Editorial.

With the issue of the Weekly dated April 11, the editorial services of the undersigned in connection therewith ceased. Other literary engagements long since commenced, and long delayed, have rendered this step both expedient and necessary. The request of the publishers to aid in this department was acceded to with much reluctance, and the charge is resigned without many regrets at the severance of relations with both readers and publishers that have been most pleasant and agreeable. The undersigned embraces this occasion to return his most grateful acknowledgments for the innumerable expressions of approval both public and private, with which his efforts have been kindly received.

The Weekly has demonstrated that a comprehensive, vigorous, and independent style of educational journalism is a prime necessity of the age. The unprecedented favor with which it has everywhere been greeted by the ablest thinkers and most successful workers leaves no room for doubt on this point.

That the real welfare and progress of the great educational work of this country demands that all educational offices, from the primary teacher to the chief superintendent of schools, should be filled by competent educational men and women, is a truth so evident that its mere enunciation should be sufficient to secure universal assent. That such places can be worthily and wisely filled by persons without training, capacity, and experience is an assumption that education, the paramount interest of society, is exempt from the operation of those laws and conditions that control all its minor interests. If the people of this country ever expect to get adequate returns for their large educational investments, they must be willing to consent that their schools and school interests shall be managed by those who have been bred to the business and who comprehend the intricate problems of education, rather than by those who by habit, association, and occupation are profoundly ignorant of them, and profoundly incapable of fulfilling their great trusts.

If a lawyer, a physician, a banker, a merchant, a farmer, or a speculator attends properly to his special pursuit, he must necessarily be unfit to give to the grand and intricate educational questions that are "stirring the age," the careful and sustained attention so indispensable to wise and efficient action. The great overshadowing need of the Republic today is a reformed and regenerated educational service securing first, Competency; second, Honesty and Fidelity; third, Permanency in Tenure of Office; and fourth, Equity and Justice to every person in that service from the humblest teacher to the highest official known to the system. A wise and just system of educational service is the logical antecedent of a truly reformed and efficient civil service. To place the all-important interests of education at the mercy of incompetents, or of unscrupulous politicians and place-hunters, is simply to corrupt the fountain of our national life, and multiply those abuses which are the scandal and the reproach of free institutions claiming to rest upon the universal diffusion of knowledge and virtue. So long as The Educational Weekly or any other journal shall fitly represent these principles, so long as it shall firmly, intelligently, and fearlessly advocate and defend the doctrine of the greatest good to the greatest number, irrespective of party, sect, or creed, it will at least deserve success. So long as it opposes favoritism and upholds merit and fidelity to duty as the only true tests of fitness in the system, so long it will deserve well of the true friends of education. So long as it shall be willing to stand up manfully and firmly for Free Education and Teachers' Rights, it ought not to fail for the lack of an appreciative and abundant support.

Wm. F. Phelps.
literature, science, and even politics, in its broadest sense, which will always be regarded as germane to the purpose of an educational journal like the WEEKLY. Already much attention has been given to these subjects, both by editors and contributors, and a continuance of the same is invited. It has been a leading purpose of the WEEKLY from its foundation, to become something more than a teacher's journal. While it will not, even in its editorial columns, neglect to offer to the teacher an abundance of fresh and helpful suggestions for the more successful accomplishment of his specific daily work in the school, yet as a portion of the paper is regularly devoted to such "practical hints and exercises," it may be expected that the first pages of the paper will treat more generally the principles which underlie the true philosophy of education. The purpose and character of the WEEKLY, then, will not be materially changed, and it is hoped that Prof. Phelps, with others competent to speak on such matters, will frequently contribute full expression of views on living educational questions.

The great universities of the West are making some notable changes which mark, to our thinking, real progress in the higher education. It is announced that the Illinois State Industrial University will establish a temporary branch in Chicago this year, in the shape of a Summer School of Mechanical Art, to be maintained for eight weeks, in a wing of the exposition building. Two competent teachers from the Engineering Department of the University will be in charge—Prof. W. S. Robinson, of the chair of Mechanical Engineering, who will organize the School of Iron-working; and Prof. N. C. Ricker, of the chair of Architecture, who will form the school of Wood-working. It is thought that this is the first institute of the kind to be organized in this country. The prestige of the Practice School of Mechanical Art at the University is eminently favorable to this project. Some of the students at Champaign, while holding their own in their college studies, have also been made excellent workmen in the Practice School, and three of their amateur products received as many of the Centennial awards on machines and appliances. This summer school will attempt the teaching of the elements of mechanic art, in a thoroughly practical and systematic way; and it is expected that the instruction and applications made therein will be equivalent to one to three years of ordinary apprenticeship.

From Michigan University the announcement comes that an effort will be made with the opening of the next academic year to adjust the institution more closely to the educational system of the state, and to give its students larger liberty and a wider choice in their range of study. A new course is added to the already numerous and liberal courses of the school—one established with special reference to the high school training of the state, and to which, as to others, the diplomas of certain approved high schools will admit students without examination. Almost half the studies in this department are to be required; the rest will be elective. A partial course may be taken at the student's election of studies; and certificates will be given according to the actual work done. Those who graduate in the full course will receive the degree of "Bachelor of Letters." The older courses of study are to be reorganized and much greater latitude will be allowed students in them, a smaller portion than heretofore being required, and the remainder being wholly optional. A total of proficiency in a number of them, however, will be necessary to a degree. In all, about one hundred and twenty subjects are to be taught in the several courses, and election can be made of about half of these. This is a very important and very hopeful new departure in the liberalizing of the university curriculum in this country.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Purdue University.

LESSON XLIII.

Place a dot at the centre of the space to be used, and then place other dots as follows: one inch above the centre dot; one inch below it; one inch to the left of it; one inch to the right of it; one-fourth of an inch above it; one-fourth of an inch below it; one-fourth of an inch to the left of it; one-fourth of an inch to the right of it. Draw simple regular curves as follows: From the upper dot, through the dot one-fourth of an inch to the left of the centre, to the lower one; from the upper dot, through the dot one-fourth of an inch to the right of the centre, to the lower one; from the left dot, through the dot one-fourth of an inch above the centre, to the right one; from the left dot, through the dot one-fourth of an inch below the centre, to the right one.

Remarks.—The result will be a combination of Lessons XI and XXI, or a vertical and a horizontal line crossing each other.

LESSON XLIV.

Place a dot at the centre of the space to be used; another dot, one inch above the centre; another, one inch below the centre; another, one inch to the left of the centre; another, one inch to the right of the centre. Draw simple regular curves as follows: From the upper dot to the centre, a full curve with its convex or round side toward the left; from the upper dot to the centre, a full curve with its convex side toward the right; from the centre to the lower dot, a full curve with its convex side toward the left; from the centre to the lower dot, a full curve with its convex side toward the right; from the left dot to the centre, a full curve with its convex side upward; from the left dot to the centre, a full curve with its convex side downward; from the centre to the right dot, a full curve, with its convex side upward; from the centre to the right dot, a full curve, with its convex side downward.

Remarks.—The result will be a simple rosette, composed of four lenses, two vertical and two horizontal, meeting at the centre. It is called a rosette because the forms are arranged similar to the petals of a rose; i.e., a round centre. It will be well for the teacher to draw each exercise before giving it to the children.

As the term concave is used in this lesson, before giving it the teacher should place curves on the blackboard in many different positions, and ask the pupils to tell in what direction the concave side is turned; also in what direction the concave side is turned.

LESSON XLV.

Place dots as in Lesson XXI, and then draw as follows: From the upper dot to the nearest one below it, a lens, one curve bending toward the left and the other toward the right; from the lower dot to the nearest one above it, another lens like the last one; from the left dot to the nearest one to the right of it, a lens, one curve bending upward and the other downward; from the right dot to the nearest one to the left of it, a lens, one curve bending downward and the other upward; from the lower end of the upper lens, to the centre dot, a full curve, with its convex side toward the left; from the centre dot to the upper end of the lower lens, a full curve, with its convex side toward the right; from the right end of the lower lens to the centre dot, a full curve, with its convex side downward; from the centre dot to the left end of the right lens, a full curve, with its convex side upward.

Remarks.—The result will be four lenses, two vertical and two horizontal, each joined to the centre by a simple curve. The curve that joins the two vertical lenses, and also the one that joins the two horizontal lenses, may be called a wave line, or compound curve.

LESSON XLVI.

Place dots and draw lenses as in the last lesson. Then draw other curves as follows: from the lower end of the upper lens to the right end of left lens, a full curve with its convex side toward the centre; from the lower end of the upper lens to the left end of the right lens, a full curve with its convex side toward the centre; from the right end of the left lens to the upper end of the lower lens, a full curve, with its convex side toward the centre; from the left end of the right lens to the upper end of the lower lens, a full curve, with its convex side toward the centre.

Remarks.—This figure will consist of four lenses joined to a four-sided form with curved sides.
SCHOOLS?

By establishing the closest possible relations between himself and all connected with schools—children, parents, teachers, directors. He stands in peculiar relation to these schools, and they are peculiarly susceptible to his influence. One of the best tests of a superintendent's efficiency is the condition of his country schools.

To bring about united action in the district, to so mould public sentiment that every man, woman, and child shall feel that the success of the school depends upon them individually, as well as collectively. With such a public sentiment, school premises will be well cared for, good teachers will be employed, and employed permanently, children will attend school regularly, both because of their own desire to do so, and because their parents will feel they have no right to keep them away, or allow them to stay away, for trivial causes.

Thus we shall overcome the greatest obstacles to the efficiency of our country schools—irregularity of attendance and constant change of teachers, and shall take a long step toward the realization of our ideal of a country school: each child in the district in school every day of the term; at least eight months' school during the year, and live, thoroughly prepared, common-sense teachers permanently employed.

In forming such a public sentiment county superintendents have very great power. If they are the men and women they ought to be, if they do one half their duty, public sentiment on educational matters in their counties is largely what they make it. Let them use every effort to imbue directors with the idea—that country schools need the very best teachers—men and women of broad views and culture, of experience and knowledge of human nature, men and women fitted to be leaders in these little communities. I know of no position of more influence than that of a teacher, in a country district where a healthy public sentiment prevails. If possessed of any qualifications for leadership the teacher becomes, almost inevitably, a leader of thought and opinion. His influence is not bounded by the school-room walls, but extends to every home in the district. Trains of thought and feeling, started in the school-room, reach, and in some degree influence every individual in the district. If this teacher be vain, frivolous, silly; if immoral, or the slave of filthy habits, from that school will proceed influences, which curse every home in the district; if that teacher be pure, noble-minded, strong-souled, as a teacher ought to be, the streams flowing from that school will be streams of blessing, like those "which make glad the city of our God." If we can inspire directors with exalted ideas of what a teacher of a country school needs to be, if we can make them feel that it is not the little children alone, who are influenced by the teacher, important: as are their interests, but the entire community, we have gained a great point in the work of benefiting country schools.

There is need also to correct impressions concerning needed qualifications of teachers considered simply in their relation to the scholars under their immediate control. If one teacher in a large graded school is narrow or one-sided, intellectually, other teachers with whom the child comes in contact may supply deficiencies and prevent the unsymmetrical development which might otherwise ensue. Not so in the country school; here the one teacher is all in all; his influence for good or evil is unmodified by that of other teachers near.

Then, country schools need the very best teachers for economic reasons. With a good teacher, a good school is insured; in such a school scholars can remain with profit at least two years longer than is profitable in many schools. Thus the heavy expense of sending them away to school, and the still heavier one of allowing them to grow up in ignorance, is avoided.

Do you ask how the superintendent can thus influence and inspire directors? The best answer I can give is simply—do it. "The best way to become is to resume." I can give no set directions; what works well in one locality might not succeed in another. Nor do we wish any one cast iron method; they must try by all means, through the press, by personal labor with individual directors, by addressing them collectively—by any and all means which good common sense dictates.

One powerful means of forming right public sentiment is by making good use of the local press. A well-conducted educational department in the leading paper in the county will work wonders in this direction. And the superintendent's efforts should not be restricted to one paper. Try to enlist all the papers in the county in this good work, by requesting them to copy some article of general interest, by writing especially to and for each one, or by asking them to publish some unusually good paper read by "their teacher" at an institute.

Thus, by all means they will gain some, and will keep the subject of education constantly before the people. This is but the echo of the old war-cry with which Horace Mann and his followers went into the conflict forty years ago. "We must agitate! we must agitate!"

Having inspired directors with the desire to secure the best teachers for country schools, we must inspire our best teachers with a desire to teach in the country. Make them feel that it is not as it is sometimes considered, a disgrace for first-class teachers to teach country schools, and that these schools are not mere stepping stones to town schools, or refuges for inefficiency.

Give these teachers work, to do at our county institutes, and by skillfully adapting the work to the worker, secure success. If these schools are systematically ignored in our institutes as they are in our State Association, we are taking one good way of making them failures. Nobody feels like doing his best when he is being continually snubbed.

Superintendents are greatly benefiting these schools when they are arousing in their teachers all possible enthusiasm in their work; there can be no success without enthusiasm. Inspire them with a desire to do their work in the best possible way. We find our summer drills powerful auxiliaries in this work.

"Our country teachers, and through them their schools, feel themselves greatly benefited by what we call our little institutes, to distinguish them from the grand gatherings of teachers in towns. We have a fashion of gathering the teachers of a township together in a central school-house, on Saturday, to spend the day in informal discussion of every-day school work. "How do you teach reading, writing, spelling? What difficulties have you met? How did you conquer them?" Sometimes the teacher in whose house we meet brings in a class in the afternoon; sometimes we have one paper—never more than one. These day meetings are distinctly for teachers, and directors. We do not wish a crowd, as that would defeat the main object of our gathering—the free interchange of opinions. We wish the teachers to ask and answer questions as freely as they would in their own schools; this they will not do before a crowd. If desired, we have a mass-meeting in the evening, when the house is usually full of people, to whom I talk as best I can. These little institutes make no show, they are not puffed in the city papers, but they are potent for good.

School visitation can be made very beneficial, if wisely done; if unwisely, great evil can be wrought thereby. In this work superintendents should be very careful to strengthen the hands of their teachers, not to weaken them. They should carefully observe the teacher's methods, commend whatever is good, and usually keep their criticisms for private ears. The most useful part of the visit, the one too, requiring most delicate tact as well as most strength of character, is the few minutes private talk with the teacher after the scholars are gone—an essential part of every visit. Now is the time to tell the teacher exactly what it seems he needs to know, to encourage him where he needs encouragement, to point out his faults and show him how to overcome them. For this part of his work the superintendent needs to have learned that most difficult lesson—how to speak the truth in love.

Nothing brings' superintendent and teacher into closer, more enduring relations, and we need to come very close together if we would do each other good. I have not a bit of faith in benefiting any body at arm's length. We have lived to very little purpose, if we have not long since learned that it is not head-power, but heart-power which is to move the world.

The isolation of country teachers makes them to be in peculiar need of being sustained and encouraged by the county superintendent. Working alone, as they do, seldom meeting their fellow teachers, or receiving words of cheer from them, they often sink under a weight of 'sore loneliness and fail to do their best simply because there is nobody to appreciate that best when it is done. Such sorely need the strength which a tone of companionship affords. Superintendents can make themselves the link which connects these isolated ones with the electric current of the entire county; the weakest teacher, strengthened by assurance of fellowship, goes to her work sustained by the strength of all.

One of the most important duties a superintendent owes to the schools under his charge is to bar their doors against drunkenness, lewdness, profanity, vulgarity, and vice of every kind, by refusing certificates to all who are not of good moral character. It often requires back-bone to refuse a certificate to a popular teacher because he drinks or sweats, or is in any other way immoral,
but without backbone we are no better than tow-strings. Here, as every­where, we need to take a brave, decided stand upon the principles of right, and not allow ourselves to be frightened, wheedled, or ridiculed out of our position.

Last, and most important of all ways in which county superintendents can benefit their schools, is by presenting in their own lives examples of noble Christian manhood and womanhood; by being, in Dr. Reynolds' expressive phrase, clean men and women, in the sight of God and man; pure within and without.

The very sense of responsibility resting upon them, with hundreds of teachers and thousands of little children looking to them for guidance, must, it seems to me, make them long to be better men and women, and lead them to seek help from Him alone who can sustain and guide them aright. Upon them rests the burden of souls, and God never asks human strength to bear this burden unaided by Omnipotence. Seeking thus, they shall find; striving thus, they shall attain; and by God's help, lift both themselves and their schools into clearer light and nobler living.

EDUCATION IN WISCONSIN.

By B. M. REYNOLDS, New Lisbon.

It was with some surprise that I read, a few days since, in the Advance, an article entitled "Does the State System of Education Degrade Scholarship?" The writer, Mr. Edward Huntington, calls the state system of education in Wisconsin a "system," using the word in no good sense, but intimating by its use that the system is to be judged upon which the safety of our soil turns, and whether the schools of the normal schools with a sort of disgust, and evidently regards them with no friendly eye. He hits the University a slap in the face as if he owed her a spite, and, on the whole, seems utterly out of patience with our educational "scheme," but entirely forgets to intimate wherein he would make an improvement in it. Now it is far easier to criticise than it is to emend or to originate.

I have no doubt but that Mr. Huntington is sincere. I have no doubt that he knows whereof he speaks. I presume he has looked carefully into our high schools and knows all their weak and their strong points, and is fully acquainted with the requirements of their graduates and their hopes and aspirations of their undergraduates; has visited the normal schools and examined them with a critical, and perhaps with a hypercritical eye; has made a like visitation to the colleges, made himself thoroughly acquainted with their aims and methods; has impartially surveyed the whole work of the University, posted himself upon all matters relating to its history and progress, its struggles and its triumphs; and by all these means he is competent to speak out of the depths of an honest, unprejudiced heart on the state system of Wisconsin. Men act from motives, sometimes pure and sometimes impure. But I grant that Mr. Huntington in speaking upon our "scheme" is speaking honestly. From his tone I should infer that he considered our state system of education a delusion and a snare, reflecting discredit on somebody. Though I fully recognize and admit that there are evils in the system, I cannot wholly sympathize with Mr. Huntington. The school system of Wisconsin was not made to order like a pair of boots or a suit of clothes, but is the outgrowth of several years. It had its origin among a heterogeneous people gathered from various states of the Union and communities of Europe. It had its origin, too, when the people were poor and unable to lay very broad and deep foundations. It probably did not and has not suited all parties, but is the best we could have under the circumstances.

It has proved and is proving to be a great blessing to this state, and it is a very grave question whether it is wise policy to hurl malcontents against it, or to speak of it contemptuously because it does not in every particular suit my fancy, or suit the fancy of Mr. Edward Huntington. My view is that we should nurture the system, modifying it from time to time as occasion requires. Some things which Mr. Huntington says meet my approval, but it might be very pertinent to inquire whether he believes that education should be carried on at all by the state in any of the departments. He does not say, but leaves us to draw almost any inference we please. Educational institutions and systems are things of very slow growth, requiring anxious thought and consummate skill in their administration. They are not mere appendages of society, but are the outgrowth of its needs and its aspirations. They are the outgrowth of the civilization of the country, modifying that civilization and being modified by it. Our school system is the outgrowth of our western civilization, which is not, in the newness of the country, so much an intellectual as it is an active civilization. As the country increases in wealth and population, and the number of men of leisure is increased, there will be a demand, no doubt, for a higher grade of education to suit the new order of things. We must not be impatient. Time will regulate all these things if we are faithful to present duty.

For my part I do not think that our state system necessarily degrades scholarship, nor will I draw comparisons between public and private institutions. I am a firm friend of them all. In their several spheres of action, they are rendering good service to the cause of civilization and humanity, and I bid them God speed. These various institutions of learning, from the rural district school up to the college and the university, are among the genial influences that seal a state, fit its people for the duties of life, and advance humanity. I call on Mr. Edward Huntington and all others to join hand, tongue, and pen, to cherish all the educational institutions within our borders, whether primary school, high school, "college, regular college, normal school, or university, and to make them the pride of this great commonwealth.

NOTES FROM NEW ENGLAND.—I.

[H. F. HARRINGTON, New Bedford, Mass.]

PRESIDENT E LIOT, of Harvard University, was one of the first of our prominent educators to oppose high schools as a part of the free public school system. Here is the manner in which he formulated his opinions on the subject:

"Elementary education is of direct and universal benefit, and it is not only a legitimate, but the most legitimate public charge. Diffused elementary education is one of the essential conditions of the formation of that sound national character upon which the safety of our soil must absolutely depend. But the secondary and superior education seem to me to stand on a different basis. They, too, are necessary to the state; but the selected individuals who receive such prolonged training profit so much personally, that they or their parents should pay part of the cost."

This statement was penned about two years ago; and I have put a portion of it in Italic, for I wish the reader to compare that portion with a recent utterance of its author.

In a speech made in Baltimore, in February last, Pres. Eliot said:

"There are those who hold that republics can be saved by the general diffusion of primary education; but the most effectual defense of Europe is the one in which this education is most diffused. There is, however, a power in the spread of higher education and the sentiment of honor associated with culture." No author, it seems to me, was ever guilty of a more palpable and material inconsistency. In his first statement he ascribes to elementary education the essential potency to form that sound national character on which our political institutions depend for safety; and uses this potency as an argument to discredit the higher education in the same relation. But in his second statement he utterly denies to elementary education any such saving power, and declares the higher education to be the bulwark of our liberties.

This is a strange thing just now, when the crusade against high schools is in full career and gathering head day by day, to have one of the foremost champions of that crusade placed hors-d'combat by his own agency. In fact, Pres. Eliot, in his Baltimore speech, put forth one of the most telling arguments in favor of free high schools, to which the controversy has given birth. Republics cannot be saved by the general diffusion of primary education—no there is a power in the higher education! Capital! The author of that sentiment cannot be a foe to the maintenance of high schools by the state. Rather should we look to find him pleading earnestly, not only that these schools should be free, but that a bounty should be offered to every parent who is too poor to keep his children long enough in school to have them enjoy the benefits of the higher education, so that they may be enabled to secure those benefits, and thus aid to rescue the state from dangers against which elementary education is no safeguard whatever. We welcome Pres. Eliot's advocacy of free high schools with unspeakable joy.

All the while that protests against the continuance of the high schools are ringing throughout the land, the elementary schools remain as popular as ever. Not a whisper of objection is heard against taxation for their support. They are still lauded as the palladiums of liberty.

Yet, I will venture to say it, terrible misgivings sometimes assail me, whether this very elementary education, represented in its topmost reaches—as the community seem content to have it—by the graduates of grammar schools, is not, under the conditions of modern society, pregnant with germs of influence which will peril the existence of liberty. The community is flooded with a debasing literature— dime novels, New York Ledger, Police Gazette, and the like—who mercenary aim it is to stimulate the passions.
into licentious play, rove the loathsome form of vice in the attractive gash of virtue, and familiarize and deprave the imagination with scenes of debauchery and crime. And the customers of most vendors of this accursed stuff consist, in large measure, of youth just coming to maturity, whose education closed with the grammar school. This is no rash unsupported assertion. These sales have been closely watched, in places, long enough to authorize this ominous charge.

Those whose education has been limited to the elementary schools have gone far enough to know how to read—they have not gone far enough to have acquired a taste for improving literature, and an amount of intelligence which will make them recoil from the low, polluting imagery of the dime novel and the Police Gazette. So, those of whom their home influences exert no saving power are left to the mercy of a venal press.

More than this. The bad omens are not all exhausted. The statistics of crime have heretofore inspired confidence in the conservative agency of elementary education; for of the criminals in the jails and state prisons, in years gone by, only a small minority were able to read and write. Those statistics now tell a different tale. It is beginning to appear that the great majority of the inmates of our prisons at the present time are not to be reckoned among the illiterate. Out of 140 convicts discharged in 1876 from the Massachusetts state prison, all but 22 could read and write; and out of 370 discharged convicts who have been assisted in the last four years by a society for the aid of such persons in Massachusetts, all but 31 had the rudiments of a public school education. These are startling truths. For what elements of danger to the well-being of the state exist, so boldly menacing, as the forms of depravity found brooding and festering within the walls of a prison?

GROWTH OF OUR EXPORTS AND DECLINE OF OUR IMPORTS.

A brief summary statement of our foreign trade in March last, distributed to the press by the Bureau of Statistics, enables us to compile an exhibit of extraordinary significance. The magnitude of our exports, and of the trade balance of merchandise in our favor, for the first three months of the present year, is without parallel in our history. Below is a comparison, in these respects, between the first quarter of 1878 and the first quarter of 1877.

<table>
<thead>
<tr>
<th>Year</th>
<th>Excess of Exports over Imports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>$53,698,339</td>
</tr>
<tr>
<td>1878</td>
<td>$56,638,778</td>
</tr>
</tbody>
</table>

These exhibits clearly indicate the phenomenal character of our domestic exports in the first quarter of the present year. Save in the exceptional year 1874, with its unparalleled export of breadstuffs, until 1878, our favorable balance of trade in merchandise is seen to be due to the progressive and rapid decline of our imports; for, if those had remained what they were in 1873, the trade balance would have been against us in every subsequent one of the periods except only those in 1874 and 1878. Comparing the first quarter in 1878 with the first quarter in 1873, the falling off in import entries of merchandise is $65,538,634, or nearly 39 per cent. The diversified movement may be further stated, as follows:

**Comparative Balance of Trade in Merchandise.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Aggregate Imports</th>
<th>Excess of Exports over Imports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1873</td>
<td>$174,589,647</td>
<td>$55,351,306</td>
</tr>
<tr>
<td>1874</td>
<td>$171,455,395</td>
<td>$52,931,156</td>
</tr>
<tr>
<td>1875</td>
<td>$159,334,305</td>
<td>$45,021,050</td>
</tr>
<tr>
<td>1876</td>
<td>$157,818,308</td>
<td>$40,021,967</td>
</tr>
<tr>
<td>1877</td>
<td>$153,634,957</td>
<td>$37,183,323</td>
</tr>
</tbody>
</table>

*Comparing domestic exports and imports of exports.

Nothing like exports aggregating nearly double of the imports has ever occurred before in this country. At the same rate for the remaining months of 1878, the excess of exports over the imports of merchandise would exceed four hundred million dollars for the calendar year; and the likelihoods of the future point to such a result, perhaps to one even greater. It is the war fever in Europe which is the inciting cause of this freshet-like expansion of our exports; and actual hostilities, now regarded as certain, would intensify this export demand, which would then extend to many more articles, than at present.—Chicago Inter-Ocean.

**REPORTS AND PAMPHLETS RECEIVED.**

Annual Report of the Secretary of the Interior on the operations of the Department, for the fiscal year ended June 30, 1877. C. Schurz, Secretary of the Interior.

Catalogue of the Officers and Students of the University of Wisconsin for the Academic Year 1877-78. John Bascom, D. D., LL. D., President.


Course of Instruction and Rules and Regulations for the public schools of the Borough of Doylestown, Pa. Adopted by the Board March 5, 1877. A. J. Ellicott, Principal.

Catalogue of the Officers and Members of Gravel Institute, for the year ending May 16, 1877. Cumberland Center, Me. J. Marshall Hawkes, Principal.


Triennial Catalogue of the Lake Forest Academy, 1874-77. Albert R. Sabin, Principal.
Notes.

LITERARY.—It is difficult to praise in terms of over-commendation the beautiful series of *Ancient Classics for English Readers*, of which a supplementary series has been commenced by the American publishers, Messrs. J. B. Lippincott & Co., of Philadelphia; or the yet more elegant series of *Foreign Classics for English Readers* in course of publication by the same house. The vast body of literature—even of strictly classic writings—in our own and other tongues, now absolutely prospers acquaintance with all; and the busy man or woman, as each of us is, with very rare exceptions, must be content to know something of many, everything of few indeed. In these cheap little books is comprised an epistle of the life and works of the great authors, containing quite as much as is likely to be remembered by the average reader of the whole voluminous biography and writings of each in extenso. They are prepared by competent scholars, and seem to be entirely trustworthy in their translations and abridgments. The new series of the Ancient Classics so far includes Thucydides (the latest issue), Aristotle, Livy, Ovid, Demosthenes, and in one volume Catullus, Tibullus, and Propertius. Lucrèce, Plutarch, Galen, and Hippocrates are in preparation. The Foreign Classics already furnish Voltaire, Pascal, Goethe, and Petrarch, with Cervantes, Montaigne, and others to come. They are sold in elegant binding, at only one dollar apiece.—A. O. Wright's *Analysis and Exposition of the Constitution of the State of Wisconsin* is a work designed for the use of teachers and advanced classes in schools, and citizens generally. It has become deservedly popular in Wisconsin, and has reached a sixth edition. Prof. Wright has now nearly ready for press an analysis of the Constitution of the United States, which will be bound together with that above mentioned. Published by David Atwood, Madison, Wis. —The *Boston University Year Book*, Vol. V., contains an elaborate essay on "The Liberation of Learning in England," showing the relation of the recent brilliant and decisive victory of the cause of impartial educational privilege in the University of London to the older and larger battle for the emancipation of liberal learning in that country. In Boston University, during the coming year, in addition to the instruction belonging to the regular curriculums of the different departments, there will be provided five special courses in philology, five in philosophy, ten in language, seven in mathematics and the natural sciences, besides six miscellaneous courses.—The *New England Publishing Company*, of Boston, will soon publish "Outlines for the Study of English Classics," by A. F. Blaisdel. It is designed for a practical guide for teachers and students of English literature.—*Kansas as It Is* is the title of a volume recently published by C. S. Burch & Co., of this city, being a complete review of the resources, advantages, and drawbacks of the great central state, written by L. D. Burch. It contains an excellent print, of Cram's Railroad and Township Map of the state, and is profusely illustrated throughout. Mr. Burch has spent the greater part of a year traveling through that state, and this book is the result of his careful observation. As a guide to those seeking homes in Kansas, it is very valuable, and as an exposition of the general condition of the state and its people, it will be found of service even to the general reader.—By sending fifty cents to Jansen, McClurg & Co., Chicago, or to G. F. Putnam's Sons, the publishers, you can get a copy of Putnam's *Library Companion*, four numbers bound in one volume. The numbers are published quarterly, and give priced and classified lists of the English and American publications of the past year, with the addition of brief analyses or characterizations of the more important books. It is a quarterly continuation of "The Best Reading," by F. B. Perkins.—A new edition of Prof. Jordan's *Manual of the Vertebrae of the United States* is in progress. It will be enlarged by the addition of nearly one hundred pages, and in it the nomenclature will be brought fully to date of publications. All the lately discovered species made known by our active band ofornithologists are included. The combined editions of the *Scientific Magazine* for the past year has reached one million, five hundred and sixty-three thousand, four hundred and fifty copies. The regular edition of *Scientific Monthly* is now seventy-five thousand.—Messrs. Cook, Son & Jenkins, of 261 Broadway, New York, are soon to issue a new book by Prof. J. H. Hoose, entitled "Suggestions to the American Tourist Visiting Europe for the First Time." The publishers in their announcement of the work say: "The manuscript has been submitted to several travelers of wide and varied experience, with the hearty approval of all, and one gives these 'general impressions' thus of reading the book: The amount of detail given in the work is truly marvelous: showing the writer to have been constantly and keenly observant. He must have walked circumspectly, indeed, to have seen so much. This mass of detail has been most carefully selected with a view to practical importance, and most judiciously arranged for reference and use, evidencing rare judgment in two essential points in a good author. The book touches upon every point of real interest and importance to the tourist in the field it enters, and it does this in a style so charming as to make itself fascinating both to the tourist, and to his friends who remain at home."

Mr. W. N. Hallman has resigned his editorial chair in connection with *Die Erziehungs Blatter* (German Educational Journal) and Prof. L. R. Klemm, of Cleveland, has been chosen his successor.—Teachers, librarians, etc., will be aided in their selection of new books, or any choice books for the library, by procuring from Robert Clarke & Co., Cincinnati, their new catalogue of the best books by ancient and modern authors in all departments of literature, science, and art. It contains 242 pages, and will be sent for 25 cents. The books are classified and priced, under 143 subjects, or heads of departments. Over 6,500 titles of works are given, which appear under the proper heads, arranged alphabetically by authors. An index of nearly 600 titles on special subjects is also added.—Charles Northcote, the veteran author of "The Teacher's Assistant," and other books, has been the chief compiler of two useful little collections, entitled respectively, *Choice Thoughts*, or selections from nearly one hundred and fifty different authors, for the use of high schools, for reading, recitation, and analysis; and *Memory Gems for Young* : being choice selections from a hundred different authors, designed for memoriter exercises in schools and families. A great many valuable and admirable passages are contained in them, and their general circulation and use are to be cordially commended. Among recent pamphlets of professional importance are:—Higher Education and the State; *The Lesson of Colonial Days*, by Prof. Chas. K. Adams, of Michigan University, a reprint from the *New Englander* of May; *An Inquiry into the Conception of the Term Common School and High School*, and the Laws of Tendency Which Govern them and their Relations to the State, by Principal James Hoose, of Cortland, N. Y.; and *Our Parks for Garden Schools*, a unique paper read before the New York Academy of Sciences, by Edward Seguin, M. D.

REVIEWS.

FIRST Lessons in French. Illustrated. By Emma E. Bullet. (New York and Cincinnati: Van Antwerp, Bragg & Co.)—This small work is based on the "memorising system" and is intended for the nursery or for classes of young learners. It would not be safe, however, to expect that a child could accomplish much with this book, had he not already attained the age when the grammar of his own mother tongue is somewhat familiar to him. On the other hand, the "Lessons" may serve as an excellent introduction for the oral teaching of the language by persons not well versed in the use of the idioms. The lesson having been given by the teacher, this small book might become useful if placed in the hands of the pupils for the review of the same lesson by herself. "Children, like parrots, learn to speak by imitation," says the author; hence the whole plan of the work. Let the learner memorize so many words and expressions, and the teacher will guide him in their proper use. In short, if the teacher is a native, or if he has attained the proper use of the language, this book will be of but little use, to either himself or the pupil. On the other hand, if the scholars are taught in large classes, and have not frequent contact with the teacher, this work, like many others of the same nature, could be somewhat profitably used.

The Pictorial Bible and Commentator for Young People. Presenting the great truths of God's Word in the most simple, pleasing, affectionate, and instructive manner. The author, Ingram Cobb, M. S., has gained an enviable reputation among church-going people, and more particularly has the Bible student been aided in his efforts by the use of the "Domestic Bible," "Portable Commentary," "Illustrated New Testament," etc., etc. This book has been carefully revised, improved, and enlarged. Within its 720 pages may be found analytical and chronological aids to the study of the Holy Scriptures so arranged as best to assist research and contribute to a fuller understanding of the inspired Word. The able introductory article is contributed by the Rev. Daniel March, D. D.

The illustrations are executed in good taste with the reading matter, and number 459. Teachers, ministers, and others out of employment can find work to do in the line of selling books that ought to find a place and be read in every family in the land. Wm. Garretson & Co., 192 Clark street, Chicago, is the place to make application for an agency. The book will sell...
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well. It is sold only by subscription, and agents are wanted in all parts of the country to whom the most liberal inducements are offered. Circulars are supplied upon application free of charge.

**The Song Herald.** A Collection of New and Original Music for Singing Classes, Day Schools, College Choirs, Conventions, etc. by H. R. Palmer, (Cincinnati: John Church & Co., Chicago: Root & Sons Music Company, 1876)—For general use in high schools and seminaries there are few better books than this. The Theoretical and Practical Studies, and the Solos, Duets, Vocals, and Engs which form a prominent feature of the book are admirable for purposes of instruction and drill. It also contains a catechism which can be used by a teacher as a means of reviewing the principles at any time. The pieces for singing are varied and usually good. Besides a variety of metrical tunes, it contains a good collection of glee, quartets, choruses, anthems, chants, etc. Though arranged somewhat promiscuously, the number of glee, quartets, and choruses is sufficient to meet the wants of any school for a long time. The book has had a large sale, and will be found well adapted to any school where public exercises are frequent.

Becker's Ornamental Penmanship: A Series of Analytical and Finished Alphabets. By George J. Becker, Professor of Drawing, Writing, and Bookkeeping in the Girard College, Philadelphia. (Philadelphia: Miller's Publishing and Publishing House. Sold only by subscription.)—This is a beautiful and substantially-bound book, with thirteen hand-printed, German, Old English print, English Church text, round hand, conversational hand, German capitals and epistolary writing, spurred and finished block letters, Egyptian finished and unfinished text, scripts and round hand, Arabic, Egyptian, and Gothic figures, flourishes, etc., etc., with necessary notes appended explanatory of the text, the whole forming a guide and valuable assistant to the teacher, professor of writing or drawing, conveyancer, draughtsman, book-keeper, commercial student, steel and wood engraver, lithographer, designer, letter-carver, sign writer and painter, stone cutter, type-founder, bookbinder, and other similar professions. It contains several exquisite ornamental plates engraved on steel by Earle, Archer, Meignelle, Smallie, Packard, and Borman.

**A Great Emergency, and other tales.** By Julianna Horrata Ewing. (Boston: Roberts Brothers. Chicago: Jansen, McClurg & Co.—Price $1.25.)—This is a bookranked a family favorite, and just the thing for the sitting-room table, when it can be easily picked up by the boys and girls. It contains four stories, all interesting, and teaching a good lesson without the tiresome moral at the end, that is always skipped.

**The Artificial Flower Guide,** conducted by I. Lowenstein, and published by the Parian Flower Company, No. 28 East Fourteenth street, New York, is a semi-annual magazine devoted to the use of artificial flowers, both for the toilette and house decoration. Some fine illustrations are given, containing valuable hints on the art of using flowers, either natural or artificial. Any lady would be interested in this magazine.

**Aunt Joe's Scrap Bag.** By L. M. Alcott. (Boston: Roberts Brothers. Chicago: Jansen, McClurg & Co.)—This volume is filled with spicy little sketches, that cannot fail to interest both old and young. It begins with "My Girls," telling what girls can do and have done, in different grades of society, and it must inspire other girls to improve the talents given them. Of the stories, we can scarcely tell which is best—perhaps "Patty's Place." All are good, and just the thing for boys and girls.

**A New Dictionary of the Latin and English Languages:** With an Appendix of Latin, Geographical, Historical, and Mythological Proper Names. (Leipzig: Bernhard Tauchnitz, New York: Henry Holt & Co., Chicago: Jansen, McClurg & Co. price $1.00.)—The price of this new dictionary first recommends it, as it is handsomely bound in red cloth, flexible cover, and is printed in remarkably clear type. It contains two columns of words and definitions on a page; the quantity of vowels, in the Latin, is always marked, when not indicated by position, or determined by rule. Teachers and students of the Latin language, especially those giving any attention to synonyms or the translation of English into Latin, will find this volume not only very handy, but very satisfactory for reference.

**The School-room Guide,** Embodying the Instruction given by the Author at Teachers' Institutes, in New York and other States, and especially intended to assist Public School Teachers in the Practical Work of the School-room. By E. V. DeGraff, A. M. (Second Edition. Carefully revised. Syracuse, New York: Davis, Bardeen & Co. Price $1.50.)—To the teachers who have been fortunate enough to listen to Professor De Graff's instruction at institutes it need not be said that if any person is competent to prepare such a guide as this, it is he. Its preparation has been the work of several years, and it will be the verdict of the careful, thorough teacher that the labor has not been spent in vain. It treats of Reading, Phonics, Spelling, Pennmanship, Drawing, Language, Letter-writing, Arithmetic, Grammar, Geography, Geography of North America, Geography of New York State, History, Elementary Natural Science, Recitations, Disciplinary Exercises, School Organization, and School Management. It contains a good preface and conclusion, but no table of contents, though it is indexed throughout by headlines.

**Notes on Euripides. an English Commentary on the Rhesus, Medea, Hippolytus, Alcestis, Heracleides, Supplices, and Troades of Euripides,** with the scanning of each play, from the latest and best authorities. By Charles Anthon, LL. D. (New York: Harper & Brothers. Chicago: Jansen Mc Clurg & Co. pp. 453. Price $1.00.)—Professor Anthon has had no superior among American or English scholars as an editor of classical text-books, combining high scholarship with peculiar adaptation to the wants of the student. There is no more proficient editor of the ancient classics, and none studied with greater satisfaction. His works are especially serviceable to the private student. This volume of Euripides is marked by the careful and scholarly interpretation of the text, which characterized all his latest work. With Anthon, "a word is not placed without consideration of the subject-matter of the text, though his grammatical study may not be much aided;"

**Bessie Harrington's Venture.** By Julia A. Mathews. (Boston: Roberts Brothers.)—Bessie Harrington's venture was in taking charge of an uncontrollable class of rough boys, in a mission Sunday-school, thus saving them from being expelled for misconduct. Gaining an influence over John Britton, the leader, by appealing to his better nature, she from the first had little difficulty in controlling the class, and the gradual reform of most of its members was the result. The story of John's life, his crimes, temptations, and reform, his resolve to obtain an education, that he might do good to his own class, the education which he was subjected to, and his ultimate success, are graphically described. It is a safe book to put into the hands of the young, and is far better than the average novel found in Sunday-school libraries.

**A Jewel of a Girl.** (New York: Harper and Brothers. Chicago: Jansen, McClurg & Co.)—This is rather an interesting story of Irish life. It seems to contain two heroes—a father and son—and two heroines, a lovely maiden lady, and her lovelier niece. After the usual vicissitudes, all are made happy. Novel lovers will probably be charmed with the book.

**An Open Verdict.** By Miss M. E. Braddock. (New York: Harper and Brothers.)—This is no unlike other stories of English life. It is, however, a very good illustration of the mischief a good-natured meddler can accomplish with the best of intentions. It ends happily, as all the unhappy and disagreeable people are killed off, leaving the good ones to enjoy themselves to the utmost, without any interference.

**NEW BOOKS FOR TEACHERS.**

[Bulletin may recur an announcement of their new publications in this weekly, list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers.

*Any book named in this list may be obtained by forwarding the price to the publishers of this Educational weekly.*


**DE MILLE, James,—The elements of rhetoric. 5th ed. pp. 394. N.Y.: Harper & Bros. $1.50.**

**GARRETT, P. Editor,—One hundred choice selections in poetry and prose. No. 29. 200 pp. 32d. Phil.: F. Garrett & Co. price 50 cents.**


**HAMILTON, Rowland,—Money and its value; an inquiry into the issues and ends of economic production, with an appendix on the rate and Indian currency. 2nd ed. pp. 324. Phil.: Macmillan & Co. price $1.50.**

**KENNEDY, John,—The school and the family; the ethics of school relations; sixth edition. 2 vols. 8vo. N.Y.: Harper & Bros. price $2.50.**


**SAULTE, Samuel P.—Chemical experimentation: a hand-book of lecture experiments in inorganic chemistry, systematically arranged for the use of lecturers and teachers. 3 vols. pp. 815. Louisville, Ky.: J. P. Morton & Co. price $5.50.**
CHICAGO, APRIL 25, 1876.

THE STATES.

INDIANA. — There are 1,524 students enrolled at the Valparaiso Normal School this term! Think of it! Elkhart enrolled 587 boys and 714 girls in her public schools during the month of April. Very little tardiness is reported. The following note is forwarded by the Superintendent: "Fifteen persons have applied for teachers' certificates to the Superintendent of Public Instruction, of whom thirty-eight failed, and 110 received either first or second-class certificates. The executive committee of city school superintendents, having in charge the arrangements for a proposed educational exhibit on a somewhat extensive scale at the next state fair, are actively at work. Correspondence has been opened with the city superintendents and other leading educators throughout the state, from many of whom promises of cordial cooperation have already been received. It has been agreed, however, to abandon the idea of a competitive exhibition, on the ground that the various city schools are so different in every way, that no proper basis of competition can be decided upon. All schools making an exhibit which is considered by the judges satisfactory and creditable will be awarded a premium. Wil- lis Barker, teacher of schools at Danville, has been arrested charged with the crime of robbing a safe in the county treasurer's office in Tilton, Illinois, the crime having been committed about two years ago. Barker was engaged to be married to a young lady, daughter of a leading citizen of Peru. — Prof. Simon, of Danville, Ill., has been elected principal of the high school at Hebron. He will enter upon his duties in the fall. — Prof. Harper, of Loda- dogs, has just removed his normal school to Danville, where inducements have been presented to create a system of schools, but the people of Loda-gos will proceed at once to erect a building for a continuation of the normal school next fall under a new faculty. — Milton Garrigus, candidate for State Senator from the counties of Miami and Howard, has resigned his position as superintendence of the schools of Hartford and Heath. — The board of the class of 74, Asbury University, has been elected to fill the vacancy. — Earlham college at Richmond has been made the western educational center of the Quakers. — The New York State Education, including Penn and Williams, will be reduced to preparatory schools and made to prepare teachers to be made teachers. This action requires and will probably receive the sanction of the different yearly meetings. — Superintendent Smart is sending blanks for the annual returns from the high schools throughout the state, and in view of the fact that the propriety of the continuation of high schools is being discussed all over the country," he asks that the information supplied may be as far as possible accurate and reliable. — Twenty-eight high school commissions are about to be issued from the office of the State Superintendent of Public Instruction. These commissions authorize the principals of the schools to which they are given to examine graduates for entering the freshman class at the State University.

ILLINOIS. — There is to be a normal class in Dixon, under the instruction of Prof. Ferris & Hartwell, commencing July 1, and continuing five weeks, five days each week. Tuition for the term, $5, payable before enrollment. — Supt. Preston announces that in the examinations to come, 75 per cent of correct work will be required for second grade, and 90 per cent for first grade certificates. The work in this drill will be for first and second grade certificates. — Miss Mary Allen West, of Galesburg, furnishes the WEEKLY the following note respecting the death of a prominent teacher: "Our schools have suffered a severe loss in the death of Mr. T. C. Swafford, aged 56 years Principal of the Oneida schools. He died in Onida, May 11, 1878, aged 42 years. Previous to his engagement here he was principal of the North Abingdon schools, and of those in Monmouth. He was an enthusiastic teacher, one especially gifted in drawing all hearts unto him. Few teachers were ever more beloved by their pupils, few were more deeply lamented. For the past two years, Mr. Swafford's health has been very poor; for a year and a half, he was unable to teach. That he has continued to do so is a remarkable example of the triumph of a strong will over a feeble body. Teaching was his delight, the very life of his life, as he often said. So intense was his love for the work, so strong his determination to succeed in it, that for months, weeks, days, unable to walk, the thought of the work was the constant theme on his mind. On Tuesday night he died. His funeral was attended by a large number of his friends. He was buried in the school-yard, and a large and magnificent pile of flowers was placed upon his grave. — The annual session of the Illinois State Teachers' Association, which was held at Springfield, on Monday, July 8, and will continue five weeks. — Prof. Ferris, of Dixon, will hold his drill in Dixon, commencing five weeks. — Prof. Ferris is a graduate of one of the New York normal schools, and Mr. Hartwell is a graduate of the Illinois Normal School. These gentlemen are accomplished teachers, and there will be no sham in their work." — J. L. Hartwell, of Dixon, goes to Oelwein this week. — Prof. Rosent, of DeKalb, announces that a normal term of the academy will be opened July 8, and continue four weeks. — Supt. Harrington will hold a normal drill at Princeton, commencing July 8. — It will commence July 8, Prof. J. Pike has been re-elected superintendent of the Jerseyville schools. This is his fifth election. — The work of the people of Peoria and McLean counties is now in the matter of a summer institute. — The committee appointed at a previous meeting, and consisting of E. S. Wilcox, Alex. Heerh, and Prof. S. H. White, presented a report, in a carefully prepared plan was indicated. No final action was taken. It is hoped that the Peoria will make the experiment. — The enterprise of Prof. White's aggressive industry. — Supt. Haight of the Altoue schools, regales the entrance and dismissal of the 500 grammar and high school scholars in the county, and the terms for them are $200. — The Champaign high school will close on the 31st of May. It graduates a class of 66, all of whom will enter the Industrial University at the beginning of the next fall. — The board of the rural schools has been called together the largest ever assembled in Onida. — The fifth annual session of the Effingham County Normal School, was held in the school-house in Effingham, on Monday, July 8, and will continue five weeks. — County Superintendent. — J. L. Hartwell and W. N. Ferris, of Dixon, will hold their drills in Dixon, commencing five weeks. — Atkinson. — J. L. Hartwell, of Dixon, goes to Oelwein this week. — Prof. J. Pike has been re-elected superintendent of the Jerseyville schools. This is his fifth election. D. J. Murphy was chosen first assistant, a position which he has held for two years. — Supt. Carey, of Jersey County, writes us that he has pinned to notice to the laird lapel of his coat: "will others 'go and do likewise?'" — A teachers' institute for Bureau county was held in the South Union school-house May 4. The people of Peoria and McLean counties are now in the matter of a summer institute. — The committee appointed at a previous meeting, and consisting of E. S. Wilcox, Alex. Heerh, and Prof. S. H. White, presented a report, in a carefully prepared plan was indicated. No final action was taken. It is hoped that the Peoria will make the experiment. — The enterprise of Prof. White's aggressive industry. — Supt. Haight of the Altoue schools, regales the entrance and dismissal of the 500 grammar and high school scholars in the county, and the terms for them are $200.
le. This is a high honor most worthy conferred.—Burlington has nine public school houses and employs 69 teachers. The average cost of instruction per pupil is $22.45 a year. —Superintendent Guthrie has our thanks for a neatly printed copy of "A New Regulation of Study of the Public Schools of Iowa City." We are satisfied that Prof. G. and his excellent corps of teachers are doing good work. The "University City" has reason to be proud of her excellent public schools.—Clinton county average salaries are $57.76, the highest in the state, and the total tax roll was $1,253.25. —A course of study for normal institutes has been approved by the State board of education, and the new Normal Institute at Dubuque and Co. is given to the primary grades of the town. This is a prosperous town. The people think it their right to examine the written work of the teachers, and shall be pleased to assist in the selection of teachers by pointing out the accuracy or inaccuracy of their work.

MICHIGAN.—School-book agents are just now paying their attentions to the Detroit schools, but the said board seems to have lost the appreciation of such attentions. —During the storm of last week the brick school house known as the Dexter Green School House, in Farmington, was almost totally demolished while the school was in session. Miss Loveridge had one of her legs broken and was otherwise badly bruised, and a number of scholars were injured, but none very seriously. The building has been considered unsafe for some time, although it is not many years since it was built.—Prof. Lodeman, of Ypsilanti, who proposes taking a company of ladies and gentlemen on a tour through Europe, now has 19 persons ticketed. He has also advertised that "class funds" have been established, except that of the chief engineer, and the school board has also determined to cut down the teachers' salaries.—An air pump, to be presented to the Detroit high school by the alumni and pupils, for demonstrating the weight and other properties of the atmosphere, is on exhibition at Roehm & Wright's jewelry store. It was manufactured in Boston, by E. S. Ritchie & Son, and is said to be one of the finest in the country. Miss Annie Lovell has been appointed Townshipsupervisor of schools in the town of Climax, Kalamazoo county.

MAINE.—Mr. Geo. S. Woodman is Chairman and Secretary of the Auburn School Committee. High school commenced April 8; grammar and primary, 15. Teachers' salaries reduced ten per cent. The full term will open in the new building on the Edward Little Park.—The students of Bowdoin College are very much interested in the game of Lacrosse, and propose to organize two teams for the coming season, one in the medical and one in the literary school.—Bridgeport is having a little unpleasantness over "Cutchenden's Language" in the grammar school. If their experience and ours tally, they will be in a most serious plight.—Prof. Packard delivers the baccalaureate sermon at Brunswick in the absence of President Chamberlain.—Mr. S. W. Ingalls, of Auburn, is teaching elocution at Hillsdale College, Michigan. The new Auburn high school building cost over $18,000, seats upward of 200 persons, and is every way a success. About 600 students are to be under the instruction of Miss Lowell, from the National School of Oratory, Philadelphia.—The Ellsworth high school reopened April 8, under the care of Mr. C. F. Lovell. Cape Elizabeth opened April 15 with one hundred and one pupils. D. W. Hawkes is principal, and Miss Annie Nichols, of Searsport, preceptress.

KANSAS.—An educational exhibit will be made by the public schools of the state at the meeting of the State Teachers' Association, which is to be held at Atchison, June 24-25. The project is urged forward by State Superintendent Lemmon, whose energy in his work is winning for him great popularity among his fellow teachers and educational superintendents.—For some time past Prof. Wm. Patrick, of Lawrence University, has been making extended explorations along the line of the Kansas Pacific Railway in Kansas and has been rewarded by the immunity of the phosphate districts near Wamego and 312 miles west of Kansas City. Similar material is found in Georgia and some of the Southern States, and is shipped North and to Europe, where it is used as fertilizing matter. It is a most important discovery, and will prove of great value to Kansas.

MINNESOTA.—Carleton College is erecting an astronomical observatory. The building is to be completed before the commencement in June, and most of the instruments will be in place by the beginning of the fall term. The size and cost of the telescope have not yet been determined. The Eastern.—A committee of the Western School Board has prepared a memorandum stating, among other things, that the state has given a fair trial in the schools of that city, and except in the case of the evening drawing schools it has not been a success. The report recommends that the public schools be opened to all the grades above the third primary, except the eighth, be wholly discontinued; its continuance in the excepted grades being sufficient to answer the legal requirement, and tender the city a saving of $15,000 for the purpose of the state.—Oliver Wendell Holmes will give the poem and Rev. A. McKenney the oration at the centennial of Phillips Academy, at Andover, Mass., on the 5th and 6th of June. This famous old school has sent more boys to college than any other of its class, was the first incorporated, and its centennial awakens corresponding interest. Many of its pupils are in Illinois, and should send their address to Dr. Bancroft, the principal.—A Hyde Park, Vermont, school-man finding that her boys had been using tobacco, commenced cutting off their pipes, steeped them in alcohol, and gave them to drink of the pleasing decoction. Both the boys and their parents were much disgusted with the remedy and its application.—The New York Tribune says were too liberal towards the teachers in its statement that $2,000, at an annual expense of one hundred thousand dollars, a school where more than a hundred Chinese boys are going through an educational course that is to last fifteen years, Connecticut loses any able educator in the resignation by Prof. W. B. Dwight, of the New Britain Normal School, to accept the position of Curator of the Cabinet of Natural History and Professor of Zoology and Geology at Vassar College.—In Milford, Mass., Sept. J. W. Simonds selects the teachers by printed examination, subjects which will be discussed at the monthly meetings, and directs such departments as will be particularly interested to close their schools and attend the meetings.

FOREIGN.—The deposits in forty of the penny savings banks attached to the public schools of London amounted to about $15,000 last year.—We have received a new "exchange" from London, Ontario—The Western Advertiser, a very large weekly paper, full of valuable reading. It has an "educational and teachers' department," and is written with skill, and to which we shall be indebted for much of our Canadian news.
A PERFECT HEATER FOR SCHOOLS, ETC.

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" 28.—28 " " " 60.00
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