district would be a good reason for dismissal, under this stipulation.

In Kentucky, the trustees of a school district employed a teacher to teach a school for four months, at forty dollars a month. After teaching faithfully for three weeks, two of the directors with a written notice to the teacher to discontinue the school, for the reason that "the price was too high, and through the common rumor of the children." The teacher recovered damages for the wrongful erection from the school-house, in an action brought against the trustees who gave him notice.
Home and School.

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

GOD'S ANNUAL

TARPLEY STARR, Virginia.

How like some mute and mummed scroll
Held fast by hand embalmed in death,
That all at once doth stir—unroll—
Then at some magic fire's control
Glow out in words of living breath—
Seems this old earth!

But yesterday
Showed Winter's grasp was not yet done; And now, in glorious, grand array
Spreads into life beneath the sun.

Spreads into life!

As if the clasp
Had just been struck at quick surprise, That every child of earth might grasp This new-born thing with awe-struck eyes.

God's open Book.

How grand, how grand!

Like Sinai's fiery Mosaic work Dropped from the mold-print of His hand, E'er yet by sin untouched, unbroke.

Where no earth pen, thank God! can write, To make God's sign read counterfeited, Or interline His truth with ours.

There's not a sunbeam—that the winter Hath manacled with ice-bound might But now becomes the glorious printer, Securing God his copyright.

No occult signs, no dead transcripts Make hieroglyphics for our toil; No problems that our minds eclipse, With ceaseless and disheartening toil.

Though written in ten thousand tongues, No Babel discord jars the tone— To all alike "the Writ" belongs;

Man's speech is many, God's is one.

Leaf after leaf in broken trope Drops words of mystery all about, Where meek-eyed ones in earnest hope Can spell some blessed meaning out.

God's flowers and fruits, and birds and bees, Sweet living pictures—this is life, In them the eye, heaven-lighted, sees Some forms that move behind the glass.

O statesmen, students, schoolmen—all! Shut up your books of self-made creed This volume clasp with reverent soul, And let God teach us how to read.

WORDSWORTH WITH HOME AND SCHOOL.

Miss S. P. Bartlett.

PARDON me if ask, Do you love Wordsworth yourself? For if you do, a parent or teacher, you will need no more than the suggestion to read him with the children.

Fields said of him in a recent lecture, "There are poems of his which ought to be read in the churches, and lyrics which ought to be chanted as litanies"; but nearer than this can Wordsworth's influence come with its peculiar purity, freshness, and beauty, in bringing him home to children and youth.

His poems, with all their fitness of language, and original conception, are the strong, simple outgrowth of his intimacy with nature, and his sweet expression of what she has taught him.

These descriptions are so marvelously fresh and dewy, so informed with original life and sympathy, so fine and striking in their imaginative setting, so lively in their language, that his "heart of May" keeps living festival with young and old perpetually, through his matchless poems.

But the pity is, they are so little known, when they ought to displace a pile of unworthsome and unprofitable literature, and elevate the taste that creates its superabundant supply.

I consider a thorough and appreciative course of Wordsworth, in judicious hands, capable of effecting this result with even a sensational child or youth reader, provided the imagination be not irremediably scorched by the glaring atmosphere of pedantry to which it has wandered in, until it can see, Heaven help us, by no other light.

Here is a theme for earnest words and strong thoughts concerning whatever children do read, and have learned to pitifully crave. I propose placing the subject before you in its separate trueness at no distant day.

Pursuing our immediate theme, I wish to take a few illustrative selections from Wordsworth, by way of opening the book to home and school for a lifetime treasure. Perhaps I may carry them through a short series.

The first ballads are so very sweet and simple as to afford a charming opening; enough so to strike with joy the little kindergartner. Yes, "Even thou little child, yet glorious in the might Of heaven-born freedom on thy being's height," thou art not too much a child to comprehend.

"My heart leaps up when I behold A rainbow in the sky."

Here is an object-teaching awaiting the sunshine and summer miracle of April time. Cannot the tender mother-heart link lines and glory in such a pure parable as no fairy-land picture could approach; fadless in its glow, matchless in its reality?

From Poems of Childhood I will first select "To a BUTTERFLY."

Let me show you how I would read it with the children.

Hush! Here is a butterfly. It has sailed in the sunny air of spring, until it rests, now, upon the branch.

"Stay near me—do not take thy flight! A little longer stay in sight.

That is much as a child would beg it, and they can understand:

"Much converse do I find in thee, Historian of my infancy!"

Tell the children how Wordsworth is reminded by the beautiful butterfly of his own childhood; that is his "converse" or conversation, now; and thus the butterfly is the "historian" or bringer back of the times when Wordsworth was a little boy at play.

"Dead times revive in thee,

that is, times all gone away are awakened as the bright butterfly floats.

"Thou bring'st, gay creature as thou art, A solemn image to my heart, My father's family!"

Read this stanza slowly through, with feeling; carefully observe the expression, and modulation, for they will convey almost its whole meaning.

Now take the separate lines:

"Much converse do I find in thee, Historian of my infancy!"

Tell the children how Wordsworth is reminded by the beautiful butterfly of his own childhood; that is his "converse" or conversation, now; and thus the butterfly is the "historian" or bringer back of the times when Wordsworth was a little boy at play.

"Dead times revive in thee,

that is, times all gone away are awakened as the bright butterfly floats.

"Thou bring'st, gay creature as thou art, A solemn image to my heart, My father's family!"

Now show them how this grand man looks away back, and sees himself that little boy in his father's home. Tell them of the beautiful English rivers Derwent and Gocker, that met and mingled their silver tides by his birthplace; of the ancient ruins of the gray castle whose broken battlements were so near. Show them the water andles and shallows, the wood fringes, crag, and dell, and the green banks where perhaps the butterfly flew, and that dear home where the pale, wise mother, who loved her little boy so anxiously, was fading, and from which she went to heaven before he was eight years old; and this is what makes him say, as he remembers:

Now they are all eager for the next stanza and its change:

"Oh! pleasant, pleasant were the days; The time, when in our childish plays, My sister Emmeline and I, Together chased the butterfly!"

"A very hunter did I rush Upon the prey—with leaps and springs I followed on from brake to bush; But she, God love her! feared to brush The dust from off its wings!"

Pause here, and ask some little roguish boy if he does not rush after a butterfly like a small hunter, too? Define "prey" to them as a tender, hunted thing, spoiled, hurt, and wasted. Mark the boy leaping from green brake to bush, in thoughtless eagerness. Then picture the gentle little girl apart upon some soft knoll, watching with piteous eyes, or perhaps sheltering the little insect with her small, soft hands. For she, "God love her! feared to brush The dust from off its wings!"

Now the simple ballad may be elaborated to such a fair moral lesson as suits time and place. However brief, and if but as I have attempted to outline this reading will not prevail through the majority of a common school class, and surely around the home fireside it ought to be welcomed.

Wordsworth is so rich in material that we may successively choose other poems and ballads, and to the opening minds we gladden, as we inform, they shall prove an invitation to the whole book of nature, and the initiative to a liberal education, wide as the world—long as life.

"So was it when he lived;" "So is it now I am a man;" "So be it when I shall grow old, Or let me die!" "The child is father of the man."
Notes.

GENERAL.—The postponement of the annual meeting of the National Educational Association is a wise measure, and, as suggested by President Hancock, will undoubtedly contribute to a more enthusiastic and successful meeting in 1879. Meanwhile, the membership and all engaged in any way interested in the educational work of the country should keep close watch of the current of public opinion on educational questions, and prepare themselves either for defensive or offensive measures with respect to those questions. Shall the character of our public school system, and the nature of the work done in the schools, be materially modified, or shall we persist in following out our present methods? The educational sentiment of the country is largely shaped by the National Educational Association, as it should be, and a plain and positive expression of opinion by that body will do very much to determine the views of the people. The public high school question is just now at the front. Next year it may be the normal schools again, or the moralists of the schools, or the courses of study, or the preparation of teachers,—it is sure to be something, and those engaged in teaching should keep themselves informed and be prepared to discuss and defend the courses and methods which have been proven best by a long and thorough trial.

The Smithsonian Institution has issued a circular in reference to American archaeology, inviting the cooperation of those interested in collecting data respecting the antiquities of North America. For more than a quarter of a century the Smithsonian Institution has been engaged in researches of this kind, and as the result of its efforts, many important memoirs have been prepared and published in its annual reports and in the Contributions to Knowledge; and the National Museum in charge of the Institution has become the depository of the largest and most valuable collection of American aboriginal relics in the world. Those who may be able to give even the least information respecting these ancient relics are invited to send to Joseph Henry, Secretary Smithsonian Institution, Washington, D. C., for circular of information and instructions.—The Annual Session of the Columbus Normal Art Institute will open July 1, at Worthington, Ohio, in connection with the Ohio Central Normal School. It will continue four weeks. The special object of this school is to give to those holding positions as teachers of drawing, and to others desirous of doing so who have not had opportunities for extensive study, a knowledge of the broad and comprehensive systems of art education which have been in use in Europe for a long time, and which have more recently been introduced into the United States. The instruction in all branches will begin with the elements, so that any who have never studied drawing will find nothing that is beyond them; also, those who are familiar with any of the subjects will not be kept back for beginners, but can go on with more advanced stages. For terms and other particulars, address W. S. Goodnough, Superintendent of drawing in public schools of Columbus, Ohio.—Prof. W. N. Halliman is lecturing in the New England states on the subject of kindergartening, and is filling engagements every evening. Miss Ruth R. Burritt, of Philadelphia, has been engaged to assist him in his kindergartener institute which is to be opened at Sandisney this summer. We hope to give our readers some of Prof. Halliman’s impressions of New England kindergartners very soon.—The number of applicants for membership in the party which is to accompany Dr. Tourjee to Europe has become so long that all the state-rooms of the “Devonia” have been engaged, and Dr. Tourjee has, with great difficulty, made arrangements for a second vessel, the “Circassia,” of the Anchor Line, which it is expected will sail from New York June 22, one week earlier than the “Devonia.” Those who go by the “Circassia” will journey over the same route in Europe as those who go by the “Devonia.” Prof. O. R. Burchard, of the Frederick, New York, State Normal School, will take charge of the “Circassia” party from its departure from New York. Prof. Burchard has once made this trip, and guarantees to the party all the opportunities and privileges which will be enjoyed by the “Devonia” party, excepting only the special musical and literary entertainments.—It argues commendable enterprise in an eastern educator, and a worthy interest in western education, for Prof. Cohn, of Boston, the associate of Herens and Sauveur, to establish a “Summer School of Languages” beyond the Mississippi river. We see it just announced that this gentleman has decided to do this very good and enterprising thing. In July and August, for six weeks at the town of Grinnell, the seat of Iowa College. The place is one hundred and twenty-five miles west of Davenport, at the crossing of the Chicago, R. Island, and Pacific R. and the Central R. of Iowa—central for that state, and the six great states surrounding it—perhaps. Prof. Cohn and his accomplished lady, with assistants, will teach French, German, and Latin on the “Natural” method of Sauveur, as at Boston and Cambridge during the year past. The school will begin the same day with Dr. Sauveur’s Summer Normal School, at Amherst College, July 9. We are told that the town is a pleasant one, quiet, economical, and favorable to study, and the college furnishes all facilities in the way of rooms, etc. Many will watch this movement westward of advanced normal instruction with the liveliest interest.—Prof. Riley, of Missouri, who has been serving as a member of the commission to investigate the grasshopper plague, has been appointed entomologist to the agricultural department at Washington.

LITERARY.—An important and significant change has been made in the management of the Chicago Post. Mrs. Mary B. Willard, wife of the late editor, Mr. O. A. Willard, and Miss Frances E. Willard, his sister, now occupy the positions of business manager and editor-in-chief, respectively. Mrs. Willard has become somewhat known as a contributor to the Independent and Christian Union, while Miss Willard has been prominently before the public for several years as a lecturer and writer in the interests of temperance and woman suffrage. The Post, however, will not depart from its former course in its general aims, being the organ or mouthpiece of no one cause, and giving considerable attention to literature, science, the arts, and social life as well as politics. Mr. Collins Shackleford will act as managing editor.

THE MAY MAGAZINE.—Harper’s has “Song Birds of the West,” by Robert Ridgeway. It is exquisitely illustrated by Gibson and Beard. “Free Muscular Development,” by William Blackie, shows how by simple methods the best physical training may be secured.


Lippincott’s Magazine for May contains an illustrated paper on Roumania, by Edward King. Another well-illustrated article, especially for teachers who may anticipate a summer vacation trip to the Rocky mountains, is entitled “A Mountain Holiday.” Mary Dean utters a humorous “Contrablast at the Married Folks,” and Frank Furness, the architect, gives some useful “Hints to Designers.” Altogether it is the best number that has appeared for a long time.

St. Nicholas for May is filled with a rich variety. It contains more and better poetry than usual. Besides several very entertaining sketches, there are two instructive articles—“Where Money is Made,” by M. W., and “Parian Children,” by Henry Bacon. Both are illustrated. Olive Thorne gives a “Story of May-day,” and some of its curious customs in various parts of the world. A drawing by Olive Thorne gives an idea of an old-time May-day in “Morrie England.”

Scriven’s Monthly.—“Camps and Tramps about Ktaadn” gives hints to those who anticipate an experience at camping out; also “Camping out at Rudder Grange,” by Frank R. Stockton. A “Singing Telephone for Schools” (with cuts) is described in “The World’s Work.”


The May Atlantic has a discussion of “The Silver Question,” by Prof. Slagle; another on the tariff; and more “Americanisms” by Richard Grant White.

Youth is the golden season for storing the memory with choice thoughts and expressions. As (prints ed. It is to be lamented that the wisdom of my parents, I should now be without the comfort of innumerable gems, of prose and poetry, sacred and secular, which I committed to memory in childhood."

This little volume contains 202 choice selections from nearly 150 different and eminent authors—and each selection has at least one thought worthy of special attention. At the end of each piece the name of the writer is given, with place and date of birth, and if the writer is not living, the date of death. The subject of each selection is placed at the beginning.

A Hand-book of Volumetric Analysis, for classes in colleges and technical schools, by Edward Hart, S. B., Fellow of Chemistry in Johns Hopkins University. (12mo. 316 pp. John Wiley & Sons, New York.)—This little volume is designed as a constant companion of the laboratory student in one of the advanced departments of chemical work, and for its purpose seems well adapted. It aims to comprise volumetric chemical work under three heads, viz. 1. Selection of apparatus; correction of errors; preparation of solutions. 2. Methods of estimating the elements and their more important compounds, and 3. Application of the methods described. In this department of scientific work there is not a superabundance of literature, and what there is is becoming old and only useful as materials for history so rapidly that the really good text-books are few. The revelations of the spectroscope have caused a new departure in more sciences than one, and have rendered new books, incorporating the latest developments, a pressing necessity. Volumetric analysis is one of those fields to which spectrum analysis has been applied. The author of this volume has availed himself of these results.

Green Pastures and Picnically. By William Black. In conjunction with an American writer. (New York: Harper and Brothers. Chicago: Jansen, McClung & Co.).—Lady Sylvia, an earl's daughter, the heroine of the story, married for love, with high ideals of men and married life. Naturally she found that real life materially interfered with her ideals. After assuming her duties as a housewife, generally still charming, she announced her intention of leaving him. He sends her to America with some friends. Even a short separation taught her the lesson she needed, and when he lost his fortune, she found her quite ready to grasp a new idea, imagine herself a poor man's wife, settle down in the new country, and content to be happy. Very good descriptions of American scenery are given at great length.

NEW BOOKS FOR TEACHERS.

[Editors may secure an announcement of their new publications in this weekly list by forwarding the price and a description of the book, including its binding, to the editor. It is to be understood that the list is not to be used in any manner to advantage.]

Brooks, Edw.—The philosophy of arithmetics as developed from the three fundamentals of logical process, synthetic, as well as analytic, and some of the higher branches of mathematics, and the various phases of the subject; for use in schools and colleges. 8vo. 207 pp. Price $1.75. Phil. Science, Peters & Co.

Brooks, C. S.—The normal higher arithmetic for common schools, normal schools, normal college, academic, etc. 1st ed. 8vo. 314 pp. Price $1.75. Phil. Science, Peters & Co.

Dinmore, J. H.—Abridged text-books of grammar. Abridged advanced science text. 12mo. 206 pp. N. Y. G.

Farrar, H. H.—Abridged text-books of grammar. 12mo. 206 pp. N. Y. G.


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THE STATES.

I ILOIIAS.—The Chicago teachers were paid for the last half of January on Saturday, April 27. The board of education has decided that the teachers shall be paid in cash in the months of January, February, June, and September, and in scrip in the other months. The salaries of special teachers of music, drawing, and German will be reduced from $1,500 to $1,200; the salaries of building and supply clerks, from $3,784 to $1,784; and the salary of assistant superintendent from $2,500 to $2,200. —Miss West, superintendent of Knox county, has expressed her opinion frankly on the subject of the State Normal School at Peoria. Of those candidates now prominently before the public, she chooses Prof. S. H. White, of Peoria. She says of him: A man of uncommon executive ability, indomitable industry, broad culture, large experience in every department of school work, scrupulously honest in his financial dealings, and a Christian man. I have worked with him for years, and never saw another man who has so much work in him as our "Alba Longa." If there is a place where a worker is most eminently needed, it is at this time, and I am for Prof. White.

The annual session of the Wabons Normal Institute will open July 8, and continue four weeks. The Marshall County Institute will be united with it. It will be under the direction of Supt. C. S. Edwards, H. E. Robbins, and H. A. Holmes.

The Teachers' Annual Institute will open at Decatur July 22, and close August 16.—The Marshall schools closed May 3. Prof. L. S. Kilbourn has had charge, as principal, for the last four years. During that time the schools have shown a continued improvement. Prof. Kilbourn is an efficient teacher, and an earnest worker for the cause of education wherever he is. The schools of Knox county are talking of erecting a building for their educational work at the county fair. —The tenth annual meeting of the Illinois School Principal's Society will be held at Rock Island, July 1, 2, 3, 1878, at Dart's Hall.

PROGRAM.—Monday, July 1. 8:00 P. M.—Address of Welcome, C. Treutdale, M. D.; Address of the President, L. Gregory, Moline; Appointment of Committees and other business.
TuesdaY, June 30.—The True Status of the High School, A. F. Nightingale, Lake View; Thomas H. Clark, Aurora. 11:00 A. M.—Can Time be Economized in Recitations? J. S. Mc Clung, Delavan; C. C. Snyder, Freeport. 8:00 P.M.—What can Principals of the Smaller Graded Schools do in the matter of Supervision? C. A. Doohill, Carlinville; W. H. Lanning, Champaign; William Jenkins, Mendota. 3:30 P.M.—How often should Promotions be made? James Hannan, Chicago; E. A. Gastman, Decatur; H. W. Water, Morris. 8:00 P. M.—Do the Industries of the Country demand any change in our Courses of Study? Henry Raab, Belleville; T. F. Hall, Sugar Grove.

Wednesday, July 2. 9:00 A.M.—The Collection and Preservation of Specimens in Natural History. S. A. Forbes, Normal; E. J. Barrell, Champaign. 11:30 A.M.—What Permanent School Records Should be Kept by J. G. Sheard, Danville; W. H. Russell, Kewanee; E. J. Hoehnse, Tuscola. 2:00 P. M.—General discussion of Topics to be proposed by members of the Society.
The Hotels of Rock Island will entertain at Decatur July 22, as follows; at the reduced rates: Harper House, $1.20; Rock Island House, $1.50; and the Commercial House $1.15 per day. To members paying full fare to the Society, return tickets will be sold at one-third normal rate, by all the railroads to Rock Island. Reduced rates may be expected from other companies. During the meeting there will be an opportunity to visit the Government Works on the Island, and if the members desire, there will be an excursion on the Mississippi River. Tickets may be obtained at the office of the Convention, or be found during the session of the Society, at Room No. 5, Harper House.

J. H. Freeman, Polo, Ill.; C. I. Parker, Chicago; Ex. Com.

IOWA.—Comparative examinations were held in this state May 15, between the hours of ten and twelve o'clock A. M. George S. Wedgwood, J. H. Thompson, and W. W. Wyile are the committee having the examinations in charge; they were appointed by the last State Normal Institute held at Des Moines.—Mrs. E. J. Congar opened a kindergarten in Manchester May 6.—Supt. Henry Sabin, of Clinton, will lecture before the normal institutes this fall. Whiteoaks will graduate from its high school May 31.—There is very little tidiness in the East DesMoines public schools.—The State Normal Institute will probably meet at Iowa City, July 1. From twenty pupils will graduate from the Normal School at Cedar Falls this year. The school is flourishing well under the principalship of J. C. Gilchrist.—The subjects for discussion at the Iowa Association of Principals and Superintendents, to be held at Iowa City June 25-28, will be taken from the following groups: 1. a. The schools; 6. Teachers' meetings. 2. a. School records and reports; 4. The practical side of school supervision. 3. a. How many schools should a pupil pursue at one time? The rights of the taught. b. Saliency of teaching ancient and modern languages; 5. What constitutes a complete grammar school course. 5. a. Industrial education; 6. The high school from a tax-paying standpoint. But one selection from the group of subjects, and ample time given for a full and free discussion. The sessions will commence at 2 o'clock each afternoon. Henry Sabin, A. C. Hart, C. F. Rogers, Executive Committee.

CHICAGO, April 18, 1878.

SUNDAY RULINGS.

1. If members or officers of the Board intentionally violate law, they become personally liable. See Iowa reports, 14,510; 17,155; 24,337; 3,847. The school board should be drawn by the president until the selection is audited by the board, or unless he is directed by the board to do so upon the fulfillment of certain conditions.

2. Any officer whose duty it is to give bonds for the proper discharge of the duties of his office, and who neglects so to do, is guilty of a misdemeanor, and is liable to a fine. See Sec. 684, Code of 1873.

3. Any board approving bonds which they know to be insufficient, do not distribute the money incident upon them, and are guilty of a misdemeanor, Code of Iowa, on a charge of misdemeanor. See also 14, Iowa, 518 and 18 Iowa, 153.

C. W. VON C0LLIN.


Des Moines, April 18, 1878.

PENNSYLVANIA.—May 7, county, borough, and city superintendents are to be elected for a term of three years. The school directors of each county are obliged to elect a superintendent, but it is left to the discretion of the school boards in cities and boroughs of 7,000 inhabitants and over, whether to elect or appoint their superintendent. The state has sixty-four superintendents, and twenty-four borough and city superintendents. The state pays a part of the salaries of town superintendents. The principal teacher of a town is not called superintendent as is common out west, unless he is duly elected, and commissioned by the state as such. The law pertaining to the election of city and borough superintendents became effective May, 1867. The city superintendents in the western part of the state are Geo. J. Luckey, Pitts- burg; John Davis, Allegheny; M. Gons, New Castle; H. C. Bailey, Titus- ville; V. G. Curtis, Cory; Henry S. Jones, Erie. A written examination of all the departments in the Erie schools is held during the last week of each term, and the work bound with "taste," aged and indexed and placed on file at the office of the superintendent. Unread "book" and "sized" paper is used, the lower grades working in pencil and the upper in ink. Every pupil, no matter how young in attendance at the examination, must show what he can do. After the work is marked, the scholars, and patrons make the educational offices lively with their visits comparing pupils' work in the several studies of the course. Supt. Jones has had an experience in this method of examination of about seven years, and he continues to grow as a valuable force in school management. —An interesting table in Supt. Wickersham's last annual report of the public schools of the state shows that of the twenty-six principal cities and boroughs of the state, six have resources in excess of liabilities, as follows: West Chester, $1,275; Carlisle, $1,655; New Castle, $746; Scranton, $2,279; Reading, $4,916; Erie, $3,667. Of these twenty-six cities, the cost per capita per month for teachers, janitors' wages, and incidents, ranges from $1.49 in Allegheny county to 85 cents in Erie.

DAKOTA.—It will cost Sioux Falls $2,500 to run its schools during the coming year. One hundred and seventy five pupils are enrolled. The Pantagraph says: Sioux Falls' population by actual census is 940, being an increase of 59 per cent during the past year, as determined by C. W. McDowell of the school board—Swan Lake School was opened May 18, and $100 were expended in improving the Swan Lake school-house, out buildings, etc., last fall. The district has now on hand in treasury $208, and will have nine months of school. Valuation of taxable property, $5,000 dollars. Number of children enrolled, 47, as in attendance last term, 37, average attendance, 25. Tax for ensuing year, 5 mills. Miss Batchelder teaches the summer school.

On Thursday, April 4, the Dell Rapids district held its annual meeting. Miss Brieske was elected treasurer. The district have nine months' school during the year,—to grade the school—to enforce the regulation excluding from the school those who are not provided with books—to fix the tax for the coming year, one mill for a fund for procuring geographical outline maps and anatomical charts.

WISCONSIN.—In the inter-collegiate contest which took place at Lawrence University, Appleton, May 2, the highest award was given to John Steele, of Beloit College. His mark was 8 5-6, on a scale of 10. Mr. H. J. Taylor, of Lawrence University, received the second prize. Mr. W. B. Sawyer, the representative of Lawrence University, delivered an ora-
tion which was considered scarcely less meritorious than the others. The representative of Milton College was J. L. Stillman. The Milton Normal School is a well-organized institution of schools. MacAlister is among the leading names of this institution. Elma T. Henshaw, of the junior class of MacAlister this year, and the principal of the Washington School, Mr. J. S. Somers, now occupies the superintendent's office. Mr. Somers is a young man about thirty-two years of age, a graduate of the College of the City of New York. He is a very efficient teacher in the high schools, and his practical education has been obtained at the Whitewater Normal School in Wisconsin. Mr. Somers informs us that Mr. J. H. Holdin, of Fort Wayne, Ind., is the principal of the Sparta high school.

At Plouver, Prof. A. Salisbury, of the Whitewater Normal School, attracted the teaching force from all parts of the county. About one hundred and fifty teachers were present. Prof. surey in his address to the teachers referred to the best interests of the teaching force and the welfare of the schools. Prof. W. H. Cory, of the Madison teachers' institute, was present and rendered much assistance in the work of the institute. They voted a resolution to assist whenever needed.

At Appleton, the Teachers' Institute was also conducted by Prof. McGregor. Supt. S. A. Ames can give a showing of an equal result. They have attended an institute, and have been very successful.

WISCONSIN INSTITUTE NOTES.

The Educational Weekly.

The Educational Weekly.

T. Footville, Rock county, seventy-five teachers enrolled under the leadership of Prof. McGregor, of Platteville Normal School. State Superintendent Whitfoid lectured before the teachers and citizens. Supt. West appeared supremely happy. M. H. Brennan, of Fulton, Miles Rice, of Milton, and Miss Besse Beavem, of Beloit, rendered the institute valuable service. Much good work was done.

Over one hundred teachers were present at the institute in Kendal. Prof. Stuart, of River Falls Normal School, had charge and did highly acceptable work.

Michigan.—The people of Ypsilanti have voted to rebuild the seminary, and to construct a new school house in the fourth ward. The State Board of Education has recently decided upon a new policy for the Normal School—a policy which will put the Normal School on a purely professional basis. No academic teaching is to be done in the Normal School courses are to be purely professional, and will include such studies as the philosophy of education, the history of education, branches of science in which about one hundred and fifty experiments will be performed by the pupils. The classes will be divided into three courses of study that shall be purely professional. The lowest is intended to fit teachers for the primary grades and for the rural schools; the second is intended to fit teachers for the small graded schools, for grammar grades, and to act as principals of ward schools or as assistants in English branches in the high schools; the third is intended to fit teachers for any of the higher places to which their learning and their natural aptness may lead them in aspiring. No one who has attended a course or courses suitable and sufficient for the critical studies is to be admitted to the Normal School, except those who can give satisfactory evidence of proficiency in all the branches of learning up to and including the first high school year; none can enter the second course except those who have finished a good English high school; none can enter the third course except those who have finished a full high school language course. These courses are to be purely professional, and will include such studies as the philosophy of education, the history of education, the theories of teaching, and the practical teaching of the different grades of schools.

Ohio.—The Semmer Institute of the Ohio Central Normal School, Worthington, will commence Monday, July 1, 1875, and continue for four weeks, closing with the Graduating Exercises of the Senior Class. In addition to the regular classes in the common and higher branches, which will be organized and continued through the term, the following courses of lectures and classes have been arranged: Prof. H. G. Brown from the University of Ohio, to give courses of lectures on agriculture and animal husbandry; Prof. H. E. Squire, of the Ohio State University, to give courses of lectures on chemistry and physics, with special reference to the wants of public schools. Mrs. F. W. Case, of Columbus, will give a course of instruction in the important department of primary teaching. Miss R. A. Price, of Columbus, will give a course of instruction in the subject of drawing, and Miss M. A. Johnson, of the Kindergarten Institute, will give a course in the subject of kindergartening, which so much of the art of kindergartening as can be taught in primary schools. Supt. Geo. S. Omrsby, of Xenia, will give a course in Map Drawing. Prof. J. F. Patterson, Supt. of Schools, Washington C. H., Ohio, will deliver six lectures on Ohio Molluses, embracing out-door works with common river mussels (Unionidea), the preparation and naming of these shells, the description of the animals, etc. Prof. M. E. Hard, of Washington C. H., will give a similar course in Geology, and his wife, Mrs. R. S. Hard, will give a field course in Botany. Both these subjects, also, will be illustrated by the collection and preparation of specimens. Prof. F. M. Allen, Prin. of the High School in same place, will organize a class in practical surveying, in which field extensive work will be done.

KENTUCKY.—It is proposed in San Francisco to partially stone the lack of normal school preparation which some of the public school teachers may have, by conducting three important courses of lectures on teaching.

KENTUCKY.—The graduates of the Kentucky Normal School, according to the Eclectic Teacher, receive diplomas that are equivalent to state certificates.
Practical Hints and Exercises.

HOW TO TEACH GERMAN.—NO. XIV.

By Dr. Zur Brücke, of Chicago.

(A Developing Lesson.)

DEMR Knochen, the bone. In dem Daumen (thumb) sind drei Knochen, im Zeigefinger (index finger) drei, das macht fünf Knochen; im Mittelfinger (middle finger) sind ebenfalls (in like manner) drei Knochen, das macht sechs Knochen; im Ringfinger sind auch drei Knochen, das macht elf Knochen; im kleinen Finger (little finger) befinden sich ebenfalls drei Knochen, das macht vierzehn Knochen im den fünf Fingern an einer Hand, die macht vierzehn Knochen in fünf Fingern an jeder Hand.

Finden sich zwei große Knochen im Oberarm?
Ja, es befinden sich zwei Knochen im Vorder oder Unterrarm, diese sind zwei große Knochen im Oberarm.

Dievielen Knochen befinden sich in der Palme der Hand?
Dreizehn Knochen befinden sich in der Palme der Hand.

Dievielen Knochen befinden sich im ganzen Arm?
Finden sich dreissig Knochen im ganzen Arm?

Suggestion, question as follows: Weievielen Knochen has der Daumen, der Zeigefinger, und so weiter? Wieviele die Palmen der Hand? Der Oberarm? Der Unterrarm? Finden sich dreissig Knochen in jedem Arm?

TOPICAL RECITATIONS.

THE various subjects that fall within the range of common school work demand, on the part of the teacher, different methods of treatment. In mathematics, the recitation consists chiefly in the exposition of definitions and principles, the discussion of these, and their application to problems. In grammar, and language lessons in general, the attention is directed to individual words, perhaps as much as to the whole thought contained in the sentence. In history, geography, and the various sciences, the detached facts, as well as the truths involved in the subjects when taken comprehensively, are best developed by employing the topical method of recitation.

To prepare a set of exhaustive topics upon any given subject involves a thorough analysis of that subject, and no teacher who does not understand the matter to be discussed in class, is really competent to prepare topics. It is a good plan, at times, to place the topics before the class while it is studying the subject, and thus direct the minds of the pupils to the more important points in the lesson. As teachers we know that very much valuable time is wasted by the pupil in trying to become familiar with facts and principles comparatively unimportant. By the topical method, the prominent principles and facts are presented to the mind in such a way that they remain living in their impressions.

I have also found it an excellent plan to allow the class to prepare topics, present them in recitation, discuss and correct them, and then use them in recitation. This seems to develop comprehensiveness, and becomes the means of imparting to the mind those analytical powers so essential to the acquisition of all knowledge. Prepare the pupil's mind, by stuffing it with meanings and second-hand facts, and you have done everything to cripple its growth. Fill the mind with a desire to investigate, and a conscious knowledge of its latent powers, when aroused, and you have done everything that will lead to the accomplishment of grand truths and exalted principles.

Bay View, Wis.

OPENING EXERCISES.

THE much that is said now-a-days, prob and con, about the Bible in our schools gives undue prominence, in the minds of many teachers, to opening exercises. They feel that they are performing a Christian duty, if they open their schools by reading and prayer, no matter how unintelligible both may be to the children. Commonly the selection of Scripture is too lengthy and is not adapted to the understanding of the pupils. There are parts of the Proverbs, Psalms, words of Jesus, writings of Paul, John and Peter, that the youngest child in school can fully comprehend and be benefited by. Various circumstances may aid in the selection of the readings for the morning. One of the members of the school would be willing to read what the teacher has chosen, and, occasionally, the entire school might repeat together a chosen text. It is a most excellent plan to choose one text to last a week. Let it be recited every morning, and applied whenever there seems to be need for it. Such texts as "Blind are the pure in heart for they shall see God!"; "Whatever ye would that men should do to you, do ye even so to them." "Whatever thy hand findeth to do, do it with thy might." " Whatever a man sowereth, that shall he also reap."

A few well-chosen paragraphs of Scripture, read so that all may hear, a spirited piece of music, selected with reference to the Bible reading, a brief, simple prayer offered with reference to the actual needs of members of the school will form an opening exercise which all will enjoy and anticipate.

If a large proportion of the school are children of Catholic parents, selections can be used from the Catholic Bible. Should the officers of the district or the school board object to any devotional exercises, the teacher need not necessarily feel that all his religious privileges are taken away. The spirit of Christ can always be taught. You can everywhere live your religion.

THE INFINITIVE CLAUSE.—II.

It should be noted that except when used as the object of a verb, the infinitive clause usually takes the word for either as objective or as preposition. This, however, is not always the case. Thus:

"The only way in which the parent can do this, is himself to be what the child should be."—Dr. Mark D. Kennedy. " Truth to be adduced, and exploded; feelings to be uttered, the purposes of men to be shaped, are each of the objects of literary effort."—Prof. bascom.

The expletive form of the infinitive clause with for is often used as a whole, as the object of a preposition:

Nothing new was important except for the signal to be given. Every order had been given save for the boats to be in readiness. The infinitive clause is often used with for having the force of a preposition.

I bought a book for my friend to read. I keep a boat for my boys to sail in.

In these and in similar examples the word for marks a definite relation, viz.: that of purpose.

The adverb form and the predicate or verb form of the infinitive often very closely resemble each other. Thus:

I have an argument to present on the question (adverb). There are arguments to be presented on the question (predicate).

OBJECTS OF SCHOOL VISITATION.

The object in general of school visitation by the county superintendent should be to awaken an interest among the patrons and pupils of the school, and to arouse the zeal and energy of the teacher.

The best means to accomplish these objects are embraced in the following items, viz.:

1. A hearty, friendly intercourse with the people of the district for the purpose of securing their confidence and cooperation.
2. A careful, judicious criticism of the teacher, pupils, and their work.
3. Note the teacher's dress, manners, and habits.
4. The government and management of the school, and the manner of conducting class movements and recitations.
5. See that the teacher does not devote too much time to certain branches and neglect others.
6. See that the lessons assigned are not too lengthy.
7. See if the teacher requires perfect lessons, and whether he aims at thoroughness—how well? rather than how much?
8. See if the school-room, privies, etc., are kept clean and in proper repair.
9. See if the school-room is properly ventilated. If facilities are not provided for properly ventilating the school-room, notify the board, and have it attended to at once.
10. The superintendent should always take into consideration the facilities provided for the teacher to aid him in his work. A school without sufficient text-books, blackboards, wall maps, charts, comfortable desks, recitation seats, etc., cannot be properly instructed, no matter what the ability of a teacher may be.
11. The superintendent should note any and all defects of the teacher, and inform him of them privately. He should commend every action of the teacher and pupils worthy of praise.
12. The superintendent should strive to make his visits so pleasant and profitable to the people, teacher, and children that they will be anxious to receive them.—Report of a committee at the late State convention in Nebraska.

PREMIUMS FOR EDUCATIONAL WORK.

Miss Mary Allen West, superintendent of Knox county, Ill., has published the following list of premiums for educational exhibits to be made at the county fair:
REGULATION WORK—SECTION 1—COUNTRY SCHOOLS.

Best work in Arithmetic— Paxton's People's Book of Biography. 2d best—25 Walton's Table Cards, with key.

Best letter writing and spelling—Subscription to St. Nicholas and Nursery. 2d best—Spencerian Charts of Writing.

Best answers in "Common Things"—Calkins's Object Lessons; Nordhoff's Politics for Young America. 2d best—Hoover's Child's Book of Nature; Theory of Spencerian Penmanship.

SEC. 2—HIGH SCHOOLS.

Best work from High School—Rolf's English Classics. 2d best—Wood's Homes without Hands.

SEC. 3—GRAMMAR SCHOOLS.

Best work from grammar school—Abbott's Science for the Young; 4 vols. 2d—Hand Globe.

SEC. 4—PRIMARY SCHOOLS.

Best work from primary schools—12 copies of Monthly Reader. 2d best—25 Table cards with key. Special premium offered by the County Superintendent; Best work in drawing from 1st primary room—Webb's Model Reader Charts.

SEC. 5—MISCELLANEOUS WORK FROM ANY FELICITOUS SCHOOL.

Best collection of maps drawn from memory—Ridpath's Academic History of United States.

Best composition work from school—naturalness and correctness of expression, neatness, punctuation and capitalization being the points upon which the award is made—Spencerian Writing Charts (on rollers).

Best collection of copy books written by one school during year—Harper's Geography and Swinton's Outlines of History.

Best display of work in Botany—Irving's Life of Columbus.


Best collection by teachers— Harris's Injurious Insects.

Best taxidermist's collection by school—Wood's Bible Animals.

Best collection by teachers—Green's History of the English People; Page's Theory and Practice of Teaching.


(Country papers please copy.)

QUERIES AND ANSWERS.

To Correspondents—Make your answers as brief as possible and not sacrifice clearness. Never send as a post card. Never make any cancellation marks in your solutions. Always receive your answer before sending, to see that it is perfectly clear and contains no errors. The shortest and best answers will be published in preference to others. When it is possible, send your own answer when you send the query. Make as few diagrams as possible. Write only on one side of the paper. Questions will be republished for three weeks if no answer is received.

13. Such expressions as 'A ten-foot pole,' 'A twenty-cent piece,' 'A five-dollar note,' etc., are proper, but a hyphen should always be used to connect the parts. The noun, in such expressions, being used as an adjective, loses the properties of a noun. —Kent's Grammar.

D. M.

32. Webster says, quoting Grose,—"said to have been a favorite dish of the Earl of Sandwich."—

E. D. M.

35. The principles upon which the selection of the two figures depends are these:

1. Any number the sum of whose digits is divisible by 9 is also divisible by 9.

2. Any number is divisible by 4 when its two right hand figures are divisible by 4.

3. Every number divisible by two or more numbers which are prime to each other is divisible by their product.

D. N. L.

REPLY TO "A"—SOLUTION OF TRIANGLE PROBLEM.

In No. 53 A makes a fine point by copying a typical error contained in our Article No. 49. We accept his correction; it is as originally written. He intimates that our answer should be "a little more than 12." Why does he not apply his theory of solution as given in No. 48, and tell us just how much the answer exceeds 12? He has evidently found a difficulty of solving the problem by his theory which he cannot readily overcome.

We admit that a formula should never be accepted as a solution unless the successive steps by which the formula is made can be clearly indicated. A general solution of the example involves an elucidation of the principle contained in the following problem as given in Portinari's Geometry, page 356:

"Given the lengths of three lines drawn from a point to the three angles of an equilateral triangle, to find its side."

The triangle is, and the pole is. Let AD= a, BD=b, CD=c; AB=x; EF=y; FD=z; AF=x+y; and BF=x-z. Hence (x+y)² + (x+z)² = (2x)² or y = x² — a², z = x² — b², (1) — (2)

Let ABC be the triangle, and D the pole. Let AD=a BD=b CD=c AB=x EF=y FD=z AF=x+y BF=x-z.

Then a² — b² — c² = sum of squares.

a² — b² — c² = product of squares.

3a² — 2b² — c² = sum of products.

a² — b² — c² = 4th power of distance from D to A.

a² — b² — c² = square of distance from D to A.

3a² — 2b² — c² = sum of squares.

a² — b² — c² = product of squares of distances from D to A and B.

a² — b² — c² = product of squares of distances from D to A and C.

a² — b² — c² = product of squares of distances from D to A and B and C.

3a² — 2b² — c² = product of squares of distances from D to A and B and C.

3a² — 2b² — c² = product of squares of distances from D to A and B and C.

3a² — 2b² — c² = sum of squares of distances from D to A and B and C.

3a² — 2b² — c² = sum of squares of distances from D to A and B and C.

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3a² — 2b² — c² = sum of squares of distances from D to A and B and C.

3a² — 2b² — c² = sum of squares of distances from D to A and B and C.
OPINIONS OF EDUCATORS.

A poor school is a dear one at any price. Whatever else the city or town may deny itself, let it not deny itself good schools, or impair the efficiency of those it has. No retrenchment that injures the school is true economy.

A teacher is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.

Those persons who think they can secure the votes of the poor in favor of abolishing free high schools on the ground that they benefit only the rich are greatly mistaken. The poor know that these schools are sustained by taxation on property, and not on a want of property, and hence can be no burden upon them, and furthermore that many boys and girls teach the high school from families that do not pay a dollar of tax or from families whose burden upon them.

We know by long experience, that it is because the school girl, who has received no instruction, except from another girl as uneducated as she, is willing to teach for a pittance, many excellent normal graduates are compelled to abandon the profession for which they have prepared themselves, or submit to poverty prices. Educated teachers are driven away from the school room, because the people do not discriminate between a good and a poor school, and are willing to take almost any one who holds a commissioner’s certificate, and is willing to teach for the small amount the district votes to pay. There is not one among our honest professional teachers who does not feel degraded because so many are admitted by the law to be their peers who know nothing of the science and art of education, and never intend to teach until a few months. There is not a school officer in the Union, especially in the country, who will not express his great desire to increase the price, and thereby the quality and permanency, of school-room work.

More red tape for Boston in the form of a medical inspector! Two years of supervisions have proved the necessity of an eighth wheel to this stupendous machine. Our only hope is that a first-class medical man may get the appointment, instead of some retired clergyman, leisurely lawyer, or may be a fossil pedagogue from the ante-Noachial period. We have only to suggest two more appointments to complete the list: a biologic supervisor, with Joseph Cook in the chair, and an embryonic superintendency, with Mr. Darwin at the post. We make these suggestions in the interests of Boston teachers, who are literally dying for something to do, the present supervisions staff being wholly inadequate to meet the demands of the profession.

The good people of Boston, for the past twenty years, have been pleased to elect a superintendent of schools who, without a shred of the real authority such an office has been expected to do the agreeable to distanced zanies, overtook things a like placid provision, and generally instilled wisdom into pedagogues and pupils. Mr. John D. Philbrick has been the happy man who has kept step to that slow music, “through evil report and good report.” He now retires with the enviable reputation of having done more good work with his hands tied than any educationist in America. Now that he is free, let him give us the history of the common schools of New England; a book more surely needed every year for reference at the State House.

Back Numbers of the Weekly will be furnished for ten cents each. Any who have extra copies of Nos. 41, 47, 56, 59, 69, will confer a favor on us by returning them. We will extend their subscription one week for each copy so returned.

If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number under which it is missing.

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The last number paid for by each subscriber runs in the hands labeled. The paper will not be sent beyond that number unless the subscription is renewed, which should be done two weeks in advance.

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Advertisements for local newspapers should be received by Saturday noon, previous to date of issue.

Each advertising page of The Educational Weekly contains three columns, each column 2 1/2 inches wide, and one inch fourteen lines. No advertisement will be inserted for less than one dollar.

Address all communications to:

S. R. Winchell & Co., 20 Madison St., Chicago.

Back numbers of the Practical Teacher cannot longer be supplied.

If you are going to buy any new music, particularly for schools, send to Oliver Ditson & Co., Boston, or to John Church & Co., Cincinnati, for a priced catalogue of music books.

We want more good agents for the Weekly in all the states. We allow a very liberal cash commission, and will pay a free teacher to work for us. Send for terms, and let us know what territory you desire.

We have been seven years carrying the subscription list of the seven journals which united to form the Weekly, yet there are to-day on our list at least one-third more names than there were a year ago, and all have paid their money for this paper.

Our offer of Webster’s Unabridged Dictionary, the Weekly for two years, and the weekly Inter Oceana for two years on receipt of twelve dollars, will remain good till June 18, 1878.

Many teachers and schools are availing themselves of this remarkable chance to procure standard works for their libraries.

We shall consider it a favor if superintendents will furnish us by letter, with the names of suitable teachers to solicit subscriptions for the Weekly at the summer and fall institutes. We are planning for a large increase in our subscription list, and are prepared to offer excellent inducements to agents who will do a thorough work.

Covers for binding the Weekly, Vols. I and II., 1877, may be obtained by sending the publishers seventy-five cents. We have a few of these covers, or cases, made expressly for these who may wish to bind their volumes in a permanent form. Any bookbinder will put them on for a small sum. They are made in half morocco style, with gilt letters.

A few weeks ago the name of Northend’s Memory Gems for the Young, price twenty cents, was mentioned in our list of “New Books for Teachers,” and in response to that we received a letter from teachers for more or less copies. This week a similar volume is noticed in our “Book Reviews” — “Choice Thoughts,” and we anticipate many orders for copies from teachers who appreciate such rich treasures as are contained between the covers of the little volume. Copies of these other books will be mailed prompty on receipt of the price.

We find the Educational Weekly a good medium for advertising. Quite a number of have reported having noticed our “ad.” in its columns. We hear from it oftener than we do from any other educational publication in the West or Northwest.

The Educational Weekly. This paper is the best educational journal published in the West. Seven of the leading educational monthly in the Western States have been consolidated into this weekly and published at Chicago. Its columns are filled with able articles on the leading topics pertaining to the work of education. Its contributors are among the best educators in this country. Every teacher should read it — Baptist Battle Flag, St. Louis.

Of the weekly periodicals devoted exclusively to educational matters, our judgment, having no equal, places the Educational Weekly among the first, having the best, most equal, and only one in the West. — Jones Brothers & Co., Publishers.

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